Effects of vocational guidance films upon the occupational choices of ninth grade youth

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EFFECTS OF VOCATIONAL GUIDANCE FILMS UPON THE
OCCUPATIONAL CHOICES OF NINTH GRADE YOUTH

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
ATLANTA UNIVERSITY, IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

BY
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SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
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I wish to express my sincere thanks and deepest appreciation to Dr. Huey Charlton, who struggled so long with me; to Mr. Bruce Rosen, for obtaining many of the films; and to Mr. Harry McDaniel, who previewed and evaluated the films.

F. W. P.
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CHAPTER I

INTRODUCTION

Rationale

Occupational choice affects both the individual and society. In every decision many people are concerned. There is the adolescent trying to organize his manifold impressions about himself and the external environment so that he can begin to choose intelligently among several alternatives. When he is ready for high school he has to make some and perhaps all of the following important decisions: Whether to attend high school; whether to choose a curriculum that offers college preparatory, business, or trade; which elective to select. Other decisions are required later: To stay in school or drop out; to remain in the curriculum he has chosen or to change; to study or to loaf; to participate in this or that extracurricular activity or in none. All such choices may influence the adolescent's vocational future.

Often young people are not clearly aware of all the factors that do affect their choices. Therefore, while results of questionnaire surveys indicate what adolescents say about influences, they do not necessarily reflect what the decisive influences might be.

It must be remembered that the individual making such a choice is an adolescent; still developing; both intellectually, emotionally, and socially, and this process extends through adolescence into adulthood.
Despite the complex problems and pressures generated by society, vocational choices must be made. Vocational information is available from many sources in many forms. It is impossible to furnish all information through "real life" contacts. Money, time, transportation, and the number of resources available in most communities limit the number of first hand exposure that can be provided. It is therefore, necessary to rely on other means. The concern here is the motion picture.

The motion picture experience unfolds with a compression of time and space. This writer realizes that all the experience is not there. But this loss in directness and this compressed experience has compensating advantages. For example, in a field trip to a pottery-making establishment we usually see the entire process from beginning to end. But a film on pottery-making can quickly pass over certain less important processes and emphasize the more significant ones.

The number of films dealing with vocational information and specific occupations is steadily increasing. Since the rise in number is being accompanied by a corresponding rise in quality, it is expected that they play a more prominent role in the dissemination of vocational information.

Evolution of the study

For many years it has been felt that vocational guidance was for the juniors and especially the seniors of high schools. Most of the literature in vocational guidance has been geared toward the senior high school student. This was realized even more after R. L. Cousins High School became a junior high. The literature just didn't seem to "strike"
the eighth and ninth graders as was expected.

Serious interest began when tabulating data for It-65 forms reporting ninth graders' post graduation plans for the Department of Guidance, Counseling and Testing, State Department of Education. These data revealed that:

Thirty-four per cent of the girls indicated Services (specifying mainly practical nurse and domestic work)

Thirty-seven per cent of the boys indicated Skilled

Thirty-one per cent (both boys and girls) indicated undecided.

It was realized that a relation might exist: the seldom used vocational literature and the limiting vocational choices as indicated on the It-65 forms.

Since motion pictures compel one to look and adolescent do like movies, this writer decided to see if films could affect the choices of ninth graders. It was then this research was decided upon.

**Contribution to educational knowledge**

It was hoped that through this study a realization for the need of more vocational information will be provided on the junior high school level. It was hoped that this study would inspire others working with junior high school students to conduct similar investigations using different multi-sensory aids that might prove beneficial to research. It was also hoped that this research would answer some questions pertaining to the use of films for the dissemination of occupational information among junior high school students.

**Statement of the problem**

The problem involved in this study was to determine the effects
Purposes of the study

The major purpose of this study was to analyze, interpret, and evaluate the effects of vocational guidance films upon the occupational choices of students in their freshman year of high school.

More specifically, the objectives of this study were:

1. To determine if vocational guidance films would effect the occupational choices of ninth grade students.

2. To determine whether the effects would be greater upon boys than upon girls.

3. To determine the effects of the films upon students of different ability levels and to compare its differences.

4. To find out if the quality of films affects the choices of the students.

Limitations of the study

This study was confined to the ninth grade students enrolled in a small, public Negro junior high school.

Honesty in the indications of occupational choices by the students could not be measured. Therefore, the results of this research should be applied discriminately to other groups and other schools.

Locale of the study

This study was conducted at the Robert Louis Cousins School, Douglasville, Georgia. This school is in a low socio-economic community.
Method of research

The method of research used in this study was the experimental method of research, utilizing a constructed questionnaire to collect the data.

Description of the subjects

The subjects used in this study were sixty ninth-grade students attending the R. L. Cousins School. For the experiment, the students were divided into two groups, equated according to sex, mental ability and age as shown in the Appendix. There were twenty-six boys (thirteen in each group) and thirty-four girls (seventeen in each group).

Table 1, page 6, shows the distribution of the subjects' mental ability, given as intelligence quotients, and the means for the two groups. Fisher's "t" formula was used to show the differences in the two means.

To compare the effects of the films according to ability levels, the students were divided into four ability groupings. This grouping, shown in Table 2, page 7, revealed four boys and ten girls from ages fourteen to seventeen in the upper quarter ability groupings. Six boys and four girls in the second quarter ability grouping. In the third quarter ability grouping, eight boys and ten girls were grouped. Eight boys and ten girls in the lower quarter ability grouping.

Description of the instrument

A constructed questionnaire asking for three occupational choices, in order of preference, was used to collect the data. This instrument may be found in the Appendix.
TABLE 1
DISTRIBUTION OF SUBJECTS ACCORDING TO MENTAL ABILITY

<table>
<thead>
<tr>
<th>I. Q. Range</th>
<th>Frequency Group I</th>
<th>Frequency Group II</th>
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</thead>
<tbody>
<tr>
<td>110-114</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>105-109</td>
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<td>100-104</td>
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<td>95-99</td>
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<td>90-94</td>
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</tr>
<tr>
<td>85-89</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>80-84</td>
<td>4</td>
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<tr>
<td>75-79</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>70-74</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>65-69</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>60-64</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>55-59</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

N = 30         30
Mean I. Q.     77        77.17
Standard Error of Mean .64     .50
Fisher's "t" for differences
of means .19
### Table 2

#### Age and Ability Grouping

<table>
<thead>
<tr>
<th>Age</th>
<th>Sex</th>
<th>Upper Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>Lower Quarter</th>
<th>Totals</th>
<th>Sex</th>
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<td>2</td>
<td>4</td>
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<td>M</td>
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<td>F</td>
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<td>2</td>
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</tbody>
</table>

#### Title of the Films

Nineteen films were viewed by the students. These films are described in detail in Chapter II. They were:

- Careers in the Building Trades
- Elementary School Teaching
- Engineering Technology
- Do I Want To Be A Secretary?
- Furniture Craftsman
- The Doctor
- Radio and Television
- Journalism
- Law Enforcement Officer
- Business Administration
- Professional Nurse
- Careers in School Food Service
- Salesmanship: Art or Science
- Telephone Man
- Home Economics Careers
- Military Careers
- Music: Career or Hobby
- What The People Should Know
- The Electrician

#### Operational Steps

The operational steps involved in this research were as follows:
1. Permission from the appropriate school officials to conduct this study was obtained.

2. The subjects for this study comprised the entire ninth grade; except one student.

3. The experimental and control groups were equated as nearly as possible for age, sex, and ability levels as shown in the Appendix.

4. Subjects chose numbers previously affixed in the matching process.

5. The experimental and control groups filled out the pre-questionnaire, giving three occupational choices in order of preference. They identified themselves only by sex and number.

6. The experimental group viewed nineteen vocational guidance films during a five week period. These films were evaluated and rated by the person responsible for purchasing films for the county.

7. The vocational guidance films were shown during the fifth and sixth periods at the rate of four a week.

8. The subjects in the experimental group filled out a questionnaire after viewing each film.

9. Four weeks after the last film was viewed, the questionnaire was again administered to both the experimental and control groups.

10. Comparisons of the collected data were made according to sex, ability levels and maintenance of occupational choices and are reported by the use of tables and in narrative form.

11. The findings, results, implications and recommendations were taken from the data presented. Conclusions were arrived at as the findings warranted.

Survey of related literature

In surveying the literature related to this study, an article by Edward Higgins and Duane Brown on motion picture as a source of vocational information was revealing. Criteria for evaluating films on vocational information was given:
1. **Is the Film Relevant?** Does the film provide the information that you want to present?

2. **Does the Film Furnish Information and Background for Discussion and Appraisal of Jobs?** Of major interest would be the type of work included in the job, entrance requirements, salary, working conditions, and personal qualities needed for success in the job.

3. **Is Bias Present in the Film?** Bias is often present in a film because only part of a story is presented. Some jobs are carried on in noisy surroundings; or other conditions in the working environment may be unfavorable--yet these features are often deleted.

4. **Does the Film Do a More Effective Job of Presenting the Information Than Other Means Available?** A counselor may find that film strips, tape recordings, and bulletin boards are of greater use in presenting material concerning occupations than motion pictures.

Higgins and Brown stated also that if films are properly selected, they may be the most effective of audio-visual aids. Films are a powerful force in creating interest because vivid, lighted pictures appeal to children and tend to stimulate interest.\(^1\)

Meryl E. Englander in his study on the impact of a modified Career day on the perception of mathematics teaching as a vocation found that from pre-and-post testing the perception of mathematics teaching and respective self-concepts became significantly more congruent.

Teaching was listed as a choice by twenty-one subjects before the career day and twenty-five subjects afterwards. In addition to four people adding teaching to their choices, nine subjects raised

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teaching to a higher order, while four subjects lowered its position.

In Marvin Powell's study on the development and reason for vocational choices, he concluded that there are significant differences between planned and preferred vocations which show a reality orientation of high school youth. The problem areas which seem to arise from this study are:

1. Youths are frustrated in the intelligent selection of a vocation because of the lack of knowledge of vocational fields. Conflicts arise when the individual is not aware of the breadth of opportunities in each vocational field and thus the youth becomes inhibited in entering an occupation of his choice. There is a definite need for more vocational orientation in junior and senior high schools.

2. Adolescents are not aware of the motives for selecting vocations. They cannot recognize the inconsistency of motive and ability. Further research is recommended in this area. What motives and influences are actually operating besides the obvious ones? How can motives be recognized and redirected into a more suitable vocational outlook? Are certain personality types attracted to similar vocations? Can motives be altered through effective guidance and unfavorable influence overcome?

3. Inspite of emphasis on guidance in school, adolescents have had little vocational guidance and seldom is it effective. Is vocational guidance a function of the school? Are counselors trained to give effective guidance? Are school programs designed to provide real counseling? Some attention should be given these matters. If vocational guidance is accepted as a function of our present school system, measures ought to be taken to ascertain the value and standard of counseling.

4. The lack of effective guidance coupled with an inability to recognize motives inhibits the students in establishing long range vocational objectives. The advanced degree of our culture demands that many be willing to postpone goal fulfillment through the need of many years of education.

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Levine and Wallen, in their study, sent questionnaires to 215 men who had been counseled seven to nine years earlier during the latter portion of their high school careers. Usable information on current occupations was obtained from 117 of those on the mailing list. Comparisons of the respondents with the non-respondents indicated no difference with respect to age at time of counseling, intelligence, and mean score on eight of the nine Kuder Preference Record scales. Reported occupations were classified in accordance with the interests they involved as presented in the Kuder manual. These results provide evidence that interest scores on the Kuder are positively related to occupations entered seven to nine years later.

James G. Martin found in his study that training does effect the aptitude score of students. His study on musical training concluded that some training effect scores on the musical aptitude test. However, this training was over a period of two years, a result which would be of more practical significance to counselors would cover a period of several weeks to a month.

Another study which contributes to this research is one by John Holland. In this study Holland concluded that students acquire vocational images which have some validity, that students select vocations both to engage in attractive activities and roles, and to avoid activities and roles which they see as distasteful, and which

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they believe they are incompetent to perform. The occupational images of the sample of talented students imply the need for the development of more differentiated images. For example, although researchers are needed by most occupations, this role is found largely in the image of physicist and engineer. Although some teachers are well paid, the image is that all teachers are underpaid, and so on. Vocational preferences were found generally to be associated with self-description, coping behavior, daydreams about vocations, developmental histories of successive vocational choices and student images of vocation in accordance with the theory.  

As stated in the locale of this study, the community is predominantly of lower socio-economic status. A study by Billie Lee and Paul King shed light on this writer's question as to whether the occupations of the parents would influence the students' choice. In their study it was found that there was no significant difference between the level of the girls' occupational preferences and the level of the mothers' suggested occupations, but there is a significant difference in the girls' preference and the parents' occupation. Since the parents are employed predominantly in lower level occupations, the students do not seem to identify with their parents as far as level of occupations are concerned. Some girls choose occupations in the same interest areas in which their mothers were employed, but at higher levels. There were relatively few girls who had not made an occupational choice. This may indicate that they realize that the low economic status of the family will compel them to go to work and become

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self-supporting at a relatively early age.¹

P. W. Hutson's study on vocational choices concluded that high school pupils in 1961 choose occupations with very little regard for their qualification in general intelligence. In fact, they represent no gain over the pupils in 1930. As long as occupations differ so widely in economic and social rewards, it will be difficult to induce young people to think objectively of occupational affiliations. High school boys and girls have acquired the viewpoint of adult society concerning the social status of occupations. Hutson also concluded that high school students desire to stand well in the eyes of their fellows. There may be some who in their hearts have never really expected to reach those occupations of exalted status which they have written down in their questionnaires but have squeezed such prestige value out of the alleged ambition as they could during school days.

The findings of the 1930 and 1961 surveys suggest that many of our high school pupils are remaining in the fantasy stage of vocational selection overly long.²

Thompson in his study on occupational values explored Super's belief that the ninth grader is in the vocational exploration stage, i.e., he is exploring himself to determine what features of a vocation will help him gain personal satisfaction and he is exploring the world of work to find how these features appear in reality. Thompson used an occupational value scale, adapted from Center's study of 1949 to determine


how important certain features of a vocation are to students. This scale included ten job characteristics called occupational values. The scale, plus a personal information survey, was administered to 2,287 ninth graders in ten California schools. It was readministered one year later to the original sample. The occupational values were as follows:

1. A very interesting job
2. A job you are sure of keeping
3. A job where you could express own ideas
4. A job where you could help other people
5. A job where you would gain esteem
6. A job where you could make a name for self
7. A highly paid job
8. A job where you could work on your own
9. A job where you could become a leader
10. A job where you could be boss

Thompson found that certain occupational values are accepted almost universally as very important. Judged important by over 80 per cent of the students were the occupational characteristics of an interesting job, the opportunity to help others. Characteristics of moderate importance (important to 50 to 70 per cent) were the opportunity to gain self-esteem, to obtain prominence and recognition, to be relatively independent, and to receive high pay. The remaining two values were practically rejected: a job where one could be a leader and a job where one could be the boss were important to less than one-third of the students. Thompson feels that it must be considered that up to one-fourth of the students in his study will have to enter the world of work without the benefit of completing high school, and another third will not receive education beyond high school. For these young people an early vocational choice, even though tentative, provides some direction to what otherwise might be aimless wandering through
high school.¹

"People are engaged in many thousand of different occupations in the national economy of our country", reports R. A. Medvedev in Soviet Education. The choice of occupation made by a ninth grader in no way binds the secondary school graduate in selecting his later path in life. When entering the ninth grade, pupils are able to select an occupation that will satisfy them, one which coincides with their interests and inclinations. The secondary school does not assume the burden of training youths for all occupations. The secondary school provides occupational training in relation with neighboring enterprises and ascertains these occupations for organized production training. The secondary school also takes into account the possibilities of finding employment for the school graduates. The complex occupations do not become the basic and most important ones for secondary schools because many of them are not yet mass occupations.

During the 1963-64 school year, all secondary schools became schools with production training. A great concern was the assurance that all pupils receive a sufficiently broad choice of occupations. The USSR Council of Ministers decided that pupils who have finished the eighth grade have the right to enroll in the ninth grade of those schools where occupations that interested them are taught. In rural areas, this is different. For example, in one rural school all the girls were preparing to become milkmaids. Occupational orientation and counseling of pupils is in the infancy stage in the Soviet Union. It is interesting

to note that this author advocates the freedom of pupils to choose their occupation, but, also feels that pupils must be realistic and not lose sight of the resources and needs of the national economy.  

Slocum and Bowles report in their study an attractiveness of occupations that high school students' reports of occupational expectations frequently show that many expect to follow lower-status occupations than specified in answer to questions on aspirations.

In this study 3,100 students were given lists of sixty-one occupations. The list was preceded by these instructions: Please consider each occupation listed below and on the next page. Check a blank to show how well you think you would like that kind of work.

The rating categories were as follows:

1. I would like this very much
2. I would like this fairly well
3. Indifferent
4. I would dislike this a little
5. I would dislike this very much.

The majority of the students in this study indicated that they aspired to enter the prestigious professional occupations. Only a few indicated an interest in becoming technicians. Of the boys, 66.7 per cent reported aspirations for a professional or technical career. Only 9.6 per cent of the boys reported that they aspired to be managers, officials or proprietors. In marked contrast, over half reported, in the non-professional category, that they would like to be owner-operator of a small business; 45.3 per cent said that they would like to be a factory manager; 40.7 per cent said they would like to manage

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a department store; 33.4 per cent indicated that they would like to be a banker; and 28.8 per cent indicated that they would like to be a manager of a loan company. Slocum and Bowles felt that there is much more interest in business careers than has been imagined by those who have characterized today's youth as anti-business. Some of the more attractive occupations in these general categories were: police officer, 33.4 per cent; truck driver, 31.1 per cent; auto salesman, 28.0 per cent; cook, 25.7 per cent.

The response of girls also showed a wider range of occupations to be attractive than might have been surmised from the data on aspirations. Professions: 69.7 per cent social worker; 59.0 per cent, elementary teacher; 44.3 per cent, registered nurse.

Only 2.9 per cent of the girls indicated managers, officials or owners. Approximately 16 per cent of all girls indicated aspirations to become clerical workers.

About one girl in seven indicated aspirations to become a service worker. Other occupations that were attractive to many girls were: hairdresser 58.0 per cent; nurse's aide, 45.1 per cent; restaurant hostess, 43.4 per cent; waitress, 33.3 per cent and cook, 26.6 per cent.

The writers felt that from the information presented in their study along with information of other studies, ample ground exists for questioning the conclusions that high school students will be seriously frustrated in large numbers if all who indicate professional career aspirations do not attain their high goals. The wide range of occupations that were considered attractive by these respondents suggests that many high school students would be interested in obtaining substantially more information about the nature of work and career
opportunities in other than professional occupations.

Krippner raises the question, "What is the relationship between the occupational level of a parent's vocation and his child's career choice?" This question was investigated during 1960 and 1961. Data were obtained from 351 junior high school pupils in a upper middle class Chicago suburban community. A vocational interest questionnaire was administered asking the following questions:

1. What kind of work does your father do?
2. What kind of work does your mother do?
3. What kind of work do you want to do after you finish school?
4. What kind of work does your father want you to do?
5. What kind of work does your mother want you to do?

In response to questions one and two, most of the fathers were engaged in professional, semi-professional, sales or managerial work. Most of the working mothers (25 per cent did not work) were employed as secretaries, clerks, saleswomen, or teachers.

In response to question three, the most popular careers for the boys were engineer, scientist, doctor, professional athlete, lawyer, and aviator. The girls favored teacher, secretary, nurse, airline stewardess, model and doctor.

In response to question four, the boys most frequently reported medicine, sales, business, law, and engineering, in that order. Girls replied that their fathers had most often suggested that they become teachers, nurses, secretaries, doctors, and housewives.

Replying to question five, boys reported that their mothers wanted them to become doctors, lawyers, engineers, business executives,

and teachers. Occupations most often attributed to the girls' mothers were teachers, housewife, secretary, nurse, and doctor.

Krippner felt that although boys and girls may prefer different vocations than those suggested by their parents, it is likely that these preferences will reflect the family's occupational level, and, therefore, the pupils' socio-economic milieu.

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1 Stanley Krippner, "Junior High School Students' Vocational Preferences and Their Parents' Occupational Levels," Personnel and Guidance Journal, XLI, No. 7 (March, 1963), 590-95.
CHAPTER II

ANALYSIS AND INTERPRETATION OF DATA

Introduction

In this chapter, the data collected by the use of questionnaires are presented and discussed. The descriptions and evaluations of the films used in this research are also given.

Permission to conduct this study was granted by the faculty of Atlanta University and was later approved by the principal of R. L. Cousins School and the Douglas County Board of Education.

The subjects who participated in this study were sixty ninth grade pupils attending the R. L. Cousins School, Douglasville, Georgia. There were thirty-four girls and twenty-six boys. The students were matched according to age, sex, and mental ability and assigned a number. After the matching process, the subjects were divided into two groups; experimental and control. These groups are sometimes referred to as Group I (experimental) and Group II (control). Seventeen girls and thirteen boys were in each group.

The students were then divided into four ability groupings and the data were analyzed according to age, ability levels and sex. These ability groupings are referred to as Upper quarter, Second quarter, Third quarter, and Lower quarter.

A questionnaire (shown in the Appendix) was constructed for this study. This questionnaire, asking for three occupational choices in
order of preference, was administered to both the experimental and control groups. References to this instrument will be the pre-questionnaire. The students identified themselves only by sex and by a number which was assigned to each student.

Nineteen vocational guidance films were viewed by Group I. These films are listed in Chapter I and are described in this chapter. These nineteen guidance films were evaluated and rated by Mr. Harry A. McDaniel, Coordinator of Audio-Visual Materials, Douglas County Materials Center. The rating scale used in this evaluation and its values are:

1 - Poor  
2 - Fair  
3 - Good  
4 - Excellent

Mr. Daniel's evaluations are shown in the text of this chapter. The evaluation form may be found in the Appendix.

After viewing each of the films, a questionnaire was administered to Group I for the listing of first, second, and third choice occupations. These subjects were also asked to give the name of the film they had viewed.

Four weeks after the last film was shown to Group I, the questionnaire was administered to both groups. These findings and comparisons are also given in this chapter. This questionnaire will be referred to as the post-questionnaire.

Description, evaluation, findings of film #1

The first film, "Careers in the Building Trades", was viewed only by boys. This film gave an introduction to the various careers associated with the building trades. This film identified and demonstrated
basic skills, indicating the requirements for the skilled worker and gave the advantages and disadvantages of choosing a vocation in this field. The film also pointed out to the students the importance of determining to what extent their interests and abilities coincided with the demands and satisfactions offered by any one of the various trades in construction work.

"Careers in the Building Trades" was rated by the evaluator a Low 2; indicating a value of Fair. After viewing this film, one boy in the lower ability quarter of the group, indicated plumbing as a first choice. One, in the upper ability quarter, indicated contractor as a second choice. These choices were not listed on the questionnaire administered prior to showing this film. Two boys, in the third ability quarter, gave carpenter as a third choice on the pre-questionnaire. Both moved these choices up to second choice after viewing this film. One subject in the second ability quarter, indicated carpenter as a second choice on the pre-questionnaire but moved it up to first choice after viewing this film.

Occupations related to this film were listed thirteen times prior to viewing the film. Five changes resulted from the observation.

It is interesting to note that this film rated a low 2, resulted in five changes. More interesting is the change made by the subject in the upper ability quarter. This student changes his occupational choice to contractor, a higher level occupation than carpenter and plumber as given by the other subjects.

Description, evaluation, findings of film #2

The second film, "Professional Nurse", was viewed only by girls.
This film treated the profession of nursing in respect to training, duties, and requirements for entrance. It suggested the kinds of young women most likely to enjoy a career in nursing and the personality characteristics most desirable in the prospective nursing student.

"Professional Nurse" was rated by the evaluator a High 4; indicating a value of Excellent. After viewing the film, not one girl indicated a choice different from the choices indicated on the pre-questionnaire. However, eleven girls had listed nursing in one of the three choices on the pre-questionnaire.

Description, evaluation, findings of film #3

"Your Future in Elementary School Teaching", the third film, was viewed by the entire group. This film, rated a Low 2, was given a value of Fair. "Your Future in Elementary School Teaching" showed a glimpse of the opportunities afforded by teaching in the elementary school for both men and women. This film gave professional and personal qualifications for entering the elementary school teaching field. The evaluator felt that too much time was spent on nursery school teaching and not enough on upper elementary grades where men are widely being used.

After viewing this film, not any of the girls changed their choices. However, six girls had already indicated teaching as one of their choices on the previous questionnaires.

Of the boys, one in the second ability quarter indicated teaching as a first choice. One in the upper ability quarter listed teaching as a first choice prior to viewing this film.

The occupations related to this film were listed seven times
prior to viewing the film. One change resulted from the observation.

Elementary school teaching, as indicated by the choices of
the girls, is still one of their choice occupations. The boys' indi-
cations of this vocation was expected, since very few young men wish
to teach on the elementary level.

Description, evaluation, findings of film #4

The fourth film, "Careers in School Food Service", was shown to
both boys and girls. This film gave interestingly the role of the
dietitian, manager, pastry and meat cooks. It discussed the type of
training necessary from director of food services for school systems
to school cooks. These opportunities were presented as unlimited.
This film was rated by the evaluator a High 3; indicating a value of
Good.

After viewing this film, not any of the boys indicated a
choice related to this film. Of the girls, two girls in the upper
ability quarter who had indicated teaching as a choice on the previous
questionnaires, specifically stated home economics teacher as a third
and as a second choice. One girl, in the lower ability quarter, continued
to list dietitian as a third choice as on previous questionnaires.
Only one occupation related to this film was listed prior to seeing the
film. Two changes resulted from viewing this film.

It would seem that the students, especially two girls, are be-
coming more specific in their occupational choices. This is evidenced
by the girls specifically naming home economics teacher in the choice
where plainly teacher had been.

The boys again indicated their choices as were expected, since
very few boys envision themselves as school cooks, or dietitians.

**Description, evaluation, findings of film #5**

"Engineering Technology, the fifth film, was also shown to both boys and girls. This film gave a description of the engineering field—covering the positions of scientist, engineer, engineering technician, industrial technician, craftsman and production worker. It also gave a brief summary of the various opportunities in engineering from aircraft to textiles. It showed the work being done in the fields of civil, structural, hydraulic, sanitary, mechanical, combustion, machine design, refrigeration, heating and ventilating and engineering. The evaluator rated the film a High 3; indicating a value of Good.

After viewing this film, not any of the girls changed their previous choices. Of the boys, two in the second ability quarter listed engineering as a second and third choice. One in the lower ability quarter listed engineer as a third choice not previously given. Another boy in the lower ability quarter continued to list technician as a third choice. One boy in the upper ability quarter moved engineer from a second choice to first choice. Two occupations related to this film were listed prior to viewing this film. Four changes resulted from seeing the film.

Although this film was rated a high 3, few changes were made after observation. This may be from a lack of higher level courses in mathematics and science which these students have not had because of their grade level. Another reason could be the inability to comprehend the technical terms used in the classification and descriptions of these engineering occupations.
Description, evaluation, findings of film #6

The sixth film, "Do I Want To Be A Secretary"? was viewed only by the girls. This film described ways to investigate secretarial work as a vocation. It showed the skills, personal qualities, educational requirements and principle duties of a secretary. The film depicted a girl enrolled in a secretarial course in high school being assisted in her decision by her guidance counselor, and typing teacher, taking a vocational tests, and visiting an office. The evaluator felt the film was too dated and did not give a realistic view of a secretary's job. He rated the film a Low 2; indicating a value of Fair.

After viewing this film, one girl in the third ability quarter listed secretary as a second choice, and one girl in the upper ability quarter gave secretary a third choice for the first time. One subject, in the lower ability quarter, moved secretary from third choice to second choice; and two students, one in the upper ability quarter and the other in the third ability quarter, moved secretary from second choice to third choice, and from first choice to second choice respectively. Three subjects, one each in the second, third and lower ability quarter, continued to list secretary as one their choices.

Six occupations related to this film were listed prior to viewing the film. Five changes resulted from viewing the film on secretarial work.

It is interesting to note that after viewing this film, rated a Low 2, two girls moved secretary down to a lower choice. The writer wonders would such a change been made had the film been a more recently published one.
Description, evaluation, findings of film #7

"Home Economic Careers", the seventh film, was shown to girls only. This film gave a general approach to this field—showing and describing the role of the dietitian, decorator, home economist, home economics teacher, interior decorator, fashion designer, buyer, and the fashion model. The evaluator felt that this film was confusing with the one on food service and was not specific enough. He rated this film a Low 1; indicating a value of Poor.

After the showing of this film, two girls, in the lower ability quarter, listed home economics teacher as a second and as a third choice. Two girls, in the second and third ability quarter, gave fashion designer as first choice. These occupations were listed for the first time. Three girls, in the upper quarter, continued to list a home economics related occupation. One gave fashion consultant as a first choice and interior decorating as a second choice. Another indicated interior decorating as a third choice. The third girl have home economics teacher as a second choice. It is interesting to note that three girls gave a related occupation prior to viewing this film and continued throughout the study, and four girls gave a related occupation for the first time after viewing this film. Although this film was rated as poor, girls see glamour in the fashion industry.

Description, evaluation, findings of film #8

This film, "Salesmanship: Art of Science", was shown to both boys and girls. It gave an introduction of sales from a college student's viewpoint from several college campuses. This was followed by a good description of what a salesman has to know and do. Emphasis was on
automotive sales but the principles applied to all other fields. This film was rated a High 3, indicating a value of Good.

After viewing this film, not any of the girls made changes in their occupational choices. Of the boys, one the second ability quarter, indicating salesman as a first choice. Two boys, in the third ability quarter, continued to list salesman as a second and as a third choice. Two occupations related to this film were listed prior to viewing. One change resulted from this observation. Sales, a field recently opened to Negroes, is not a choice many young Negro men would like.

Description, evaluation, findings of film #9

"Telephone Man", the ninth film, was viewed by boys only. This film described the role of telephone installers, linesmen, company officials, and the technicians--their qualifications and emphasis of being high school graduates. It also showed the training a young man engages in before becoming an installer. Rated a High 3, the evaluator valued this film as Good.

After viewing this film, two boys, in the upper ability quarter, indicated telephone installer as a second and as a third choice for the first time. Another subject, in the second ability quarter, gave the same occupation as a first choice.

No occupation related to this film was listed prior to viewing. Three changes resulted from viewing "Telephone Man."

This film's occupations were more realistic occupations to students whose beyond high school education is uncertain. The writer speculated more changes would have taken place than those listed.
Description, evaluation, findings of film #10

The boys were shown another film without the girls. This film, "Furniture Craftsman", described the roles of the designer and skilled craftsman in making custom-build furniture. Patterns making, laying out, hand sawing, power planing, joining, lathe turning, gluing, carving and finishing stages of furniture making were shown in close-up detail. This film was rated a Low 2; indicating a value of Fair.

After viewing this film, not any of the boys gave furniture craftsman or a related occupation for the first time. However, one boy, in the third ability quarter, moved carpenter from third to second choice. Two other subjects continued to indicate carpentry as one of their choices.

Three occupations related to this film were listed prior to viewing the film. One change resulted from viewing "Furniture Craftsman." This only change may be that this occupation has become obsolete.

Description, evaluation, findings of film #11

The eleventh film, "The Doctor", was viewed by both boys and girls. This film depicted a full day in the life of a child specialist. It showed the specialist making hospital rounds, treating patients in his office and making house calls. The evaluator felt this film too dated, and did not explain the extensive training and educational requirements necessary for entering this field. This film was rated a Low 2; valued as Fair.

After viewing this film, not any of the boys changed their previous choices. Of the girls, one in the lower ability quarter and one in the second ability quarter gave doctor as a second choice for the
first time. One girl, in the upper quarter, continued to list obstetrician and pediatrician as first and second choice as previously done on all questionnaires. Two occupations related to this film were listed prior to viewing "The Doctor." Two changes resulted from the observation. Only one person in the lower ability quarter listed an occupation related to this film. This may mean that the students are more aware of their capabilities than many persons feel they are.

Description, evaluation, findings of film #12

"Military Careers", the twelfth film, was shown to both boys and girls. This film showed and explained many varied careers that can be found in the military world. It showed highly skilled missile technician and stock room clerks. From typist to computer programmers, this film briefly gave many interesting careers open to both young men and women. "Military Careers" was rated a High 3; indicating a value of Good.

After viewing this film, not any of the subjects changed their occupations from the choices previously indicated on prior questionnaires. This may be because many of the occupations given in this film were already listed as choices; but not military service indications, i.e., army nurse.

Description, evaluation, findings of film #13

The next film, "Radio and Television", was shown only to the boys. It gave an analysis of the radio industry. This film described the history of radio and its importance today. The jobs included wireless operators, studio program producers, set repairmen, station
executives and announcers. It also gave the beginning of television. The evaluator felt the film too dated; not giving enough of the varied careers of today's television workers. He rated the film a very Low 1; indicating a value of Poor.

After viewing this film, only one subject made a change in his choices. The boy, in the second ability quarter, moved salesman from first choice to second choice, and mechanic from second choice to first choice. Even though salesman and mechanics were not treated in the film, these changes occurred after viewing this film. No occupations related to this film was listed prior to viewing.

**Description, evaluation, findings for film #14**

The next film, "Music: Career or Hobby", was shown to both boys and girls. This film indicated ways in which music may be investigated as a vocation and showed the place of music as an amateur interest. It depicted a young man attempting to answer the question: "What part should music play in my life?" The film gave importance of determining musical aptitudes, possible careers in music and their advantages and disadvantages. The evaluator rated this film a High 4; indicating a value of Excellent.

After viewing this film, not any of the boys made changes in their occupational choices. Of the girls, one in the second ability quarter made a change. This subject listed opera singer as a first choice; thereby moving lab technician to third choice. No other change occurred.

Opera singer, listed as a first choice, was not listed again after viewing the remaining films.
Description, evaluation, findings of film #15

"Your Life Work-Journalism", was viewed by all subjects. This film gave an analysis of the newspaper business showing scenes in a newspaper office and the varied steps of publishing a newspaper. It also showed the process of editing, setting-up and printing the paper. "Journalism" outlined all the departments and analyzed the general abilities needed for newspaper work in all branches. This film, dealing more with the intricacies of publishing a paper, was rated a Low 2. The evaluator felt that the passage of time has made most of the film obsolete. He valued the film as Fair.

After viewing the film, one girl in the second ability quarter, changed her first choice, opera singer, to society reporter. No other changes occurred. No occupation related to this film was listed prior to seeing the film.

Since the subject above changed her first choice for a second time, her honesty in listing these choices is questioned.

Description, evaluation, findings of film #16

The sixteenth film, "That the People Should Know", was shown to both boys and girls. This film, narrated by Walter Cronkite, described only news reporting. Beginning with the valuable film on the assassination of President John F. Kennedy, it carried the student to the riots of the cities today. This film showed how news is gathered on the scene and reported to the public. News reporters were shown reporting from sporting events, missile launching, beauty pageants, race riots, and farming. This film differs from the previous one in that it showed only news reporting and gathering. Rated a High 4; the evaluator valued
"That the People Should Know" as Excellent.

After viewing this film one girl in the lower ability quarter, changed her third choice from home economics teacher to work in a newspaper office. All the boys continued their previous choices except one. This subject, in the third ability quarter, listed musician as a first choice. No other changes resulted from this observation. No occupation related to this film was listed prior to this viewing.

The occupation, musician, was not given as a choice immediately after viewing the film on music. Since no specific occupation in music was given, it is hard to speculate as to why this reaction was delayed.

**Description, evaluation, findings of film #17**

"Law Enforcement Officer" was shown to the entire group. This film depicted the varied opportunities available in the law enforcement world. It showed the roles of traffic policemen, FBI agents, secret servicemen, detectives, school policewoman, and a crime prevention bureau. "Law Enforcement Officer" was rated a **High 3**; indicating a value of **Good**.

After viewing this film, one boy in the third ability quarter, listed policeman as a third choice. Of the girls, one listed FBI agent as a first choice. No other occupations related to this film was given. No occupation related to this film was given prior to viewing the film on law enforcement.

The subject that listed FBI agent had previously indicated opera singer, society reporter as first choice on previous questionnaires after related films were viewed. This adds fruit to the belief that dishonesty was employed.
Description, evaluation, findings of film #18

"The Electrician", the eighteenth film, was shown only to the boys. This film showed and described comprehensively, the work of the electrician in three major fields--power and lighting, communication, and transportation. Such roles as linesman and dyno plant engineer were given. Rated a High 4; the evaluator gave a value of Excellent.

After viewing this film, one boy in the upper ability quarter, gave electrician as a third choice. Two other boys, in the second and third ability quarters, continued to list electrician as a first and as a second choice respectively.

Two occupations related to this film were listed prior to viewing the film. One change resulted after viewing this film. Since most of the occupations listed by the boys are either skilled or semi-skilled occupations, and since this film received the highest rating to be given, it was felt that more changes to occupations related to this film would have been made. Perhaps Super's theory that adolescents are still in the fantasy stage when choosing occupations is true. At least in this instance, when occupations such as truck driver is fascinating to the boys.

Description, evaluation, findings of film #19

The last film, "Your Future in Business Administration", was shown to all students. This film gave a thorough overview of the world of business from advertising to banking. It explored the modern corporation and the management skills required to run it. The film discussed the nature of business administration education. It also discussed the broad experiences the modern executive is expected to develop
in fields of marketing, distribution, finance, personal management, 
production, communications and many more. "Business Administration" was 
rated a High 3; indicating a value of Good.

After viewing this film, none of the girls made changes in 
their choices. Of the boys, one in the upper ability quarter, who had 
listed teacher as a first choice specifically indicated business teacher 
as his first choice. Another subject, in the lower ability quarter, 
listed businessman as a third choice. One boy, in the third ability 
quarter, moved salesman from second choice to first choice and mechanics 
from first choice to second.

No occupation related to this film was listed prior to viewing. 
Four changes resulted from the observation of "Business Administration."

Girls probably envision men in occupations such as those given 
in this film. Business teacher was perhaps the only occupation they 
felt was realistic for them to make. The male subject that listed 
businessman as a third choice was probably making an honest change. He 
might not have been capable of spelling the specific occupational choice 
he wanted to give.

A distribution of these changes in first, second, and third 
occupational choices after viewing the films is shown in Table 3, page 
36. These changes are recorded according to mental ability groupings 
of upper, second, third, and lower quarters.

Occupational choices that remained 
constant for girls

The girls listed eighteen occupations in their first, second or 
third choices that did not change after viewing the films. These 
occupations remained constant from pre-questionnaire through the
<table>
<thead>
<tr>
<th>Name of Film</th>
<th>Film Value</th>
<th>Upper Quarter</th>
<th>Second Quarter</th>
<th>Third Quarter</th>
<th>Lower Quarter</th>
<th>Total Changes</th>
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</thead>
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<tr>
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<td></td>
<td>1st 2nd 3rd</td>
<td>1st 2nd 3rd</td>
<td>1st 2nd 3rd</td>
<td>1st 2nd 3rd</td>
<td></td>
</tr>
<tr>
<td>*Careers in Building</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>*Professional Nurse</td>
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<td></td>
<td></td>
<td></td>
<td>0</td>
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<td>1</td>
<td>1</td>
<td></td>
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<td>*Do I Want To Be A Secretary</td>
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<td>2</td>
<td></td>
<td>2</td>
<td>1</td>
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<td>*Telephone Man</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
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<td>*Furniture Craftsman</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
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<td>The Doctor</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<td><strong>3</strong></td>
<td><strong>5</strong></td>
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<td><strong>3</strong></td>
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<td><strong>13</strong></td>
<td><strong>10</strong></td>
<td><strong>8</strong></td>
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</table>

*Indicates boys or girls only viewed film.
TABLE 4
FIRST, SECOND, AND THIRD OCCUPATIONAL CHOICES THAT REMAINED CONSTANT FOR GIRLS ACCORDING TO MENTAL ABILITY LEVELS AFTER VIEWING THE FILMS

<table>
<thead>
<tr>
<th>Upper Quarter</th>
<th>Second Quarter</th>
<th>Third Quarter</th>
<th>Lower Quarter</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 2nd 3rd</td>
<td>1st 2nd 3rd</td>
<td>1st 2nd 3rd</td>
<td>1st 2nd 3rd</td>
<td>7 6 5</td>
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<td>3 3 3</td>
<td>1 0 0 4</td>
<td>7 6 5</td>
<td></td>
</tr>
</tbody>
</table>

Post-questionnaire. The number of occupations, given in Table 4, were recorded according to mental ability grouping.

In the upper ability quarter, in first, second and third choice order, one subject listed obstetrician, pediatrician, funeral home director. Another listed social worker, teacher, interior decorator. One girl only listed constantly in the first and second choices -- fashion consultant and interior decorator.

In the second quarter, not any of the girls kept the same choices from the beginning of this study through the post-questionnaire.

In the third ability quarter, one subject listed nurse, social worker, teacher. Another subject indicated beautician, librarian, secretary. One gave artist, dancer, hair stylist as her choices.

In the lower ability quarter, one girl listed model as a first choice throughout the study. Her second and third choices changed. These choices will probably last for some time and will not change without serious consideration.

Occupational choices that remained constant for the boys

The boys listed six occupations in their first, second, and third
choices that did not change after viewing the films. These occupations remained constant from pre-questionnaire through the post-questionnaire. The number of occupations, recorded in Table 5, are listed according to mental ability grouping.

TABLE 5

FIRST, SECOND, AND THIRD OCCUPATIONAL CHOICES THAT REMAINED CONSTANT FOR BOYS ACCORDING TO MENTAL ABILITY LEVELS AFTER VIEWING THE FILMS

<table>
<thead>
<tr>
<th>Upper Quarter</th>
<th>Second Quarter</th>
<th>Third Quarter</th>
<th>Lower Quarter</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 2nd 3rd</td>
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<td>1st 2nd 3rd</td>
<td>1st 2nd 3rd</td>
<td>1st 2nd 3rd</td>
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<td>0 0 0 0 0 2 2 1 1</td>
<td>4 1 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the upper ability quarter, and in the second ability quarter, not any of the boys' occupational choices remained constant throughout the study.

In the third quarter, two boys listed mechanics as their first choices.

In the lower ability quarter, one subject listed truck driver, mechanics and technician in first, second, and third choice order. Another gave mechanic as a constant first choice throughout the study. These occupations, excepting technician, are realistic choices for the boys since many of the adult males are truck drivers and mechanics. It is very doubtful these choices will change for many young men enter these fields immediately after high school.
Comparisons between the pre-questionnaire and the post-questionnaire of first, second, and third choice occupations according to mental ability grouping for boys in Group I

The post-questionnaire was administered to the experimental group four weeks after the last film was shown. These first, second and third choice changes for the boys are given in Table 6.

**TABLE 6**

DISTRIBUTION OF FIRST, SECOND OR THIRD CHOICE CHANGES BY BOYS IN THE EXPERIMENTAL GROUP, ACCORDING TO MENTAL ABILITY GROUPING, AFTER THE POST-QUESTIONNAIRE WAS ADMINISTERED

<table>
<thead>
<tr>
<th>Upper Quarter</th>
<th>Second Quarter</th>
<th>Third Quarter</th>
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</table>

In the upper ability quarter, one boy listed teacher, brickmason, draftsman, in first, second, and third choice order, on the pre-questionnaire and gave business teacher, contractor and draftsman on the post-questionnaire. The other subject in the upper quarter listed scientists, doctor, machinist on the pre-questionnaire and changed to electrician, telephone installer, machinist on the post-questionnaire.

In the second ability quarter, electrician, carpenter, mechanic were shown on the pre-questionnaire. On the post, these choices became mechanic, salesman, truck driver. Machinist, carpenter, electrician resulted on the post-questionnaire as telephone installer, machinist, carpenter. Carpenter, electrician, truck driver became electrician, contractor, truck driver on the post-questionnaire.
In the third ability quarter, one listed mechanic, truck driver, carpenter on the pre-questionnaire and gave mechanic, truck driver, salesman on the post-questionnaire. Mechanic, electrician, carpenter on the pre-questionnaire changed during the showing of films but on the post-questionnaire appeared the same as on the pre-questionnaire. Mechanic, truck driver, carpenter resulted in carpenter, musician, policeman on the post-questionnaire. Mechanic, salesman, truck driver became salesman, mechanic, truck driver on the post-questionnaire.

In the lower ability quarter, truck driver, tile setter, carpenter changed to machine operator, truck driver, tile setter on the post-questionnaire. Truck driver, mechanic, technician on the pre-questionnaire remained the same on the post-questionnaire. Mechanic, technician, brick mason resulted in mechanic, brick mason, businessman on the post-questionnaire. Mechanic, businessman, brick mason, on the pre-questionnaire became mechanic, truck driver, brickmason on the post-questionnaire.

Twenty-four changes of choices were made by the boys in Group I on the post-questionnaire when compared to the pre-questionnaire.

Comparisons between the pre-questionnaire and the post-questionnaire of first, second and third choice occupations according to mental ability grouping for girls in Group I

The post-questionnaire was also administered to the girls in the experimental group four weeks after the last film was shown. The distribution of these changes is given in Table 7, page 41.

In the upper ability quarter, first choice secretary, second choice elementary teacher and third choice nurse on the pre-questionnaire
TABLE 7
DISTRIBUTION OF FIRST, SECOND OR THIRD CHOICE CHANGES BY GIRLS IN THE EXPERIMENTAL GROUP, ACCORDING TO MENTAL ABILITY GROUPING, AFTER THE POST-QUESTIONNAIRE WAS ADMINISTERED

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changed to first choice secretary, second choice home economist, and third choice registered nurse on the post-questionnaire. Pediatritian, registered nurse, teacher on the pre-questionnaire became registered nurse, secretary, fashion designer. Obstetrician, pediatrician, funeral home director, and social worker, teacher, interior decorator remained the same throughout the study. Fashion consultant, interior decorator, beauty consultant on the pre-questionnaire resulted in fashion consultant, interior decorator and bookkeeper in record company on the post-questionnaire.

In the second ability quarter, nurse, secretary, beautician on the pre-questionnaire became secretary, nurse, social worker on the post-questionnaire. Registered nurse, beautician, counselor resulted in FBI agent, registered nurse, lab technician on the post-questionnaire.

In the third ability quarter, secretary, nurse, switch board operator as first, second, and third choice on the pre-questionnaire became secretary, fashion designer, switch board operator on the post-questionnaire. Social worker, teacher, beautician on the pre-questionnaire
became social worker, secretary, telephone operator on the post-questionnaire. Nurse, social worker, teacher; beautician, librarian, secretary; and artist, dancer, hair stylist in first, second, and third choice order, remained the same throughout the study.

In the lower ability quarter, practical nurse, dietitian, army officer on the pre-questionnaire resulted in doctor, practical nurse and nurse aide on the post-questionnaire. Beautician, nurse, secretary became nurse, secretary, work in newspaper office on the post-questionnaire. Beautician, nurse, housewife, became housewife, nurse, beautician. Nurse, housewife, elementary teacher resulted in nurse, cook, housewife. Model, Nurse, elementary teacher was changed to model, secretary, nurse on the post-questionnaire in first, second, and third choice order.

Twenty-seven changes of choices were made by the girls in Group I on the post-questionnaire when compared with the pre-questionnaire.

Comparisons between the pre-questionnaire and the post-questionnaire of first, second, and third choice occupations according to mental ability grouping for boys in Group II

The control group, referred to as Group II, was administered a pre-questionnaire (before the films were shown to Group I) and a post-questionnaire (four weeks after the films were shown to Group I). The distribution in the changes of their first, second or third choices is shown in Table 8, page 43.

In the upper ability quarter, only one boy changed an occupational choice on the post-questionnaire. Tax collector was changed to electrician as a third choice.
TABLE 8

DISTRIBUTION OF FIRST, SECOND OR THIRD CHOICE CHANGES BY BOYS IN THE CONTROL GROUP, ACCORDING TO MENTAL ABILITY GROUPING, AFTER THE POST-QUESTIONNAIRE WAS ADMINISTERED

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In the second ability quarter, two subjects made changes in all three choices. Carpenter, mechanics, brickmason were changed to machinist, carpenter, tile setter on the post-questionnaire. Salesman, U. S. Marines, carpenter on the pre-questionnaire were changed to truck driver, carpenter, salesman on the post-questionnaire.

In the third ability quarter, three students made changes in all three choices. Truck driver, policeman on the pre-questionnaire were changed to plumber, policeman, truck driver on the post-questionnaire. Cartoonist, FBI agent, automobile draftsman were changed to mechanic, carpenter, cartoonist. Electrician, mechanic, businessman were changed to mechanic, brickmason, carpenter on the post-questionnaire.

In the lower ability quarter, four boys changed their second and third choices. One listed mechanic and barber on the pre-questionnaire and changed to barber, mechanic on the post-questionnaire. Mechanic, contractor listed by another were changed to contractor, draftsman on the post-questionnaire. One listed salesman, machine operator on the pre-questionnaire and changed to truck driver, salesman on the post-
questionnaire and changed to mechanic, carpenter on the post-questionnaire. Twenty-four changes of choices were made by the boys in Group II on the post-questionnaire.

Table 9 compares Group I with Group II's choice changes on the post-questionnaire. Each group made twenty-four changes in occupational choices.

**TABLE 9**

**COMPARISONS OF THE PRE-QUESTIONNAIRE AND THE POST-QUESTIONNAIRE BETWEEN THE BOYS IN GROUP I AND GROUP II**

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<td>3 3 0</td>
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Comparisons between the pre-questionnaire and the post-questionnaire of first, second, and third choice occupations according to mental ability grouping for girls in Group II

In the upper ability quarter, two girls changed all their choices on the post-questionnaire. One listed secretary, social worker, elementary teacher and changed to adoption agent, secretary, cashier. The other girl listed teacher, scientist, computer operator and changed on the post-questionnaire to social worker, computer operator and interior decorator. These, and other changes, according to ability grouping are shown in Table 10, page 45.
TABLE 10

DISTRIBUTION OF FIRST, SECOND OR THIRD CHOICE CHANGES BY GIRLS IN THE CONTROL GROUP, ACCORDING TO MENTAL ABILITY GROUPING, AFTER THE POST-QUESTIONNAIRE WAS ADMINISTERED

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</table>

In the second ability quarter, one girl listed home economics teacher as a second choice. This was changed to nurse on the post-questionnaire. Another listed social worker as a second choice and nurse as a third choice on the pre-questionnaire. These were changed to nurse as a second choice and cook a third choice on the post-questionnaire.

In the third ability quarter, one gave pediatrician as a third choice but changed it to nurse. Another listed beautician and interior decorator as first and second choices. These were changed to secretary and beautician on the post-questionnaire. One girl changed only her second and third choices from teacher and FBI agent to social worker and singer. One subject listed beautician, teacher, secretary on the pre-questionnaire and changed these to teacher, beautician, FBI agent on the post-questionnaire. One changed only her second choice--from doctor to FBI agent.

In the lower ability quarter, one girl listed housewife, fashion designer, cook as first, second and third choices. She changed these to model, stewardess, housewife on the post-questionnaire. One student
gave practical nurse and seamstress as first and second choices. She changed these around to seamstress and nurse on the post-questionnaire. Another changed only her second and third choices from airline stewardess, teacher to librarian and nurse. One girl listed housewife, nurse, cook as first, second and third choices on the pre-questionnaire but changed them around to nurse, cook, housewife on the post-questionnaire.

Twenty-nine changes of choices were made by the girls in Group II on the post-questionnaire.

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In Table 11, the girls in Group I made twenty-seven choices changes as compared to twenty-nine changes made by Group II.
CHAPTER III

SUMMARY AND CONCLUSIONS

Introduction

The problem of this research was to determine if vocational guidance films would effect the occupational choice of ninth grade students in a selected junior high school in a small low socio-economic community. Further the study sought to show what affects the quality of the films have on the choices of the students. The study was also concerned with the effects of the films according to sex and ability level groupings.

Resume of research procedure

Sixty students matched according to age, sex, and ability level were divided into two groups, experimental and control. A constructed questionnaire, asking for three occupational choices, in order of preference, was administered to both groups. The experimental group viewed nineteen vocational guidance films previously evaluated and rated by the county film purchaser. After viewing the film, three occupational choices, in order of preference, were given by the experimental group. These choices were analyzed according to ability groupings, sex, and quality of films.

Finally, the questionnaire was administered to both groups four weeks after the last film was shown. Comparisons of the pre-questionnaire
and the post-questionnaire were made of both the experimental and control groups.

A summary of related literature

The literature surveyed in relation to this study revealed that many studies have been made on occupational choices of high school students; but very little on the use of audio visual materials used to effect such choices. Some of the most meaningful points of view found in the pertinent literature are those listed below:

1. Higgins and Brown, in their article on motion picture as a source of vocational information, feel that if films are properly selected, they may be the most effective of audio-visual aids.

2. Englander, in his study on the impact of a modified career day on the perception of mathematics teaching, this occupation and respective self-concepts became significantly congruent.

3. In Marvin Powell's study on the development and reason for vocational choices, he concluded that there are significant differences between planned and preferred vocations which show a reality orientation of high school youth.

4. Levine and Wallen, in their study, found evidence that scores on the Kuder are positively related to occupations entered seven to nine years later.

5. Martin, in his study on the effects of musical training on musical aptitude of students, found that some training did effect the scores on the musical aptitude test. Martin felt, however, that a more practical significance to school counselors would be a study that covered a period of several weeks to a month instead of two years as his study covered.

6. John Holland concluded in his research that students select vocations both to engage in attractive activities and roles, and to avoid activities and roles they see as distasteful and believe that they are incompetent to perform.

7. Lee and King found that there was no significant difference between the level of the girls' occupational preference
and the level of the mothers' suggested occupations, but a significant difference in the girls' preferences and the parents' occupation.

8. P. W. Hutson's study on vocational choices concluded that high school pupils in 1961 as compared to pupils in 1930, chose occupations with very little regard for their qualifications in general intelligence.

9. Thompson, in his study on occupational values, explored Super's belief that the ninth graders is in the vocational exploration stage. He found that certain occupational values are accepted almost universally, as very important. Thompson felt that since one-fourth of the students in his study will have to quit high school for work and another third will go beyond high school, an early vocational choice provides some direction to these students.

10. Medvedev's article on occupational choices of ninth graders in the Soviet Union says that these choices do not bind the student in selecting later paths in life. But feels the pupils must be realistic and not lose sight of the resources and needs of the country.

11. Slocum and Bowles report in their study on attractiveness of occupations that high school students will be seriously frustrated if all who indicate professional career aspirations do not attain their high goals.

12. Krippner concluded that although boys and girls prefer different vocations than those suggested by their parents, it is likely these preferences will reflect the family's occupational level.

Summary of findings

The study was designed to achieve the purposes under the heading "Purposes of the study" in Chapter I and summarized in the Introduction to Chapter II.

1. The boys in the control group made twenty-four first, second, and third occupational changes and the girls made twenty-seven first, second and third changes between the pre- and post-questionnaire as compared to twenty-four changes for the boys and twenty-nine changes for the girls in the experimental group.
2. The findings further reveal that the boys, viewing two films more than the girls, made twenty-four first, second and third choice changes after viewing the films as compared to seventeen first, second, and third choice changes made by the girls. By determining the average number of changes per student, per film, the boys earned a choice-change index of .12 while the girls had a choice-change index of .07.

3. After viewing the nineteen films, forty-one first, second, and third occupational choices were changed. Of these changes, ten were made in the upper ability quarter, thirteen were in the second quarter, ten in the third ability quarter, and eight in the lower ability quarter.

4. In relation to the quality of the films, for two films rated poor, six occupational changes were made; for six films, rated fair, fifteen occupational changes were made; and for seven films, rated good, sixteen occupational changes were made; for four films rated excellent, four occupational changes were made after viewing the films.

Conclusions

The findings of this study seem to warrant these conclusions:

1. The viewing of vocational guidance films resulted in changes in occupational choices. However, when comparing the experimental group with the control group four weeks after viewing the last film, the frequency of change in occupational choices for the two groups was practically the same. Therefore, it must be concluded that films on occupations do not alter the vocational choice process among ninth grade students in any predictable manner.

2. Boys made more choice changes than girls. Fewer boys made more changes while responding to approximately the same number of films.

3. Students of differing mental ability do not show marked differences in the extent to which they change their occupational choices after viewing occupational films.
4. The quality of films do not seem to be a factor in determining the number of students who change occupational preferences after viewing the films.

Implications

These implications seem to be inherent in the conclusions:

1. Ninth grade students appear to still be in the vocational exploration stage when choosing occupations as Super theorized. This may be true because limited information on occupations has been made accessible to these students. This condition also could have been influenced by the few vocational classes offered to them in school.

2. Even though boys made more changes than the girls after viewing the films, the boys choices tend to reflect the occupations of the adult male community. Young male adults in the community locale engage in limited number of occupations; such as, truck driver, mechanic, tile setter, brickmason, and carpenter. However, the girls seem to be extending their choices beyond the predominate (domestic worker) occupation of the young women in the locale.

Recommendations

These implications warrant the recommendations listed below:

1. Further studies on the use of motion pictures for the dissemination of occupational information are recommended.

2. Career planning opportunities should be extended to the junior high schools.

3. Classes in occupational information should be offered to junior high school students to make them more aware of the world of work.
BIBLIOGRAPHY

Books


Articles and periodicals


APPENDIXES
No. ____________________  Sex ____________________  Date__________________

Please give the number one occupation you wish to engage in after leaving school.

First choice ________________________________

If for some reason you cannot fulfill your first choice occupation, please give your next choice of occupation.

Second choice ________________________________

If neither of the occupations listed above can be fulfilled, please give your third choice occupation.

Third choice ________________________________

Please give the name of the film you have just viewed.

______________________________
FILM EVALUATION

Film Title: ____________________________ Length ____________ (reels/mi
_________________________ date Produced __________________________

Subject Matter Field __________________________

Producer __________________________

Source __________________________

SO ___ Si ___ B&W ___ Color ___ Purchase Price ___ Rental ___ Free___

List possible audiences and the purposes for which the film could be
used. List probable value for each purpose.

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Recommended age level: primary ___ Elementary ___ junior High ___

senior high ___ college ___ adult ___

Sound: poor __, fair __, good __, excellent ___

Photography: poor __, fair __, good __, excellent ___

Comment and general impression. Note here any special points as to
authenticity, bias, or attitudes, also a brief statement of how the film
affects you.

Your estimate of the value of the film: poor ___ fair ___ good ___ excellent ___.

__________________________________________
Date of Evaluation

__________________________________________
Name of Evaluator

56
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# VITA

**PINKSTON, FRANCES WILSON**

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