

AN EXPERIMENTAL STUDY INVESTIGATING THE EFFECT OF  
TEACHING OCCUPATIONAL INFORMATION ON THE LEVEL  
OF ASPIRATION OF OKLAHOMA VOCATIONAL  
AGRICULTURE STUDENTS

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## CHAPTER I

### INTRODUCTION

The influence of level of aspiration on future achievement has long been recognized. Aspirations are generally considered to precede action toward a goal, i.e., students who aspire to high prestige occupations tend to achieve them in due season, while students who aspire only to low prestige occupations tend to remain occupationally stifled throughout their productive years. Learning or achieving does not occur with any regularity unless it is goal oriented or preceded by aspiration.

Studies have shown that level of aspiration can be affected by several social factors. The first social unit encountered by the child is the home where parental influence has been shown to play an important role in determining the level of aspiration and future achievement. Parents affect the child's level of aspiration largely through their aspirational urges and their social class position. However, parental influence may be involved to a lesser extent through downward social mobility, unsatisfactory family relationships or size of the community of residence. A child's level of aspiration begins to form at a very early age and continues to evolve throughout life.

Outside the home, the school is probably the most important institution for the training of children. At five or six years

of age, when the child enters kindergarten or first grade, the school begins to play its role in the development of level of aspiration. This development may be influenced by the social class composition of the school, along with peer influence and individual self-perception. The latter two develop largely through school associations and experiences of success or failure. The school may influence student level of aspiration to some degree in other less well defined areas such as teacher example, attitudes, and knowledge of trade and industrial occupations.

A moot question may be posed here! Are there other ways in which the school may exert a significant influence upon student level of aspiration? Based on the assumption that ignorance prohibits job entrance or inversely that knowledge of occupations precedes aspirations for those occupations, is it possible that through a concentrated resource unit on career development, student level of aspiration might be significantly changed? Such a resource unit on career development could include the advantages to students for securing maximum educational training, how to select an occupation suited to the individual, what are the available present and future occupations, and how is entry gained into desired occupations. To determine if the level of occupational aspiration of Oklahoma vocational agriculture students can be changed is the ultimate purpose of this study. If instructional materials and the information previously described can effect a change in student level of aspiration, then much thought should be given to the possibility of incorporating such units into the

overall teaching plans for Oklahoma vocational agriculture students.

At a time when our nation is experiencing a shortage of skilled and professional workers, many young people are not reaching their occupational potential possibly because of a low level of aspiration or because they do not know of the jobs available. It appears that practices originating as a result of the findings of studies of this type on level of aspiration should influence students to aspire to reach their occupational potential and attain full employment to help alleviate this critical situation. With this urgency in mind, this study has been undertaken.

## CHAPTER II

### REVIEW OF LITERATURE

The German term Anspruchsniveau which translates into the English term level of aspiration, was first introduced into the literature in 1931 by Dembo, one of Lewin's students.<sup>1</sup> Since that time important studies explaining the concept of level of aspiration have been conducted by Gardner<sup>2</sup>, Lewin, Dembo, Festinger and Sears<sup>3</sup>, Frank<sup>4</sup>, Irwin<sup>5</sup>, and Deutsch<sup>6</sup>.

#### Level of Aspiration

In the Handbook of Social Psychology, Deutsch writes:

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<sup>1</sup>John W. Gardner, "The Use of the Term 'Level of Aspiration'," Psychological Review, 47(1940), p. 59.

<sup>2</sup>Ibid., pp. 59-68.

<sup>3</sup>Kurt Lewin, Tamara Dembo, Leon Festinger and Pauline S. Sears, "Level of Aspiration," Personality and the Behavior Disorders, e. J. McV. Hunt (New York: Ronald Press, 1944), pp. 339-377.

<sup>4</sup>J.D. Frank, "Individual Differences in Certain Aspects of the Level of Aspiration," American Journal of Psychology, 47 (1935), pp. 119-128.

<sup>5</sup>F.W. Irwin, "Motivation," Theoretical Foundations of Psychology, ed. H. Helson (Princeton: D. VanNostrand Co., 1951), pp. 239-241.

<sup>6</sup>M. Deutsch, "Field Theory in Social Psychology," Handbook of Social Psychology, ed. G. Lindzey (Cambridge: Addison-Wesley Publishing Co., 1954), pp. 208-209.

Perhaps no other area of research that Lewin and his students have opened to experimental investigation has been the subject of so many studies as level of aspiration. The level of aspiration may be defined as the degree of difficulty of the goal toward which the person is striving. The concept of level of aspiration is relevant only when there is a perceived range of difficulty in the attainment of possible goals and there is variation in valence among the goals along the range of difficulty.<sup>7</sup>

For clarification in the discussion of level of aspiration, Deutsch gives a sample sequence of events typical for most of the experimental studies in this area. The events are as follows:

(1) A subject plays a game (or performs a task) in which he can obtain a score (e.g., throwing darts at a target); (2) after playing the game and obtaining a given score, he is asked to tell what score he will undertake to make the next time he plays; (3) he then plays the game again and achieves another score; (4) he reacts to his second performance with feelings of success or failure, with a continuing or new level of aspiration, etc. In the foregoing sequence, point (2) (setting of the level of aspiration) and point (4) (reaction to achievement) are particularly significant for the dynamics of the level of aspiration.<sup>8</sup>

Hoppe, a German psychologist, discovered that the level of aspiration shifts frequently in the course of an activity. Also, if the individual's performance comes up to his level of aspiration, the latter tends to shift upward; if he fails to attain his aspiration level on a given trial, the aspiration level is likely to be lowered.<sup>9</sup>

Frank has defined level of aspiration "as the level of future performance in a familiar task which an individual,

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<sup>7</sup>Ibid., p. 208.

<sup>8</sup>Ibid., p. 208.

<sup>9</sup>Gardner, p. 60.

knowing his level of past performance in that task, explicitly undertakes to reach."<sup>10</sup>

Similarly Gardner concluded that level of aspiration could "only refer to a quantitative indication which an individual makes concerning his future performance in an activity."<sup>11</sup>

Escalona has reported that level of aspiration experiments are designed to activate two important needs: the need to succeed and the need to avoid failure. These two needs may be considered as two aspects of the same drive, i.e., the need to maintain self-esteem or the will to mastery.<sup>12</sup> It has also been shown that level of aspiration tends to be constant and tends to be generalized for tasks of similar nature.<sup>13</sup>

Escalona summarized the main findings and conclusions on the level of aspiration concept as follows:

In order for a person to experience subjective success or failure in relation to a given achievement the following conditions must be met: (1) The person must ascribe the performance to himself as a person. If he feels that he was helped or hindered by factors beyond his control, he will not experience psychological success or failure. (2) The task must be neither too easy nor too difficult, but must lie within what has been called the "border zone of ability." By this is meant a range of difficulty where accomplishment is neither taken for granted, nor held to be impossible, by the subject. (3) It has been found that whether a subject experiences success or

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<sup>10</sup>Frank, p. 119.

<sup>11</sup>Gardner, p. 66.

<sup>12</sup>Sibylle K. Escalona, An Application of the Level of Aspiration Experiment to the Study of Personality. Bureau of Publications, Teacher's College (New York: Columbia University Press, 1948), p. 4.

<sup>13</sup>Ibid., p. 8.

failure in relation to a given performance depends not on the objective excellence of the performance but upon the relationship between what the person accomplished and what he had attempted to achieve--in other words, upon his level of performance and his level of aspiration in relation to the same performance. (4) In a situation where a task may be solved on a number of different levels of varying degrees of difficulty, and where a person is allowed as many trials as he desires to undertake, the level of aspiration is found to shift in a systematic manner, in reaction to the occurrence of success or failure on preceding trials. Characteristically, the level of aspiration is raised after success and lowered after failure.<sup>14</sup>

More recently, Haller and Miller have defined level of aspiration in the following manner:

. . . the concept level of aspiration includes several elements. At perhaps the most fundamental level, the term indicates that one or more persons are oriented toward a goal. But it is more than this, in that both the goal and the person's orientations to it are complex. (1) The person's goal is a selection of one among the alternative behavior levels that are possible with respect to an object. These alternative behavior levels must vary in the degree to which they are difficult to achieve. That is the alternatives are ranked in a continuum of difficulty. . . . (2a) The person's orientation is variable in that its central tendency may lie at a point or limited range of points along the continuum of difficulty. The central tendency of the person's orientation is the point or limited range of points which has the highest valence for him. This is the person's level of aspiration.<sup>15</sup>

In an effort to apply the body of knowledge pertaining to level of aspiration for research purposes, Archibald Haller developed and published the Occupational Aspiration Scale (OAS). In the following section the development and usefulness of this

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<sup>14</sup>Ibid., pp. 5-6.

<sup>15</sup>Archibald O. Haller and Irwin W. Miller, The Occupational Aspiration Scale: Theory, Structures, and Correlates, Technical Bulletin No. 288, Michigan State University (East Lansing, Michigan: 1961), p. 7.

instrument will be discussed.

### Occupational Aspiration Scale

The Occupational Aspiration Scale (OAS) was completed and published by Haller in 1957. This scale, shown in Appendix A, was designed to give an accurate measure of the level of occupational aspiration with a minimum of ease in administering and scoring. Haller and Miller assert:

In brief, both the theory of Level of Occupational Aspiration (LOA) and the data available concerning its correlates show it to be a variable of considerable promise in explaining differential educational and occupational achievement. It follows that the variable could have practical importance to those concerned with educational achievement, vocational and educational counseling and social mobility.<sup>16</sup>

Important research preceding the development of the Occupational Aspiration Scale was conducted by Sewell. Haller and Miller give credit to Sewell by stating:

A research project conducted by Sewell and others on youth in Jefferson County, Wisconsin, was especially influential on the design of the OAS. This project investigated the educational and occupational plans and achievements of high school youth. Some 50-odd personality, performance, and social-situational variables were assessed on a sample of high school juniors and seniors in 1948. Seven years later, in 1955, the post-high school levels of educational and occupational achievement of these individuals were determined. The measurement of LOA based on North-Hatt scores was found to be the best single 1948 predictor both of number of years completed at college ( $r=.52$ ) and the prestige level of occupational achievement attained by 1955 ( $r=.46$ ).<sup>17</sup>

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<sup>16</sup>Ibid., p. 56.

<sup>17</sup>Ibid., p. 59.



Haller and Miller demonstrated that occupational prestige, often called societal evaluation, was the best single criterion available at present to rank occupational titles on a continuum of difficulty. The OAS was based on the occupational prestige rankings of the North-Hatt study reported in 1947 by the National Opinion Research Center. Haller reports:

By far the best study of the prestige of American occupations is the North-Hatt study. It is best because it is based on an adequate sample of the American adult population, it covers many occupations, and it includes occupations from the entire American occupational hierarchy. For this reason, the NORC occupations and their ratings were selected as the criterion on which to base the continuum of difficulty for the OAS.<sup>18</sup>

The structure or general description of Haller's OAS can best be given by Haller and Miller:

The OAS is an eight item multiple-choice instrument. It includes items permitting responses at both the realistic and the idealistic expression levels of LOA, each at two goal-periods, called career periods in this context, short range (end of schooling) and long range (at age 30). The four possible combinations of these components are each assessed twice, thus giving a total of eight questions. The alternatives for each item consist of ten occupational titles drawn from among the ninety occupations ranked by the NORC study of the prestige of occupations. Each occupation is presented as a possible response only once on the form. Alternative responses for each item systematically span the entire range of occupational prestige, and are scored from zero to nine. Operationally, an item score of 9 indicates that the respondent has chosen an occupation from among the eight highest prestige occupations on the NORC scale, and an item score of 0 indicates that one of the eight lowest prestige occupations has been chosen. Thus, the total possible score for all eight items ranges from zero to 72. This score is used to measure the individual's general LOA. It is designed,

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<sup>18</sup>Ibid., p. 61.

not as an absolute measure of LOA, but only as a measure of relative LOA.<sup>19</sup>

### Social Determinants Affecting Level of Aspiration

The effects of different social determinants upon level of educational and occupational aspirations has been a frequently studied dimension of our brief sociological history. These numerous research efforts have borne much fruit. The following discussion will review these determinants.

#### Size of Community of Residence

Lipset has found that the level of occupational achievement of farm-reared persons in a complex non-farm labor market is considerably lower than that reached by others. He has attempted to explain this by noting; (1) that rural people have relatively little access to colleges and universities, (2) that rural people go to relatively poor high schools, and (3) that rural people encounter relatively few occupational alternatives. Consequently, he proposes that farm youth aspire to relatively low occupations and are not ambitious for the higher education they must seek if they are to rise in an urban society.<sup>20</sup>

The work of Haller, Burchinal and Taves strengthens and adds to the theories of Lipset. Haller and his co-workers concluded that on the average, rural youth have more than their

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<sup>19</sup>Ibid., pp. 56, 59.

<sup>20</sup>Seymour M. Lipset, "Social Mobility and Urbanization," Rural Sociology, 20(Sept., 1955), pp. 220-228.

share of difficulty making a satisfactory adjustment to the world of non-farm work. The factors which Haller believes responsible for the inability of rural youth to compete with urban youth in the urban job market may be listed. American farm youth have lower educational levels, higher school drop-out rates, attend more poorly equipped and poorly staffed schools and receive little or no occupational counseling compared to urban youth. Rural youth are less well informed about job opportunities and consequently not as well prepared to compete effectively for available jobs.<sup>21</sup>

Grigg and Middleton concluded from a study of 26,313 white ninth grade students in Florida that there was a positive association between size of community of orientation and the occupational aspirations of the males. Even when the factors of intelligence and father's occupations were partialled out, the male students continued to show a positive relationship between size of community of orientation and occupational aspiration. These findings of Grigg and Middleton suggest support for Lipset's theory that one reason for the greater mobility of urban youths as compared with those reared in rural areas may be that the urban youths have higher occupational aspirations.<sup>22</sup>

The work of Sewell and Orenstein substantiates that reported by Grigg and Middleton. Sewell and Orenstein found that boys from

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<sup>21</sup>Archibald O. Haller, Lee G. Burchinal and Marvin J. Taves, Rural Youth Need Help in Choosing Occupations, Cir. Bul. 235. East Lansing, Michigan: Michigan State University (1963), pp. 3-4.

<sup>22</sup>Charles M. Grigg and Russell Middleton, "Community of Orientation and Occupational Aspiration of Ninth Grade Students," Social Forces, 38(1960), pp. 303-308.

rural areas and smaller communities have lower occupational aspirations than those from large urban locations--independent of intelligence and socioeconomic differences.<sup>23</sup>

Burchinal has suggested several reasons or variables which may be responsible for depressing the level of educational and occupational aspirations of rural youth. They are: (1) a lack of awareness and perceptions of non-farm occupational roles, (2) a lack of knowledge of non-farm occupations, and (3) the impingement of farm value systems upon occupational aspiration and occupational selection.<sup>24</sup>

The findings of Sewell and Orenstein, and Grigg and Middleton conflict with the earlier work of Haller and Sewell which showed that occupational aspirations were not associated with residential background.<sup>25</sup> This would suggest the need for additional research in this area.

### Intelligence

Sewell, Haller and Straus have shown that in general, youth of lower intelligence tend to be disproportionately concentrated in the lower social classes and tend to have lower levels of

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<sup>23</sup>William H. Sewell and Alan M. Orenstein, "Community of Residence and Occupational Choice," American Journal of Sociology, 70(1965), pp. 551-563.

<sup>24</sup>L.G. Burchinal, "Difference in Educational and Occupational Aspirations of Farm, Small Town and City Boys," Rural Sociology, 26(1961), pp. 107-121.

<sup>25</sup>A.O. Haller and William H. Sewell, "Farm Residence and Level of Educational and Occupational Aspiration," American Journal of Sociology, 62(1957), pp. 407-411.

educational and occupational aspiration.<sup>26</sup>

Suddeth found a definite correlation between the level of occupational aspiration and scholastic aptitude as represented by IQ. He also found a definite correlation between level of aspiration and grade point average. His conclusions were that high school seniors who have a high scholastic aptitude and a high degree of scholastic achievement tend to have high occupational aspirations.<sup>27</sup>

In a related study, Sewell observed a definite association between measured intelligence and college plans. Students who scored in the highest third in intelligence were almost twice as likely to plan on college as those in the middle third, and over four times as likely to plan on college as those in the lowest third.<sup>28</sup>

#### Social Class Position of Parents

Hollingshead conducted an exhaustive study of the effect of social class position of the parents upon the actions of children. He found a functional relationship between the class position of an adolescent's family and his social behavior in the community.

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<sup>26</sup>William H. Sewell, Archie O. Haller and Murray A. Straus, "Social Status and Educational and Occupational Aspiration," American Sociological Review, 22(1957), pp. 67-73.

<sup>27</sup>D.L. Suddeth, "The Relationship of Occupational Aspiration to Scholastic Aptitude, Scholastic Achievement and Curricular Program" (unpub. Master's Thesis, The Ohio State University, 1964), p. 38.

<sup>28</sup>William H. Sewell, "Community of Residence and College Plans," American Sociological Review, 29(1964), pp. 24-38.

He concluded that youth who have been reared in families that possess different class cultures may be expected to follow different behavior patterns in their responses to situations they encounter in their participation of community social life.<sup>29</sup> Similarly, the work reported by Sewell, Haller, and Straus reveals that different status positions have an important independent influence in the level of educational and occupational aspiration.<sup>30</sup> Sewell has presented evidence which indicates that socioeconomic status is clearly related to educational aspiration, i.e., students of higher social status levels are considerably more likely to plan on college than are youth from lower social status levels.<sup>31</sup>

#### Peer Influence

Simpson has reported that the social status of one's close peers influences his level of occupational aspiration.<sup>32</sup> Likewise, Alexander and Campbell observed that a student at a given status level is more likely to have a strong desire to go to college when his best friend does, rather than does not, plan to go to college. Also, a student is more likely to attend

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<sup>29</sup>August B. Hollingshead, Elmtown's Youth (New York: John Wiley and Sons, Inc., 1949) p. 441.

<sup>30</sup>Sewell, Haller and Straus, pp. 67-73.

<sup>31</sup>Sewell, pp. 24-38.

<sup>32</sup>R.L. Simpson, "Parental Influence, Anticipatory Socialization and Social Mobility," American Sociological Review, 27(1964), pp. 517-522.

college if his best friend goes to college.<sup>33</sup> Strom makes the following statement:

Peer pressures obviously have an effect upon individual achievement. There is at present a number of studies under way that purport to investigate the ways in which youngsters determine or govern aspirations, behavior, and in some measure, the progress of their age mates. Underlying these research efforts is a hope that we can use peer groups to influence and instruct their membership with even more efficiency than is now the case with use of adult-directed teaching. Especially is this true in the area of attitude development.<sup>34</sup>

Haller and Butterworth studied a large number of 17-year old boys in Michigan and concluded that peer interaction has an influence upon the levels of occupational and educational aspirations of adolescent boys.<sup>35</sup>

#### Parent's Aspirational Urges

Kahl found that the educational climate of the home, including the amount of stress parents place on education, and the willingness of the family to sacrifice for the education of their children positively affects educational and occupational aspirations.<sup>36</sup> Likewise, the work of Bordua contains evidence that parental stress is positively and linearly related to

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<sup>33</sup>C.N. Alexander and E.Q. Campbell, "Peer Influence on Adolescent Educational Aspirations and Attainments," American Sociological Review, 29(1964), pp. 568-575.

<sup>34</sup>R.D. Strom, "Raising Aspirations for Youth," Catholic Education Review, 62(1964), pp. 289-297.

<sup>35</sup>A.O. Haller and C.E. Butterworth, "Peer Influences on the Role of Occupational and Educational Aspirations," Social Forces, 38(1960), pp. 289-295.

<sup>36</sup>Joseph A. Kahl, "Educational and Occupational Aspirations of Common Man's Boys," Harvard Educational Review, 23(1953), p. 202.

college plans.<sup>37</sup>

Bell found that adolescents whose parents provided high aspirational motivation tend to have higher ambition levels than those who received low motivation.<sup>38</sup> Slocum has observed that parents are most often cited by young people as having the greatest influence on their occupational plans.<sup>39</sup>

### Self-Perception

Herriott has made this statement about self-perception:

One influence upon an individual's level of aspiration is the level of his self-assessment relative to others. Human beings are observing creatures who gain information about themselves and others through interaction with others. Participant observations made in one's immediate environment are the primary source of such information, while observations made through mass media yield additional information. Human beings can assess information and can evaluate it as to its relevance in a specific context. In general, an individual will aspire to do that which he perceives others have done who are similar to himself in relevant ways. These others are his reference groups, and the bases of his perceived similarity to them constitute dimensions of self-assessment.<sup>40</sup>

Anderson and his associates have concluded that the concept

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<sup>37</sup>D.J. Bordua, "Educational Aspirations and Parental Stress on College," Social Forces 38(1960), pp. 262-269.

<sup>38</sup>G.D. Bell, "Processes in the Formation of Adolescents' Aspirations," Social Forces 42(1963), p. 183.

<sup>39</sup>W.L. Slocum, "Occupational and Educational Plans for High School Seniors from Farm and Non-Farm Homes." Washington Agricultural Experiment Station Bul. No. 564 (Pullman, Wash., 1956).

<sup>40</sup>Robert E. Herriott, "Some Social Determinants of Educational Aspiration," Harvard Education Review, 33(1963), pp. 157-177.



of self-perception has an important effect upon level of aspiration. How a young person comes to view his educational and vocational potential is greatly influenced by his perceptions of the expectations and evaluations that others hold of him. Essentially, we see ourselves as others see us. Consequently, there is a strong relationship between the individual's self-perception of his academic and occupational abilities and his achievement in these areas.<sup>41</sup>

#### Social Class Composition of One's High School

Wilson has gathered evidence which suggests that the dominant climate of opinion within a school makes a significant impact upon students' occupational aspirations. This can be illustrated by the following data from his study. Ninety-three per cent of the sons of professional parents wanted to go to college when they attend middle-class schools compared to less than two-thirds of the sons of professional parents when they attend a predominantly working-class school. Likewise, only one-third of the sons of manual workers wish to go to college if they attend a predominantly working-class school, and more than one-half of such sons so wish if they attend a middle-class school.<sup>42</sup>

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<sup>41</sup>Robert C. Anderson, Russel G. Mawby, Joe A. Nuller and Andrew L. Olson, "Parental Aspirations: A Key to the Educational and Occupational Achievements of Youth," Adult Leadership, 14 (1965), pp. 8-12.

<sup>42</sup>Alan B. Wilson, "Residential Segregation of Social Classes and Aspiration of High School Boys," American Sociological Review, 24(1959), p. 844.

### Downward Social Mobility of Parents

Lipset and Bendix report data confirming the relationship that parents who are themselves socially downward mobile attempt to compensate by encouraging their children to be socially upward mobile. It was found that sixty-four per cent of the sons of fathers who were downward mobile planned to attend college compared to only forty-five per cent for sons of stationary fathers. They also found that downward mobility of the mother was even more highly associated with a son's mobility potential.<sup>43</sup>

### Unsatisfactory Family Relationships

A study was made by Dynes, Clarke and Dimitz on the relationship between aspirational level and interpersonal experiences. They found that unsatisfactory interpersonal relationships in the family of orientation were significantly related to high aspirational levels and satisfactory relationships were related to lower aspirational levels. High aspirers reported that they experienced feelings of parental rejection or parental favoritism toward a brother or sister more frequently than did the low aspirer group.<sup>44</sup>

### Other Factors

Other factors reported by Bell to affect level of aspiration

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<sup>43</sup>Seymour M. Lipset and Reinhard Bendix, Social Mobility in Industrial Society (Berkeley: Univ. of Calif. Press, 1962), p. 238.

<sup>44</sup>Russell R. Dynes, Alfred C. Clarke and Simon Dinitz, "Levels of Occupational Aspiration: Some Aspects of Family Experience as a Variable," American Sociological Review, 21(1956), p. 214.

are personality, the need for achievement, early school performance and special talent in sports, however little information on these factors is available.<sup>45</sup>

Although the social determinants affecting occupational aspiration have been discussed individually, it should be clearly understood that together they form a complex maze of interrelated factors. More and more knowledge concerning the related factors is needed in order to gain a greater understanding of occupational aspirations. Much remains to be done before a complete understanding of level of occupational aspiration is reached.

#### The Need for Realistic Aspirations

Lockette has presented evidence indicating that goals set by students are influenced by the method of instruction. Teachers commonly employ one of two methods which influence the setting of the level of aspiration by students. Some teachers urge students to aim toward perfection or at a level of competence equal to or above that of highly capable individuals. This type of instruction tends to result in unrealistically high levels of aspiration.

In contrast, other teachers encourage students to aim at levels of performance slightly above their level of past performance and to set successively higher goals until they attain, step by step, the competence of highly capable individuals. This type of instruction tends to result in students setting realistic levels of aspiration. Moreover, the method employed by teachers

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<sup>45</sup>Bell, p. 179.

influences student self-perception and consequently, the future level of aspiration set by the student.

Lockette also found that students who have a realistic level of aspiration reach their goal and experience satisfaction, whereas students who have unrealistic aspiration levels usually do not achieve their goals and subsequently experience frustration. The realistic learner whose action is determined on the basis of his previous performance is more likely to achieve a distant goal than the unrealistic learner.<sup>46</sup>

Youmans points out that work experience produces a "realistic" view of occupational expectations. He concluded that boys with considerable work experience have struggled with the realities of employment and gained insights and understandings denied inexperienced boys. Consequently, boys with work experience have a more realistic basis against which to measure their occupational expectations than inexperienced boys.<sup>47</sup>

Strom has made the following statement:

It is important to recognize that goal setting reflects personality. A steady but realistic raising of aims is usual among self-confident children who are assured in their performance . . . . Realistic aspirations can be developed best in an environment of responsibility. When youngsters are given tasks of positive consequence in which they can witness first-hand the outcomes of responsible service to the community, the elements of

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<sup>46</sup>R.E. Lockette, "Rational Approach Toward What We Think We Can Do and What We Know We Can Do," School Shop, 23(May, 1964), pp. 15, 26, 27, 30.

<sup>47</sup>E. Grant Youmans, "Occupational Expectations of Twelfth Grade Michigan Boys," Journal of Experimental Education, 24 (1956), pp. 259-271.

personal satisfaction and aspiration are generated. . . .  
 Realistic aspirations are a product of guidance. . . .  
 Aspirations are more readily raised where example and  
 peer approval are present.<sup>48</sup>

### Related Studies

Youmans has stated that outside the home probably the most important institution for socializing young people is the school. Since the school is dedicated to the task of changing the behavior of young people, it is expected that the school will change occupational expectations of youth. This in turn would result in a consequent change in the occupational aspirations of youth.<sup>49</sup>

The deferred gratifications concept has been suggested as an explanation for the behavioral differences of youth in the lower and middle classes. The postponement of satisfactions has been hypothesized as being characteristic of the middle class. Because middle class youth are willing to renounce immediate satisfactions, they tend to get ahead more in the long run than lower class youth, who tend to follow impulse and insist on immediate satisfactions. Thus, lower class youth, by refusing to sacrifice short-term rewards, forfeit their chances for long-term gains.<sup>50</sup>

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<sup>48</sup>Strom, pp. 289-297.

<sup>49</sup>Youmans, pp. 259-271.

<sup>50</sup>F.G. Caro, "Deferred Gratification, Time, Conflict and College Attendance," Sociology of Education, 38(1965), pp. 332-340.

It has been concluded by Venn that "Sound occupational choice is made in direct proportion to information, guidance, and opportunity available to the individual." In order to help youth in their occupational choices, he recommends that "occupational guidance and counseling should begin in the intermediate grades and continue through all levels of education."

Venn also concluded that occupational education has become a responsibility of society. The cost to society when it fails to provide occupational education is incalculable in terms of national security, economic growth and political and social stability.<sup>51</sup>

While many educated people believe that occupational choices are made accidentally, Ginzberg and his associates observed that this theory is too simple. They have summarized their theory of occupational choice as follows, "It is a process; the process is largely irreversible; compromise is an essential aspect of every choice." Ginzberg concluded that the crystallization of occupational choice involves a series of decisions made over a period of years and these progressive periods and stages may be identified by observing the choices made.<sup>52</sup> One of the criticisms of the Ginsberg theory is that he does not consider social and economical environment reality factors, or the educational process. Super reports that self concepts pertaining to vocational preferences and

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<sup>51</sup>Grant Venn, Man, Education and Work, (Washington, D.C.: American Council on Education, 1964). pp. 159, 173.

<sup>52</sup>Eli Ginsberg, Sol W. Ginsberg, Sidney Axelrad and John L. Herma, Occupational Choice, (New York: Columbia University Press, 1951). pp. 26, 186.

competencies change with time and experience and are generally fairly stable from late adolescence until early maturity. However, choice and adjustment of vocational preference is a continuous process.<sup>53</sup>

Haller gives five factors which influence occupational choice.

They include:

(1) the youth's occupational decisions and concerns, including interest in the future, level of occupational aspiration, and particularly occupational choices; (2) changes in occupations themselves . . .; (3) the immediate situation of the youth including his physical facilities, namely the accessibility and quality of schools and his financial resources, and also the expectations of others like his parents, teachers, counselors and the dominant culture which influence his own self-conceptions and sometimes affect his actual job chances; (4) other life decisions including education, marriage, and preferred residence; (5) the youth's personality including his measured intelligence, his conception of his ability, his occupational self-conceptions, and his conceptions of behavior appropriate to his sex.<sup>54</sup>

These five factors interact to make the process of choosing an occupation a complex process. These factors are in a delicate moving balance. They do not act independent of one another but interact. When one changes, others change also. The level of occupational aspiration to which a person aspires can be measured. In general, youth who have high aspirations tend to end up in higher prestige positions. In contrast, youth who have low aspirations tend to end up in lower prestige jobs.

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<sup>53</sup>Donald E. Super, "A Theory of Vocational Development," The American Psychologist, May, 1953, pp. 12-16.

<sup>54</sup>Haller (1963), pp. 4-5.

## CHAPTER III

### METHODOLOGY

The purposes of this study were twofold: to gain information about the level of occupational aspiration of Oklahoma high school vocational agriculture students and to determine whether their aspiration level would be influenced by a unit of occupational information. To accomplish these purposes, an experimental design consisting of a three-way classification was employed. The population of this study consisted of all junior and senior students in sixteen Oklahoma vocational agriculture departments. The sixteen schools, considered individually as experimental units, were randomly selected after stratifying for location, i.e., the eastern or western portion of Oklahoma and size of town in which the school is located. To stratify the schools by location, the state of Oklahoma was geographically divided approximately in half before the schools were selected. The division was accomplished by drawing an irregular contiguous line running north and south across Oklahoma along the western boundary lines of Osage, Pawnee, Payne, Lincoln, Pottowatomie, Ponotoc, Murray, Johnston and Marshall counties. This division roughly delineated the different farming and soil types found in the eastern and western sections of Oklahoma. It was impossible to divide the state without having some transitional areas. However, this method seemed preferable to deleting



a buffer strip through central Oklahoma so that inferences from the data might be applicable to the entire state.

In determining the size of towns from which to select schools for the study, all towns in Oklahoma where vocational agriculture is taught in the local school were ranked according to city, town, or village size based on the 1960 census. Because size of community has been reported to influence aspiration level, all schools within a twenty-five mile radius of the center of Oklahoma City and Tulsa were eliminated. It was found that over one-third of the vocational agriculture departments in Oklahoma are located in towns or villages of 500 population or less. As the population size of cities or towns in Oklahoma increases above 500, the number of cities or towns having vocational agriculture departments generally decreases.

Because of the large numbers of departments located in small communities, it was decided that one-half of the schools would be selected from towns of 500 or less population. This included schools located in completely rural communities. In order to have schools located in contrasting size communities, the remaining one-half were selected from towns or cities having populations which ranged between 5,000 and 10,000.

All students in eight of the randomly selected departments were exposed to a treatment consisting of a six-hour resource unit on agricultural occupations and career development, while all students in the other eight departments served as controls. With the exception of the instruments administered periodically to the control students as outlined in the time schedule on page 31,

they received the regular local vocational agriculture curriculum during the experimental schedule.

The resource unit was adapted for this experiment from a similar one prepared by David F. Shontz. The resource unit, shown in Appendix B, served as an outline for the eight local vocational agriculture teachers to follow in teaching the unit. Each of the teachers receiving the resource unit were visited personally by the author and the procedure for teaching the unit was discussed. In an effort to diminish the Hawthorne effect, the eight teachers in each of the control schools were either contacted personally or telephoned before administering any instruments to their students. The reference materials listed in the resource unit were supplied to the treatment departments in sufficient quantity so that one copy was available for each pupil. These included a fifteen page booklet adapted by the author from one written by David F. Shontz entitled Exploring Careers in Modern Agriculture<sup>1</sup>, and a twenty-five page booklet adapted for the study from a publication written by George T. Blume entitled Career Exploration.<sup>2</sup> Fifty occupational briefs covering twenty-five agricultural occupations were secured and supplied to each department in adequate number for class study.

The two classification variables, size of town where the

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<sup>1</sup>David F. Shontz, Exploring Careers in Modern Agriculture, (Unpub. , Agricultural Education Department, Pennsylvania State University, University Park, Pennsylvania, 1963).

<sup>2</sup>George T. Blume, Career Exploration: Unit I--Exploring Opportunities, Circular 864, Virginia Polytechnic Institute Agricultural Extension Service, Blacksburg, Virginia, 1963.

school is located and east-west geographic region, combined with the treatment to make a three-way classification for purposes of analyses. This is illustrated in Table I. A total of 296 students were involved in the study.

TABLE I. IDENTIFICATION OF SCHOOLS AND NUMBER OF PUPILS COOPERATING IN THE STUDY BY TREATMENT AND CLASSIFICATION VARIABLES

Classification Variables		Treatment			
Community Size	Location	Control		Resource Unit	
		School	Number of Students	School	Number of Students
0 - 500	East	Caney	18	Adair	12
0 - 500	East	Moss	19	Stidham	19
0 - 500	West	Selman	11	Arapaho	14
0 - 500	West	Washington	27	Verden	18
5,000 - 10,000	East	Claremore	14	Cushing	17
5,000 - 10,000	East	Holdenville	23	Wewoka	34
5,000 - 10,000	West	Alva	14	Blackwell	19
5,000 - 10,000	West	Frederick	21	Guymon	16

#### Instruments Used

The primary instrument used in this study was an Agricultural Occupations Aspiration Scale (AOAS) which is shown in Appendix C. The form of the AOAS follows that of Haller's OAS shown in Appendix A. While Haller's OAS employed largely non-agricultural

occupations such as policeman, electrician, lawyer, and doctor, the Agricultural Occupations Aspiration Scale developed for use in this study utilized only agricultural occupations such as sawmill laborer, meat inspector, and animal science professor.

To develop the Agricultural Occupations Aspiration Scale, eighty agricultural occupations, representing all ranks of esteem, were selected and arranged in a continuum from the highest to the lowest level of prestige (Appendix D). In determining the prestige rank, the factors of salary, educational requirements for job entry, and esteem of fellow workers were considered. A jury of five qualified men reviewed the prestige rank of the occupational continuum and made suggestions for its improvement. These men were:

1. Dr. David F. Shontz, Professor, Agricultural Education  
Department, University of Rhode Island;
2. Dr. Raymond Clark, Professor, Agricultural Education  
Department, Michigan State University;
3. Dr. J.B. Morton, District Supervisor of Vocational  
Agriculture, Stillwater, Oklahoma;
4. Dr. Loris A. Parcher, Professor, Agricultural Economics  
Department, Oklahoma State University;
5. Mr. Fred LeCrone, Director of Student Personnel in the  
College of Agriculture, Oklahoma State University.

After the eighty agricultural occupations were arranged in order of prestige, they were used to supply the occupations for the Agricultural Occupations Aspiration Scale used in this study. Note that a range of prestige is present in each question of the Agricultural Occupations Aspiration Scale (Appendix C). In

question one, the occupational range extends from "dairy plant laborer" to "secretary of agriculture." When a student checks "dairy plant laborer," he receives a score of zero. In contrast, when a student checks "secretary of agriculture," he receives a score of nine. The other occupations listed on question one are intermediate between these two extremes. On an eight question instrument with scores on individual questions ranging from zero to nine, the possible total score can range from zero to seventy-two. The Agricultural Occupations Aspiration Scale, a dependent variable, was used in this study once as a pretest and twice as a post test as a relative measure of student occupational aspiration level.

Other instruments used in this study include a Social Class Value Orientation (SCVO) Inventory, the Rural-Urban Orientation (RUO) Inventory, a Wide Range Vocabulary Test and three short, related student questionnaires.

The Social Class Value Orientation Inventory was designed to determine whether a student has middle class values or lower class values. Scores on this instrument could range from zero to thirty-three. The higher the score, the more the student was oriented toward middle class values which would indicate a willingness to defer gratification. Inversely, low scores indicated orientation of lower class values.

The Rural-Urban Orientation Inventory was designed to determine whether a student was oriented toward rural or urban attitudes. High scores indicate that the person who took the inventory thinks as urban people, while low scores indicate rural

thinking and attitudes. It is possible for scores on the Rural-Urban Orientation Inventory to range from zero to twenty. Both the Social Class Value Orientation and Rural-Urban Orientation Inventories were developed by Dr. Solomon Sutker, at the Oklahoma State University Sociology Department and were used with his permission.

A copyrighted Wide Range Vocabulary Test was purchased from The Psychological Corporation and administered to all students involved in the study. This particular test was chosen because it would serve as an indicator of intelligence, was reasonably priced, and could be completed by students in a minimum of time.

Three student questionnaires, known as 1, 2, and 3, were administered during the course of the study. These questionnaires are shown in Appendix E, F, and G, respectively. All three questionnaires contained four identical questions which asked the student in a non-forced manner the student's occupational choice. These questions were asked at the idealistic and realistic levels and in the short range and long range context. The occupations given by the students were compared to the agricultural occupations continuum and scored from zero to nine each, similarly to the occupations checked on the Agricultural Occupations Aspiration Scale. The possible score on these four questions ranged from zero to thirty-six. These four questions are another measure of aspiration level and therefore served as a check on the Agricultural Occupations Aspiration Scale. In addition to the four occupational questions, other questions were asked on Questionnaires 1 and 3 which might give clues to help in determining if changes in

aspiration level from the pretest to the post test might have resulted from more realistic thinking and knowledge about job opportunities.

### Time Schedule

The following time schedule was followed in administering the treatment and instruments of this study:

<u>Approximate Date</u>	<u>Activity</u>
January 9, 1966	AOAS Pretest Student Questionnaire No. 1 Wide Range Vocabulary Test
January 10-31, 1966	Resource Unit on Career Development was taught to all assigned students.
February 1, 1966	AOAS Post Test No. 1 Student Questionnaire No. 2 RUO Inventory SCVO Inventory
April 15, 1966	AOAS Post Test No. 2 Student Questionnaire No. 3

### Hypotheses to be Tested

#### Major Hypothesis:

Students taught an agricultural occupations information unit will have different occupational aspirations and occupational choices than students not taught an agricultural occupations information unit.

#### Minor Hypotheses:

1. Student change in occupational aspiration is inversely

associated with social class value orientation.

2. There will be a positive relationship between student aspiration level and mental ability as indicated by vocabulary test scores.
3. Students with urban orientation will have higher occupational aspirations and occupational choices than students with rural orientation.

#### Limitations of the Study

The study was limited to the 296 junior and senior students of vocational agriculture in sixteen Oklahoma public high schools. The scope of the study was limited due to a lack of available funds.

#### Statistical Analysis

All data collected were hand graded, coded and punched on computer cards. In order to conserve time and increase accuracy, electronic computing equipment was used.

The response variables investigated in this study were the post test scores minus pretest scores on both the Agricultural Occupations Aspiration Scale and Aspiration Questionnaire tests.

The data were analyzed in accordance with an assumed linear model incorporating terms for the three classification variables and their interactions as well as terms for certain covariables.

Covariables considered in the analysis were the scores on the Pretest, Vocabulary Test, Rural-Urban Orientation Inventory and Social Class Value Orientation Inventory. The possible effects



of these covariables on the response variables were assumed to be independent of location, community size, and treatment. This assumption was reflected in the model. The analyses of variance obtained by use of the above mentioned model are given in Appendices H, I, J, and K. It should be noted from the analyses of variance that the test for treatment effects was adjusted for the estimated linear effects of the covariables in hopes of increasing the power of the test. This general method of analysis may be found in Graybill.<sup>3</sup>

Certain other classification variables were analyzed later. These were considered separately and were analyzed as a one-way classification as outlined by Snedecor.<sup>4</sup>

Correlation coefficients were computed using the method outlined by Snedecor<sup>5</sup>, to indicate possible relationships between certain variables. In computing the correlation coefficients, averages were supplied for missing data.

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<sup>3</sup>Franklin A. Graybill, An Introduction to Linear Statistical Models. (McGraw Hill: New York, 1961).

<sup>4</sup>George W. Snedecor, Statistical Methods. (The Iowa State State College Press: Ames, Iowa, 1956), p. 168.

<sup>5</sup>Ibid., pp. 291-328.

## CHAPTER IV

### RESULTS AND DISCUSSION

#### Agricultural Occupations Aspiration Scale

The treatment and main effect means for the Agricultural Occupations Aspiration Scale Pretest scores are shown in Tables II and III, respectively. Data in both tables indicate that students who attend schools located in larger communities have slightly higher aspiration levels than students who attend schools located in smaller communities.

A main effect means difference of 3.6 points was found between the score of control and resource unit students. No apparent explanation, other than random chance, is at hand to explain this difference. The overall mean Agricultural Occupations Aspiration Scale Pretest score for all students was 37.7. This is close to 37.0 which Haller reported to be the approximate average score on his Occupational Aspiration Scale. This serves as an indication of the similarity between the two instruments.

To determine if a change in student aspiration level had occurred, an analysis of variance was computed on the difference in the students' Agricultural Occupations Aspiration Scale Pretest and Post Test 1 scores. From this analysis which is shown in Appendix H, it may be noted that an interaction occurred between

location and treatment. These interaction means, significant at a probability level of less than 10 per cent, are shown in Table IV.

TABLE II. TREATMENT MEANS FOR THE AGRICULTURAL OCCUPATIONS ASPIRATION SCALE PRETEST SCORES

Classification Variables		Treatment			
Community Size	Location	Control		Resource Unit	
		Number of Students	Means	Number of Students	Means
0 - 500	East	37	38.1	31	35.4
0 - 500	West	38	37.4	32	36.4
5,000 - 10,000	East	37	41.6	51	37.5
5,000 - 10,000	West	35	41.0	35	33.6

TABLE III. MAIN EFFECT MEANS FOR THE AGRICULTURAL OCCUPATIONS ASPIRATION SCALE PRETEST SCORES

	Number of Students	Mean Score
Treatment		
Control	147	39.5
Resource Unit	148	35.9
Location		
East	155	38.2
West	140	37.1
Community Size		
0 - 500	137	36.9
5,000 - 10,000	158	38.4

TABLE IV. MEAN CHANGE IN STUDENT ASPIRATION LEVEL  
FOR THE EFFECTS OF LOCATION AND TREATMENT

Location	Treatment	
	Control	Resource Unit
East	-1.6	+0.9
West	+0.2	0.0

Examination of the graphic presentation of these interaction means, shown in Figure 1, reveals that eastern Oklahoma students who received the resource unit increased their aspiration level by .9 points, while the aspiration level of the control students dropped 1.6 points. In contrast, the aspiration level of western Oklahoma students participating in the resource unit remained static compared to an increase of .2 points for control students. The true cause of this interaction is not known. The failure of west students to respond like the east students might be due to teacher difference between the two areas or due to mere chance.

Also the analysis in Appendix H reveals that community size was associated with a significant change in student aspiration level. This change was significant at a probability level of less than 10 per cent. The treatment means of the scores from which the analysis in Appendix H were computed are shown in Table V and the main effect means in Table VI. The size of community main effect means show a difference of 1.3 points in the student aspiration level as indicated by the Agricultural Occupations Aspiration Scale scores. This 1.3 point spread

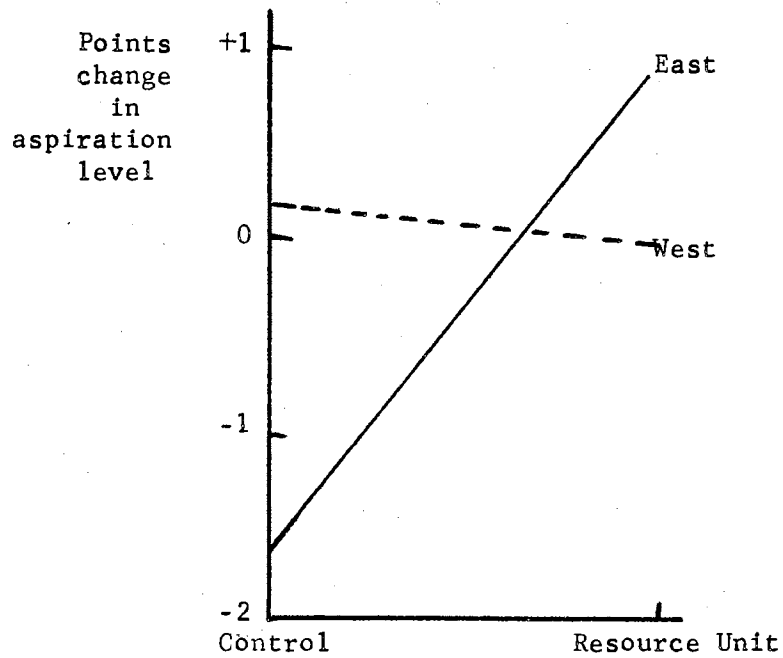
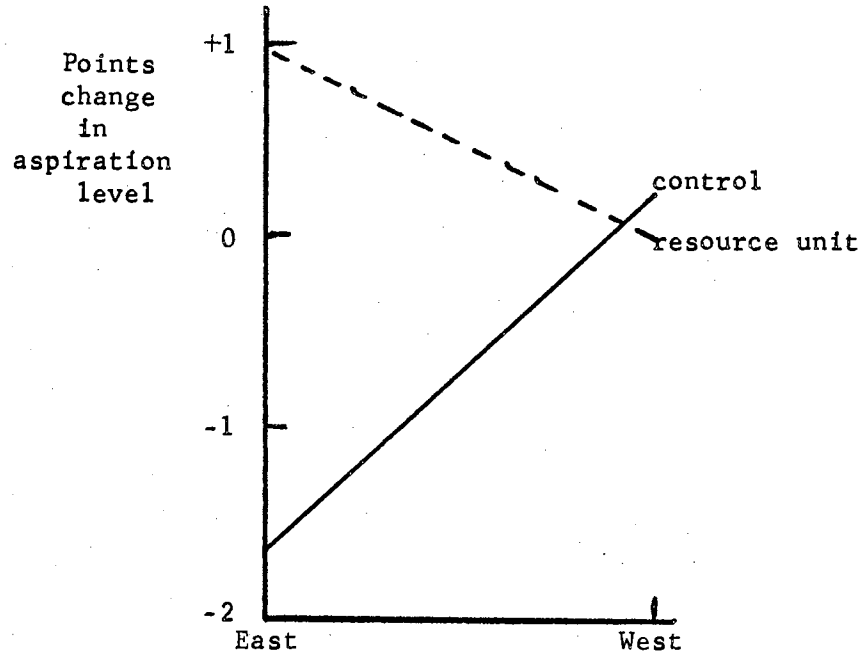


Figure 1. Effects of treatment and location upon change in aspiration level.

resulted from students' scores in small communities decreasing by .8, while students in the large communities increased by .5. The fact that students who attend schools located in larger communities tend to have a higher aspiration level than students who attend schools located in smaller communities was shown in the Pretest main effect means for community size and is in agreement with the work of Grigg and Middleton, and Sewell and Orenstein reported in the literature review. These data furnish evidence that students who attend schools located in larger communities changed their aspiration level significantly more than students who attend schools located in smaller communities.

TABLE V. TREATMENT MEANS FOR THE DIFFERENCES BETWEEN AGRICULTURAL OCCUPATIONS ASPIRATION SCALE PRETEST AND POST TEST 1 SCORES

Classification Variables		Treatment			
Community Size	Location	Control		Resource Unit	
		Number of Students	Means	Number of Students	Means
0 - 500	East	37	-2.4	31	+1.5
0 - 500	West	38	+0.1	32	-2.2
5,000 - 10,000	East	37	-0.7	51	+0.5
5,000 - 10,000	West	35	+0.2	35	+2.1

It was observed from Appendix H that the treatment effect did not result in any significant difference in student aspiration level between the control and resource unit groups.

TABLE VI. MAIN EFFECT MEANS FOR DIFFERENCES BETWEEN THE  
PRETEST AND POST TEST 1 AGRICULTURAL OCCUPATIONS  
ASPIRATION SCALE SCORES

	<u>Number of Students</u>	<u>Mean Score</u>
Treatment		
Control	147	-0.7
Resource Unit	148	+0.5
Location		
East	155	-0.3
West	140	+0.1
Size of Community		
0 - 500	137	-0.8
5,000 - 10,000	158	+0.5

An analysis of variance was computed on the difference between each student's score on the Agricultural Occupations Aspiration Scale Pretest and Post Test 2. The purpose of this analysis was to determine if the significant changes which resulted between the Pretest and Post Test 1 scores would persist through the duration of two and one-half months following Post Test 1 and preceding Post Test 2. This analysis of variance is shown in Appendix I. A close inspection of this analysis reveals that there were no significant treatment or interaction effects. From this it may be concluded that the effects of the resource unit were immediate and specific only. However, the effects for community size did result in a larger F ratio than any of the other variables shown. The

main effect means change in the Agricultural Occupations Aspiration Scale scores continue to follow the same trend as reported for community size earlier in Table VI. It is difficult to explain why a variable like community size would result in a significant difference in student aspiration level on the Pretest-Post Test 1 analysis and did not result in a significant difference in student aspiration level on the Pretest-Post Test 2 analysis. Perhaps the variation for community size was too great for it to produce a significant difference on the latter analysis.

#### Aspiration Questionnaire

It was reported earlier in the methodology of this dissertation that the questionnaire administered asked students four questions about their occupational choice. These four questions will be referred to as the Aspiration Questionnaire. It was administered simultaneously with the Agricultural Occupations Aspiration Scale. The Aspiration Questionnaire was an attempt to measure student aspiration level and change as a non-structured response, as opposed to the structured response of the Agricultural Occupations Aspiration Scale. The results of the Aspiration Questionnaire are presented in the following discussion.

The treatment and main effect means for the Aspiration Questionnaire Pretest are shown in Tables VII and VIII, respectively. The main effect means for treatment and community size follow trends similar to those for the Agricultural Occupations Aspiration Scale Pretest means (Tables II and III), i.e., students who attended schools located in larger communities had slightly



higher aspiration levels than students who attended schools located in smaller communities, and resource unit students had lower aspiration levels than the control students.

TABLE VII. TREATMENT MEANS FOR THE ASPIRATION QUESTIONNAIRE PRETEST SCORE

<u>Classification Variables</u>		<u>Treatment</u>			
<u>Community Size</u>	<u>Location</u>	<u>Control</u>		<u>Resource Unit</u>	
		<u>Number of Students</u>	<u>Mean</u>	<u>Number of Students</u>	<u>Mean</u>
0 - 500	East	31	21.5	27	19.1
0 - 500	West	33	20.3	30	20.3
5,000 - 10,000	East	34	23.4	41	19.4
5,000 - 10,000	West	31	21.7	33	19.5

TABLE VIII. MAIN EFFECT MEANS FOR THE ASPIRATION QUESTIONNAIRE PRETEST SCORES

	<u>Number of Students</u>	<u>Mean Score</u>
<u>Treatment</u>		
Control	129	21.7
Resource Unit	131	19.6
<u>Location</u>		
East	133	20.8
West	127	20.4
<u>Community Size</u>		
0 - 500	121	20.3
5,000 - 10,000	139	20.9

The analysis of variance for the differences between the Aspiration Questionnaire Pretest and Post Test 1 scores is shown in Appendix J. The effects for size of community in which the school was located resulted in a difference in student aspiration level which was significant at a probability level of less than 2.5 per cent. The treatment and main effect means for the differences between the Aspiration Questionnaire Pretest and Post Test 1 are shown in Tables IX and X, respectively. By observing the main effects means for community size, one may see that students who attended schools located in small communities, decreased their aspiration level by .6 points while students who attended schools located in large communities, increased their aspiration level by 1.4 points. This resulted in a difference in student aspiration level score of 2.0 points. This significant difference in aspiration level reinforces the significant difference due to community size previously reported on the Agricultural Occupations Aspiration Scale analysis in Appendix H.

From the analysis of variance shown in Appendix J, it may be seen that the effect of location resulted in a difference in change of aspiration level which was significant at a probability level of less than 10 per cent. It should be noted that there was a significant interaction between location and treatment in the Agricultural Occupations Aspiration Scale analysis of Appendix H. From the main effect means for location shown in Table X, it may be seen that students living in eastern Oklahoma raised their level of aspiration by .8 compared to a rise of only .1 for students living in western Oklahoma. The fact that eastern Oklahoma

TABLE IX. TREATMENT MEANS FOR THE DIFFERENCES BETWEEN ASPIRATION QUESTIONNAIRE PRETEST AND POST TEST 1 SCORES

Classification Variables Community Size Location		Treatment			
		Control		Resource Unit	
		Number of Stu- dents	Mean	Number of Stu- dents	Mean
0 - 500	East	31	-1.9	27	+1.2
0 - 500	West	33	-1.3	30	+2.1
5,000 - 10,000	East	34	+1.2	41	-0.1
5,000 - 10,000	West	31	+0.4	33	+1.5

TABLE X. MAIN EFFECT MEANS FOR DIFFERENCES BETWEEN THE PRETEST AND POST TEST 1 ASPIRATION QUESTIONNAIRE SCORES

	<u>Number of Students</u>	<u>Mean Score</u>
Treatment		
Control	129	-0.4
Resource Unit	131	+1.3
Location		
East	133	+0.8
West	127	+0.1
Size of Community		
0 - 500	121	-0.6
5,000 - 10,000	139	+1.4

students increased their level of aspiration significantly more than western Oklahoma students cannot be accounted for by lower

pretest means than western Oklahoma students! The data in Table VIII reveal that the pretest aspiration level of eastern Oklahoma students was slightly higher than western Oklahoma students.

The reason for students residing in eastern Oklahoma to increase or raise their aspiration level significantly more than western Oklahoma students is not known. One might postulate that since location did not produce a significant difference in the Agricultural Occupations Aspiration Scale analysis, and since location was significant on the Aspiration Questionnaire analysis only at the probability level of less than 10 per cent, this difference could be due to chance. However, when the analysis of variance for the difference between the Aspiration Questionnaire Pretest and Post Test 2, shown in Appendix K, is inspected, it is observed that both location and community size continue to show a significant difference in change of aspiration level. This commonality between the two analyses would tend to rule out measurement error as an explanation for the significant difference due to location. It appears that additional research in this area will be necessary before these differences can be explained.

Neither of the Aspiration Questionnaire analyses of variance which are shown in Appendix J and K show any evidence indicating that aspiration level was raised as a result of the six-hour resource unit. This finding is consistent with the analyses of variance previously reported for the Agricultural Occupations Aspiration Scale shown in Appendix H and I. Therefore, it must be concluded that little evidence has been found to support the major hypothesis which states that, "Students taught an agricultural

occupations resource unit will have different occupational aspirations and occupational choices than students not taught an agricultural occupations resource unit." As reported in the literature review, aspiration level is determined by a complex maze of related factors. It appears that aspiration level develops slowly over the years and it is difficult to change aspiration level significantly with a six-hour program of instruction.

#### Correlation Between Variables

Simple correlation coefficients were computed which compared the raw scores of certain variables. These coefficients are presented in Table XI. The correlation coefficient expressing the degree to which the Agricultural Occupations Aspiration scores and the Aspiration Questionnaire scores vary together is .56. The relationship between these two variables is positive and significantly different from zero at the 1 per cent level. This correlation would be expected because these two variables are attempting to measure the same thing, i.e., student aspiration level. The positive significant correlation between these two variables tends to strengthen the confidence one may have in the validity of the Agricultural Occupations Aspiration Scale.

The correlation coefficient for the Agricultural Occupations Aspiration Scale scores and the vocabulary test scores is .38. This correlation is significantly different from zero at the 1 per cent level. The positive relationship between the two variables can best be understood by observing the data in Table XII and the graph in Figure 2. It may be seen that as vocabulary

TABLE XI. SIMPLE CORRELATION COEFFICIENTS COMPARING THE RAW SCORES OF CERTAIN VARIABLES

Covariables	Coefficients
AOAS+ and AQ+	.56**
AOAS+ and Vocabulary Test	.38**
AOAS+ and RUO	-.10
AOAS+ and SCVO	.26**
AQ+ and Vocabulary Test	.35**
AQ+ and RUO	-.10
AQ+ and SCVO	.25**
Vocabulary Test and RUO	-.21**
Vocabulary Test and SCVO	.45**
SCVO and RUO	-.22**
AOAS++ and SCVO	.08

+Based on the Pretest scores.

++Based on differences between the AOAS Pretest and Post Test 1 scores.

\*\*Significant at the 1 per cent level of probability.

test scores increase, Agricultural Occupations Aspiration Scale Pretest mean scores increase in a near linear fashion. This tends to substantiate the work of Suddeth who found a definite correlation between the level of occupational aspiration and IQ. In the light of this significant correlation between aspiration level and vocabulary test scores, which serves as a measure of mental ability, the minor hypothesis which states that, "There will be a positive relationship between student aspiration level and mental ability as indicated by vocabulary test scores" is accepted.

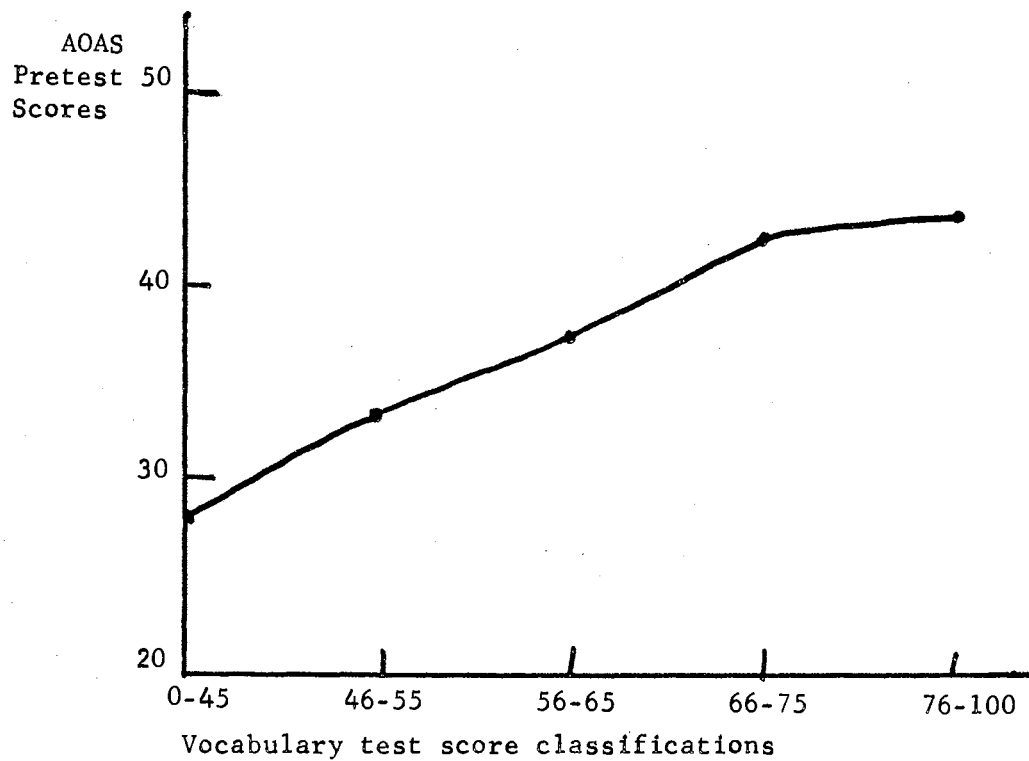


Figure 2. The relationship between Agricultural Occupations Aspiration Scale Pretest Scores and Vocabulary Test Scores.

TABLE XII. A COMPARISON OF THE VOCABULARY TEST SCORES AND THE AGRICULTURAL OCCUPATIONS ASPIRATION SCALE PRETEST SCORES

Vocabulary Test Scores	Number of Students	AOAS Scores
0 - 45	34	28.2
46 - 55	49	33.9
56 - 65	115	37.7
66 - 75	75	42.5
76 - 100	23	43.7

It may be observed in Table XI that the correlation between the Agricultural Occupations Aspiration Scale Pretest scores and the Social Class Value Orientation scores were significantly different from zero at the 1 per cent level. This positive relationship is illustrated in Table XIII and Figure 3. As Social Class Value Orientation scores increase, Agricultural Occupations Aspiration Scale Pretest scores increase in a generally linear fashion. This relationship might be expected since middle class people are willing to defer gratification temporarily. This would enable students to achieve higher occupational status over a long period of time than students who have lower class values.

The correlation coefficients for the Aspiration Questionnaire with both the Vocabulary Test scores and the Social Class Value Orientation scores are significantly different from zero at the 1 per cent level. This pattern of significance is similar to the Agricultural Occupations Aspiration Scale correlation with the Vocabulary Test scores and Social Class Value Orientation scores



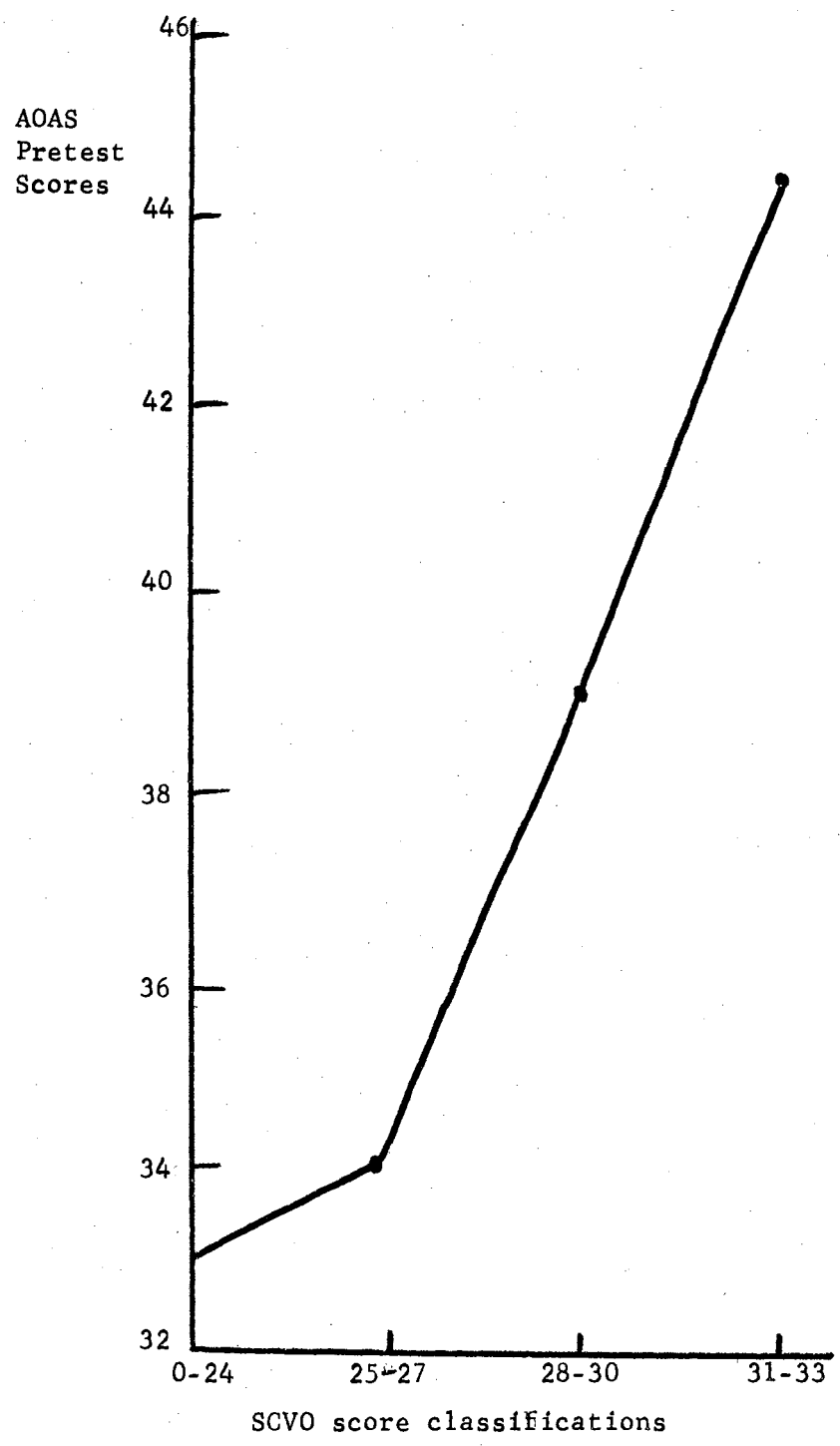


Figure 3. The relationship between the Agricultural Occupations Aspiration Scale Pretest scores and Social Class Value Orientation Inventory scores.

previously discussed. Therefore, these correlations will not be discussed further.

TABLE XIII. A COMPARISON OF SOCIAL CLASS VALUE ORIENTATION SCORES AND AGRICULTURAL OCCUPATIONS ASPIRATION SCALE PRETEST SCORES

SCVO Scores	Number of Students	AOAS Scores
0 - 24	48	33.3
25 - 27	76	34.6
28 - 30	137	39.0
31 - 33	34	44.4

The correlation for the Rural-Urban Orientation Inventory scores were not significantly different from zero for either the Agricultural Occupations Aspiration Scale Pretest scores or the Aspiration Questionnaire Pretest scores. This would supply evidence for not accepting the minor hypothesis which was stated as follows, "Students with urban orientation will have higher occupational aspirations and occupational choices than students with rural orientation." It should be pointed out that the students involved in this study were probably heavily rural oriented because of their having chosen to enroll in vocational agriculture. This fact was substantiated because the overall Rural-Urban Orientation Inventory mean score for all students was approximately 6.1 which is on the lower portion of the scale, thus indicating predominately rural attitudes.

The correlation for the Vocabulary Test scores and Rural-Urban

Orientation Inventory scores was significantly different from zero at the 1 per cent level. However, the relationship between the two covariables is inverse; as Vocabulary Test scores increase, Rural-Urban Orientation Inventory scores decrease. The most intelligent students in this study had rural attitudes. This could be due to the fact that the sample studied included only students who were enrolled in vocational agriculture. It appears that additional research is needed in this area to clarify these findings.

The correlation between the Vocabulary Test scores and the Social Class Value Orientation Inventory scores were significantly different from zero at the 1 per cent level. As Vocabulary Test scores increased, Social Class Value Orientation scores increased in a positive manner.

The Social Class Value Orientation Inventory scores were negatively correlated with the Rural-Urban Orientation Inventory scores. This relationship is negative, i.e., as Social Class Value Orientation Inventory score increases, Rural-Urban Orientation Inventory score decreases. Rural attitudes and middle class values have a high association.

In an effort to test the minor hypothesis that, "Student change in occupational aspiration is inversely associated with social class value orientation," the difference in student scores between the Agricultural Occupations Aspiration Scale Pretest and Post Test 1 scores were related to student Social Class Value Orientation scores. There was no significant correlation for these two variables. Therefore, the hypothesis is not accepted. These results might be due to the fact that change in student aspiration level

was slight in this study.

### General Questionnaire

On the questionnaire, administered in this study, students were asked to check the location of their residence. Possible choices were; (1) on a farm, (2) in the open country but not on a farm, (3) in a village under 500, and (4) in a town of 5,000 to 10,000 population. Agricultural Occupations Aspiration Scale Pretest scores for each student were grouped according to each of the four above classifications. The Agricultural Occupations Aspiration Scale Pretest score means for each location of residence are shown in Table XIV. These means are shown graphically in Figure 4. The scores from which these means were computed were tested by an analysis of variance which is shown in Appendix L.

TABLE XIV. AGRICULTURAL OCCUPATIONS ASPIRATION SCALE PRETEST MEANS SCORES CLASSIFIED ACCORDING TO LOCATION OF RESIDENCE

Place of Residence	Number of Students	AOAS Pretest Mean Scores
On a farm	156	37.6
In the open country but not on a farm	35	36.4
In a village under 500	32	36.3
In a town of 5,000 - 10,000	73	38.9

From the analysis of variance number 1 in Appendix L, it may be observed that the Agricultural Occupations Aspiration Scale

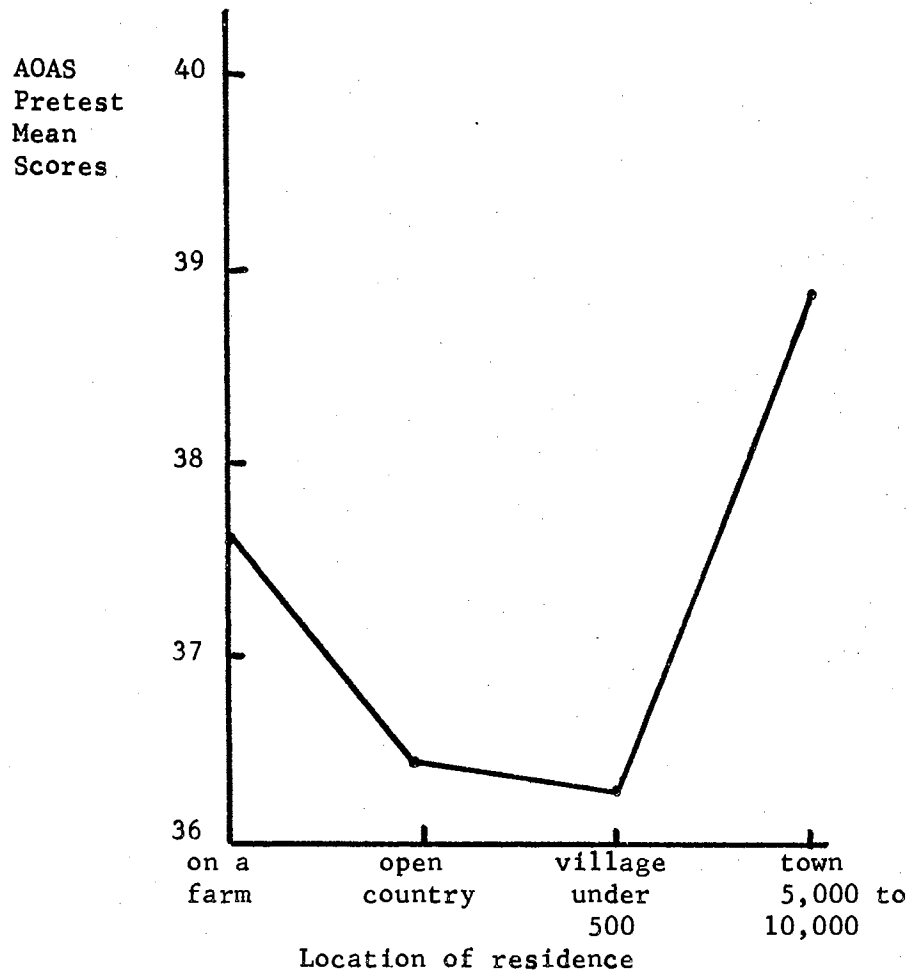


Figure 4. Agricultural Occupations Aspiration Scale Pretest mean scores classified by location of residence.

means for the four classifications were not significantly different. However, the trend was for a slight increase in aspiration level from the three classifications of farm, open country and village under 500 population to residence in a town of 5,000 to 10,000. The mean score for the three more rural locations combined was 37.2 compared to 38.9 for students who resided in towns of 5,000 to 10,000 population. This trend, though non-significant, follows a similar pattern as other data presented earlier in this dissertation.

Another question asked the students how many years of post high school education they planned. Respondents were asked to check one of nine answers which ranged from none to seven years. Agricultural Occupations Scale Pretest scores for each student were grouped for each of the nine classifications. The mean scores of these classifications are shown numerically in Table XV and graphically in Figure 5.

The general trend, which may be observed in these data, indicates that as years of post high school training planned increase, Agricultural Occupations Aspiration Scale Pretest mean scores increase. The Agricultural Occupations Aspiration Scale Pretest scores from which these means were computed were tested by the analysis of variance number 2 shown in Appendix L. The scores for the various classifications were significantly different at a probability level of less than 0.5 per cent. This type of positive relationship would be expected. This significant trend supplies evidence that students, as a whole, were realistic in their selection of future occupations from which their

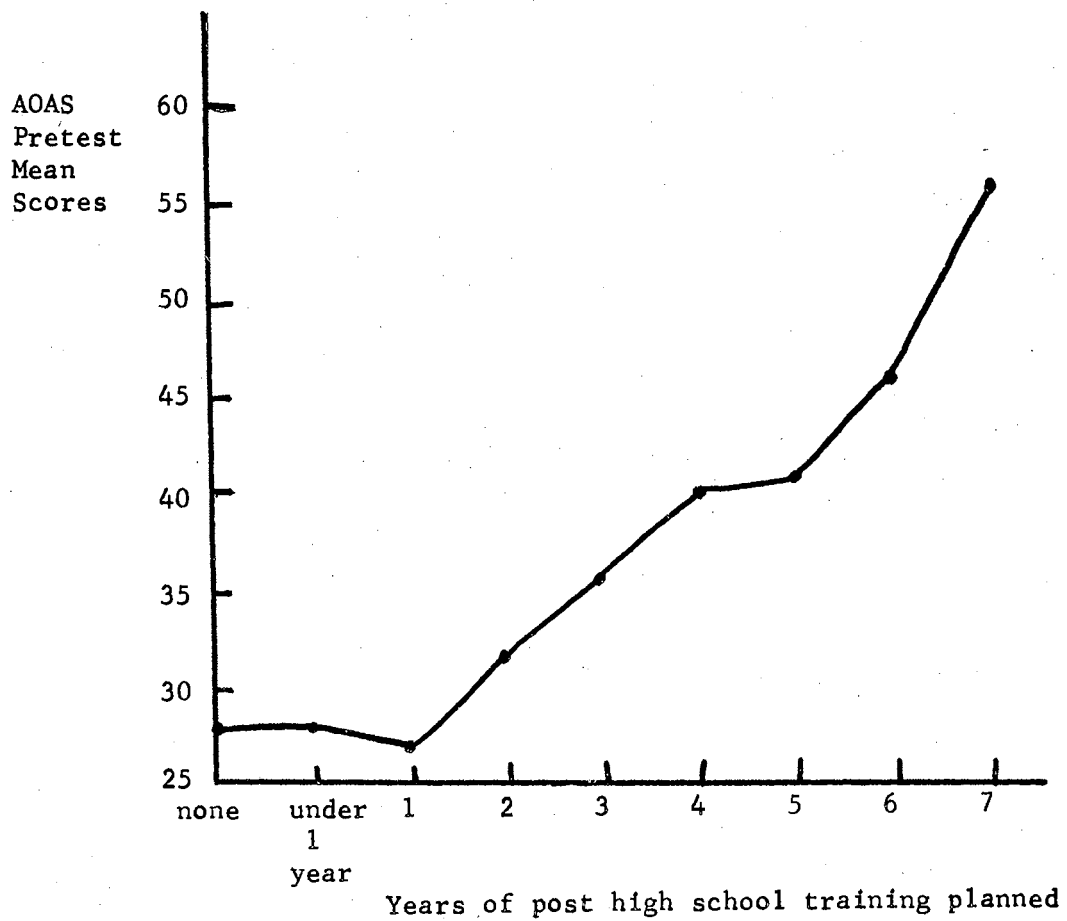


Figure 5. Agricultural Occupations Aspiration Scale Pretest mean scores for classified levels of post high school training planned

aspiration levels were determined. This evidence strengthens the validity of the primary instrument used in this study, the Agricultural Occupations Aspiration Scale.

TABLE XV. AGRICULTURAL OCCUPATIONS ASPIRATION SCALE PRETEST MEANS CLASSIFIED BY YEARS OF POST HIGH SCHOOL TRAINING PLANNED

Number of Years	Number of Students	AOAS Pretest Means
None	24	28.2
Less than 1	8	28.0
1	16	26.9
2	42	32.0
3	12	35.6
4	156	40.1
5	12	40.8
6	17	46.2
7	9	56.0

The questionnaire asked students to respond to a question which rated the income of their parents to that of other families in the area. The Agricultural Occupations Aspiration Scale Pretest scores for each student were grouped according to these classified ratings. The Agricultural Occupations Aspiration Scale Pretest means for these various levels of parental income are shown in Table XVI. A graph portrays these means in Figure 6. As can be seen by observing Table XVI, very few students classified their parental income in the highest or lowest category. Consequently,



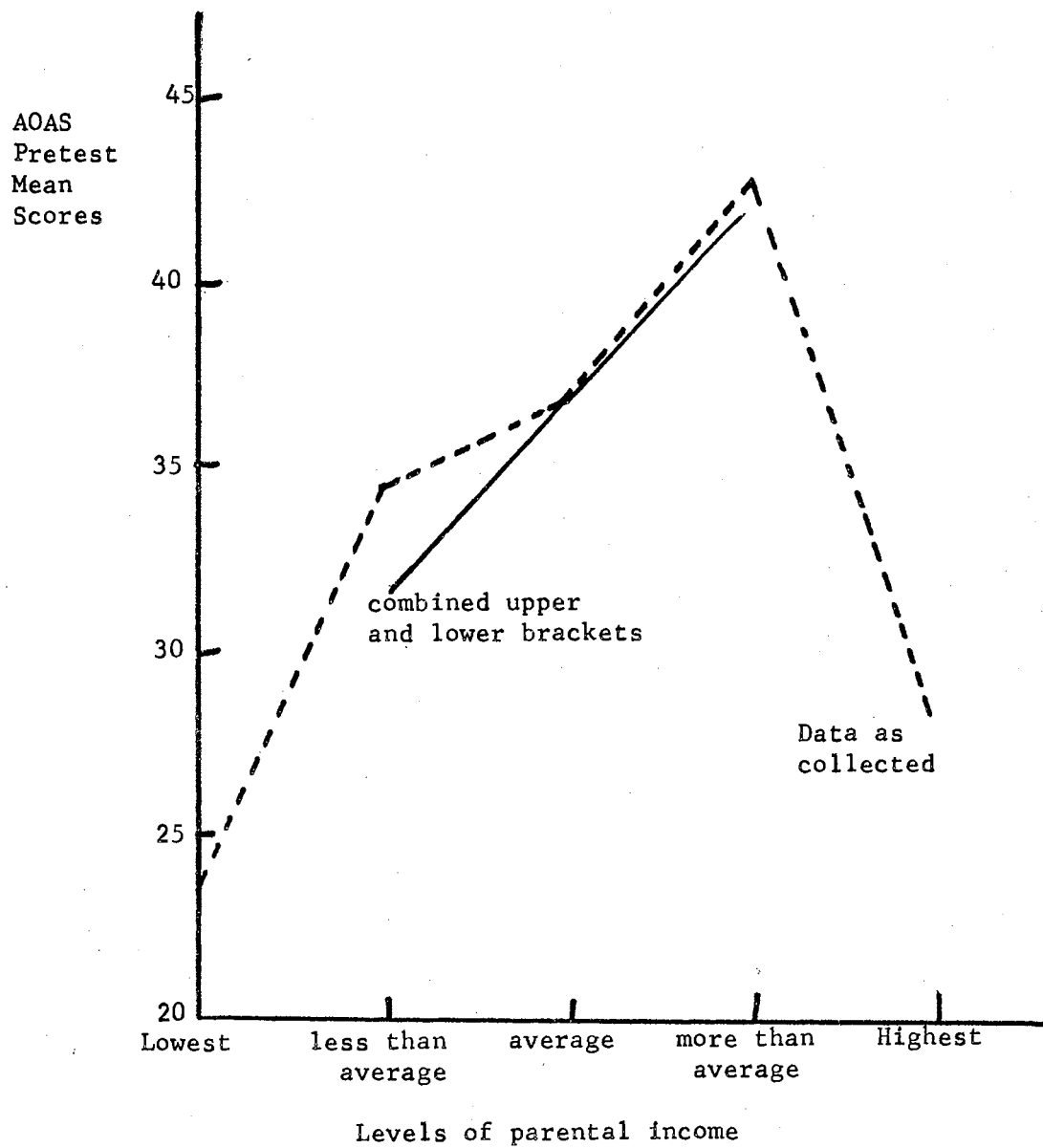


Figure 6. Agricultural Occupations Aspiration Scale Pretest Mean scores for classified levels of parental income.

to compute the analysis of variance on these scores, the upper two income brackets, and the lower two income brackets were combined in order to obtain a more adequate number of scores in each group. The analysis of variance testing the difference between the three groups of parental income is shown in Appendix L, Number 3. From this analysis, it may be seen that the Agricultural Occupations Aspiration Scale Pretest scores for the different classifications of parental income differ significantly at a probability level of less than 0.5 per cent.

TABLE XVI. AGRICULTURAL OCCUPATIONS ASPIRATION SCALE PRETEST MEAN SCORES FOR CLASSIFIED LEVELS OF PARENTAL INCOME

Parental Income	Number of Students	AOAS Pretest Mean Scores
Lowest	6	23.5
Less than average	21	34.4
Average	201	36.9
More than average	64	42.8
Highest	3	28.3

The combined means indicate that a positive relationship exists between parental income and the Agricultural Occupations Aspiration Scale Pretest score. As the level of parental income increases, the Agricultural Occupations Aspiration Scale Pretest scores increase in a linear manner. This relationship appears to be related to the findings of Sewell, Haller and Straus, reported in the literature review, that social class position influences

the level of educational and occupational aspiration. Parental income would likely have an effect on the child's decision to attend college which in turn would reflect on aspiration level.

The questionnaire asked students to rate their leadership activities in comparison to their classmates. The Agricultural Occupations Aspiration Scale Pretest mean scores for each of three levels of leadership activities are shown numerically in Table XVII and graphically in Figure 7. The scores from which these means were computed were tested by an analysis of variance which is shown in Appendix L, Number 4. A look at this analysis reveals that the Agricultural Occupations Aspiration Scale Pretest scores differ significantly by levels of student leadership at a level of probability of less than 0.5 per cent.

TABLE XVII. AGRICULTURAL OCCUPATIONS ASPIRATION PRETEST  
MEAN SCORES FOR CLASSIFIED LEVELS OF STUDENT  
LEADERSHIP ACTIVITIES

Student Leadership Activities	Number of Students	AOAS Pretest Mean Scores
Less than average	59	33.3
Average	199	37.8
More than average	38	43.8

The graph for these means indicates that there is a positive, near linear, relationship between the levels of student leadership activities and Agricultural Occupations Aspiration Scale Pretest mean scores. From these data, the postulate might be formed that

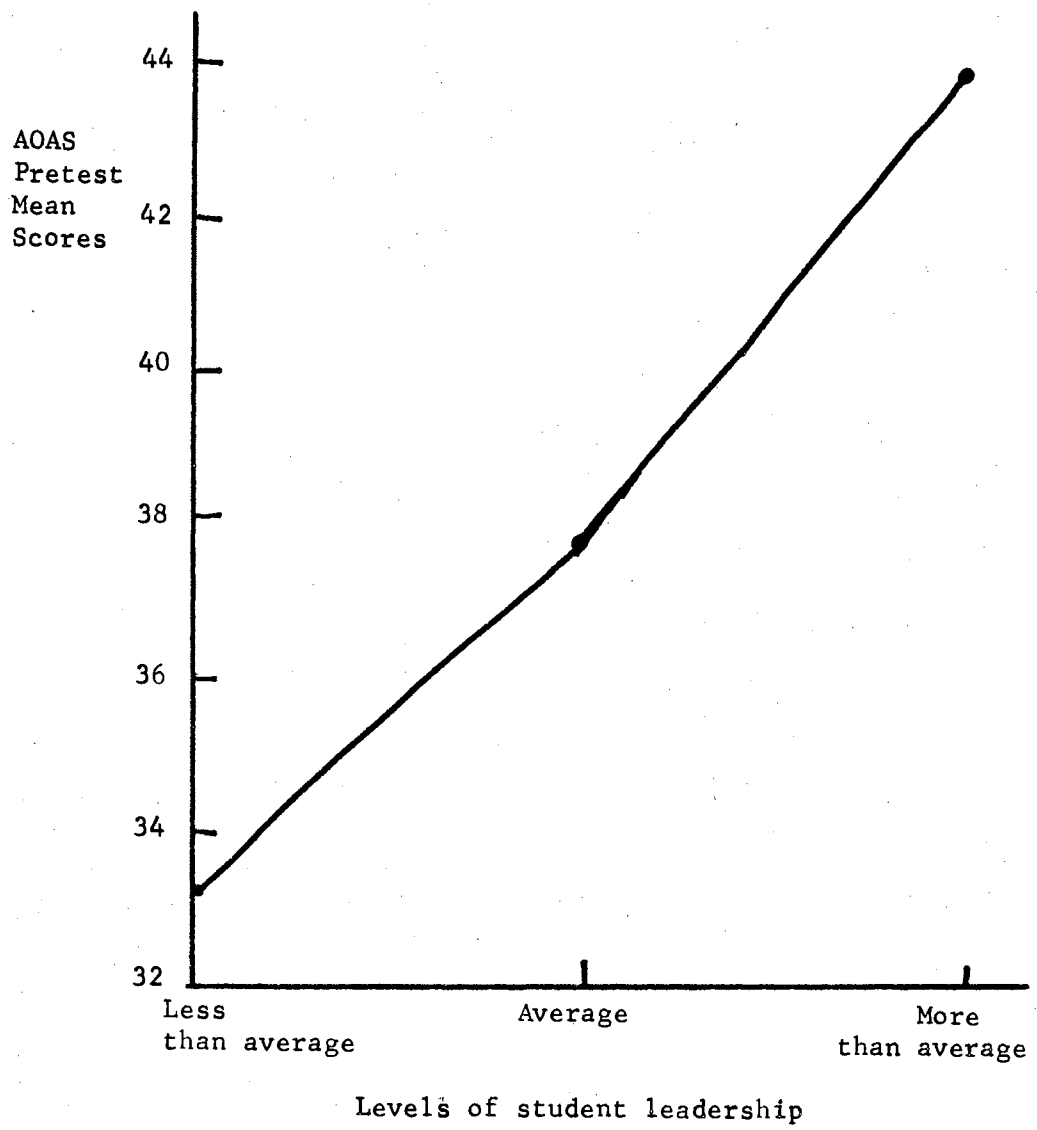


Figure 7. Agricultural Occupations Aspiration Scale Pretest mean scores for classified levels of student leadership activities.

as student participation in leadership activities increases, aspiration level would likewise increase. Further study in this area would be interesting and perhaps fruitful.

The questionnaire asked all students in the study to rate the degree of their parental encouragement to attend college. The students were to check one of three possible answers. The Agricultural Occupations Aspiration Scale Pretest mean scores for each of the three categories are shown in Table XVIII. A graph depicting these mean scores is shown in Figure 8.

TABLE XVIII. AGRICULTURAL OCCUPATIONS ASPIRATION SCALE PRETEST MEAN SCORES FOR CLASSIFIED LEVELS OF PARENTAL ENCOURAGEMENT TO ATTEND COLLEGE

Levels of Parental Encouragement	Number of Students	AOAS Pretest Mean Scores
Less than other parents	25	30.3
Average for other parents	187	36.3
More than other parents	83	42.9

An analysis of variance was computed on the Agricultural Occupations Aspiration Scale Pretest scores corresponding to each level of parental encouragement to attend college. This analysis is shown in Appendix L, Number 5. The analysis furnishes evidence that the Agricultural Occupations Aspiration Scale Pretest scores for different categories of parental encouragement to attend college are significantly different at a probability level of less than 0.5 per cent. From the means in Figure 8, one may observe

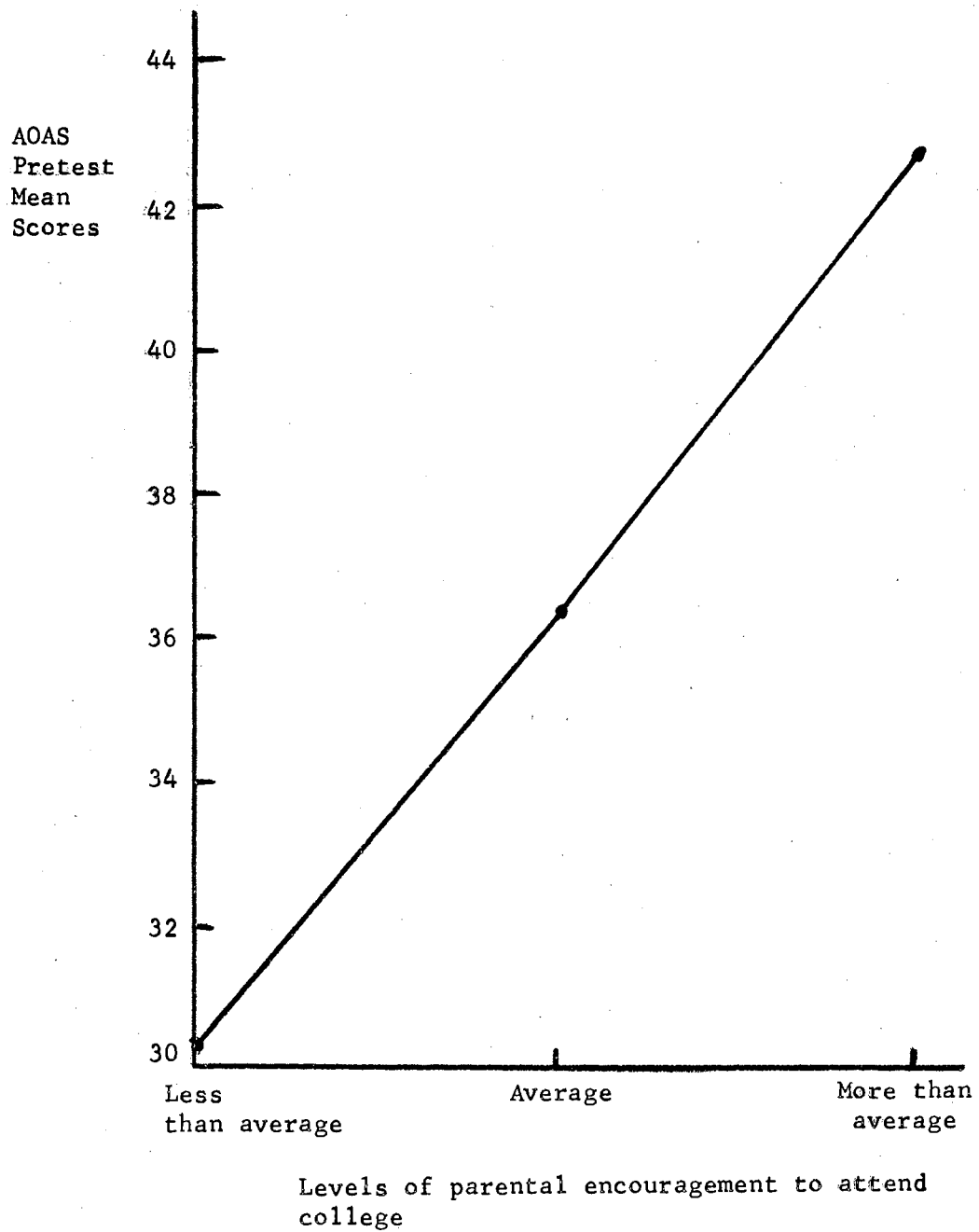


Figure 8. Agricultural Occupations Aspiration Scale Pretest Mean scores for classified levels of parental encouragement to attend college.

that as parental encouragement to attend college increases, the Agricultural Occupations Aspiration Scale Pretest means increase predominantly in a linear fashion. These data coincide with the work of Kahl which was reported in the literature review. He found that the amount of stress placed on education by parents had positive effects on their children's occupational aspirations.

The questionnaire asked students before and after the resource unit was taught, what kind of institution they planned to attend in order to obtain post high school training. The object was to determine if more students would desire to attend an agricultural institution after experiencing the six-hour resource unit on agricultural occupations and career development than had so desired prior to the unit. From the results of this question, summarized in Table XIX, it appears that little change occurred in the type of institution the students planned to attend. It is interesting to note that only approximately six per cent of the students plan no post high school training.

TABLE XIX. NUMBERS OF STUDENTS PLANNING TO ATTEND VARIOUS TYPES OF POST HIGH SCHOOL INSTITUTIONS BEFORE AND AFTER UNIT

	Treatment							
	Control				Resource Unit			
	Type of Institution				Type of Institution			
	None	Agri.	Tech. Voc.	Other	None	Agri.	Tech. Voc.	Other
Before Unit	11	46	40	50	9	44	62	34
After Unit	11	53	34	49	5	48	54	41

## CHAPTER V

### SUMMARY, CONCLUSIONS AND IMPLICATIONS

#### Purpose of the Study

The main purpose of this study was to determine if participation in a six-hour resource unit on agricultural occupations and career development would significantly raise student occupational aspiration levels. Another two-fold purpose of the study was to determine if change in the occupational aspiration level of Oklahoma vocational agriculture students differed by; (1) geographic areas of the state, such as the east and west, and (2) size of community in which the school is located.

Other purposes of the study were to determine if change in occupational aspiration level was related to social class values, rural-urban attitudes, and intelligence.

#### Methodology of the Study

An experimental design involving a three-way classification which consisted of a control and a treatment group and two levels each of two classification variables was employed. The classification variables were location, east and west, and community size in which the school is located, 0 - 500 and 5,000 - 10,000 population. Two hundred and ninety six junior and senior students



in sixteen Oklahoma public high school vocational agriculture departments participated in the study. The participating schools were randomly selected from groups stratified for the classification variables.

The treatment group received instruction from the local teacher of vocational agriculture in a six-hour resource unit on agricultural occupations and career development while the control group received the traditional vocational agriculture curriculum. The primary instruments used in the study were an Agricultural Occupations Aspiration Scale, a wide-range Vocabulary Test, a Rural-Urban Orientation Inventory, a Social Class Value Orientation Inventory and three short questionnaires. The Agricultural Occupations Aspiration Scale and portions of the questionnaires were administered as a pretest and twice as a post test. The two post tests were separated by a two and one-half month time interval following the resource unit. Major analyses were computed on the change in student aspiration level.

All instruments were administered by the local teacher of vocational agriculture during the 1965-66 school year and mailed to the research center where all tests were hand graded, coded and analyzed with electronic computing equipment.

#### Summary of the Findings

It was found that student participation in the six-hour resource unit on agricultural occupations and career development did not significantly change level of aspiration. From the Agricultural Occupations Aspiration Scale Pretest - Post Test 1

differences, it was found that students who attended schools located in towns with five to ten thousand population had increased their occupational aspiration levels significantly more than students who attended schools located in villages with populations of 500 or less. Also, there was a significant interaction between location and treatment. Both of these comparisons however failed to show significance on the Agricultural Occupations Aspiration Scale Pretest-Post Test 2 analysis.

The analysis of the Aspiration Questionnaire Pretest-Post Test 1 differences indicated that both location and community size produced a significant change in aspiration level. The significance of these two variables persisted also on the Aspiration Questionnaire Pretest-Post Test 2 analysis.

Significant positive correlations were found between occupational aspiration levels and (1) vocabulary test (intelligence) and; (2) middle class values. As vocabulary test scores increased, occupational aspiration level increased. Likewise, as the Social Class Value Orientation Inventory scores increased, indicating middle class values, occupational aspiration levels rose. There was also a significant positive correlation between the Vocabulary Test scores and middle class values as indicated by the Social Class Value Orientation Inventory scores.

A significant negative correlation was found between the Vocabulary Test and the Rural-Urban Orientation Inventory scores. As Vocabulary Test scores increased, Rural-Urban Orientation Inventory scores decreased, indicating rural attitudes. A second significant negative correlation was found between Social

Class Value Orientation Inventory scores and Rural-Urban Orientation Inventory scores. As Social Class Value Orientation Inventory scores increased, indicating middle class values, Rural-Urban Orientation Inventory scores decreased, indicating rural attitudes.

Agricultural Occupations Aspiration Scale Pretest scores were classified according to student response on five questions. Significant differences in student occupational aspiration scores were found associated with various levels of; (1) post high school training planned, (2) parental income, (3) student leadership activities, and (4) parental encouragement to attend college. A positive relationship was found between each of these four factors and student occupational aspiration level.

#### Conclusions and Implications of the Study

This study was undertaken to determine if student aspiration level could be raised by a six-hour resource unit on agricultural occupations and career development. The findings of this study indicate that the method used was unsuccessful. Because aspiration level is affected by a large number of interrelated factors, it appears that it is difficult to change with a six-hour instructional program. It appears that more research is needed in this area.

Perhaps this study would have met with more success if it had been administered to younger boys, freshmen or sophomores, whose occupational choices and aspirations could be expected to be more immature than those of the junior and senior students studied.

A greater change in occupational aspiration level might have resulted if the resource unit had been uniformly taught by one or a team of specialists in this area. At least this approach would have resulted in a more uniform treatment and perhaps improved teaching for each student. However, any state-wide application of a program of this type would likely have to be administered and taught through the local teacher of vocational agriculture. The proper use of films and educational television should prove beneficial in presenting future programs on occupations and career development.

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APPENDIXES

APPENDIX A

YOUR NAME \_\_\_\_\_

OCCUPATIONAL ASPIRATION SCALE

THIS SET OF QUESTIONS CONCERNS YOUR INTEREST IN DIFFERENT KINDS OF JOBS. THERE ARE EIGHT QUESTIONS. EACH ONE ASKS YOU TO CHOOSE ONE JOB OUT OF TEN PRESENTED.

BE SURE YOUR NAME IS ON THE TOP OF THE PAGE.

READ EACH QUESTION CAREFULLY. THEY ARE ALL DIFFERENT.

ANSWER EACH ONE THE BEST YOU CAN. DON'T OMIT ANY.

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

- 1.1 \_\_\_ Lawyer
- 1.2 \_\_\_ Welfare worker for a city government
- 1.3 \_\_\_ United States representative in Congress
- 1.4 \_\_\_ Corporal in the Army
- 1.5 \_\_\_ United States Supreme Court Justice
- 1.6 \_\_\_ Night watchman
- 1.7 \_\_\_ Sociologist
- 1.8 \_\_\_ Policeman
- 1.9 \_\_\_ County agricultural agent
- 1.10 \_\_\_ Filling station attendant

Question 2. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

- 2.1 \_\_\_ Member of the board of directors of a large corporation
- 2.2 \_\_\_ Undertaker
- 2.3 \_\_\_ Banker
- 2.4 \_\_\_ Machine operator in a factory
- 2.5 \_\_\_ Physician (doctor)
- 2.6 \_\_\_ Clothes presser in a laundry
- 2.7 \_\_\_ Accountant for a large business
- 2.8 \_\_\_ Railroad conductor
- 2.9 \_\_\_ Railroad engineer
- 2.10 \_\_\_ Singer in a night club

Question 3. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

- 3.1  Nuclear physicist
- 3.2  Reporter for a daily newspaper
- 3.3  County judge
- 3.4  Barber
- 3.5  State governor
- 3.6  Soda fountain clerk
- 3.7  Biologist
- 3.8  Mail carrier
- 3.9  Official of an international labor union
- 3.10  Farm hand

Question 4. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

- 4.1  Psychologist
- 4.2  Manager of a small store in a city
- 4.3  Head of a department in state government
- 4.4  Clerk in a store
- 4.5  Cabinet member in the federal government
- 4.6  Janitor
- 4.7  Musician in a symphony orchestra
- 4.8  Carpenter
- 4.9  Radio announcer
- 4.10  Coal miner

Question 5. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

- 5.1  Civil engineer
- 5.2  Bookkeeper
- 5.3  Minister or priest
- 5.4  Streetcar motorman or city bus driver
- 5.5  Diplomat in the United States foreign service
- 5.6  Share cropper (one who owns no livestock or farm machinery, and does not manage the farm.)
- 5.7  Author of novels
- 5.8  Plumber
- 5.9  Newspaper columnist
- 5.10  Taxi driver

Question 6. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

- 6.1  Airline pilot
- 6.2  Insurance agent
- 6.3  Architect
- 6.4  Milk route man
- 6.5  Mayor of a large city
- 6.6  Garbage collector
- 6.7  Captain in the army
- 6.8  Garage mechanic
- 6.9  Owner-operator of a printing shop
- 6.10  Railroad section hand

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

- 7.1  Artist who paints pictures that are exhibited in galleries
- 7.2  Traveling salesman for a wholesale concern
- 7.3  Chemist
- 7.4  Truck driver
- 7.5  College professor
- 7.6  Street sweeper
- 7.7  Building contractor
- 7.8  Local official of a labor union
- 7.9  Electrician
- 7.10  Restaurant waiter

Question 8. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

- 8.1  Owner of a factory that employs about 100 people
- 8.2  Playground director
- 8.3  Dentist
- 8.4  Lumberjack
- 8.5  Scientist
- 8.6  Shoeshiner
- 8.7  Public school teacher
- 8.8  Owner-operator of a lunch stand
- 8.9  Trained machinist
- 8.10  Dock worker

APPENDIX B

AGRICULTURAL OCCUPATIONS

A RESOURCE UNIT FOR USE BY INSTRUCTORS IN TEACHING  
AGRICULTURAL OCCUPATIONS TO ELEVENTH AND  
TWELFTH GRADE STUDENTS

<u>Problem Area</u>	<u>Dates to be taught</u>
1. Occupational Information -- Why is it essential for students to study occupational information?	_____
2. Modern Agriculture -- What does modern agriculture involve?	_____
3. Exploring Occupations -- What are the three important steps?	_____
4. Career Opportunities in Agriculture -- Why is there a challenging future in agriculture?	_____
5. Planning My Occupational Future -- What is the best occupational choice for me?	_____

## INTRODUCTION TO UNIT

Current Situation in Community:

1. Parents and high school students lack information concerning the scope of and the employment opportunities in modern agriculture.
2. High school students need to learn how to obtain and evaluate occupational information.

Learning Objectives:

1. To develop student understanding and appreciation of:
  - a. Why occupational information is important now.
  - b. The modern concept of agriculture.
  - c. The important steps in exploring occupations.
  - d. The career possibilities in the broad field of agriculture.
  - e. The procedure for securing and using information and guidance about various careers in order to be realistic in the selection of a vocational goal.
  - f. Post-high school preparation for and advancement in production, distribution, technical and professional occupations.

Advance Teacher Preparation:

1. Discuss this unit with the school guidance counselors and administrators.
2. Check student information available in the school guidance office -- test scores, grades, class rank, etc.
3. Become thoroughly familiar with career possibilities in agriculture.
4. Review objectives and suggested learning activities for each problem area.
5. Become acquainted with booklets and references for each problem area.

## Problem Area 1

OCCUPATIONAL INFORMATION -- Why is it essential for students to study occupational information?

### Current Situation in Community:

1. Students may not realize that thought should be given to the selection of a broad occupational field as early as possible in their high school years.
2. Students are not aware of the importance of making correct occupational choices.
3. Students have not thought about the possibility of changing jobs perhaps several times during their lifetime.

### Learning Objectives:

1. To develop student understanding and appreciation of:
  - a. The importance of exploring various occupations at this time in order to locate broad areas of agricultural interests.
  - b. The importance of broad, basic agricultural training for our rapidly changing economy.
  - c. The importance of choosing a life's work.

### Advance Teacher Preparation:

1. Read: Exploring Careers in Modern Agriculture, p. 1 - bottom p. 4.  
Career Exploration, p. 1 - middle p. 9.  
Your Farm Background and Agri-business Selling, pp. 3-15.

### Student Learning Activities:

1. List on the chalk board various jobs in agriculture that students can name quickly in the community, county and state.
2. The teacher may discuss with the class pertinent points found in Your Farm Background and Agri-business Selling such as:
  - a. Farm progress.
  - b. Nationwide growth.

c. Salesmanship.

3. After students have read, Exploring Careers in Modern Agriculture, pp. 1-4, and Career Exploration, p. 1 - middle p. 9, discuss:
- a. Meaning of (1) career; (2) occupational information and occupational guidance; (3) skilled worker, technician, and professional worker.
  - b. Major satisfactions people receive from work.
  - c. Why people are satisfied in many different kinds of jobs.
  - d. What reasons may be given to justify a study of careers.
  - e. How many different occupations may be found represented in agriculture.
  - f. Common mistakes (blind spots or career hazards) that are responsible for much of the faulty thinking of students about occupations. Examples include: the outdoor fallacy, parental influence, appeal of glamour or adventure, an unplanned career, friend's influence, immediate chance for a job, social status or prestige, failure to consider opportunities for employment, one-track ambition or close-mindedness, mistaken aptitudes, occupations of the future, and the idea that "anyone can succeed in any occupation if he works hard".



## Problem Area 2

MODERN AGRICULTURE -- What does modern agriculture involve?

Current Situation in Community:

1. Many persons still believe that agriculture is farming only.
2. Parents and students do not realize the tremendous size and scope of the total agricultural industry.
3. Parents and students do not think of the modern American farmer as a large purchaser of goods and services.

Learning Objectives:

1. To develop student understanding and appreciation of:
  - a. The modern concept of agriculture.
  - b. The effect of modern agriculture upon the entire American economic system.

Advance Teacher Preparation:

1. Read: Exploring Careers in Modern Agriculture, bottom p. 4 - middle p. 9.  
Now---10 Years Later, Still Fewer, Larger, Richer, pp. 1 - 26.  
Engineering Outposts--This Side of Outer Space.

Student Learning Activities:

1. Make the following reading assignment:
 

Exploring Careers in Modern Agriculture, bottom p. 4 - middle p. 9.
2. After the students have read the assignment, discuss with them:
  - a. What is meant by the following terms:
    - (1) Agindustry.
    - (2) Agribusiness.
    - (3) Off-farm agricultural occupations.
    - (4) Agricultural professions.

- (5) The change in number and size of farms.
- (6) The changes in the output per farmer.
- (7) What phases of the agricultural industry are expanding and employing more people.
- (8) Why are farmers important purchasers?
- (9) Describe the modern American farmer!\*

\*The teacher may infuse other pertinent information into the discussion here from his reading in Still Fewer, Larger, and Richer and Engineering Outpost--This Side of Outer Space.

### Problem Area 3

EXPLORING OCCUPATIONS -- What are three important steps?

#### Current Situation in Community:

Students are not aware of:

1. Efficient procedures to follow in considering various occupations.
2. The importance of a thorough investigation of occupations.
3. The various factors which affect the choice of a career.

#### Learning Objectives:

1. To develop student understanding and appreciation of:
  - a. The value of education and training.
  - b. The three important steps in exploring occupations:
    - (1) Looking at the job.
    - (2) Individual appraisal.
    - (3) Matching the individual with a job.

#### Advance Teacher Preparation:

1. Check: Student information available from school guidance office -- various test scores, grades, class rank.
2. Read: Exploring Careers in Modern Agriculture, middle p. 9 - bottom p. 12.  
Career Exploration, pp. 9 - 25.  
Plan Your Future
3. Review: Your Farm Background and Agri-business Selling.

#### Student Learning Activities:

After the students have read Exploring Careers in Modern Agriculture, middle p. 9 - bottom p. 12 and Career Exploration, pp. 9 - 25:

1. Review the types of work in the various occupational areas as given by the U.S. Bureau of Census.
2. Discuss the values of education and training in the future world of work.

4. Discuss with the students the major divisions of a career brief or occupational study outline, and the importance of them in making valid occupational comparisons.
5. What are the main sources of occupational information?
6. Discuss:
  - a. The importance of considering many factors in occupational exploration.
  - b. Various approaches to be used in making an individual appraisal:
    - (1) Self-appraisal -- preferences, interest, abilities.
    - (2) Appraisal by others -- teachers, guidance counselors, others.
    - (3) Appraisal through tests.
  - c. A suggested procedure for matching the individual with a job.

## Problem Area 4

OPPORTUNITIES IN AGRICULTURE -- Why is there a challenging future in agriculture?

### Current Situation in Community:

Many high school students and parents:

1. Think more about farm crop surpluses than they do about rural communities and youth employment opportunities.
2. Are not aware of the importance of the total agricultural industry.
3. Have not given much thought to our rapidly expanding population or to automation.

### Learning Objectives:

1. To develop student understanding and appreciation of:
  - a. The vast number and variety of agricultural occupations other than farming and ranching.
  - b. How and why agricultural occupations are classified.
  - c. The importance of as much education and training as one can secure.
  - d. The effect of the population "explosion" and automation on career opportunities in agriculture.

### Advance Teacher Preparation:

1. Read: Exploring Careers in Modern Agriculture, bottom p. 12 - p. 15.  
There's A New Challenge in Agriculture.

### Student Learning Activities:

1. Review the list of agricultural occupations suggested by students in problem area no. 1.
2. Read and Discuss Exploring Careers in Modern Agriculture, bottom p. 12 - p. 15, emphasizing the expanding opportunities in agricultural occupations other than farming and ranching.
  - a. What is the basis for determining whether an occupation is agricultural or non-agricultural in nature?

3. List the three broad classifications of agricultural occupations and discuss examples of each.

## Problem Area 5

PLANNING MY OCCUPATIONAL FUTURE -- What is the best occupational choice for me?

### Current Situation in Community:

Many high school students and parents:

1. Have not given much thought to agricultural occupations other than farming.
2. Have not given much thought to the selection of the occupation for which the youth is best suited.

### Learning Objectives:

1. To develop student understanding and appreciation of:
  - a. Various occupations related to agriculture, other than farming.
  - b. The importance of making an early occupational choice.
  - c. Why a particular plan for the occupational future should be followed.
2. To encourage each student to select an appropriate occupation.

### Advance Teacher Preparation:

1. Become thoroughly acquainted with the career briefs and the occupational brochures available.
2. Be prepared to guide and advise students in their study of occupational briefs and the selection of their occupation.

### Student Learning Activities:

1. Have students read and study occupational brochures.
2. Encourage students to use previous information learned in selecting their tentative life occupations.
3. Have each student organize and present to the class a career brief, including his reasons for choosing his particular occupation.
4. Encourage each student to gain maximum additional information about his chosen occupation. This may involve:

- a. Securing additional literature, i.e., books or pamphlets.
- b. Interviews of people in this occupation.
- c. Job placement in this area to gain personal work experience and skills.
- d. Taking certain additional courses or curriculums to help prepare him for his chosen occupation.



APPENDIX C

YOUR NAME \_\_\_\_\_ YOUR SCHOOL \_\_\_\_\_

AGRICULTURAL OCCUPATIONS ASPIRATION SCALE

THIS SET OF QUESTIONS CONCERNS YOUR INTEREST IN DIFFERENT KINDS OF JOBS. THERE ARE EIGHT QUESTIONS. EACH ONE ASKS YOU TO CHOOSE ONE JOB OUT OF TEN PRESENTED.

BE SURE YOUR NAME IS ON THE TOP OF THIS PAGE.

READ EACH QUESTION CAREFULLY. THEY ARE ALL DIFFERENT.

ANSWER EACH ONE THE BEST YOU CAN. DON'T OMIT ANY.

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

- 1.1 \_\_\_ Animal science specialist
- 1.2 \_\_\_ Garden center employee
- 1.3 \_\_\_ Dairy plant manager
- 1.4 \_\_\_ Farm buildings carpenter
- 1.5 \_\_\_ Dairy plant laborer
- 1.6 \_\_\_ Aerial crop dusting company manager
- 1.7 \_\_\_ Meat inspector
- 1.8 \_\_\_ Agricultural economics professor
- 1.9 \_\_\_ Farm machinery dealer's clerk
- 1.10 \_\_\_ Secretary of agriculture

Question 2. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

- 2.1 \_\_\_ Farm machinery mechanic
- 2.2 \_\_\_ President of agricultural university
- 2.3 \_\_\_ Farm machinery fieldman
- 2.4 \_\_\_ Purebred beef cattle herdsman
- 2.5 \_\_\_ Agricultural chemist
- 2.6 \_\_\_ Poultry science specialist
- 2.7 \_\_\_ Farm co-op service store employee
- 2.8 \_\_\_ Egg inspector
- 2.9 \_\_\_ Livestock auction laborer
- 2.10 \_\_\_ Feedstore clerk

Question 3. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN FILL when your SCHOOLING IS OVER?

- 3.1  Country store clerk
- 3.2  Grain elevator manager
- 3.3  Farm tire service operator
- 3.4  Agronomy specialist
- 3.5  Milk sanitarian or inspector
- 3.6  Veterinarian
- 3.7  Grounds maintenance employee
- 3.8  Dean of a college of agriculture
- 3.9  Nursery laborer
- 3.10  Fruit and vegetable inspector

Question 4. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

- 4.1  Golf course grounds employee
- 4.2  Agricultural engineer
- 4.3  Greenhouse laborer
- 4.4  Blacksmith
- 4.5  Game management employee
- 4.6  Veterinarian assistant
- 4.7  Director of the federal extension service
- 4.8  Farm co-op store manager
- 4.9  Commercial farm manager
- 4.10  Forestry specialist

Question 5. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

- 5.1  Livestock auction clerk
- 5.2  Feed mill manager
- 5.3  Horticulture specialist
- 5.4  Soil conservation aid
- 5.5  Florist
- 5.6  Sawmill laborer
- 5.7  Nursery employee
- 5.8  President of a large farm implement company
- 5.9  National forest employee
- 5.10  Plant pathologist

Question 6. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

- 6.1  Farm machinery mechanic's helper
- 6.2  Farm auctioneer
- 6.3  State park employee
- 6.4  Stockyards laborer
- 6.5  County agricultural agent
- 6.6  Bulk tank milk truck driver
- 6.7  Director of the federal land bank
- 6.8  Soils laboratory technician
- 6.9  Hatchery manager
- 6.10  Agricultural entomologist

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

- 7.1  Egg grader
- 7.2  Rural sociologist
- 7.3  Cannery laborer
- 7.4  Soil conservationist
- 7.5  Rural gasoline and oil distributor truck driver
- 7.6  President of the state board of agriculture
- 7.7  Dairy herd supervisor
- 7.8  Lumberjack
- 7.9  Livestock buyer or commission man
- 7.10  Farm machinery service center foreman

Question 8. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

- 8.1  Livestock truck driver
- 8.2  Farm insurance agent
- 8.3  Poultry and egg buyer
- 8.4  Artificial inseminator (breeding technician)
- 8.5  Slaughter house laborer
- 8.6  Bank farm representative
- 8.7  Agricultural journalist
- 8.8  Agricultural attache
- 8.9  Custom farm machine operator
- 8.10  Animal groom

APPENDIX D

AGRICULTURAL OCCUPATIONS CONTINUUM

<u>Occupation</u>	<u>Score</u>
Secretary of Agriculture	9
President of an Agricultural University	
Dean of a College of Agriculture	
Director of Federal Agricultural Extension Service	
President of a large implement company	
Director of the Federal Land Bank	
President, State Board of Agriculture	
Agricultural Attache	
Agricultural Economics Professor	8
Agricultural Chemist	
Veterinarian	
Agricultural Engineer	
Plant Pathologist	
Agricultural Entomologist	
Rural Sociologist	
Agricultural Journalist	
Animal Science Specialist	7
Poultry Science Specialist	
Agronomy Specialist	
Forestry Specialist	
Horticulture Specialist	
County Agricultural Agent	
Soil Conservationist	
Bank Farm Representative	
Purebred Beef Cattle Herdsman	6
Manager of Aerial Crop Dusting Company	
Milk Sanitarian or Inspector	
Commercial Farm Manager	
Florist	
Hatchery Manager	
Livestock Buyer or Commission Man	
Poultry and Egg Buyer	

<u>Occupation</u>	<u>Score</u>
Dairy Plant Manager	5
Farm Machinery Fieldman	
Grain Elevator Manager	
Farm Co-op Store Manager	
Feed Mill Manager	
Farm Auctioneer	
Farm Machinery Service Center Foreman	
Farm Insurance Agent	
Meat Inspector	4
Egg Inspector	
Fruit and Vegetable Inspector	
Veterinarian Assistant	
Soil Conservation Aid	
Soils Laboratory Technician	
Dairy Herd Supervisor	
Artificial Inseminator (breeding technician)	
Farm Buildings Carpenter	3
Farm Machinery Mechanic	
Farm Tire Service Operator	
Game Management Employee	
National Forest Employee	
State Park Employee	
Egg Grader	
Custom Farm Machine Operator	
Garden Center Employee	2
Farm Co-op Service Store Employee	
Grounds Maintenance Employee	
Golf Course Grounds Employee	
Nursery Employee	
Bulk Tank Milk Truck Driver	
Rural Gasoline and Oil Distributor Truck Driver	
Livestock Truck Driver	
Farm Machinery Dealer's Clerk	1
Feedstore Clerk	
Country Store Clerk	
Blacksmith	
Livestock Auction Clerk	
Farm Machinery Mechanic's Helper	
Lumberjack	
Animal Groom	

<u>Occupation</u>	<u>Score</u>
Dairy Plant Laborer	0
Livestock Auction Laborer	
Nursery Laborer	
Greenhouse Laborer	
Sawmill Laborer	
Stockyards Laborer	
Cannery Laborer	
Slaughter House Laborer	

APPENDIX E

STUDENT'S QUESTIONNAIRE NO. 1

PLEASE FOLLOW THE DIRECTIONS:

1. Read each item carefully. Answer to the best of your knowledge.
2. Be sure to answer each question. Where there are brackets, fill in an "X". Be sure that your "X" is squarely in the proper bracket, before your choice. Where only a space is left, enter the word or figures called for.

- 
1. My name is \_\_\_\_\_.
  2. The name of my high school is \_\_\_\_\_.
  3. I am a:    ( ) junior        ( ) senior.
  4. I live:  
    ( ) on a farm  
    ( ) in the open country, but not on a farm  
    ( ) in a village under 2,500  
    ( ) in a town of 2,500 - 10,000  
    ( ) in a city over 10,000
  5. Of all the men I know well, the one I admire most is:  
    His name is \_\_\_\_\_;  
    His occupation is \_\_\_\_\_;  
    His relationship to me (friend, relative, teacher,  
    minister, etc.) \_\_\_\_\_.
  6. Compared to most students in my high school, my leadership activities are:  
    ( ) greater than average  
    ( ) about average  
    ( ) less than average
  7. The number of years of education I plan to get after high school is:  
    ( ) none                            ( ) 3 years                    ( ) 7 years  
    ( ) less than 1 year            ( ) 4 years  
    ( ) 1 year                        ( ) 5 years  
    ( ) 2 years                        ( ) 6 years

8. In order to qualify for my occupational choice, I will need to attend the following type of post high school training institution:
- a college or university where agriculture and agriculture related subjects are taught
  - a mechanics, trades, or technical school
  - other type of college or university
  - none
9. Compared with the income of the families in this area, the income of my parents is:
- one of the highest incomes       less than average
  - higher than average               one of the lowest incomes
  - just average
10. My parents encourage me to get a college degree after high school:
- more than other parents
  - about the same as other parents
  - less than other parents
11. What is the best job you are really sure you can get when your schooling is over?
- 
- (State type of work you would be doing.)
12. If you were free to choose any job you wished when your schooling is over, what job would you choose?
- 
- (State type of work you would be doing.)
13. What is the best job you are really sure you can have by the time you are 30 years old?
- 
- (State type of work you would be doing.)
14. If you were free to choose any job you wished, which job would you choose to have when you are 30 years old?
- 
- (State type of work you would be doing.)



APPENDIX F

STUDENT'S QUESTIONNAIRE NO. 2

PLEASE FOLLOW THE DIRECTIONS:

1. Read each item carefully. Answer to the best of your knowledge.
2. Be sure to answer each question. Where there are brackets, fill in an "X". Be sure that your "X" is squarely in the proper bracket, before your choice. Where only a space is left, enter the word or figures called for.

---

1. My name is \_\_\_\_\_.

2. The name of my high school is \_\_\_\_\_.

3. What is the best job you are really sure you can get when your schooling is over?

---

(State type of work you would be doing.)

4. If you were free to choose any job you wished when your schooling is over, what job would you choose?

---

(State type of work you would be doing.)

5. What is the best job you are really sure you can have by the time you are 30 years old?

---

(State type of work you would be doing.)

6. If you were free to choose any job you wished, which job would you choose to have when you are 30 years old?

---

(State type of work you would be doing.)

APPENDIX G

STUDENT'S QUESTIONNAIRE NO. 3

PLEASE FOLLOW THE DIRECTIONS:

1. Read each item carefully. Answer to the best of your knowledge.
2. Be sure to answer each question. Where there are brackets, fill in an "X". Be sure that your "X" is squarely in the proper bracket, before your choice. Where only a space is left, enter the word or figures called for.

---

1. My name is \_\_\_\_\_.

2. The name of my high school is \_\_\_\_\_.

3. What is the best job you are really sure you can get when your schooling is over?

---

(State type of work you would be doing.)

4. If you were free to choose any job you wished when your schooling is over, what job would you choose?

---

(State type of work you would be doing.)

5. What is the best job you are really sure you can have by the time you are 30 years old?

---

(State type of work you would be doing.)

6. If you were free to choose any job you wished, which job would you choose to have when you are 30 years old?

---

(State type of work you would be doing.)

7. In order to qualify for my vocational choice, I will need to attend the following type of post high school training institution:

- a college or university where agriculture and agriculture related subjects are taught.
- a mechanics, trades, or technical school.
- other type of college or university.
- none.

APPENDIX H

ANALYSIS OF VARIANCE FOR THE DIFFERENCE BETWEEN AGRICULTURAL  
OCCUPATIONS ASPIRATION SCALE PRETEST AND POST TEST 1 SCORES

Source of Variation	df	SS	MS	F	P
Total	294	20,978.1			
Pretest	1	3,471.0	3,471.0		
Vocabulary	1	212.9	212.9		
RUO	1	17.0	17.0		
SCVO	1	417.0	417.0		
Location (L)	1	3.4	3.4	.1	
Community Size (CS)	1	225.5	225.5	4.9	<.10
L x CS	1	2.3	2.3	.1	
Treatment (T)	1	3.2	3.2	.1	
CS x T	1	6.2	6.2	.1	
L x T	1	191.6	191.6	4.2	<.10
L x CS x T	1	62.6	62.6	1.4	
Between Schools	8	365.9	45.7		
Within Schools	275	15,999.4	58.2		

APPENDIX I

ANALYSIS OF VARIANCE FOR THE DIFFERENCE BETWEEN AGRICULTURAL  
OCCUPATIONS ASPIRATION SCALE PRETEST AND POST TEST 2

Source of Variation	df	SS	MS	F	P
Total	294	31,853.5			
Pretest	1	6,209.6	6,209.6		
Vocabulary	1	593.2	593.2		
RUO	1	77.3	77.3		
SCVO	1	49.6	49.6		
Location (L)	1	142.6	142.6	1.3	
Community Size (CS)	1	251.3	251.3	2.3	
L x CS	1	35.0	35.0	.3	
Treatment (T)	1	1.1	1.1	<.1	
CS x T	1	26.7	26.7	.2	
L x T	1	1.3	1.3	<.1	
L x CS x T	1	91.7	91.7	.8	
Between Schools	8	883.9	110.5		
Within Schools	275	23,490.2	85.4		

APPENDIX J

ANALYSIS OF VARIANCE FOR THE DIFFERENCE BETWEEN ASPIRATION  
QUESTIONNAIRE PRETEST AND POST TEST 1 SCORES

Source of Variation	df	SS	MS	F	P
Total	259	7,106.2			
Pretest	1	915.2	915.2		
Vocabulary	1	114.4	114.4		
RUO	1	80.0	80.0		
SCVO	1	190.9	190.9		
Location (L)	1	84.8	84.8	4.5	<.10
Community Size (CS)	1	178.0	178.0	9.4	<.025
L x CS	1	.9	.9	<.1	
Treatment (T)	1	40.3	40.3	2.1	
CS x T	1	59.1	59.1	3.1	
L x T	1	2.9	2.9	.2	
L x CS x T	1	3.0	3.0	.2	
Between Schools	8	151.3	18.9		
Within Schools	240	5,285.4	22.0		

APPENDIX K

ANALYSIS OF VARIANCE FOR THE DIFFERENCE BETWEEN ASPIRATION  
QUESTIONNAIRE PRETEST AND POST TEST 2 SCORES

Source of Variation	df	SS	MS	F	P
Total	245	7,431.2			
Pretest	1	968.6			
Vocabulary	1	89.3			
RUO	1	71.6			
SCVO	1	188.0			
Location (L)	1	98.6	98.6	4.9	<.10
Community Size (CS)	1	144.5	144.5	7.2	<.05
L x CS	1	.1	.1	<.1	
Treatment (T)	1	32.2	32.2	1.6	
CS x T	1	54.0	54.0	2.7	
L x T	1	.1	.1	<.1	
L x CS x T	1	1.4	1.4	.1	
Between Schools	8	160.6	20.1		
Within Schools	226	4,962.0	22.0		

APPENDIX L

NUMBER 1. ANALYSIS OF VARIANCE OF AGRICULTURAL OCCUPATIONS  
ASPIRATION SCALE PRETEST SCORES BY LOCATION OF RESIDENCE

Source of Variation	df	SS	MS	F	P
Total	295	41,942.86			
Classification	3	214.24	71.41	.5	
Within Classification	292	41,728.62	142.91		

NUMBER 2. ANALYSIS OF VARIANCE OF AGRICULTURAL OCCUPATIONS  
ASPIRATION SCALE PRETEST SCORES BY YEARS OF POST HIGH  
SCHOOL TRAINING PLANNED

Source of Variation	df	SS	MS	F	P
Total	295	41,942.86			
Classification	8	11,498.34	1,437.29	13.55	<.005
Within Classification	287	30,444.52	106.07		



NUMBER 3. ANALYSIS OF VARIANCE OF AGRICULTURAL OCCUPATIONS  
ASPIRATION SCALE PRETEST SCORES FOR LEVELS OF  
PARENTAL INCOME

Source of Variation	df	SS	MS	F	P
Total	294	41,872.99			
Classification	2	2,328.05	1,164.03	8.59	<.005
Within Classifi- cation	292	39,544.94	135.42		

NUMBER 4. ANALYSIS OF VARIANCE OF AGRICULTURAL OCCUPATIONS  
ASPIRATION SCALE PRETEST SCORES FOR LEVELS OF  
STUDENT LEADERSHIP ACTIVITIES

Source of Variation	df	SS	MS	F	P
Total	295	41,942.86			
Classification	2	2,561.26	1,280.63	9.52	<.005
Within Classifi- cation	293	39,381.60	134.40		

NUMBER 5. ANALYSIS OF VARIANCE OF AGRICULTURAL OCCUPATIONS  
 ASPIRATION SCALE PRETEST SCORES BY LEVELS OF  
 PARENTAL ENCOURAGEMENT TO ATTEND  
 COLLEGE

Source of Variation	df	SS	MS	F	P
Total	294	42,335.80			
Classification	2	3,963.28	1,981.64	15.1	<.005
Within Classifi- cation	292	38,372.52	131.40		

VITA

JIMMIE DARRELL WOLF

Candidate for the Degree of

Doctor of Education

**Thesis:** AN EXPERIMENTAL STUDY INVESTIGATING THE EFFECT OF TEACHING OCCUPATIONAL INFORMATION ON THE LEVEL OF ASPIRATION OF OKLAHOMA VOCATIONAL AGRICULTURE STUDENTS

**Major Field:** Agricultural Education

**Biographical:**

**Personal Data:** Born near Wetumka, Oklahoma, March 13, 1929 the son of John F. and Louise Wolf.

**Education:** Graduated from Wetumka High School, Wetumka, Oklahoma in 1947; received the Bachelor of Science degree with a major in Agricultural Education in May, 1951; completed requirements for the Master of Science degree with a major in Poultry Science in January, 1965; fulfilled the requirements for the Doctor of Education degree with emphasis on Agricultural Education, July, 1966. All three degrees were earned at Oklahoma State University.

**Professional Experience:** Vocational Agriculture Instructor at Agra High School, Agra, Oklahoma, July, 1951 to December, 1954; Vocational Agriculture Instructor at Seminole City Schools, Seminole, Oklahoma, January, 1955 to June, 1958; Poultryman in charge of poultry teaching and research at the Imperial Ethiopian College of Agriculture and Mechanical Arts, Dire Dawa, Ethiopia, as an employee of Oklahoma State University, Stillwater, Oklahoma under their contract with the Agency for International Development, June, 1958 to August, 1962; during this time toured and traveled in 23 foreign countries; Research and Teaching Assistant, Poultry Science Department, Oklahoma State University, September, 1962 to August, 1965; Research Instructor, Poultry Science Department, Oklahoma State University, September, 1965 to August, 1966. Member of Phi Delta Kappa, Oklahoma Education Association, National Education Association, Oklahoma Vocational Association and National Vocational Association.