A STUDY OF BLACK HIGH SCHOOL
STUDENT'S PERCEPTIONS OF
VOCATIONAL AND TECHNICAL
EDUCATION PROGRAMS

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
JOE KING, JR.
1973

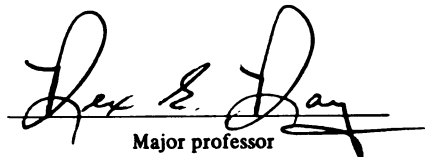This is to certify that the

thesis entitled

A Study Of Black High School Students' Perceptions Of
Vocational and Technical Education Programs

presented by

JOE KING, JR.

has been accepted towards fulfillment
of the requirements for

_____Ph.D.____degree in Voc.-Tech. Educ.

Major professor

Date _May 17, 1973_

O-7639

ABSTRACT

A STUDY OF BLACK HIGH SCHOOL STUDENT'S
PERCEPTIONS OF VOCATIONAL AND
TECHNICAL EDUCATION PROGRAMS

By

Joe King, Jr.

Statement of the Problem

The primary concern of this study was to assess the
attitudes and perceptions of black high school students
toward vocational education. In addition, it sought to
discover differences between the students enrolled in a
vocational program and those who selected not to enroll in
a vocational program. The purposes of the study were
answered in the form of major findings. They are: (1)
descriptive analysis of students and parents, (2) specific
variables relating to students, and (3) hypotheses.

This study was conducted because of the limited
number of black students enrolled in vocational programs at
the high school level, and the felt need to assess the
reasons for rejection of these educational programs.

Methodology

The student population included in this study consists of eleventh and twelfth grade black high school students in four of lower Michigan's public high schools located in the cities of Flint, Lansing, and Muskegon. The survey involved a random stratified sample of 203 students.

The first phase in the study involved an extensive review of the literature related to a theoretical framework of the study, studies of socio-economic status, occupational and educational aspirations of black students, and the training received by black students in vocational education.

The second phase was concerned with the collection of data. The following instruments were used to collect the data: (1) a perception scale was used to assess the perceptions of black high school students toward vocational education, (2) an educational aspiration scale was used to measure the students' educational levels, and (3) an occupational aspiration scale was used to provide information about the students career choice of jobs.

The third phase involved (1) processing and classifying data, and (2) establishing relationships between vocational and non-vocational students' perceptions. The questionnaire was field tested prior to its use. The chi-square test and univariate analysis of variance were used for all statistical analyses.

Major Findings

Descriptive Analysis

The following are findings regarding the descriptive analysis of vocational and non-vocational students: (1) the non-vocational students had higher grade point averages; (2) the educational achievement of most of the students' parents did not go beyond high school completion; (3) the non-vocational students had higher educational and occupational aspirations; and (4) the students had a fairly realistic attitude relative to job expectation.

Specific Variables

The following are findings regarding specific variables relating to the perceptions of black students toward vocational education: (1) vocational and non-vocational students indicated that the black community thinks that vocational education is a valuable and worthwhile educational program; (2) non-vocational students felt that white collar jobs are better than blue collar jobs; (3) vocational and non-vocational students did not consider the working conditions to be bad for vocational jobs; (4) vocational students felt that the merits of vocational education should be made known to more black students; and (5) non-vocational students felt that vocational training was a device used by whites to keep blacks out of higher status jobs.

Joe King, Jr.

Hypotheses

The following are findings regarding the hypotheses of the perceptions of students toward vocational education: (1) vocational students had a more favorable attitude toward vocational programs than non-vocational students, (2) the students did not differ in socio-economic status and their perceptions of vocational education; (3) the students' educational levels did not influence their perceptions of vocational education; (4) the students' occupational aspirations did not differ from their perceptions of vocational education, and (5) both boys and girls tended to have similar perceptions about vocational education programs.

A STUDY OF BLACK HIGH SCHOOL STUDENT'S

PERCEPTIONS OF VOCATIONAL AND

TECHNICAL EDUCATION PROGRAMS

By

Joe King, Jr.

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Secondary Education and Curriculum

1973

ACKNOWLEDGMENTS

This study would not have reached its final stages without the assistance and guidance of many persons. Organizing and completing a dissertation is an individual effort, but it cannot be accomplished without the cooperation and the contributions of a number of people. The author would like to acknowledge the varied efforts of the persons who contributed.

Special appreciation and gratefulness are due to Dr. Rex E. Ray, Chairman of the guidance committee and thesis director, for his show of confidence in this author and for his sound editorial and professional contributions. This writer aspires to be the kind of teacher exemplified by him.

In addition, I would like to thank the members of the guidance committee, Dr. Frank Bobbitt, Dr. Troy Sterns, and Dr. Sigmond Nosow, for their encouragement, understanding, and assistance. Their help was extended in unstinted amounts, not only on the writing, but from the beginning of my graduate program at Michigan State University.

TABLE OF CONTENTS

Chapter   Page

LIST OF TABLES

CHAPTER I

INTRODUCTION

Education continues to assume increasing importance

in today's technological society. It is for this reason

that the federal government has allocated large sums of

money for training and human development in vocational and

technical education programs. Congress allocated over

$800 million for vocational education in the 1972-73 fiscal

year.[1] Existing programs are being expanded and new ones

are being initiated yearly, with additional resources

being directed toward vocational and public education

programs.

There is a growing concern on the part of educators

regarding the perceptions and attitudes of black students

toward education. Indeed, in order to enable public

education to initiate social, cultural, and economic

growth, educators should have a broad perspective of the

---

[1]Rupert N. Evans, Garth L. Mangum, and Otto Pragan, Education for Employment: The Background and Potential of the 1968 Vocational Education Amendment (Ann Arbor: Institute of Labor and Industrial Relations, University of Michigan and Wayne State University, May 1969), pp. 26-42.

perceptions of these students toward traditional education programs.

Industry's increasing need for highly skilled workers has generally left those without skills in a difficult employment situation. The black student's inability to meet the industrial requirements for greater occupational and employability skills hinders him as a worker and citizen. At the same time, the demand for skilled workers is not always met, while large numbers of blacks remain unemployed.

Many sociologists agree that the primary influences on the high school student's attitudes and values come from the family. Sewell stated that attitudes toward education and occupation have been associated with the student's family background.[2] One might then assume that attitudes toward training would be a function of race as well as socio-economic background. It is expected that the perceptions of black students toward vocational education would also be significantly related to sex, socio-economic background, education, and occupational aspirations.

Research results indicate a resistance on the part of black students toward traditional vocational education.[3]

---

[2]William H. Sewell, "Social Status and Educational and Occupational Aspirations," American Sociological Review, Vol. XXII (February, 1957), 67-73.

[3]Meyer Weinberg, W.E.B. DuBois: A Reader (New York: Harper & Row Publishers, 1970), pp. 157-60.

Much of this resistance is attributed to: the tracking of students; theories that Blacks are incapble of learning academic subjects; alienation from certain occupations; the advocacy of manual training for blacks by some educators; and the inability to obtain a job after training.

Federal legislation continues to provide more funds for vocational education which would help inner-city and rural youth in developing necessary occupational abilities in a changing social environment. However, if vocational training is to be meaningful, black youths must derive favorable outcomes from it.

Information about socio-economic status and its use to predict perceptions held about vocational programs should be helpful to educators. Insight into the relationship between parents' perceptions about vocational programs and the perception held by their children also should be useful. If the student's perceptions of vocational education can be predicted from the family background, then school administrators and counselors can be more effective in helping a student choose a career. Since the socioeconomic conditions among parents differ, their perceptions toward vocational programs vary. It is important to understand how economic conditions affect perceptions in order to determine why some students enter vocational programs and others do not.

Some of the complexities facing vocational education today are: increasing enrollment; changes in curricular offerings; and the need for career flexibility to meet the needs of students. School authorities have begun to recognize that the different approaches that are emerging in the schools do not always meet the needs of black students. These observations seem to indicate that sociological factors will continue to influence and mold the development of vocational education. It is clear that a school administrator will need to consider far more than educational theory and labor force statistics in deciding what form, type, and degree of emphasis vocational education should have in his community.

Many educators believe that Blacks are in the professions to stay. Blacks are filling professional positions such as teachers, lawyers, and doctors. However, if one takes a careful look at the overall black populations, he will find mostly unskilled hands. The black man is found in the professional and the unskilled jobs in greater numbers than other minority groups, but there is a "hole" or "vacuum" in the center. Where are the skilled black computer technicians, auto mechanics, electricians, and machine operators? This is not to say that those who are college material should not be pointed in that direction for career development. However, black parents and other adults need reeducation regarding the values of vocational and on-the-job training programs so youths will be

encouraged in the home and community to prepare for blue collar occupations as well as white collar jobs.

The black student's perception of vocational education is very important today. There is no doubt that vocational education is necessary for the non-college bound student in order for him to obtain a job in a highly technological society. But in general, few black students have enrolled in vocational programs in many of the large predominantly black communities.

Due to a scarcity of research and literature on this subject it was necessary to survey a number of studies closely associated with the problem under investigation. One such study by Middleton revealed that Blacks are alienated because "they tend to be treated the same regardless of their education, occupation or reputation by the dominant group."[4] It is believed that subordinate racial status and limited education are strongly associated with the types of alienation to which Blacks have been conditioned.

Smuts stated that vocational training available to black students often takes place in schools where most of the pupils are rejects from other parts of the school system, where the capable student is held back by a

_____

[4]Russell Middleton, "Alienation, Race, and Education," American Sociological Review, XXVIII, No. 6 (December, 1963), 975.

curriculum geared to the abilities of the majority, and in the areas of work traditionally open only to Blacks. Smuts feels that there has been a strong tendency among Blacks to overemphasize the "prestige" occupations, the professions and the white collar jobs.[5]

Brookover stated that in the South "Negro education has been based on the theory that the Negro is incapable of being trained in the academic subjects, and should therefore be equipped with manual skills."[6] Booker T. Washington was one of the early advocates of industrial education for blacks. He stated that black people should be educated for jobs which were open to them.[7] In contrast, W. E. B. Du Bois demanded equality of education at the highest levels as well as vocational training. He felt that the black struggle for equality must come through higher education, and not through training for inferior positions.[8]

The study by Evans suggested that occupational education should not be designed primarily for minority

---

[5]Robert W. Smuts, "The Negro Community and the Development of Negro Potential," Journal of Negro Education, XXVI, No. 4 (Fall, 1957), 76-69.

[6]Wilbur B. Brookover, A Sociology of Education (New York: American Book Company, 1955), p. 123.

[7]Booker T. Washington, Up From Slavery (New York: Doubleday, 1901); Selected Speeches, E. Davidson, 1932, p. 67.

[8]W. E. B. Du Bois, The Souls of Black Folks (16th ed.; Chicago: McClurg, 1928), pp. 41-59, 88-109.

youth. The fact that students of lower ability and from lower class homes are significantly over-represented in vocational education is not necessarily bad if the choice is made by the students and not by the school.[9]

Vocational education has opened many job opportunities to blacks which otherwise might not have existed. On the other hand, its success has been used by the dominant group to justify its claim that the Black was unfit for professional jobs and leadership positions. Black youths today understand the value of a good education and are more likely to become dissatisfied with their own position. It follows that the educated Black is much more likely to demand higher status and equality than those who do not appreciate American values. He is constantly aware that many of the privileges of citizenship are denied him, and he must find ways of resolving these conflicting expectations.

The Problem

Statement of the Problem

This study is concerned with the perceptions of black high school students toward vocational education. It is generally acknowledged that there are many factors involved in the perceptions of students of the general

---

[9]Rupert N. Evans, Foundations of Vocational Education (New York: Merrill Publishing Co., 1971), p. 79.

environment. A number of attempts have been made to describe attitudes of black students in terms of socio-economic status and educational background and to relate differences in achievement and motivation. But very few studies have been conducted on the perception of black students toward vocational and technical education programs. Black students considered in this study are those enrolled and those who elected not to enroll in a vocational and technical education program.

Purpose of the Study

The primary purpose of this study was to measure and record the perceptions of the black student toward vocational and technical education programs, and to compare a selected group of vocational and non-vocational students with respect to their perceptions of vocational education.

Specifically, the major purposes of this study are:

1. To determine if community acceptance influences the student's perceptions.

2. To determine how the black student views vocational education.

Secondary purposes of this study were to analyze certain factors that may contribute to the perceptions of black students toward vocational education. The secondary purposes are:

3. To determine whether vocational and non-vocational students differ in their perception of vocational programs.

4. To determine if socio-economic status influences the participant's perceptions.

5. To determine if educational aspirations affect the student perceptions of vocational programs.

6. To determine if occupational aspirations affect the student perceptions of vocational programs.

7. To determine if males and females differ in their perceptions of vocational programs.

Contributions

It was felt that the finding of this study could make a valuable contribution by: (1) providing a better understanding of vocational education on the part of blacks; (2) providing information about the differing perceptions of students enrolled and those who elected not to enroll in vocational education programs; (3) assisting educators in a better understanding as to why black students resist vocational education; (4) providing school officials a broad perspective of the perceptions and attitudes of black students toward vocational education; and (5) providing information to educators about black students to be utilized in planning and initiating new vocational programs.

Assumptions

The assumptions of the study include:

1. The perception study is only one of the necessary
    procedures in investigating the way black students
    view vocational and technical education programs.

2. While the perception scale (of black students)
    developed herein was designed for a particular
    program, minor changes will make the procedure
    applicable to any vocational program.

3. At the time the instrument was administered, the
    perceptions of the participants toward their
    vocational programs were accurately measured and
    the content of the questions are reliable and
    valid.

4. The questionnaire was administered at or about the
    same time to all students in the testing program
    and the instructions were followed in all cases
    with regard to time and scoring directions.

Limitations

1. This study was limited to the perceptions of black
    high school (eleventh and twelfth grade) students
    in selected Michigan public high school education
    programs.

2. There are certain inherent difficulties in any
    study which attempts to measure, in more than one
    high school, the degree of differences of the
    intellectual and the non-intellectual climate as
    perceived by a random sample of the population.
    First of all, it is difficult to define symbols in
    operational terms. This study analyzed perceptions
    revealed in responses to the instruments used.
    These responses were interpreted to be the per-
    ceptions of those who made the responses.

3. The perception measurement is an indirect process.
    Responses to questionnaire items are easily
    influenced by uncontrolled circumstances; thus,
    the data reflect only estimates of the participants'
    true feelings.

4. There are many human variables connected with
    perception which are extremely difficult to
    compensate for in a study of this kind. Perceptions
    seem to be readily influenced by one's total
    environment and thus are or can undergo constant
    change. However, an attempt was made to incorporate
    the effect on the respondents' perceptions with
    respect to variables such as sex, socio-economic
    status, and educational and occupational aspi-
    rations. Again, there is no guarantee that these

perceptions were not influenced by other more

discriminating variables.

5. The student's perceptions of vocational education

   may be dependent upon what their knowledge and

   understanding of vocational education is as it

   relates to a specific field.

Definition of Terms

Black.--For the purpose of this study an American

born citizen of African descent, sometimes referred to as

"Negro" or "Afro American."

Perception.--The recognition of the significance

(or lack of significance) to man of what his material and

his non-material environment offer him. It includes not

only his perception of separate things and ideas but of

their relationships.[10] It is the meaningful association

and assimilation of possible responses to stimuli in the

environment, as viewed by an individual.

Vocational Students.--Refers to regular status high

school students who have signed up for but who have not

yet attended a vocational-technical education course.

These students are enrollees of the eleventh and twelfth

grade.

---

[10]Elizabeth E. Hoyt, Choice and the Destiny of
Nations (New York: Philosophical Library, 1969), pp.
76-77.

Non-vocational.--All students who are considered to be regular status students in a high school program, but who have not enrolled in a vocational program nor intend to do so. These students are enrollees of the eleventh and twelfth grade.

Vocational education.--An educational program that is organized to prepare students for entrance level occupations or provide training for a specific occupational area. Vocational education supplements and enhances general education for those who want a skill.[11]

Socio-economic status.--The level indicative of both the social and the economic achievement of an individual. The ranking of a particular occupation with all other occupations on the socio-economic index of all occupations.[12]

Aspirations.--The degree to which individual students desire to achieve the behavior specified by the goals of the group. The maximum goal that a person (or a

---

[11]Jerry M. Rosenberg, New Conceptions of Vocational and Technical Education (New York: Teachers College Press, Columbia University, 1965), pp. 8-9.

[12]O. D. Duncan, "A Socio-economic Index for All Occupations," In Occupations and Social Status, edited by A. J. Reiss (Glencoe, Ill.: The Free Press, 1961), pp. 109-61.

group) desires or hopes to reach at any given moment in a specified activity.[13]

Expectations.--The status that the person expects he might achieve with respect to the motive if he does choose a particular course of action among the various alternatives. Consequently, there will be a different expectation level for each alternative he considers.[14]

Occupational Aspirations and Expectation.--For this particular study, occupational aspirations were defined as the occupation or cluster of occupations the individual would like to attain. Occupational expectation, however, refers to the level or cluster of occupations an individual actually believes he will attain.

Organization of the Presentation

This study is organized into five chapters. Chapter I, has presented an introduction to the study, a statement of the problem, the purpose of the study, contribution, assumptions, limitation, definition of terminology, and organization of the thesis.

In Chapter II, the related literature is reviewed. The five part organization of this section will identify

---

[13]Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 378.

[14]Nelson N. Foote, Household Decision-making (New York: University Press, 1961), pp. 204-06.

the major studies providing a theoretical framework for dealing with studies of attitudes and aspirations, and studies related to blacks, and vocational education.

Chapter III outlines the methodological procedure, deals primarily with data collection, procedures for data processing, and classification procedures for analyzing, and interpretating the data.

Chapter IV presents the analysis of the data, and findings of the study, and is organized in three major sections: descriptive analysis of factors relating to vocational and non-vocational students; the perceptions of black students toward vocational education; test of the stated hypotheses; and summary of findings.

Chapter V is a summary of the study. A review of the study is given, implications of the findings are discussed and recommendations are made for additional research.

Summary

The first section of this chapter presented an introduction to the problem being studied by identifying some theories and developments that may have contributed to the attitudes and perceptions of black students.

The second section of the Chapter identified the problem being studied, presented a statement of the purpose of the study, and the contribution it can make toward vocational education. The assumptions underlying the

study, the delimitation, and the definition of the terms
used in the study were then presented.

The third section dealt with an overview of the
remaining chapters and the format followed in the presen-
tation.

CHAPTER II

A REVIEW OF RELATED LITERATURE

Introduction

There is a dearth of research devoted specifically
to the perception of vocational education by black students.
Consequently, it was necessary for this writer to rely
heavily on material relating to the over-all perception of
black students toward occupational education and social
determinants of society. Assuming that the student's
perception was greatly influenced by his life's experiences,
it was generalized that these same experiences were
instrumental in influencing his perception of vocational
education.

Only in recent years has there been any significant
amount of research conducted related to this area. In
1971, Feldman reported that no systematic studies had been
done relating to the perceptions of the black youth.[1] None
seem to have addressed themselves specifically to the
perceptions of black students toward vocational education
utilizing the theoretical framework as used in this study.

---

[1]Marvin Feldman, "The Schools and All of Us Fail the
Poor," Opportunity, I, No. 9 (December, 1971), 32-34.

17

As in the case with the occupational and educational aspiration studies of Blacks, results tend to show Blacks as having lower aspirations than whites. However, some studies have shown little difference. Nevertheless, the research is so scant it serves to give indications and possible direction for further research.

The review of literature serves two purposes in this study. Its first function is to provide a background of knowledge on which the study can build. This function is traditional. The second function is to provide a basis from which questions related to student attitudes and perceptions can emerge. For the purpose of this study, primary emphasis was placed upon a review of the literature where psychological and sociological approaches were utilized.

To accomplish its twofold purpose, the review will be organized into six sections as follows: (1) literature providing a theoretical framework for the study, (2) a review of the basic approaches for the study of socio-economic background, (3) studies of occupational aspirations, (4) studies relating to educational aspirations, (5) development theories, and (6) a review study dealing with Blacks and vocational education.

Literature Providing a Theoretical Framework for the Study

The works of a number of educational psychologists and sociologists provided a theoretical basis for this

investigation. It is believed that self perception was born in social interaction. Beginning with an analysis of a concept, Mead offers some insight into the phenomena of perceptions when he stated:

> . . . that the individual self is something which has a development; it is not initially there, at birth, but arises in the process of social experience and activity, that is, develops in the given individual as a result of his relations to that process as a whole and to other individuals with that process.[2]

Mead feels that an individual's perceptions of how others view him and how he sees others is the foundation on which perceptions of society are formed.[3] It was also felt by authorities that the individual's self concept is enhanced by how others perceive him. Additional factors in the development of perceptions are the prevailing attitudes and values held by the social groups to which the individual belongs or associates. The influence of the total social environment on the development of the self was considered by Mead to be the effect of the "generalized other." He further felt that one's perception of school programs is heavily influenced by the "generalized other" in society.

It is assumed that one's perceptions will change, but there are dominant trends that remain somewhat constant over many years. Change is caused primarily by the fact that man's relationship with others does change as

---

[2]George Herbert Mead, Mind, Self and Society (Chicago: University of Chicago Press, 1934), p. 135.

[3]Ibid., p. 154.

do his perceptions of himself and his place in society. Mead has suggested that perceptions are multi-faceted and that the many components of one's perceptions are derived from the following: (1) perceived perceptions as to how others perceive him, (2) actual perceptions that others have of him, and (3) perceptions of others as to how he perceives himself.[4]

It appears reasonable to assume, as Mead does, that among the persons with whom one interacts, some persons and groups will have greater influence on the individual than others. As a result, the way these persons and groups perceive him will be more important to him than to others. The individual as an "object" becomes the perception the person has of how others in his life perceive him.

While most sociologists and psychologists agree that others influence the way one perceives things, the "perceptual field" is determined by the manner in which a person perceives things himself. This means that even if "everyone" thinks you are a good person, if you perceive yourself as not being a good person, this will be your attitude. Combs and Snygg describe it this way.

> People do not behave according to the facts as others see them. They behave according to the facts as they see them. What governs behavior from the point of view of the individual himself are his unique

---

[4]*Ibid.*, p. 138.

perceptions of himself, the world in which he lives, and the meaning things have for him.[5]

Combs and Snygg are willing to accept the idea that the individual is primarily the product of interaction. They feel that one's view of himself can be explained through individual isolation:

> The self is essentially a social product arising out of experience with people. Although some of the individual's experience of self may be achieved in isolation from other people, by far the greater portion of his self arises out of his relationship with others. Human personality is primarily a product of social interaction.[6]

Combs and Snygg take the position that each man is always seeking adequacy through his behavior.[7] The idea that a man's behavior is directed toward adequacy is also a major premise of such leading sociologists and psychologists as the late Abraham Maslow,[8] Carl Rogers,[9] and Arthur Jersild.[10]

Vocational choices may be considered a complex stimulus situation to which an individual responds. He

---

[5]Arthur Combs and Donald Snygg, Individual Behavior (New York: Harpers, 1959), p. 17.

[6]Ibid., p. 134.   [7]Ibid., p. 136.

[8]Abraham H. Maslow, Motivation and Personality (New York: Harper and Row, 1970).

[9]Carl R. Rogers, A Therapist's View of Personal Goals (Willingford, Pa.: Pendle Hill, 1960), p. 9.

[10]Arthur J. Jersild, Child Psychology (Englewood Cliffs, N.J.: Prentice Hall, 1968), p. 22.

reads about the occupation, sees men working at it,

encounters certain relationships with people and machinery,

hears people talking about it, discovers that the community

endows it with certain status, and gradually forms certain

attitudes and concepts relating to the occupation.

The period in one's life during which the individual

forms attitudes or concepts about an occupation or other

types of stimuli is described by Raylesberg as the stage of

perception, the way the person "sees" the stimulus.[11] It

has been demonstrated that the psychological processes of

perception, judgment, attitude formation, and in fact, all

cognitive processes occur within referential frameworks.[12]

After summarizing a considerable amount of research data to

support this thesis of the selective nature of perception,

Sherif and Cantril conclude that:

> A frame of reference is involved in perception and
> judgmental activity . . . the term "frame of reference"
> is simply used to denote the functionally related
> factors (present and past) which operate at the moment
> to determine the particular properties of a psycho-
> logical phenomenon, such as perception, judgment, and
> affectivity.
> The literature of social psychology is ripe with
> data which support the formulation reached from our
> survey of general psychology: that perception and
> judgment are selective and occur within a referential
> framework, that frames or points of reference are

---

[11]Daniel D. Raylesberg, "Personal Values in the Perceptions of an Occupation," Published Thesis (New York City: Teachers College, Columbia University, 1949), p. 4.

[12]Ibid., p. 5.

inevitably established if an individual repeatedly faces the same stimulus situation.[13]

The frames of reference in judgments about occupations have been demonstrated in several studies. Osgood and Stagner revealed that college students tend to establish a prestigious frame of reference in making their judgments of different occupations on a series of gradients.[14] Kay attempted to measure the effect of personal frames of reference (liking for occupations and effective experiences with occupations) on the ranking of several occupations on a series of characteristics. She found some evidence for the operation of personal frames of reference, although she concluded that the social norm was more operative as a reference frame than were personal ones.[15]

David and Lang[16] found that student's perceptions of their teacher's feeling toward them correlated positively and significantly with the student's self perceptions. Also, they found that the more positive the student's

[13]M. Sherif and H. Cantril, The Psychology Ego-Involvement (New York: Wiley, 1947), p. 60.

[14]C. E. Osgood and R. Stagner, "Analysis of a Prestige Frame Reference by a Gradient Technique," Journal of Applied Psychology, XXV (1941), 275-90.

[15]Lillian W. Kay, "The Relation of Personal Frames of Reference to Social Judgments," Architectural Psychology, No. 283 (1945), 19-23.

[16]H. H. Davidson and G. Lang, "Children's Perceptions of Their Teacher's Feeling Toward Them Related to Self-Perceptions, School Achievement and Behavior," Journal of Experimental Education, XXIX (December, 1960), 107-18.

perceptions of their teacher's feelings, the higher their classroom achievement.

Socio-Economic Status Studies

The studies reviewed in this thesis would seem to indicate that black students, in general, aspire to high level occupations. There is often a wide discrepancy between their aspirations and the employment patterns of their parents. Smith indicated that this was due to a desire to escape from the present status. He observed that among his sample of black high school students, those from families of the upper or middle social classes generally chose definite professional jobs. Lower class youths were more indefinite. They wanted just "good jobs."[17]

Many references in this study allude to work written many years ago. It was necessary because this writer believes that these materials greatly influenced the present perceptions Blacks have of vocational education. It is a basic tenet from which this work proceeds, there-fore, the works of these men are as timely and significant as the work of more recent authors who have endeavored to explore the attitudes of Blacks toward vocational and technical education.

---

[17]Benjamin F. Smith, "Wishes of Negro High School Seniors and Social Class Status," Journal of Educational Sociology, XXV (April, 1952), 466-75.

Frumkin conducted a study, utilizing 1950 data which demonstrated how occupation is related to the social class position of Blacks in New York City and suggested some consequences of the problems faced by Blacks. His findings verify that there are large differences in the occupational status of the white and black worker. About 20 per cent of the employed male black workers held white-collar positions as contrasted to 42 per cent of the white male workers. Approximately 6 per cent of the black female workers were employed in white-collar jobs as compared to 16 per cent white female workers. Frumkin indicated that one of the most closely related factors affecting socio-economic status is education. The more education an individual has the better are his chances for occupying a more favorable status in present day society.[18]

Blalock, in a similar study with 1950 data, found that in metropolitan areas with a population of 100,000 or more people, the percentage of Blacks and the black-white income difference were positively, though moderately, correlated, both in the South, North, and the West.[19] Blalock also found positive associations between percentage of non-white and white differences in several status

[18]Robert M. Frumkin, "Current Trends in Negro Education," The Journal of Negro Education, XXVIII, No. 1 (1958), 62-65.

[19]Hubert M. Blalock, "Economic Discrimination and Negro Increase," American Sociological Review, XXI (October, 1956), 484-588.

variables, including education, income, and home ownership. However, the occupational gap was not associated with the percentage of non-whites.[20]

The United States Department of Labor reported that the changing occupational structure of the economy will work to the benefit of the non-white, since by and large the occupations in which they are now concentrated will grow more slowly than other occupations. The report stated clearly that:

> The non-white workers will have to gain access to the rapidly growing skilled and white collar occupations at a faster rate than in recent years if their unemployment rate is to be brought down toward the same level as that of white workers.[21]

An interesting sidelight of a study conducted by Glenn was that the most important influence on the status of the American black is the number of Blacks in a given locality relative to the number of whites in the same area. The survey provides little evidence to support the widely held belief that a more nearly even distribution of the black population in the United States in itself would appreciably aid black advancement. Glenn felt that the concentration of Blacks apparently is not high enough in

___

[20]Hubert M. Blalock, "Percent Non-White and Dis-criminations in the South," American Sociological Review, XXII (December, 1957), 677-82.

[21]Joe L. Russell, "Changing Patterns in Employment of Nonwhite Workers," Monthly Labor Review, LXXXIX (May, 1966), 508-09.

most northern and western urbanized areas to impede black

progress, if the blacks are properly trained.[22]

Turner, in an analysis of the 1940 census data for

large non-southern cities, found that the difference

between black and white unemployment was generally greater

in cities with a small percentage of Blacks but that the

black-white occupational gap was generally smaller where

Blacks were a large proportion of the total population.[23]

Radin and Ramii did a study that appears to have

important implications for educators struggling to intervene

in the well known cycle of unemployment-deprivation, school

failure, school dropout and unemployment of black students.

The middle-class mother, who believes in exposing children

to challenging situations and supporting them in coping

with these challenges is compared to the lower-class mother

who believes in protecting her children from the problems

of society, which she views with suspicion. The middle-

class mother allows her youngsters to express their

thoughts and make decisions. The authors felt that this

kind of environment produces children who have a high

---

[22]Norval D. Glenn, "Negro Population Concentration and Negro Status," Journal of Negro Education, XXXVI, No. 4 (Fall, 1967), 67.

[23]Ralph H. Turner, "The Relative Position of the Negro Male in the Labor Force of Large American Cities," American Sociological Review, XVI (August, 1951), 527-28.

probability of success in school and in the employment world.[24]

Bernstein's study points out the relationship between the family's power structure and the cognitive development of children. If the family is authoritarian, as in the Negro matriarchy, there is little incentive for the child to develop verbal skills because there is no discussion of issues nor opportunities to exert influence. Whereas, in a democratic family, it pays to learn how to communicate with others. The latter is the best environment for language development in the young.[25]

The conclusions drawn from this particular study were that the concerns of black youths are acquired, and result largely in social learnings. Ideals, hopes, wishes, interests, and attitudes are picked up through membership in a neighborhood, family, or social group. They are environment teachings. Before teachers can motivate students to learn, they must understand the psychological teaching to which each has been exposed. It was further suggested by Smith that those who are engaged in the training of black students should commit themselves

_____

[24]Norman Radin and Constance K. Kamii, "The Child-Rearing Attitudes of Disadvantaged Negro Mothers and Some Educational Implications," The Journal of Negro Education, XXXIV, No. 2 (Spring, 1965), 52.

[25]B. Bernstein, "Social Class and Linguistic Development," In Society, Economy and Education, edited by A. Anderson, J. Floud, and H. Halsey (Glencoe, Ill.: Free Press, 1961), 121-130.

to developing a curriculum based upon the needs of the individual students.[26]

Gribbans and Lohnes conducted an extensive study of the impact of socio-economic factors upon the educational aspirations of students. An analysis of the socio-economic level of tenth and twelfth grade students shows that those in the lower socio-economic group do not have high aspirations. It appears that parents, schools, and other forces in society are doing a good job of encouraging bright students to take advantage of the opportunities available to them. On the other hand, it appears that too little time and attention is directed toward the less academically able or non-college bound students.[27]

In the relationship between socio-economic factors and aspiration level behavior, it is not difficult to determine which is cause and which is effect. Gould believed that: "It is whether the present is regarded as a success or as a failure, and the reaction to it that constitute one's attitude toward the future."[28]

[26]Benjamin F. Smith, "Wishes of Negro High School Seniors and Social Class Status," Journal of Education Sociology, XXV, No. 1 (April, 1952), 466-75.

[27]Warren D. Gribbons and Paul R. Lohnes, "A Five-Year Study of Student's Education Aspirations," Vocational Guidance Quarterly, XV, No. 1 (September, 1966), 66-69.

[28]Rosalind Gould, "Some Sociological Detriments of Goal Strivings," Journal of Social Psychology, XIII (1941), 461.

Counts conducted a study with eleventh and twelfth grade students on the status of forty-five different occupations. He concluded that there are clear-cut differences in the social status of occupations. Some occupations receive a much higher social rating than other occupations. If an occupation carries great social prestige, it is certain to attract students into its ranks.[29] This investigation would suggest that high school students tend to aspire to the professional occupations because they are sensitive to social judgments and recognize the prestige attached to these occupations.

> In our society, in spite of what is said about the dignity of labor, many occupations which are clearly necessary to the promotion of the common good are stamped as unworthy and are thus given an essentially negative social standing.[30]

In most of the literature studied, the level of aspirations of the students were much higher than was represented by the socio-economic status of their families. According to Waters, the large size and the low economic status of the families will place certain limitations upon the fulfillment of these aspirations particularly where further training is necessary.[31]

---

[29]George S. Counts, "The Social Status of Occupations," School Review, XXXIII, No. 1 (1925), 16-27.

[30]Ibid., p. 17.

[31]E. Worthington Waters, "Vocational Aspirations, Intelligence Problems and Socio-economic Status of Rural Negro High School Seniors on the Eastern Shore of Maryland,

Studies of Occupational Aspirations

A number of studies by sociologists and psycho-
logists in recent years have thrown considerable light on
some of the factors which influence occupational aspirations
of black youth. A brief review of the evidence taken from
selected studies follows.

Sewell and Orenstein suggest that a boy from a
family with a father who pursues a low status occupation
tends to aspire to a low status position because

> . . . his intimate adult contacts are restricted to
> those in lower-status occupation positions. Lower
> status adults lack intimate and detailed knowledge of
> the activities of high-status persons to pass on to
> the lower status youth. They also have lower economic
> aspirations for themselves and recommend lower status
> occupations to others.[32]

Henderson has indicated, however, that lower class
black students aspire to higher occupational levels than
their parents. Social and ethnic characteristics should
not prevent lower class black students from aspiring to
higher occupational goals. Henderson argues that a
student's level of aspiration is formed around his social
situation. There are large numbers of Blacks from lower

Their Implications for Vocational Guidance," The Journal of
Negro Education, XXIII, No. 1 (1954), 502-05.

[32]William H. Sewell and Alam M. Orenstein, "Com-
munity of Residence and Occupational Choice," American
Journal of Sociology, LXX, No. 5 (March, 1965), 551.

class families who aspire to higher and lower levels of occupations depending upon their social conditioning.[33]

It is also believed that students will have higher occupational aspirations when the community aspires to higher goals and values. In such instances, students' aspirations can be reinforced when parent, teacher, and close friends encourage high goals and status for the students within the community. For example, Hoyte conducted a study among black students who had similar educational, economic and social conditions in eight high schools in Indiana and Kentucky to determine the occupational choices and the factors affecting these choices. The findings and conclusions were as follows:

> (1) The agencies influencing the occupational choices of the pupils were more important than their reasons for choosing the occupations. The agencies most frequently mentioned were: a. school activities, b. parent's desires, c. teachers, and d. friends.
> (2) The fact that the occupations of the fathers were not chosen by the sons indicates that parental influence ranked low as an agency in forming the pupil's occupational choices, and
> (3) The number of black students who are entering the professional fields and who continue to make choices in the professional fields present a real challenge to the schools.[34]

In a study involving thirty-eight Negro schools in North Carolina, Mebane discovered that the most popular

---

[33]George Henderson, "Occupational Aspiration of Poverty-Stricken Negro Students," Vocational Guidance Quarterly, XV, No. 1 (1966), 52-63.

[34]Charles Hoyte, "Occupational Interests of Negro High School Boys," The School Review, XLIV (January-December, 1936), 34-40.

choices were on the professional level. The number of choices of trades and business occupations were proportionately small, and the clerical group of occupations was the second choice of the girls.[35] A study done by Parks in the Louisville schools showed that these high school students also made choices in the professional fields. However, the level of student choice was out of proportion to the opportunities available to them in these fields.[36]

An analysis by Lawrence of the professional aspirations of black students revealed the same picture that has often been reported in educational circles: a majority of youth seek careers in those areas which offer a maximum of social prestige as well as adequate financial return.[37]

Uzell found in his study a significant relationship between the level of aspiration of black male high school students and parents' educational level. Lack of money and inadequate preparation were mentioned most frequently as

_____

[35]E. A. Mebane, "Vocational Choices of Secondary Students in the Negro Accredited High Schools of North Carolina" (Greensboro, N.C.: Agricultural and Technical College, 1928-29), 21.

[36]M. Parks, "Occupational Survey of Negro High School Students" (Unpublished Ph.D. dissertation, University of Kentucky, 1929), 53.

[37]Paul F. Lawrence, "Vocational Aspirations of Negro Youth of California," Journal of Negro Education, XIX, No. 1 (Winter, 1950), 47-56.

difficulties which respondents expected to encounter in seeking preferred occupations.[38]

Reissman, looking at still another approach to aspirations, investigated the effects of aspirations. The study was concerned with adult aspirations as they relate to social class. The population involved was a group of policemen attending a technical school. It was concluded that lower status individuals held lower levels of aspiration than higher status individuals.[39]

Sociological and psychological characteristics tend to produce the experience of success in occupationally related areas of behavior found to be associated with levels of aspiration. Gribbons and Lohnes disclosed findings of longitudinal research over a five-year period and reported that adolescents with slightly above average intelligence tended to have a more realistic level of aspirations. However, over half the youngsters classified as having IQs below 105 persisted in their preferences for the professions.[40] Swinehart reported that in terms of

---

[38]O. Uzell, "Occupational Aspirations of Negro Male High School Students," Sociology and Social Research, XLV, No. 2 (1961), 202-04.

[39]Leonard Reissman, "Levels of Aspirations and Social Class," American Sociological Review, XVIII, No. 3 (1953), 83.

[40]Warren D. Gribbons and Paul R. Lohnes, "Occupational Preferences and Measured Intelligence," Vocational Guidance Quarterly, XIV (Spring, 1966), 211-14.

intellectual, socio-economical and educational levels,

students whose aspirations led them to enroll in post-high

school programs were on a level between those who terminated

their education at high school or before and the ones

attending colleges and universities.[41] Farquhar and Payne

found that motivational elements common to academic

achievement function similarly in occupational aspi-

rations.[42] The effects of fear of failure in social

organization of occupational aspirations were studied by

Burnstein. He believes that as fear of failure increased,

the prestige of the occupation to which the individual

aspired tended to decrease.[43]

In an earlier study, Clark focused on the social

and cultural restrictions on the occupational aspirations

process.[44] He compared inner-city children in grades

three through six with a group from suburbia and concluded

---

[41]James W. Swinehart, "Socio-economic Level, Status
Aspiration, and Maternal Role," Journal of Negro Education,
XXVIII, No. 3 (1966), 391-99.

[42]William W. Farquhar and David A. Payne, "Factors
in the Academic-Occupational Motivations of Eleventh Grade
Under- and Over-Achievers," Personnel and Guidance Journal
(November, 1963), 245-51.

[43]Eugene Burnstein, "Fear of Failure, Achievement
Motivation, and Aspiring to Prestigeful Occupations,"
Journal of Abnormal and Social Psychology, LXVII (August,
1963), 189-93.

[44]Edward T. Clark, "Influence of Sex and Social
Class on Occupational Preference and Perception," Personnel
and Guidance Journal, XLV (January, 1967), 440-44.

that middle-class boys and lower-class girls express a significantly greater preference for white collar and professional occupations. Nevertheless, in their perceptions of occupations, both lower-class boys and girls were significantly less able to supply appropriate job titles to stimulus figures; suggesting that some job models lack relevance for young people who are economically disadvantaged.

Fitchett, looking at another approach to occupational aspirations, found that the black college student restricts himself to too few vocations, concentrating mostly in the teaching professions. Occupational preferences seem to be based largely upon or determined by the occupational patterns of the community. The fields of work in which the parents are engaged seem to have a minor influence upon the occupational preferences of their children.[45]

The influence of the father's occupation on the occupational aspiration of their sons was the focus of research by Kroger and Louttil.[46] Their investigation supports earlier studies that a very small number of boys,

[45]E. Horace Fitchett, "The Occupational Preferences and Opportunities of Negro College Students," Journal of Negro Education, VII, No. 4 (October, 1938), 498-513.

[46]Robert Kroger and C. M. Louttit, "The Influence of Father's Occupation on the Vocational Choices of High School Boys," Journal of Applied Psychology, XIX (1935), 203-13.

while in high school, desire to follow their father's occupation. In fact the larger percentage choose an occupation at a higher level than that of their father. Nearly 70 per cent of the boys wanted to engage in work that is represented by only 35 per cent of the present gainfully employed population. Grunes feels that this factor is evidence of a lack of realistic thinking which at the same time reveals some common misperceptions of high school students.[47] Welch reached this same conclusion when he interviewed 500 high school students and found that crystallized viewpoints exist toward occupations and clear lines of demarcation are established with regard to occupational social status. Occupations at the professional level were ranked highest, while those at the semi-skilled and unskilled levels were ranked lowest.[48]

Gardner feels that a person's level of aspiration is formed in a social situation.[49] He insisted that there is only one definition of the term "level of aspirations" and states that, "It can only refer to a quantitative

---

[47]Willa F. Grunes, "On Perception of Occupations," Personnel and Guidance Journal, XXXIV, No. 5 (1956), 276-79.

[48]Mayron K. Welch, "The Ranking of Occupations on the Basis of Social Status, Occupations, XXVII, No. 4 (1949), 237-40.

[49]John W. Gardner, "The Use of the Term 'Level of Aspiration,'" The Psychological Review, XXXXVII, No. 1 (January, 1940), 59-67.

indication which an individual makes concerning his future performance in an activity."[50]

It is concluded from these reviews that the forces operating in the development of occupational aspiration among black students in the past have manifested some differences both in kind and degree from those operating for white students. As Smith and Abramson stated in their study, "it seems highly probable that the two racial groups in the United States are becoming psychologically and sociologically more integrated."[51] These studies would seem to imply that until such psychological differentiation no longer exists, counseling programs must be adapted to meet the specific needs of black students in a time of expanding job opportunities.

Educational Aspiration

A review of these studies would suggest that the level of one's educational aspirations is contingent upon the availability of opportunities and experiences within one's general environment.

A number of studies by sociologists and social scientists in recent years have thrown considerable light on some of the factors which influence the educational

---

[50]Ibid., p. 58.

[51]Howard P. Smith and Marcia Abramson, "Racial and Family Experiences: Correlates of Mobility Aspirations," Journal of Negro Education, XXXI (Spring, 1962), 119.

aspirations of black students. For example, Herriott
found that boys have higher educational aspirations than
girls, children from educated parents have higher aspi-
rations than children of less educated parents, and
students of high income parents have higher aspirations
than students of lower-income parents. Some of the
determinants of educational aspiration are variables such
as: sex, family education, family income, and significant
others. A significant factor in Herriott's study was that
a student's environment can have considerable influence
upon his educational aspirations. For example, the
perceived expectations of a best friend or a senior high
school counselor had the most influence upon educational
aspirations.[52]

In a study of the relationship between educational
aspirations and expectations of high school students,
Slocum reported that a substantial proportion of these
students tend to revise their expectations upward as
compared with their educational aspirations.[53] The same
phenomenon has been observed with respect to educational
expectations, although the downward revision tends to be

---

[52]Robert E. Herriott, "Some Social Determinants of
Educational Aspiration," Harvard Educational Review, XXXIII,
No. 2 (1963), 157.

[53]Walter L. Slocum, "Occupational and Educational
Plans of High School Seniors From Farm and Non-Farm Homes,"
Washington Agricultural Experiment Station Bulletin,
No. 564, February, 1956.

less drastic. For example, a study in the State of Washington revealed that 72 per cent of sophomore, junior, and senior girls in thirty rural high schools aspired to attend college and 65 per cent indicated that they expected to attend. Comparable figures for boys were 77 per cent and 75 per cent, respectively.[54]

It is interesting to note the discrepancy of findings relative to educational aspirations, preferences, and their relationship to the socio-economic status of parents. Researchers have found positive correlation between the level of aspirations and socio-economic status of the parents.[55] Other studies, however, indicated no relationship existed between these same two factors.[56]

Antonovsky's study in 1958 was concerned with questions relating to class and social aspirations of lower

---

[54]Walter L. Slocum, "Educational Aspirations and Expectations of Students in Rural Washington High Schools" (Washington State University: Department of Rural Sociology, Research Center, College of Agriculture, October, 1967), pp. 18-20.

[55]See Raymond A. Mulligan "Social-economic Background and College Enrollment," American Sociological Review, XVI (April, 1961), 188-96; cf. J. L. Lowe, "Educational and Occupational Aspirations of High School Seniors" (Unpublished Ph.D. dissertation, University of Missouri, 1962), p. 2614; cf. M. B. Smith, "Interpersonal Influence on the Occupational and Educational Aspirations and Expectations of Sixth Grade Students" (Unpublished doctoral dissertation, Michigan State University, 1961), p. 71.

[56]See Max Weiner and Marion Graves, "A Study of the Educational and Vocational Aspirations of Junior High School Pupils From Two Socio-Economic Levels" (White Plains, N.Y.: Board of Education, 1961), p. 19.

and middle-class high school students. The findings
clearly showed that middle-class whites have higher level
aspirations and expectations than the black and Puerto
Rican groups tested. The lower class Puerto Ricans tended
to have a relatively low aspiration level. There is
substantial similarity in pattern responses of the three
groups; the Negro, the lower-class white, and the middle-
class Puerto Rican. Comparisons of Negro and white boys
only, holding class constant, does not change the picture.
The white middle-class boys had consistently higher
aspirations than the other two groups, which do not differ
from each other. However, according to Antonovsky, there
are marked similarities among middle- and lower-class
Negroes, middle-class Puerto Ricans, and lower-class
whites.[57] However, in contrast to this, Cosby reported
that black high school students had a higher level of
aspiration in the majority of comparisons between groups
with similar socio-economic backgrounds. He stated that
there are at least three explanations that can account for
the differences between findings in this research and
prior studies:

(1) In some of the previous studies controls were not
applied, and the analysis did not advance beyond the
simple bivariate table; (2) several of the studies

[57]Aaron Antonovsky, "Aspirations, Class, and
Racial Ethnic Membership," Journal of Negro Education,
XXXVI, No. 4 (Fall, 1967), 385-93.

focused on rather limited segments of the youth population rather than a broad cross section; and (3) there may have been a change in the aspirations of black students in the time interval between studies.[58]

For example, the Civil Rights movement, change in attitudes toward black pride and consciousness may have had an effect.

Sewell, Haller, and Straus, in their study of educational aspiration, concluded that the apparent effects of social status on levels of educational and occupational aspiration are not due simply to the common relationship of these variables to intelligence; although, intelligence is related to both types of aspirations.[59] However, this study lends support to the sociological claim that values specific to different status positions are important influences on levels of educational and occupational aspiration. Status was far more important than intelligence in aspiration levels among both white and black students.

A survey of 1,000 ninth grade students in poor, semi-industrial cities in New Jersey was conducted by Stephenson. In each case, the position of the student (sex, race, class) in the social environment was reflected in his stated choice of future plans. This pattern is

[58]Arthur Cosby, "Black-White Differences in Aspirations Among Deep South High School Students," Journal of Negro Education, XL, No. 1 (Winter, 1971), 17-21.

[59]William H. Sewell, Archie O. Haller, and Murray A. Straus, "Social Status and Educational and Occupational Aspiration," American Sociological Review, XXII, No. 1 (1957), 67-73.

repeated when Blacks are compared with whites and appear to be magnified by the fact that blacks at each group level tend to plan lower and are less certain about their future plans than whites. The pattern of choice strongly suggests that these youths hold a relatively common perception in the aspiration dimension of mobility orientation, but that the expectation dimension is more sharply differentiated by their general position in the social system in which class is significant.[60]

Kohl stated that there was a general way of life which identified the lower class and "common man boys" class.[61] Some were happy with that way of life, while others were not. He felt that,

> . . . parents who were discontented tended to train their sons from the earliest years of grammar school to take school seriously and use education as the means to climb into the middle-class. Only sons who internalized such values were sufficiently motivated to overcome the obstacles which faced the common man boys in school; only they saw a reason for good school performance and college aspirations.[62]

Miller, in a more recent investigation, made the following statement that indicates improvements in black education will depend upon a recognition of its inferior

---

[60]Richard M. Stephenson, "Mobility Orientation and Stratification," American Sociological Review, XXII, No. 2 (1957), 204-12.

[61]Joseph A. Kohl, "Educational and Occupational Aspirations of "Common Man" Boys," The Harvard Educational Review, XXIII (January-December, 1953), 186-203.

[62]Ibid., p. 187.

quality and upon concerted efforts toward the elimination

of the deficiencies.

> The whole nation feels the effects of the inferior
> education provided to the Negro in the South, the
> migration of Negroes into all sections of the country
> have spread the problems of low education and the lack
> of skilled training. The future of the country must
> be identified with its ability to utilize the brains
> and skills of its forgotten black child, the major
> portion of whom are found in the South.[63]

Civil Rights proponents point out that education in

segregated circumstances makes it impossible to provide

full or adequate educational opportunity. Many problems

resulting from segregation are apparent. Karon concludes

that:

> Education seems to some Negro children to be unrelated
> to any meaningful part of their environment, and
> especially to their experiences at home. They become
> totally uninterested in education and the school,
> consequently, may be unable to reach them.[64]

Antonovsky and Lerner concluded that the black

student responses to their study may be due to the

following factors:

> (1) Though the black youth do not have personally-
> known models of high status with whom they can identify,
> many of them have been subjected to an important
> pressure; the traditional stress within the black
> community, great men like George Washington Carver,
> Paul L. Dunbar, and Ralph Bunche. Success to the
> Black youth can only mean to achieve highest status.
> (2) It is quite unrealistic for the black youth in
> particular, to seek success through the skilled

---

[63]Carroll L. Miller, "Educational Opportunities
and the Negro Child in the South," Harvard Educational
Review, XXX, No. 3 (Summer, 1960), 186.

[64]Bertram P. Karon, The Negro Personality (New
York: Springer Publishing Co., 1958), p. 33.

trades, small business outside the black community, or corporate hierarchies.[65]

The black youth is well acquainted with discrimination in these areas. If he is to succeed, then he must seek success through education and the professions.

It would appear that a young person's level of aspiration is contingent upon his frame of social reference.[66] However, there are lower-class blacks who maintain high or low levels of aspiration, depending upon their social conditioning. The major differences between middle- and lower-class blacks does not appear to be their achievement motives but their structural opportunities to achieve their goals.[67]

Blalock presented a speech on a possible course of action for a "vicious circle." One important reason the black students have not properly trained themselves to qualify for skilled positions, is that:

> They have few job incentives, they have followed the path of least resistance in high school and have enrolled in the easiest curriculum, and obtained relatively poor grades. Only a handful take shop

---

[65]Aaron Antonovsky and Melvin Lerner, "Occupational Aspirations of Lower Class Negro and White Youth," Social Problems, VII, No. 2 (Fall, 1959), 61.

[66]Regina M. Goff, "Some Educational Implications of the Influence of Rejection on Aspiration Levels of Minority Group Children," Journal of Experimental Education, XXIII (1954), 181-82.

[67]Rosalind Gould, "Some Sociological Determinants of Goal Striving," Journal of Social Psychology, XIII (1941), 461-73.

training or secretarial courses in spite of the great demand for persons with such training.[68]

Blalock pointed out that after several Blacks have been placed in jobs of this vicious circle, these young people may serve as models to motivate other Blacks who may be encouraged by the fact that other groups have taken similar positions.[69]

Young, in testimony before a Congressional Committee, observed that:

> People are moved by example, not exhortation. Therefore, some Negroes now study political science because of Ralph Bunche and some Negroes aspire to baseball because of Jackie Robinson, and a Negro like Sidney Poitier can win an Oscar once he's given the chance to act.[70]

The future will undoubtedly see increasing numbers of blacks providing examples of achievement in various fields. Until then, helping the black youth become aware of new opportunities that now exist and those that will be opened to him by the time he completes his education, to a large extent, will be the challenge of the school programs. The studies mentioned would seem to indicate that until such psychological differentiation no longer exists,

---

[68]Hubert M. Blalock, Jr., "Educational Achievement and Job Opportunities," Journal of Negro Education, XXVII, No. 4 (Fall, 1958), p. 32.

[69]Ibid.

[70]Whitney M. Young, Executive Director, National Urban League, "The Washington Post" (April 14, 1964), p. 1.

school programs must be adopted to meet the specific needs

of black youth in a time of expanding job opportunity.

Drucker stated that a two-pronged effort is

needed:

> (1) Immediate mass production and craft jobs for
> Blacks, and (2) a massive effort to find, identify,
> develop, and place the largest number of black
> "knowledge workers" as early as possible.[71]

This kind of effort would include working with both boys

and girls at the elementary grade levels, helping the

youngest explore careers and making plans for their careers

and exposing them to opportunities and acceptable models

within the communities. Kievit felt that,

> In a society where employment opportunities and
> vocational education for the widest range of occu-
> pations has been preferentially granted to white males,
> will these opportunities be extended to all, irre-
> spective of sex, race, or ethnicity and with sufficient
> ingenuity and perserverance to make equal opportunity
> in fact prevail.[72]

According to Britts, all youth have problems of

growth and development. The challenge lies in channeling

their energy and enthusiasm toward things leading to

responsible citizenship. This can be done if counselors

and educators are willing to serve three basic needs:

> (1) A general public change in certain modes of
> thinking concerning minority youth in this day of
> enlightenment,

---

[71]Peter F. Drucker, The Age of Discontinuity (New York: Harper and Row, 1968), p. 83.

[72]Mary Bach Kievit, "Social Issues Confronting Vocational Education," American Vocational Journal, XXXVI, No. 9 (1971), 15-17.

(2) A stronger emphasis on vocational skills for those who can benefit from them, and
(3) Some straight thinking concerning the social aspect of our society, with appropriate changes.[73]

Blacks and Vocational Education

There have been some very interesting discussions about vocational education and the black race since the Civil War, and especially the establishment of normal schools for black students. Wirth pointed out that there were very few vocational programs for blacks in the North during this period, while in the South, there were some vocational schools supported by philantropic groups. He stated that the intention in the South was to discourage Blacks from seeking city or industrial jobs and to encourage them to return to the farms. "This field was free from competition and from face feeling."[74] The boys were taught skills like blacksmithing, carpentry, and shoe repair skills that were needed on the farm. The girls were taught things useful for housekeeping: skills like laundry work, cooking, and sewing.

The black normal or vocational school philosophy was emphasized; with a strong emphasis on "uplift and

---

[73]Maurice W. Britts, "Minority Children: Forgotten Youth in Counseling," The Clearing House, XXXVIII, No. 9 (May, 1964), 548-51.

[74]Arthur G. Wirth, Education in the Technological Society (San Francisco, Calif.: Intext Educational Publishers, 1972), p. 62.

enlightenment."[75]   The Mitchell Committee Report stated

that schools were:

> To train them to be intelligent, faithful, trustworthy;
> to instill in them right moral principles, to teach
> them dignity of labor; to encourage them to buy homes
> and farms and to become good and desirable neighbors
> and citizens.[76]

The idea was to make Blacks useful and dependable workers

who would be satisfied working on the farms and away from

city life. The Mitchell Report warned the schools that

such an idea was not viable, that technology was already

beginning to change agricultural practices and would

eliminate a large group of rural workers.

Many of the black normal schools were handicapped

by a lack of finances and were unable to teach the skills

necessary for most of the work that was available.

Tuskegee and Hampton Institute were forerunners in the

development of programs for black students in terms of

skills and trades. The institution's philosophy was:

> While thus hampered they still must aim to give a good
> training in industrial work, for in practically all
> trades the regular apprenticeship is not open to the
> Negro youth, so if a school starts a boy (or girl) in
> a trade it must give sufficient training to enable him
> to compete with the man who has served an apprentice-
> ship.[77]

---

[75]These schools were developed to teach black
students trades, that would make them useful members in
the society.

[76]U.S. Commission of Labor, Seventh Annual Report
(Washington, D.C.: Government Printing Office, 1902).

[77]Wirth, op. cit., p. 64.

After World War I, and during the depression era of
the early twenties, blacks had to give way to whites in
competition for jobs or run the risk of race riots. Dis-
crimination was experienced from the moment that black men
were freed from slavery. Wirth pointed out that "the
industrial workers of the North were confronted constantly
by new sources of cheap labor: children, women, immigrants,
and blacks."[78] The black man had the special problem of
being visible in the struggle for survival.

Ovington points out that in the competitive urban
situation the status of the black man is the worse. Black
people are concentrated mostly in domestic services. But,
there are large numbers of blacks in the catering and
restaurant business within their own communities. Ovington
found that the unions, which were a boom for white workers,
had become an agency to force blacks out of work; he stated
that:

> If they are the only available source of labor, colored
> men can work by the side of white men; but where the
> white man strongly dominates the labor situation, he
> tries to push his black brother into the jobs for which
> he does not care to compete.[79]

It was also pointed out in the Ovington findings,
that in the early 1900s blacks made tremendous gains in
certain occupations such as: physicians, dentists, lawyers,

---

[78]Ibid.

[79]Mary White Ovington, Half a Man: The Status of
the Negro in New York (New York: Longmans, 1911), p. 109.

actors, musicians, and ministers. In a poignant observation, Ovington pointed out that blacks had been notably successful in one business venture. "The Negroes of the city die in great numbers, and the funeral is all too common a function."[80] The wealthiest Black in New York City was an undertaker.

Blacks have made tremendous gains in vocational education and the world of work since being freed from slavery. Ovington in his conclusion stated that: "no group of men in America have opposed his progress more persistently than skilled mechanics, and should he graduate from some school of technology, he would be refused in office or workshop."[81]

Women do not want to do household chores anymore because they are the most devalued jobs in the world of work. Domestic work carries no status. The same is true regarding the refusal of blacks to do domestic work. No one wants to do it. Neither does the black man want to do unskilled and low level jobs anymore. Low level jobs carry no status, and the black man regards these jobs as demeaning and low prestige within his communities. It appears reasonable to assume, that black people have devalued vocational education primarily because of past and present experiences in the world of work.

---

[80]Ibid., p. 113.   [81]Ibid., p. 112.

Summary

This chapter has presented a review of the related literature pertinent to the problem being studied. Very few studies were found involving the perception of black high school students toward vocational education. However, a review of related literature on occupational education of Blacks and studies that apply to this research survey were presented with specific content areas outlined. These are: (1) literature providing a theoretical framework, (2) studies of socio-economic background, (3) educational and occupational aspiration of the students, and (4) an overview of Blacks and vocational education.

First, the literature providing a theoretical framework was discussed. The literature revealed that the individual's perception is enhanced by how others perceive him. Additional factors in the development of perceptions are the prevailing attitudes and values held by the social groups to which the individual belongs or associates. It was pointed out that among the persons with whom one interacts, some persons and groups will have greater influence on the individual than others. These studies were important because they pointed out the individual's relationship to his environment and how attitudes toward society may have developed.

Second, studies relating to socio-economic status were reviewed. It was discovered that black high school

students, particularly those from families of the upper or middle social classes generally chose definite professional jobs. Studies also indicate that one of the most closely related factors affecting blacks socio-economic status is education. The more education an individual has the better are his chances for occupying a more favorable status in present day society. It appears that parents, schools, and other forces in society are doing a good job of encouraging bright students to take advantage of the opportunities available to them. In contrast, it appears that too little time and attention is directed toward the less academically able and non-college bound students.

Third, the educational and occupational aspiration studies were discussed. It was revealed that a student's level of aspirations is formed around his social environment. It was also revealed that students will have higher aspirations when the community aspires to higher goals and values. In many instances student's aspirations can be reinforced when parents, teachers, and close friends encourage high goals and status for the students within the community. Also, the literature pointed out that the level of student choice was out of proportion to the opportunities available to them in certain fields. In addition, significant relationship existed between the level of aspiration of student's and parent's educational level.

Finally, the literature to be reviewed and discussed in this chapter was that which pertained to Blacks and vocational education. It was noted that after World War I, black normal schools were established in the South to teach black students vocational skills that were useful to them on the farm. After agriculture became mechanized, the black workers began to migrate to the North to seek employment. It was revealed that because of the unskilled hands among black people they were concentrated mostly in domestic services and unskilled jobs. Also, when they were trained for a skilled job, obtaining employment was difficult because of segregation policies of the unions.

In summarizing, a thorough review of the literature disclosed no research that focused directly on the perceptions of black high school students toward vocational and technical education programs. There appears to be a void in the literature relating to attitudes toward vocational education except in some very specific and specialized fields. The reviews included in this study were felt to be important because they provided a basis from which questions relating to student's attitudes and perceptions were developed, and provided background knowledge of variables used in the study.

CHAPTER III

METHODOLOGICAL PROCEDURE USED

IN THE STUDY

This chapter discusses the procedures followed in the conduct of the study and were as follows: (1) data collection, (2) data processing, and (3) analysis and interpretation of the data.

Procedure for Data Collection

This section of the study described the data collection procedures as follows: (1) the population used in the study, (2) sample selection, (3) instruments used in the study, and (4) data collection.

The Population Used in the Study

The population for this study was limited to black high school students enrolled in four selected Michigan high schools who met the following criteria: (1) were eleventh and twelfth grade students enrolled in a regular high school program, (2) had not repeated grades or

56

withdrawn and reentered, and (3) were not enrolled in special education classes.

The four schools selected for use in the study were integrated high schools in the metropolitan areas of lower Michigan (Flint, Lansing, and Muskegon).

Selection of Sample

Involved in this research survey was the drawing of a random stratified sample of 203 public high school students from the four public high schools selected for the study. The rationale for the random sample was derived from Stephan and McCarthy[1] and sample size by Mace.[2] Each high school in Michigan is classified by the Michigan Education Association as either A, B, C, or D type, according to the number of students enrolled.

All four schools were classified as Class A. The students were then grouped into stratas in each school under vocational and non-vocational. A random sample representing 50 students from each school was then drawn (25 vocational and 25 non-vocational). This design enabled reliable descriptive statistical comparisons to be made for each of the categories involved in the research.

---

[1]E. S. Stephan and P. J. McCarthy, Sampling Opinions (New York: John Wiley, 1958), pp. 103-18.

[2]Arthur E. Mace, Sampling-Size Determination (New York: Reinhold Publishing Co., 1964), pp. 2-3.

Instruments Used in the Study

The following instruments were used in this study:
(1) perception scale, (2) educational aspiration scale,
and (3) occupational aspiration scale, and will be discussed
as follows.

Perception Instrument.--The principle measuring
instrument used in this study was the perception scale.
To determine questions that might be relevant to students'
perceptions, the following procedures were carried out in
developing the instrument:

1. Major categories of questions were designed.
    Questions were solicited through day-to-day contact
    with the students, a discussion session (small group
    and on a one-to-one basis) during an internship
    with the Lansing, Michigan public schools.

2. These questions were grouped under the major
    category (attitude, jobs, employment, and environ-
    ment).

3. The guidance committee (as a group and individually)
    provided constructive criticism and suggestions
    throughout the development and perfection of the
    instrument.

4. Doctoral students in vocational and technical edu-
    cation at Michigan State University (registered for

research writing during the Spring Term, 1972)
reviewed the instrument and provided suggestions
for refinement.

5. Professional staff of the College of Urban Develop-
ment at Michigan State University, and members of
the Lansing School District reviewed the instrument
and made suggestions from their respective vantage
points.

6. The instrument was administered to a pilot group of
forty students from the population (not used in the
sample).

The criteria which were summarized by Edwards,[3]
Carter,[4] and Remmers,[5] for the editing of statements to be
used in construction of attitudes scales were applied in
the development of these items.

A pre-test of the questionnaire including each of
the scales previously discussed, was conducted with a
related group of students from Lansing public schools
system, Lansing, Michigan. The objectives of the pre-test
were: (1) to determine if high school students, on a

[3]A. L. Edwards, Techniques of Attitude Scale
Construction (New York: Appleton-Century-Crofts, 1957),
pp. 91-103.

[4]A. D. Carter, "Development of Vocational Atti-
tudes," Journal of Consultant Psychology, V (1940), 185.

[5]H. H. Remmers, Introduction to Opinion Attitude
Measurement (New York: Harper and Brothers, 1954), p. 52.

limited basis, understood the terminology and intent of each statement presented in the questionnaire, (2) to determine the clarity of wording, and (3) to obtain suggestions relating to modifications, deletions, and additions needed in the questionnaire.

The structured questions were dichotomous and multiple choice. Some open-ended questions were used for collecting information that forced answers might not provide. The responses received from the pre-test resulted in revisions being made and the instrument developed in the final form.

Educational Aspiration Scale.--The level of educational aspiration scale is one developed by Morse: two items were designed to measure levels of educational aspiration, one to measure "preference" levels, and one to measure "expectation" levels.[6] Responses to the latter question provided the measure of level of educational aspiration for this investigation.

The test-retest reliability of level of educational aspiration was calculated for a random sample of fifty-eight tenth-grade boys. The correlation was .68 for the tests administered six months apart. In view of known

---

[6]Richard J. Morse, "Socio-Economic Status and Functioning in School: A Symbolic Interactionist Interpretation" (Unpublished doctoral dissertation, Michigan State University, 1966), p. 83.

fluctuation in level of educational aspiration, it was concluded that the measure employed in this investigation was reasonably consistent and adequate.

Occupational Aspiration Scale.--The occupational aspiration scale used in this study was a modification of a similar scale developed by Duncan. It is designed, not as an absolute measure of level of occupational aspiration, but only as a measure of differential level of occupational aspiration.[7]

Data Collection

The data collection phase of the study was conducted during the first week of school; Fall, 1972. This was done to assure that no students had a chance to attend any vocational courses before the instrument was administered. The questionnaires were administered by the researcher and the students were given detailed instructions concerning its purpose and how to complete the instrument. The written instruction sheet was read aloud and explained. They all worked steadily until completion and then returned their questionnaire forms to the researchers.

Data Processing and Classification

This section of the chapter deals with procedures for coding and classifying data that will provide the basis for answering the questions presented for the study.

[7]Duncan, loc. cit

The data were classified by: (1) educational aspiration levels, (2) occupational aspiration levels, (3) socio-economic status, and (4) factor analysis.

Educational Aspiration Levels

The level of educational aspirations were determined from responses to items 12 and 13 of the questionnaire. The data obtained by the educational aspiration scale were coded and prepared to facilitate transfer to punch cards. Responses were coded from a high of 7 to a low of 1 on the educational items. The educational level of both parents was determined through responses to items 10 and 21 of the instrument. The parents data were coded similarly to the students (Appendix B).

Occupational Aspiration Level

The levels of occupational aspirations and expectations were scored and coded using the Duncan scale for socio-economic index for all occupations. In addition, each question was coded according to a nominal scale corresponding to that used for data collected for educational aspirations (Appendix B).

Socio-Economic Status

The socio-economic status of the family was measured on the basis of the father's (or head of household) occupation. The occupational levels of the parents were determined from responses to items 8 and 9.

Occupations indicated by the subjects were assigned socio-
economic rating from the Duncan socio-economic index for
all occupations. However, if the occupations were not
clearly specified then the response to the second item was
used to determine the appropriate occupational title.
Occupations not included in the Duncan Index were assigned
ratings on the basis of their similarity to occupations
that were included. The Duncan Index is the most careful
and elaborate classification of occupation by socio-
economic rank known to this writer and therefore, was felt
to be most appropriate for this study. It makes possible
the converting of occupation into an index of socio-
economic status.

The occupations were broken down into socio-
economic status for all occupations. Then they were
grouped into five major categories, from high to low
socio-economic status; with an interval of twenty within
categories. On the basis of information stated, it was
concluded that the use of the scale in this investigation
was tenable.

Factor Analysis

The responses to the fifty-three perception items
were submitted to a principal components analysis with
varimax rotation, using the Stat program CDC 6500 Computer.
This served to identify factors to be considered for
assessment in the main study and to select items to be

used in measuring each factor. The analysis was completed on all 203 subjects as one group, because the derived factors would be unreliable since the four schools had such small numbers. Inspection of the results indicated that there were two clearly identifiable factors, each with several items with significant loading.

A scoring system for the perception factor was established by inspecting the factor loading for the most promising items in each and selecting items which had (1) relatively high loading (.42 and above) on the factor in question, and (2) those which had some commonality with the factor. Items which best met these two conditions were scored.

Factor scores were computed for each of these two factor scales by assigning each item a value from one to four. A score of 1 indicated strong disagreement with the statement; 2, disagreement; 3, agreement; and 4, strong agreement. The item values (the response marked by each student) for each of the items to be scored for a specific factor were summed to give a scale score and this procedure was used for factor 1 and 2. Thus, the higher the score the more the respondent agreed with the items reflected by the factors. The factor items with significant loadings were:

<u>Factor 1.--General attitude toward vocational</u>
<u>education</u>. Following are examples of items related to
perceptions: "training for a career in vocational edu-
cation is not worth the time and effort required," "A
college education is more important than vocational edu-
cation."

<u>Factor 2.--Attitudes toward employment</u>. Following
are examples of items related to this factor: "Blacks can
easily get any job for which he is trained," "Jobs are
hard to get for Blacks who finish vocational programs."
The scale for these items is found in Appendix A.

An intercorrelation matrix for all 203 subjects was
computed to identify significant interrelationships among
the variables. Mean, standard deviation, and K-R relia-
bilities were computed for each of the variables.

<u>Procedures for Analyzing and</u>
<u>Interpreting the Data</u>

This section of the chapter will discuss procedures
for analyzing and interpreting the data as follows: (1)
purposes to be analyzed, (2) hypotheses to be tested, and
(3) statistical analysis of the hypotheses.

<u>Purposes to be Analyzed</u>

The design of this study may be called descriptive
as well as theory testing. This study was primarily
concerned with the analysis of the relationships of various

construct measures drawn from the population. The primary purposes are:

1. To determine if community acceptance influences the student's perceptions.

2. To determine how the black student views vocational education.

The chi-square test was used to assess the statistical significance of the data. This is a test to determine whether the results of the data differ significantly from indifference or chance.

Hypotheses

The secondary purposes were to test the hypotheses. The hypotheses to be tested were restated in the null form to facilitate acceptance or rejection. The hypotheses are:

3. There is no relationship between black high school students enrolled in a vocational program and black high school students not enrolled in a vocational program as to their perceptions toward vocational education.

4. There is no relationship between socio-economic status and the perceptions of vocational education held by black high school students.

5. There is no relationship between educational aspiration and the perceptions of vocational education held by black high school students.

6. There is no relationship between occupational aspiration and the perception of vocational education held by black high school students.

7. The perceptions of black high school students toward vocational education will differ on the basis of sex.

Statistical Analysis of the Hypotheses

The general program used for the analysis of perception scores was a univariate analysis of variance. This analysis is generally considered to include those statistical procedures concerned with analyzing measurements which have been made on a number of individuals. Analysis of univariate has the effect of adjusting the means for uncontrolled variables and making the necessary modification in sampling error. This corrected sampling error is then used to test for the significance of differences among adjusted means. The assumptions to be met in univariate analysis required that the observation be independently drawn, from normal treatment populations each having the same variance, and with error components independent across all pairs of observations. The assumptions associated with normal distribution and independence were met in terms of the study design which included random assignment of subjects to groups and random assignment of treatment to groups. Test for homogeneous variances are extremely

sensitive to any departure from normality in this population, and modern opinion holds that analysis of the nature can and should be carried on without a preliminary test of variance.[8]

This particular computer program is the one developed by Finn.[9] The advantage of this type of program is that it allows for the analysis of more than one dependent variable at the same time, as well as incorporation of a univariable. In this study, the dependent variables used were the perception scores derived from the two major factor scales. The portion of the data analyzed by content analysis was subjected to a test of significance of the means of the raw scores obtained on the responses to the factor scales of vocational versus non-vocational students toward vocational education.

The hypotheses guiding this study are so stated that actual tests of them will be made by univariate analysis, done by appropriate programming and computations by the Control Data Corporation 3600 Computer used by the Michigan State University Computer Laboratory. The two dependent variables in the perception test are the factor scores 1 and 2; the factor scale score compared with the

---

[8]William L. Hays, Statistics (New York: Holt, Rinehart and Winston, Inc., 1963), p. 381.

[9]Jeremy D. Finn, Multivariance: Fortran Program for Univariate and Multivariate Analysis of Variance and Covariance (Buffalo: Department of Educational Psychology, State University of New York at Buffalo, 1967).

independent variables. Since the hypotheses used in this study allows one to predict the direction of the relation- ship, a univariance test of the significance of the relationship may be applied. The "F" test of significance is used in each case to test the null hypothesis of no relationship between the variables. The .05 probability level will be the criterion used for the acceptance or rejection of the null hypotheses.

Summary

This chapter on methodological procedures used in the study included data collection, data processing, and data interpretation.

The first part of the chapter discussed four major sections. They are: (1) population studied, (2) the selection of the sample, (3) instruments used in the study, and (4) data collection.

The second part of the chapter discussed the following procedure for data processing: (1) analysis of educational aspirations, (2) analysis of occupational aspirations, (3) analysis of socio-economic status, and (4) analysis through factor analysis.

Finally, the procedures for analyzing and interpret- ing the data were described in detail. The chi-square test and the univariate analysis of variance were described.

CHAPTER IV

ANALYSIS OF DATA AND PRESENTATION

OF FINDINGS

The major purpose of this study was to assess the
perceptions of black high school students of vocational
education. The preceding chapter described the procedures
for data collection, processing and analysis, and interpre-
tation of the data. This chapter will provide an analysis
and presentation of these data as follows:

1. A descriptive analysis of variables relating to

    the attitudes of vocational and non-vocational

    students,

2. perceptions of Black students of vocational edu-

    cation,

3. tests of stated hypotheses, and

4. a summary of the analysis.

Descriptive Analysis of Variables Relating to
Vocational and Non-Vocational Students

This section of the chapter provides a description
of vocational and non-vocational students. The data
collected and presented in this section were intended
to provide background information that would provide a
basis for a better understanding of the data presented
in the remainder of the chapter. This section discusses
(1) student and family characteristics, (2) student
educational and occupational aspirations, and (3) analysis
of aspirations and expectations.

Student and Family Characteristics

This section presents a description of the student
and his family. Selected variables peculiar to the
students, their homes, and their communities may influence
the perceptions of the students toward vocational education.

Student Background

The sampling techniques used for this study assured
a relatively equal distribution of students by sex and
number of students enrolled as vocational and non-vocational
students. There were only minor differences between the
mean ages for the two groups of students. However, there
were significant differences in the mean grade point
average between the vocational and non-vocational students
(Table 1).

Table 1.--The Average Age and Grade Point of Respondents.

Group	Age	Grade Point Average*
Non-Vocational	16.57	3.59
Vocational	16.62	3.14
*chi^2 21.07	D.F. 4	p < .01

It would appear from the Grade Point Average that the non-vocational students were better prepared academically than the vocational students. Non-vocational students appeared to have fewer difficulties in getting into college or other professional schools than vocational students. Non-vocational students may not enroll in vocational education because of their academic record.

Family Background

An examination of Table 2 will show that 77.4 per cent of fathers of non-vocational students had high school completion or less, as compared with 82.2 per cent of fathers of vocational students. A further examination of Table 2 will reveal that 78.4 per cent of the mothers on non-vocational students had high school completion or less, as compared with 88.0 per cent of mothers of vocational students.

Other interesting information may be gathered from a thorough analysis of these data. However, it was assumed

72

Table 2.--Father's and Mother's Educational Achievement of Respondents Grouped According to Vocational and Non-Vocational Students.

Educational Level

Schooling	Father						Mother					
	Non-Vocational		Vocational		Total		Non-Vocational		Vocational		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than Grade School (8 Grades)	13	(12.8)	10	(9.9)	23	(11.3)	5	(4.9)	4	(3.9)	9	(4.4)
Grade School Completion (8 Grades)	7	(6.7)	14	(13.9)	21	(10.3)	6	(5.8)	7	(6.9)	13	(6.4)
Partial High School (9-11 Grades)	31	(30.4)	27	(26.7)	58	(28.6)	28	(27.5)	31	(30.7)	59	(29.1)
High School Completion (12 Grades)	28	(27.5)	32	(31.7)	60	(29.6)	41	(40.2)	47	(46.5)	88	(43.4)
Vocational School	0	(0.0)	0	(0.0)	0	(0.0)	1	(.9)	1	(.9)	2	(.9)
One to Three Years of College	11	(10.8)	6	(5.9)	17	(8.4)	10	(9.8)	5	(4.9)	15	(7.4)
College Graduate	2	(1.9)	3	(2.9)	5	(2.5)	5	(4.9)	2	(1.9)	7	(3.5)
Beyond Four Years of College	1	.9	4	(3.9)	5	(2.5)	3	(2.9)	4	(3.9)	7	(3.5)
Don't Know	9	(8.8)	5	(4.9)	14	(6.9)	3	(2.9)	0	(0.0)	3	(1.5)
	102	99.8	101	99.8	203	100.10	102	99.8	101	99.6	203	100.1

Note: Rounding off of percentages results in sum totals varying from 100 per cent.

that the above data were of particular significance since
it shows a considerable difference between the educational
level of the parents and the educational aspirations of the
students as discussed in a later section of the study.

As can be seen in Table 3, there appeared to be no
significant differences between the vocational and non-
vocational students' parents regarding their socio-economic
status. Most of the students' parents fell into the lowest
two categories, with 51 per cent falling into category 1
as compared to 2.9 per cent of the total group in category
5. The non-vocational students' parents had a slightly
higher mean score than did the vocational students' parents.
This information was felt to be important because it reveals
a considerable difference between the parents' socio-
economic status and the student's educational and occu-
pational aspirations as discussed later in this section.

Students' Aspirations

This section will discuss the aspirations of both
groups of students as they relate to their educational and
occupational aspirations.

Educational aspirations.--Table 4 provides a
description of the educational aspirations for both groups
of students. A smaller percentage (5.9%) of the non-
vocational students aspired only to graduate from high

Table 3.--Socio-Economic Status of Respondents' Parents.

Levels		Socio-Economic Status					
		Non-Vocational		Vocational		Total	
		No.	%	No.	%	No.	%
Low	1	49	48.0	55	54.5	104	51.2
Low	2	28	27.5	26	25.7	54	26.6
Middle	3	17	16.7	10	9.9	27	13.3
High	4	7	6.9	5	4.9	12	5.9
High	5	1	.9	5	4.9	6	2.9
Mean		1.85		1.80		1.83	

school as compared with 19.8 per cent of the vocational students.

A higher percentage of the non-vocational students aspired to graduate from college (44.1%) and to do graduate work (32.4%) than did vocational students, among whom only 28.7 per cent aspired to graduate from college and 20.8 per cent wanted to do graduate work.

Occupational aspirations.--The results presented in Table 5, shows occupational aspirations for both groups of students. There was a smaller percentage of the non-vocational students who selected skilled labor (.9%) and personal services (9.8%) than did vocational students, 11.9 per cent of whom selected skilled labor jobs and 11.9 per cent personal services type work. Also, a smaller

Table 4.--Educational Aspiration of Vocational and Non-Vocational Students.

Item	Non-Vocational		Vocational		Total	
	Freq. No.	Pct. %	Freq. No.	Pct. %	Freq. No.	Pct. %
1. I'd like to quite right now	0	0	1	.99	1	.49
2. I'd like to continue in high school for awhile	0	0	2	1.98	2	.99
3. I'd like to graduate from high school	6	5.88	20	19.80	26	12.81
4. I'd like to go to secretarial or trade school	5	4.90	15	14.85	20	9.85
5. I'd like to go to college for awhile	13	12.75	13	12.87	26	12.81
6. I'd like to graduate from college	45	44.12	29	28.71	74	36.45
7. I'd like to do graduate work beyond college	33	32.35	21	20.79	54	26.60
Total	102	100.	101	99.99*	203	100.
Mean		5.92		5.06		5.49

*Rounding off of percentages results in sum totals varying from 100 per cent.

Table 5.--Occupational Aspirations of Vocational and Non-Vocational Students.

Item	Non-Vocational		Vocational		Total	
	Freq. No.	Pct. %	Freq. No.	Pct. %	Freq. No.	Pct. %
9. Professional	65	63.73	31	30.69	96	47.29
8. Technical	6	5.88	9	8.91	15	7.39
7. Managerial	3	2.94	2	1.9	5	2.46
6. Sales	4	3.92	1	.99	5	2.46
5. Clerical	12	11.76	25	24.75	37	18.23
4. Personal Services	10	9.80	12	11.88	22	10.84
3. Skilled Labor	1	0.98	12	11.88	13	6.40
2. Semi-Skilled Labor	1	0.98	8	7.92	9	4.43
1. Unskilled Labor	0	0.00	1	0.99	1	0.49
Total	102	99.99*	101	99.99*	203	99.99
Mean		7.68		5.91		6.80

*Due to rounding off percentages results in sum totals varying from 100 per cent.

percentage (11.8%) of the non-vocational students chose

clerical jobs as compared with 24.8 per cent of the

vocational students. There was a higher percentage

(63.7%) of the non-vocational students who selected

professional jobs when compared with 30.7 per cent of

the vocational students.

A Comparative Analysis of
Aspiration and Expectations

The results presented in Table 6 were the mean and

standard deviations for vocational and non-vocational

students on the items dealing with vocational expectations

and aspirations. The educational aspiration level for

vocational students had a mean of 5.06, compared to a mean

of 5.93 for non-vocational students. The educational

expectation levels were indicated by a mean of 4.87 for

vocational students as compared to a mean score of 5.54 for

the non-vocational students. On the basis of the data it

would appear that non-vocational students had a higher

level of aspiration and expectations than vocational

students.

Vocational students had an occupational aspiration

mean score of 5.94 as compared to a mean score of 7.66 for

non-vocational students. Occupational expectation level

for vocational students had a mean score of 4.92 as compared

to non-vocational students with a mean score of 6.94. On

the basis of the data it would appear that non-vocational

Table 6.--Vocational and Non-Vocational Students Expectations.

Name	Vocational			Non-Vocational		
	Freq.	Mean*	Standard Deviation	Freq.	Mean*	Standard Deviation
Educational Aspiration	102	5.059	1.547	101	5.931	1.089
Educational Expectation	102	4.873	1.419	101	5.545	1.153
Occupational Aspiration	102	5.941	2.556	101	7.663	2.001
Occupational Freedom	101	5.782	2.540	101	7.604	2.000
Occupational Expectation	101	4.921	2.440	100	6.940	2.373
Occupational Certain	101	3.624	1.038	101	3.723	.873

*Mean scores relate to aspirations in Tables 4 and 5.

students had a higher level of aspiration and expectations than vocational students.

Using nine major occupational categories, the question was asked, "If you were free to select any occupation, what job would you select?" Vocational students had a mean score of 5.78 as compared to non-vocational students with a mean score of 7.60. After the individual student had responded to questions relating to occupational expectations, he was asked "How certain are you that this is the type of job you will have most of your life?" The responses ranged from 1 through 5/very certain to very uncertain: the mean score for vocational students was 3.62 while the mean score for non-vocational students was 3.72. An examination of the mean scores will reveal that students appear to have a fairly realistic attitude relative to job expectations.

Table 7 presents a simple correlation matrix for the five input variables (educational aspirations, educational expectation, occupational aspiration, occupational expectations, and occupational certainty). A positive correlation means that students obtaining high scores on one variable tend to obtain high scores on a second variable, or students scoring low on one variable tends to score low on a second variable. A negative correlation means that students scoring low on one variable tend to score high on a second variable, or the reverse.

Table 7.--Simple Correlation of Vocational and Non-Vocational Students' Educational, Occupational Aspiration, and Expectations and Occupational Certainty.

	Educational Aspiration		Occupational Aspiration		Occupational Certainty	
	Vocational	Non-Vocational	Vocational	Non-Vocational	Vocational	Non-Vocational
Educational Expectation	.856	.747				
Occupational Expectation			.569	.495		
Occupational Aspiration					-.098	.020

Both groups of students had a high positive corre-
lation (vocational .856 and non-vocational .747) between

educational aspirations and expectations. The two groups

had a relatively high positive correlation (vocational .569

and non-vocational .495) between occupational aspirations

and expectations. The groups were not certain about the

occupations they aspired to. The vocational students

obtained a negative correlation of -.098 and non-vocational

students had a correlation of .020.

Perceptions of Black Students Toward Vocational Education

The purpose of this section was to establish

relationships between vocational and non-vocational

students' perceptions of vocational education. The specific

purposes to be tested were stated earlier in Chapter III.

Briefly, the purposes are: (1) to determine if community

acceptance influences student perceptions of vocational edu-

cation, and (2) to determine how black students view

vocational education.

The chi-square test was used to determine whether

any significant differences existed between the perceptions

of vocational and non-vocational students toward vocational

education.

Purpose I. To determine if community acceptance
influencing student perception of
vocational education.

No significant differences were found between the

vocational and non-vocational students on "what the

community thinks about vocational education." However, it appears that both groups feel that the community has a high opinion of vocational education (Table 8).

Table 8.--Item 7: Most of the People in My Community Do Not Think Much of Vocational Education.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Non-Vocational	11	10.8	27	26.5	57	55.9	7	6.9
Vocational	11	11.0	21	21.0	50	50.0	18	18.0
Total	22	10.9	48	23.8	107	52.9	25	12.4

$Chi^2= 2.72$ D.F. 1 $p > .05$

Purpose II: To determine how black students view vocational education.

This purpose examined several items about the attitudes of black students toward vocation. Significant differences were found between vocational and non-vocational students on the importance of white and blue collar jobs. Sixty-eight per cent of the non-vocational students agreed that white collar jobs are better than blue collar jobs as compared to 50 per cent of the vocational students. Thirty-one per cent of the non-vocational students disagreed as compared to 49 per cent of the vocational students. Non-vocational students seem to support the theory that white collar jobs are better than blue collar jobs.

It appears vocational students do not support this idea (Table 9).

Table 9.--Item 8: White Collar Jobs Are Better Than Blue Collar Jobs.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Non-Vocational	26	25.7	43	42.6	25	24.8	7	6.9
Vocational	18	17.8	33	32.7	37	36.6	13	12.9
Total	44	21.8	76	37.6	62	30.7	20	9.9

$Chi^2 = 6.70$ D.F. 1 $p < .05$

No significant differences were found between vocational and non-vocational students in their attitude about the working conditions of vocational students. However, it appears that neither group consider the working conditions for vocational students to be bad (Table 10).

Significant differences were found between vocational and non-vocational students on whether more black students should be encouraged to enroll in vocational programs in high school. Sixty-seven per cent of the non-vocational students agreed with the statement while 81 per cent of the vocational students agreed. Thirty-two per cent of the non-vocational students disagreed while 19 per cent of the vocational students disagreed. Vocational

84

Table 10.--Item 10: The Working Conditions Are Too Bad for Vocational
Students, Most of Them Work in Unfavorable Weather and Wear
Dirty-Ragged Clothes.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Non-Vocational	6	5.9	14	13.9	67	66.3	14	13.9
Vocational	10	9.9	13	12.9	49	48.5	29	28.7
Total	16	7.9	27	13.4	116	57.4	43	21.3

$$Chi^2 = 4.34 \qquad D.F.\ 1 \qquad p > .05$$

students were more willing to see vocational education
encouraged among black high school students than were non-
vocational students (Table 11).

Table 11.--Item 26: I Would Like to See Vocational Education
Encouraged More Among Black High School Students.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Non-Vocational	18	17.0	51	50.0	25	24.5	8	7.8
Vocational	22	21.8	60	59.4	18	17.8	2	1.8
Total	40	19.7	111	54.7	43	21.2	10	4.4

$$Chi^2 = 4.50 \qquad D.F.\ 1 \qquad p < .05$$

Significant differences were found between how the
parents of vocational and non-vocational students felt about
their children attending college. Eighty-six per cent of
the non-vocational students and 79 per cent of the
vocational students agreed that their parents wanted them
to attend college. Thirteen per cent of the non-vocational
students disagreed and 21 per cent of the vocational
students disagreed. The data would suggest that the non-
vocational students have a strong feeling that these
parents want them to attend college. The vocational
students also feel that their parents want them to attend
college but not to the same degree as the parents of non-
vocational students (Table 12).

Table 12.—Item 42: My Parents Want Me to Go to College.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Non-Vocational	53	51.9	35	34.3	10	9.8	4	3.9
Vocational	33	32.7	46	45.5	15	14.8	7	6.9
Total	86	42.4	81	39.9	25	12.3	11	5.4

Chi^2 = 6.00   D.F. = 1   p < .02

Significant differences were found between
vocational and non-vocational students on whether teaching
blacks a practical trade is a device used by the white man

to keep Blacks down. Fifty-six per cent of the non-vocational students agreed that vocational training is a device to keep Blacks down compared to 41 per cent of the vocational students who shared these feelings. On this same issue, 42 per cent of the non-vocational students disagreed compared to 58 per cent of the vocational students. It would appear that the non-vocational students felt that teaching black students a practical skill is a way for the white man to lock blacks in certain jobs. Vocational students do not appear to support this position (Table 13).

Table 13.--Item 52: Teaching Blacks a Practical Trade is Another Way for the White Man to Keep the Blacks Down.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Non-Vocational	25	24.5	33	32.4	33	32.4	11	10.8
Vocational	12	11.9	30	29.7	43	42.6	16	15.8
Total	37	18.2	63	31.0	76	37.4	27	13.3

$Chi^2 = 4.50$ D.F. = 1 $p < .05$

Tests of the Stated Hypotheses

The secondary purposes of the study were to test for differences between five independent variables and the dependent variable perceptions of vocational education of

the respondents. The perceptions of the respondents were measured by two major factor scales 1 and 2 discussed earlier in Chapter III. A univariate one-way analysis of variance test for significance was done separately on each factor scale. Factor I scale is <u>Attitudes Toward Vocational Education</u> and Factor II scale is <u>Attitude Toward Employment</u>.

The hypotheses were restated below in the null form for statistical testing. The univariate analysis of variance was used to test the hypotheses for significance at the .05 level.

Reliability of Instrument

The reliability for these scales were determined through a Hoyt analysis of variance of the attitudinal instrument. These scores are given as follows:

Factor I Items $r = .53$

Factor II Items $r = .62$

Hypothesis 1

H_1: There is no relationship between the perceptions of black high school students enrolled in a vocational program and the non-enrollees of vocational education.

A univariate analysis of variance comparing the mean scores for the non-vocational group with the mean scores of the vocational group on Factor I: <u>Attitude</u>

Toward Vocational Education. The analysis yielded an

F-Ratio of 9.336 with a probability less than 0.003.

On the basis of the findings presented in Table 14,

the null hypothesis was rejected.

Table 14.--Factor I General Attitude Toward Vocational
           Education (Univariate Analysis of Variance
           Comparing the Mean Scores of the Non-Vocational
           and Vocational Groups of the Respondents).

Source of Variation	Degrees of Freedom	Mean Squares	Univariate F	p Less Than
Between Groups	1	87.584	9.336	0.003
Within Groups	188	9.38		
Total	189	96.964		

D.F. change because of unequal cell size.

Since the null hypotheses was rejected, the data

were further analyzed by a comparison of mean scores. As

reported in Table 15, the higher mean score of the

vocational students suggests that they have a much more

favorable attitude toward vocational education, than the

non-vocational students.

A univariate analysis of variance comparing

the mean scores for the non-vocational group with the mean

scores of the vocational group on Factor II: Attitude

Toward Employment in Vocational Education. The analysis

yielded an F-Ratio of 0.012 and with a probability less

than 0.914.

Table 15.--Group Mean of Vocational and Non-Vocational
         Student General Attitude Toward Vocational
         Education.

| Groups | Attitude Toward Vocational Education |
	Mean Scores
Vocational	25.905
Non-Vocational	24.547

On the basis of the findings presented in Table 16,
the null hypothesis was not rejected.

Table 16.--Factor II Attitude Toward Employment in Voca-
         tional Education (Univariate Analysis of
         Variance Comparing the Mean Scores of the Non-
         Vocational and Vocational Groups of the
         Respondents).

Source of Variation	Degrees of Freedom	Mean Squares	Univariate F	p Less Than
Between Groups	1	0.084	0.012	0.914
Within Groups	188	7.237		
Total	189	7.321		

Hypothesis 2

H_2: There is no relationship between socio-economic
     status and the perceptions of vocational education
     held by black high school students toward
     vocational education.

The univariate analysis of variance comparing the mean scores for the five different levels of socio-economic status on Factor I: <u>Attitude Toward Vocational Education</u>; yield an F-Ratio of 2.228 with a probability less than 0.068.

On the basis of the findings presented in Table 17, the null hypothesis was accepted.

Table 17.--Factor I General Attitude Toward Vocational Education (Univariate Analysis of Variance Comparing the Mean Scores of the Socio-Economic Status of the Respondents).

Source of Variation	Degrees of Freedom	Mean Squares	Univariate F	p Less Than
Between Groups	4	20.258	2.228	0.068
Within Groups	180	9.093		
Total	184	29.351		

The univariate analysis of variance comparing the mean scores for the five different levels of socio-economic status on Factor II: <u>Attitude Toward Employment in Vocational Education</u>, yield an F-Ratio of 0.726 with a probability less than 0.575.

On the basis of the findings presented in Table 18, the null hypothesis was not rejected.

The purpose of this hypothesis was to determine whether any relationship existed between socio-economic status and the student's perceptions of vocational education

Table 18.--Factor II Attitude Toward Employment in
         Vocational Education (Univariate Analysis of
         Variance Comparing the Mean Scores of the Socio-
         Economic Status of the Respondent).

Source of Variation	Degrees of Freedom	Mean Squares	Univariate F	p Less Than
Between Groups	4	5.249	0.726	0.575
Within Groups	180	7.229		
Total	184	12.478		

Although differences were postulated to exist for the

groups and not individuals as a whole, there were no

significant differences between mean perception scores and

mean socio-economic status scores.

Hypothesis 3

H_3: There is no relationship between educational
     aspirations and the perception of vocational
     education held by black high school students
     toward vocational education.

The univariate analysis of variance comparing the

mean scores for the seven different levels of educational

aspiration on Factor I: Attitude Toward Vocational Edu-

cation, yield an F-Ratio of 1.614 2ith a probability less

than 0.146.

On the basis of the findings presented in Table 19,

the null hypothesis was accepted.

Table 19.--Factor I General Attitude Toward Vocational Education (Univariate Analysis of Variance Comparing the Mean Scores of the Educational Aspiration of the Respondents).

Source of Variation	Degrees of Freedom	Mean Square	Univariate F	p Less Than
Between Groups	6	14.825	1.614	0.146
Within Groups	178	9.183		
Total	184	24.008		

The univariate analysis of variance comparing the mean scores for the seven different levels of educational aspiration on Factor II: Attitude Toward Employment in Vocational Education, yield an F-Ratio of 0.876 with a probability less than 0.514.

On the basis of the findings presented in Table 20, the null hypothesis was accepted.

Table 20.--Factor II Attitude Toward Employment in Vocational Education (Univariate Analysis of Variance Comparing the Mean Scores of the Educational Aspiration of the Respondents).

Source of Variation	Degrees of Freedom	Mean Squares	Univariate F	p Less Than
Between Groups	6	6.259	0.876	0.514
Within Groups	178	7.144		
Total	184	13.403		

It was hypothesized that the students' perceptions of vocational education would differ depending upon his educational aspiration. However, the mean perception scores did not differ significantly from the mean scores for educational aspiration. The basic assumption was that attitudes toward vocational education would differ, because of the students' high educational aspiration. This was not the case for the sample group.

Hypothesis 4

H_4: There is no relationship between occupational aspiration and the perceptions of vocational education held by black high school students toward vocational education.

The univariate analysis of variance of mean scores on Factor I: <u>Attitude Toward Vocational Education</u> for the nine levels of occupational aspirations, yield an F-Ratio of 1.363 with a probability less than 0.216.

On the basis of the findings presented in Table 21, the null hypothesis was accepted.

The univariate analysis of variance of mean scores on Factor II: <u>Attitudes Toward Employment in Vocational Education</u> for the nine levels of occupational aspirations, yield an F-Ratio of 0.891 with a probability less than 0.526.

On the basis of the findings presented in Table 22, the null hypothesis was accepted.

94

Table 21.--Factor I General Attitude Toward Vocational Education (Univariate Analysis of Variance Comparing the Mean Scores of the Occupational Aspiration of the Respondents).

Source of Variation	Degrees of Freedom	Mean Squares	Univariate F	p Less Than
Between Groups	8	12.473	1.363	0.216
Within Groups	173	9.149		
Total	181	21.722		

Table 22.--Factor II Attitude Toward Employment in Vocational Education (Univariate Analysis of Variance Comparing the Mean Scores of the Occupational Aspiration of the Respondents).

Source of Variation	Degrees of Freedom	Mean Squares	Univariate F	p Less Than
Between Groups	8	6.549	0.891	0.526
Within Groups	173	7.403		
Total	181	13.952		

The purpose of this hypothesis was to determine whether students' perceptions of vocational education differ depending upon their occupational aspiration. There were no significant differences between mean perceptions scores and the mean scores for occupational aspirations.

Hypothesis 5

H_5: The perceptions of black high school students toward vocational education will differ on the basis of sex.

The univarate fixed effects ANOVA model of variance comparing the mean scores for males and females on Factor I: <u>Attitudes Toward Vocational Education</u>, yield an F-Ratio of 0.439 with a probability less than 0.509.

On the basis of the findings presented in Table 23, the null hypothesis was accepted.

The univariate fixed effects ANOVA model of variance comparing the mean scores for males and females on Factor II: <u>Attitudes Toward Employment in Vocational Education</u>, yield an F-Ratio of 1.228 with a probability less than 0.269.

On the basis of the findings presented in Table 24, the null hypothesis was accepted.

It was found that there is no significant relationship between males and females in their perceptions of vocational education. Males and females tended to view vocational education the same way.

96

Table 23.--Factor I General Attitude Toward Vocational
Education (Univariate Analysis of Variance
Comparing the Mean Scores of the Sex of the
Respondents).

Source of Variation	Degrees of Freedom	Mean Squares	Univariate F	p Less Than
Between Groups	1	4.100	0.439	0.509
Within Groups	186	9.345		
Total	187	13.445		

Table 24.--Factor II Attitude Toward Employment in
Vocational Education (Univariate Analysis of
Variance Comparing the Mean Scores of the Sex
of the Respondents).

Source of Variation	Degrees of Freedom	Mean Squares	Univariate F	p Less Than
Between Groups	1	8.911	1.228	0.269
Within Groups	186	7.253		
Total	187	16.164		

Open-Ended Statements

The Things I Like About
Vocational Education

The total group of students expressed what they liked most about vocational education which can be classified into one general category. For the most part, vocational education can provide an opportunity to train for a job. This classification can in turn be sub-classified into two additional areas--training received while in high school and can help the student advance.

The greatest number of student responses favoring the program focuses on training while in high school. For the most part, students regard this to be a boom for career preparation for the future. It was also recognized that vocational education can help one get a job without going to college. It was pointed out that students can learn more about the profession which they plan on entering. Students stated that vocational education would aid blacks in getting into the skilled trades and advance in an occupation. It would also provide an opportunity for those who cannot afford college but have good abilities.

The students also felt that a wife variety of vocational courses could better meet the needs of all students with varying abilities, including the slow and exceptionally able, and help students understand others in a working relationship.

My Strongest Objection to
Vocational Education

Students' objections to vocational education were less varied and in smaller volume than were their favorable comments. Complaints centered around two primary areas: (1) not enough black students enrolled in the program, and (2) that it does not prepare one for college.

Some felt that the program makes no provision for the large numbers of students who would like to take the courses. The departments and skill centers can only enroll a certain number of students. A number of students who were interested were left out. Many felt that this was a measure to prevent blacks from getting proper education and learning something worthwhile.

Several responses were made which reflected negatively about not being able to get a job after graduation. It was felt that vocational education only prepared students for one job. There were several students who stated that they could not get the classes for which they pre-enrolled. Sections of some vocational courses were quickly filled and too often the study hall was the only alternative. Finally, the number of students who would like to take vocational courses cannot because there are not enough departments and skill centers.

The Things I Like About Vocational Education are: Total

1. The practical things one can learn.   11

2. It prepares you for a job faster than
college.   20

3. One can learn more about the job you
want while enrolled in high school.   26

4. It helps you to get a good job without
going to college.   18

5. One can learn more about the professions
which you can enter.   10

6. It can help black students advance
in a job.   18

7. One can earn money while he learns.   10

8. Good paying jobs.   7

9. It provides an opportunity for those
who cannot afford college but have a
good academic record.   5

10. It helps prepare one for the future.   12

11. One can learn to be a specialist.   5

My Strongest Objection to Vocational Education is:

1. It does not prepare one for college.   6

2. It is used to prevent black students
from getting a better education.   14

3. It does not have the right teachers.   5

4. It does not have enough black students
enrolled.   26

5. There are no jobs available after
finishing.   12

Total

6. Only a few students can attend skill
    centers and departments.   21

7. It prepares you for only one job.   5

Summary

This chapter presented a description and analysis
of the variables related to the attitudes of vocational and
non-vocational students and to their background and family
characteristics. In addition, an analysis was made to
determine the educational and occupational aspirations
levels for both groups of students. An analysis was made
to determine whether differences exist between the
perceptions of vocational and non-vocational students
toward vocational education. Finally, five hypotheses
were tested to determine if differences between the
students' perceptions toward vocational education were
related to five variables: socio-economic status, edu-
cational aspiration, occupational aspiration, vocational
and non-vocational students, and sex. The chapter
concluded with the discussions and interpretations made
from the data.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The primary purpose of this chapter is to review the nature of the study and present the findings, con- clusions, and recommendations for additional research.

Summary

The enlargement of existing programs and the initiation of new ones are taking place each year, with additional resources being directed toward vocational education programs. But, on the average, few black students have enrolled in vocational and technical edu- cation programs in our public schools. Technology's increasing need for highly skilled workers has generally left those without skills in a difficult employment situ- ation. At the same time, the demand for skilled workers is not always met, so jobs are unfilled, yet large numbers of black workers remain unemployed. This study can provide information about the differing perceptions and attitudes of students enrolled and those not enrolled in vocational education. Given the scarcity of research and literature

on this subject, it is hoped that this investigation will provide new directions for additional research.

The Purpose of the Study

The primary purpose of this study was to measure and assess the perceptions of the black student toward vocational and technical education programs, and to determine what influenced his attitudes toward these educational programs. Specifically, the purposes of this study were: (1) to determine if community acceptance influences the student's perceptions, and (2) to determine how the black student views vocational education.

Secondary purposes of this study were to analyze certain factors that may contribute to the perceptions of black students toward vocational education. These purposes were: (3) to determine whether vocational and non-vocational students differ in their perception toward vocational programs; (4) to determine if socio-economic status influences the participants' perceptions; (5) to determine if educational aspirations affect the student's perceptions of vocational programs; (6) to determine if occupational aspirations affect the students' perceptions of vocational education; and (7) to determine if males and females differ in their perceptions toward vocational programs.

Procedures Used in the
Conduct of the Study

The format used in Chapter III for presenting the methods followed in the conduct of the study will be used in this summary analysis as follows: (1) data collection procedures, (2) procedures for data processing, and (3) procedures for analyzing and interpreting the data.

Data Collection.--Each of the data collection procedures used in the study will be presented in the following paragraphs.

1. This study was concerned with assessing the perceptions of black high school students toward vocational education. One of the important aspects of the study was to first identify the purpose of the instrument. The following instruments were used in the study: (a) the perception scale which was developed and field tested by the researcher prior to its use, (b) educational aspiration scale was developed by Morse and found to be reliable for this study, and (c) the occupational aspiration scale, a modified scale developed by Duncan.

2. Once the questionnaire was developed a pre-test was conducted for the purpose of refining the instrument before collecting the data.

3. The student population for this study consisted of eleventh and twelfth grade black high school students in four public high schools in mid-Michigan (Flint, Lansing, and Muskegon). The survey involved a random stratified sample of 203 students. The students were grouped into stratas in each school under vocational and non-vocational categories.

4. The questionnaires were administered to the students in each of the selected schools during the first week of school, fall 1972, before the students had attended any vocational courses.

Procedure for Data Processing.--After completing the data collection phase of the study, a procedure was developed for processing the data. These procedures were as follows:

1. All data were collected by means of a three-part 73 item questionnaire printed in booklet form. Groups of items were constructed to elicit responses which could be scored by techniques appropriate to the type of information desired.

2. The second stage involved the processing of data obtained from the questionnaire. These data were

coded and transferred to punch cards. The socio-
economic status for the respondents was broken
down into five major categories. The Duncan Scale
was used for the rating of all occupations. On
the basis of information received, it was concluded
that the use of the Duncan rating was appropriate
for this investigation.

Procedures for Analyzing and Interpreting the
Data.--This phase of the study involved the specific
purposes of the study, and statistical testing of the
stated hypotheses. These analyses were carried out in
three stages:

1. The first stage involved an analysis of personal
   and family background data of the vocational and
   non-vocational students. This section was
   important because it provided a descriptive analy-
   sis of the respondents' personal and family
   background data.

2. The second stage of the study was to establish
   relationships between vocational and non-vocational
   students' perceptions.

3. The third stage was to test for differences
   between five independent variables and the
   respondents' perceptions of vocational education.

106

Conclusions

The conclusions are based on the findings as they relate to each of the purposes posed for the study. A discussion of the conclusions and the limitations which have a bearing on them are presented in the following paragraphs. Because of the exploratory nature of the study, no attempt was made to generalize beyond this sample.

Descriptive Analysis of Vocational and Non-Vocational Students

In considering the academic achievement for both groups of respondents, it appears that the non-vocational students have significantly higher grade point averages than vocational students. It can be assumed that academic achievement may have had some influence on the non-vocational students' perception of vocational education. It is postulated that because of their higher academic record they do not go into vocational education.

The educational achievement of most of the students' parents did not go beyond high school completion. However, the mothers' educational achievement was slightly higher than the fathers'. In contrast, the students tended to possess educational aspirations which exceeded their parents. That is, most of the students expected to enter a four-year college. The socio-economic status of the students' parents were in the lower category.

The educational aspiration for the non-vocational students appeared to be higher than for vocational students. A higher percentage of the non-vocational students aspired to graduate from college. The student's perception of vocational education may be influenced by his aspiration to attend college. Also, the student's academic achievement may influence his educational aspiration level.

The occupational aspirations for both groups of students were higher among non-vocational students than vocational students. A higher percentage of the non-vocational students selected professional occupations. Considering the non-vocational students' academic record, one can assume that this may have influenced his occupational aspiration.

The students appeared to have a fairly realistic attitude regarding job expectations. When asked to describe the occupation to which they aspired and the one they expected to enter, almost all students selected the same job for both choices. The consistency of their expressed vocational choices may be explained in at least two ways: (1) the students in the population feel they have the means to attain their aspirations, or (2) the students simply were unable to distinguish between their occupational aspirations and expectations.

Perceptions of Black Students
Toward Vocational Education

      Purpose I: To determine if community acceptance
                 influences students' perception of voca-
                 tional education.

No differences existed between the non-vocational and vocational students on "What the community thinks about vocational education." Analysis of the total group of students collectively, indicates that the communities of the majority of students think that vocational education is a valuable and worthwhile educational program.

      Purpose II: To determine how black students' view
                  vocational education programs.

Statistical tests revealed that significant differences were observed among vocational and non-vocational students on the importance of white and blue collar jobs. Non-vocational students agreed that white collar jobs were better. Vocational students disagreed that white collar jobs were better than blue collar jobs.

The majority of the students did not feel that the working conditions were bad for students who selected vocational jobs. No differences were revealed between the two groups of students. Working conditions were not considered bad for vocational jobs and the training for these jobs should not be limited to non-college bound students.

It appears that most of the students would like to see vocational education encouraged more among black high school students. It is reasonable to assume, however, that vocational students were more willing to see vocational education encouraged more among black high school students than non-vocational students. Most of the students felt that the merits of vocational education should be made known to more black students.

Significant differences were found between how the parents of vocational and non-vocational students felt about having their children attend college. It appeared that the non-vocational students' parents felt more strongly about wanting them to attend college than did the parents of vocational students. Academic achievement and parental aspiration for students may have significant influence on whether the students choose vocational education or not.

Statistical tests revealed significant differences between vocational and non-vocational students on whether teaching Blacks a practical trade is a device used by the white man to keep Blacks down. It would appear from the data that non-vocational students seem to think that vocational training is a device used by the white man to keep Blacks out of higher status jobs. This attitude may very well be the most relevant fact found in the study. It is worth noting that even though the community had high

110

acceptance for vocational education and the students did

not give vocational jobs a low rating, very few Black

students enrolled in vocational education.

Hypotheses

Hypothesis 1

> There is a relationship between the perception of
> vocational education held by black high school students
> enrolled and those not enrolled in vocational programs.

Analysis of the vocational and non-vocational

students' perceptions toward vocational education reveals

significant differences in their attitudes toward vocational

education. It appears from the results that the vocational

students had a much more favorable attitude toward

vocational programs than non-vocational students. This

hypothesis was the only one in which significant differ-

ences existed. The previous section dealt with some of the

specific items that reflected these differences. However,

there were no significant differences in their attitudes

toward employment in vocational education.

Hypothesis 2

> There is a relationship between socio-economic status
> and the perceptions of vocational education held by
> black high school students toward vocational education.

Socio-economic status and general attitude toward

vocational education showed no significant relationship.

Therefore, regardless of the students' socio-economic level

he tends to feel the same way about vocational education. No evidence was found to support the theories that students from high or low socio-economic status differ in their attitude toward vocational education. The same was true of the general attitude toward employment.

Hypothesis 3

There is a relationship between educational aspiration and the perception of vocational education held by black high school students toward vocational education.

Analysis on the basis of educational aspiration and perception of vocational education reveals no significant differences. The results from this hypothesis would seem to indicate that the students' educational aspiration level has nothing to do with how he feels about vocational education. There were no relationships between educational aspiration and their attitudes toward employment.

Hypothesis 4

There is a relationship between occupational aspirations and the perceptions of vocational education held by black high school students toward vocational education.

There were no significant differences between occupational aspiration, general attitude toward vocational education and attitude toward employment. The results from this analysis would seem to indicate that the students' occupational aspiration level does not differ from his general attitude toward vocational education and his feeling toward obtaining employment.

Hypothesis 5

     The perceptions of black high school students toward vocational education will differ on the basis of sex.

     Analysis on the basis of sex, and student's general attitude toward vocational education and the student's attitude toward employment, showed no significant differences. Therefore, both boys and girls tend to have similar feelings about vocational education.

Implications of the Study

     The practical implications which the results of this investigation have for education, particularly at the secondary level, are potentially significant. Researchers conducting investigations concerning the perceptions of students may observe a step in a new direction in understanding blacks and how they view vocational education. This study has not only provided a new approach to the assessment of perceptions of vocational education, but also has based it upon a theoretical foundation which can be used for further investigation of perceptions of vocational education.

1. The perceptions of vocational education, as they have been identified, offer a different outlook for vocationally oriented educational programs. Although perceptions are developed by the individual through social interaction within the environment, these perceptions do not appear to be dependent

upon the socio-economic status of parents nor upon
parental environment. Furthermore, the perception
of vocational education apparently is not dependent
upon the socio-economic status of a particular
occupation. Thus, this would suggest new approaches
to thinking about vocational education programs
particularly for people presently subsisting in
predominantly low socio-economic conditions.

2. One need only to review the characteristics of this
   country's unemployment statistics to realize that
   Blacks, and especially black teenagers, are in
   dire need of the optimum in vocational education
   and counseling services. This fact was made
   graphically clear in the federal government's
   Manpower Report to the President (1972). Cer-
   tainly, it has been difficult for large numbers of
   Blacks to gain entry into many professions and
   occupations. Perhaps it is this situation which
   prohibits black youngsters from identifying with
   and aspiring to certain vocational jobs. It is
   apparent from this investigation that black
   students are willing to attend classes in vocational
   education at the high school level. Most of them
   felt that the merits of vocational education should
   be made known to more black students. Educators

need to look at the barriers which prohibit participation of these disadvantaged students in vocational educational programs.

3. Students included in this study appeared to have realistic aspirations and expectations in that they expect to obtain employment in the type of jobs to which they aspire. These students seem to want good jobs, but they appear to lack a broad view of the occupational opportunities available to them. This demonstrates a need for teachers and counselors to devote more time to occupational education within these schools and to direct their efforts most specifically to black and disadvantaged students.

4. Disclosed in this investigation were data indicating that the black community thinks vocational education is a valuable educational program and that working conditions were not bad for vocational jobs. Educational administrators should consider offering vocational courses to all students who want them and provide facilities for expanding enrollment.

5. The evidence indicates that black students are more inclined to reject vocational education programs as their level of academic achievement and their parental aspirations increase. This category of

students also fears that whites use vocational education to keep Blacks down. The study makes it evident that there is a need for greater consideration of student needs when planning educational programs. Thus, these findings should alert educators to possible barriers to participation by black students in vocational education programs. Educators should also realize that black students are not a homogeneous group but have varied problems that may inhibit participation in vocational education.

6. The students appeared to have unrealistically high educational and occupational aspirations (go to college and enter professional fields) when one considers the realities of the present day situation in terms of the percentage of the total student population who actually go to college and much less complete a degree and enter professional fields. In addition, the employment demands are much greater in fields (skilled and semi professional) that do not require the baccalaureate degree. Educators will need to furnish much more information about the facts of life, financial problems involved in going to college, and awareness of occupations if the students are going to be attracted to less than professional careers.

7. The open-ended responses of black students cited organizational deficiencies in vocational education programs. The students expressed what they liked most about vocational education. They felt that vocational education provided an opportunity to train for a job while in high school. It was suggested that vocational education can help one get a job without going to college. The students also expressed their strongest objection to vocational education. They felt that there were not enough black students enrolled in vocational education classes. In addition, many complained that all those who wanted to could not attend the area skill centers and/or enroll in the vocational departments within their schools. Given the accountability movement in educational programs today, one wonders if the area skill centers are not inclined to select the best academic students for placement purposes. The schools' vocational department should open enrollment to all students who show an interest in and have a need for vocational education courses.

The potential contribution of the study may be found in its application to the field of vocational education and guidance and, thereby, to career development of elementary and secondary students. Vocational education

and guidance experiences are most meaningful when they are appropriate to the understandings and perceptions of the individual who is involved in them. This study of perceptions of vocational education may provide a foundation for better identification and understanding of factors interacting upon the total vocational developmental process.

Recommendations

As a result of this study, it is my opinion that many more studies of this nature need to be encouraged. More studies must be completed which can serve as building blocks for the organization of meaningful research to be conducted in the future. As a result of this research, several challenging and valuable subjects are deserving of future investigation. In this section seven of these possibilities will be defined.

1. A study of this kind should be replicated with students of different grades and age ranges. For example, a study might be conducted in which the perception of vocational education is compared with freshmen and seniors. It is possible that developmental differences and changing attitudes could produce different results.

2. Additional research could be conducted to identify those environmental factors which have the greatest

influence on the occupational and educational aspirations of high school students.

3. This was an exploratory study concerned with the perceptions of black students toward vocational education. It implies a need for similar studies of black and white students conducted on a broader scale. This would not only continue the investigations in the area of perceptions but also investigate all the major fields in vocational education programs.

4. The study should be replicated with a different group of high school students who are more heterogeneous with respect to socio-economic background and educational experiences.

5. Further studies need to be undertaken to discover ways to make vocational educational programs more attractive so that students will want to participate in them.

6. Another area of research is that of studying the attitudes and perceptions of teachers and counselors toward changing roles of blacks in the society and in the labor market. If, as suggested, there is a lack of information and a continuation of traditional stereotypes about socially desirable

roles for blacks and the limited number of "appropriate" black occupations, then an effort toward modifying such thinking would be warranted.

7. Research should be conducted to identify those geographical factors which have the greatest influence on black students' perceptions of vocational education.

It is hoped that the modest success of the present exploratory study will encourage others to investigate educational programs designed to enhance the process of understanding the attitudes of high school students.

Summary

The purpose of this study was presented and the procedures used in the conduct of the study were summarized in this chapter. The conclusions were presented in the form of answers to the purposes stated in Chapter I. In addition, implications for program development were presented accompanied by recommendations for future research.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

Ausubel, David, and Ausubel, Pearl. "Ego Development Among
    Segregated Negro Children." Education in Depressed
    Areas. Edited by A. H. Passow. New York: Teachers
    College, Bureau of Publications, Columbia Uni-
    versity, 1963.

Brookover, Wilbur B. A Sociology of Education. New York:
    American Book Co., 1955.

Clark, Kenneth. "Educational Stimulation of Racially
    Disadvantaged Children." Education in Depressed
    Areas. Edited by A. H. Passow. New York: Teachers
    College, Bureau of Publications, Columbia Uni-
    versity, 1963.

Combs, Arthur, and Snygg, Donald. Individual Behavior.
    New York: Harpers, 1959.

Deutsch, Martin. "The Disadvantaged Child and the Learning
    Process," Education in Depressed Areas. Edited by
    A. H. Passow. New York: Teachers College, Bureau
    of Publications, Columbia University, 1963.

Drucker, Peter F. The Age of Discontinuity. New York:
    Harper and Row, 1968.

Du Bois, W. E. B. The Souls of Black Folks. 16th edition.
    Chicago: McClurg, 1928.

Evans, Rupert N. Foundations of Vocational Education.
    New York: Merrill Publishing Co., 1971.

_____; Mangum, Garth L.; and Pragan, Otto. Education
    for Employment. The Background and Potential of
    the 1968 Vocational Education Amendment. Ann
    Arbor: Institute of Labor and Industrial Relations,
    University of Michigan and Wayne State University,
    1969.

120

Foote, Nelson N. Household Decision-Making. New York:
    University Press, 1961.

Ginzberg, Eli, et al. Occupational Choice: An Approach
    to a General Theory. New York: Columbia Uni-
    versity Press, 1951.

Good, Carter V. Dictionary of Education. New York:
    McGraw-Hill Book Co., 1945.

Hoyt, Elizabeth E. Choice and the Destiny of Nations.
    New York: Philosophical Library, 1969.

Jersild, Arthur J. Child Psychology. New Jersey:
    Prentice Hall, 1968.

Karon, Bertram P. The Negro Personality. New York:
    Springer Publishing Co., 1958.

Mairet, P., ed. Problem of Neurosis. New York: Harper
    and Row, 1964.

Maslow, Abraham H. Motivation and Personality. New York:
    Harper and Row, 1970.

Mead, George Herbert. Mind, Self and Society. Chicago:
    University of Chicago Press, 1934.

Ovington, Mary White. Half a Man: The Status of the
    Negro in New York. New York: Longmans, 1911.

Rogers, Carl R. A Therapist's View of Personal Codes.
    Willingford, Penn.: Pendle Hill, 1960.

Rosenberg, Jerry M. New Conceptions of Vocational and
    Technical Education. New York: Teachers College
    Press, Columbia University, 1965.

Sherif, M., and Cantril H. The Psychology Ego-Involvement.
    New York: Wiley, 1947.

Super, Donald, et al. Vocational Development: A Framework
    for Research. New York: Bureau of Publications,
    Teachers College, Columbia University, 1957.

Washington, Booker T. Up From Slavery. New York:
    Doubleday, 1901. Selected Speeches, E. Davidson,
    1932, p. 67.

Weinberg, Meyer. W.E.B. DuBois: A Reader. New York:
    Harper and Row, 1970.

Wirth, Arthur G. Education in the Technological Society. San Francisco: Intext Educational Publishers, 1972.

Journals

Antonovsky, Aaron. "Aspirations, Class, and Racial Ethnic Membership." Journal of Negro Education, XXXVI, No. 4 (Fall, 1967), 385-93.

_____, and Lerner, Melvin. "Occupational Aspirations of Lower Class Negro and White Youth." Social Problems, VII, No. 2 (Fall, 1959).

Bernstein, B. "Social Class and Linguistic Development." Society, Economy and Education. Edited by A. Anderson; J. Floud; and H. Halsey. Glencoe, Ill.: Free Press, 1961.

Blalock, Hubert M. "Economic Discrimination and Negro Increase." American Sociological Review, XXI (October, 1956), 484-588.

_____. "Educational Achievement and Job Opportunities." Journal of Negro Education, XXVII, No. 4 (Fall, 1958).

_____. "Percent Non-White and Discriminations in the South." American Sociological Review, XXII (December, 1957), 677-82.

Britts, Maurice W. "Minority Children: Forgotten Youth in Counseling." The Clearing House, XXXVIII, No. 9 (May, 1964), 548-51.

Burnstein, Eugene. "Fear of Failure, Achievement Motivation, and Aspiring to Prestigeful Occupations." Journal of Abnormal and Social Psychology, LXVII (August, 1963), 189-93.

Clark, Edward T. "Influence of Sex and Social Class on Occupational Preference and Perception." Personnel and Guidance Journal, XLV (January, 1967), 440-44.

_____. "Status Level of Occupations Chosen and Rejected by Middle and Lower Class Boys and Girls." Psychological Report, XVII (1965), 164-74.

Cosby, Arthur. "Black-White Differences in Aspirations Among Deep South High School Students." Journal of Negro Education, XL, No. 1 (Winter, 1971), 17-21.

Counts, George S. "The Social Status of Occupations."
    School Review, XXXIII, No. 1 (1925), 16-27.

Davidson, H. H., and Lang, H. "Children's Perceptions of
    Their Teacher's Feeling Toward Them Related to
    Self-Perceptions, School Achievement and Behavior."
    Journal of Experimental Education, XXIX (December,
    1960), 107-18.

Duncan, O. D. "A Socio-Economic Index for all Occupations."
    Occupations and Social Status. Edited by A. J.
    Reiss. Illinois: The Free Press, 1961.

Farquhar, William W., and Payne, David A. "Factors in the
    Academic-Occupational Motivations of Eleventh Grade
    Upper-and-Over-Achievers." Personnel and Guidance
    Journal (November, 1963), 245-51.

Feldman, Marvin. "The Schools and All of Us Fail the
    Poor." Opportunity, I, No. 9 (December, 1971),
    32-34.

Fitchett, Horace E. "The Occupational Preferences and
    Opportunities of Negro College Students." Journal
    of Negro Education, VII, No. 4 (October, 1938),
    498-513.

Frumbin, Robert M. "Current Trends in Negro Education."
    The Journal of Negro Education, XXVII, No. 1
    (1958), 62-65.

Goff, Regina M. "Some Educational Implications of the
    Influence of Rejection on Aspiration Levels of
    Minority Group Children." Journal of Experimental
    Education, XXIII (1954), 181-82.

Gardner, John W. "The Use of the Term 'Level of Aspi-
    ration.'" The Psychological Review, XXXXVII,
    No. 1 (January, 1940), 59-67.

Glenn, Norval D. "Negro Population Concentration and Negro
    Status." Journal of Negro Education, XXXVI,
    No. 4 (Fall, 1967), 67.

Gould, Rosalind. "Some Sociological Determinants of Goal
    Strivings." Journal of Social Psychology, XIII
    (1941), 461.

Gribbons, Warren D., and Lohnes, Paul R. "A Five-Year
    Study of Student's Education Aspirations."
    Vocational Guidance Quarterly, XIV, No. 1
    (September, 1966), 66-69.

Gribbons, Warren D., and Lohnes, Paul R. "Occupational Preferences and Measured Intelligence." Vocational Guidance Quarterly, XIV (Spring, 1966), 211-14.

Grunes, Willa F. "On Perception of Occupations." Personnel and Guidance Journal, XXXIV, No. 5 (1956), 276-79.

Henderson, George. "Occupational Aspiration of Poverty-Stricken Negro Students." Vocational Guidance Quarterly, XV, No. 1 (1966).

Herriott, Robert E. "Some Social Determinants of Educational Aspiration." Howard Educational Review, XXXIII, No. 2 (1963), 157.

Hoyte, Charles. "Occupational Interests of Negro High School Boys." The School Review, XLIV (January-December 1936), 34-40.

Kay, Lillian W. "The Relation of Personal Frames of Reference to Social Judgments." Architectural Psychology, No. 283 (1945).

Kievit, Mary Bach. "Social Issues Confronting Vocational Education." American Vocational Journal, XXXLVI, No. 9 (1971), 15-17.

Kohl, Joseph A. "Educational and Occupational Aspirations of 'Common-Man' Boys." The Harvard Educational Review, XXIII (January-December, 1953), 186-203.

Kroger, Robert, and Louttit, C. M. "The Influences of Father's Occupation on the Vocational Choices of High School Boys." Journal of Applied Psychology, XIX (1935), 203-13.

Lawrence, Paul F. "Vocational Aspirations of Negro Youth of California." Journal of Negro Education, XIX, No. 1 (Winter, 1950), 47-56.

Middleton, Russell. "Alienation, Race, and Education." American Sociological Review, XXVIII, No. 6 (December, 1963), 975.

Miller, Carroll L. "Educational Opportunities and the Negro-Child in the South." Harvard Educational Review, XXX, No. 3 (Summer, 1960), 186.

Mulligan, Raymond A. "Social-Economic Background and College Enrollment." American Sociological Review, XVI (April, 1951), 188-96.

Osgood, C. E., and Stagner, R. "Analysis of a Prestige Frame of Reference, by a Gradient Technique." Journal of Applied Psychology, XXV (1941), 275-90.

Radin, Norman, and Kamii, Constance K. "The Child Rearing Attitudes of Disadvantaged Negro Mothers and Some Educational Implications." The Journal of Negro Education, XXXIV, No. 2 (Spring, 1965).

Reissman, Leonard. "Levels of Aspirations and Social Class." American Sociological Review, XVIII, No. 3 (1953), 83.

Russell, Joe L. "Changing Patterns in Employment of Non-white Workers." Monthly Labor Review, LXXXIX (May, 1966), 508-09.

Sewell, William H. "Social Status and Educational and Occupational Aspirations." American Sociological Review, XXII (February, 1957), 67-73.

_____, and Orenstein, Alam M. "Community of Residence and Occupational Choice." American Journal of Sociology, LXX, No. 5 (March, 1965), 551.

_____; Haller, Archie O.; and Straus, Murray A. "Social Status and Educational and Occupational Aspiration." American Sociological Review, XXII, No. 1 (1957), 67-73.

Sexton, P. "Negro Career Expectation." Merrill-Palmer Quarterly, IX (1963), 308-17.

Slocum, Walter L. "Occupational and Educational Plans of High School Seniors from Farm and Non-Farm Homes." Washington Agricultural Experiment Station Bulletin, No. 564 (February, 1956).

_____. "Educational Aspirations and Expectations of Students in Rural Washington High Schools." Department of Rural Sociology, Research Center, College of Agriculture, Washington State University (October, 1967), 18-20.

Smith, Benjamin F. "Wishes of Negro High School Seniors and Social Class Status." Journal of Educational Sociology, XXV (April, 1952), 466-75.

Smith, Howard P., and Abramson, Marcia. "Racial and Family Experiences: Correlates of Mobility Aspirations." Journal of Negro Education, XXXI (Spring, 1962), 119.

126

Smuts, Robert W. "The Negro Community and the Development of Negro Potential." Journal of Negro Education, XXVI, No. 4 (Fall, 1957), 76-79.

Stephenson, Richard M. "Mobility Orientation and Stratification." American Sociological Review, XXII, No. 2 (1957), 204-12.

Swinehart, James W. "Socio-Economic Level, Status Aspirations and Maternal Role." Journal of Negro Education, XXVIII, No. 3 (1966), 391-99.

Turner, Ralph H. "The Relative Position of the Negro Male in the Labor Force of Large American Cities." American Sociological Review, XVI (August, 1951), 527-28.

Uzell, O. "Occupational Aspirations of Negro Male High School Students." Sociology and Social Research, XLIV, No. 2 (1961), 202-04.

Waters, E. Worthington. "Vocational Aspirations, Intelligence Problems and Socio-Economic Status of Rural Negro High School Seniors on the Eastern Shore of Maryland: Their Implications for Vocational Guidance." The Journal of Negro Education, XXIII, No. 1 (1954), 502-05.

Weiner, Max, and Graves, Marion. "A Study of the Educational and Vocational Aspirations of Junior High School Pupils From Two Socio-Economic Levels." White Plains: New York Board of Education, 1961.

Welch, Maryon K. "The Ranking of Occupations on the Basis of Social Status." Occupations, XXVII, No. 4 (1949), 237-40.

Unpublished Material

Lowe, J. L. "Educational and Occupational Aspirations of High School Seniors." Unpublished Ph.D. dissertation, University of Missouri, 1962. Abstracted in Dissertation Abstracts, XXIII, No. 3, 1962, p. 2614.

Mebane, E. A. "Vocational Choices of Secondary Students in Negro Accredited High Schools of North Carolina." Unpublished thesis, Agricultural and Technical College, Greensboro, North Carolina, 1928-29.

Parks, M. "Occupational Survey of Negro High School Students." Unpublished Ph.D. dissertation, University of Kentucky, 1929.

Raylesberg, Daniel D. "Personal Values in the Perceptions of an Occupation." Published thesis, Teachers College, Columbia University, 1949.

Smith, M. B. "Interpersonal Influence on the Occupational and Educational Aspirations and Expectations of Sixth Grade Students." Unpublished Ph.D. dissertation, Michigan State University, 1961.

Newspapers

Young, Whitney M., Executive Director. National Urban League. The Washington Post, April 14, 1964, p. 1.

APPENDICES

APPENDIX A

ITEM LOADINGS ON EACH

PERCEPTION FACTOR

APPENDIX A

Table A-1.--Item Loadings on Each Perception Factor.

Item	Factor I: General Attitude Toward Vocational Education	Loading
12	Vocational education does not make enough students useful members of society.	.57
15	A graduate of a vocational education program is generally suited only for unskilled work.	.49
27	For me, training for a career in vocational education is not worth the time and effort required.	.54
28	A college education is more important than vocational education.	.49
30	Most vocational education courses in my opinion lead no where.	.59
32	Vocational education in high school is not as necessary for most students as other worthwhile programs.	.47
35	In my opinion, vocational education in the high school is highly overrated.	.51
36	Vocational education in high school does not prepare a student for advancement in an occupation.	.52
41	Vocational education is a dumping ground.	.46
49	In my opinion, taking vocational education hinders students from further education after high school.	.54

128

Item	Factor II: General Attitude Toward Employment	Loading
13	A black man can easily get any job for which he is trained.	.44
14	In my opinion, it is too hard to get a promotion after finishing a vocational program.	.40
16	The white man tries to keep blacks out of white collar jobs.	.49
17	Jobs are hard to get for blacks who finish vocational programs.	.41
18	I like vocational education because you can get a good job after finishing school.	.60
19	Most jobs that require technical training are closed to blacks.	.42

APPENDIX B

QUESTIONNAIRE

APPENDIX B

QUESTIONNAIRE

1568F Spartan Village
East Lansing, Michigan
June 13, 1972

Dear Administrator:

I am interested in how black students feel about vocational
education programs. Since we are involved in the preparation of future
job holders, research regarding the perceptions of black high school
students is a primary concern.

The high schools have received much attention in the current
literature about why black students resist vocational programs. There
appears, however, to be a need for more systematic study of how black
students feel about vocational programs. The perception study is one
means of analyzing positions and we propose a study utilizing a
modification of this technique. More precisely, we are concerned with
comparing perceptions, those enrolled and the ones not enrolled in a
vocational program.

Your participation is being requested to provide fifty
students for the study. A questionnaire form will be given to the
selected students, for about forty minutes, the questionnaires will be
given and collected by the researcher. You or your counselor will be
involved for only a short time on just one occasion.

The survey data being collected are expected to have direct
benefits for you and your school. When presented to boards of edu-
cation and superintendents, it may offer evidence that black students
need and deserve help to improve their performance and conditions for
employment.

Please be assured that your name and school will in no way
be identified with the study, if you so desire, and that all information
will be held in strict confidence.

Sincerely Yours,

Joe King, Jr.

130

INSTRUCTIONS: The data you give here is CONFIDENTIAL and will be seen only by the investigator. Fill in the requested information as completely and accurately as possible for all of it will be needed for analyses.

1. Name of school _____   2. Age _____

3. Grade level 11 _____ 12 _____

4. What is your sex? Male _____ Female _____

5. How many brothers and sisters do you have? (number) _____

6. I make my regular home with: (check one)

    1. _____ My own parents
    2. _____ A parent and a step-parent
    3. _____ One parent only
    4. _____ My grandparents
    5. _____ An uncle or aunt
    6. _____ Other (specify) _____

7. What is the approximate average of your grades in high school? (check one)

    1. _____ A- or A average
    2. _____ B average (B- to B+)
    3. _____ C average to C+
    4. _____ C- average or below
    5. _____ D average or below

8. What is your father's or head of household occupation? (What does he do? Be specific. Describe the work he does.)

_____

9. What is your mother's occupation?

_____

10. How much formal schooling did your father have or (head of household)? (Check one)

    1. _____ Less than grade school (8 grades)
    2. _____ Grade school completion (8 grades)
    3. _____ Partial high school (9-11 grades)
    4. _____ High school completion (12 grades)
    5. _____ Vocational school
    6. _____ One to three years of college
    7. _____ College Graduate
    8. _____ Beyond four years of college (graduate work, law school, etc.)
    9. _____ Don't know

11. How much formal schooling did your mother have?   (check one)

   1. _____ Less than grade school (8 grades)
   2. _____ Grade school completion (8 grades)
   3. _____ Partial high school (9-11 grades)
   4. _____ High school completion (12 grades)
   5. _____ Vocational school
   6. _____ One to three years of college
   7. _____ College graduate
   8. _____ Beyond four years of college
   9. _____ Don't know

Please circle the letter in front of the statement which best answers each question.

12. If you were free to go as far as you wanted to go in school, how far would you like to go?

   a. I'd like to quit right now.
   b. I'd like to continue in high school for a while.
   c. I'd like to graduate from high school.
   d. I'd like to go to secretarial or trade school.
   e. I'd like to go to college for a while.
   f. I'd like to graduate from college.
   g. I'd like to do graduate work beyond college.

13. Sometimes what we would like to isn't the same as what we expect to do. How far in school do you expect you really will go?

   a. I think I really will quit school as soon as I can.
   b. I think I really will continue in high school for a while.
   c. I think I really will graduate from high school.
   d. I think I really will go to secretarial or trade school.
   e. I think I really will go to college for a while.
   f. I think I really will graduate from college.
   g. I think I really will do graduate work beyond college.

Which of the following categories include your choice of a career or vocation? (Choose only one number.) A few examples of each are given in parentheses.

1. _____ PROFESSIONALS: (Accountants, Architects, Dentists, Doctors, Engineers, Lawyers, Teachers, Etc.)

2. _____ TECHNICALS: (Aviators, Designers, Draftsmen, X-Ray Technicians, T.V. and Radio Operators, Surveyors, etc.)

3. _____ MANAGERIAL: (All occupations titled "managers": Company, Store, Business)

4. _____ SALES: (Wholesale, Retail, Insurance, Real Estate)

5. _____ CLERICAL: (Bookkeepers, Secretaries, Stenographers, Typists, Office Machine Operators and Receptionists)

6. _____ PERSONAL SERVICES: (Barbers, Beauticians, Models, Practical Nurses, Watchmen, Firemen, Law Enforcement)

7. _____ SKILLED LABOR: (Bakers, Carpenters, Electricians, Cabinet-makers, Crane Operators, Brick Layers, Plumbers)

8. _____ SEMI-SKILLED LABOR: (Truck Drivers, Fork Lift Operators, Service Station Attendents, Bull-dozer Operator, Cleaners and Pressers, etc.)

9. _____ UNSKILLED LABOR: (Laborer [any industry], Warehousemen, Car Cleaners, Helpers, Lumber Pilers, Farm Workers)

1. If you were completely free to choose any job, what would you desire most as a lifetime job? (In answering this question give an exact job. For example, do not say "work on the railroad" but tell us what railroad job you would like to have.) Write your answer in the box below.

ANSWER: [   ]

2. (a) Sometime we are not always able to do what we want most. What kind of job do you really expect to have most of your life? (Write your answer in the box below. Please given an exact job.)

ANSWER: [   ]

(b) How certain are you that this is the job you will have most of your life? (Circle one number.)

I am:	5	4	3	2	1
	very certain	certain	not certain	uncertain	very uncertain

WHAT DO YOU THINK ABOUT VOCATIONAL EDUCATION?

DIRECTIONS: You are to circle the response which corresponds most closely to your feelings about each item on this page and the next.

Example:

> Some high school students are too undisciplined to employ.   SA   A   (D)   SD
>
> SA=Strongly Agree   A=Agree   D= Disagree
>
> SD=Strongly Disagree
>
> This person disagrees with the item to some extent and has indicated this by a circle around (D) (Disagree).

Do not spend too much time on any particular item. There are no right or wrong answers. Merely circle the abbreviation which most nearly indicates your true feeling. When your feeling falls between two choices, select the closer one. Do what you can and please answer every item.

SA Strongly Agree   A Agree   D Disagree   SD Strongly Disagree

1. I selected a vocational course because my friends
   were registering for the course.   SA A D SD

2. To get a good job, black students must finish
   college.   SA A D SD

3. I like the vocational teachers very much.   SA A D SD

4. Teachers seem to be well prepared for their
   classes in vocational courses.   SA A D SD

5. It is too difficult for a black man to enter
   the skill trades.   SA A D SD

6. I like receiving a good grade out of vocational
   education.   SA A D SD

7. Most of the people in my community do not think
   much of vocational education.   SA A D SD

8. White collar jobs are better than blue collar
   jobs.   SA A D SD

9. Vocational education cannot possibly prepare
   students for the range of job opportunities
   available to them.   SA A D SD

10. The working condition is too bad for vocational
    students, most of them work in unfavorable
    weather and wear dirty-ragged clothes.   SA A D SD

11. A black carpenter must be twice as good as a
    white one.   SA A D SD

12. Vocational education does not make enough
    students useful members of society.   SA A D SD

13. A black man can easily get any job for which
    he is trained.   SA A D SD

14. In my opinion, it is too hard to get a
    promotion after finishing a vocational program.   SA A D SD

15. A graduate of a vocational education program is
    generally suited only for unskilled work.   SA A D SD .

16. The white man tries to keep blacks out of
    white collar jobs.   SA A D SD

17. Jobs are hard to get for blacks who finish
    vocational programs.   SA A D SD

18. I like vocational education because you can get
    a good job after finishing school.   SA A D SD

19. Most jobs that require technical training are
    closed to blacks   SA A D SD

20. Vocational training is for students who are not smart enough to go to college.   SA A D SD

21. I am opposed to expanding vocational education when so many students need the basic subjects.   SA A D SD

22. In my opinion, there are not enough black students in vocational education at the high school level.   SA A D SD

23. I like vocational training because of the money you can make.   SA A D SD

24. For many students there should be greater emphasis on earning a living through a vocational education program.   SA A D SD

25. Most students who take vocational education in high school lack many other scholastic skills.   SA A D SD

26. I would like to see vocational education encouraged more among black high school students.   SA A D SD

27. For me, training for a career in vocational education is not worth the time and effort required.   SA A D SD

28. A college education is more important than vocational education.   SA A D SD

29. High schools should encourage bright students to enter a vocational education program.   SA A D SD

30. Most vocational education courses in my opinion lead no where.   SA A D SD

31. A high school graduate of a vocational education program impresses me a great deal.   SA A D SD

32. Vocational education in high school is not as necessary for most students as other worthwhile programs.   SA A D SD

33. I like vocational education because it is all the education I want.   SA A D SD

34. The people I know respect you more if you graduate from college.   SA A D SD

35. In my opinion, vocational education in the high school is highly overrated.   SA A D SD

36. Vocational education in high school does not prepare a student for advancement in an occupation.   SA A D SD

37. In high school, boys receive more encouragement to take vocational courses than do girls.   SA A D SD

38. Vocational training will allow me to make as much money as I can.   SA A D SD

39. I would like to see the values of vocational education made known to more black students than is now the case.   SA A D SD

40. Vocational education will help me to get the job I want most.   SA A D SD

41. Vocational education is a dumping ground.   SA A D SD

42. My parents want me to go to college.   SA A D SD

43. Schools should teach students to work with their mind instead of their hands.   SA A D SD

44. Vocational education will aid me in living in the kind of place I like best.   SA A D SD

45. Manual labor reminds me of slavery.   SA A D SD

46. My parents want me to further my training in vocational education.   SA A D SD

47. With vocational training I can get the kind of house, car, furniture, and other things like this that I want.   SA A D SD

48. White collar workers make more money than blue collar workers.   SA A D SD

49. In my opinion, taking vocational education hinders students from further education after high school.   SA A D SD

50. With vocational training I can get married and raise a family sooner.   SA A D SD

51. Prestige and status are more important than wages.   SA A D SD

52. Teaching blacks a practical trade is another way for the white man to keep the blacks down.   SA A D SD

53. This community should provide a wide variety of vocational programs to fit the abilities of most students not going to college.   SA A D SD

54. The thing I like most about vocational education is:

55. My strongest objection to vocational education is: