

KINDERGARTEN CHILDREN'S AWARENESS
OF CAREER POSSIBILITIES

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CHAPTER I

THE PROBLEM AND ITS IMPORTANCE

In recent months, efforts have been made to expand young children's awareness of many different roles related to their future career choices. This study is concerned with kindergarten children's present concepts of career or employment possibilities and the relationship of these conceptions to their father's career and expectations for them.

Career Education is becoming an educational directive in many communities of America. The U. S. Commissioner of Education cites the failure of American schools in preparing the young for a productive and rewarding life. He proposes that educational experiences should be geared to preparation for economic independence, personal fulfillment, and appreciation for work (Marland, 1972a). Bruner (1971) suggests that vocation and intention again be included in education rather than isolating the child from the possibilities available in the society. Another position is to provide opportunity for each child to interact with the real world through application of both knowledge and skill in an "Activity-Oriented Literacy Education" (Lemley, 1972). The concern for reform of educational procedures was echoed by President Nixon in March, 1970, while addressing the leaders of the nation's schools. He stressed the need to help each student reach new levels of achievement through challenging conventional wisdom in motivating our youth in the decade of the seventies.

The implication of misplaced objectives and values is prevalent in the proposals for change. The college goal as the only route to knowledge, success, and happiness is not an actuality; however, present curriculum is structured to functionally serve about 15 percent of our children (Holloway, 1972). Each year nearly 2.5 million students depart from formal education and are without adequate preparation for an occupation (U. S. Dept. of Health, Education, and Welfare, 1971). Thus, the advocates of a Career Education movement call for a more relevant curriculum beginning with the very young child, spiraling with the growth of the learner, and effective in the performance of life.

Need for the Study

The child enters school with a degree of preconceived values and attitudes toward work. The family background and experiences foster a positive or a negative foundation for the approach to career opportunities. Current research studies indicate that children conceive vocational concepts by the time they reach the age of six (Tulsa Daily World, 1973). Sylwester and Matthews (1972) stress the importance of positive encounters in the early learning activities as they are expanded into future work behavior, attitudes, and career development. The child needs many opportunities to explore self and identification with multiple roles without the consequence of a premature decision. He needs to recognize himself as part of the family group but seek individual values of his own (Sylwester, 1972). Hymes (1968) describes the emergence of self as slowly opening up, expanding, and tentatively reaching out into new and higher forms of behavior.

This study seeks to determine kindergarten children's awareness

regarding the work of their fathers, their knowledge and values in relation to this work, and the extent to which they link their future with a career. The researcher proposes that this knowledge will provide a basis for the development of a career exploration program which will be purposeful to young children.

Purposes of Study

The specific purposes of the study were:

1. To ascertain the five year old's knowledge of his father's career or employment,
2. To ascertain the five year old's desire to pursue a career similar to his father's.
3. To ascertain the relationship between the father's expectations for his child and the child's feelings concerning a specific career.
4. To ascertain a child's knowledge of careers or employment open to fathers.

CHAPTER II

RELATED LITERATURE

There is a wealth of current literature concerning the impetus being given the "Career Education" movement and the relevance to effective living in today's society; however, there is an apparent lack of information directed toward the young child's reflections and understanding of career concepts. The related literature reviewed will be classified in three general categories: (1) Relevance of Career Exploration Programs, (2) The Child's Knowledge Relating to Occupational Roles, (3) Parental Influence on the Child's Awareness, Aspirations and Values.

Relevance of Career Exploration Programs

Todd and Todd (1968) designed a prospectus for the development of a career education program starting in the elementary school. The focus was on the child's examination of various occupations, the world of work, technology, and their own interest and abilities in relation to possible career directions. The design involved real-life orientation to the subjects studied and translation of information into talk, play, and work.

Pointer (1969) emphasized occupational information as both educational and vocational in curriculum planning. The student is guided toward a healthy concept of self, training in decision making, and the

utilization of community resources in gaining knowledge of careers.

Bruner (1971) reported that school and society have become so diverse that young people are unaware of the available vocational roles and the variety with which they might be fulfilled. He further suggests the "recapture" of the notion of vocation or "ways of life."

Education is confronted by the U. S. Department of Health, Education, and Welfare (1971) with the purpose of preparing the young for a rewarding life by increasing the options for occupational choices and enhancing all levels of learning. A solution of "career education" is proposed which begins in early childhood with awareness and interest captivating activities. The continuum of knowledge about the working world prepares the child for meaningful employment throughout his productive life. The predictive forecast is that baccalaureate degrees will not be required for eight out of 10 jobs in America by the end of this decade; thus, more appropriate and realistic curriculums are urgently needed.

Professional Home Economics is represented by Cross (1972) in a discussion of the role of the American Vocational Association as one which provides the leadership in developing a comprehensive career education program which spans upward from the kindergarten and nursery school to the retired who desire to participate in constructive work. Gysbers and Moore (1972) suggest career development as a basis for the redirection of school experiences to gain meaning, relevance, and individualization. Such a classroom is democratic and allows the student to set the pace as goals are personal ones rather than of competitive essence. Educators must assume leadership to rally community support in helping the child perceive the relationship of school life to that in

the world outside. Emphasis is noted in the fact that the Federal Government has authorized funds for career development programs in the elementary school, in Part D, of the Vocational Education Amendments of 1968 (Public Law 90-576).

Holloway (1972) disagrees with the increasing concept that a college education is the only route to knowledge, success, and happiness. He cites the college goal for all students as unrealistic and neglectful of the 85 percent who will not reach that plateau. The child deserves the right to pursue educational options for which he can qualify and upon reaching the "junction" of decision, he should find a "swinging door" which permits departure as well as possible future return. Hoyt (1972) challenges a belief in freedom as incompatible with judgment of the appropriateness of an individual's career decision. A person must weigh his knowledge of himself, his values, and his opportunities in a reasoned balance for good decision making. The concepts of change and adaptability become an integral part of career education. Two important reasons for a change of position on the part of today's educators are defined by Kirkman (1972): (1) There are a multitude of college graduates unable to find employment, and (2) The income patterns of non-college careers has increased significantly. These facts call for a redirection of the teaching and counseling techniques employed in guiding the child toward a career choice, especially, if society's measure of success is related to financial gain.

According to Lemley (1972), career education is a means of stopping the flow of functional illiterates and stabilizing efforts of the total educational enterprise. He further denotes that true education imparts both technique and intellectual vision which could conceivably produce

individuals with both capability and "copeability." Marland (1972a) endorses a deep and necessary relationship between education and work in an effort to produce competence and preparedness. He mentions the necessity to go behind occupational needs to the survival skills essential for existence in modern society. The contribution of vocational education toward relevant curriculum is reflected in the average unemployment rate (5.2 percent) of its graduates compared to the 24 percent rating of students enrolled in general courses. A very positive emphasis was stated in his words: "Career education is not a major OE priority in name only, a paper goal; career education is the major objective of the Office of Education at this moment in time and will remain so for the foreseeable future" (p. 16).

Several implementations of the career education objectives have been indicated. Selland (1972) claims 100 percent participation from the contacted businesses as an overwhelmingly successful aspect of the Bismarck, North Dakota, program. A few of the concepts introduced in relation to work were: specialization, interdependence, geographical determinants, job alterants from advances of science, needs for goods and services, and special training requirements. Attention to the Ohio investment in a career education development program was drawn by Shoemaker (1972). Home economics was assigned the supervision of the awareness or motivational program for grades K-6. This phase represents an allocation of \$287,640 to serve 13,122 people in a pilot effort. Shoemaker recognized the desperate need to relate education to child development and adopt methodology on the basis of how children learn. The value of the North Carolina program (Stephens and Clary, 1972) is evidenced in the positive results of two state-wide evaluations by the

Occupational Research Unit. Many chronic truants have attended school regularly since enrolling in the program. Some students who had not achieved in regular classrooms have performed successfully in shops and laboratories. The most significant observation is found in the increased student interest and established relationship between classroom instruction, exploratory activities, and the world of work.

Tanzman (1972) indicates the increase of pressure on educators to elevate the level of occupational education with the realization that college is not relevant for every young person. The priorities should be on the uniqueness of each individual's contribution to the continuance of progress in America.

The Child's Knowledge Relating to Occupational Roles

Bossard (1953) found that negative reactions in children toward their father's work was dependent upon the type of clothing worn, the products handled, and the extent the work kept the father away from home; however, the nature of the work itself was of little concern. Ostrovsky (1959) contrasts the drastic change from the child apprenticed to the father's skills and sharing of the parent roles to the modern child who has little "concrete grasp" of the work of his father. The young child comprehends through seeing and experiencing, thus, mere verbal descriptions are too abstract to aid the child in picturing his father's work-life in a meaningful way.

Rau (1960) suggests that through identification the child attempts to mold his behavior after and imitate actions of a parental model because the parent becomes an "embodiment" of what the child would like to

be. A study initiated by Burshtein (1961) to determine what concepts first grade children had in regard to the work of their parents and to promote understanding of the benefits their parent's work brings to others. He found that 89.5 percent know where their parents work while only half know their parent's occupation. A lesser number, 43 percent, have concepts about what their parents do at work and few, 10.7 percent, can relate the value of their parent's work in relation to other people.

A test given five year olds on the nature of their expressions of preference in home and school activities indicates that many children find it difficult to give even a single response. Answers vary greatly and are highly individual. Sometimes, responses can give a full picture of children's interests, and in other responses the perceptions are sparse (Ilg and Ames, 1964). Another position is presented by Rogers (1966). He asserts that the infant begins life with clear values related to his likes and dislikes. In order to hold love, the child deserts his natural approach of values and tries to assume those values set by others. An example is the boy who feels he is loved and prized more by his parents when he thinks of being a doctor than when he thinks of being an artist. Crandall (1967) indicates that motivation toward achievement originates in early childhood learning experiences as the child learns to anticipate pleasure from acquiring certain levels of various skills. The structuring of performance standards, together with parental and cultural demands, are usually factors in motivating the child's stronger achievements.

The significance of starting with the young child to lay foundations of convictions that work is satisfying, rewarding, and gives meaning to life is discussed by Hendrick (1967). She proposed that

positive attitudes and pleasure in work must be nurtured and encouraged through the child's imitations, trying out of roles, and actualizing jobs in gaining pleasure from productive achievement experiences.

Hymes (1968) determines the importance of building on the child's inherent motivation so he does what he does because he really likes doing it and he works his hardest as the whole learning process becomes a part of him. The child's individual uniqueness, interests, and choices should be encouraged as he acquires values of self-worth and the "right way" for his own learning to proceed. An environment of warmth, respect, and safety will help the child form a positive self-concept which is an important factor in career development. The ability to feel worthy and capable of being a professional, technical, or skilled worker is essential for the child (Pietrofesa, 1969).

The child explores possible careers through child-like resolutions and changeability as he extends values and understandings. "It is important that such early learning activities be encountered positively, because all subsequent work behavior and career development are in reality intricate expansions of these explorations" (Sylwester and Matthews, 1972, p. 46). As the child develops awareness of self and a wide range of options open to him, the world of work becomes an obtainable reality (Tulsa Daily World, 1973).

Parental Influence on the Child's Awareness

Aberle and Naegele (1952) proposed that parents' central aim is to raise their children to become typical adults and capable of adequately integrating into the social system. Relatedly, child rearing is future-oriented. The researchers found in a study of middle-class

fathers of nursery school children that: (a) all the fathers wanted a college education for their sons, (b) a middle-class occupation (professional or business career) was expected, (c) skilled wagework was never mentioned as a possibility, (d) academic work was generally rejected, and (e) it was the father's own present status that affected the projected future for his children.

According to Roe (1957), more than any other aspect in life, an individual's ultimate vocational selection is related to early experience in attitudes, abilities, interests, and other personality factors. The degree of motivation and intensity of an individual's need will determine the level at which the occupational life is set and the specific position attained.

Rosen and D'Andrade (1959) studied the origins of achievement motivations and found that parents of those boys with high achievement motivation scores held high standards for their sons and were more competitive, more interested, and demonstrated more involvement during the son's performance. Society bases success on the father's occupational achievement and the lifestyle is adjusted according to his employment. Parents prepare their children for the same general type of work in both a conscious and unconscious manner (Benson, 1968).

Summary

The literature related to this study revealed the following implications:

1. Although few studies have been made, there is evidence which reflects that young children have some degree of awareness of careers related to the work of their fathers.

2. Generally, the parents' values and attitudes about occupational status tends to influence aspirations for their child.

3. Curriculum for career awareness should begin at an early age and encompass a lifetime of learning possibilities,

CHAPTER III

PROCEDURE AND METHOD

The purpose of this study was to determine kindergarten children's awareness of the work of their fathers, their knowledge and values in relation to this work, and the extent to which they link their future with a career.

The following steps in the general procedure were followed: (1) development of a letter of explanation to parents, an information-questionnaire for the fathers, an interview-questionnaire for the child, and a follow-up letter to parents (Appendix A); (2) a letter to the Tulsa Public Schools requesting permission to gather data (Appendix B); and (3) a letter requesting research information to the U. S. Office of Education, the Captain Kangaroo Program of CBS, and the Sutherland Learning Associates (Appendix C).

Development of the Questionnaires

Information-Questionnaire for Father--To achieve the purpose of this investigation, an information-questionnaire (Appendix A) was developed to determine the father's expectations for his child's career. Included were several questions identifying such items as age of the subjects, father's occupation, level of education, number of children in the family, and the father's attitude concerning the child's education and career. A letter to the parents explaining the intentions and procedure

of the study accompanied the questionnaire (Appendix A). A brief follow-up letter was prepared and sent with the questionnaire to the homes of sixteen children from whom there had been no response (Appendix A).

Interview-Questionnaire for Child--To determine the children's awareness of their father's occupational role and to what extent they relate themselves to a future career role, a simple interview-questionnaire was developed and tested on four children. Questions were included to identify what understanding the child had of the work job of his father; if the child would prefer someday to have a job like his father's; and what other kinds of work he felt his father could do.

Permission to Obtain Data--To obtain permission to gather data from the children enrolled in the kindergarten classroom of the investigator, a letter was drafted and submitted to the research department of the Tulsa Public Schools (Appendix B). The conditions specified were accommodated and the instruments, together with the letter of explanation, were re-submitted for subsequent approval.

Request for Research Information--The investigator read (Tulsa Daily World, 1973) of a film series designed to encourage career awareness and self-esteem in young children. This series was to be aired on the CBS "Captain Kangaroo" program and to be entitled, "The Kingdom of Could Be You." Letters requesting information were sent to the CBS program director as well as to the U. S. Office of Education from which a grant was received by Dr. Elizabeth Simpson for the production of the films (Appendix C). A reply was received from the Captain Kangaroo Show (Appendix C) supplying the name and address of the company which produced the series. A letter was sent to the Sutherland Learning

Associates (Appendix C) inquiring about the availability of research information which had inspired the production of the films. This information was not received soon enough to be included in this thesis.

Selection of Subjects

The subjects for this study were 43 children enrolled in kindergarten in the Tulsa Public Schools and attending the classes of the investigator.

Overall Population--The overall population of 52 subjects included 29 boys and 23 girls. The age range was 5 years, 6 months to 6 years, 4 months. From these 52 subjects, 43 fathers (83 percent) responded to the Information-Questionnaire for Father. The kindergarten children of these 43 fathers were administered the Interview-Questionnaire for Child. The responses of the children were compared with the attitudes reflected by their fathers.

The subjects were predominantly from middle and upper-middle class families. The ages of the fathers ranged from 29 to 53 years with an average age of 37. A total of 74 percent of the fathers held a bachelor's degree, and 30 percent also held an advanced degree. An interesting trend in the occupational status of the fathers was noted in the high percentage, 47 percent, who were in professional and self-employed careers. Forty-nine percent were employed by a company or corporation with only four percent listed as skilled workers (Table I).

The subjects were all of legal kindergarten age; however, at the time of the school year when the study was conducted, more than half of the children had reached the age of six. There was an almost equal balance of boys and girls in the sample with the largest number of subjects

classified in the ordinal position of the youngest of two or more children. Seventy-four percent of the sample was from families of two or three children (Table II).

TABLE I
AGE, EDUCATION, AND OCCUPATION OF FATHERS
(N = 43)

Variable	Classification	Number	Percent
Age	Under 30	1	2
	30 - 34	11	26
	35 - 39	18	42
	40 - 44	9	21
	45 - 49	3	7
	50 & Over	1	2
TOTAL		43	
Education	High School	1	2
	Some College	10	23
	College Degree	12	28
	Graduate Study	7	17
	Graduate Degree	13	30
TOTAL		43	
Occupation	Professional	9	21
	Self Employed	11	26
	Employed by Corp.	21	49
	Skilled Worker	2	4
TOTAL		43	

TABLE II
 AGE, SEX, ORDINAL FAMILY POSITION, AND
 NUMBER OF CHILDREN IN FAMILY
 (N = 43)

Variable	Classification	No.	%
Age	Five	18	42
	Six	25	58
TOTAL		43	
Sex	Boys	22	51
	Girls	21	49
TOTAL		43	
Ordinal position of child in family	Oldest of 2 or more	12	28
	Youngest of 2 or more	21	49
	Middle of 3 or more	8	19
	None of the above	2	4
TOTAL		43	
Number of children in family	Two	19	44.2
	Three	13	30.3
	Four	7	16.3
	Five	3	6.9
	Six or more	1	2.3
TOTAL		43	

Collection of Data

Permission to obtain data during the 1972-73 school year was secured from Dr. Paul I. McCloud, Director of Instructional Research for the Tulsa Public Schools (Appendix B). The letter to the parents explaining the intentions and procedure of the study (Appendix A) accompanied the questionnaire. A brief follow-up letter (Appendix A) was prepared for use with a second questionnaire to the non-responding fathers. The investigator scheduled and conducted an informal interview with each child from whom a parent response was received,

CHAPTER IV

ANALYSIS OF DATA

The purpose of this investigation was to determine kindergarten children's awareness of the work of their fathers, their knowledge and values in relation to this work, and the extent to which they link their future with a career. To achieve this purpose, the responses of the children, their fathers, and the agreements between the two are presented in terms of frequency and percentages.

To verify the investigator's evaluation of the fathers' and children's agreement of responses, a second person trained in the field of early childhood education, independently classified responses of the fathers on the Information-Questionnaire for Father and the responses of the children on the Interview-Questionnaire for Child in terms of "agreements" and "disagreements." The percentages of agreement, for the raters who worked independently, are presented in Table III.

The raters were in total agreement as to the number of children who indicated a knowledge of their father's career. Their percentage of agreement on the child's indication of desire to pursue the career of his father was 97 percent. The area which reflected the greatest disagreement between the two raters concerned the father's expectations related to the child's feelings about a career, where the agreement obtained was only 87 percent. In the opinion of the investigator, her personal involvement with the children interviewed, probably accounts

for this difference. The agreement of the two raters for all categories combined was 93 percent.

TABLE III
PERCENTAGE OF AGREEMENT OBTAINED BY THE TWO RATERS

Situation	Agreements	Disagreements	Percentage of Agreement
Child indicates knowledge of father's career	43	0	100
Child indicates desire to pursue father's career	41	4	91
Father's expectations related to child's feelings about a career	40	6	87
TOTAL	124	10	93

The investigator compared the father's responses with those of his child to determine the percentage of agreement between the two. The results have been categorized as: (1) child indicates knowledge of father's career, (2) child indicates desire to pursue father's career, and (3) father's expectations related to the child's feelings about a career. The results are presented in Table IV.

TABLE IV
 PERCENTAGE OF AGREEMENT BETWEEN FATHER AND CHILD*
 (N = 43)

Situation	Rater I			Rater II			Average Percentage of Agreement
	A	D	%	A	D	%	
Child indicates knowledge of father's career	39	4	91	39	4	91	91
Child indicates desire to pursue father's career	27	16	63	25	18	58	60
Father's expecta- tions related to child's feelings about a career	23	20	51	20	23	47	49
TOTAL	89	40	69	84	45	65	

* A = Agree; D = Disagree

The data revealed that 91 percent of the children had knowledge of their father's career or employment. Sixty percent of the sample indicated a desire to pursue the same career as the father. The investigator found that 49 percent of the children agreed with their fathers concerning the child's career choice or preference. The latter category indicated that many fathers had aspirations for their child that the child does not reflect for himself at this age in life.

The number of fathers who responded to questions dealing with career expectations for their child is presented in Table V. It was

found that 56 percent of the fathers discussed careers with their child while only 28 percent projected a career choice for the child. An interesting indication was that 47 percent of the fathers wanted their child to follow their careers. Esteem for higher education was indicated by 81 percent of the fathers who reported a college education necessary for their child.

TABLE V
 FREQUENCY OF FATHERS' RESPONSES TO CAREER
 EXPECTATIONS FOR THEIR CHILD
 (N = 43)

Expectation	Number	Percent
Discussed careers with child	27	56
Projected a career choice for child	12	28
Desire their same career for child	20	47
Deem a college education necessary for child	35	81

Several of the fathers reflected a definite interest in career education which would eliminate sex barriers in relation to the career choices open to their daughters. Forty-three percent of the 21 girls included in the study expressed an interest in pursuing the same career as their fathers.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

The overall purpose of this study was to determine kindergarten children's awareness of the work of their fathers, their knowledge and values in relation to this work, and the extent to which they link their future with a career. To achieve this purpose, an information-questionnaire (Appendix A) was developed to determine the father's expectations for his child. An interview-questionnaire (Appendix A) was also developed to determine the children's awareness of their father's occupation and their knowledge and feelings about careers.

The subjects for this study were 43 children enrolled in kindergarten in the Tulsa Public Schools who were attending the classes of the investigator and their fathers. The responses of the children were compared with the attitudes reflected by their fathers on the information-questionnaires.

Major Findings

The results of this study are as follows:

- (1) Ninety-one percent of the children had knowledge of their father's career.
- (2) Sixty percent of the children indicated the desire to pursue a career similar to that of their fathers.
- (3) Forty-nine percent of the children agreed with their fathers

concerning the child's career preference.

(4) Fifty-six percent of the fathers discussed careers with their children.

(5) Twenty-eight percent of the fathers indicated they had specific career expectations for their children.

(6) Forty-seven percent of the fathers indicated they wanted their children to follow their career.

(7) Eighty-one percent of the fathers indicated they felt a college education was necessary for their children.

Recommendations

The investigator recognizes the small size of the sample and the lack of variation in economic environment tend to limit the degree to which the conclusions of the study may be generalized. It is recommended that:

(1) A similar study be conducted in a diverse economic climate and a comparison made of the major findings.

(2) A longitudinal study be considered to determine the development of concepts related to career exploration and to foster positive attitudes. Such a study would aid the effective planning of curriculum in this area.

(3) An involvement of parents in relation to a successful career education program. Such activities as taking children to the actual place of the father's work and observing their father in his work role would be of value to young children.

The investigator believes the findings of this study motivated her to be more aware of the needs and understandings of young children in

the development of purposeful career exploration and exposures. It is hoped that these insights can be used effectively in program planning for the children in kindergarten classes,

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APPENDIX A

INFORMATION-QUESTIONNAIRE FOR FATHER

Child's Name _____ Age _____ Sex _____

Father's Name _____ Age _____

1. Father's present occupation?

2. Previous career or employment pursued other than the present one?

3. Do you have a career preference for your child? Please state specifically:

4. The number of children in your family?

5. Father's level of education? (Please check one.)

_____ A. Some high school, but did not graduate

_____ B. High school

_____ C. Some college, did not graduate

_____ D. College degree

_____ E. Some graduate study

_____ F. Graduate degree

6. The ordinal position of the kindergarten child in the family?

_____ A. Only child

_____ B. Oldest of two or more children

_____ C. Youngest of two or more children

_____ D. Middle of three or more children

_____ E. One of several children but not in any of above positions

7. Have you ever talked with your child about possibilities for his career? (Please check one.)

_____ A. Yes

_____ B. No

8. Does your child show interest in discussing careers?
(Please check one.)

- A. Yes
 B. No

9. Would you like for your child to follow the same occupation in which you are engaged? (Please check one.)

- A. Yes
 B. No

10. Do you feel a college degree is essential for your child?
(Please check one.)

- A. Yes
 B. No

Additional remarks: (Use back of page if additional space is needed.)

INTERVIEW-QUESTIONNAIRE FOR CHILD

Child's Name _____ Age _____ Sex _____

Father's Name _____ Occupation _____

1. What does your father do that gets the money for all the things he buys for your family?

2. When you grow up would you like to have a job like your father's?

_____ A. Yes
_____ B. No

If B: What other kind of job do you think you might like to do?

3. Does your father ever talk with you about what he wants you to do when you grow up?

_____ A. Yes
_____ B. No

4. What other jobs can you think of that your father could do?

March 6, 1973

Dear Parent,

There is a current national emphasis on "Career Exploration" as a part of the curriculum for all school age children. In an attempt to provide an appropriate experience for the young child, there is a need to ascertain the awareness of kindergarten children concerning career possibilities.

I am involved in a study to determine the young child's awareness and needs related to positive understandings and guidance in career development. This study is a personal project and not a part of my regular school program. Participation is voluntary on the part of both parent and child. The procedure will include: (1) A brief interview with the kindergarten child (conducted before or after the regular classroom hours); (2) The father's completion and return of the attached "Questionnaire."

My hope is that this study will aid me in planning a curriculum for the young child related to the individual's worth, contributions, and preparation for a rewarding life. Your cooperation in completing the questionnaire will be greatly appreciated. Please return this questionnaire to your child's kindergarten teacher when completed.

Thank you for your help in conducting this study.

Sincerely,

Sandra Nicholson
Kindergarten Teacher, Grimes School

April 23, 1973

Dear Parents,

The children have enjoyed talking about their father's work and have many interesting thoughts about kinds of careers. I hope to complete the study in time to share some of the findings with you.

The INFORMATION-QUESTIONNAIRE FOR FATHER is being sent again as several parents mentioned it had been misplaced and they would like another one. If you can conveniently complete and return it this week, it will be greatly appreciated.

Thank you for your part in this special project.

Sincerely,

Sandra Nicholson
Kindergarten Teacher
Grimes School

APPENDIX B

October 20, 1972

Dr. Paul I. McCloud
Director of Instructional Research
Education Service Center
Tulsa, Oklahoma

Dear Dr. McCloud:

This is to request permission to gather data in the Tulsa Public School Kindergartens, specifically my own classroom. The study will be concerned with the kindergarten child's awareness of career possibilities.

This research would be used for my master's thesis which, if this request is granted, could be completed in the summer session at Oklahoma State University in the field of early childhood education. A copy of the proposal is attached.

If additional information is needed for you to make a decision, I will be glad to furnish such at your request.

Results of the study will be available for you to use as you wish.

Sincerely yours,

Sandra Nicholson, Kindergarten
Teacher, Tulsa Public Schools

Josephine Hoffer, Adviser
Department of Family Relations
and Child Development

SN:JH:cw

enclosure

November 16, 1972

Dr. Josephine Hoffer, Adviser
Department of Family Relations
and Child Development
Oklahoma State University
Stillwater, Oklahoma 74074

Dear Dr. Hoffer:

We have approved your request in behalf of Mrs. Sandra Nicholson to conduct a research study involving the kindergarten children at Grimes Elementary School, subject to the following conditions:

1. A letter must be sent to each parent explaining exactly what is involved in this study. This letter must make it clear that this study is not a part of the regular school program, but is Mrs. Nicholson's own personal project. It will be necessary for me to approve this letter before it is sent.
2. All work on this study must be done outside of school hours.
3. If any of the interviews are to be conducted in her classroom before or after school, she must have the permission of the principal.

We hope this will enable Mrs. Nicholson to gather the data she requires for this study. We will appreciate receiving a copy of the abstract of her thesis when it is complete.

Sincerely,

Paul I. McCloud, Director
Department of Instructional Research

PIM:bjb

cc: Mr. Cecil Benson
Mr. Lewis Cleveland
Mr. Frank Sensintaffar
Mrs. Sandra Nicholson

February 26, 1973

Dr. Paul I. McCloud, Director
Department of Instructional Research
Tulsa Public Schools
Tulsa, Oklahoma

Dear Dr. McCloud:

As requested, I am submitting a copy of the proposed letter of explanation to be sent to the parents of my kindergarten students in preparation for the gathering of data in my study of career development. I have also enclosed copies of the two questionnaires.

I hope that this will meet the specified conditions so that I may proceed with the project. Thank you for your consideration of this matter.

Sincerely,

Sandra Nicholson
Grimes School

cc: Mr. Frank Sensintaffar

APPENDIX C

April 26, 1973

Sandra Nicholson
5344 South Toledo
Tulsa, Oklahoma
74135

U. S. Office of Education
Washington, D. C. 20426

Gentlemen:

I recently read an article in a Tulsa newspaper about a series of film strips to be shown on the Captain Kangaroo program entitled THE KINGDOM OF COULD BE YOU, which was produced by Sutherland Learning Associates of Los Angeles, in part, through a grant from your office. The project director was Dr. Elizabeth Simpson.

I am a Kindergarten teacher in the Tulsa Public Schools and in the process of writing my Master's thesis (from Oklahoma State University in Early Childhood Education) on the subject KINDERGARTEN CHILDREN'S AWARENESS OF CAREER POSSIBILITIES. My subject matter is so closely related to the above-referenced film strips that I am interested in obtaining any information you may have on the research material. Any assistance would be greatly appreciated,

Very truly yours,

(Mrs.) SANDRA NICHOLSON

SN/he

April 26, 1973

Sandra Nicholson
5344 South Toledo
Tulsa, Oklahoma 74135

Captain Kangaroo
c/o Columbia Broadcasting System
51 West 52nd Street
New York City, New York 10019

Dear Sir:

I recently read an article in a Tulsa newspaper regarding a series of film strips entitled THE KINGDOM OF COULD BE YOU, that is currently being shown on your show. The films were produced by Sutherland Learning Associates of Los Angeles and the project director was Dr. Elizabeth Simpson.

I am a Kindergarten teacher in the Tulsa Public Schools and in the process of writing my Master's thesis entitled KINDERGARTEN CHILDREN'S AWARENESS OF CAREER POSSIBILITIES. I would appreciate any information you could give me on this matter and/or the address of Dr. Simpson and Sutherland Learning Associates. Any assistance you can give me will be greatly appreciated.

Very truly yours,

(Mrs.) SANDRA NICHOLSON

SN/he



Captain Kangaroo

CBS Television Network • 524 West 57th Street • New York, N.Y. 10019 • 765-4321

May 25, 1973

Mrs. Sandra Nicholson
5344 South Toledo
Tulsa, Oklahoma 74135

Dear Mrs. Nicholson:

Thank you so much for writing to the Captain Kangaroo Show.

We were pleased to learn of your interest in our film series concerning careers, entitled "The Kingdom of Could Be You." Unfortunately, we do not have any information or material concerning these films here in our office, but I'm sure if you contact the company that produced this series they will do their best to help you:

Sutherland Learning Associates
8425 West 3rd Street
Los Angeles, California - 90048

Thank you again for writing and for thinking of us.

Sincerely,

Laura Ramsey
Laura Ramsey
CAPTAIN KANGAROO SHOW

LR:dd

May 29, 1973

Sandra Nicholson
5344 South Toledo
Tulsa, Oklahoma 74135

Sutherland Learning Associates
8425 West 3rd Street
Los Angeles, California 90048

Attn: Dr. Elizabeth Simpson

Dear Dr. Simpson:

In the Sunday, April 1, 1973, edition of the Tulsa Daily World, I read about the series of film segments entitled "The Kingdom of Could Be You," relating to the young child's development of vocational concepts. I wrote the Captain Kangaroo Program and the U. S. Office of Education requesting any information they might have on your subject matter. The Captain Kangaroo Show responded by giving me your address.

I am currently a Kindergarten teacher in the Tulsa Public Schools and working on a Master's Degree in Early Childhood Education from Oklahoma State University. My thesis is entitled KINDERGARTEN CHILDREN'S AWARENESS OF CAREER POSSIBILITIES. My subject is so closely related to the project you directed that I am very anxious to obtain any research material that you could release to me. I will appreciate any information you can give me and will gladly reimburse you for mailing and duplicating expenses.

Very truly yours,

(Mrs.) SANDRA NICHOLSON

SN/nn

VITA

Sandra Jan Nicholson

Candidate for the Degree of

Master of Science

Thesis: KINDERGARTEN CHILDREN'S AWARENESS OF CAREER POSSIBILITIES

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Tulsa, Oklahoma, May 20, 1931, the daughter of Mr. and Mrs. William C. Forster,

Education: Graduated from Tulsa Central High School, Tulsa, Oklahoma, in May, 1949; received Bachelor of Science degree in Home Economics from Oklahoma State University, Stillwater, Oklahoma, in May, 1953; completed requirements for the Master of Science degree in July, 1973.

Professional Experience: Kindergarten teacher, Tulsa Public Schools, 1953-73; Headstart teacher, Tulsa, Oklahoma, 1965-66; Headstart Coordinator, Tulsa, Oklahoma, 1969; Headstart and Workshop consultant, 1969, 1970, 1973; Evaluation Team for Oklahoma State Department of Education, 1973.

Professional Organizations: National Educational Association, Oklahoma Educational Association, Tulsa Classroom Teachers Association, Southern Association for Children Under Six, Oklahoma Association for Children Under Six, Tulsa Association for Children Under Six, Friends of Day Care, Omicron Nu, Phi Upsilon Omicron, Alpha Delta Kappa.