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ABSTRACT

The job development, job placement, and follow-up program reported on is an exemplary project in vocational education that includes 10 cooperating high schools located in a three-county area. The program is designed to prepare high school seniors and early school leavers to make positive transition from school to suitable employment or post-secondary training. The problem studied was to determine the students' need for job development and placement activities and to demonstrate the need for placement assistance within the school setting. Prior activities of students related to work experiences, work habits, job-seeking skills, mobility, preparation for the world of work, and their career plans were required not only for developing future student world-of-work programs but also for the implementation of the placement program. Data was gathered by use of the Student Career Placement Questionnaire, World of Work Survey, and the Career Plans Survey. Responses to each of the 77 items from the three survey questionnaires are tabulated and grouped respectively; results are reported as percentages, and the means of selected items are reported. Statistical comparisons are made between schools for selected items, and a composite of responses from students in 10 schools gives an overview. (Author/AJ)

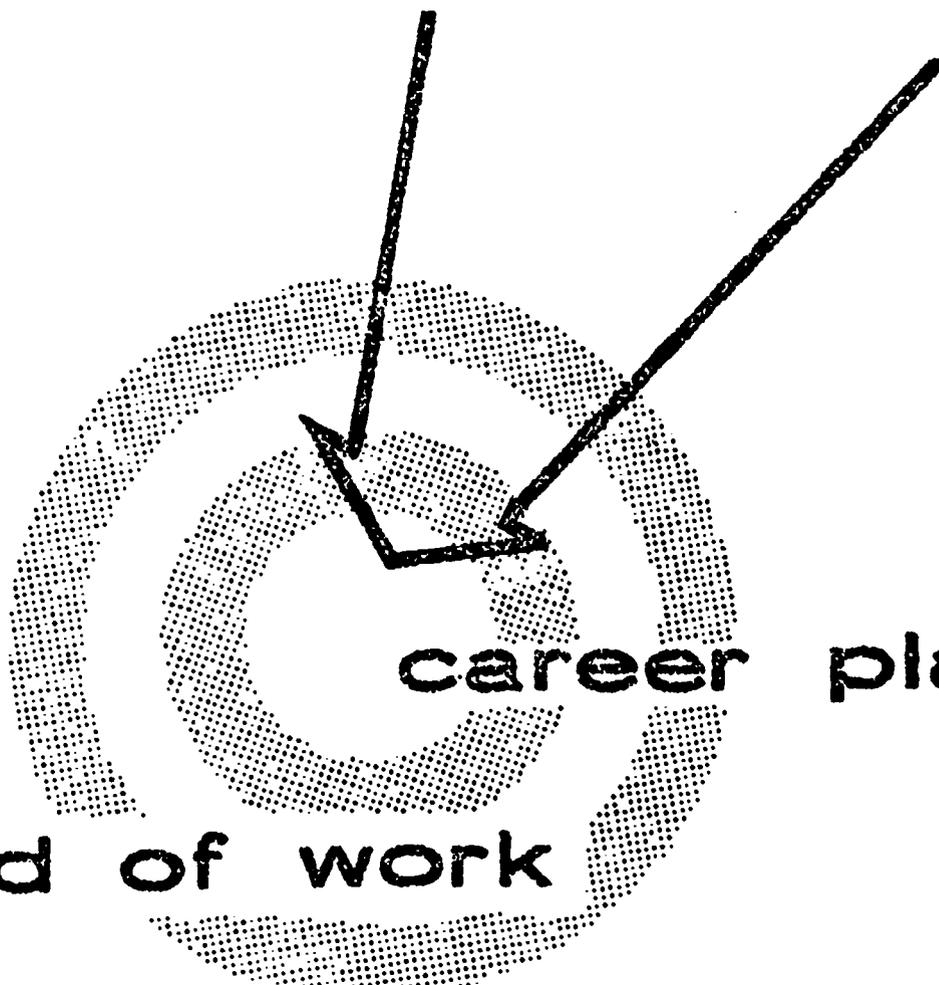
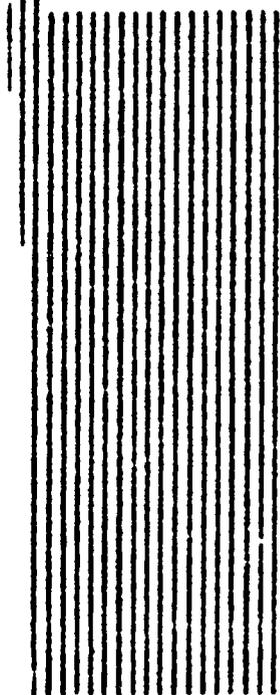
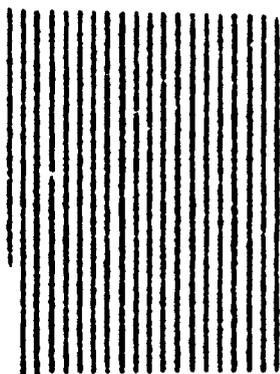
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AREA HIGH SCHOOLS Senior Survey Results



DEPARTMENT OF HEALTH
COMMUNITY SERVICES
ST. LOUIS, MISSOURI



career plans

world of work

career placement

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STATE FAIR COMMUNITY COLLEGE
Sedalia, Missouri

PREFACE

School guidance services have the responsibility of linking the student for whom high school is terminal, at least in the immediate future, with employment satisfying for him and his employers. This responsibility may be shared with public or private employment agencies and others, but school guidance services can be uniquely helpful. The counselor helps the student to evaluate himself realistically, to focus on job expectations, demands, and satisfactions, to utilize information on self with assistance from instructors, to develop effective job seeking behavior, to help students making career decisions, and to enter employment. To counselors, the important feature is that the student develops a "model" or "pattern of skills, attitudes and understanding" effective in getting and holding the right job. The placement program broadens the range of job opportunities offered to the school's graduates and communicates a positive image of the school to employers and community, and thus to future students through successful and satisfied graduates.

INTRODUCTION

It would be erroneous to assume that the preparation for the world of work and the placement of graduates and early school leavers can be performed and carried out by the school counseling staff alone. The successful placement service offered to students is dependant upon the cooperation of the school administrative staff, faculty, leaders of local business and industry, public and private agencies, civic organizations, the community and the students themselves. The relationship to these various groups is an integral part of the overall placement service process.

Six basic components in offering a relevant placement program include: (1) study of occupations, (2) study of the individual, (3) collection of occupational information, (4) preparation for the occupation, (5) placement and ultimate job satisfaction in the occupation, and (6) potential for individual's upgrading in the occupation.

Schools need to become more involved in each of these activities, particularly on the need of students to know more about the world of work, how courses in school are an integral part of the world of work, and the wide variety of occupations open to them.

Need for Student Survey Questionnaires

A commitment to offer job placement services to all high school graduates as well as students who terminate before completion in the ten participating high schools in Benton, Pettis, and Saline counties is one of the goals included in State Fair Community College's career education project. This three-year, federally-funded project entitled, "To Develop and Implement a Comprehensive Career Education Program K-14 in a Three-County Non-Urban Area in Missouri" includes offering a comprehensive placement service as one of the components in the project.

The centrality of this commitment for Career Education was emphasized by U. S. Commissioner of Education Sidney P. Marland, Jr., in a speech entitled, "Career Education Now?"

"I propose that a universal goal of American education, starting now, be this: that every young person completing our program at grade 12 be ready to enter higher education or to enter useful and rewarding employment."

The Vocational Education Amendments of 1968 gave a tremendous impetus to job placement, interpreting it as a form of vocational guidance.

The Guidance Division of the Missouri Department of Education has stipulated that all approved school guidance programs must have a placement component as part of their counseling activities.

Statement of the Problem

The Job Development, Job Placement and Follow-up Program is an exemplary project in vocational education that includes ten cooperating high schools located in a three-county area. The program is designed to prepare high school seniors and early school leavers to make a pos-

itive transition from high school to suitable employment or post secondary training.

The problem of this study is to determine the students' need for job development and placement activities and to demonstrate the need for placement assistance within the school setting.

Prior activities of students concerning their previous work experiences, work habits, job seeking skills, motility, preparation for the world of work and their career plans are required not only for developing future student world of work programs but also for the implementation of the placement program.

The data was gathered by use of the Student Career Placement Questionnaire, World of Work Survey, and the Career Plans Survey.

Objectives of the Study

The major objectives of the study are as follows:

1. To obtain information useful in establishing a baseline for implementation of school placement service activities.
2. To obtain descriptive information about students' career experiences, attitudes, and plans useful in guiding them into a post-secondary training program or into suitable and meaningful employment.
3. To obtain job competency information and the extent of development of work habits of students included in the project.
4. To obtain information useful in evaluating the extent and need of school placement services and to determine the demand for a special career planning unit.
5. To help students develop more appropriate vocational plans and goals based upon knowledge of himself and the world of work.
6. To provide information for use by academic faculty members, administrators and counselors in designing new programs or in curriculum modification and changes.
7. To survey the extent and need for occupational information for students in assisting them in vocational career making decisions.
8. To provide data for program evaluation.

Procedure For Conducting the Study

Six areas were selected for describing the procedure used in conducting the study with each of the ten participating schools included in the project. These areas include:

1. Developing the survey instruments
2. Content and use of the Student Career Placement Questionnaire, the World of Work Survey and the Career Plans Survey
3. Selecting the respondents
4. Collection of data
5. Treating the data statistically
6. Analysis of the data

Developing the Instruments

The Student Career Placement Questionnaire and the World of Work Survey were designed by the Placement Specialist. The Career Plans Survey was designed by Dr. John R. Cochran and Dr. Davis M. Wels, Professors of Education at the University of Akron. The basic format and content of the Survey were retained but revisions of some items were made for the target population included in the project.

Content and Use of the Criterion Checklist

The Career Placement Questionnaire is a 20 item instrument developed to provide basic information from each student in order to determine students career plans after graduation. Essential information for purposes of conducting job development and placement activities are included in this questionnaire.

The World of Work Survey is a 32 item multiple choice instrument developed to provide administrators, teachers, counselors, and the project staff with information about each student and includes the following areas:

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1. Work experience
2. Development of Work habits
3. Development of Job-seeking skills
4. Career plans
5. Mobility
6. Occupational information and preparation for the world of work.

The Career Plans Survey's original basic format and content were retained but revisions of some items were made for the target population included in the project.

The survey is a 26 item multiple choice questionnaire designed to determine student career experiences, attitudes, and plans.

Selecting the Respondents

The program is designed to include all high school seniors in the following high schools:

- Celo Camp High School
- Green Ridge High School
- Northwest (Hughesville) High School
- LaMonte High School
- Lincoln High School
- Marshall High School
- Sacred Heart High School
- Sedalia Smith-Cotton High School
- Smithton High School
- Warsaw High School

Approximately 855 high school seniors are included in the initial survey with an estimated 51.5 percent of 407 employment-bound students representing the target population.

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Collection of the Data

In order to obtain data needed for the project, survey questionnaires were distributed to schools and administered by counselors to each participating student. Group testing procedures were followed by nine of the participating schools. The exception was in one school where the survey questionnaires were administered individually to each participating student.

A standardized procedure for collecting students' responses was outlined as follows:

1. The purposes of the survey questionnaires were explained.
2. The purposes and instructions were printed on each survey questionnaire.
3. Tabulation and analysis were made for each school by the project staff.

Treating the Data Statistically

Responses to each of the 77 items from the three survey questionnaires are tabulated and grouped accordingly.

Results are tallied and reported as percentages and the means of selected items are reported. Statistical comparisons are made between schools for selected items included in the survey questionnaires.

A composite of responses from students in the ten schools will be made in order to obtain an overview of results from the total target population of students in the three-county area.

Pretest Percentages of Responses For High School
Seniors on the Career Placement Questionnaire

Table 1

Career Placement Questionnaire	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students						
			Age				Sex		Grade 12 N= 855
			16	17	18	19	M	F	
1. Age		855	6.8	75.1	17.7	.4			
2. Sex		855					49.1	51.9	
3. Participating in School Activities									
1) Yes		688						80.4	
2) No		166						19.5	
3) No Response		1						.1	
4. Held School Offices									
1) Yes		306						35.7	
2) No		548						64.8	
3) No Response		1						.1	
5. Taken Vocational-Tech- nical courses									
1) Yes		261						30.5	
2) No		594						69.4	
6. Drivers License									
1) Yes		668						78.1	
2) No		178						20.7	
3) No Response		9						1.1	
7. Physical Disability									
1) Yes		67						7.7	
2) No		773						90.4	
3) No Response		11						1.2	
8. Under Doctor's Care									
1) Yes		54						6.3	
2) No		789						92.2	
3) No Response		12						1.3	
9. Serious illness, oper- ations, or accidents									
1) Yes		139						16.2	
2) No		552						64.5	
3) No Response		164						19.2	
10. Possibility of moving out of district									
1) Yes		30						3.4	
2) No		823						96.2	
3) No Response		2						.2	

Career Placement Questionnaire	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students N= 855
11. Career Plans after graduation			
1) Take a job that required no additional training		118	13.7
2) Go to post secondary vocational or technical school		114	13.3
3) Go to business school (non-college)		51	5.8
4) Go to college or university		411	48.6
5) Go into military service		39	4.5
6) Go to work in present full or part-time job		147	17.2
7) Other. Explain.		78	9.1
8) No Response		7	.7
12. Have a Firm Job Offer			
1) Yes		152	17.7
2) No		542	63.3
3) No Response		161	18.7
13. Have a Promise of a Job			
1) Yes		147	17.2
2) No		506	59.2
3) No Response		202	23.6
14. Job or Career Choice Require Additional Training Beyond high school			
1) Yes		330	38.5
2) No		356	41.5
3) No Response		169	19.7
15. Willing to take a job more than 50 miles from your home			
1) Yes		444	51.8
2) No		312	36.4
3) No Response		99	11.5
16. In what geographic area are you willing to take a job			
1) Kansas City		175	20.4
2) Columbia		84	9.7
3) St. Louis		30	3.4
4) Jefferson City		30	3.4
5) Springfield		7	.7
6) Sedalia, Clinton, Marshall		17	1.9
7) Anywhere		132	15.4
8) Unemployed		89	10.4
9) No Response		291	34.3
17. Want assistance in finding employment			
1) Yes		420	49.1
2) No		247	28.8
3) No Response		188	21.8

Career Placement Questionnaire	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students N= 855
18. Permission to release information to prospective employers			
1) Yes		659	77.7
2) No		82	9.5
3) No Response		114	13.3
19. What is the kind of job you want after graduation			
1) Professional, Technical and Managerial occupations		163	19.6
2) Clerical and sales		140	16.3
3) Service occupations		119	13.8
4) Farming, fishery, forestry and related occupations		47	5.4
5) Manufacturing		55	6.4
6) Transportation and related		49	5.7
7) Construction and related		26	3.4
8) Health service		23	2.7
9) Unemployed		120	14.0
10) No response		113	13.2

Analysis of the Career Placement Questionnaire

Analysis of the data on Table 1 of the responses of high school seniors from 10 school districts on the Career Placement Questionnaire indicate that 67.7 percent would like to attend a post-secondary training program after graduation. In Question 15 on the Career Plans Survey, 51.0 percent indicated they actually plan to attend a post-secondary training program. Of those who would like to attend a post-secondary training program, 26.3 percent felt that they would need either a part-time or full-time job while attending a college or university, post-secondary vocational-technical school or a business school. Of those students who indicated they actually plan to attend a post-secondary program, 17.9 percent maintain they would need part-time jobs.

Student's responses on taking a job that requires no additional training indicate that a higher proportion of male than female students plan to enter the world of work. 13.2 percent of the graduating seniors have definite plans to enter the world of work rather than continuing their education beyond high school.

Questions 12 and 13 are concerned with the number of students having a firm job offer after graduation or a promise of a job. Responses are not significantly different for these two questions since 17.7 percent responded to a firm job upon graduation and 17.2 percent indicated they have a promise of a job. Questions 12 and 13 tend to have responses from the same students who indicate they have both a firm job offer or a promise of a job.

Questions 7, 8, and 9 are concerned with the health of the students. In examining the responses to the question, "Do you have any physical disabilities," 7.7 percent responded positively with 6.3 percent indicating that they were under the care of a physician. Responses differ significantly in regard to the number of students indicating physical disabilities as compared with the responses to Question 9. "What serious illness, operation or accident have you had?" It appears that the key word "serious" was overlooked or misinterpreted since 16.2 percent indicate they have had some type of serious illness, operation or accident. Responses such as appendectomy and tonsilectomy are mentioned most frequently for this question.

The number of students willing to relocate in order to obtain a job is significant. It appears that 85.5 percent of the students feel that the resources in the community where they reside are extremely limited in regard to finding employment and 51.8 percent are willing to accept a job more than 50 miles from their home environs.

A significant number of students or 49.1 percent indicate that they want assistance in finding employment after they are graduated. Students who are planning to attend a post-secondary training program as well as those who plan to enter the world of work indicate they want job placement assistance.

Question 19 was an attempt to determine what kind of job a student wanted after graduation. Analysis of the data presented in Table 1 indicate that 63.3 percent of the students can be grouped under several major occupational areas included in the Dictionary of Occupational Titles.

In regard to this same question, a significant number of students or 27.2 percent are undecided or did not respond on the kind of job they want after graduation.

Summary

The number of students who indicate a desire to attend a post-secondary training program in comparison with those who indicate they actually plan to attend is significant. Vocational career counseling recognizes critical decision points at which students must be prepared and equipped to decide whether to pursue a job, seek future education or choose some combination of both.

Each student should be helped by eliminating real or imagined barriers in their pursuit of a career in the world of work or in their desire to attend a post-secondary training program.

Peer and parental pressure may be a factor which should be taken into consideration for some students who indicated a desire to attend a post-secondary training program. Another factor may be the social pressure still advocating higher education as the means to a rewarding career.

Some developmental activities may include the following:

1. Resource personnel to provide information on financing post-secondary education which includes grants, loans, scholarships, work-study programs; and part-time employment that is made available by most post-secondary institutions.
2. The need for more educational and occupational information from several sources for the college and non-college bound is indicated by the majority of the respondents. Adequate career decisions can be made only when information about occupational alternatives, the changing nature of work conditions, educational requirements, procedures for job entry, and vocational resources available in the area is easily accessible.

The profile of occupational choices suggests that most seniors seem to have differentiated work preferences (Question 19), with females generally preferring "safe" occupational choices involving little opportunity for leadership roles while males tend to prefer competitive, self-guided work. Most students have selected unskilled or semi-skilled jobs in which national and local labor market statistics already indicate there is and will be a continued high ratio of unemployment. These occupational choices may indicate lack of community role models, traditional sexual differences in occupational choices, community characteristics, and the general socialization process.

Influence of parents' educational level, income, vocational preferences and attitudes on the students may be important factors for consideration. Students level of ability and the availability of jobs are other important considerations.

Indications are that counselors need to become involved not only with students but with the family in career-decision making. Many students maintain that friends and relatives play a significant role in their lives in helping them with their vocational decisions. Involving members of a student's immediate family in vocational decision-making is one area of career education which should be explored more extensively.

Pretest Percentages of Responses For Seniors in
High School on the World of Work Survey.

Table 2

Work Experience	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
1. Number of previous full-time jobs.			
1) None		472	55.2
2) One		195	22.8
3) Two		78	9.1
4) More than three		58	6.7
5) Not responding		52	6.0
2. Number of previous part-time jobs.			
1) None		129	15.0
2) One		252	29.4
3) Two		211	24.6
4) More than two		246	28.7
5) Not responding		17	1.9
3. Have you held a previous full-time or part-time job related to the courses you have taken in school?			
1) Yes		152	17.7
2) No		652	76.2
3) Not responding		51	5.9
4. Are you currently employed?			
1) Yes, full-time		47	5.4
2) Yes, part-time		359	41.9
3) Unemployed		415	48.5
4) Not responding		34	3.9
5. If you have a job now, about how many hours a week do you work?			
1) Less than 10 hours a week		104	12.1
2) At least 20 hours a week		144	16.8
3) More than 20 hours a week		168	19.6
4) Not responding		439	51.3
15. If you have a paid job, what was the highest hourly wage you earned?			
			\$1.98*

*Mean hourly wage

Analysis of Data From the World of Work Survey on Questions Pertaining to Work Experience

Analysis of the data of the questions pertaining to the work experience in Table 2 suggests that a majority of the students or 55.2 percent have never held a full-time paid job which involves working 40 hours or more per week. The responses may be misleading since 38.9 percent of the students indicate they reside outside the urban area comprising the school district. A significant number of students may have worked full-time on non-paid jobs on their parents' farm or worked on non-paying jobs for friends or relatives.

A higher proportion of students have held previous part-time jobs. Several students (15.0%) indicate they have never held a part-time job while 29.4 percent indicate they have worked on at least one paid part-time job. Students who have held at least two paid part-time jobs consist of 24.6 percent and a significant number of the students (28.7%) indicate they have worked on more than two paid part-time jobs. By having this actual on-the-job experience, it appears students are gaining a knowledge of the world of work and may be developing more positive attitudes toward work.

It is significant that a number of students maintain they have not worked in either a full-time or part-time paid job.

In response to Question 3, "Have you held a previous full-time or part-time job related to the courses you have taken in school?", 76.2 percent of the students perceive their previous jobs as unrelated to the courses they have taken in school.

The number of students currently employed at full-time or part-time jobs appears significant with 47.3 percent indicating that they are working while attending school. It appears responses to this question is related to the number of students who maintain that they will need either a part-time or full-time job while attending a post-secondary training program after graduation. It appears that a number of students who indicate they are planning to take a job that requires no additional training are also working on part-time or full-time jobs. These students also indicate they are willing to take "any type job" which pays the "highest wages". It is significant that a higher proportion of these students indicate (Question 8 and 9) that they have been discharged or quit previous jobs.

Students who are working less than 10 hours a week are 12.1 percent of the senior class while 36.4 percent indicate they are working at least 20 hours or more a week.

Question 15 was an attempt to determine the highest hourly wage earned by those students who have had previous work experience. The mean hourly wage of \$1.98 appears unrealistic considering the prevailing wages paid* to workers in the area where the students reside and the local entry-level wages paid to workers. The question, "If you have had a paid job, what was the highest hourly wage you earned?" as stated on the survey may have elicited more significant and realistic responses if it read, "If you have had a paid job for three months or longer, what was the highest hourly wage you earned?"

*\$1.60 was the minimum wage at the time of the survey.

Pretest Percentages of Responses for Seniors In
High School on the World of Work Survey.

Table 3

Development of Work Habits	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
8. Have you ever quit a job (other than for reasons of returning to school?)			
1) Yes		266	31.1
2) No		552	64.5
3) Not responding		37	4.3
9. Have you ever been discharged from a job?			
1) Yes		94	10.9
2) No		711	83.1
3) Not responding		50	5.8
10. If you have had a paid job, did you fail to arrive on your job at the regular time at least three times during the length of your employment?			
1) Yes		70	8.1
2) No		708	82.8
3) Not responding		77	9.0
11. If you have had previous full-time or part-time work experience, did you like your job?			
1) Yes		613	71.6
2) No		141	16.4
3) Not responding		101	11.8
12. If you did not like your job, what was the reason? (Check all that apply)			
1) Undesirable hours		194	22.6
2) Difficulty in getting along with supervisor		46	5.3
3) Low pay for work performed		109	12.7
4) Undesirable working conditions		70	8.1
5) Difficulty with co-workers		16	1.8
6) Other		57	6.6
7) Not responding		363	42.4

Analysis of Data from the World of Work Survey on Questions Pertaining to the Development of Work Habits

The first two questions in the series of items from the survey pertaining to the development of work habits are to determine the number of students and the reasons why they have quit or have been discharged from jobs. Analysis of the data reveal that 31.1 percent have quit previous jobs other than for reasons of returning to school and 10.9 percent have been discharged from previous jobs at least one or more times.

The survey questions did not seek to establish the possible existence of patterns between school work habits and work habits in paid employment outside the school. It would appear that the poorer the work habits the greater importance placed on monetary return for future employment.

Some of the reasons given by students who have quit jobs were that they wanted "better paying jobs", "more favorable working conditions", and "more desirable working hours."

"Conflict with employers", "unable to get along with co-workers", and "being late for work" were some of the reasons given by students who had been discharged from previous jobs. Failing to arrive on the job at regular time at least three times during their length of employment was indicated by 6.6 percent of the respondents.

A significant number of students indicate that they liked their previous full-time or part-time job with 71.6 percent responding favorably compared with 16.4 percent responding negatively.

Having to work undesirable hours is mentioned by 22.6 percent of the group as the reason they did not like their previous jobs. Low pay for work performed and undesirable working conditions are given as reasons by 12.7 percent of the students for not liking their jobs.

Table 4

Development of Job Seeking Skills	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
6. I was assisted in getting my last full-time or part-time job by			
1) Newspaper want ads		80	9.3
2) Someone working for the school		34	3.9
3) The employment service		52	6.0
4) Relatives		227	26.5
5) Friends		316	36.9
6) Use of the Yellow Pages in telephone book		3	.3
7) My own in-person interview		270	31.5
8) Personal phone calls		63	7.3
9) Other. Explain.		60	7.0
10) Not responding		21	2.4
7. How long did it take you before you found your most recent full-time or part-time job?			
1) One day		322	37.6
2) Two - five days		183	21.4
3) Six - ten days		82	9.5
4) More than ten days		106	12.3
5) Not responding		162	18.9
13. How many places did you apply for a job before you were hired?			
1) None		335	39.1
2) One		158	18.4
3) Two		94	10.9
4) Three or more		165	19.2
5) Not responding		103	12.0
14. What were some of the most difficult problems you faced when you were applying for a job?			
1) Age		193	22.5
2) Lack of experience		187	21.8
3) Lack of job openings		224	26.1
4) Did not know the kind of jobs for which I was qualified		75	8.7
5) No transportation or access to transportation to a job		66	7.7
6) Uncertain as to how to go about locating a job		70	8.1
7) None of the above. Explain.		172	20.1
8) Not responding		35	4.0

Analysis of the Data from the World of Work Survey on Questions Pertaining to the Development of Job Seeking Skills

A significant basic strategy was followed by 36.9 percent of the students who used contacts with friends in getting their jobs. Relatives assisted 26.5 percent of the students in obtaining their previous full-time or part-time job. Friends and relatives were instrumental in providing direct assistance for the majority of the students in their search for employment.

The custom-designed strategy was used by 38.8 percent of the students who took the initiative in making personal contacts with employers in their search for jobs.

The more standard job search strategy used by students in obtaining employment with the employment service 6.0% , newspaper want ads (9.3%) and solicitation by telephone (7.3%) . Other significant people in the lives of the respondents, i.e. school staff members, provided 3.9 percent of the students with assistance in getting a job.

The length of time in obtaining a job can sometimes be a frustrating and discouraging experience for many youth. A significant number of students 37.6 maintain they found their most recent full-time or part-time jobs the same day they began searching for one. More difficulty in finding a job was encountered by 43.2 percent of the students who indicated that they obtained employment within two days to more than ten days.

Question 13 on development of job seeking skills indicates that 39.1 percent of the students did not apply for any type of job while 18.4 percent inquired with at least one employer about a job. A significant

number of students 30.1% maintain that they sought jobs in two places or more prior to being hired.

Students indicated that their age (22.5%) , lack of experience (21.8%) and lack of job openings (26.1%) were difficulties they encountered in their search for employment.

Uncertain as to how to go about locating a job was expressed by 8.1 percent of the seniors and 8.7 percent indicated that they did not know the kind of jobs for which they were qualified.

The number of students (7.7%) who apparently were willing to go to work but did not have transportation or access to transportation to a job was not significant.

Pretest Percentages of Responses For Seniors in
High School on the World of Work Survey

Table 5

Career Plans	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
16. Are you currently seeking some type of job, either full-time or part-time?			
1) Yes		249	29.1
2) No		563	65.8
3) Not responding		43	5.0
17. If you are currently seeking employment is it because you are having trouble getting enough money to make it through school?			
1) Yes		80	9.3
2) No		353	41.2
3) Other reason		70	8.1
4) Not responding		352	41.1
18. Will you be seeking full-time employment (other than a summer job) after you graduate?			
1) Yes		299	34.9
2) No		272	31.8
3) Undecided		246	28.7
4) Not responding		38	4.4
19. Have you made a definite decision on the kind of job you want after you graduate?			
1) Yes		313	36.6
2) No		262	30.6
3) Undecided		246	28.7
4) Not responding		34	3.9
28. Do you prefer to enter a post-secondary educational or vocational training program rather than take a full-time job?			
1) Yes		342	40.0
2) No		456	53.3
3) Not responding		57	6.6
29. If you are more interested in a post-secondary educational or vocational technical program than working full-time, what would be your reason for not enrolling in a program of your choice?			
1) Financial reasons		141	16.4
2) Help parents on farm		18	2.1
3) Physical disabilities		3	.3
4) Marriage		7	.8
5) Military		1	.1
6) Lack of confidence		24	2.8
7) Desires experience working prior to college		30	3.5
8) Better off not attending		2	.2
9) Academic reasons		2	.2
10) Undecided		2	.2
11) Not responding		625	73.0

Analysis of the Data from the World of Work Survey on Questions Pertaining to Career Plans

Responses indicate that 29.1 percent of the students are currently seeking some type of full-time or part-time job and 9.3 percent maintain they need employment because they are having trouble getting enough money to make it through school.

A majority of the students (65.8%) indicate that they are not seeking employment or are already employed in a full-time or part-time job.

The number of students not responding to Questions 16 (5.0%) and 17 (41.1%) is significant.

On the question, "Will you be seeking full-time employment (other than a summer job) after you graduate?", 28.7 percent are undecided and 4.4 percent are not responding to the question. 299 students or 34.9 percent state they will be needing a full-time job after graduation. Responses from students indicating they will not be seeking a full-time job (other than a summer job) are 31.8 percent.

In response to a definite decision of the kind of job students want after they graduate, 28.7 percent are undecided and 3.9 percent did not respond to the question. 262 students, or 30.6 percent have not made a definite decision on job choice. 313 students (36.6%) indicate a firm occupational choice.

**Pretest Percentages of Responses For Seniors in
High School on the World of Work Survey.**

Table 6

Mobility	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
20. How far are you willing to re-locate in order to obtain a job you want?			
1) Within my hometown or community		198	23.1
2) Not more than 25 miles from my hometown		113	15.5
3) Between 26 and 100 miles from my hometown		186	21.7
4) More than 100 miles from my hometown		290	33.9
5) Not responding		68	7.9
32. How far are you willing to re-locate in order to obtain the post-secondary training you want?			
1) Within my hometown or community		151	17.6
2) Not more than 25 miles from my hometown		67	7.8
3) Between 26 and 100 miles from my hometown		172	20.1
4) More than 100 miles from my hometown		192	22.4
5) Not responding		273	31.9

Analysis of Data from the World of Work Survey on Questions Pertaining to Geographic Mobility

Question 20 was an attempt to determine students' willingness to relocate and the distance they were willing to go in order to obtain the jobs they want. The majority of the students 55.6 maintain they are willing to relocate from 26 miles to more than 100 miles from Sedalia in order to obtain a job they want.

A significant number of students (38.6%) indicate they prefer a job in their hometown or not more than 25 miles from their hometown.

In response to relocation in order to obtain the post-secondary training they want, it appears that students are less willing to move out-of-the area as compared with those who want to obtain suitable employment. A significant number of students or 42.5 percent are willing to relocate from 26 miles to more than 100 miles from their hometown to obtain post-secondary training.

A significant number of students or 25.4 percent prefer to remain within their hometown or not more than 25 miles from their hometown in order to obtain post-secondary training they want.

Analysis of the data pertaining to those students not responding to the questions on relocation in order to obtain jobs (7.9%) or post-secondary training (31.9%) is significant.

Pretest Percentages of Responses For Seniors in
High School on the World of Work Survey.

Table 7

Occupational Information and Pre- paration for the World of Work	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
21. Are you interested in attending sessions on the exploration of job opportunities and assistance with job placement prior to graduation?			
1) Yes		297	34.7
2) No		221	25.8
3) Undecided		293	34.2
4) No response		44	5.1
22. Have you had instructions or discussions in school or any of the following preparations for the world of work?			
A) Completing job application forms			
1) Yes		344	40.2
2) No		485	56.7
3) No response		26	3.0
4) Need assistance in preparation		200	23.3
B) Developing a job resume about yourself and your job qualifications			
1) Yes		327	38.2
2) No		512	59.8
3) No response		16	1.8
4) Need assistance in preparation		262	30.6
C) Instructions in finding the kind of job you want			
1) Yes		323	37.7
2) No		499	58.3
3) No response		33	3.8
4) Need assistance in preparation		295	34.5
D) Practice in job interviews including questions an employer might ask you			
1) Yes		293	34.2
2) No		543	63.5
3) No response		19	2.2
4) Need assistance in preparation		293	34.2
E) An understanding of the current types of jobs and salary considerations			
1) Yes		331	38.7
2) No		506	59.1
3) No response		18	2.1
4) Need assistance in preparation		325	38.0

Pretest Percentages of Responses For Seniors in
High School on the World of Work Survey.

Table 7 (Continued)

Occupational Information and Pre- paration for the World of Work	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
F) Instructions in the effective use of job placement services in your community			
1) Yes		210	24.5
2) No		619	72.3
3) No response		26	3.0
4) Need assistance in preparation		359	41.9
G) Information about problems you may en- counter in an on-the-job situation			
1) Yes		318	37.1
2) No		515	60.2
3) No response		22	2.5
4) Need assistance in preparation		365	42.6
H) Ways to establish good work habits and good employer-employee relations			
1) Yes		426	49.8
2) No		409	47.8
3) No response		20	2.3
4) Need assistance in preparation		323	37.7
24. In obtaining a better understanding of the world of work, number from one (most inter- ested) the activity which would be beneficial to you.			
<u>3</u> Job seeking skills taught by counselor/ teacher			
<u>1</u> One or more planned field trips to bus- inesses and industries where you can observe work situations			
<u>4</u> Group discussions with former students who hold full-time jobs			
<u>2</u> Group discussions with workers and em- ployers from local businesses and industries			
<u>5</u> A unit on "Planning your Career"			
<u>6</u> Other. Explain			
25. Have you obtained occupational information on the kind of job in which you are interested?			
1) Yes		301	35.2
2) No		516	60.3
3) No response		38	4.4

Pretest Percentages of Responses For Seniors in
High School on the World of Work Survey.

Table 7 (Continued)

Occupational Information and Pre- paration for the World of Work	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
26. Are you interested in obtaining information on a particular occupation in which you are interested?			
1) Yes		603	70.5
2) No		192	22.4
3) Not responding		60	7.0
27. Have you received the kind of training in school which will qualify you for the type of job you want after you graduate from school?			
1) Yes		291	34.0
2) No		384	44.9
3) Undecided		153	17.8
4) Not responding		27	3.1
30. Have you obtained information about a POST-SECONDARY program in which you have an interest?			
1) Yes		163	19.0
2) No		604	70.6
3) Not responding		88	10.2
31. Are you interested in receiving information about a particular POST-SECONDARY program.			
1) Yes		344	40.2
2) No		423	49.4
3) Not responding		88	10.2

Analysis of Responses from Questions Pertaining to Occupational Information and Preparation for the World of Work

Question 21 is to determine the number of students who are interested in sessions on the exploration of job opportunities and assistance with job placement prior to graduating. Responses indicate that 34.7 percent are interested in assistance with 34.2 percent undecided.

Table 7 presents the results of items A through H of Question 22, "Have you had instructions or discussions in school or any of the following preparation for the world of work?" From the data presented in Table 7, the following statements can be made concerning the students' reactions to the items.

- 40.2 percent of the students indicate they have had instructions and discussions on completing job application forms while 56.7 percent maintain they have not. 23.3 percent state they need assistance in this activity.
- 38.2 percent indicate they have had instructions or discussions on developing a job resume while 59.8 percent maintain they have not. 30.6 percent need assistance in preparation of a job resume.
- 37.7 percent have had instructions in finding the kind of job they want while 58.3 percent indicate they have not. 34.5 percent maintain they need assistance in preparation for finding the kind of job they want.
- 34.2 percent state they have had instructions or discussions in job interview techniques while 63.5 percent maintain they have not. 34.2 percent maintain they need assistance in preparation of interviewing for jobs.
- 38.7 percent indicate they have had instructions and discussions concerning current types of jobs and salary considerations while 59.1 percent maintain they have not. 38.0 percent state they need assistance in this area of preparation for a job.
- 24.5 percent indicate they have had instructions in effective use of job placement services in their community while 72.3 percent maintain they have not. 41.9 percent state they need instructions or discussions in effective use of local job placement services.

--37.1 percent indicate they have had instructions or discussions about problems they may encounter in an on-the-job situation while 60.2 percent state they have not. 42.6 percent maintain they need assistance in problems they may encounter in an on-the-job situation.

--49.8 percent indicate they have had instructions and discussions on ways to establish good work habits and good employer-employee relations while 47.8 percent state they have not. 37.7 percent indicate a need for instructions in this area.

Analysis of the data from responses for Question 24 in Table 7 suggests that "Group discussions with workers and employers from local businesses and industries" and "One or more planned field trips to businesses and industries where you can observe work situations" were most often reported by students as ways to better understand the world of work.

In addition to the above choices, "job seeking skills taught by counselor/teacher" was selected by a smaller proportion of students.

60.3 percent of the students maintain they have not obtained occupational information on the kind of job in which they are interested and would be interested in obtaining information while 35.2 percent indicate they have received occupational information and are not interested in obtaining more.

A majority of students (44.9%) indicate they have not received the kind of training in school which will qualify them for the type of job they want after graduating from school. Responses indicate that 17.8 percent were undecided and 34.0 percent maintain they have received the kind of training in school which would qualify them for the type of job they want.

Question 30 in Table 7 on "Have you obtained information about a post-secondary program in which you have an interest?", 70.6 percent maintain they have not obtained information while 19.0 percent indicate they have the necessary information.

Question 31, the final one in the series on occupational information and preparation for the world of work, asked, "Are you interested in receiving information about a particular post-secondary program?" A majority of the students (49.4%) indicate they are not interested in receiving post-secondary program information while (40.2%) percent maintain they would be interested in the information.

Conclusions on the World of Work Survey on Seniors from Ten High School Districts

In writing a summary for a survey such as this, conclusions must be drawn from the data accumulated. However, as with most surveys, this writer recognizes some weaknesses in the method of obtaining data and survey instruments which should be kept in mind when interpreting the data.

First, a significant number of "no responses" is difficult to analyze and can be viewed differently by this writer and for those who have an interest in the results of the report. Conditions under which the questionnaires were administered, students' attitude that the content of some questions did not have application to their situations, and the possibility that some students may not have understood certain questions may have been significant. The high proportion of "no responses" for some questions should be considered carefully for any meaning they may convey to the reader.

Second, no attempt was made by the writer to explain to respondents the scope of the school placement program or the implications in having them complete the survey questionnaires. Other data already available in the schools on students was not utilized in the report.

Third, it may have been appropriate if a more thorough field testing of the instruments had been conducted. It appears some questions could stand further refinement or could be eliminated entirely.

It is important for the reader to keep these limitations in mind when interpreting the results and conclusions of the survey questionnaires that follow.

Summary of Results of the World of Work Survey

There is a sizeable group of students 15.6% or 134 students whose post high school plans are very indefinite. While they expect to graduate, they are both undecided and without adequate information about self and the occupational work on which they are based.

Many of the students interests lie in non-technical and service areas. At a time when expressed manpower needs are for professional and technically-trained persons, 35.2 percent of the students have occupational plans for the future which are limited to low-level jobs. Lack of work experience, need for specialized training, and differentiated goals are patterns that may be difficult to overcome after graduation in order to obtain career-type jobs.

Assisting students to look realistically not only at themselves but also at the projected manpower requirements of the nation appears to be a needed priority. Encouraging realistic vocational planning in an effort to make personal priorities coincide more adequately with local and national needs and wages will help prevent unemployment, dissatisfaction with initial entry-level jobs, unfavorable employer attitudes toward young workers and frequent job changes, either through quitting or being discharged.

Students Assistance in Finding Jobs

A majority of the students indicate that friends and relatives are instrumental in their obtaining full-time or part-time jobs. Parents, friends or relatives can set limits on the range of alternatives which enter a student's career decision-making. As an example, a student relying upon his parents, friends, or relatives generally obtains a job both in the same occupational class level and often at a specific lower entry level within the occupational class.

Career planning is becoming an increasingly complex process for students contemplating entry into the working world. Not only are the careers from which students may choose growing in multiplicity, but the choice is complicated by the fact that many career opportunities are characterized by low visibility. Often the nature of an occupation is known only to those persons engaged in it.

Work Habits

Several students indicated that they had either quit their jobs (other than returning to school) or had been discharged from their jobs for a variety of reasons.

The Purdue Opinion Panel Poll No. 94 has sought to provide a survey instrument through which students in high school might take an objective look at themselves and their goals, and relate their school experience to future work areas. The assumption underlying the emphasis on current work habits is that they are an indicator of the level at which high school students choose or are best able to work. While most students see their work habits in a positive light, almost one-fifth of the sample (2,000) admit that they stop doing school work when it gets too long or too difficult.

While over half (57%) appear to function at high or above-average levels in school work habits, there are still 43% whose work habits must be considered poor. If self-concept is largely defined by how we see ourselves as successfully-functioning beings, then it becomes apparent that over 40% of our high school youth have inadequate self-concepts. When work habits were compared with responses to other questions in the survey, the various groupings (High, Above Average, Below Average and Low) differed substantially in most of their responses.

In light of this survey with 2,000 high school students, consideration in career planning should include development of adequate student self-concept and thorough preparation toward developing positive work habits.

Career Plans

A significant number of the area high school seniors have not made definite career decisions prior to their being graduated. Some students indicate that they are planning to attend post-secondary programs and; therefore, have not made an occupational choice. Frequently overlooked by this group is the fact that education is but one aspect or phase of career development and that most students, regardless of educational aspirations and attainment, will someday enter the world of work.

Reasons for many students being undecided on career choices or on occupational fields of interest are varied. In order to encourage students to plan more effectively for their own futures, information about occupations, the changing nature of work, structured preparation for the world

of work, self-evaluation and specialized vocational-technical training programs are important considerations for helping students in making adequate career decisions.

All too often career planning is attempted through formal teaching of occupational information where facts about jobs are presented and some encouragement is given to reading about occupations in books.

Students know several facts and have some impressions about work, but seem less able to use the existing information personally and creatively.

There is generally a surprising lack of comprehension about job satisfiers other than money and prestige and generally very little imagination about the personalization of work or the psychological satisfaction claimed from a job.

New considerations can be given through such a program as Sacred Heart's and Smithton's Project Discovery.

Geographic Mobility

Regardless of how much a student may want a job, if he will not, or cannot accept the fact that he may be forced to relocate in order to obtain the kind of job he wants, he may become a member of a vocational minority group of his own choosing--the geographically immobile. This group of students may also include individuals who fail to properly assess the employment situation. They remain at home waiting for better times or for a new industry to come into the community. Sometimes, there are very practical reasons such as family commitments. Then there are students who do not wish to relocate because of a fear of the unknown or more the prevalent emotional attachment to the community, family and friends.

Group or individual counseling sessions with exploration of the positive/negative aspects of relocation should be utilized. The apprehensions of individual students regarding relocation out-of-the area in order to obtain the job they want could be discussed more openly by teachers or counselors.

Career planning units could include sessions on the necessity to relocate in order to obtain some types of specialized jobs using tapes or letters from successful former graduates, free or inexpensive films and filmstrips, materials provided by Chamber of Commerce offices from major cities, and information made available by the U. S. Department of Labor.

Occupational Information and Preparation for the World of Work

Most counselors cannot find the time to acquire, evaluate, classify, file, retrieve, and disseminate information about occupations. But, rational student decision-making experiences is based largely on information about self and world of work. Making current and relevant occupational

information which can often be obtained at no cost to the school and geared to the needs of students in a particular school is a priority guidance activity.

1. Students have indicated a need for catalogs of technical and vocational schools as well as colleges and universities. These catalogs along with occupational information could be kept in the same area of the school career resource center.

2. Students have indicated a need for information about available on-the-job training opportunities locally and in out-of-the area communities.

3. Occupational information in the school library could consist of reading materials, books, hard cover pamphlets, paper pamphlets and in addition to classified materials, assorted free materials and posters.

4. A collection of up-to-date professional books in the field of career development and career guidance should be accumulated. These books could be a valued resource for information by the school staff as well as by students and interested individuals within the community served by the school district.

5. Reference books include materials of general occupational and related information of use to counselors and students. Certain of these reference works are used repeatedly and should be included in every library, namely:

The Dictionary of Occupational Titles, Vol. I and II
The Occupational Outlook Handbook
The Encyclopedia of Careers
Lovejoy's College Guide
Lovejoy's Vocational Guide
National Directory of Schools & Vocations
The College Blue Book
Degree and Certificate Programs Inventory in Missouri
The Missouri Governmental Services Catalog

Job Classification Manual from Missouri Conservation Commission
Vocational Technical Schools & Programs in Missouri
Sources of Occupational Information from State Dept. of Education
Resource Directory from State Dept. of Education

There are several other reference books which have more limited, though valuable, use.

6. The largest section of books in the school library should be composed of those categories intended primarily for student use. Most frequently circulated among students are the books giving occupational information about specific careers. In addition, books of general career information oriented around interests, industries, and some general career fields which are not easily classified are desirable. Examples of the above are outdoor occupations, occupations in specific industries, occupations for women, etc.

7. Another category of books for students' career planning include, for example, books about job hunting, career development, preparing a resume, and information on educational financial assistance available to students.

8. Most students probably prefer to read paper pamphlets while in the career resource center rather than to borrow them to be left with the responsibility of returning them. Free pamphlets are available and could be used extensively.

9. An additional resource to consider for the library is an extensive supplementary file of pamphlets on social, economic and cultural information available for use by the school faculty for reference and research.

10. If audio-visual equipment in the school is limited, a portable

sound filmstrip monitor equipped with earphones has been the most effective means to use audio-visual equipment with students. Monitors may be easily moved from place to place and can be used with individuals or small groups. It may be used quietly with earphones, is automatically operated and flexible for use in varied settings.

11. Quite a few tapes are now available which deal with on-the-job interviews with people in trades and vocations and are relatively inexpensive. Some schools have made their own tapes. Educational Centers such as Northeastern University's Career Information Center in Boston, Massachusetts offer excellent tapes for transcribing or these tapes may be borrowed for a period of time.

Recommendations and Suggestions

1. Consider developing in-service training programs for high school personnel in all academic areas (minimum of one hour a month) devoted to problem areas in preparation of youth for the world of work, providing feedback to other members of the school staff who can facilitate curriculum revision, and including faculty members in a career planning program so that program activities can be more closely aligned to program evaluation.

2. Consider implementation of a world of work program (if not already provided) into a one week or long block of time for high school seniors. This type of program is devised to meet immediate needs of high school students until Career Education is fully implemented and functional in all levels of participating schools.

3. Consider involvement of other significant people in the lives of students, i.e. parents, friends, relatives and teachers who already, it appears, play significant roles in helping students in their vocational decisions by finding more effective ways of including their assistance in program activities.

4. Since the time of school personnel is often limited, consider the utilization of many resources available within the community in providing occupational/educational information or utilization of people (professional as well as skilled and semi-skilled workers) within the community who have made successful and satisfying vocational decisions.

5. Information about occupational and educational opportunities in the local setting may be collected and arranged for use by students. A major problem in the use of current educational and occupational information with students is making it motivating and usable for them. Having materials on the school library shelf or in the counselor's office may not motivate students to utilize these materials effectively.

6. Develop a team concept approach to school placement services in which there is utilization of counseling staff, faculty members, administrators and students. The establishment of a job development, placement, and follow-up program is not what one counselor can do but what the "team" can do in a cooperative effort in helping youth in seeking and finding that all important first job.

7. Consideration be given to providing field trips to selected businesses and industries and contact with skilled and semi-skilled workers who have made satisfying career choices.

8. Possible development of an experimental group of high school students who are given high school credit for work experience for participation during regular school hours in community development projects, para-professional jobs or independent study activities in which student is assigned to one particular teacher. This concept is similar to Project Discovery in which seniors worked for two weeks in non-salaried jobs to allow them the opportunity to explore a career in which they expressed interest.

CAREER PLANS SURVEY

INTRODUCTION

Sources of Adequacy of Career Information Available to Students

Questions in the Career Plans Survey designed to solicit students responses related to source and adequacy of career information available to them are numbers 1, 2, 3, 10 and 17. It is interesting to note the value that students place upon the experiences they consider as being helpful in learning about occupations. Their responses provide an excellent opportunity to learn about sources of career information as viewed by students.

Students' Occupational Plans

Questions 4, 5, and 6 are a series of questions concerned with student's ideas of what makes a job a "good job", the amount of thought given their choice of occupations, and whether or not they are sure their minds are made up regarding occupations.

Questions 8, 12, 14, 16, and 24 are included to assess students' perception of their abilities as compared with others now working at the occupation and their chances for success as compared to friends working in the occupation.

Having enough information to make a choice about an occupation and how often do students think they will change jobs were included.

Students Attitude Toward School

Question 7, 9, and 13 on the Career Plans Survey are to determine students' attitude toward school, their perceived need for education, and whether or not they plan to graduate from high school.

Students Educational Plans

Questions 19, 21, and 23 are to determine a desirable course of study as viewed by students, their parents, and responses from the students' evaluation of their interests and abilities.

Questions 11, 15, 20, 22, and 25 are concerned with educational/vocational plans in terms of desires of students and their parents after graduating from high school.

Questions sought the students' responses in terms of their abilities, their parents wishes, students' desires, and their actual plans. By examining these factors (ability, parents, and self) a better understanding of not only what influence students' decisions but also what students' actual decisions are at the time of the testing.

Pretest Percentages of Responses for
High School Seniors on the Career Plans Survey

Table 1

Career Plans Survey	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
1. Indicate all the ways in which you have learned at school about occupations before this (1973-74) school year. (Check all that apply)			
0. Field trips to observe people at work		299	34.9
1. Information from special class on careers		212	24.7
2. Talks at school by people who know about or work at the occupation		373	43.6
3. Information received in vocational classes		154	18.0
4. Getting information about occupations in your regular academic classes		228	26.6
5. Reading about occupations from information in the school library or guidance office		304	35.5
6. Talking to a guidance counselor or teacher		230	26.9
7. Taking special courses dealing with occupations		145	16.9
8. Other. Explain.		29	3.3
9. None of the above.		98	11.4
2. Indicate all the ways which you believe you will learn at school about occupations this (1973-74) school year. (Check all that apply)			
0. Field trips to observe people at work.		262	30.6
1. Information from a special class on careers		388	45.3
2. Talks at school by people who know about or work at the occupation		358	41.8
3. Information received in vocational classes		185	21.6
4. Getting information about occupations in your regular academic classes		293	34.2
5. Reading about the occupations from information in the school library or guidance office		364	42.5
6. Conversation with a guidance counselor		324	37.8
7. Taking a special course dealing with occupations		161	18.8
8. Other. Explain.		30	3.5
9. None of the above.		74	8.6

Analysis of Data From the Career Plans Survey on Questions Pertaining to Educational and Vocational Plans and Goals

Highlights of Results

Question 1 stated "Indicate all the ways in which you have learned at school about occupations before this 1973-74 school year." Most often reported by students as ways that they had learned about occupations prior to this school year were "talks at school by people who know about or work at the occupation", "reading about occupations from information in the school library or guidance office", and "field trips to observe people at work".

In addition to the above two choices, 26.9 percent of the students also selected "talking to a guidance counselor or teacher".

Question 2. It appears that a pattern of communication by students in discussing with others the occupations that are of interest to them is indicated. Table 1 provides data from Question 2 which asked ways which students believe that they will learn at school about occupations this school year. By ranking percentages from highest to lowest, it appears that "talks at school by people who know about or work at the occupation", and "reading about occupations from information in the school library or guidance office", were most favored.

It appears that many seniors in some of the area schools are enrolled in a special class on careers and expect to obtain information about occupations that will assist them in their career-making decisions. A special unit concerned with the world of work can be beneficial for high school seniors until career implications at all levels of education become standard educational procedures in all participating high schools.

Question 3. Friends (71.3%), parents (83.6%), and relatives (43.7%) were most often named by students as being the people with whom they had discussed occupations that were of most interest to them. "Someone who works in the occupation" (24.5%), "guidance counselors" (21.5%), and "teachers" (28.7%) were selected by students as principles who discussed occupations of most interest to them.

Question 4. This question, which asked, "In regard to your choice of occupation, have you:" was designed to elicit the amount of thought students had given to their occupational choice. Table 2 presents the percentage of responses on this question and the students replying "given the matter a great deal of thought" was indicated by 50.7 percent with 36.6 percent indicating that they had "given the matter some thought." Students who maintained they had given little thought to an occupational choice was indicated by 9.6 percent.

Question 5. As part of the occupational choice and job adjustment problems students encounter, this question is to determine what they consider constitutes a suitable, meaningful job. The most popular choice of students when asked what one main thing makes a "good job" was that "the job has a good future"/"the job pays well", and "requires high moral standards, honesty and responsibility." Question 4 indicates that area schools should survey their seniors early in the school year and concentrate on helping those who have given little or no thought to their career plans.

Pretest Percentages of Responses for
High School Seniors on the Career Plans Survey

Table 3

Career Plans Survey	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
6. In regard to your choice of occupation, are you: (Check only one.)			
0. Sure that your mind <u>is</u> made up		190	22.2
1. Not sure, but think your mind is made up		297	34.7
2. Not sure that your mind is made up		210	24.5
3. Sure that your mind <u>is not</u> made up		125	14.6
4. No response		33	3.8
7. Do you plan to graduate from high school? (Check only one.)			
0. Definitely plan to graduate		794	92.8
1. Probably will graduate		34	3.9
2. Undecided		6	.7
3. Probably will not graduate		4	.4
4. Definitely do not plan to graduate		1	.1
5. No response		16	1.8
8. <u>As compared with others now working at the occupation you are considering, do you think your ability is:</u> (Check only one.)			
0. Very much above average		81	9.4
1. A little above average		239	27.9
2. Average		405	47.3
3. A little below average		52	6.0
4. Very much below average		22	2.5
5. No response		56	6.5
9. Which of the following phrases <u>best</u> describes your attitude toward school? (Check only one.)			
0. I like school a lot		107	12.5
1. I like school pretty well		376	43.9
2. I don't like or dislike school		240	28.0
3. I dislike school a little		60	7.0
4. I dislike school a lot		50	5.8
5. No response		22	2.5

Question 6. In an effort to determine the number of students who had made definite decisions regarding their choice of an occupation, 34.7 percent reported they were "not sure, but think their minds are made up" while 39.1 percent indicated that they were either not sure or sure that their minds were not made up. 22.2 percent maintained that they were sure that their minds were made up in regard to their choice of an occupation.

Question 7. In Table 3, the percentages of students stating they definitely plan to graduate from high school was 92.8 percent. 3.9 percent indicated that they "probably will not or definitely will not graduate." The percent of those who indicated they would probably not graduate was .5%.

Question 8. Table 3 provides data from Question 8 which was to determine students' vocational self-concept. When asked to compare their ability with others now working at the occupation they were considering, 47.3 percent rated themselves as "average." A significant number of 37.3 percent rated themselves a little above or very much above average. 8.5 percent felt they were below average.

Question 9. The question, "Which of the following phrases best describes your attitude toward school" were significant. It appears that the majority of the students perceive education as being important and have a positive attitude toward school. "I like school pretty well" was selected by 43.9 percent of the students and "I like school a lot" was indicated by only 12.5 percent. A significant number of students were ambivalent with 28 percent maintaining that they didn't like or dislike school. 12.8 percent maintained they disliked school.

Pretest Percentages of Responses for
High School Seniors on the Career Plans Survey

Table 4

Career Plans Survey	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
10. From the time you were in the first grade until now, which <u>one</u> of the following sources <u>AT SCHOOL</u> has been the most helpful to you in <u>learning</u> about the occupations you are considering? (Check only one.)			
0. Field trips to observe people at work		91	10.6
1. Information from a special class on careers		48	5.6
2. Talks at school by people who know about or work at the occupation		116	13.5
3. Information received in vocational classes		78	9.1
4. Information gained in your regular academic classes		82	9.5
5. Reading about the occupations from information in the school library or guidance office		107	12.5
6. Conversations with a guidance counselor		61	7.1
7. Taking special course(s) dealing with occupations		72	8.4
8. Other. Explain.		46	5.3
9. None of the above		135	15.7
10. No response		19	2.2
11. Which of the following would <u>your parents like</u> for you to do after leaving high school? (Check only one.)			
0. Go to a vocational or technical school		65	7.6
1. Go to a business school (non-college)		34	3.9
2. Go to junior or community college (2 years)		117	13.6
3. Go to nursing school (college or non-college)		32	3.7
4. Go to college or university (4 years)		296	34.6
5. Go into military service		26	3.0
6. Go into an apprenticeship or other on-the-job training		31	3.6
7. Take a job that requires no additional training		37	4.3
8. Other		45	5.2
9. Undecided		145	16.9
10. No response		27	3.1

Question 10. In an attempt to determine some of the traditional methods used by most schools in helping students learn about occupations from the time they were in the first grade until now, results from the data in Table 4 are indicated. A higher proportion of students indicated that none of the items applied. It appears that the majority of area seniors felt that during their past eleven years of formal education, their school has not provided them with much direct help in learning about occupations.

Question 11. Students were asked what their parents would like for them to do after graduating. The change in responses were significant from what the students stated they wanted to do and what they indicated their parents wanted. A greater number of students (63.4%) tended to indicate that their parents preferred that they attend some type of post-secondary training program. A significant number of students did not know and indicated "undecided" (16.9%) and "other" (5.2%) in response to the question. A significant number of area seniors perceive their parents want them to attend a post-secondary program after graduating from high school. It would seem logical then, that schools would involve more parents in the career-making decisions of their children.

Pretest Percentages of Responses for
High School Seniors on the Career Plans Survey

Table 5

Career Plans Survey	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
12. Compared with your friends, do you think your chances for being successful in the occupation of your choice are:			
0. Very much above average		187	21.8
1. A little above average		273	31.9
2. Average		316	36.9
3. A little below average		14	1.6
4. Very much below average		1	.1
5. No response		64	7.4
13. About how much <u>schooling</u> do you think <u>most young people</u> need these days to get along well in the world? (Check only one.)			
0. Elementary		5	.5
1. Some high school		6	.7
2. High school diploma		192	22.4
3. High school diploma <u>including</u> vocational or technical training		176	20.5
4. High school diploma <u>plus</u> business or technical school		117	13.6
5. Some college		122	14.2
6. Some college <u>plus</u> business, vocational, or technical school		57	6.6
7. College degree		84	9.8
8. College degree <u>plus</u> additional non-college training		21	2.4
9. College degree plus graduate school		20	2.3
10. No response		55	6.4
14. As <u>compared with others now working at the occupation you are considering</u> , do you think <u>your chances of getting ahead</u> in the occupation are: (Check only one.)			
0. Very much above average		112	13.0
1. A little above average		229	26.7
2. Average		402	47.0
3. A little below average		37	4.3
4. Very much below average		8	.9
5. No response		67	7.8

Question 12. There appears to be a similarity with responses to Question 8 and 12 in students comparing themselves with others who are now working in the occupation of their choice (Question 8) and to Question 12, "Compared with your friends, what do you think your chances are for being successful in the occupation of your choice?" It appears that students had a significantly positive outlook upon their abilities and chances for success in their chosen field when they compared themselves with their friends. 36.9 percent indicated they felt their chances of being successful were "average" while 31.9 percent felt they were "a little above average" and 21.8 percent indicated they were "very much above average." Fifteen students rated "below average" in comparing themselves with friends on chances of being vocationally successful.

Question 13. Generally, it is assumed that a student's attitude toward school is dependent upon how important he perceives an education to be in getting along in the world. The question asked, "About how much schooling do you think most young people need these days to get along well in the world?" Table 5 presents the percentages of responses with 76.4 percent indicating that a high school diploma plus some type of post-secondary training program was necessary. A high school diploma was enough formal education to get along well in the world as indicated by 22.4 percent of the students.

Question 14. In assessing students' vocational self-concept and self-esteem, the responses that deal with students' perception of their chances of getting ahead in the occupation of their choice as compared with others now working at the occupation were that 47 percent considered

their chances "average". Students who indicated their chances of getting ahead in their occupational choice were "a little above average" were 26.7 percent with 13 percent indicating they were "very much above average." Forty-five students rated "a little below average" or "very much below average" in comparing themselves with friends on chances of being successful in an occupational choice.

Pretest Percentages of Responses for
High School Seniors on the Career Plans Survey

Table 6

Career Plans Survey	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
15. Which of the following do you actually plan to do after leaving high school? (Check only one.)			
0. Go to vocational or technical school		64	7.4
1. Go to business school (non-college)		12	1.4
2. Go to nursing school (college or non-college)		17	1.9
3. Go to junior or community college (2 years)		102	11.9
4. Go to college or university (4 years)		243	28.4
5. Go into military service		31	3.6
6. Go into an apprenticeship or other on-the-job training		55	6.4
7. Take a job that requires no additional training		113	13.2
8. Other		39	4.5
9. Undecided		134	15.6
10. No response		45	5.2
16. In regard to your choice of an occupation, do you feel: (Check only one.)			
0. You have enough information about the jobs that interest you to choose the occupation you would like to enter.		262	30.6
1. You have some information about the jobs that interest you, but not enough for you to make up your mind.		428	50.0
2. You don't have any information about the jobs that interest you to help you make up your mind.		128	14.9
3. No response		37	4.3
17. Of those people you have discussed occupations with, which one do you feel helped you most to learn about the occupation? (Check only one.)			
0. Your parents		220	25.7
1. Your relatives		70	8.1
2. Your friends		96	11.2
3. Your teachers		127	14.8
4. Your guidance counselor		43	5.0
5. Your principal		2	.2
6. Someone other than the above who works at the occupation		119	13.9
7. No one		122	14.2
8. Other		38	4.4
9. No response		18	2.1

Question 15. This question asked, "Which of the following do you actually plan to do after leaving high school?" Analysis of the data presented in Table 6 provided that 15.6 percent indicated they were undecided. Students who indicated they were planning to enter the world of work was 23.2 percent and those who maintain they are planning on going to some type of post-secondary training program was 51 percent.

Question 16. The findings about the adequacy of the information about jobs of interest to the students indicated that 64.9 percent feel they do not have enough information about occupations that interest them to make up their minds or they don't have any occupational information about the jobs that interest them. 30.6 percent have enough information about the jobs that interest them.

Question 17. Table 6 provides additional data for Question 3 which asked, "Of those people you have discussed occupations with, which one do you feel helped you most to learn about the occupation?" A majority of students (45%) indicated that their parents (25.7%), relative (8.1%), and friends (11.2%) were most helpful.

In the school setting, teachers (14.8%), guidance counselors (.5%), and principal (.2%) were indicated as people with whom they have discussed and learned the most about occupations of interest to them. 14.2 percent felt that no one helped in discussing or learning about occupations.

Pretest Percentages of Responses for
High School Seniors on the Career Plans Survey

Table 7

Career Plans Survey	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
18. Which course of study are you <u>taking</u> in grade 12? (Check only one.)			
0. College Preparatory (Academic)		171	20.0
1. Vocational or Technical		118	13.8
2. Business or Commercial		91	10.6
3. General		355	41.5
4. Other		24	2.8
5. Undecided		42	4.9
6. No response		54	6.3
19. If you could have taken any <u>program of study</u> you wanted in high school, which would you have taken? (Check only one.)			
0. College Preparatory (Academic)		195	22.8
1. Business or Commercial		121	14.1
2. Vocational or Technical		185	21.6
3. General		181	21.1
4. Other, Explain		26	3.0
5. Undecided		126	14.7
6. No response		21	2.4
20. Considering your interests and abilities, which of the following do you think you should do after leaving high school? (Check only one.)			
0. Go to vocational or technical school		80	9.3
1. Go to business school (non-college)		31	3.6
2. Go to nursing school (college or non-college)		17	1.9
3. Go to junior or community college (2 years)		122	14.2
4. Go to college or university (4 years)		267	31.2
5. Go into military service		27	3.1
6. Go into an apprenticeship or other on-the-job training		60	7.0
7. Take a job that requires no additional training		90	10.5
8. Other, Explain		28	3.2
9. Undecided		95	11.1
10. No response		38	4.4

Question 18. The question asked the students what course of study they were taking this year. Data in Table 7 provides that a significant number of students (41.5%) maintain they are taking a general academic high school course of study with 7.7 percent of the students "undecided" or selected "other." Those who indicated they were taking a college preparatory, business or commercial course of study indicated by 30.6 percent of the senior class. 13.8 percent indicated they were enrolled in a vocational-technical program.

Question 19. One factor which affects the decision-making process of students is their perception of their own interests and abilities. The question asked, "If you could have taken any program of study you wanted in high school, which would you have taken?" The responses were significantly different from those in Question 18, Table 7. A majority of students 42.7 would have taken vocational-technical, business or commercial and college preparatory courses was indicated by 22.8 percent. Those who would take a general high school course of study were 21.1 percent of the students. A significant number (17.7%) indicated "other" and "undecided."

Question 20. The purpose of Question 20 was to have the students consider what they plan to do after graduating in relation to their perceived interests and abilities. Some type of post-secondary training program was selected by 60.2 percent of the students with 11.1 percent undecided on what they should do after leaving high school. A significant number (17.5%) of the students in considering their interests and abilities, plan to enter the world of work after leaving high school.

Pretest Percentages of Responses for
High School Seniors on the Career Plans Survey

Table 8

Career Plans Survey	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
21. Which course of study have <u>your parents</u> stated they would have liked for you to take in grade 12? (Check only one.)			
0. College Preparatory (Academic)		185	21.6
1. Business or Commercial		85	9.9
2. Vocational or Technical		111	12.9
3. General		105	12.2
4. Parents have not advised me on courses of study		292	34.1
5. Other, Explain		22	2.5
6. No response		55	6.4
22. If you could do <u>anything you wanted</u> after leaving high school, which of the following would you do? (Check only one.)			
0. Go to vocational or technical school		54	6.3
1. Go to business school (non-college)		24	2.8
2. Go to nursing school (college or non-college)		18	2.1
3. Go to junior or community college (2 years)		88	10.2
4. Go to college or university (4 years)		240	28.0
5. Go into military service		24	2.8
6. Go into an apprenticeship or other on-the-job training		78	9.1
7. Take a job that requires no additional training		89	10.4
8. Other, Explain.		84	9.8
9. Undecided		103	12.0
10. No response		53	6.1
23. Considering your <u>interests and abilities</u> , which high school course of study do you think you should take? (Check only one.)			
0. College Preparatory (Academic)		217	25.3
1. Business or Commercial		128	14.9
2. Vocational or Technical		202	23.6
3. General		151	17.6
4. Other, Explain		18	2.1
5. Undecided		102	11.9
6. No response		37	4.3

Question 21. Another factor which may affect the decision-making process of students is what they think their parents want them to do. Question 21 was designed to determine what course of study the students thought their parents wanted them to pursue and 34.1 percent indicated that their parents had not advised them on courses to study. Table 8 presents the percentages of responses (44.4%) for those whose parents have indicated that they would have liked for them to take business, commercial or college preparatory courses of study.

Question 22. A factor that affects the students' choice of what they do is what they, themselves, desire. Question 22 asked "If you could do anything you wanted after leaving high school, which of the following would you do?" Analysis of the data presented in Table 8 provided a significant difference in that 49.4 percent preferred to enter a post-secondary training program, 19.5 percent preferred to enter the world of work, and 12 percent were undecided.

Question 23. Although 41.5 percent indicated on Question 18 that they were taking general high school courses, it appears that this course of study would not be the choice of students in their responses to Question 23. This question asked, "Considering your interest and abilities, which high school course of study do you think you should take?" College preparatory, business or commercial, and vocational or technical course of study were selected by 81.4 percent of the respondents. Considering their interests and abilities, a not very significant number of students (17.6%) would take a general academic high school course of study and

Pretest Percentages of Responses for
High School Seniors on the Career Plans Survey

Table 9

Career Plans Survey	Testing Date: Sept.-Oct. 73	Number of Students Grade 12 N= 855	Percent of Students Grade 12 N= 855
24. In regard to working, do you think you will be <u>changing jobs</u> in the next three years? If so, how often? (Check only one.)			
0. Will keep the same job		220	25.7
1. Will probably change jobs at least once		268	31.3
2. Will probably change jobs at least twice		68	7.9
3. Will probably change jobs at least three times		11	1.2
4. Will probably change jobs more than three times		13	1.5
5. None of the above applies		214	25.0
6. No response		61	7.1
25. If you plan to enter military service after high school, which of the following do you plan to do <u>after your first military service is over</u> ? (Check only one.)			
0. Go to vocational or technical school		13	1.5
1. Go to business school (non-college)		—	—
2. Go to nursing school (college or non-college)		—	—
3. Go to junior or community college (2 years)		3	.3
4. Go to college or university (4 years)		12	1.4
5. Stay in the military service		11	1.2
6. Go into an apprenticeship or other on-the-job training		8	.9
7. Take a job that requires no additional training		8	.9
8. Other		4	.4
9. Undecided		32	3.7
10. No response		764	89.3
26. If you <u>do not plan to work</u> , what is the reason for not planning to work? (Check all that apply)			
0. Marriage		43	5.0
1. Medical reasons		1	.1
2. Stay at home		8	.9
3. Further my education		238	27.8
4. Undecided		48	5.6
5. Other reason, Explain		19	2.2

16.2 percent of the students were "undecided" or selected "other". Almost as many seniors preferred to enroll in a vocational-technical program (23.6%) as in college preparatory (25.3%).

Question 24. The question concerning how often students think they will be changing jobs in the next three years, 40.4 percent felt that they would change jobs at least once and probably more than three times. A significant number of students or 25.7 percent indicated that they would keep the same job. Students who indicated that "none of the above applies" (25%) were anticipating being in college, married and unemployed, or in the military service during the next three years.

Question 25. Eleven students indicated that they may enter the military service after graduating and that they would stay in the military service. Twenty eight students indicated they would attend a post-secondary program after completing their tour of military duty while sixteen students maintain they plan to get a job without additional training.

Question 26. The question asked, "If you do not plan to work, what is the reason for not planning to work?" was to determine the reasons for students not furthering their education or entering the world of work. "Further my education" was indicated by 27.8 percent of the students with 5.6 percent undecided.

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<u>SCHOOL</u>	Number of seniors graduating, 1974	Employment- bound seniors	Percent of class
Cole Camp High School	57	31	54.4
Green Ridge High School	37	17	45.9
LaMonte High School	36	21	58.3
Lincoln High School	29	14	48.3
Marshall High School	171	83	48.6
Northwest High School	31	17	54.4
Smith-Cotton High School	352	155	44.0
Smithton High School	38	17	44.7
Warsaw High School	79	41	51.9
Sacred Heart High School	25	11	44.0
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TOTALS	855	407	51.5