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VOCATIONAL ORIENTATION: A STUDY OF A FIFTH FORM

An investigation into the comparative accuracy of measured Vocational Interests and some aspects of Family, Peer and School influences as indicators of Vocational Orientation

by

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Master's Thesis

Submitted in partial fulfillment of the requirements for the award of

MASTER'S DEGREE

of the Loughborough University of Technology

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PART I

BACKGROUND

and

REVIEW OF LITERATURE

INTRODUCTION

Background & Origins of the Investigation

1.1 The practice of vocational guidance in British schools is increasing, and its expansion brings a need for more information about those adolescent experiences directly related to ... vocational orientation. Why is it that John chooses this particular occupation and that particular job? What elements are crucial in these decisions? What influences must one appreciate in guiding him towards a realistic and appropriate decision? In understanding the origins of this investigation one needs to understand a little of the background to vocational guidance in schools.

1.2 Vocational guidance represents an attempt to help the individual appraise himself, his circumstances and the possibilities open to him in terms of jobs, occupations and careers. The vocational guidance practitioner offers himself as a person with experience and knowledge enough to clarify, translate and interpret, for the adolescent, facts and ideas about the adult world of work and education, and thus to help him develop a basis for making his own decisions. For such a service to be fully effective the practitioner should have data available about his clients' social, intellectual, emotional and physical attributes.

1.3 To a limited extent these are available to him, but through the school only (in most cases) apart from the clients' observations about themselves. Typically the data he is offered consists of observations/opinions of fragments of behaviour, unstandardised marks for academic performance and estimates of future performance or behaviour. Since these are not based in a rigorous system of personal assessment, they offer the practitioner a somewhat unsound basis for proceeding with guidance. The behaviour reported is frequently that observed within the school only, and publicly; the lack of standardised marks (i.e. between subjects) means

that there is no real basis for comparison of performances, and the estimates of future performance and behaviour are probably best regarded as extremely tentative in many cases. In attempts to offset such drawbacks and the fact that even accurate data presents very much an 'institutional view' of the individual, many practitioners resort to the use of interest inventories (often called interest questionnaires). Much more rarely, although increasingly, psychometric instruments measuring aptitudes, personality variables etc. are being brought into use. But even so, the lack of sound data about the clients' family relationships and activities, about interaction with peers outside of the school, implies a degree of imbalance in the bases of guidance and hence some questions about how well founded much of it can actually be.

1.4 But for those involved, there is little or no information available about socialisation through family and peers, save through the statements of the individual adolescents and sometimes of parents. Family and peers may be extremely important influences, particularly during adolescent vocational orientation from the age of about thirteen. One may catch tantalising glimpses of deeper levels of influence in cases where very complex problems are presented by youngsters.

With this background in mind it is clearer, perhaps, how this investigation originated. It is natural for a practitioner who is reflective about his work to want to understand more clearly these influences, and to want to formulate questions about aspects of most importance to him. This is especially so with regard to influences upon orientation during the youngsters' last months of schooling.

1.5 In pursuing such reflections one quickly comes to realise that the only satisfactory way of extending one's range is to examine such matters very closely. This professional need to know, to understand, and a personal curiosity, have given rise to this investigation. The nature

of the questions posed has almost formulated the enquiry into what it is - an attempt to establish whether the areas outlined below can provide helpful indicators of an individual's vocational orientation.

In attempting to determine this one must take into account the current (and widespread) use of interest measures as guides to vocational orientation, so this investigation must not only try to examine the selected areas closely, but also consider the efficacy of interest measures in that context.

2.1 Objectives of the Investigation

It is now clear how the investigation originated and, to some extent, what its intention is. However, it is one thing to state or initiate an intention in general terms and quite another to set out one's objectives accurately in specific terms. In doing so one must bear in mind the possible contribution of the research to the sum of knowledge as well as to one's own knowledge.

2.2 It should be understood that this investigation is not a formal and rigorous testing of precisely formulated hypotheses, for this would not be an appropriate form through which to conduct it. Neither is it an academic exercise designed to test certain methodologies. It is designed to explore, clarify and explicate the areas in question and hence it is based upon a number of 'Study Objectives' which, hopefully, facilitate these.

2.3 Objective I - To study certain aspects of Family Influence upon the adolescent, and to try to identify those which appear to be related to vocational orientation in relation to: parental occupational status; fathers' occupations; family size and ordinal position; frequency of visits to relatives; parental geographic mobility; place and length of residence; perceptions of help and guidance;

Objective II - To study certain aspects of Peer and School Influences upon the adolescent, and to try to identify those which appear to be related to vocational orientation in relation to: number of working and non-working peer associates within and without school; school subjects chosen, studied and preferred; estimates of, and performance in public examinations; vocational help and information available in school; use and perceptions of help and information available; part-time jobs and job-seeking behaviour in relation to full time employment.

Objective III - To try to determine whether measured vocational interests offer a more or less useful indication of vocational orientation than the influences studied under Objectives I and II. This Objective includes the study of vocational orientation in relation to: fathers' occupations and the findings of Objectives I and II.

2.4 These Objectives provide a framework within which to design and implement the investigation, but they do not necessarily form the framework within which the findings may be analysed and discussed. The relationship between the findings of this investigation and those of others may very well indicate that proper discussion must cross boundaries which seem apparent between the Study Objectives. For example, those aspects of parental occupation subsumed under Objective I will be linked, obviously, with those under Objective III. Findings do not always fall within the expectations of researchers and unexpected data may call for fresh analytical approaches and perspectives.

2.5 In approaching an enquiry such as this it is wise to search existing literature, not only to identify methods, techniques and forms of analysis previously employed, but to acquaint oneself with the range of ideas, concepts and theories offered, whether empirically supported or not. Equally important is the aim of identifying gaps in knowledge and understanding. The survey of existing literature which follows

is confined largely to those areas central to, and closely related to, the Study Objectives outlined above. It cannot, therefore, be regarded as exhaustive of the whole field.

Development of Theoretical Perspectives in Britain

3.1 American research into vocational development, orientation and choice became a major activity early in this century, but the major theoretical frameworks did not materialise until after World War II. Much of the impetus for their development came from the extensive assessment and testing programmes developed during the war for use with their armed forces, and was concerned with effective and efficient utilisation of personnel abilities and interests. Nowadays such names as John Holland, Donald Super and Anne Roe are familiar to everyone engaged in vocational guidance or the study of its theoretical bases, for they are the authors of the main theories.

3.2 In Britain the theoretical study of this field did not gain momentum until after the war, in the late 1950's and early 1960's. The National Institute of Industrial Psychology provided a stable source of study and research but it was, as might be expected, almost exclusive of other social science bases. A number of individuals also contributed (e.g. Davies 1939; Smith & Allen 1932-1940) but again the work was psychologically based, and almost all of this work was concerned with psychometry of one form or another.

3.3 After the war the social and economic climate in Britain was such that developing a pool of skilled manpower became imperative, and following the Education Act of 1944 the vocational destinations of school leavers gained increasing attention. It was during this period that the Youth Employment Service was formed (now the Careers Service) and also during this period the theories of vocational development, orientation and choice began to percolate into both academic and educational establishments of Britain from America.

3.4 More recently, attempts have been made to formulate 'native' British theoretical frameworks, for example by Musgrave(1967)

Ford & Box(1967), Roberts(1968) etc. The main drawback in these attempts is that they have been based largely upon sociological concepts, taking too little account of other perspectives. An exception to this criticism is the framework proposed by Keil et al.(1966) and it has the advantage of dealing with the whole of the school-to-work transition including work adjustment.

3.4 But though some of these theoretical formulations are useful, and in varying degrees supported empirically, there are important gaps in our knowledge and understanding of the transition phenomena, and these are reflected in the literature. For example, family socialisation and peer relationships, which are generally felt to be important, are not well or adequately accounted for in the theories and certainly not well documented in the literature.

3.5 The present investigation is in the main tradition of British research in that it is small scale and centred to an appreciable extent upon sociological explication. But it also draws upon the disciplines of Education and Social Psychology since it seems reasonable to suppose that a multidisciplinary approach is more likely to produce a better understanding of both the defined area of investigation and the outcomes. In approaching this investigation the gaps in knowledge and understanding have been noted and, where they are important and relevant to the enquiry they are highlighted.

3.6 To some extent the structure of the investigation reflects the gaps. For example, there is an attempt to identify some aspects of the relationships between the school leavers in the sample and any working peer associates they may have. Again, there is an attempt to identify links between visits to relatives and individual orientations. In short, the enquiry is centred upon questions of interest to the investigator and, where the considerations can be accommodated within the research design, areas about which there is little data available of an empirical nature.

Review of Literature

4.1 Having explained the origins and objectives of this investigation, and having briefly described the main thread of the development of study in this field, it is necessary to review those aspects of the existing literature bearing directly upon the area under investigation. In this way the design, conduct and findings of the enquiry may be firmly established in, and related to, the work of others in this field. Of necessity a certain degree of arbitrary selection will be detected because in some instances only aspects of much larger fields of enquiry are considered.

4.2 The first section of this Review is concerned with broad views of vocational development, orientation and choice. This offers a context within which the succeeding material can be related and articulated as far as possible. The second section deals with 'Family, Occupation and Social Class' and is the largest section. This triad is interrelated in a number of ways, chiefly as follows. Children tend to enter occupations similar in type to those of their parents and/or to those entered by others in their social class groups. The occupation of the head of the household (usually the father) is commonly ranked on a socio-economic scale in order to locate the family's social class level, and the influence of the family, particularly parents, is related to aspirational levels, attitudes, values etc. of the prospective school leaver. It can be appreciated that this is a complex and important area to review.

4.3 The section which follows this considers the related area of 'Residence and Geographic Mobility'. Families with children below school leaving age tend to live as units and move as units, and their stability of residence or mobility may influence the neighbourhood or community

values which they would normally transmit to their children. Outside the ambit of family influence the most important relationships formed by adolescents are usually those with their peers, and as school offers the richest source of opportunities for forming them, 'Peers' and 'The School' constitute the next two sections to be reviewed. Within the school the prospective school leaver is offered help and guidance with vocational problems and decisions, and this is the subject of the last section focusing upon social influences. However, it has been stated earlier that the current use of measured vocational interest profiles (as indicators of orientation) must be accounted for, and there is a section devoted to the topic of 'Vocational Interests'. Finally there is an attempt to draw together the main threads in an overview of the literature reviewed.

Table 1.

SUPER'S TEN PROPOSITIONS

1. People differ in their abilities, interests and personalities.
2. They are qualified by virtue of those characteristics, each for a number of occupations.
3. Each of these occupations requires a characteristic pattern of abilities, interests and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.
4. Vocational preferences and competencies, the situations in which people live and work, and hence their self concepts, change with time and experience (although self concepts are generally fairly stable from late adolescence onward until late maturity) making choice and adjustment a continuous process.
5. This process may be summed up in a series of life stages characterised as those of growth, exploration, establishment, maintenance, decline and these stages may in turn be subdivided into (a) fantasy, tentative and realistic phases of the exploratory stage and (b) trial and stable stages of the establishment stage.
6. The nature of career pattern (that is, the occupational level attained and the sequence, frequency and duration of trial and stable jobs) is determined by the individual's parental socio-economic level, mental ability and personality characteristics and by the opportunities to which he is exposed.
7. Development through life stages can be guided, partly by facilitatine the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of self concept.
8. The process of vocational development is essentially that of developing and implementing a self concept: it is a compromise process in which the self concept is a product of the interaction of inherited aptitudes, neural and endocrine make-up, opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows.
9. The process of compromise between individual and social factors, between self concept and reality is one of role playing, whether the role is played in fantasy, in the counselling interview or in real life activities such as school classes, clubs, part-time work and entry jobs.
10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits and values; they depend upon his establishment in a type of work situation and a way of life in which he play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate.

(Super 1953)

Theoretical Frameworks

4.4 Most of the main theoretical frameworks contain a substantial developmental element owing much to the postulates of Ginzberg et al.(1951) and a useful summary of them is offered by Osipow(1968)..

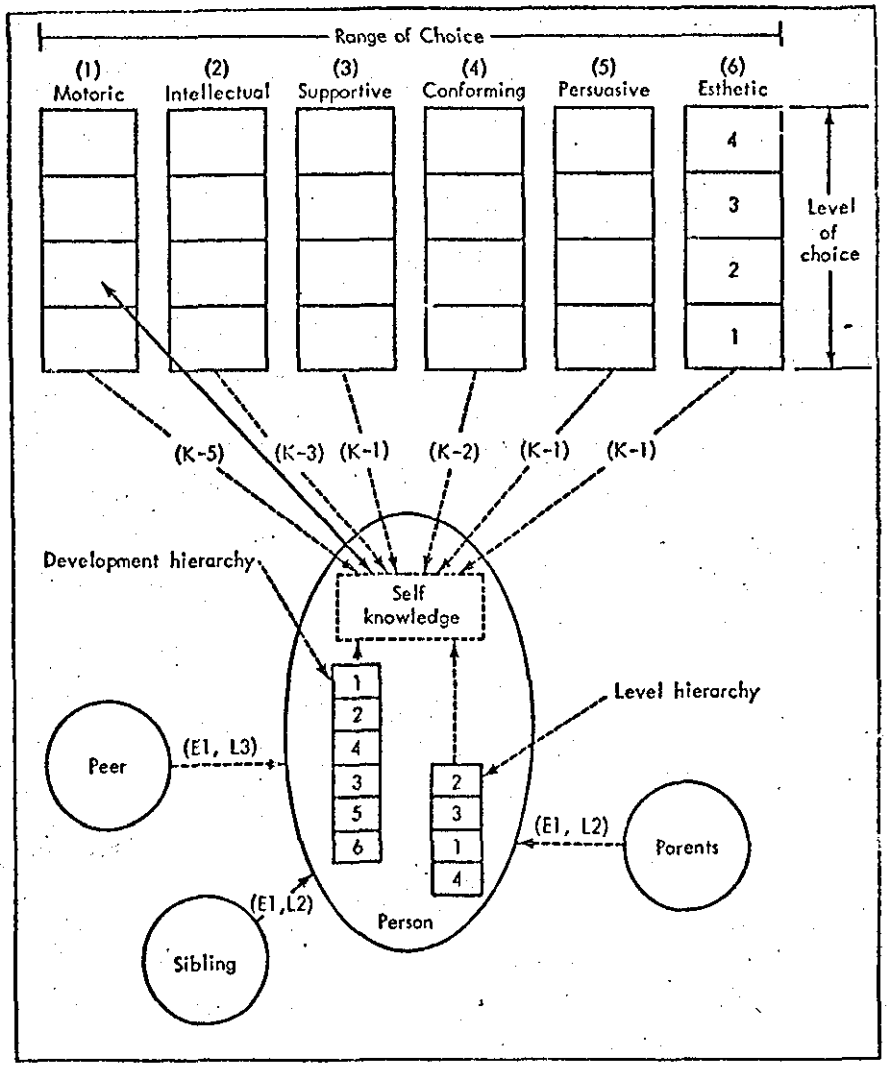
> "Simply stated, Ginzberg, Ginsburg, Axelrad and Herma (1951) concluded that vocational choice is an irreversible process, occurring in reasonably clearly marked periods, which is characterised by a series of compromises the individual makes between his wishes and his possibilities."

Ginzberg et al. labelled the three main stages Fantasy, Tentative and Realistic periods and, to a greater or lesser degree the work which followed their lead reflects them, at least notionally.

4.5 Perhaps the most commonly studied and tested theory is that of Super(1953) consisting of ten propositions (Table 1) which he used as a basis for developing a model of 'life stages' typical of vocational development. These life stages, however, cover the normal life span of a human being, and the abstract below shows only those stages most relevant to the present investigation.

> "Capacity (13 - 14) Abilities are given more weight and job requirements (including training) are considered..
>
> Exploration Stage
>
> Tentative (15 - 17) Needs, interests, capacities, values and opportunities are all considered. Tentative choice are made and tried out in fantasy, discussion, courses, work etc."
> (Super 1957)

Figure 1



(Holland 1959)

The interactions are diagrammed for a person with a typical Motoric orientation at the second level of choice. Dotted lines from Peer, Parents and Sibling to PERSON indicate social influences exerted for particular occupational environments (E) and level (L) within a particular environment. The numbers accompanying these symbols refer to numbered environments and levels. Similarly, dotted lines from environments to the person symbolise knowledge(K) including knowledge of barriers, that a person has about various environments. The magnitude of the accompanying number is an index of the amount of information that the person possesses about each environment. In conjunction with occupational knowledge, self knowledge operates to facilitate or inhibit the operation of the hierarchies by acting as a screen among these various forces and hierarchies.

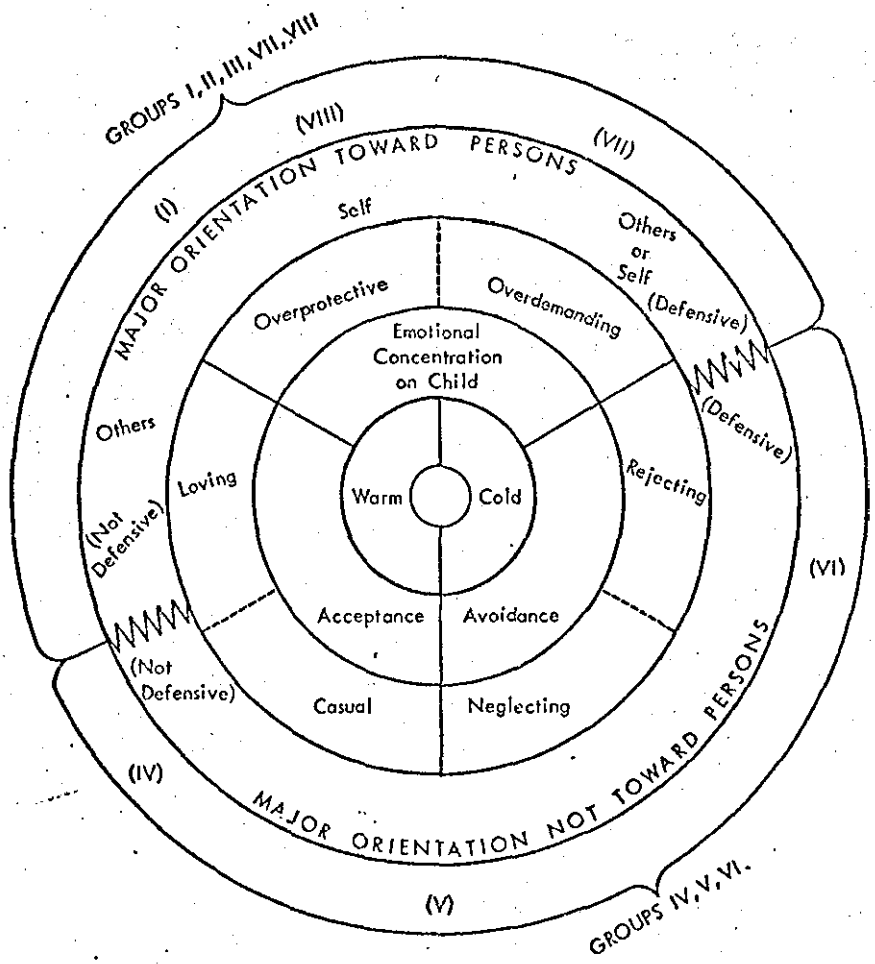
4.6 Although Super's work is probably the best known and studied, a more recently developed framework is gaining ground and seems to offer some useful perspectives; this is the work of John Holland. Although Holland's theory (1959) is usually called 'developmental' it is as Crites(1968) rightly points out, typological in character. The illustration (Fig.1) shows Holland's diagrammed example of the application of his theory. He describes the individual, at the time of occupational choice, as..

> "...the product of the interaction of his particular heredity, with a variety of cultural and personal factors, including peers, parents, and significant others, his social class, culture and physical environment."
> (1959)

4.7 A central idea in this theory is that each individual develops a characteristic range of methods of dealing with his total environment (termed 'adjustive orientations' by Holland) and that this results in attempts to search out certain kinds of "occupational environments". These environments offer tasks, activities, surroundings etc. which are the couterpart of his adjustive orientations. This is a list of the occupational environments suggested by him:

Environment	Occupational Examples
Motoric	labourer; farmer; aviator
Intellectual	physicist; chemist; biologist
Supportive	teacher; interviewer; therapist
Conforming	secretary; filing clerk; book keeper
Persuasive	politician; executive; promoter
Aesthetic	musician; artist; writer

Figure 2



(Roe 1957)

Categories in Roe Classification of Occupations

Groups		Levels
I	Service	1. Professional & Managerial (i)
II	Business Contact	2. Professional & Managerial (ii)
III	Organisations	3. Semi-profess./Small Business
IV	Technology	4. Skilled
V	Outdoor	5. Semiskilled
VI	Science	6. Unskilled
VII	General Cultural	
VIII	Arts & Entertainment	

Note: The diagram suggests possible relationships between parent-child interactions and vocational orientations in later years.

4.8 In discussing the individual's location of matching occupational environments he says...

"The person directs himself towards the major occupational class.."

(With the qualification that, at the time of choice..)

"...an ambiguous hierarchy results in vacillation in the direction of choice or no choice...The orientation may represent the highest level of fixation."

4.9 In contrast to these two major constructions, the theory offered by Roe(1957) is based in the nature of the individual's early family relationships.(See Fig.2)

Roe's three main propositions are:-

"1. The hereditary bases of intelligence, special abilities, interests, attitudes and other personality variables seem to be usually non-specific.

2. The pattern of development of special abilities is primarily determined by the direction in which psychic energy comes to be expended.

3. These directions in which psychic energy comes to be expended are determined in the first place by the patterning of early satisfactions and frustrations."

(Emphases supplied)

4.10 She supports these with a number of subsiduary propositions which state that the patterning will predispose the individual to attend to particular fields of interests/activities, their intensity and organisation being the main factor in a desire to pursue them. Needs which are unlikely to be (or never to be) satisfied are expunged or translated into "dominant and restrictive motivators". The immediate satisfaction of needs as they appear tends to preclude them from becoming motivators, but needs whose satisfaction is delayed will probably become motivators. To summarise, each individual develops a need hierarchy as a result of early family

Table 2

Youth and Work: Problems and Perspectives

(Keil et al. 1966)

(a) The socialisation of the young person into the world of work together with (b) previous work experiences and (c) wider social influences lead on the one hand to (d) the formulation of a set of attitudes towards expectations about work. (a), (b) and (c) together with (d) provide the explanation for (e) actual job entry, and from this (f) experiences as a worker lead to a situation (g) adjustment/non-adjustment for the worker, which can be expressed either by a measure of satisfaction, by a reformulation of (d) above, by ritualised dissatisfaction or by job change.

1. Formal Influences on (a)

Family - Economic level; social class; sibling pressures; family tradition; degree of parental aspiration for young people

Neighbourhood - Type of residential area and house; stability of residence

School - Type; area; attitudes of teaching staff to pupils as individuals and as group; school culture

Peer Group - Ages; occupations if any; social backgrounds; activities

2. Informal Influences on (b)

Part-time jobs; industrial visits; observations of industrial life

3. Informal Influences on (c)

Communications media; political/religious affiliations

4. Dimensions of Attitudes and Expectations

Expectations of life as a worker - Positive/Negative; Hopeful/Pessimistic; Realistic/Unrealistic Aspirations

Attitude to old life - Positive/Negative

'Core' Attitude - Intrinsic = work valued for itself
Extrinsic = work valued as means to an end
Career = status provider

5. Informal Influences on (f)

Work situation - content of work done; conditions, pay, money, hours; training; relations with authority/other people

Home situation - relations with parents; saving; possessions

Leisure situation - friendship patterns and activities; spending; relations with opposite sex

experiences and from this develop motivations towards certain vocational courses of action or choices. However, Roe largely restricts individual vocational orientation to the Person / Non-person dimension which has limitations.

4.11 The foregoing frameworks are the most popularly studied and taught, but the following one constructed by Keil et al.(1966) is in practical terms arguably of more interest and greater application. Where the previous frameworks were constructed by Americans in America, this one originates in the British context. (See Table 2)

As Keil et al. state clearly:-

> "Apart from the recent studies by Carter, Veness and the Crowther Report itself, few areas of the general subject of moving from school to work have been carefully investigated and the material shows a remarkable lack of systematisation and a failure to consider previous work. With the exception of the topic of vocational choice...there have been few organised surveys...(giving only)...a partial insight into the problems of young people at this period of their lives."

4.12 These, then, are some of the more important theoretical and conceptual frameworks of vocational development, orientation and choice. Their articulation is reasonable but emirical support varies. Outside of such frameworks there is a considerable amount of material contributed from individual disciplines. This, too, needs to be articulated and brought into some kind of coherent form.

Family, Occupation and Social Class

5.1 Most of our understanding of the family is at a relatively high level of generality - mostly sociological. That is to say, it consists mostly of stated relationships between variables which, according to a variety of statistical tests, are significant. We have relatively

little understanding of the processes and mechanisms operating within and between families, from which these stated relationships arise. Nevertheless, there are aspects of socialisation within the family which are related to later influences in adolescence. By examining them briefly before concentrating upon the adolescent stage, one can gain valuable insight, and appreciate more fully the significance of contributions from sociology and social psychology.

5.2 The very young child, in imitating his parents' behaviours and attitudes, is beginning to model himself on them and

> "A very important part of self is mainly acquired through identification - the sex-role."
> (Argyle 1971)

A child may identify with either parent, which is to say he or she begins to incorporate parental behaviour in his own behaviour as far as possible (Krech et al.1962). However, as the child initially is mostly in the mother's company, both sexes tend to identify with her but boys typically shift identification to the father (Parsons & Bales 1955). The parents' roles appear to be characterised by different orientations normally, the father taking an instrumental role within the family, and the mother taking an expressive role. Since many youngsters see occupations (during adolescence) in 'masculine' and 'feminine' terms (Eppel & Eppel 1966) it is highly likely that the basis of such perceptions of occupations have their roots in early sex-role modelling, and Super et al.(1957) observe that whilst the girl's role is primarily a sex model, the boy's develops into a differentiated occupational model.

5.3 With the swift development of intellectual, sexual, physical and other attributes, characteristic of adolescence, the youngster finds that he is entering a phase where the old certainties are becoming blurred or vanishing. He may identify with others more frequently in attempts to sort out

who he is (Erikson's 'crisis of identity' 1956). He continually tries out roles and tests them against reality, and as early as the age of twelve

> "There is greater evidence of the discarding of fantasy and and increased recognition of the difference between the infantile and maturing parts of self." (Hill 1969)

Between the ages of 13 and 15 the youngster is trying to gauge his interests, abilities, capacities, values etc. (See Super 1957; Ginzberg 1951)...

> "..some children showed signs of beginning to develop effective strategies for themselves, others had done so less well or had not been able to develop any orientation to the world of work at all. Where no such strategies had been developed there was often intense anxiety ...(which partly) arises because the whole nature of the adolescent crisis seems to call into question the preparedness of the child to grow up and some children... seemed to (feel) as though they would never be able to grow up or would not be allowed sufficient time to do so before being forced..to make a choice."
> (Hill 1969)

5.4 During this period the 'ego-integrative' processes (Blos 1962) are crucial, for the elements of the roles tried out, which seem to the adolescent to 'fit', will be incorporated into the emerging self. As Erikson(1959) observes, it is primarily an inability to settle upon an acceptable occupation which disturbs youngsters, and this means they may feel unable to commit themselves truly to facets of work, working and occupations. They may find it difficult to see potential for investment of self, and hence feel unable to engage in aspects of role rehearsal.

5.5 Marcia(1967) in a study of adolescents facing occupational decisions, found that they could be divided into four groups. It is interesting that he describes them in terms of commitment and (reference Erikson) distinguishes the groups in terms

of 'identity statuses' which is derived from the notion of the adolescent development of identity. They are:

a. Identity Achievement Status - has experienced a crisis period and is committed to an occupation;

b. Moratorium Status - refers to individuals currently engaged in decision making with commitments vague;

c. Foreclosure Status - seem to have experienced no crisis, yet have firm, often parentally determined commitments;

d. Identity Diffusion Status - has no apparent commitments**

(Note: (b) and (d) are distinguished in that (b) is characterised by struggles to make commitments)

5.6 This brief examination of these crucial aspects of development from childhood to adolescence indicate that adolescent vocational orientation has antecedents located centrally and firmly in socialisation within the family. However, for the most part data available relating to adolescent vocational orientation comes from the sociologists and social psychologists, rather than psychologists, and it is to them that one must turn.

5.7 It has already been established that the family, a biologically based group (Harris 1969), is a primary source of socialisation, values and norms for children. And often the family, particularly parents, mediate the influences of social class, neighbourhood and other social contexts (Morsley et al.1970). Sutton-Smith et al(1964) identify some specific aspects of family influence...

> "Social learning among first borns includes high surrogate training and strong identification with parents... social learning in the male dyads...leads to high sex-role masculinity and high interest in conventional economic activities...social learning in female dyads leads to high femininity and interest in expressive creativity.."

** See also 'Modes of Decision Making' (Addendum 'B' p.154)

5.8 Extending this data, Douglas et al(1968) found that..

> "Children from large families make low scores in all attainment tests at all ages..
> The more young children there are in the family when the child is learning to talk, the lower is his score in the eight-year-old vocabulary tests...This deficiency is not made up later..Pupils from large families leave school earlier than expected at each level of ability...Financial reasons are insufficient to explain this..First-born boys in families of 2 or 3 make higher scores in their attainment tests and are academically more aspiring than their younger brothers and sisters."

5.9 Thus one sees that the potential influences upon adolescent orientation are probably a continuation of previous influential patterns, although the involvement of the family in this process varies considerably (See Carter 1966; Willmott 1966 etc.). For example Jahoda(1952) reported that parents of his adolescent sample were a "central and pervasive" influence upon the job choice and attitudes of the youngsters. On the other hand, Toomey(1967), although finding that parents had some clear preferences about the attributes they would like in jobs their children entered (See Table 3), reported that parental involvement in orientation and choice was low.

Table 3

Attributes desired in children's Occupations (Toomey 1967)

Attribute Desired	Favourable Response %
1. A job he likes	34%
2. A job where he gains satisfaction through using his abilities	12%
3. Good prospects	10%
4. Money	4%
5. Security	26%

Table 4

Adolescent Values and Parental Socio-economic Status - (Schwarzweller 1960)

Values	Associated with...
1. Material Comfort 2. Security 3. Hard Work 4. External Conformity	Low socio-economic status and Low Aspirations
5. Mental Work 6. Creative work	High socio-economic status and High Aspirations
7. Friendship 8. Work with People 9. Service to Society	High socio-economic status and High Aspirations

(Note:- Girls had low socio-economic status and low aspirations related to Familism)

5.10 Carter(1966) found that..

> "..there were working class parents who would not have been content with 'any old job'..(for their children).. these had no thought of their children rising out of the working class, but a strong desire that, within it, they would be first among equals.."

Quite obviously there are parents who do not see advancement or 'bettering yourself' in terms of unlimited upward mobility. They will see both upper and lower limits to the aspirations (of their children) that they will accept.

5.11 As one might expect, adolescent aspirations have been found to reflect social values. Willmott(1966) observed that in his study many boys had..

> "..values, sentiments and aspirations...essentially like those of their working class fathers...they had manual occupations...were in the main content with their lot.."

And Schwarzweller(1960) identified a relationship between the values of his adolescent sample and the socio-economic status of their parents.(See Table 4)

5.12 Jackson & Marsden(1966), Hargreaves(1967) and others have shown that social class is related to both educational attainment and occupational status. Caplow(1964) comments upon the way in which people from socially similar backgrounds tend to cluster in similar kinds of occupations forming occupational groups sharing social mores. Others have found that there is a tendency for children to aspire, and enter, occupations whose status is similar to that of parental occupations(Hargreaves 1967; Willmott 1966; Veness 1962;etc) For example, sons of manual workers tend to enter manual occupations.

5.13 Caplow(1964) goes on to suggest that there are a number of conditions under which one is more likely to find occupational tradition in families..

"1. where childhood participation and/or capital is necessary;
2. where a community is isolated;
3. where a 'psychologically isolated' milieu exercises a restriction on the child."

Carter(1966), in his Sheffield study, found that relatively few boys wished to follow in their father's occupational footsteps, whereas Veness(1962) found a considerable amount of "tradition-direction". This kind of tradition may, in poor districts, be due to economic pressures compelling fathers and sons to enter low grade jobs in order to earn sufficient. (See Mays 1965).

5.14 In socially homogeneous neighbourhoods families will tend to conform to the prevailing norms fairly readily, and thus they are transmitted to the children. Where an extended family exists in such an area, the normative pressure will be reinforced, and this will be a part of the influence exerted upon the adolescent in his orientation process. Indeed, it may operate in such a way as to almost prescribe the youngster's aspirational limits.(See Willmott 1966; Mays 1965 Mogey 1956 etc.)

5.15 Many families move their places of residence but, as Young & Willmott(1957) showed, although they may move within a relatively limited area, some adolescents will find their contact with adult advice (disinterested and otherwise) substantially diminished. Those who, because of their parents' geographical moves, find themselves out of reach of the centre of their kinship network of relationships, may find this access diminished to an extreme degree. In considering such mobility, Worsley et al(1970) make the valid point that geographical separation, although it may mean geographical distance, does not necessarily imply social distance in any sense; it simply means for many people, decreased contact but does not affect the integrity of the relationships which can be resumed, upon renewed contact, without damage.

5.16 If geographical dispersion of a family group reaches the point where it can no longer be considered an extended family, but rather, a number of nuclear families, then as Banks(1970) points out, for adolescent members the peer group may grow in importance. If, in addition, the father should withdraw from his family, then the adolescent may even seek a substitute male role model, increasing further the importance of extra-familial relationships. It may be that such factors as these were involved in Toomey's findings concerning the seeking of help from institutional guidance agencies (See above Section 5.4)

Residence and Geographic Mobility

6.1 Not all families remain resident in a small geographical area whilst their children are growing up, and the fact of geographical movement may be simply a manifestation of family attitudes, relationships etc. Douglas et al. (1968) made the point that, in their sample...

> "..few families moved across regional boundaries. The boys and girls from these families were of rather higher ability and attainment than those who remained either at the same address...or stayed within the same region."

and Berger(1966) observes that:-

> "People who are on the move physically are frequently people who are on the move in their self-understanding."

6.2 Evidence (based upon properly controlled research) for effects of family mobility upon adolescent vocational orientation is scarce. Yet a substantial number of the population are geographically mobile as Jansen(1970) points out. Studies such as that of Mann(1973) and Wooster & Harris(1970) focus upon other aspects of this mobility, but from such sources one or two important points emerge.

6.3 Jansen(1970) observes that:-

> "..a social group at rest, or a social group in motion tends to remain so unless impelled to change; for with any viable pattern of life a value system is developed to support that system."

In discussing various aspects of migration, he later says..

> "Membership in formal organisations tends to increase directly with length of time in the community within age, occupational and educational categories... among younger persons immigrants approximate the level of participation of the natives after ten years of residence."

6.4 Mann(1970) makes the point that..,

> "French and American studies have demonstrated that attitudes to work are affected by the size and type of community in which the worker lives or was brought up (using principally urban-rural distinctions)... There is no comparable British evidence.."

From this kind of evidence it is reasonable to assume that detectable and identifiable effects of parental migration might come to light through patterns of adolescent vocational orientation. The family's values frequently embody aspects of neighbourhood/community values as already intimated, and one could reasonably expect to find some evidence that parental values (developed largely in other communities) are reflected in their children's development in the newest community of residence.

6.5 In addition to these aspects of geographic mobility, there is an examination of parental place of residence in the present investigation. The following are a summary of Sewell & Orenstein's(1965) findings relating high occupational choice to place of residence of high school seniors. (Table 5)

Table 5

High Occupational Choice and Residence of High School Seniors (Sewell & Orenstein 1965)

Residence	Males %	Females %	Total %
Farm/Village	34.5	29.3	31.7
Small/Medium City	45.5	39.4	42.4
Large City	57.2	41.7	48.6

The tendency for those from urban areas to aspire to high occupational choice is marked, in comparison with those from rural areas. These researchers also found evidence to link place of residence with intelligence levels, and Wooster & Harris(1970) have offered preliminary findings concerning the development of children of Armed Forces personnel who are highly mobile, which..

> "..suggested some disturbing possibilities. It was hypothesised that a highly mobile boy would be handicapped in the development of concepts necessary to the assessment of both self and others; some support for these hypotheses has been found."

6.6 The study of residential patterns and geographic mobility in terms of personal development is fairly uncommon. Evidence tends to point towards such elements as being important but research tends to relate demographic variables instead of examining processes by which the variables actually affect development. Too often the data available emphasises quantitative rather than qualitative aspects.

Overview of this section

This section of the Review of Literature is wide-ranging and complicated; it is probably the most important single section. Family influences may be clear and specific or general and diffuse. Early identification with parents may lay the foundations for the adolescent's perceptions of occupations as 'masculine' or 'feminine' and the early sex-role model arising from parent identification affects perceptions of occupations also. Role modelling continues through adolescence as a main element in the youngster's efforts to clearly distinguish identity. Role models are emulated and the results are either discarded or accepted into the developing self concept. Occupational commitment appears to be an a crucial element in the development of identity, and is developed through continuous reality-testing of self concept.
Certainly parental aspirations for their children, parental values, attitudes and expectations seem to be of great importance as influences, and it is through the parents that social class and neighbourhood norms are transmitted. It is highly probable that the adolescent's initial perceptions of work and working come through parents and possibly siblings.
It seems that geographical mobility may be a significant factor for some adolescents, and may lead to implications for self concept development. It also appears that the kind of place of residence is related to aspects of development.

As the adolescent's peers are mostly concerned with problems and preoccupations similar to his own, peer relationships may grow in importance as the influence of the family begins to decline slowly. It is to the adolescent's peers that the next section addresses itself.

7.1 Peers

Although there has been a considerable amount of research with the adolescent as focus, it has been

> "..overwhelmingly concerned with biological and sexual development, and major social changes of the adolescent period are either ignored or discussed quite briefly and speculatively."
> (Keil et al. 1966)

Writers such as Hopson & Hayes(1972), Carter(1966), Mays (1965) etc. allude to the peer influence upon adolescent vocational orientation but such evidence as might be brought forward is either anecdotal or impressionistic. For example

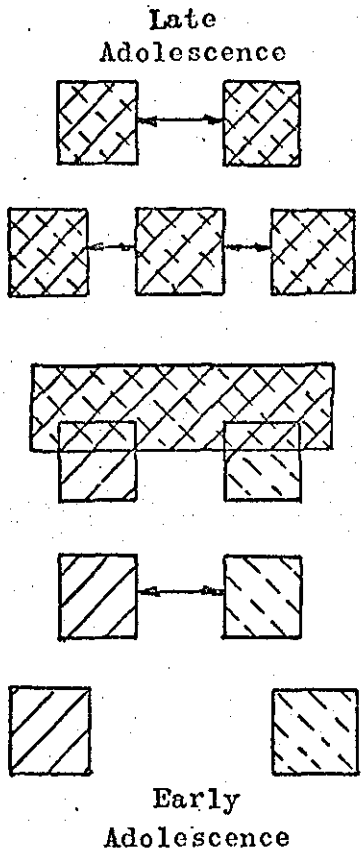
> "Indeed, 'What my girlfriend said' is often taken as gospel by girls who are about to leave school...Boys, too, will pay attention to the views of older boys who are at work, and of others they meet in the street or youth clubs. But these sources of information and aspiration are no less suspect than in the case of parental advice. Values and judgements are taken over whole-sale, without any thought of weighing up the pros and cons in relation to personal abilities and leanings of the school leaver."
> (Carter 1966)

7.2 Such statements have a 'face validity' but there is little systematic and collated evidence of influence upon orientation permitting, therefore, no definitive or even very firm statements about it. Because of this one must examine some evidence from other kinds of studies and attempt to infer or extrapolate from them.

7.3 Cashdan(1971) observes that adolescence is a time of "important exchanges of ideas" for the adolescent, a time when he begins to develop a uniquely personal view of the world, a set of values and attitudes and beliefs.

Figure 3

Stages of Group Development in Adolescence



Stage 5. Beginning of crowd disintegration. Loosely associated groups of couples

Stage 4. Fully developed crowd. Heterosexual cliques in close association.

Stage 3. Crowd in structural transition. Unisexual cliques with upper-status members forming heterosexual clique.

Stage 2. Beginning of the crowd. Unisexual cliques in group-to-group interaction.

Stage 1. Precrowd stage. Isolated unisexual cliques.

Boys Girls Boys & Girls

(Dunphy 1963)

Table 6

Development of Peer Association in Adolescence (Willmott 1966)

Mostly with..	Age (%) 14/15	16/18	19/20
Group	57	44	32
One Male Friend	22	27	12
Girl Friend	5	16	46
No One	16	13	10

(Sample of Boys)

The individual's peer group(s) and family group will both contribute to this development through their influences, but at the same time this creates a tension between what may at times be (become permamently) conflicting ties. As the members of the youngster's peer group will in most cases be at similar or comparable stages in their search for understanding of themselves and their roles, the group will probably provide a framework of values and attitudes, however ill-defined, and the..

> "Group ideals are (an) important source of strength of the adolescent ego..(he)..becomes more and more aloof from his parents...takes refuge in the group. Their values become his values. In the post-puberty stage the teenager begins to seek his identity. Who am I? What are my interests, capabilities and my needs?" (Gaier 1969)

7.4 But so far the evidence suggests that the peer group may be an isolated entity in society, which is much too simplistic a model. Of course it has links with adult and other reference groups and it is more accurate and useful to think in terms, perhaps, of an 'adolescent culture'. Coleman(1961) discusses a 'differeniated'youth culture, and Thornberg(1971) identifies three distinct kinds of adolescent peer groups which form through..

> "1. distinctly different types of individual adolescent physical and intellectual functions;
> 2. the particular social and cultural milieu in which each adolescent develops;
> 3. the attitudes and values of each adolescent peer affiliation."

7.5 Willmott(1966) found a very clear pattern of peer association development (See Table 6) which is confirmed by Dunphy's(1963) findings (See Fig. 3) and indicates the importance of peer

influence as an area to be researched yet more thoroughly. The development through the crowd stage to the girlfriend/boyfriend stage is very clear indeed, and it seems reasonable to infer that the pattern may be reflected in the strength of influence of peers.

But within school, below the formal groupings, there are to be found subcultural groupings. For example, Hargreaves (1967) found that subcultural groups tend to reflect the streaming system of the school so that..

> "The academic subculture thus predominantly consists of boys whose homes are more orientated towards the middle class, and the pressures in the peer groups are towards conformity to the middle class expectations of teachers."

7.6 In contrast he also identified a 'delinquescent' subculture exerting pressures to conform in ways opposed to those of the conforming groups described above. Sugarman(1970) cited an aspect of the supportive nature of subcultural groups as follows:

> "Many adolescents seem to enjoy or even crave a chance to assert themselves as individuals. In any event they get much gratification from talking back to the teacher ...A pupil who belongs to a peer group can feel that his friends stand behind him while the teacher holds him to ridicule..the timidity which restrains some pupils from talking out in class operates less strongly in the case of peer group members. They can count on their friends to laugh at their jokes..."

7.7 It is reasonable to assume that membership of a peer group implies shared norms, values and attitudes and that a number of peers will influence views or perceptions of jobs, occupations and careers. The tension between family and peer group ties may develop into a stable 'set' in one

direction, or may vary between them. Having said all of this one is left with the uncertainty engendered by lack of hard evidence. In 1966 Keil et al. stated that they had examined in vain eighteen textbooks searching for data relating to this area. Today, nearly a decade later, the result would be similar.

The School

8.1 School provides the adolescent with opportunities of various kinds. Peer groups are plentiful, interested adults will offer help in a variety of ways, and the youngster is offered the chance of learning about a wide range of human activities and knowledge. But the school is also an influence in its own right, for it may encourage or discourage, reinforce or weaken many kinds of expectations about self and society. Earlier (See section 5.12) it was mentioned that educational attainment is related to social class, and one of the most salient points to emerge from research into education and the school is that working class pupils tend, frequently, to find themselves at odds with the school because, having usually a middle class ethos it..

> "..transmits values and an attendant morality which affect the contents and contexts of education... (the working class child)...may be placed at a considerable disadvantage in relation to the total culture of the school. It is not made for him; he may not answer to it."
> (Bernstein 1970)

8.2 To some extent the quotation from Hargreaves in the last section (See section 7.5) implied this middle class bias in the school, and certainly others have identified it adequately (See Ashton 1973; Carter 1966; Jackson & Marsden 1966 etc.). Douglas et al.(1968) showed that the middle class child begins primary school with a 'performance advantage', which tends not to be appreciably diminished prior to the transition from the primary school to the secondary school. Other researchers have demonstrated that the relationship between social class and attainment continues through secondary school (Jackson & Marsden 1966; Himmelweit 1954; Hargreaves 1967; Ashton 1973)

8.3 The work of Bernstein(1959-61) is worthy of particular note. Because of the crucial role of language in the formation and manipulation of concepts, it was felt that differences in ways of using language might explain discrepant academic performance between middle class and working class children of similar abilities. Bernstein's researches led him to distinguish two main types of language use which he eventually termed 'restricted code' and 'elaborated code'. These characterised the working class and middle class children respectively.

> "..two distinct forms of language use arise because the organisation of the two social strata is such that different emphases are placed on language potential. Once this emphasis or stress is placed then the resulting forms of language use progressively orient the speakers to distinct and different types of relationships to objects and persons, irrespective of the level of measured intelligence."
> (Bernstein 1960)

8.4 It is readily seen that teachers, tending to come from middle class backgrounds, and therefore tending to use an elaborated code, are speaking the same language as their pupils but using it in a different way. The potential for the middle class child to communicate and learn on this 'wavelength' is greater than for the working class child. However, just as one must avoid the concept of the individual completely at the mercy of social events and pressures, so one must avoid explaining <u>all</u> discrepant performance in terms of linguistic codes, despite the value of the concept.

8.5 Donnison(1970) shows that divisions between the social classes in the context of education and schools tend to be most clearly seen where there is a bipartite system of local education. (e.g. grammar schools and secondary schools). However, no matter what the child's social values may be he will still

be obliged to study various school subjects, either chosen or allocated. Since this is the case it is strange that there appears to be no easily accessible evidence concerning relationships between social classes of origin and choice of subject or between subjects studied and vocational interests. Most people appreciate the cruder relationship between subject examinations and occupational opportunities available as a result of success in them, but subtler aspects tend to be avoided or ignored.

8.6 Another area of sparse information concerns the perceptions of subjects by adolescents, in terms of usefulness to career plans. 'Enquiry 1'(1968) and the recently reported study by Reid et al(1974) provide the only substantial data in this area of subject choice, and it is an important area not only because there might be direct subject choice/career relationship, but to try to establish the extent to which career plans influence subject choice so early in vocational development. It is a peculiarly difficult time for the pupil, who has almost no substantial insight into the world of work or the opportunities likely to be available to him two years or more after he has chosen his subjects.

8.7 At the end of the two years following this choice of subjects the adolescent, soon to leave school, will typically take examinations at Certificate of Secondary Education level or at General Certificate of Education Ordinary level (i.e. C.S.E. or G.C.E. '0' levels). The fulfillment of his aspirations may well rest upon success in these examinations, and certainly aspects of the vocational guidance he is offered will be based upon examination expectations. The Careers Officer in particular will be provided with examination performance estimates by teachers. These are statements of the teachers' expectations of pupils' performance, usually given in terms of particular grades and often with qualifying comments. The accuracy of such estimates has not been researched or documented sufficiently for any general statements to be made, but they do form the basis of many

Table 7

Incidence of disagreements and conflicts about job choices between parents and children – (Jahoda 1952)

Sex and Number	Metaltown				Cottontown	
	Disagreements		Conflicts		Conflicts	
	No.	%	No.	%	No.	%
56 Boys	12	(21)	3	(5)	3	(4)
77 Girls	18	(23)	6	(8)	4	(5)

Table 8

Fathers' and Mothers' Attitudes towards Job-choice** – (Jahoda 1952)

56 Boys	50 Fathers			54 Mothers		
	A	B	C	A	B	C
Number	23	23	4	19	18	17
Per cent	(46)	(46)	(8)	(35)	(33)	(32)

77 Girls	65 Fathers			74 Mothers		
	A	B	C	A	B	C
Number	15	23	27	45	27	2
Per cent	(23)	(35)	(42)	(61)	(36)	(3)

** A = Parents who made positive contribution..objections to any job may or may not have been expressed;
B = Parents who appeared definitely interested in the job choice, but who were not reported as having made any positive contribution. Objections may/may not have been made
C = Parents appearing to no interest in job choice, never talked about jobs, and expressed neither suggestions wishes nor objections.

pupils' own expectations of performance (although estimates are not communicated to them in detail often) and the guidance they may be offered. As such they may be an important element in vocational orientation processes.

Guidance and Help

9.1 Clearly parental attitudes may play a significant part in the youngster's vocational orientation, and in particular parental prejudice may be important in discussions of aspirations etc.(See Table 7). Toomey's(1967) findings have already been referred to (See section 5.9) and May's(1965) comments lend some support to the notion of the importance of parental attitudes...

> "That children should attend school and acquire the three R's was not questioned, but that they should be encouraged to develop their innate abilities to the utmost extent was neither generally understood nor generally accepted."
>
> (Comments on lower working class parents)

One can readily understand also the attitudes implicit in a family occupational tradition being important influences upon adolescent orientation. But perhaps just as important as actual parental help is the young person's perception of it. (See Table 8)

9.2 There is not a great deal of evidence about the kind of help available to adolescents in their final months at school, which is offered in precise qualitative terms from large samples. This is particularly true regarding the extent to which schools and the Careers Service facilitate or affect orientation. Here also, the youngster's perceptions of help may be as important as the actual help. Evidence seems to be largely anecdotal or impressionistic, as for example..

> "Much of the teacher's advice did not ring true to the children..Careers Masters as such made little impact.."
>
> (Carter 1966)

and certainly Roberts(1972) in his investigation of a Careers Service in the North West of England was not very impressed by its effectiveness. The final point here is..

> "It has been established that contacts are the principal source of jobs and that most contacts of young people are family determined.."
> (Super 1957)

Thus, one could assume that in a substantial number of cases, although the school and/or Careers Service had offered guidance, the outcomes may be attributable to the family and its contacts rather than to this; it is this inability to establish direct causal links between guidance and job-seeking which bedevils the evaluation of guidance activities.

9.3 One other area of importance in understanding vocational guidance is the time-scale involved. There appears to be no British research concerning adolescent decision-making behaviour(during this period of development and orientation) which will permit any clear or definitive statements to be made. British research is specified because, regardless of psycho-social and physical development, the education system in which the adolescent finds himself will impose pressures and decision-points which are a function of the structure. In many ways the British systems are different from those of other countries and one would expect decision-making patterns to reflect this in some way.

9.4 There is a lack of data about the stability or consistency of adolescent vocational decisions, both prior to and after leaving school. Since the system does tend to impose decision points at which teachers and others become involved or intervene, it is surprising that the data is so sparse. Since adults do intervene one would expect there to have been considerable study of their skills and techniques on a large scale. This is particularly so in the light of the fact that decisions by these adults may be committed to paper and serve as

records of various aspects of adolescent individuals. The previously mentioned estimates of examination performance fall into this area, and it has been pointed out the importance they may have in the guidance process and the youngster's expectations of self.

Vocational Interests

10.1 It is appropriate to reiterate at this point that the use of vocational interest measures in gauging adolescent orientation has to be accounted for. The previous sections of this Review of Literature have been concerned with influences upon the adolescent, but this section is devoted to consideration of the nature of vocational interests.
There is a substantial body of theoretical and empirical data relating to vocational interests, but within it one finds a certain amount of disagreement, and sometimes ambivalence, concerning what interests are. Evans(1965) says they are similar to attitudes but

> "..more specific and...directed towards a particular object or activity.."

10.2 In fact majority opinion leans towards the view that interests may be regarded as an inclination towards, a preference for, certain kinds of activities, tasks, environments and social relationships associated with the world of work. The area of ambivalence tends to be concerned with quantification of interests. Tyler(1964) states that interests inventories measure direction rather than strength; on the other hand Connolly(1968) discussing his own inventory, states that it measures direction and strength. Since they were both discussing inventories based upon the same kinds of principles this difference in viewpoint is clear. However, most interest inventories are claimed to measure direction and relative strength, raising problems which are matters for discussion elsewhere.

10.3 Concerning vocational interests, most workers in the field have accepted Strong's(1943) research findings that interest development is typically in three stages:

between age 15 and 16.5 first ⅓ change
between age 16.5 and 18.5 second ⅓ change
between age 18.5 and 25 third ⅓ change

Super and Crites(1962) take this as an indication (among other research findings) that the degree of dynamic change after age 25 is very small, but actually there is no substantial body of evidence to support this view. Indeed, Katzell(1964) categorically states that values and interests change on the basis of experience, and does not limit this to the pre-25 change. Super & Crites make the intriguing suggestion that the rapid development and crystallisation of the bulk of an individual's interest pattern may be linked to the rise and decline of hormonal releases but offer no evidence.

10.4 There is evidence that people tend not to think in broad occupational categories (Connolly 1968) and this is one of the main bases for interest inventory development. But, useful though they are, aspects of their designs need to be examined carefully. Most inventories have impeccable statistical bases BUT these cannot be a substitute for the more subjective bases of design, or the interpretation of interest profiles resulting from them. Such things as matching the inventory's vocabulary level to that of the target group, accounting for people's ability levels (especially in the case of dull children) these are the kinds of aspects not best solved through the use of statistics.

10.5 One of the standard criticisms of interest inventories (Super & Crites 1962), particularly those of American origin, is that their validations are frequently carried out using untypical population groups. The most common

Table 9

Summary of Types of Interests

(Closs et al. 1970)

	Thurstone 1931	*Allport-Vernon* 1931	*Lurie* 1937	*Strong* 1943	*Brogden* 1952	*Guilford* 1954	*Kuder* 1948	*Connolly* 1954	*A.P.U. Guide Exper.version* 1966	*A.P.U. Guide Inter.version* 1969	
1.	Science	Theoretical	Theoretical	Science	Scientific Theoretic	Scientific	Scientific	Scientific	Scientific	Scientific	1.
2.	People	Social	Social	People	Humanitarian	Social welfare	Social service	Social	Social	Social service	2.
3.	Business	Economic Political	Materialistic	System Contact		Clerical Business	Clerical Persuasive	Persuasive	Persuasive	Clerical/ sales	3.
4.	Language			Language			Literary	Literary	Literary	Literary	4.
5.		Aesthetic			Fine arts General aesthetic	Aesthetic expression Aesthetic appreciation	Artistic Musical	Artistic	Artistic	Artistic	5.
6.							Computational	Clerical/ computational	Clerical/ computational	Computational	6.
7.				Things *v.* people		Mechanical	Mechanical	Mechanical/ manipulative	Mechanical/ manipulative	Practical	7.
8.						Outdoor	Outdoor		Outdoor	Outdoor	8.
		Religious	Religious		Liberal Individualistic Anti-religious Anti-aggression	Personality factors					

group used for this purpose being college students. If one adds the fact that American inventories used in Britain, in some cases have not been normed for British respondents, then it is clear that selection of an inventory for use needs great care.

10.6 At various times people have devised methods of identifying vocational interests and measured them (See Table 9). It is significant that, allowing for slight differences in categories, there is substantial agreement about the various interests. Super & Crites(1962) in an extensive survey of vocational interest measurement, state that they are related to general level of intelligence, values, "temperament and endocrine make-up..social attitudes such as liberalism and social adjustment.." and Tyler(1964) says that

> "..the highest correlations (with interests) are with values...Aside from values...personality characteristics having to do with the kind of personal relationships one seeks and enjoys seem to be related to measured interests.."

10.7 Quite clearly interests reflect, and may be reflected by, some central personality elements, beginning to crystallise in adolescence. But despite the precision of some of the statistical designs of inventories, the results of measuring interests seem to be of a fairly general kind.

Overview of Review of Literature

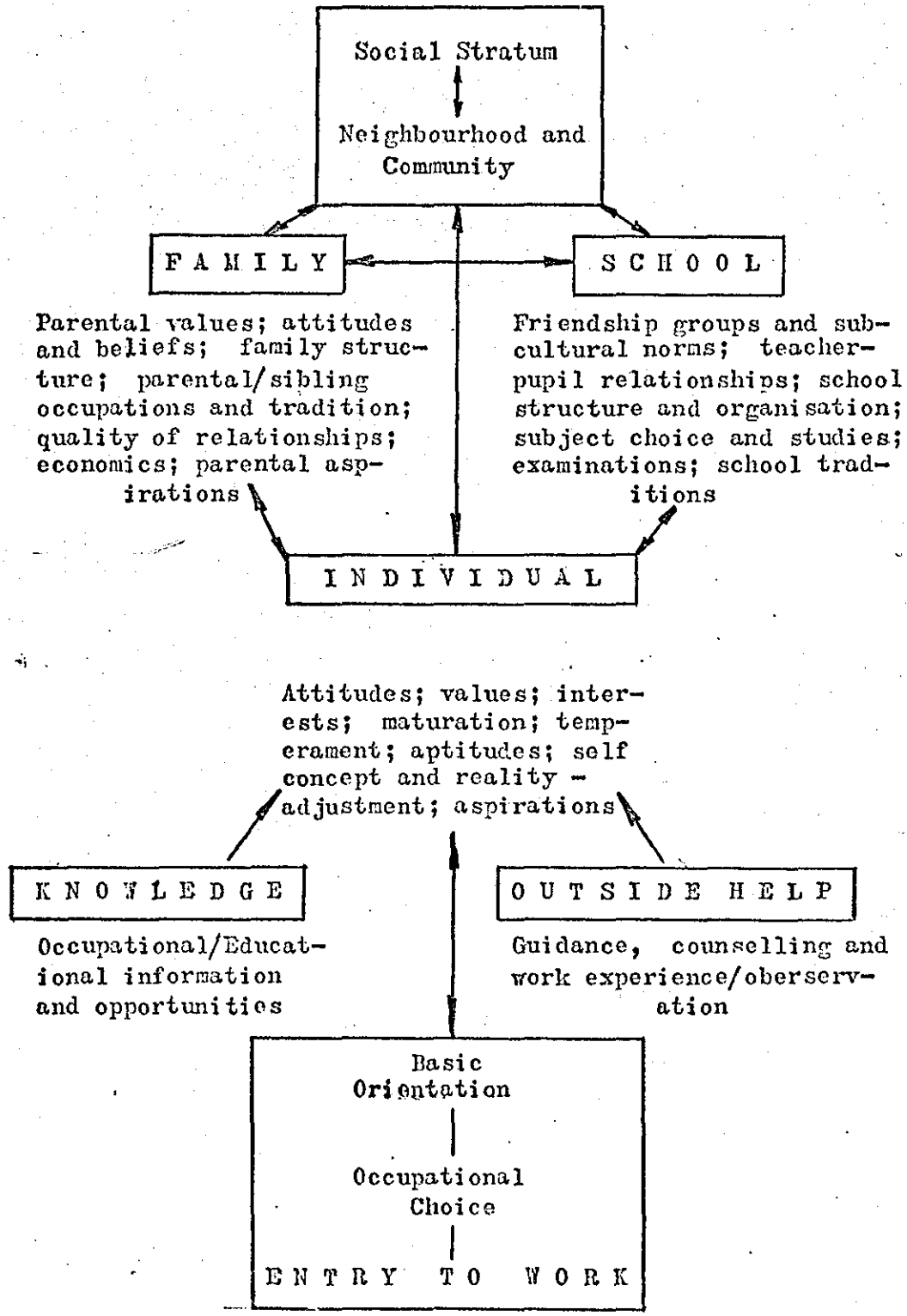
This Review of Literature provides an opportunity to rehearse the likely progress of the present sample's development, in terms of previous research and some main theoretical perspectives. In drawing it together, perhaps the most important element relevant to the investigation is the question of when the individual begins to show clear signs of specific vocational orientation, as a part of a continuous and growing awareness of self and external social facts. Typical answers are offered by frameworks such as Super's, and one can see from his developmental stages that, by age 14, this awareness is beginning to grow; by age 16 it is becoming recognisably and firmly established.

Then arises the question of influences upon growth and awareness as reflected by expressions of orientation. The three main areas, agreed by many writers, appear to be Family, Peers and School. The complex of family relationships and influences is very dense, but one or two strands can be teased out. The physical attributes of the family group are obviously influential - family size, ordinal position, degree of dispersion, geographical place of residence and so on. Then there are relational aspects of the family such as degree of involvement of parents with children, transmission of values, attitudes, aspirations etc., identification with family members, parental occupational status etc. Yet there are other aspects, too, which are less clear like family participation in community activities, relations between family and relatives, and so the circle of influence grows. (See Fig. 4)

This whole cluster of elements impinges upon any individual's vocational development, and is reinforced (positively or negatively) by social experiences outside of the family home. School offers a subcultural system of peer groups, and exp-

Figure 4

Social Influences on Vocational Orientation and Choice



(F.Ashton 1976)

erience with interested adults such as teachers and Careers Officers. The cultural values of the individual may predispose him to respond in various ways to the norms and values presented to him by these extra-familial groups and individuals. Where his academic performance and social responses satisfy the school's expectations he will tend to benefit in terms of attainment and relationships with these interested adults.

As he approaches the end of statutory schooling, the adolescent will be offered help and guidance by these adults, not least by his parents. His perceptions of, and response to the help offered by parents may be governed by any of a wide range of factors, but the help offered from extra-familial sources will be inadequate in a number of ways because it is based very largely upon information, and insight into the kind of person the youngster is, gained mainly from perceptions of these adults within the school environment. Few teachers, Careers Officers or others have accurate or substantial insight into the formal or informal socialisation experiences of adolescents outside of school.

At some point during the final two years at secondary school, the youngster will be prevailed upon to make decisions about his immediate vocational future. The effects of his current situation and circumstances, plus the outcomes of his socialisation experiences (particularly within the home) will culminate in a series of decisions usually referred to as vocational choice. Although entry to work (or the next stage of formal education) is the end of a recognisable stage in vocational development, the processes involved will continue throughout his life in work. The same kinds of questions will arise, the same kinds of considerations will have to be faced, and decisions will have to made each time a major vocational change is contemplated or imposed. Nevertheless, the transition from school to work may sharply

emphasise some of these (particularly family influence) and it is this first, crucial transition with which this investigation is concerned.

This Review of Literature has surveyed research findings of particular relevance to this investigation, has briefly examined some major theoretical frameworks and highlighted gaps in existing knowledge which have implications for this study. All of this creates a frame of reference wherein the investigation's design and conduct, findings and the ensuing discussion may be better appreciated. Thus, the scene having been set, the next section turns to the design and conduct of the investigation.

PART II

DESIGN and CONDUCT

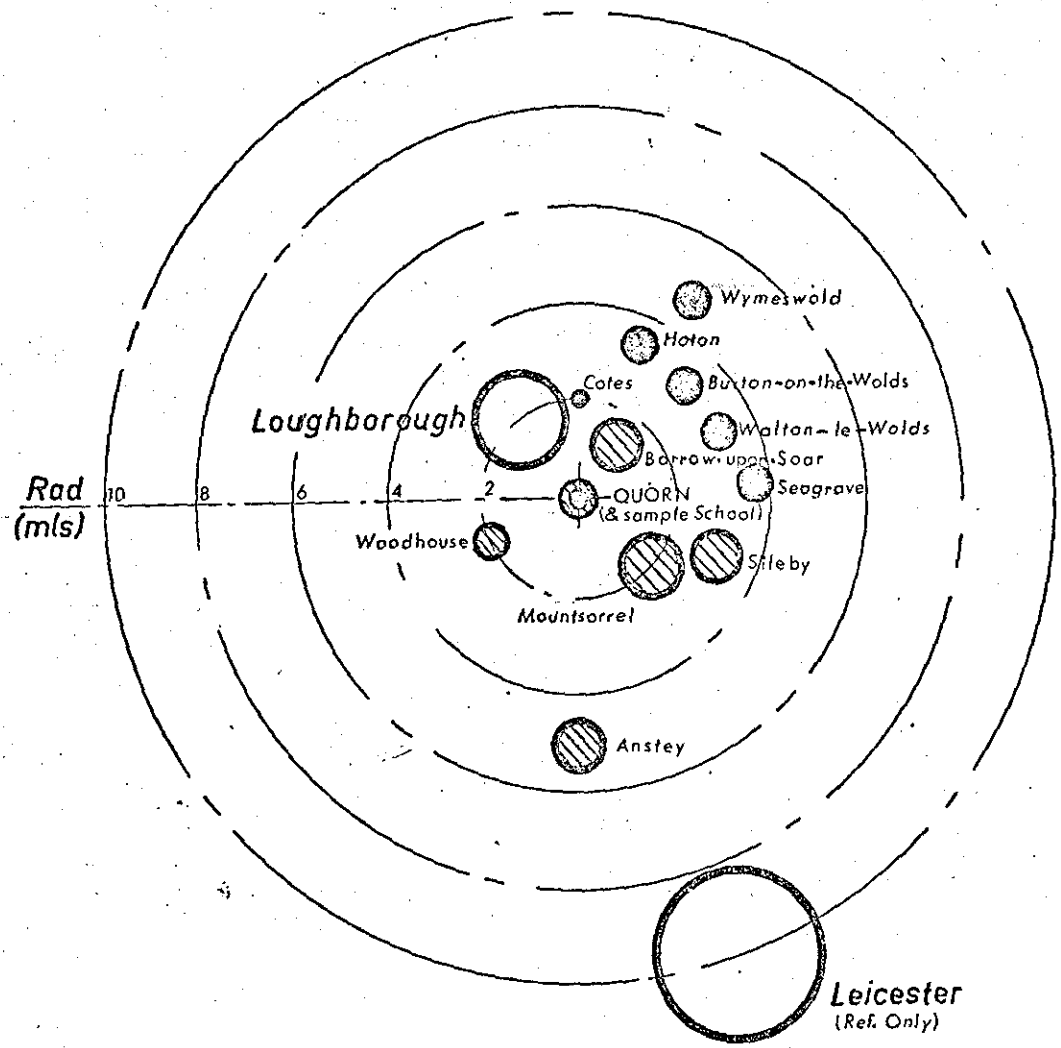
of

INVESTIGATION

LOCATION of SCHOOL

&

Main Catchment Area



POPULATION

- Less than 1000
- 1000 to 6000
- Loughborough 47000+

Figure 5

The Community

1.1 The area in which this investigation took place is the north of Leicestershire, in the East Midlands. The area is rural-agricultural and the chart opposite (Fig.5) illustrates the relative locations of the school in which the study was conducted, and the nearest urban concentrations of significance. Most pupils come from small towns and villages scattered over a considerable area, although a substantial minority live in the market town just to the north of the school.

1.2 The employment situation in this area has, to date, always been favourable and, although subject to normal fluctuations, could not be said to have had a serious unemployment problem. Employment tends to be centred upon the larger urban areas, for the mainly agricultural character of the county prevents wide dispersion of factories etc. The market town is unusual in the high proportion of nationally and internationally known companies having branches within its boundaries, many of which are manufacturing concerns. They include such companies as Brush Electrical Engineering (diesel locomotives and heavy electrical gear) Herbert Morris Ltd. (cranes and hoists) Riker 3M Pharmaceuticals and Fisons Pharmaceuticals, William Cotton Ltd. (textile machinery), Mansfield Hosiery Mills, Willowbrook Ltd.(Coachbuilders) and so on. The unusual nature of such a concentration of industry is highlighted by the town's population - only 47,000 persons.

1.3 More surprising still, perhaps, is the fact that the town has a large educational campus or complex, including a university, a college of education, a college of art and a college of further education. One can begin clearly to appreciate the range of opportunities normally open to youngsters here. Perhaps some of the opportunities can be ascribed to the very good communications by canal, rail and road which link this town, centred in a triangle between Nottingham, Derby and Leicester, with other major cities and towns.

The School

2.1 The school from which the sample is drawn is a Leicestershire Plan Upper School, which means that it is a comprehensive school whose pupils are all aged between 14+ and 18+. It is one of a small number of such schools forming the upper tier of a two-tier system, designed to educate all pupils between 11+ and 18+ years of age in two stages. The first stage involves attendance at a High School (lower tier) between the ages of 11+ and 14+, followed by transfer to the Upper School. This transfer at 14+ raises a number of difficulties which are not simply administrative. For example, any given pupil, upon transfer, could encounter change in teaching staff, teaching styles, teaching methods, pastoral system, grading system, peer groups, subjects etc.

2.2 The school was formed in 1967 by the amalgamation of an existing girls' grammar school of approximately 300 pupils, and 200 boys from a neighbouring bilateral secondary school. The pupil roll was 950 at the time of this investigation. The ability range is fairly typical having about 10% of pupils in the bottom ability group receiving special remedial** attention, and about 20% in the highest ability group. The latter are deemed to have been capable of benefiting from grammar school type educational provision and experiences. The lowest ability group is timetabled separately from the rest of the school which is divided into two broad bands. These bands are not streamed but 'setted'. This means that pupils do not attend all lessons as members of one particular group (e.g. 4A, 5C etc.) but form and reform into various groups according to their abilities in the various subjects. Very few pupils have exactly similar timetables.

** The 'remedial group' is not really accurately named. It includes pupils with emotional difficulties, those with learning difficulties and one or two who are simply difficult to cope with. There are also immigrants of normal ability whose command of English is not adequate to the demands made upon it.

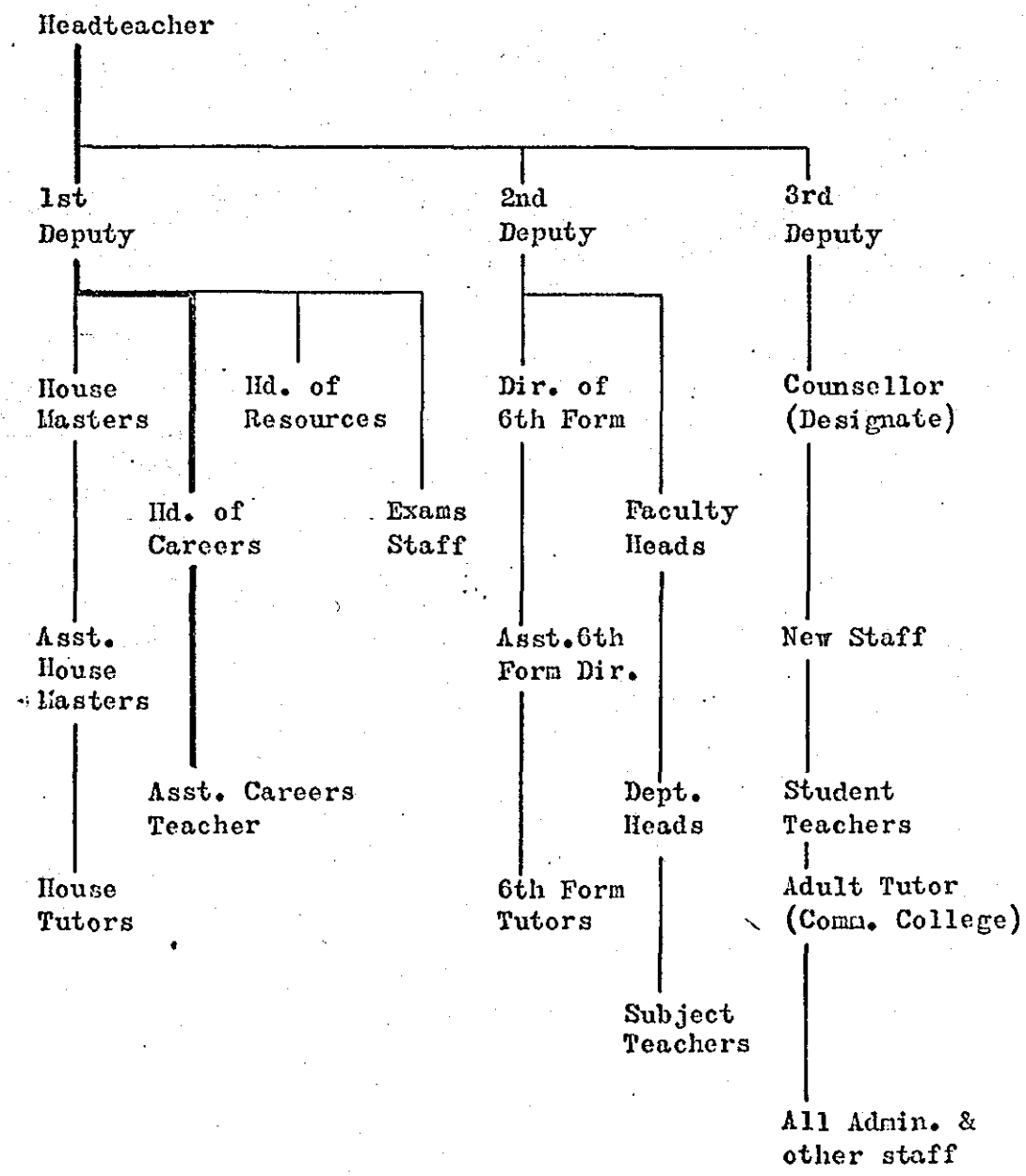
2.3 Prior to entering the school at age 14+ prospective pupils are given a list of subjects from which to make a choice. Mathematics and English being compulsory, there are five others to choose. If it is possible pupils are offered timetables based upon their first preferences, but logistical problems may preclude this; they then may be offered their second choices or even third choices. This can be confusing for the pupil, not simply because many of the subjects will be unfamiliar, but because they frequently fail to see why they should not be offered what they prefer.

2.4 Leicestershire schools have taken full advantage of the C.S.E. Mode III provisions and a large number of examination syllabuses have been designed by teachers for their own pupils' use. The sample school is no exception. A number of its courses (e.g. Technical Graphics, European Studies) are peculiar to this school and designed to suit the perceived needs of the pupils. In terms of 'tradition' there is a general Design Education bias in this county and, in some ways, the sample school exemplifies it. For example, within the school's Design Department ALL courses below G.C.E. Advanced level are taken through C.S.E. provisions. G.C.E. 'O' levels have been abandoned. Many of the pupils studying subjects within this department would, if attending other schools, be taking G.C.E. 'O' levels being well able to cope with that kind of course. It can be appreciated that to make generalisations based upon numbers of G.C.E. and C.S.E. examination entries or examination passes would be meaningless for they do not necessarily reflect ability ranges or ability levels.

2.5 The organisation of the school is fairly common for a large school (See Fig. 6) and co-ordination of Careers Work within it falls to the Head of Careers Guidance.
He works through the Form Tutors and the Senior House Staff mainly. Within the school a careers referral system operates by which individual pupils may be referred (either

Figure 6

School Organisation



by teachers or themselves) to Careers Teachers or Careers Officers for guidance. Careers Officers visit the school to offer individual guidance during set periods each week.

2.6 The net aim of the school's efforts is, perhaps despite stated educational aims and objectives, to prepare the individual to make the most of his education for his own benefit and that of society; this must include entry to work as a major element. Insofar as initial entry into work is an important step, at what point do pupils begin job-seeking, and what help is offered by the school? The normal pattern of job-seeking is that pupils begin to look for jobs early on in the second term of their Fifth Year, or they make tentative decisions to enter the 6th Form or some other kind of full time education. Many job-seekers obtain interviews and, as a result, offers of jobs are made which may be quite firm regardless of subsequent passes or failures in examinations. Where firms do make offers conditional upon success in specified examinations, many would claim that these requirements are to fulfill course entry conditions of technical college courses rather than because they (the firms) required them. However, many firms require candidates for jobs to undergo simple English and Arithmetic tests for selection purposes.

2.7 Whilst this is going on, what kind of help is offered by the school? The most obvious help is the vocational guidance offered by Careers Officers and teachers to pupils; but subject teachers also begin to identify (and help correct) weaknesses in pupils' grasp of subjects, in particular through the use of 'Mock' examinations as rehearsals for the final, summer examinations. Various kinds of Parents' Evenings are held to inform parents about relevant matters and some kind of Careers Convention is usually arranged so that both pupils and parents may meet representatives from firms, higher and further education as well as Careers Officers and Careers Teachers. Through this means accurate occupational information is gathered as a basis for vocational decisions.

2.8 During timetabled time, only the lowest ability group is permitted to have lessons devoted to Careers work, andother various activities must be conducted during lunchtimes and breaks, usually. An exception is that Careers Officers and Careers Teachers may withdraw pupils from lessons for interviews. In addition to these provisions pupils are offered access to a wide range of printed (and school duplicated) material about jobs, occupations and careers, firms, industries and educational courses at both local and national level. Films and videotaped Careers programmes are periodically available, and industrial visits are organised for small groups.

2.9 Perhaps this degree of help appears high, but there are flaws and gaps. The overwhelming majority of published material is aimed at the average-to-above-average pupils, and for the lower ability groups there is precious little. Most material is densely printed and needs certain skills of assimilation which too many pupils appear not to have developed sufficiently. Because of the lack of timetable provision these lacks cannot easily be remedied, even for extreme cases. Because the local education system is 'two tier' in character, there is no substantial Careers work of an introductory nature in the High Schools which 'feed' this one (if any Careers work is done at all) so if it is ever to be done it is from the age of 14+ onwards. It therefore tends to become crisis help through insufficient resources, finance and manpower to cope with pupils' needs.

The Sample

3.1 The sample consists of 23 boys and 27 girls (mean age 15.79 years) randomly selected from a group of pupils just about to enter their Fifth Year. At the completion of the Fifth Year they would sit any examinations they were studying for and, typically, would choose to leave school and enter work. This sample of 50 pupils constitutes exactly 20% of the whole Fifth Year group from which it was selected as follows. Six Tutorial Groups of approximately 30 pupils each were chosen at random, and 160 letters to parents were distributed to pupils to be taken home.

Table 10

Ages of Sample

End of December 1972

	Mean Age	Age Range
Boys	15.87 years	15.66 - 16.55 years
Girls	15.71 years	15.66 - 16.24 years
ALL	15.79 years	15.66 - 16.25

3.2 The letter (See Appendix) requested permission to include parents' child/children in the sample if required, and briefly explained the nature of the investigation. From the 160 letters 92 responses were received of which 70 were favourable. The pupils of those parents were approached with a request for their co-operation and, having had the project explained, all agreed to take part. After completion of the main questionnaire a number did not wish to continue (8 pupils) and a further twelve completed it in ways which indicated they were not prepared to co-operate as needed. Subsequent interviews confirmed this and they withdrew from the investigation immediately afterwards.

The remaining 50 respondents were co-operative for the most part throughout the Fifth Year, and with only one exception remained as members of the Fifth Year for the whole of the academic year.

Design of the Investigation

4.1 Both experience and theory tell the vocational guidance practitioner that adolescents typically begin to crystallise their vocational ideas around the age of 14. He will also know that many youngsters leaving their Fifth Year (or for that matter their Upper 6th Year) will not have crystallised their ideas to a substantial degree. As shown earlier (See Section 4.5) the period 13 to 18 years is a crucial one in the individual's vocational development, and because of the imposed necessity for decision making at sixteen, the period 14 to 16 years assumes a certain added importance. According to Super(1957) the Exploratory Stage of development goes on into the mid-20's and, given that this is so, the 15-16 year old must be considered as in the earlier phase of that stage. He is therefore less likely to to have clear orientations in terms of eventual settlement into an occupation or career.

4.2 As already intimated, at the age of 15-16 certain decisions have to be made, one of which concerns whether to leave school or not. From the standpoint of those engaged in vocational guidance, it follows that, when signs of vocational crystallisation are manifested, guidance should be offered. In fact guidance is offered mostly during the Fifth Year, and often individuals are well into their orientation phase, many exhibiting the need for help only because they have reached, or are approaching, some kind of crisis. The literature reviewed earlier tends to highlight the 14-16 age period as being critical and ideally one would wish to study it fully. However, in this investigation, for reasons of time, facilities and resources this

has not been possible and a decision was made to confine the study to the duration of the Fifth Year.

4.3 It has been suggested that the fourteen year-olds begin to form firmer orientations, but that they may be too ill-informed about their own abilities, capacities, values etc. realistically to orientate themselves towards specific occupations, jobs, activities etc. This is reflected in the fact that neither Careers Officers nor Careers Teachers devote an appreciable amount of time to offering guidance to these or younger pupils in specific terms. Thus the Fifth Year becomes a critical one in terms of orientation. The timetable diagram (Fig.7) sets out the major features of the school's academic year which impinges directly upon decisions concerning the chronology of the investigation. It is now explained how certain of these features acted to constrain the administration or conduct of particular aspects of the investigation.

4.4 Because of their own professional difficulties, policies etc., Careers Officers and Careers Teachers begin to interview Fifth Year pupils in this school as early as possible in the Fifth Year. This is mainly to ensure that all (or at least most) are offered help even if they decline to take advantage of it. Interviewing goes on throughout the academic year and, in the case of Careers Officers, continues through the summer vacation. As a result of such co-operation between Careers Officers and the teachers, data was made available from their interview records.

4.5 The main questionnaire (Q1) was designed specifically for this investigation and administered during the latter part of the Fifth Year autumn term. The timing of this was important. Had it been administered too near the commencement of the Fifth Year (i.e. August or September) many respondents would probably have felt, still, that there was no urgency about vocational matters. But it needed to be completed before the 'Mock' examinations began

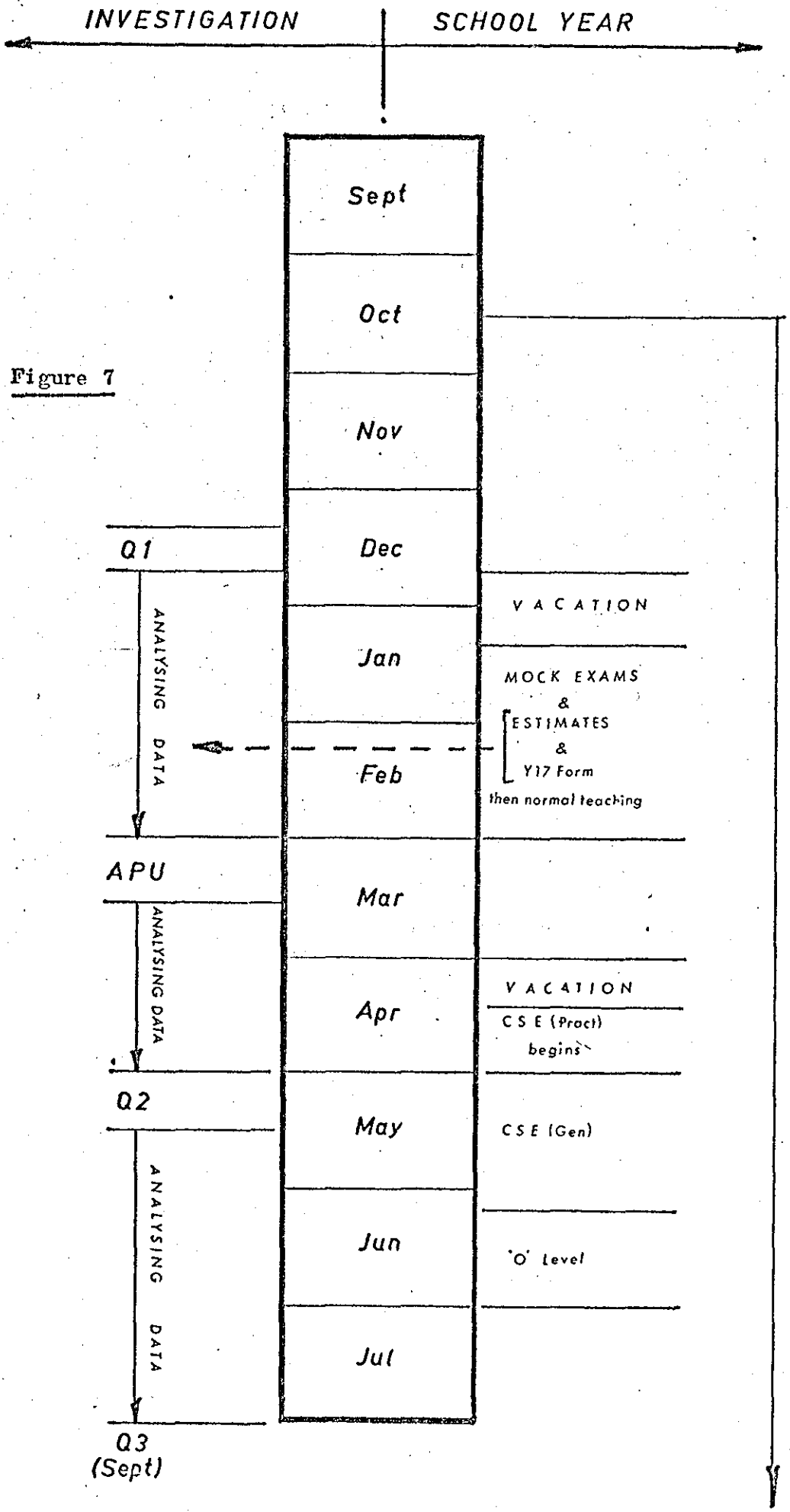

INVESTIGATION
SCHOOL YEAR
Sept
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Jun
Jul
Q1
ANALYSING DATA
APU
ANALYSING DATA
Q2
ANALYSING DATA
Q3
(Sept)
VACATION
MOCK EXAMS
&
ESTIMATES
&
Y17 Form
then normal teaching
VACATION
CSE (Pract)
begins
CSE (Gen)
'O' Level
INTERVIEWS

Figure 7

to banish all other thoughts, and before teachers and others began to exert pressures helping to form firm orientations towards particular vocational objectives. It needed to be completed at a time when vocational matters were beginning to assume importance so that respondents would detect the relevance of the questions asked to their thoughts and feelings about the future. Since the 'Mock' examinations were to be held in January, December seemed the most appropriate period in which to administer the questionnaire.

4.6 The kinds of constraints encountered in deciding upon the administration of Q1 were to some extent duplicated when deciding about the administration of the vocational interests questionnaire. If it were to be administered too early it would be highly likely to yield individual profiles considerably different from those obtained just prior to the end of the Fifth Year. On the other hand, administering it too late might result in profiles reflecting only their owners' crystallising commitment to specific jobs etc. recently considered or on offer to them. In either case one must accept that commitment or acceptance do not necessarily reflect interests. The 'Mock' examination precluded January and February is frequently used as a period in which to bolster pupils' academic weaknesses identified through the 'Mock' examinations. April is not a particularly good time for, apart from the Easter vacation taking up part of the month, several C.S.E. practical examinations are conducted then. The clear choice, then, was March and accordingly this was when the interests questionnaire was administered.

4.7 During the period January - March the data obtained up to then was examined and analysed, and school records were perused. In addition, the records of the school's Careers Guidance Department were checked for useful data. Where difficulty arose in interpreting the data obtained from the responses to the main questionnaire Q1, individual interviews were arranged with the respondents concerned; similar

arrangements were made with teachers in the case of unclear data from the school records. Both sets of interviews were informal and confined to specific matters. In addition to data from Q1 information was gained from pupils' responses to a form completed by every Fifth Year pupil - Form Y17. This crude questionnaire, printed for and used by the Careers Service, is designed to elicit a range of data through pupils' self-report. The information is required by Careers Officers around the December-January period and forms the basis for post-Christmas interviews in which guidance is offered, increasingly leading to placement of pupils with local firms and colleges.

4.8 During the post-'Mock' examination period in February, teachers' estimates of respondents' performances in the approaching summer examinations were available. That is, they were available in detail to teachers and Careers Officers but not to pupils. The investigator was allowed access to these estimates. After the administration of the interests questionnaire (March) a second questionnaire specifically designed for the investigation was administered (Q2). This was timed for the month of May when pupils had completed their courses of studies and were involved in C.S.E. examinations and/or waiting to sit G.C.E.examinations in June. Q2 is designed to elicit information concerning respondents' vocational orientations at that point, and to gain data regarding their job-seeking behaviour.
The final instrument administered to the sample was a third specifically designed questionnaire Q3. It was designed in two formats - one for those who had left school and one for those remaining at school. This was sent via the normal mail service to all respondents during the September immediately following the end of the Fifth Year. As one might expect, the response rate was lower than had been the case previously.

Instruments & Documents (i) - Designed Specifically for this Investigation

5.1 Q1 - Main Questionnaire: The central instrument for the investigation, intended to elicit data concerning family background, peer associations, school experiences and opinions of these. Because of its importance its design had to balance carefully - (a) content; (b) simplicity; (c) visual clarity; (d) ease of answering. The Pilot Study revealed that these criteria were not being met satisfactorily and what follows exemplifies the kinds of modifications necessary.

5.2 In constructing items to elicit data about family size, ordinal position and occupations, the Pilot version did not provide sufficient structure for respondents to assemble data easily. Consequently a number of answers were deficient in terms of the investigator's expectations. In particular the attempt to gain data about respondents' ordinal positions plus number and sex of siblings, presented considerable difficulty to respondents. The format adopted finally (See Appendix) solved the problem by requiring them to delete information rather than marshal it in a particular order.

5.3 A similar difficulty arose with the question in Section 2 of the questionnaire dealing with frequency of visits to relatives. Since any given respondent could have contact with four grandparents, a number of aunts and uncles (and their spouses) and a number of cousins, this question had to be presented very clearly. Again, a carefully designed format requiring the minimum of work by respondents seemed to solve the problem. In trying to gain data about part-time jobs, the same problem arose yet again. It was solved in a similar manner.

5.4 A different kind of problem arose concerning the way in which respondents perceive the division of a period of time. In the last section of the main questionnaire, respondents are asked to identify when they expressed orientations. In asking this

the Pilot version was as follows:

Q. How long ago did you decide upon this job?

Last September?

Between June and September?

Last April?

Last Christmas?

etc. etc.

But it was found that this form of words did not elicit the kinds of responseexpected and needed. The question, therefore was reworded as follows:

Q. How long ago did you decide upon this job?

During this term?

During the summer holiday?

During last summer term?

etc. etc.

Response to this form of the question were satisfactory.

5.5 Apart from difficulties of presentation and phrasing, no serious problems arose, the items appearing to draw out the kinds of information desired and expected. However, in administering the instrument one difficulty was tentatively forecast - that of respondents being capable of maintaining their concentration over the period when they were completing the questionnaire.

From working with, and observing normal adolescents the investigator was aware that this could be a real problem. The time taken to administer the Pilot version was 40 minutes (average) and a number of respondents clearly became uninterested and bored. This factor might well affect the outcomes. However, after modifications to the main questionnaire it was hoped that this aspect would not assume significant proportions. In the event of the administration of the revised version (which averaged 35 minutes for completion) there were no signs of respondents becoming bored or uninterested.

5.6 In order to illustrate the grouping of questions in the main questionnaire Q1, the following table (Table 11) paraphrases or combines them so that the structure may be seen

Table 11

Structure of Main Questionnaire - Q1

Section	Central Concern
1	Family size, composition and occupations; ordinal position; geographical origins of parents; length of respondents' residence in locality; frequency of visits to relatives.
2	Numbers of peer associates a. inside school b. outside school c. working
3	Extra-curricular activities; extra-mural activities; part time employment.
4	School subjects chosen/studied; perceptions of subjects' usefulness in vocational terms; expression of vocational orientation; projection of job/occupation to be entered; perceptions of parental help in orientation.
5	Guidance available/offered by Careers Officers/teachers; kinds of vocational information available/used; opinion of help offered/received in school in preparation for leaving school/entering 6th Form; offers of courses/jobs; timing of expressions of vocational orientation; ideal/fantasy aspirations.

It is clear that the questionnaire tries to get at factual data first, and then to elicit expansions of it and respondents' opinions. A complete copy of the questionnaire is included in the Appendix.

5.7 Q2 - Supplementary Questionnaire

This instrument is much less complicated than Q1, and less extensive in scope. It is concerned with job-seeking behaviour and, in a sense, vocational orientation or lack of it. That is to say, Part A of the questionnaire is centred upon those respondents already offered a job or college course; Part B is directed at those intending to enter the 6th Form and Part C is concerned with respondents still undecided about these alternatives. The only difficulty arising in the design of this instrument was similar to those of the main questionnaire Q1, namely tabulation of somewhat broad questions.(See complete copy of Q2 included in Appendix)

5.8 Q3 - Supplementary Questionnaire (Follow-up)

This is a simple instrument designed to gain data about respondents' situations after leaving the school or entering the 6th Form. It is concerned to discover the amount of re-orientation occurring as a result of various influences. There are two versions of this instrument - one directed at those who left school and one for those who entered the school's 6th Form. (See complete copy of Q3 included in Appendix)

Instruments & Documents (ii) - Existing Ones Adopted for this Investigation

6.1 A.P.U. Occupational Interests Guide: Intermediate Version

This instrument is named after the Applied Psychology Unit at the University of Edinburgh where it was designed and developed. The Intermediate Version utilised here is to be followed by a Final Version (not yet available).
It is designed..

> "..as an aid for Careers Teachers, counsellors, Youth Employment Officers and others engaged in the vocational and educational guidance of boys and girls about to leave school.."
> (Closs et al. 1969)

6.2 The interests questionnaires most commonly used with British school leavers are the Kuder Vocational Preference Record and the Connolly Occupational Interests Guide. The A.P.U. Occupational Interests Guide is undoubtedly gaining ground. At the time of the fieldwork for this investigation the Kuder instrument had not been normed for use in Britain but was (surprisingly) scored and interpreted with the existing American norms. In addition, Super & Crites(1962) in their review of literature and research relating to interests measurement, voiced doubts about its reliability for the whole (or even majority) of normal American adolescent group.

6.3 The Connolly instrument (British in origin) tends to be more accurate with the more able youngsters, thus raising some doubts about its suitability for this investigation's sample. It also omits the 'outdoor' category of interests which seems to be a drawback. The Manual for the A.P.U. inventory explains its design in considerable detail, also the validating methods used and the reliability tests employed. Since it is designed for the normal adolescent range, and since (from experience) the investigator considered that it produces better results across a range of adolescents, it was felt that it was the most appropriate instrument to use, particularly as the sample here is a random one.

6.4 Having dealt with the choice of instrument there are still one or two points to be made. The administration of the inventory was conducted according to directions provided by the inventory's authors, and notes concerning score interpretation were carefully taken into account in an analysis of results. It was administered by a qualified, registered user as required, since only those trained in its use are permitted to administer it. (See copy of inventory in Appendix)

6.5 <u>Form Y17 - Careers Service Self-Report Questionnaire</u>

This form was designed for use by Careers Officers working with school leavers. All Fifth Year pupils are asked to complete and return it normally, and it is aimed at gaining

information in the following areas:-

(a) General information such as name, age, address etc; subjects studied for examination and other purposes; subjects liked; subject strengths; positions of responsibility in school; extra-curricular activities;

(b) areas selected from among a large number of pastimes, activities etc. under headings of 'Like', 'Not Sure', 'Dislike'.

(c) general questions about part-time/vacation jobs; parental views; invitation for parents to add comments.

This instrument is administered as a normal part of the school's vocational guidance activities and full access to the responses of this sample were given after their permission had been sought. The Form Y17 is in general use nationally. (See complete copy included in Appendix)

6.6 In addition to this form, data was provided from the School Report Form also used by Careers Officers and completed by teachers. It is concerned with teachers' estimates of examination performances, assessment of aspects of personal and social attributes of pupils and their potential for further study. Access was provided to the School Records and to the school's Careers Guidance Department records. Copies of these documents are not available for inclusion in this work.

6.7 Other Sources of Data

The records of Careers Officers' interviews were quite useful but almost invariably in terms of vocational information; they rarely included usable observations or data of a more general or more personal nature about pupils. The school Careers Guidance Department's records were rather similar in this respect. A disadvantage of both sets of records was that for a number of reasons pupils may be interviewed once or twice during their Fifth Year, but the interviews tend to

be either very close together or very widely separated, thus not providing a useful or accurate developmental view of pupils.

6.7 Perhaps the most useful source of supplementary information was, in some ways, the anecdotal and impressionstic comments emerging from conversations with teaching staff at the school. Such comments as "Oh, in that family mum seems to be the boss", or something like, "I really don't know about this one; I'd guess that he is brighter than most, but somehow he never seems to produce high quality work." The value of such comments lies not in the 'facts' they convey but in the way that they often rounded out the investigator's knowledge and view of individual respondents. Originally it was proposed to utilise information from 'end of term' reports, prepared for parents by teachers. Upon examining them, such comments as "A satisfactory year's work" were persuasion enough to omit them.

Design Weaknesses & Difficulties

7.1 No matter how well designed investigations of this sort are, or how well designed are the instruments for use in them, there are to be found areas which are ineffective or less effective than is desirable. This section is devoted to a brief discussion of such aspects of the present investigation. In the design of the main questionnaire (Q1) considerable care was taken over grouping questions (See Section 5.6, Table II). One of these sections (No.4) included questions concerning the respondents' projections of themselves into occupations and their reasons for them. As Careers Officers and Careers Teachers also discuss such matters with pupils as a normal part of guidance, perhaps such interviews should have been designed into the investigation with some degree of standardisation. However, it seemed appropriate not to do this when planning the investigation and seems so in retrospect.

7.3 In part, failure to gain sufficient insight into the thoughts and feelings of respondents, which undoubtedly happened to some extent, might be due to their inability to raise ideas to the level of consciousness and/or to articulate them sufficiently well. It has to be borne in mind that during the period of the fieldwork, these respondents were bombarded by vocational information, pressures to decide about their futures, examination pressures etc. and such matters, whilst generating no sense of urgency or pressure in the observer, may increasingly do so in the respondents. Alternatively the reason for gaining less insights than hoped for may be due to the fact that the questions presented to the respondents only approximated those which would have got at the central (and possibly sensitive) areas of their orientations. Perhaps a one-to-one interactive situation might have overcome such difficulties.

7.4 A second substantial area of weakness lies in determination of sub-areas or subordinate areas of the central concern - Family, Peers and School. The data resulting from this study is, in some areas, 'thin'. Of course this could be due to inappropriate criteria of analysis, inappropriate or badly designed instruments etc. But upon reflection the reasons are more fundamental. Whilst researching the related literature, one quickly becomes aware of the main relationships already established and confirmed. For example, one finds relationships between family social class and aspirations, or between parents' and children's occupations. It is only when one comes to examine these with very great care that the gaps begin to become clearer where, perhaps, they were not at all clear before. To continue with the example of relationships between parents' and children's occupations, at this finer level of examination one discovers that findings tend to relate to father-son overwhelmingly and almost never to mother-son, mother-daughter or father-daughter relationships. One exmaines

family social class at this finer level and begins to appreciate how crude and clumsy a tool it is, how inexact is the application of the concept of a single social class categorisation to a family which may consist of several working adults and children at school**.

7.5 In considering parent-child occupational influence (a main consideration in this investigation) one finds little research dealing with the mother's influence. One finds a similar lack of research relating to peer influence, and in this latter area perhaps the approach adopted in this investigation is too simplistic. Yet, bearing in mind the breadth of field examined (in itself a problem) it seemed to offer a chance of gaining useful data. In a number of areas (See Review of Literature earlier) research is so scarce as to provide little firm basis, yet the areas are considered to be of some importance (e.g. Peer relationships influencing vocational orientation). By ignoring such areas it could be taken that they are considered to be of minor importance. Thus one is faced with a problem of deciding how far to concentrate upon areas needing research and having an established base from which to begin, and how far one should include other areas needing research for which there is little established data.

In the present investigation there is a fairly balanced mixture of areas in these terms, which explains the 'thinness' of some findings. To draw this together then, the main weaknesses arise mainly from two sources; the first is a partial lack of awareness of some of the subtleties and deficiencies of firmly established relationships, and the second in the paucity of supportable data in some areas under investigation.

7.6 In examining and analysing data for possible relationships between status of respondents and their parents, there

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** See also 'Problems in the selection of Occupational Titles' and 'Social Class in Educational Research' both in Bibliography

arises one extremely complicated problem. It revolves around the equating of male and female occupations in terms of both type and socio-economic status. How, for instance, does one relate a father's occupation as a Carpenter with his daughter's occupation studying Catering, full time, at a further education establishment? Or again, how does one relate a father's occupation in the Administration field with that of his daughter who, with two G.C.E. Advanced level certificates, becomes a secretary to a departmental manager?

7.7 Turning from such problems, a slight difficulty arose in administering the supplementary questionnaire Q2 (See section 5.7). As intimated previously, it was timed for administration in May because of constraints imposed by the school's normal programme and the projected development of respondent's orientation and job-choice. But to some extent the administration of this instrument cut across the normal job-seeking pattern of the sample. Since the main questionnaire (Q1) had been administered in December, it would have been inappropriate to closely follow it with a questionnaire Q2 for, in January, only a small number of the Fifth Year typically begin job-seeking. On the evidence of past observations, a minute proportion (and number) of the Fifth Year would have been actually offered jobs or college places so early in the calendar year so that Q2, purporting to elicit data about job-seeking and/or orientation would have gained little or no data of value.

7.8 In fact, at the point when questionnaire Q2 was completed in May, only eleven of the 50 respondents had actually been offered jobs or college places and accepted them. Each of these respondents was interviewed to ascertain whether seeking the jobs and courses they had sought respectively, AND subsequent acceptance of them, were motivated by elements other than their personal orientation towards them. In no case was this found to be the case. The investigator was fully aware of the potential dangers in this procedure but

was fully satisfied that he had gained genuine responses**.

7.9 At all stages of the investigation individual interviews were reserved for the purpose of clarifying and ascertaining unclear data or its meanings. This was foreseen, and the question of whether to build into the investigation a set of strictly controlled interview schedules as a 'back-up' for each stage of the investigation was considered. (See also brief discussion above - section 7.1) The most clear danger lies in subjective interpretation from non-standard interviews (i.e. non-standard in terms of structure and procedures). However, balancing lack of time and resources against potential benefits the decision was that they might well be a waste of time and effort. Allowing that in certain respects the insight gained into thoughts and feelings of respondents was not completely satisfactory, the conclusion is that it would have produced insufficient benefit to have done this.

7.10 Perhaps the most appropriate way to summarise this discussion of weaknesses and limitations of the investigation is to list the main points.

a. Lack of established data at more specific levels.

b. Taxonomic and classificatory problems, particularly with occupational descriptions, titles etc.

c. Use of data from other sources, particularly i. omissions from records and ii. records based upon others' evaluative criteria.

d. Constraints imposed by the school's normal programme of events. This was the most pervasive problem.

** The investigator is well versed in techniques and implications of interviewing. His professional duties include much interviewing and also the training of intending Careers Officers in interviewing techniques.

Analysis of Data

8.1 It bears repeating that the focus of this investigation is not vocational choice, nor even the individual's overall vocational development; it is the vocational orientation of adolescents during their Fifth Year. But in order to appreciate this distinction more fully, certain terms need to be defined and understood.

8.2 Vocational Orientation:- is seen as a general structuring of ideas and feelings towards certain kinds of occupations, jobs, careers or activities closely associated with any of these. Thus certain orientations towards specific occupations are accepted as similar in kind to orientations towards, say, woodworking, which is an activity-description. Vocational orientation is regarded as a kind of elimination-exploration process which distinguishes it from any concept implying a point-in-time event.

8.3 Within this process two dimensions are identified and applied as criteria by which to gauge the nature of respondents' orientations.

(a) Expressed Vocational Orientation - is the term used to describe respondents' expressed ideas about their own orientations and includes any of naming, defining or describing jobs, occupations, careers or closely allied activities or any groupings/combinations of these.

(b) Consistent Vocational Orientation - is the term used to denote agreement between two or more statements of Expressed Vocational Orientation at different times. Lack of agreement of this kind is termed Inconsistent Vocational Orientation.

(In addition to these criteria which are generally applied, two other special criteria are applied:- Status of Vocational Orientation which refers to the socio-economic class of respondents' Expressed Vocational Orientation, and 'Open' and 'Closed' Jobs which are applied to the kinds of part-time jobs engaged in by respondents. See sections 3.1 and 4.7 of 'Findings'.)

8.4 The idea of consistency in vocational orientation, as a criterion of analysis, is not completely new. In particular it was used by Super(1961) in a more sophisticated form. He divided Consistency of Vocational Preferences into (a) Field (b) Level and (c) Family of Preferences coupling it with the notion of Wisdom of Vocational Preference subsuming Aptitudes, Measured Vocational Interests Level and Accessibility of Preferred Choice. His results showed that Consistency of Vocational Preference did not produce significant positive correlations with

Age	School Achievement
Intelligence	Pattern of Interests
Socio-economic Level	T.A.T. Adjustment*

(*Thematic Apperception Test)

In the case of Wisdom of Vocational Preference he found only two positive correlations (at the .01 level) with 1. Measured Interests and 2. Accessibility.

8.5 Super concluded from his findings that there are doubts as to the significance of consistency and wisdom of preference (at the age of 16) for the individual's vocational orientation processes. There are two comments to be made about these conclusions, however. The first is that the expressed orientations obtained by Super were in terms of a tabulation of occupations etc. mentioned by respondents at a single point in time. As he says..

> "..these are measures of consistency of first and alternative preferences at one point in time, not consistency of preferences over time."
>
> (emphases supplied)

The second point to be made is that the research was conceived in terms of realism of expressed preference rather than in terms of consistency as a state of expressed orientation.

8.6 Vocational Choice is viewed rather differently from vocational orientation; indeed the criteria by which vocational choices are made or analysed may be very different from those applicable to vocational orientation processes. Many writers (e.g. Ginzberg et al. 1951; Super 1957 etc.) regard vocational orientation as a process seen in terms of a series of stages initiated by, and culminating in, decision points**. Here, vocational choice is regarded as a major decision which initiates and/or is the culmination of a phase or stage, and which commits one to some course of action. In the case of this investigation the action is either to leave school or to enter the 6th Form.

The distinction between vocational orientation and vocational choice is crucial to an appreciation of the design, conduct and outcomes of the present investigation. Equally important is an understanding of the two central criteria employed here - Expressed Vocational Orientation and Consistent Vocational Orientation.

8.7 Statistical Analysis and General Considerations

Given that the data is considered mainly in terms of proportional divisions, there is an obligation to apply some kind of test for statistical significance. For this purpose the Chi^2 Test is applied and significance is taken to be demonstrated at and beyond the .05 level. Those familiar with statistical analysis will appreciate that working with a sample as small as fifty persons, it is not always possible to apply such a test with the expectation of meaningful results. A small distortion or change in the small sub-divisions of this number may alter the outcomes of the analysis drastically. Bearing this in mind, the invest-

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** It may be that a more productive way to view transitions generally is in terms of the series...

Decision —— Development / Orientation —— Decision

igator's observations are occasionally presented as the basis for justifying further research, for a statistical analysis of the pertinent data would be useless. Such observations are a combination of data analysis, knowledge of existing research data and insights gained through experience.

8.8 Having pin-pointed the main elements underlying analysis of the data, there is a need to expand upon overall treatment of the data.

It became very obvious that the sheer volume of data elicited would be such that an enormous amount of time would be needed to do an exhaustive analysis. One could spend literally months simply cross-pairing sets of data or individual items before embarking upon a qualitative analysis. In this respect the investigation exemplifies the dilemma of all researchers engaged in wide-ranging research projects. One can either discipline oneself to adhere largely to the original research design which (hopefully) is based upon a consideration of primary and secondary levels of priority, or one can adopt what might be called the 'shotgun approach' wherein one analyses everything which emerges in the expectation that one must 'hit' something. In this investigation data analysis was conducted according to the original design, thus ensuring a sensible if not exhaustive outcome.

8.9 The two main criteria are not applied to every set of data, nor are they used equally extensively. In some areas one seems to be more relevant than the other, and in some areas neither are particularly appropriate. For example, having made the point that different criteria may be operative in an individual's vocational orientation and choice, it is inappropriate to try to analyse and compare respondents' reasons for orientation and choice where they differ since there are time and resources constraints upon this investigation, but more importantly because the focus of this study is <u>not</u> vocational choice.

Another example is that, in considering the part-time jobs of the respondents it was inappropriate to apply to them the criterion of Expressed Vocational Orientation, since the motivations and other elements involved in taking up part-time jobs are in many cases quite separate from those involved in seeking full time employment.
These observations should not be taken to imply that the main criteria are in some ways ill-conceived, simply that, as in the application of most criteria, they are most effective when applied with discrimination.

PART III

FINDINGS

FINDINGS

Introduction

Prior to this point the theories and empirical data discussed have originated in other research. From this point the focus is upon data and ideas originating in the present investigation. It was pointed out earlier (See Part I, section 2.4) that the study objectives form a convenient way of grouping the areas selected for investigation, but that they do not necessarily constitute the analytical framework in that form.

The Findings

The first section looks at the adolescent and his vocational orientation, concentrating upon the individual's expressed orientations, ideal aspirations and job-seeking / job entry patterns.

This is followed by a section concerned with extra-familial influences of potential importance during the school-to-work transition. Included here are peer associations, school subjects chosen / preferred, examination estimates and performances. The last aspects examined are part-time employment and vocational guidance provision.

The third, and most crucial section sets out the findings relating to family influences. The triad of social class, parental occupations and adolescent orientation is considered first, leading naturally to the examination of family structure. From here emphasis shifts to the part played by relatives, and the family's pattern of residence and geographic mobility.

The areas of Findings mentioned above constitute the main focus of the enquiry, which is to establish whether they may offer useful indications of orientation of adolescents. But the final section examines the usefulness of measured interests as indicators, considering them in the context of Findings already mentioned.

The Individual and His Orientation

1.1 During the Fifth Year the adolescent's attention is drawn increasingly towards the prospect of leaving school and starting work; the transition, which has been developing slowly, begins to accelerate. Probably, before entering the Fifth Year, he experienced a rising awareness of the kinds of activities environments and occupations which seemed to attract him, but mostly in terms of likes and dislikes rather than through balanced considerations. At some point these begin to crystallise into firm orientations (although not necessarily realistic ones) and through progressive testing of his ideas against reality he begins to locate particular occupations which he feels he might enter. It is with aspects of this developing awareness that this first section is concerned.

1.2 Consistent Vocational Orientation

Although earlier orientation may not be realistic it may, nevertheless, be consistent across a number of points within a developmental phase, in terms of levels or specific titles of occupations or jobs. The value of attempting to determine consistency in such terms lies not in whether it is realistic, but in the contribution that understanding of such sub-processes makes to the understanding of the developmental phase or complete development periods.

1.3 Findings here show that a substantial number of this sample did not develop orientations which, as expressed, enabled one to state firmly that they were consistent.

Table 12

Consistent Vocational Orientation	29	(58%)
Inconsistent Vocational Orientation	19	(38%)
Not Available	2	(4%)
N =	50	

Table 13

Chronology of Expressed Orientation - Comparison of Data**

A - Present Investigation		B - Ashton(1970)	
Orientation Expressed..		Orientation Expressed..	
Pre 4th Year	10	More than a year ago	9
4th Yr - 1st Term	5	12 months ago	4
4th Yr - Christmas	-	11 months ago	-
4th Yr - Easter	4	10 months ago	-
4th Yr - Summer Term	4	9 months ago	-
4th/5th Yr Vacation	1	8 months ago	-
		7 months ago	-
		6 months ago	4
5th Yr - 1st Term	10	5 months ago	2
Later than this..	16	4 months ago	5
		3 months ago	3
		2 months ago	1
		1 month ago or less	2
(N = 50)		(N = 36; 6 No Response)	

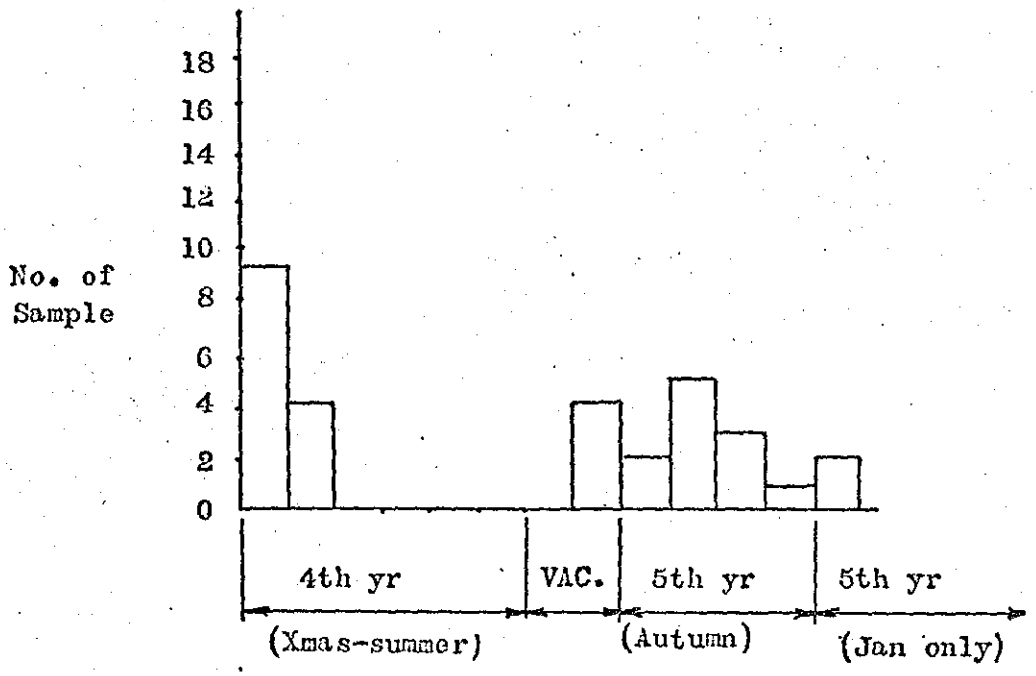
** Responses to the question:-

"How long ago did you decide upon this job?"

(See also Fig. 8)

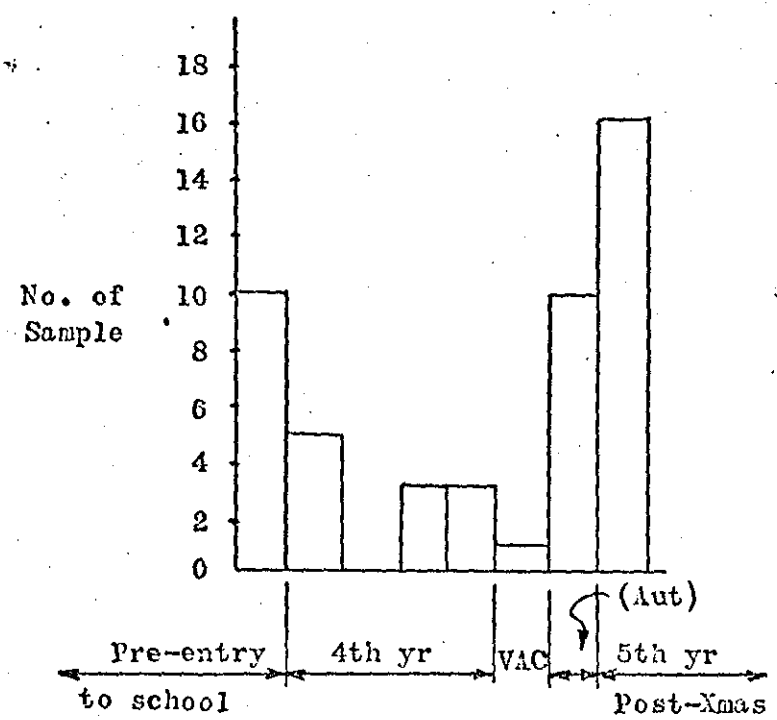
Figure 8

Comparison of Chronology of Expression of Vocational Orientation



Timing
(1969-1970)

(Ashton 1970)



Timing
(1972-1973)

(Present Investigation)

However, those identified as having consistent vocational orientation initially expressed their orientations during the first term of the Fifth Year or earlier, which indicates that an appreciable number of respondents had begun the process of orientation quite early in their secondary schooling. The patterns of these expressions of orientation show clear peaks around the age of 14+ and just after entry to the Fifth Year.

1.4 A comparison of this data with that of a previous study by Ashton(1970) indicates that, allowing for slight differences in data analysis, the pattern of peaking may be a consistent phenomenon (See Table 13). In fact the present sample expressed their orientations as follows:- 20% expressed orientations prior to entering the Fourth Year, 28% during the period from Fourth Year Entry to Fifth Year Entry and 52% during the first term of the Fifth Year or later.

1.5 In considering the data, one is struck by the way in which it tends to support expectations about a two tier system which teachers and others might reasonably hold. In the 14+ period each of the sample (along with all pupils) would have been required to make subject choices in preparation for transfer between the High School and the (sample) Upper School. This would have brought to their notice the various common occupations. During the first term of the Fifth Year the prospect of leaving school would have drawn their attention increasingly, and parents, teachers and others would begin to emphasise it. One might legitimately refer to these peaks as 'pressure points' for they do appear to represent the outcomes of a variety of pressures to which most pupils are subject at these times. The data discussed immediately following this also reflect these pressure points. (See sections 1.6 and 1.7 relating chronology of orientation to consistency of orientation and sibling occupation).

Table 14

Chronology of Orientation and Sibling Occupation

Siblings	Orientation Expressed... Pre- 5th yr Entry	Post- 5th yr Entry
All/Some Working	12 (24%)	6 (12%)
Only/None Working	11 (22%)	21 (42%)

Sig. at the .05 level (N = 50)

1.6 From the data emerged the fact that chronology of orientation is related to whether siblings of respondents are working or not; an aspect of influence upon orientation for which no data seems to be available elsewhere. (See Table 14) The data shows that respondents having working siblings tend to make earlier expressions of orientation. Why this should be cannot be explained on the basis of available information.

1.7 There is a second aspect to emerge from this data. There appears to be a relationship between consistent orientation and chronology of orientation. That is, those respondents having consistent orientation tend to express their orientation before entering the Fifth Year rather than afterwards. (See Table 15) From these two sets of data it is tempting to hypothesise that respondents having working siblings tend to have consistent orientation compared with other respondents. In fact this hypothesis was tested and the results were inconclusive (significant at the .02 level only). Nevertheless, the data does suggest that these aspects are worthy of further research, and with larger samples some conclusions may emerge.

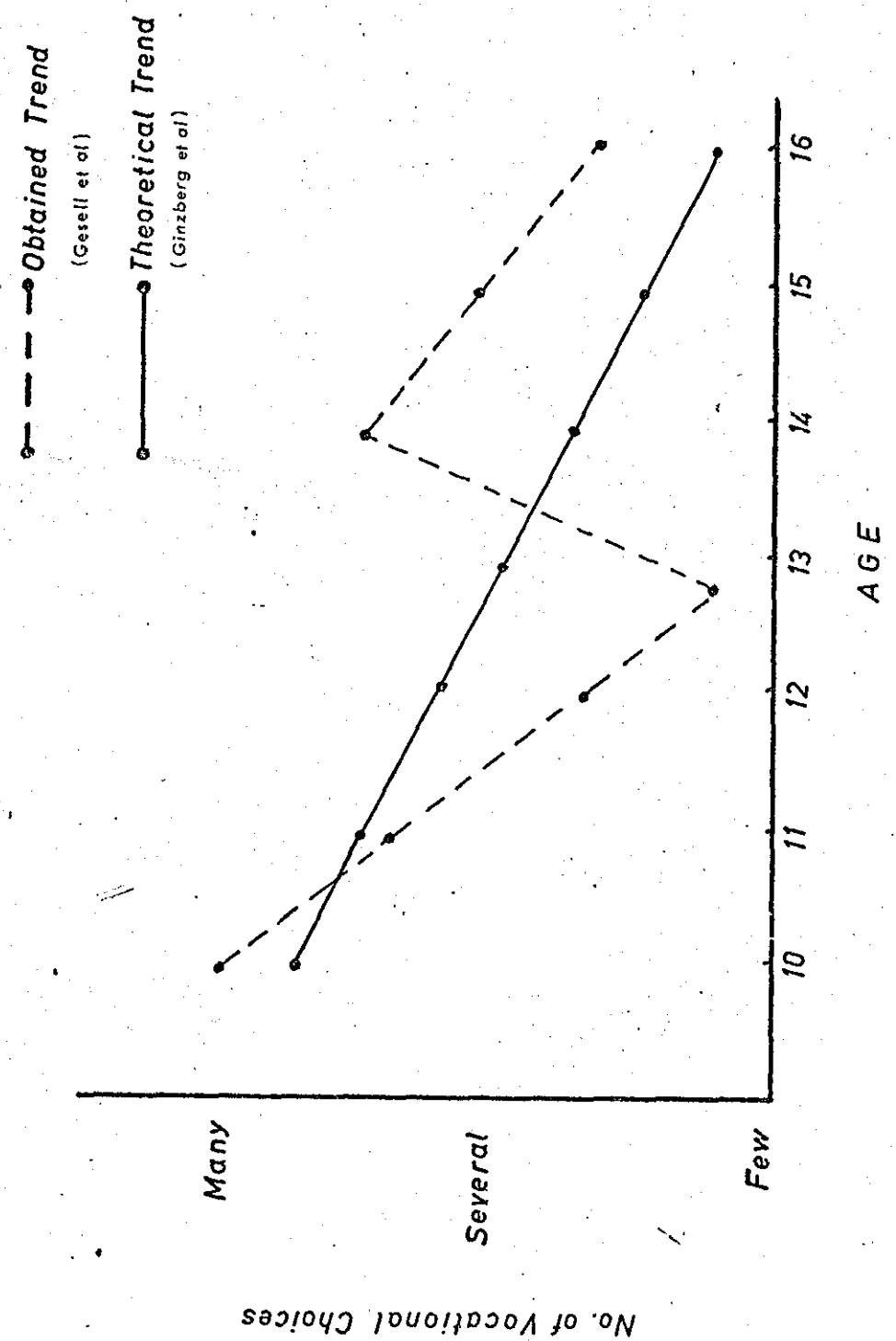


Figure 9

Based upon a diagram in
'Vocational Psychology'
by J.O.Crites (1969)

Table 15

Chronology of Orientation and Consistency of Orientation

Orientation	Orientation Expressed...	
	Pre- 5th yr Entry	Post - 5th yr Entry
Consistent	19 (38%)	11 (22%)
Inconsistent	4 (8%)	14 (28%)
Not Available		2 (4%)
Sig. at .02 level	(N = 50)	

1.8 In terms of theoretical frameworks this data might indicate a developmental substage (See Part I section 4.4) and it is worth trying to set it in context at this point. The existing frameworks are based upon the American experience and when Super(1953) says

> "To the fourteen year old (choice) means something more than preference, because at that age the need for realism is minimised by the fact that preference does not need to be acted upon until the remote future.."

one can see a degree of discrepancy. Here, the 'need to act' is certainly not in the remote future although many adolescents may feel no immediate sense of urgency at the age of fourteen. But Gesell et al.(1956) actually identified a pattern of development (see Fig. 9) not too dissimilar from the findings of this investigation. The peak in number of vocational choices at around the age of fourteen seems to correspond roughly with the present sample's early expression of consistent orientation which suggests that, whatever the actual processes at work, this period is one of great activity. Crites(1969), in a survey of existing data, refers to...

Table 16

Ideal Aspirations Expressed by Respondents

International Airline Pilot

Radiographer

Draughtsman or Professional Footballer

Royal Navy

Professional Sportsman

Laboratory Assistant

European Car Sales Manager

Engineer

Footballer

Metalwork Teacher or Factory Engineer

Representative - I like travelling

G.P.O. Telecommunications

Graphic Designer

Design Teacher or Infant Teacher

Work with Languages

Job involving travelling abroad

Secretary

Receptionist on a cruise ship

Teaching Art

Singer

Air Hostess

Some kind of Artwork

Something Artistic

Nursery Nurse

Receptionist

Infant Teacher

Nanny

Telephonist

Legal Executive

Social Work

Hotel Receptionist

Housecraft or Needlework Teacher

> "..an early period of crystallisation of choice..during which goals are definite and become firmly established, but this certainty gives way to indecision and lack of goal directedness at..approximately age 15."

1.9 The data from the present investigation appears to fit reasonably well with that offered from other sources and may, therefore, be generally applicable in other kinds of schools. The first pressure point was identifed here as associated with the transition between the lower and upper tiers of which the sample school is an upper tier school (that is, around the beginning of the Fourth Year). This period occurs as a kind of transition in other kinds of secondary schools and is normally marked by a requirement that pupils choose subjects to pursue over the succeeding two years (as indeed is the case in the sample school also). The second pressure point, whilst it must be dependent upon the nature of the particular school system, is also paralleled in other kinds of schools in that, at the commencement of the Fifth Year, all schools begin to exert pressures upon pupils to give more attention to the approaching school-to-work transition and the related examinations.

1.10 Ideal Aspirations

Part of the development of the individual in vocational terms is orientation towards, or preferences for, ideal aspirations. That is to say, adolescents may have feelings about and thoughts about occupations they see as ideal. The investigation includes an attempt to identify respondents' ideal aspirations in order to see how far from 'realistic' they are. The normality of these 'ideal' aspirations is surprising. It is noteworthy that the more unusual ones appear to be based upon the value of what one might call talent or special aptitude. (e.g. professional sportsman, singer etc.) but most seem to fall well within the range of normal aspirations for the population at this age. An important qualification to conclusions poss-

ibly to be drawn from this data is that of the 50 respondents only 22 expressed ideal aspirations. Did they have no ideal aspirations? Did ideal aspirations mean expressed orientations to them? Were they unable, unwilling to express ideal aspirations in conventional terms? This area of individual perceptions, as related to vocational orientation is little researched yet is clearly important.

1.11 Job-seeking Behaviour

The limitations of the adolescent's occupational and job knowledge are considerable. For the most part he must rely upon others within and outside of the family for information. The data resulting from this investigation's attempt to identify these sources in detail is unsatisfactory because a relatively large proportion of the sample were orientated towards 6th Form entry, teachers thus being the main source. Nonetheless, Super's(1957) observation that personal contacts are the main source of knowledge tends to be supported. (See Table 17)

Table 17

Per cent Sample using Various Sources of Job Information

Source	% Sample
Personal Contacts	
Family	6
Relatives	2
Friends	8
Careers Officers/Teachers	14
Printed Matter	
Newspapers	10
Leaflets etc.	4
Not Available	56

(N = 50)

Table 18

Responses to the Question 'What is your opinion of the Careers Information available to you in school?' (%)

V.Favourable	Favourable	Neutral	Unfavourable	V.Unfavourable
8	30	30	2	-

(N = 50; Non-respondents = 18; Unclassifiable = 2)

Table 19

Responses to the Question 'What is your opinion of the Careers Advice offered to you in school?' (%)

V.Favourable	Favourable	Neutral	Unfavourable	V.Unfavourable
12	26	22	6	6

(N = 50; Non-respondents 14)

Table 20

Responses to the Question 'Do you feel that the school really prepared you for going into work?' (%)

Definite Yes	Qualified yes	Don't Know	Definite No
34	6	10	42

(N = 50; Non-respondents = 4)

1.12 In identifying sources of information one is locating possible sources of help, but usually not locating data about the nature of that help. If it is more than nominal it may be very important in influencing an individual's orientation processes. Accordingly, certain questions were put to respondents in an effort to elicit data concerning the help that was offered/received from school and parents. The first group of data considered here are 1. opinions of the Careers information within the school; 2. opinions of the Careers advice offered within the school and 3. opinions of whether the school really prepared respondents for entry into work. (See Tables 18, 19 and 20)

1.13 Responses to the first of these questions showed that respondents perceived the information available in school not unfavourably (neutral = 30%; favourable = 38% and unfavourable = 2%). The responses to the second question showed a similar pattern in that 38% were favourable, 22% neutral and 12% unfavourable. The last of the three questions, however, showed a clearly unfavourable response generally. only 34% gave unequivocally favourable responses concerning the general help by the school as a preparation for entering work, and 42% offered an unequivocally unfavourable response.

1.14 These results seem to indicate that adolescents are very capable of distinguishing between the kinds of help offered by the school clearly. Judging by both the response rates and the distribution of responses, the last question touched upon a highly sensitive area of perception. The feelings underlying the unfavourable view of the school's preparatory activities may be accurate. However, they could be due to the nearness of occupational choice and entry causing respondents to focus upon current help, forgetting previous help. Alternatively, they may be responding to previous implications (by teachers and others) that occupational entry is difficult

Table 21

Responses to the Question 'Do you feel that your parents have helped you to decide about your career?' (%)

Parents DID help	34
Parents DID NOT help	60
Not Classifiable	6
	100

Table 22

Vocational Orientation: Distribution of Parents' Positive and Negative Statements

Positive Statements Made		Negative Statements Made		Positive & Negative Statements Made	
None	Some	None	Some	None	Both
24	19	19	26	13	14

excessively important, maybe even traumatic, and see the apparently low level of obvious preparation as inadequate. These kinds of reactions to help, in the context of leaving school, may be normal but we have no firm data by which to judge.

1.15 The second group of data concerns 1. opinions of parental help and 2. respondents' perceptions of the nature of parental statements in this context. The first set of opinions showed the majority of the sample as seeing parents as not helpful. (60% favourable and 34% unfavourable). Perhaps this is understandable if responses to the second area are accurate. That is to say, according to respondents' perceptions, the statements made by parents concerning jobs, occupations, vocational activities etc. could indicate parental confusion, vocational ignorance or possibly apathy.(See Tables 21 and 22) The overall picture gained here is that parents are perceived as not particularly involved or helpful, and that the statements they are reported to have made indicate no clear pattern of attitudes, knowledge or concern.

1.16 Whatever influences are at work, real or perceived, the culmination of the adolescent's orientation processes is, typically, the crystallisation of ideas into decisions. These may lead directly to choice between entering work and remaining in full time education, or they may lead to choices within these alternatives. Frequently, considerations other than personal orientation intervene (e.g. family finances, lack of examination certificates etc.). However, the majority of youngsters choose to leave school and enter work or courses of study at local colleges of further education.

1.17 The first aspect of job-seeking behaviour to emerge from this investigation is that the local employment situation affected it. In low employment areas there is, what can only be described as, a scramble to obtain jobs. But in the area within which this investigation was conducted, there is little unemployment and hence no scramble for jobs. More specifically,

several respondents were offered, and declined, jobs in firms local to the school. Because of the local situation they preferred, and were able to, wait for offers they considered more suitable or desirable. Five respondents declined offers of jobs which were within their range and of not particularly low status; and in one case a boy declined two such offers, subsequently accepting another.

1.18 As outlined earlier (See Part II section 2.6) there is a fairly well established job-seeking pattern for pupils of this school. A small number seek jobs in the January of the Fifth Year (often including low ability pupils not entered for public examinations) and this number increases until, by the middle of the summer term most have accepted offers. At this time in the summer term the C.S.E. examinations are tailing off and the G.C.E. Ordinary level examinations building up. The remaining Fifth Year pupils, who intend to leave school, usually find jobs during the summer vacation.

1.19 The examination results are available during the latter part of August when there is a resurgence of job-seeking by those whose results are more or less than they were expecting. The pattern of examination results for individuals may widen or reduce their occupational possibilities. Data obtained from this investigation showed a clear re-orientation of this kind. (See Tables 23 & 24)

Table 23

Pattern of Job / College Acceptances - Position at End of April

Month	Jobs(%)	College Places(%)
January	4	-
February	4	-
March	8	2
April	6	2
	22	4

Table 24

Pattern of Job-seeking and Re-orientation

	Posn. at end of May (%)	Posn. at end of Sept.(%)	Net % Increase +ve	Net % Increase -ve
Jobs	38	50	12	-
College Places	6	18	12	-
Still Seeking	10	-	-	-
Opted for 6th Form	42	24	-	18
Not Available	4	4	-	-
	100	100		

(N = 50)

It is manifest that the typical resurgence of job-seeking occurred during the summer vacation, and this is almost certainly the outcome of re-orientation due to unexpected examination results.

1.20 Overview of 'The Individual and His Orientation'

Data so far presented has shown the extent of the sample's consistency of vocational orientations, the fact that it seems to be connected with chronology of expressed orientation, and some evidence that, in turn, this chronology may be related to whether respondents' siblings are workers or not. A brief look at the ideal aspirations of this sample shows that it is unacceptable to regard 'ideal' aspiration as necessarily related to (or equivalent to) 'fantasy' aspirations. Indeed, in most cases ideal aspiration cannot be equated with any obvious lack of reality whatsoever.

1.21 In attempting to get behind the simple statement of orientational events, attention was paid to respondents' perceptions of parental and school help. Generally the picture that emerged shows that the respondents are, at best, equivocal

about it, and at worst (the case of whether school prepared them for entering work) viewed it unfavourably. When attention is turned to opinions of parental help most respondents responded unfavourably, and even an analysis of the statements made by parents could not offer any evidence to query this.

1.22 In considering sources of job information and job-seeking behaviour, the former data supported previous researchers' findings partially in that personal contact was found to be an important source of information. Data on job-seeking behaviour confirmed the (previously) observed pattern for the school and the area in which it is located. One is left with the conclusion that parents, although they may be supportive and helpful in many ways, do not appear to help in obvious ways, and their children's perceptions that they are not particularly helpful may be perfectly accurate in terms of direct information about jobs, occupations and careers.

2.1 Peers and the School

The findings so far have dealt with the individual almost exclusively, yet he cannot be isolated from his fellows. He cannot orientate himself adequately without frequent and continuous reference to others, and to a wide range of intra- and extra-familial experiences and encounters. In looking at adolescent vocational orientation one must account for some of these at least; peer associations and school experiences offer two such sources of influence.

2.2 Hargreaves(1967) says...

> "..the higher the (academic) stream the greater the degree of conformity to middle class values. Moreover, there were indications that high stream boys tend to come from homes more orientated towards middle class values. That the values acquired in the home and the values held by the peer group reinforce each other seems a reasonable conclusion."

Research by Kandel & Lesser(1969) previously mentioned (See Part I section 7.2) actually tends to support this conclusion and Lawton(1964) reported data which adds to that support. Clearly one must look at the adolescent's experience of school in more than one way in order to get at the different influences exerted upon vocational orientation.

2.3 Willmott(1966) shows how peer association patterns change with age during adolescence, moving from association with a crowd (around age 14-15) to spending time mostly with one friend of the opposite sex (around age 19-20) This might lead one to expect a degree of crowd association both within and outside of the school, and further that outside of the school the adolescent mayreasonably be expected to associate with peers already employed, among others.

The data obtained in this area shows fairly clear preferences in one or two aspects. (Table 25)

Table 25

Distribution of Respondents' Peer Associates

No. of Claimed Associates	Inside School			Outside School (Pupil Peers)			Outside School (Worker Peers)		
	Boys	Girls	ALL	Boys	Girls	ALL	Boys	Girls	ALL
Nil	-	-	-	6	4	10	9	11	20
1 - 4	7	10	17	10	21	31	7	12	19
5 - 8	7	16	23	4	2	6	2	2	4
Over 8	7	1	8	-	-	-	1	2	3
Not Avail.	2	-	2	1	2	3	4	-	4

(N = 50)

Table 26

Relationship between Consistent Vocational Orientation and Working Peer Associates

Having Working Peer Associates	Having No Working Peer Associates	Consist. Orientat.
28		11
	20	16

(Significant at .20 level)

2.4 There seems to be quite a clear preference for group sizes. Within school the boys in the sample showed an even spread across the group sizes whereas the girls tended to prefer a maximum group size of eight. There is a marked shift towards the lower group size (1 - 4 members) outside of school where associates are scholar-peers, and this is even more marked where associates are working peers, especially in the case of the girls. There is still an apparent tendency for boys' associations to be spread across the group size range in comparison with girls'.

2.5 The figures obtained suggest that, during the period of this investigation, the sample tended to associate with peers whose current experiences were similar to their own. That is to say, the respondents' peer associates tended also to be pupils undergoing the similar experience of school. (It should be noted that of the 50 respondents 20 claimed NO association with working peers.) If this is an accurate analysis then one would expect to find the pattern continuing after school leaving. Working adolescents might be expected to associate largely with working peers rather than scholar-peers. This hypothesis would accommodate the increasing association of the adolescent with older friends after entering work, for their experience would also be more similar to the individual's current experiences than would those of scholar-peers.

2.6 In fact Willmott's(1966) findings indicate that peaking of peer association occurs between 16 and 18 with boys, and Dunphy(1963) indicates that a similar pattern is common to both sexes (See Fig. 3). If their findings are correct, and if the present analysis is correct, then it is probable that working peers are not a significant influence upon school leavers' vocational orientations typically. Following on from this, application of the criterion of consistent vocational orientation to the data from the present investigation showed no strong relationship with working peer association. (See Table 26)

However, it should be pointed out that the model used here is a somewhat simplistic one and there may well be typical patterns of relationships between these variables in terms or specific and/or minor aspects of vocational development.

2.7 One question arising from analysis of this data is whether there might be a reinforcing element of influence where a respondent has both working peer associates and working siblings. From the data it is clear that twice as many respondents having no working siblings also have no working peer associates, compared with those who do have working siblings. It is also the case that this pattern is repeated for those in the 1 - 4 group size category. The pattern is echoed in the case of the 5 - 8 group size category inside school, where respondents having no working siblings overwhelmingly outnumber those who have working siblings.(See Table 27)

Table 27

Relationship between Incidence of Working Peer Associates and Working Siblings of Respondents

Peer Associates	Peers Inside School		Working Peers	
	Wkg.Sibs	Non-wkg Sibs	Wkg.Sibs	Non-wkg Sibs
Nil	-	-	7/21	14/21
1 - 4	8/17	9/17	6/19	13/19
5 - 8	3/23	20/23	2/3	1/3
Over 8	6/8	2/8	1/3	2/3
Not Avail.	1/2	1/2	2/4	2/4

(N = 50)

2.8 It appears that there is no definite and clear tendency for respondents having working siblings to associate more with working peers than other respondents in the sample.

Table 28

Reasons for Subject Choice (NFER Study)

Reasons	Ability (%)				
	Below Ave.	Average	Above Ave.	ALL	Sig.
Likes/Interest	79	76	86	81	**
Help in Future Job	81	77	83	81	NS
Wanted subjects could pass at CSE / GCE	44	51	60	53	**
Good at subjects	44	40	51	46	*
Would help in Home and Hobbies	54	43	35	44	***
Wanted variety of subjects to leave Careers open	41	37	39	39	NS
Would help understand world	38	29	27	31	*
Didn't like other options	34	31	25	30	NS
Didn't want to waste three years' work	28	32	26	29	NS
High exam marks in subject in 3rd Year	14	20	31	23	NS
Wanted to do new subjects	36	20	11	22	***
No good at other options	22	11	8	13	***
Parents wanted me to do subject	18	12	12	14	NS
Liked teachers who taught subjects	24	8	8	13	***
Teachers advised me	11	10	13	12	NS
Wanted some easy subjects	18	8	3	10	***
Not able to take subjects really wanted	11	4	4	7	***
Couldn't think what else to do	15	6	4	9	***

(Based upon table by Reid et al. 1974)

Key:- * = Sig. above .05 level; ** = Sig. above .01 level;
*** = Sig. above .001 level; NS = Not significant

However, there does seem to be a tendency for those having non-working siblings to cluster in the groups size 1 - 4 and 5 - 8, considering peer associations inside school, and outside of school with working peers. Bearing in mind the previous data concerning peer associations (from which it was suggested that adolescents tend to gravitate towards peers sharing currently similar experiences - see section 2.5) youngsters having contact with worker peers of approximately their own age may well feel that their experiences are too dissimilar and move towards the wider group (5 - 8 size) inside school. However, this is speculative and there is no referent data available for comparison.

2.9 In many ways it is arguable that informal school influences are stronger than the formal ones embedded in the formal structures. However, in our society formal qualifications have come to represent certain things to those outside the school and the reverberations of their expectations are felt within it. It was mentioned earlier (See section 1.5) that the adolescent's attention is drawn to some of the more tangible aspects of leaving school, and inevitably teachers, parents and Careers Officers will point out that for many occupations entry is gained through possession of specified examination certificates gained at C.S.E. and/or G.C.E. Ordinary levels. This fact is reflected in the rapid narrowing down of the range of subjects studied to examination level after Third Year subject choices have been made.

2.10 As Reid et al.(1974) point out:

> "..very little is known about the pupil's perception of the subject choice situation and its vocational implications. Children clearly differ widely in the ways in which they make a choice and in the factors influencing them"

But as a result of their study they did begin to clarify some of the facets of Third Year choice (See Table 28) and concluded that...

"Despite the emphasis which pupils gave to vocational relevance, however, it was apparent in this, as in other studies, that many did not make curricular decisions with any definite career or training plans in mind."

2.11 Jackson & Marsden(1966) also refer to the matter of subject choice:

"As early as the second year important decisions were being made by teachers or by children as to the range of subjects they would study...The others seemed ready to take decisions and look after themselves. They'd go and talk to the teachers. They knew what they were doing. I daren't ask and I didn't seem to know what was going on."

The latter part of this passage captures the sense of pressure that must lie behind much of the data reported from studies in schools, and which most pupils must experience to some degree.

2.12 In examining the data from this investigation, concerning school subjects studied by respondents, it was found convenient to group them as follows:

Mathematics
English Language

Languages.	-	French; Spanish; German; Latin
Humanities	-	History; Geography; European Studies; Religious Education; Community Studies
Sciences	-	Biology; Physics; Chemistry; Engineering Science; Environmental Science; Home Science
Art/Design	-	Art; Needlework; Metalwork; Woodwork; Ceramics; Silversmithing; Technical Graphics; Housecraft
Others	-	Music; Commercial Subjects

(All respondents take Physical Education which is non-examined)*

2.13 The distribution of subjects studied by respondents is shown below but Mathematics and English are omitted for they are compulsory studies. (Table 29)

Table 29

Distribution of Subjects Studied by Respondents (shown by sex)

No. of subjects studied	Humanities		Languages		Art/Design		Science		Others	
	B	G	B	G	B	G	B	G	B	G
NIL	-	4	17	14	2	5	2	2	23	17
1	9	11	5	9	10	13	12	20	-	9
2	9	8	1	2	10	9	9	5	-	1
3	5	4	-	2	1	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-

This does not offer much in the way of clear trends except to show the 'popularity' of some subjects**.

However, within these groupings another aspect is hidden - preferences for types of subjects rather than for groups.

If these groupings are broken down and reconstituted another way such preferences can be seen fairly clearly. The new groupings are:

Sciences - Biology; Physics; Chemistry

Technologies - Environmental Science; Engineering Science; Home Science

Handicraft(Boys) - Metalwork; Woodwork; Silversmithing

* These groupings of subjects reflect, almost exactly, the Faculty groupings within the school.

** It must be borne in mind that in most cases a pupil is unlikely to have been allocated his first choice in every case. Thus some subjects studied will be second, possibly third choices, and may even have been imposed upon respondents for administrative, logistical or other reasons.

Practical (Girls)	-	Housecraft; Needlework; Commercial subjects
Art/Design	-	Art; Ceramics; Technical Graphics
Humanities	-	History; Geography; European Studies; Religious Education; Community Studies
Others	-	Music

Table 30

Preferences for Types of School Subjects

	Sci.	Technol.	Art/Design	Pract./Handi.	Human.	Others
Boys	11	9	14	13	23	2
Girls	20	5	14	12	20	2

2.14 Between 50% and 90% of the sample in the survey 'Enquiry 1' (1968) expressed a liking for Housecraft (87% Girls) and for Engineering/Metalwork (76% Boys). From the present data (See Table 30) that tendency seems to be confirmed, and it is perhaps noteworthy that there seems to be a quite pronounced bias towards what one might call the 'manipulative' subjects. These occur within the Art/Design and Practical/Handicraft categories where one is required to manipulate materials of various kinds in order to produce objects. This could be due to the explicit emphasis upon Design Education in this (and other) Leicestershire school. If so it means that a general educational policy not only results in enhanced performance in the 'policy subjects' but has the further, perhaps critical, implication that such policies may be hidden determinants of the vocational directions in which youngsters may move.

2.15 Again, referring to 'Enquiry 1', the data shows a high proportion of girls taking sciences, but only 44% expressing a liking for them. The vocational interests data

from the present investigation shows a high proportion of girls rejecting Scientific interests (See section 5.6). In view of this, the high proportion of girls shown in this investigation to be taking Sciences (See Table 30) may indicate certain alternative reasons. Either a number of girls opted for sciences perceiving them to be, and expecting them to be interesting and/or because they understood them to be instrumentally useful. The first possibility raises the question of the exact relationship between scientific studies and scientific interest (as defined in various interest measures) and the latter raises the question of a) the accuracy of the subject chooser's perceptions at the time of choice and b) the ways in which subject perceptions are built up and/or imposed. Unfortunately neither present findings nor those from other sources are sufficient to permit valid conclusions about these matters.

2.16 In considering subjects studied in school (and particularly in relation to vocational orientation and choice) it is clear that Mathematics and English are considered to be essential by teachers and employers alike. (Evidence of this lies in the fact that they are compulsory studies and they are the subjects most commonly required by employers looking for qualified school leavers.) It is clear from the data provided by 'Enquiry 1' that Mathematics is unpopular with both sexes and, boys tend to dislike English also. Despite being very definite in their feelings towards these subjects, the youngsters in the 'Enquiry 1' sample did not confuse their thoughts and feelings. (See Table 31)

2.17 One has the impression from listening and talking to teachers (and others dealing with adolescents) that they are largely at the mercy of their developing emotions. Even allowing for the fact that some of these emotional responses may reflect 'received opinions', many must be able to discriminate between their feelings and judgements. The evidence from the the present investigation appears to bear this out. It was mentioned

Table 31

Adolescents' perceptions of school subjects studied as Interesting and Useful ('Enquiry 1' - 1968)

	Interesting Subjects		Useful Subjects	
	Mathematics	English	Mathematics	English
Boys	49%	53%	93%	90%
Girls	44%	70%	92%	94%

Table 32

Third Year Subject Options perceived as still Vocationally Useful

Boys		Girls	
Geography	.	Environmental Sci	.
Art	.	Engineering Sci	.
Languages	...	Music	.
Environmental Sci	...	Technical Graphics	.
Engineering Sci	....	Housecraft	.
Woodwork	....	Ceramics	..
Technical Graphics	.....	Needlework	..
Metalwork	.....	History	...
Traditional Sci	.....	Traditional Sci	.....
		Art	.....
		Commerce	.....
		Languages	.....

(One Dot = One Respondent)

above that respondents were obliged to choose their subjects for further study at the end of their Third Year (See section 2.9). Many Careers Officers believe that this is the time at which they should interview pupils to try to ensure adequate consideration of vocational implications of choices. But various writers and researchers make it clear that adolescents (frequently at this stage) often are not in a position to know exactly where their vocational interests lie or even the extent of their capacities and abilities. Tyler(1964) makes the related point that many may even confuse their interests and abilities.

2.18 In an attempt to clarify this area, data was obtained concerning subject options. Again there was a different view of, or feeling about subjects according to sex. The respondents were asked to list subject options made at the end of their Third Year in terms of whether they were still thought to be vocationally useful, having been asked previously whether they had thought this before they chose them. The outcome was that boys tended to think that the technical/scientific kinds of subjects were useful and the girls, although tending to have a spread of responses across a range of subjects, did show some tendency to mention the Arts, Traditional Sciences and Commerce.(See Table 32)

2.19 To return to the findings from 'Enquiry 1'..

> "Subjects are also very liable to be found boring when pupils fail to see their relevance to their lives. They are most readily seen as relevant when they are of obvious use in a job or as a means of obtaining a good position. For girls leavers (15 year olds) looking after a home and family is an occupation which virtually all hope or expect to have at some stage of their lives and housecraft subjects were in fact outstandingly successful. There are clearly dangers, however, in taking advantage of relevance in specifically vocational subjects.."

2.20 If this is true of fifteen year-olds, how much more true is it of fourteen year-olds when they are choosing subjects as in the present sample? The business of subject choice is not very well researched except in terms of simple or general relationships. The research that is done is either by or for examinations boards or other organisations with some interest of this kind. For example, one finds writings/data on the direct relationship between examination performance and future performance (e.g 'The Predictive Value of C.S.E.'1973) or between examination performance and occupational entry (e.g. 'Unqualified, Untrained and Unemployed'- NYEC Report 1974). There are occasional studies of estimated examination performance and its relationship with actual performance (e.g. Sowell 1971) but again these tend to be directed towards the needs of examining boards. There is simply very little available research into the ways in which pupils perceive subjects and activities upon which firm statements can be made with any degree of certainty or authority. There is also a lack of data relating values, attitudes and influences involved in choice of subjects. Administrative, organisational and logistical considerations are the real bases of decisions to oblige pupils to choose subjects at any given time, and only minimal account is taken of pupils' psychosocial development.

2.21 Estimates of Examination Performance

At some time between the beginning of December and the end of the Fifth Year, almost all secondary schools involved in entering pupils for public examinations try to compile lists of estimates of their pupils' performances in those examinations. This allows them to (a) finalise examination entry forms (b) intensify examination preparations in teaching terms, and (c) offer some kind of guidance to pupils (usually through Careers Officers).

Table 33

Comparison of Estimated and Actual Examination Grades - Girls

C.S.E			'0' Level			
Grade	Estimated	Actual	Grade	Estimated	Actual	
1	11	16	1	1	-	
2	29	27	2	-	-	
3	43	36	3	3	6	
4	31	37	4	8	4	
5	13	11	5	3	1	
			6	15	12	Pass
						Fail
Ungraded	6	6	7	11	9	
			8	9	5	
			9	2	15	
N = 133			N = 52			

Table 34

Comparison of Estimated and Actual Examination Grades - Boys

C.S.E.			'0' Level			
Grade	Estimated	Actual	Grade	Estimated	Actual	
1	11	12	1	-	-	
2	27	27	2	1	-	
3	29	35	3	-	3	
4	42	59	4	1	2	
5	22	9	5	3	3	
			6	11	2	Pass
						Fail
Ungraded	4	11	7	6	5	
			8	4	2	
			9	1	10	
N = 132			N = 27			

Table 35

Comparison of Estimated and Actual Examination Grades - ALL

C.S.E.			'O' Level			
Grade	Estimated	Actual	Grade	Estimated	Actual	
1	22	28	1	-	-	
2	56	54	2	1	-	
3	72	71	3	3	9	
4	73	96	4	9	6	
5	35	20	5	6	4	
			6	26	14	Pass
						Fail
Ungraded	10	17	7	17	14	
			8	13	7	
			9	3	25	
N = 265			N = 79			

Table 36

Summary of Estimated / Actual Grade Comparisons

Estimates & Actual Grades exactly correspond	39.8%
Correspondence ± One Grade	40.98%
Correspondence ± Two Grades	19.1%
N = 344	

Table 37

Levels of Accuracy of Examination Grade Estimates

Estimates	Respondents %
Overestimates of 2 Grades in one or more subjects	66
Underestimates of 2 Grades in one or more subjects	22
Misestimates in 2 or more subjects (+ or -)	38
Misestimates in 6/7 subjects**	18
ALL estimates correct within ± One Grade	30
Less than 4 out of 6/7 subjects correctly estimated**	70
4 or more out of 6/7 subjects correctly estimated**	

(** Maximum number of subjects taken = 7)

It is uncommon for teachers to communicate specific details of these estimates to pupils. The dangers inherent in utilising them for guidance purposes (touched upon in the Introduction - Part I section 1.3) are clear from the analysis of the present data. Estimates of examination performance were collected in January of the Fifth Year, and compared with actual grades obtained when the results became available in August. A first analysis of the data showed an apparently high correspondence between estimates and actual grades (See Tables 33 - 36 incl.) But when analysed according to the set of six or seven subjects in which each respondent was examined this first pattern was found to produce too optimistic a picture.

2.22 The second analysis showed that only 30% of estimates are correct to within plus-or-minus one grade, and in 70% of individual cases less than half the estimates are correct (See Table 37). Careers Teachers and Careers Officers will rightly assert that such estimates form but a part of the total bases of guidance, but two other elements must be set against this. The first is that there is an overwhelming emphasis upon academic achievement, by schools, and this is reflected by employers and others in terms of constraints upon occupational entry. The second point is the limited amount of data about any adolescent pupil from sources other than the school (or the pupil himself) and this creates a tendency to invest 'firm' data with an importance perhaps unwarranted.

2.23 Two cases taken from the sample will throw into relief the uncertain nature of estimates as bases for guidance (See Tables 38 and 39). In the first case only three estimates are within one grade of actual performance, and during a vocational guidance interview with the girl, Carole, during March of the Fifth Year, a teacher said

> "..teachers report high effort; high results to be expected; potential for <u>three 'A' levels.</u>"

Table 38

Case Study 1 - Carole

Subject	Estimated Grade	Actual Grade	Level
Art	2	1	CSE**
English	4	6	'0' Level
Mathematics	3	4	'0' Level
French	4	6	'0' Level
Geography	4	3	'0' Level
Physics	6	4	'0' Level
Latin	6	9	'0' Level

(** Grade 1 CSE is equivalent to an '0' Level pass)

Table 39

Case Study 2 - John

Subject	Estimated Grade	Actual Grade	Level
Metalwork	4	2	CSE
Tech. Graphics	3	2	CSE
English	6/7	8	'0' Level
Mathematics	6/7	9	'0' Level
French	9	9	'0' Level
Geography	8	9	'0' Level
Physics	6	9	'0' Level

regardless of whether the actual examination results OR the estimates were correct reflections of the youngster's ability, the discrepancy between expectation and reality can so easily lead to inappropriate advice in guidance.

2.23 In the second case, that of John, a vocational guidance interview report says

"..intends to be an engineering draughtsman."

In this case the crucial subjects for any boy who can finda firm willing to employ him as a trainee draughtsman (and there are few who will take a boy at 16+ for this purpose) are Mathematics, Physics and English. In the case study details the misestimates are gross in two of those subjecs (i.e. between 2 and 3 grades in error), and there is a question arising out of this data, which, although it is inappropriate to pursue here, is worthy of note. For any youngster to perform so badly in an examination, when there are no particularly unusual circumstances, he or she must have been coping inadequately for a considerable time previously, yet this information did not appear in any records within the school. Thus guidance in this case was very probably based upon misestimates of a gross extent and might easily have led to a most unfortunate work entry.

2.24 Inevitably, analysis of this data leads one to speculate about teachers' abilities to accurately estimate grades, and many would raise the question of experience in teaching and/or examination grade-estimating. Accordingly (and as a result of the data presented above) an enquiry was made into the experience of the teachers involved in estimating grades for this sample. It was, of necessity, a fairly simple enquiry. Three years of continuous teaching of secondary school examination classes was taken as indicating sufficient experience to make reasonable estimates. It was felt that after three years, a teacher would have passed through the main phase of job adjustment, gained substantial experience of teaching and probably gained insight into the

dangers inherent in grade estimating. So taking those having up to three years experience as 'Inexperienced' and those with more as 'Experienced' an analysis of their estimates was made. There was no clear or significant difference between the accuracy of estimates made by the two groups.

2.25 However, it is perfectly plausible that other elements may account for misestimates generally. Estimates may be to some extent 'contaminated' by pupil-teacher relationships. This may also be a determinant of performance (See 'Pygmalion in the Classroom' by Rosenthal & Jacobson 1968). In discussing teachers, Hargreaves(1967) observes that...

> "Because inferences (about a child) are selected from limited aspects of the child's behaviour and are interpreted in terms of teachers' role expectations, there is a constant danger of misinterpretation...the teacher tends to categorise pupils on the basis of stream, and inferences he makes from the child's behaviour and the extent to which it conforms with his role expectations of the pupil."

Although respondents in the present sample are not streamed there is every reason to believe that these observations are equally true of teachers in this school.

Part Time Jobs and Guidance Provision

3.1 Whilst the school provides experience and guidance in various academic and other ways, it cannot adequately simulate the world of work for most pupils in a realistic way. The very fact of being inside the school almost precludes that. Yet experience of the working world is desirable if it can be obtained, and to this end the school provides industrial visits and speakers of various kinds from industry. But there is a common and more valuable way of gaining such experience for many youngsters - part-time jobs.

3.2 The respondents in this investigation were asked for details of their part-time occupations and a very distinct pattern

emerged. It suggests that the kind of occupational activity engaged in may be related to the type of individual. The criteria of analysis were, in this instance, developed as a result of an initial examination of the data. They are set out below.

Open Jobs taken to refer to jobs which approximate the usual full time jobs found in the adult world of work, in terms of having to make relationships with adults or peers who are likely to be strangers. There would be a substantial adjustment period usually in such jobs.

Closed Jobs taken to refer to jobs necessitating a minimum of difficulty in adjustment and / or making relationships because one's fellow workers are known to one for the most part. This would not approximate the normal kind of job entry situation.

3.3 The analysis according to these criteria showed clearly that girls in the sample tended to enter Open Jobs and boys to enter Closed Jobs (See Table 40)

Table 40

Kinds of Part Time Occupations entered by Respondents prior to leaving School

Job	Boys	Girls
Closed	4	12
Open	19	5
N = 40		

(Significant at the .001 level)

The most commonly entered part-time occupations were newspaper rounds for boys (9/17 respondents) and retail jobs for girls (14/23 respondents). There are three main interpretations of the data here which seem to be the most likely. The first is that the difference between kinds of jobs entered relates to some aspect of the local employment situation (e.g. that boys find it difficult to get retail jobs in competition with girls). The second is that boys avoid occupational situations offering potential adjustment difficulties until either they are more ready to face them or until they have to face them (i.e. entry to full time working). The third main alternative is that girls positively seek occupations which offer such adjustment/relational situations. (It may be that Musgrave's(1967) theory would apply here, particularly the concept of prior role rehearsal). An observation by Spittles(1973) may stem from a similar set of data. He observed that girls particularly felt..

"..they were building a foundation for the 'real world'" through their part-time jobs. But Spittle's findings were very different from those reported in the present investigation concerning kinds of jobs entered. This may be due to the fact that his investigation was conducted in an industrial town, whereas an appreciable proportion of this sample live in a rural area or a small market town. This might also reflect a difference in attitudes according to the regions in which the two investigations were carried out. This particular topic is yet another requiring investigation more fully, for existing data is very sparse.

3.4 Vocational Guidance Provision

In many schools vocational guidance (sometimes called Careers Guidance) is an isolated activity. That is, it is frequently not integrated with a school's academic and/or pastoral system. In the sample school it was in a transitional stage having been for some years almost a nominal activity conducted during lunchtimes and breaks by int-

erested teachers. It was unsystematic and largely organised on an ad hoc basis. Currently with this investigation provision was as follows. Of his 35 period week the Head of Careers Guidance was allowed to devote 15 to Careers work; his assistant was allowed 7 periods for this purpose. Timetabled lessons in Careers Education were permitted for the 'lowest ability group' only (which in fact consisted of slow learners, subnormal pupils, maladjusted pupils plus some Asian immigrants whose English was poor). Most interviewing was conducted by teachers during lunchtimes and breaks, and by Careers Officers during normal lesson times. On Tuesdays two Careers Officers spent the whole day in school interviewing pupils, and on Fridays two other Careers Officers spent the morning in the school interviewing 6th Formers and the higher ability Fifth Year pupils. Interviews were arranged through teacher referrals or pupil self-referrals.

3.5 The data shows that by Christmas of the Fifth Year 68% of respondents had been interviewed by Careers Officers and/or Careers Teachers and a further 28% had requested guidance interviews. This appears to indicate a general desire for help with vocational problems and also, perhaps, that orientation had reached a fairly advanced stage for many. (See Table 41)

Table 41

Respondents' Vocational Guidance Interviews prior to Christmas of the Fifth Year

Interviewed by Careers Teacher		Interviewed by Careers Officer		Requested Interview with	
Yes	No	Yes	No	C. Teacher	C. Officer
38%*	42%	30%*	42%	22%	6%

(N = 50; * = 10% respondents interviewed by both)

It should be noted that although this data refers only to the present sample, in terms of interviews conducted and requested the figures represent a random sample of all Fifth Year interviews. No special arrangements were made relating to interviews for this sample.

3.6 It is a fact that the Careers Teachers in the sample school made every effort to provide easy access to information within the school, and the system was uncomplicated. This comment also applies to provision of industrial visits and talks. However, it is advisable for teachers operating such information systems to encourage pupils to use them through personal contact as well as through advertising, but as many pupils only availed themselves of printed information there was some flaw in communications (See Table 42).

Table 42

Respondents' Use of Vocational Information in School

Form of Information	Respondents %
Industrial Talks	76
Printed Matter	74
Industrial Visits	12
Video Tape Recordings/Films	6
Audio Tape Recordings	-

(N = 50)

The reason for the discrepancies in numbers of respondents using the different kinds of information may, of course be related to either ease of use or familiarity. This might explain easily the general popularity of sitting in at industrial talks and reading printed matter, as opposed to the more sophisticated or inconvenient methods of finding out about things.

3.7 The general desire for help in vocational matters referred to above (See section 3.5) would lead one to expect greater use of all forms of information, but individuals do have various kinds of resistance to utilising systems of all types. In the case of audio tape and video tape recordings (and films) using them was certainly more difficult. They were not always available (although equally easy access was provided when they were) so that lack of knowledge of availability may have been the main cause of small numbers utilising them. A compounding difficulty was that they had to be used during lunchtimes and it could well be that they often competed with more attractive pastimes, especially in summer. Apart from these forms of information it should be remembered that the normal pastoral system helped in this area considerably through the medium of Form Tutors who frequently referred pupils to information or even retrieved it for them in some instances.

Overview of Sections 2 and 3

The adolescent in school is probably influenced as much by informal as formal social experiences there, and it has been indicated that certain group size preferences exist, certainly for this sample. It has been suggested also that the present respondents exhibit peer association patterns which could be explained reasonably by postulating the common experience of school as the basis of association as opposed to experiences which are not currently common between young worker and scholar. This idea is further reinforced by the finding that respondents having working siblings do not tend to associate with working peers particularly.

Outside of the academic aspects of school there was some consideration of the use of vocational information by respondents, and the kind of guidance available to them. The use of vocational information was uneven (in terms of forms of information) but generally they appeared to take advantage of the help available. Examination of part time work showed a clear

pattern of preference according to sex but there was insufficient data to enable adequate explanation of this.
Data referring to choices of subjects and their study revealed once again patterns of preference broadly related to sex, whilst a comparison of examination performance estimates and actual results showed some serious flaws, the more so as estimates would be used in guidance of the respondents.

The Family

4.1 From comments and observations made at various points in the preceding pages it may have become clear that the Family is regarded here as a crucial source of influence upon the adolescent's vocational orientation. However, it is an area sparse in firmly established empirical data except at a high level of generality.

The findings from the present investigation in this area are interesting and, in a number of instances, apparently quite original. But much of their value resides in the ideas which they have generated and which have been articulated into a tentative theoretical framework (See Part IV section 3).

4.2 Occupation and status are the central elements in this first part, followed by a section concerned with family structure and size. Moving out from the respondents' immediate families, attention is turned to the influence of relatives in terms of respondents' visits to them. Leaving the more obvious relational aspects of the family, consideration is then given to possible connections between vocational orientation and residence/mobility patterns of respondents and their parents.

4.3 Occupation and Status

Social class is a much used term encompassing a cluster of social and economic characteristics which, together, are utilised to try to locate individuals' and groups' levels in society. In the study of society it is considered, by academics and others, to be a central concept but although used extensively as a research tool it is very difficult to translate the concept accurately into an applicable form. It is uncommon for researchers to explore the complexities of the concept and its application in any depth, for as Worsley et al.(1970) point out...

"All they want is something that will work.."

4.4 In considering Social Class one should (ideally) take into account a range of elements such as kind of housing, area of residence, family income, possessions etc. etc. and each of these will to some extent reflect social status. It is fairly clear that many research projects would be doubled in size and difficulty if they were to try to measure all such aspects. So sociologists have looked for ways of reducing the number of elements requiring measurement whilst retaining an acceptable level of accuracy. This has resulted in the technique of ranking occupations to give a measure referred to as Socio-economic Status. This kind of measure is frequently used as a single indicator of social class, and one such measure (the Hall-Jones Scale) is used in this investigation.

4.5 Many researchers have established the existence of relationships between socio-economic status and a number of other variables such as parental attitudes (Carter 1966) intelligence(Sewell 1957) education (Jackson & Marsden 1966) school subcultures (Hargreaves 1967) and so on. Sufficient data is available to demonstrate quite conclusively that social class (and hence socio-economic status) is a central and ubiquitous correlate of many aspects of human development and behaviour. Since the school-to-work transition is a momentous role-transition for everyone, it seems reasonable to expect to find that it has a relationship with socio-economic status.

4.6 One encounters statements like this, based in empirical data..

> "Fathers' occupational status and income seemed to govern to some extent the interests of sons."
> (Berdie 1943)

And Carter(1966) observed that sons tend to enter occupations similar to those of their fathers (e.g. manual workers' sons tend to enter manual occupations). In his Liverpool study Mays(1965) found that working class parents seemed to have not only lower aspirational thresholds for their children,

Table 43

Distribution of Fathers' Occupational Status (Hall-Jones)

Class	Fathers	(%)
1	2	(4)
2	6	(12)
3	8*	(16)
4	11	(22)
5	12	(24)
6	8*	(16)
7	3	(6)
	(N = 50)	

(* In both groups a widow is the earning head of household)

Table 44

Comparison of Fathers' Occupational Status and Respondents' Status of Orientation

Class	Fathers	Differences in Respondents' Status by Fathers' Class				
		Same Class	+ or - One Class	Two Classes +	Two Classes -	Not Classifiable
1	2	-	-	-	2	-
2	6	-	1	-	4	1
3	8	1	1	-	4	2
4	11	1	5	-	1	4
5	12	6	3	-	-	3
6	8	1	4	2	-	1
7	3	-	-	3	-	-
Totals	50	9	14	5	11	11

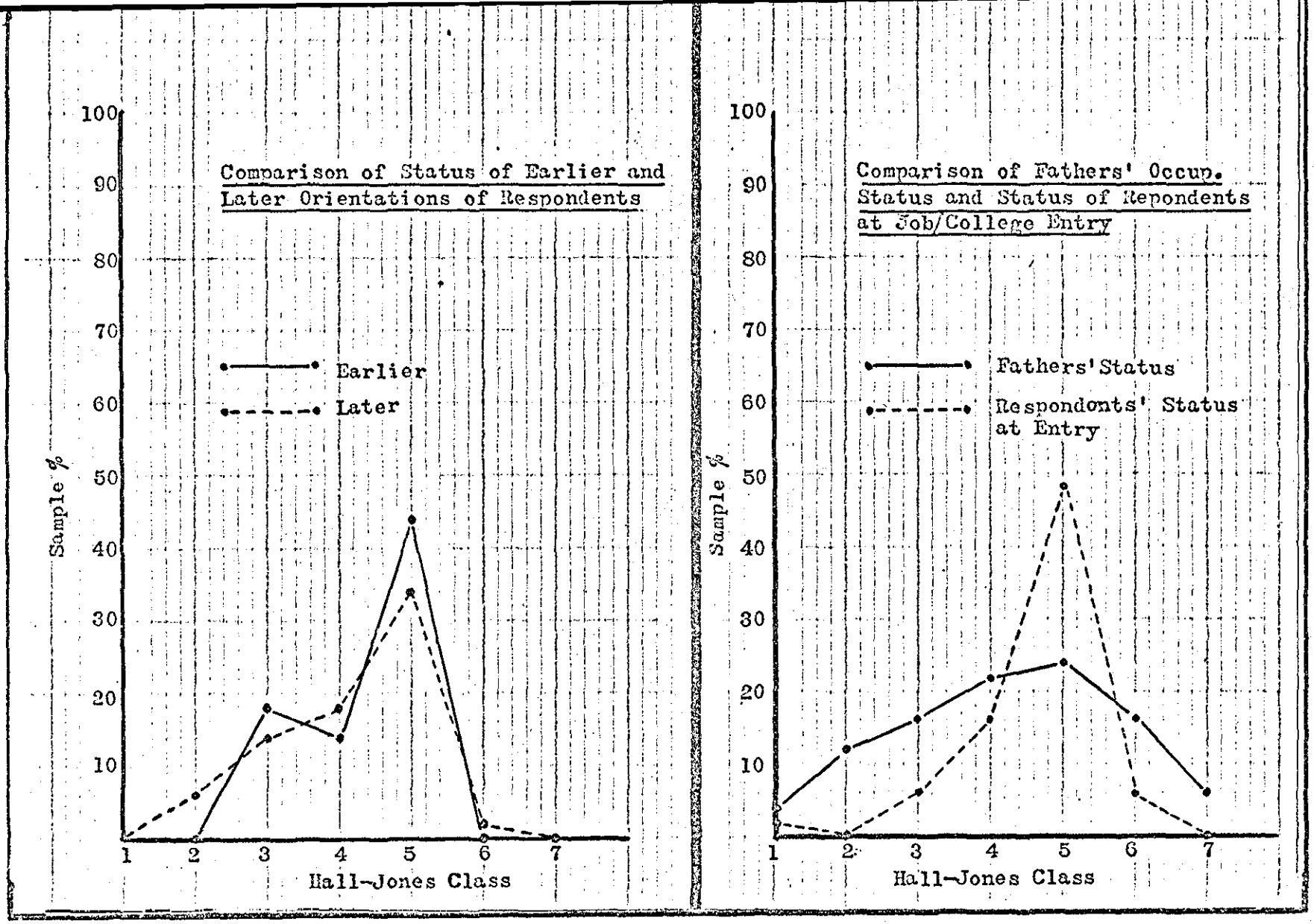

Comparison of Status of Earlier and Later Orientations of Respondents
Earlier
Later
Sample %
100
90
80
70
60
50
40
30
20
10
1
2
3
4
5
6
7
Hall-Jones Class
Comparison of Fathers' Occup. Status and Status of Repondents at Job/College Entry
Fathers' Status
Respondents' Status at Entry
Sample %
Hall-Jones Class

Figure 10

but in some cases there were implied upper thresholds. In applying the concept of socio-economic status to the data from this investigation it was hoped to identify clear status patterns between parents' occupations and respondents' expressed orientations.(See Tables 43 and 44) The first pattern looked for was concerned with the correspondence between respondents' status of orientation and that of fathers' occupations. The data shows that of the 78% sample of responses which are classifiable, 46% have status of orientation within plus-or-minus one class of their fathers' status and 32% are within plus-or-minus two classes of their fathers' status. Since most fathers are employed in classes 3 - 6 inclusive, finer analysis of the data shows a sharper pattern. (See Table 45) It is useful to take three points in order to gain some indication of development of orientation status, as follows:

(a) Earlier and Later Expressed Vocational Orientation
(b) Job / Course Entry**

Table 45

Development of Respondents' Status of Orientation

Class	Orientation Expressed.. Earlier	Later	Job/Course Entry
1	-	-	1
2	3	-	-
3	7	9	3
4	9	7	8
5	17	22	24
6	1	-	3
7	-	-	-
Not Known	6	6	11

(See also Fig.10)

** Status of orientation is estimated on the basis of expressed orientation.

In this finer analysis (See Table 45) four respondents expressed neither Earlier nor Later orientations NOR did they offer data about their job/course entry. Also there are 17 respondents whose Earlier, Later and Job/Course entry status is entirely consistent. That is to say, 34% of the whole sample expressed orientations whose status level held constant over a fairly extended period of change, and through various kinds of strong influences or pressures in academic, vocational and personal terms.

4.7 The way in which the group's statuses appear to move toward the mean, in this last analysis, should be viewed very carefully. Although the statuses overall follow this trend the data does <u>not</u> show whether the respondents included in a given class at the earlier point are the same individuals included in that class at the later point and at the point of college/job entry. There is movement between classes. Thus Table 45 shows simply a comparison of distributions.

4.8 However, the way in which status of expressed orientations tends to show a movement towards the mean is clear. Such a pattern could indicate a number of causes, some more obvious than others...

(a) increasing reality adjustment of self concept;
(b) pressures from family and/or peers and/or others to conform to expectations;
(c) understanding of local job availability becoming clearer;
(d) effects of vocational guidance.

However, without investigation in much greater depth it is not possible to determine which, if any, of these are main causes.

4.9 At this point it seems appropriate to consider relationships between respondents' vocational orientation status and orientation consistency. It is reasonable to suppose that individuals who have consistent vocational orientation might also have consistent status of orientation. IF one accepts a variation of plus-or-minus one class as representing consistent or stable status, then it can be concluded from the data here that,

although the analysis does not provide a relationship significant above the .02 level, it is sufficiently close to warrant further investigation with a larger sample. (See Table 46)

Table 46

Consistent Vocational Orientation and Consistent Status of Orientation

Orientation	Same Class as Father	+ or - 1 class	+ or - 2 or more classes	Not Classifiable
Consistent	12%	20%	14%	12%
Inconsistent	6%	6%	16%	10%
Totals	18%	26%	30%	22%

(N = 50; 2 responses not available)

4.10 It has been shown in previous data that, by the time the adolescent has reached the mid-point of the Fifth Year a considerable amount of orientation has occurred. From the last data presented it is possible that there may be a considerable degree of orientation in terms of status, as well as in terms of preferences related to tasks, interests and activities. It would be interesting to know whether particular respondents' awareness of status levels hasdeveloped within the sphere of family influence or through external influences.

4.11 From the foregoing data there appears to be a net upward movement in status as follows:

Class 1 & 2	Downward
Class 3,4 & 5	Upward
Class 6 & 7	Upward

However, these figures can not account for the 11 respondents in the 'Not Known' category (See Table 45). It is less rather than more likely that they are orientated towards the lower classes (i.e. 6 and 7) so that these might be

considered as legitimately placed with those in classes 3, 4 and 5. Again it should be emphasised that these status 'movements' represent a view of the whole sample rather than status movements of individuals within it.

4.12 The data just discussed raises the question of social mobility. Worsley et al.(1970) say

> "Where there is a good deal of mobility, most of it is in fact very short range mobility...something like a third of the population move upwards, if one compares the job they do with the one their father did... Individual mobility in the lifetime of most people is not very impressive; it is usually restricted to one move across a class line."

This would appear to offer some support to the present investigation's assumption of plus-or-minus one class representing consistent or stable status of orientation for the sample.

4.13 The data presented so far has only dealt with relationships between respondents and their fathers' status, but respondents' mothers were also working or had worked in employment occupations. There is a distinct scarcity of hard evidence concerning relationships between mothers' and children's occupations. A few studies touch upon it (e.g. Hargreaves 1967; 'Enquiry 1' 1968) but tend to consider mothers' work in relation to aspects of personality development, children's behaviour or school attainment as the main elements. As Musgrave(1965) comments, when mothers return to work after a break (usually to bear children) one of the factors they must face is that there may have been great changes in their absence. This may have consequences for their status in their 'occupation of return'. Banks(1970) discusses the fact that women who marry downwards across social class boundaries tend to encourage striving and high achievement in their children, and it seems from other research as if parental influence upon mobility occurs quite early on.

Table 47

Comparison of Occupational Status of Respondents' Mothers and Fathers

Class	Mother Works P.T.			Mother Works F.T.			Fathers'
	Boys	Girls	ALL	Boys	Girls	ALL	Status
1	-	-	-	-	-	-	2
2	-	-	-	-	-	-	6
3	2	2	4	1	-	1	8
4	1	3	4	2	2	4	11
5	2	2	4	3	2	5	12
6	4	2	6	-	4	4	8
7	-	1	1	1	1	2	3

Table 48

Mothens'Occupational Status and Respondents' Consistency of Orientation

Mothers Working..	Consistent Orientation	Inconsistent Orientation
Part - time	9	10
Full Time	12	4
Housewife*	9	5

(* = One response not available)

4.14 It must be admitted that little of value has emerged from the data here to indiciate any clear relationship between children's status of orientation and mother's occupational status. However, the analysis does reveal very clearly the depressed status mean of mothers compared with fathers, even allowing for the small sample involved. Perhaps this is due to 'career break' as suggested, although it could just as easily be the result of low status temporary jobs, permanent menial jobs etc. etc. (See Table 47).

4.15 Earlier it was asserted that the family is a crucial influence upon vocational orientation, and relationships between fathers' and respondents' status were explored. Here, respondents' consistency of orientation was compared with mothers' occupations in terms of whether they were part-time, full time or that of housewife. (See Table 48). The results were not significant above the .02 level, but it might be worthwhile exploring further the differences between influences of working and non-working mothers. One aspect of this which might produce useful data is the quality and quantity of vocational information which the mother, typically the more expressive parent, brings to the children's vocational orientation.

4.16 The apparent stability of status of a substantial proportion of this sample, the movement of the status mean for the whole group do suggest that the adolescent's sense of status may be linked to his development of identity. It would be of considerable interest to discover whether status stabilisation is a reliable indicator of the attainment of a particular stage in development of identity and vocational orientation.

4.17 Family Structure and Sibling Association

Several studies (notably that of Douglas et al.1968) have demonstrated that size of family tends to be related to school attainment, whilst others (e.g. Willmott & Young 1966) stress the importance of kinship ties and relationships. Douglas et al. examined also the relationship between family ordinal position and attainment, as did Maxwell 1953). Indeed, many investigations have concentrated upon these aspects of family relationships but, as in so many instances previously mentioned, the area of the relationship between sibling association and vocational orientation is lacking in firm data, empirical or otherwise. Such data as there is available is either largely impressionistic or of such a general nature as to be virtually useless upon which to found conceptual or theoretical frameworks.

4.18 Although the data which Douglas et al. produced relates largely to attainment, it shows the importance of the family experiences as influences upon children. (See Tables 49 and 50). The selected data comes from a sample of children taking their 11+ selection tests and these are some of the conclusions of the researchers:

> "The first-born children in families of two or three do better in the secondary selection examinations than would be expected from their measured ability at eleven and the later born do worse. This is found, to a greater extent...in the manual working classes..It seems however, that the eldest children, though they do not show any marked superiority in the tests, receive a stimulus which the younger children lack and which spurs them on to do well in the secondary selection examinations. And it seems that this stimulus is the presence of a younger child in the family, rather than the fact of being the first-born,

Table 49

Attainment, Social Class and Ordinal Position of Grammar School Pupils (Douglas et al.1968)

Test Score at 11 Years	2 and 3 Child Families			
	Middle Class		Working Class	
	Eldest (%)	Youngest (%)	Eldest (%)	Youngest (%)
49 - 54	17.4	5.9	5.7	4.6
55 - 57	40.4	40.2	33.6	16.7
58 - 60	65.0	53.1	57.9	38.8
61 +	83.1	92.2	78.9	78.2

Table 50

Attainment, Social Class and Sibling Stimulus** of Grammar School Pupils (Douglas et al. 1968)

Test Score at 11 Years	Middle Class		Working Class	
	Eldest of 2 or 3 (%)	Only Child (%)	Eldest of 2 or 3 (%)	Only Child (%)
49 - 54	17.4	1.4	5.7	7.8
55 - 57	40.4	22.5	33.6	19.0
58 - 60	65.0	51.3	57.9	48.8
61 +	83.1	88.1	78.9	87.5

(** Title derived from conculsions of Douglas et al.1968)

> since the only children, in contrast to the first-born in larger families, get the number of grammar school places that would be expected from their eleven-year test scores, and no more."

Interestingly their data also suggests that a long-standing belief of many people may be unfounded when they say

> "Lastly, there is no evidence at all to support the view that in working class families the youngest child has a better chance of going to a grammar school."

4.19 The data from Douglas et al. provides a useful framework for considering the analysis of data from the present investigation in these areas of enquiry. The data was examined taking families of 2 or 3 children as Small Families and those of 4 or more children as Large Families, and the following patterns emerged. (See Tables 51 and 52).

The first conclusion is that Only children tend to have consistent vocational orientation more commonly than others, except for younger children. This raises interesting questions about the relationship of attainment to consistent vocational orientation in the context of the data just examined (Douglas et al. 1968) although the numbers in the present investigation data preclude statistical analysis of any accuracy.

4.20 The paucity of data in this area has already been alluded to, so it is not possible to relate this data to that from other studies. In investigating pre-adolescent sibling association, the difficulty of disentangling vocational orientation from other elements of development does not intrude. Relationships between Home and School are for these youngsters much more clearly discernible. But once vocational orientation begins in earnest, all manner of influences grow and strengthen and new ones develop which cannot be located 'exclusively' in the Home or School, the researcher's life becomes difficult, which may well account for the lack of data here.

Table 51

Consistent Vocational Orientation and Family Size

Orientation	Respondents' Families		
	Large	Small	Only Child
Consistent	14/27	7/13	8/10
Inconsistent	12/27	5/13	2/10

(2 responses not available)

Table 52

Consistent Vocational Orientation and Ordinal Position

Orientation	Ordinal Position		
	Eldest	Youngest	Other
Consistent	6/15	10/16	5/9
Inconsistent	9/15	5/16	3/9

(2 responses not available)

4.21 In exploring the results from these areas, a somewhat unexpected finding emerged suggesting that consistency of vocational orientation might be linked with whether respondents' siblings are working or not. The data gives no clear cut relationship (significant at the .02 level), but bearing in mind the previous data showing that chronology of expressed orientation is related to whether siblings are working or not (See section 1.6) it seems reasonable to recommend that this be researched more thoroughly. (See Table 53)

Table 53

Consistent Vocational Orientation and Sibling Occupation

Siblings	Orientation			
	Consistent		Inconsistent	
	Boys	Girls	Boys	Girls
Some / All Working	7/11	5/7	3/11	2/7
None Wkg/Only Child	7/12	10/20	5/12	9/20

(2 responses not available)

Consistent Vocational Orientation and Sibling Occupation (Summary of Table)

Siblings	Consistent	Inconsistent
Some / All Working	12/18	5/18
None Wkg/Only Child	17/32	14/32

(2 responses not available)

4.22 Relatives

Moving away from the primary familial relationships now, towards other family relationships, the question of whether relatives influence vocational orientation arises. Many researchers have highlighted the role of the kinship group in socialisation, outstandingly Willmott & Young and Klein in the 1950's and 1960's respectively. Normally a person has two family groups of importance - the immediate nuclear group and the kinship group. Where both groups have frequent social contact and develop a network of firm relationships the family is described as 'extended'. But a phenomenon of Western society in particular has been the attentuation of such relational networks, often leading to fragmentation of them. Such a process results in a high proportion of nuclear families, frequently isolated from their kinship networks socially and geographically. (See Willmott and Young 1957)

4.23 An example of family nucleation is given here:

John & Agnes (Parents 1939)	– Mabel, husband & family live 1½ miles away Jessie, husband & family live 1 mile away John, wife & family live 1 mile away Harry, wife & family live next door Tom, wife & family live next-door-but-one
John dies 1954 Agnes dies 1963	– Mabel & family same residence Jessie & family same residence John & family same residence Harry, Tom and families moved to USA Mabel's daughter living 18 miles away
Mabel & Fred (Parents 1963)	– Frederick (son) lives 6 miles away married William lives 8 miles away married Eleanor married lives in Australia Frank living in London unmarried
1974 – Mabel & Fred dead	– Frederick(son) William and Eleanore same residences; Eleanor now widowed in Australia. Frank married living 35 miles away.

Table 54

Frequency of Visits to Relatives and Consistent Vocational Orientation

	Visits per Month	To Aunts & Uncles		To Grandparents	
		Consist.	Inconsist.	Consist.	Inconsist.
BOYS (N=23)	Less than 2	6	3	6	5
	2 - 4	3	1	3	1
	5 - 8	2	1	4	1
	Over 8	3	3	1	1
(One not available)					
GIRLS (N=27)	Less than 2	3	8	5	5
	2 - 4	8	-	7	3
	5 - 8	1	3	3	-
	Over 8	2	1	-	3
(One not available)					
ALL (N=50)	Less than 2	9	11	11	10
	2 - 4	11	1	10	4
	5 - 8	3	4	7	1
	Over 8	5	4	1	4
(Two not available)					

The three men and their sister last mentioned in that example have very little and infrequent contact. The family has virtually broken down completely into small nuclear units.

4.24 This case study offers an excellent example of geographical separation leading to social separation, and although Mabel and Frederick were focused on here, the other branches of that family have suffered a similar process to a greater or lesser degree. In a period of only 35 years the process is complete. But although geographical and social separation were strongly linked here, it need not necessarily be the case, as Worsley et al.(1970) point out...

> "..while there may be a shift towards a nuclear family becoming coterminus with the domestic unit, this need not be an ISOLATED nuclear family, and need not imply a reduction in interactional and recognised ties even if these are now spread over a wider area."

4.25 If one assumes that more frequent contact between interested family adults is likely to lead to more influence of adolescent members' vocational orientation then clearly one would expect to find evidence of it. An attempt to relate frequency of contact with relatives and respondents' consistency of vocational orientation was made. None of the data clearly relates them with one exception - respondents visiting Aunts and Uncles in the frequency ranges 'Less than 2' and '2 - 4' visits per month. However, because of the smallness of the numbers involved it is inconclusive data, and significant at only the .02 level. But there is one outcome of interest here. There is a markedly high number of respondents (in both visits to Aunts and Uncles and to Grandparents) in the 'Less than 2' frequency range. To be more exact, 20 and 21 respectively (Table 54). From this data and other sources it is likely that certain respondents have 'favourite' relatives whom they visit and this tends to distort the figures a little. It is also clear that geographical separation is at the root of much infrequent visiting (e.g.kinship group located in Ireland).

Unfortunately the data from investigation of this area has yielded very little with which to increase knowledge or understanding of any relationships which may exist. But judging by the available literature the investigation is not unique in this.

4.26 Residence and Vocational Orientation

There is little evidence concerning parental geographic mobility and its influence upon children's development, except in the case of (normally) itinerant groups such as gypsies. Certainly there is nothing which adequately tries to relate mobility of parents with adolescent vocational orientation. Summarising findings in this field generally, Crites(1969) says

> "..there are systematic differences between various regions of a country, between rural and urban areas and even between sections of large cities. As a result of interaction between the heritage which people bring to an area and its physical and climatic features there typically develops a subculture with customs, mores and values which distinguish it from other subcultures in different geographical regions."

4.27 During his day-to-day experience, the investigator noticed behaviour such that, not infrquently, it was possible to identify adolescents whose origins were outside of the region in which they were residing. Bearing this in mind, and the research evidence previously citéd (See Part section 6.1 et seq.) it seems reasonable to expect intra-familial communication / transmission of attitudes, values etc. might be related to mobility patterns. As a result of attempting to establish this only relationships at the .02 level of significance emerged. (See Tables 55 and 56) It may be that the approach used here is too simplistic, and that with a more sophisticated approach and larger samples clear relationships might be identified. On the other hand, if the findings are the result of an adequate approach, data suggests that the local population is relatively stable and this may be untypical of many areas so that any results obtained might have limited usefulness.

Table 55

Consistent Vocational Orientation and Geographical Origins of Respondents' Fathers

Orientation		Father Born.. Inside County	Outside County
Boys	Consistent	6/9	5/9
	Inconsistent	2/9	4/9
Girls	Consistent	10/14	5/11
	Inconsistent	4/14	6/11

(Responses not available - 5 Boys and 2 Girls)

Table 56

Consistent Vocational Orientation and Geographical Origins of Respondents' Mothers

Orientation		Mother Born.. Inside County	Outside County
Boys	Consistent	5/9	5/8
	Inconsistent	3/9	3/8
Girls	Consistent	9/15	4/8
	Inconsistent	5/15	4/8

(Responses not available - 6 Boys and 4 Girls

Table 57

Consistent Vocational Orientation and Residence in County from the age of 11+

Orientation	Boys	Girls	ALL
Consistent	3/4	1/3	4/7
Inconsistent	1/4	2/3	3/7

Table 58

Consistent Vocational Orientation and Place of Residence Population Size

		Population		
	Orientation	0-3999	4000 - 5999	6000 and Over
Boys	Consistent	1/2	12/19	1/1
	Inconsistent	1/2	7/19	-
Girls	Consistent	5/7	6/11	4/8
	Inconsistent	2/7	5/11	4/8

(N = 50; 2 responses not available)

4.28 But the previous data did lead to an attempt to relate length of residence in the area to vocational orientation. Separating out those respondents who had moved into the county at the age of 11+ an examination of their consistency of orientation was made. Once more no clear relationship could be established.(See Table 57)

It was suggested earlier that place of residence might be related to vocational orientation as it appears to be related to a number of other variables. Yet again the data revealed no clear relationship when analysed in terms of population size of place of residence.(See Table 58).

4.29 Overview of this Section

In looking at the influence of the family upon vocational orientation, the first aspect to be dealt with was that of status. In comparison with fathers' status that of the respondents as a group tends to move towards the mean as the end of the Fifth Year approaches. However, within this general trend there is a not-inconsiderable minority of the sample whose status of orientation remained stable. Taking the overall status movement, there is a net upward trend. In examining vocational orientation in relation to mothers' occupational status there were no significant relationships to be found, but this area is felt worthy of further research.

4.30 In considering family structure and sibling association it was found that 'Only' children tend to have consistent orientation compared with other respondents, but family size is not, apparently, a crucial factor. An unexpected relationship between vocational orientation consistency and whether siblings are workers or not was suggested by the data, although the relationship was significant at only the .02 level. Since there are previously discussed findings pertaining to whether siblings work or not (See section 1.6) it is felt that this area also might reward further investigation. Moving away from the nuclear family unit to con-

sider the influences of relatives, the only significant relationship to be found, between frequency of visits and respondents' consistent vocational orientation, was in the numbers of respondents in the 'Less than 2' and '2 - 4' frequency ranges of visits per month. In considering the influence of parental origins, length of residence and population of place of residence, no data was forthcoming to suggest any positive relationships with the respondents' vocational orientations.

4.31 So far as the investigator is aware there is no data available which centres upon the orientational status of school leavers, in the terms applied in this investigation. Almost all of the data is concerned with status at job/course entry. Researchers generally have shown little interest in the growth of awareness of occupational status as an element in the school-to-work transition. It is also true that there is little if any data available which specifically relates to mobility and residence as correlates of vocational orientation, and nothing that the investigator could find seeking to clarify the kinds of value and attitude adjustments necessary upon moving from one part of the country to another. Presumably the extent of highly mobile groups is insufficient to attract researchers to this field in relation to vocational orientation. This section concludes the report of findings dealing with influences upon vocational orientation as the central concern. The next (and final) section reporting findings is concentrated upon consideration of respondents' measured vocational interests.

Vocational Interests

5.1 Measurement of vocational interests is fairly common in vocational guidance and is, in this country, normally the only 'objective' method used to gain some idea of an individual's orientation. Super(1957) proposed a number of definitions of vocational interests which are accepted here.

> "Expressed Interests - are expressions or professions of specific interests; they are preferences.
> Manifest Interests - are expressed not in words but in actions, through participation in activities.
> Inventoried Interests - are estimates of interests based upon response to a large number of questions concerning likes and dislikes, or concerning the order of preferences for groups of activities. The responses yield a score for each of a number of occupations or types of occupational activity.
> Tested Interests - are interests manifested under controlled rather than life situations."

In the present investigation Inventoried Interests are termed Vocational Interests, and Expressed Interests are termed Vocational Orientation. This is to avoid confusion for the latter term is used to denote a major analytical element.

5.2 There are a number of aspects in the interpretation of interest scores with a high potential for error, the most important being that meanings assigned to questions by respondents may not coincide with meanings assigned to questions by the interpreter and/or constructor of the instrument. For example, given an interest category such as:

> "Scientific Interest - interest in knowing the how and why of things, particularly in the realm of pure science"
>
> (A.P.U. Occupational Interests Guide)

Such a definition is so loose as to allow a great deal of latitude (even in the minds of interpreters) and thus interpretational ambiguities may creep in. Interpretation becomes even more awkward when one considers that people rarely think in terms of broad occupational categories, so that an individual is likely to try to make his ideas, feelings etc. fit into the framework provided by the questionnaire. Again, an example from the APU Interests Guide makes the point:

> "Practical Interests - constructive activities which involve working with machines or making things with your hands."

But there is a qualifying statement which says...

> "Separate tests of Practical activities are used in the Male and Female versions. In the Male version they concern such things as woodwork, metalwork, working with machinery. Most of these are unsuitable for girls. The Female version has activities related to sewing, dressmaking and so on. The essential feature is that they involve making or doing things with your hands."

5.3 There are two main points to be made here. The first is that the Practical Interest category seems to be based upon sex role stereotypes to some extent, but also seems to utilise two different meanings of the term 'practical activities'. For most boys many of the practical activities included will not be carried from school into the home, and for most girls they will. Thus one might expect to find a higher correlation between boys' interests and their school subjects than for girls. Unfortunately this is a topic which will have to be explored elsewhere than this investigation. The difficulties in interpreting interest scores have been exemplified to some degree so that the Findings which are reported here will be better understood.

Table 59

Respondents' Significantly High & Low Interest Scores

Interest Category	High Scores		Low Scores	
	Boys	Girls	Boys	Girls
Artistic	8	5	2	2
Clerical/Sales	3	6	3	2
Literary	2	4	9	5
Computational	2	5	5	8
Outdoor	3	6	2	2
Practical	11	2	2	6
Social Service	2	10	5	1
Scientific	6	-	6	12

(Responses not available - 2 girls)

Category Definitions

Artistic - painting, sculpture and the visual arts in all forms

Cler/Sales - doing clerical or secretarial work and also meeting and dealing with people in shops or offices

Literary - the use of words and manipulation of verbal concepts

Computational - the systematic recording and classifying of information and performing mathematical operations on data

Outdoor - working in the open air mainly with plants and animals

Practical - constructive activities which involve working with machines or making things with your hands

Social Service - helping people for their own sake. Those activities in which the relation with the person is the end and not the means

Scientific - interest in knowing the 'how and why' of things, particularly in the realm of natural science

5.4 Turning to the significant** scores obtained by the present sample, the results show a clear division between high scores for boys and girls, and these are related to their fathers' occupations. It is quite clear from the data (See Tables 59, 60 and 61) that the Occupational Interests Guide measures something of significance, but whether it is those interests as defined in its construction is something to be considered in greater depth at another time. What does emerge very clearly is a relationship between fathers' occupations having a strong technical/practical element, and high scores by boys (in Practical and Scientific categories) and girls (Social Service and Clerical/Sales categories). The levels of significance are:

Boys - sig. at the .002 level

Girls - sig. at the .01 level

(These levels of significance are under the worst conditions where respondents having 'Flat' profiles are omitted).

5.5 The danger in interpreting this data is that one may try to make a direct and causal relationship between fathers' occupations and respondents' interests or, possibly respondents' occupations. For example, it would be very tempting to interpret the data as evidence of rejection of fathers as occupational role models by girls, or for boys' occupational tradition. Whilst one or both of these may be true, such evidence as that produced here, from this investigation, is inadequate as a foundation for such assertions.

5.6 It is more constructive and useful to consider this data as

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** It should be noted that out of a possible score of 28 (for each of eight categories) only those of 21 or more and 7 or less are considered to be both statistically significant and reliable for guidance purposes.

Table 60

Respondents' High Interest Scores and Fathers' Occupations -

BOYS

Fathers' Occupations	Signif. High Score Categories	
Sales Representative	Scientific	(+Outdoor)
Engineering (Milling)	Scientific	
Lorry Driver	Scientific	
Sales Representative	Scientific	
Metalwork Teacher	Scientific	
Machine Operative	Scientific**	(+Practical)
Engineering Inspector	Practical	(+Artistic)
Bricklayer	Practical	(+Computational)
Workshop Technician	Practical	
Lathe Operator	Practical	
Weaver (*)	Practical	
Work Study Engineer	Practical	(+Social Service)
Electrician	Practical	
Shoe Machinist	Practical	
Brewer's Deliveryman	Practical	(+ Art. and Outdoor)
Machine Operative	Practical**	
Stock Manager	Artistic	(+Lit. and Cler/Sales)
Carpenter	Artistic	
Manager	Artistic	(+Cler/Sales)
Area Sales Manager	Artistic	(+Literary)
Foreman (Cement Yard)	Artistic	
Draughtsman	Artistic	(+Outdoor)
Teacher (*)	Social Service	

(** = Flat Profile; (*) = Mother working head of household)

Table 61

Respondents' High Interest Scores and Fathers' Occupations - GIRLS

Fathers' Occupations	Signif. High Score Categories	
Mech. Eng. Craftsman	Artistic	(+Outdoor)
Dir. of Soc. Services	Artistic	(+Soc. Service)
Carpenter	Artistic	(+Practical)
Metal Pressworker	Artistic	
News Photographer/Driver	Artistic	(+Literary)
Shoe Machinist	Soc. Service	(+Computational)
Joiner / Glazier	Soc. Service	(+Prac & Outdoor)
Farm Maintenance Worker	Soc. Service	
Engineering Foreman	Soc. Service	(Literary)
Factory Manager	Soc. Service	
Excavator Driver	Soc. Service	
Brewery Distrib. Manager	Soc. Service	(+Outdoor)
College Lecturer	Soc. Service	(+Literary)
Professional Engineer	Cler/Sales	
Farmer	Cler/Sales	
Farmer	Cler/Sales	(+Outdoor)
Shoe Machinist	Cler/Sales	
Coach Trimmer	Cler/Sales	
Eng. Service Manager	Cler/Sales	
Metalworker	Computational	(+Soc. Service)
Electrician	Computational	
University Lecturer	Computational**	
Retail Manageress (*)	Outdoor	
Export Manager	Outdoor**	
Electrician	Literary	

(** = Flat Profile; (*) Mother working head of household; Responses not available = 2)

a little more support for the idea that certain differences tend to occur between males and females across a wide range of variables which appear to reflect vocational development. For example, in a review of research into sex differences and interests, Super & Crites(1962) say..

> "..men tend to be more interested in physical activity, mechanical and scientific matters, politics and selling. Interest in art, music, literature, people, clerical work, teaching and social work is more characteristic of women. It is worthy of note that masculinity and femininity are scaled traits rather than dichotomies.."

5.7 Turning to the idea that perhaps the respondents in the present sample manifest occupational traditions in their orientations, as compared with fathers' occupations, the data shows no evidence of this which could be taken as conclusive. There is little exact correspondence between fathers' and children's occupations. However, one aspect which does emerge from a comparison of respondents' orientations and their fathers' occupations (See Tables 62 and 63) is that girls' expressed orientations are much more in terms of activities or areas of work, whereas the boys tend to be much more specific and use occupational titles to express their orientations. Of course any relationships between parents' and children's occupations may be due to similarity of values rather than direct influence from parents' occupations per se.

5.10 Vocational Interests in relations to other Findings

In trying to relate vocational interests to aspects of influence investigated in this enquiry, one is trying to identify elements which will indicate a source of, or reflection of interests. In looking at the findings concerning Family influence there appear to be no significant links with socio-economic status, geographic mobility/

Table 62

Respondents' Expressed Vocational Orientations and their Fathers' Occupations - BOYS

Father's Occupation	Respondent's Orientation
Sales Representative	Mech. Eng. Apprentice
Teacher (*)	Mech. Eng. Apprentice
Stock Manager	Administration (6th Form)
Machine Operative	Garage Mechanic
Engineering Miller	Army (Medical Corps)
Linotype Operator	Electrician Apprentice
Lorry Driver	Marine Engineer / Royal Navy
Sales Representative	Maths & Economics (6th Form)
Engineering Inspector	Carpenter
Carpenter	Policeman
Bricklayer(Self Employed)	Not Available
Draughtsman	Biology Lab. Assistant
Workshop Technician	Mech. Eng. Apprentice
Lathe Operator	Plumber / Catering
Weaver (*)	Mech. Eng. Apprentice
Manager	Mech. Eng. Apprentice
Work Study Engineer	Mech. Eng. Apprentice
Teacher (Metalwork)	Professional Engineer
Electrician	Electrician Apprentice
Area Rep./Sales Manager	Retail Assistant
Foreman (Manual)	Telecommunications Apprentice
Factory Machinist	Not Available
Brewer's Deliveryman	Graphic Design / Wood Block Designer

((*) = Mother working head of household)

Table 63

Respondents' Expressed Vocational Orientations and their Fathers' Occupations - GIRLS

Father's Occupation	Respondent's Orientation
Mechanical Eng. Craftsman	Teaching
Dir. Social Services	Art College/Design Work
Professional Engineer	Office Studies Course (FT)
Mechine Operative	Banking
Electrician	Bank Clerk
Farmer (Self Employed)	Office Studies Course (FT)
Brewery Distrib. Manager	Hotel Receptionist
Quality Control Inspector	Teaching
Metalworker	Banking
College Lecturer	Journalism / Nursing
Electrician	Beautician
Carpenter	Computers / Languages
Export Manager	Office Work
University Lecturer	Personal Assist. / Legal Executive
Joiner / Glazier	Nursery Nurse
Farmer	Receptionists' Course (FT)
Shoe Machinist	Teaching
Farm Maintenance Work	Nursery Nurse
Bank Accountant	G.P.O. Telephonist
Engineering Foreman	Social Work
Metal Pressworker	Art / DesignWork
Service Manager	Banking / Legal Work
Factory Manager	Social Work
Retail Manageress(*)	Secretary / Clerical Work
Excavator Driver	Dental Nurse
News Photographer/Driver	G.P.O. Telephonist
Coach Trimmer	Teaching

((*) Mother working head of household)

origins/residence, nor with frequency of visits to relatives. Extending this, no significant relationships could be established between vocational interests and family ordinal position, or with the fact of whether respondents' siblings were working or not. Comparison of vocational interests with consistent vocational orientation proved to be a task requiring too sophisticated an analysis and bearing in mind the numbers involved it was unjustifiable. Since interests measures are not constructed on the basis of high scores in mutually exclusive categories, many respondents demonstrated high scores in up to three categories (See Tables 60 & 61). (Ten male respondents and eleven female respondents had multiple high scores.) Because of these factors it is impossible to draw conclusions from the data in this area and apply it to other findings.(See Table 64)

Table 64

Consistent Vocational Orientation and High Interest Scores**

Orientation	Art	C/Sales	Lit	Comp	Out	Pra	S.S.	Sci
BOYS								
Consistent	4	-	-	-	-	4	1	3
Inconsistent	2	-	-	-	-	5	-	2
GIRLS								
Consistent	4	3	1	-	1	-	3	-
Inconsistent	1	3	-	2	-	-	5	-

(** - Where a respondent scores high in more than one category the higher score is taken, which precludes the extrapolation of the data. These figures also exclude Flat Profiles and 2 female responses are not available.)

5.11 The numbers involved in the analysis of measured interest scores are obviously too small to produce significant results , but the question of discrepancies occurring between expressed vocational orientation and measured vocational interests is interesting. It may be that interest scores produce a profiles due to value orientations, exposure to certain ideals/occupations etc. just prior to completing questionnaires. Or it may be that orientations are expressions of interests over a period during which they are undergoing critical change. For example, a boys asserts that he wishes to become a mechanic during a period of about six months**. Then for no apparent reason he changes his mind and enters a course for Hotel Management and Catering. It is just possible that the expressed orientation of 'mechanic' warded off probing and questions about his vocational decisions whilst in reality he was still very much involved in the process of evolving interest and preference patterns. If such an hypothesis is accurate then one would expect a changing interests profile during 'real' crystallisation of interests unless the two expressed orientations (i.e. mechanic and catering) are based upon an internally consistent perception and valuation of them both. In such a case it would be the observer creating the notion of incongruity between the expressed orientations, and the observer's lack of understanding of the individual's value system which was at fault.

5.12 In relating vocational interests to findings concerning the influence of School again there is no definite pattern. The most obvious approach is to search for some connection between school subjects and vocational interests which approximate them. The avenue which appeared to offer some chance of establishing such a connection was to compare the individual's subject balance with corrsponding interest scores.

** One of the respondents was the source of this actual example.

Three case studies of respondents were chosen to illustrate the approach (See Table 65). The generality of the outcomes does not permit the establishing of a significant relationship.

Table 65

Relationship between High Interest Scores and School Subject Balance - Three Case Studies

Relationship	Subjects/No.	High Interest Score Categories
(a) Positive	Science x 3 Human. x 1 Lang. x 1	Scientific and Outdoor
(b) Neutral	H/craft x 1 Technol x 1 Design x 1 Human. x 2	Artistic
(c) Negative	Science x 1 Design x 1 Lang. x 2 Human. x 1	Scientific

5.13 The reasons why the relationships should be so non-significant can be many and varied, but some reasonable main alternatives which spring to mind are:

1. Interest categories cannot fully represent (if at all) the kinds of attitudes, values and activities engaged by some or all relevant subjects, for any given individual.
2. Interests basically represent preferences for certain kinds of activities etc. and in any given case a number of subjects studied will be at best second choice or third choice

made at the age of thirteen or fourteen and thus may not represent true preferences or interests then or later.

3. In many cases interests will develop fully only after the person has left school.

5.14 But arising from this idea is the notion that there may be a relationship between interest scores and examination performances. There are two main ways to approach the testing of this. The first is a simple straightforward comparisonof interests and grades obtained; the second is a comparison of interests and examination subjects passed. Since boys tend to study more of the subjects which approximate interest categories, analysis for them is easier. However, the outcome of the analysis is that for neither sex are interests related to grades, and for boys there is no relationship between examination subjects passed and interests as measured. For girls this latter analysis was found to be impossible so no data is offered.

5.15 This section dealing with vocational interests concludes the report of Findings emerging from this investigation. In order to comprehend clearly what the outcomes of the investigation are, there follows a Discussion of Findings and recommendations for further research are offered. One outcome of the investigation which was not foreseen or planned is the construction of a rudimentary theoretical framework offering a distinctive perspective on vocational orientation from that offered by existing frameworks. This is set out at the end of the main body ofthe work.

PART IV

DISCUSSION & SUMMARY

THEORETICAL FRAMEWORK

ADDENDA AND APPENDIX

Discussion of Findings

1.1 The expression Consistent Vocational Orientation is encountered again and again in this discussion for it is the main criterion of analysis. As such it seems appropriate to begin by discussing it.

The fact that a respondent is identified as having consistent vocational orientation means simply that there is a high level of agreement between expressions of orientation at different times. It does not necessarily imply realism of orientation. In considering adolescents' vocational orientations it becomes clear that they reach a stage of beginning to stabilise their ideas about vocational futures in the sense that abilities, interests, capacities, values etc. all begin to find a place in their reckoning. Their ideas become less and less based upon just likes and dislikes.

1.2 This stabilising stage will tend to be reflected by lengthier consideration of particular ideas, roles, investment potential, and consistent vocational orientation is intended to indicate whether this stage has been reached. Obviously one could find individuals adhering to vocational ideas based almost exclusively upon likes and dislikes, but the data for the present sample, from questionnaire and interview responses does not indicate that any fall into this group.

The analysis shows that the sample split into an approximate proportion of 60% to 40% in favour of those having consistent orientation, which seems to indicate that there are considerable differences in the times at which stabilisation begins in these terms.

1.3 Just as consistency becomes increasingly important in orientation, so, too, does reality-adjustment, one aspect of which is the extent of fantasy aspiration and the nature of 'ideal' aspirations. Since typically the Fantasy Stage ends around the age of ten, one might expect ideal aspirations to be less fantastic than unrealistic in subsequent stages. Upon examining the ideal aspirations expressed by these resp-

ondents it is surprising to find that they were by no means beyond the bounds of fulfillment for most respondents, should they have decided to try to realise them. That is to say, the occupational titles and activities named by respondents were not (in most cases of those who responded) outside the range one would accept normally as appropriate for such youngsters.

1.4 Reflecting upon this data one might think that there is room for an examination of just how 'unrealistic' these ideal aspirations are. Among those engaged in vocational guidance it seems to have become axiomatic that ideal aspirations are usually unrealistic. The present data challenges that assumption, but it has to be borne in mind that a substantial proportion of the sample did not express ideal aspirations so that these findings do not offer adequate grounds for forming conclusions. However, a number of questions arise from this. Do ideal aspirations represent or reflect a range of occupations acceptable to parents rather than respondents' own ideas? Do they represent an articulation of certain occupations which respondents have encountered but do not fully understand or appreciate? Where ideal aspirations are expressed, are they simply responses to adult expectations that children actually have 'ideal' aspirations? Clearly there is a great deal of work to be done in clarifying this area. At present there is (perhaps significantly) little firm documentation concerning this.

1.5 Human processes exhibit peaks of activity, and the vocational orientation process is no exception. The present data has shown peak periods during the final two years of secondary schooling. The first is around the 4th/5th Year transition, when pupils are required to select school subjects for further study until the end of statutory schooling. This requirement is imposed by the school so that logistical problems can be more easily dealt with. The second peak period is around Christmas of the Fifth Year when, again, the school needs

information about examination preparations, and when pressure for youngsters to decide about their vocational futures begins to become more apparent.

1.6 These two 'pressure points' begin to bring the matter of vocational considerations home to adolescents. In the first case they are informed of the possible outcomes or consequences of various kinds of subject choice at 14+. In the second the imminence of entry to work is highlighted. It is not, therefore, too surprising that expressions of vocational orientation tend to cluster around these two points. But the unfortunate aspect of this is that, for many adolescents, the requirement to make decisions is imposed by the school with scant regard to individual rates of development or, more importantly, individual psychological readiness/ability to make them. This an area in which it is imperative that sound research be undertaken, for decision-making in vocational terms is central to understanding fully the dynamics of development, orientation, choice and guidance.

1.7 It is thought by many teachers (by Careers Officers also) that exposure to the world of work will, of itself, aid the process of vocational reality-adjustment and orientation. Such exposure can, and frequently does occur through adolescents' part-time jobs, at weekends or during evenings. However, learning from experience is most effective if the person involved is open to, or prepared to learn from it. From data gained here it seems that boys avoid exposure to experiences which approximate the adjustment demands of entry to full time employment (where they would be expected to form and sustain social relationships with strangers). Girls do not avoid this. The present data indicates that girls tend to seek out such part-time jobs, but whether this is a conscious seeking out is not possible to determine here.

1.8 As the sample is drawn mostly from townships of less than 6,000 persons, it may be that these aspects of part-time

employment reflect a pattern typical of, or peculiar to small townships or rural areas or even this region of the country. Alternatively it may be that girls were more readily employed in the 'open' occupations than were boys. Although offering no evidence on this point, it is the investigator's view that this is not so. A number of other boys within this school manage, each year, to find an appreciable number of 'Open' jobs such as farming, market stall work etc. and a number obtain retail jobs, which is precisely the area most entered by girls. Although this data does not add greatly to our understanding of the influence or usefulness of part-time employment in vocational orientation, it does raise a number of questions. For example, if this information may be extrapolated for other schools, does it support the evidence that girls are more orientated towards social and social service occupations than boys? Does it indicate anything significant about the relative maturation processes of boys and girls? Does it imply a greater degree of security in girls' home relations compared with boys'? There are many such questions to be asked here. But quite apart from these, it is suggested that the categories of 'Open Occupation' and 'Closed Occupation' are useful ones for grouping full time occupations as well.

1.9 During the stage of development covered by this investigation, the individual will be exposed to the influence of peers whose developing orientation processes will parallel his own. That is, most normally developing adolescents will be increasingly involved in projecting themselves into various working roles, and into the adult world of work. In terms of peer influence the findings from this investigation are sparse, and it is true that not a great deal of additional insight has resulted from their analysis.

1.10 Within the school there appeared to be preferred ranges of group size within which peer association mostly occurred. Preference seems to vary according to sex, to a certain

extent, in that boys' range across all group sizes fairly evenly whilst girls' centre upon the '2 - 4' and '5 - 8' group size ranges. Of the sample, 20% claim to have no association with pupil-peers outside of school, whilst 40% of the sample claim that they do not associate with working peers. No respondent associated exclusively with working peers outside of the school, and only 2 of the sample claimed that their extra-mural associates were predominantly working peers. From this data a picture emerges of respondents associating mostly with pupil-peers, and this is viewed by the investigator as probably indicating a preference for associates currently engaged in similar experiences - that is, as pupils attending school, whether this school or neighbouring schools. The implication of this is that for the majority of the sample, worker peer influence is low, and this may in turn imply that little vocational / occupational information (which the respondents possessed) originated with worker peers.

1.11 Taking all of this together a number of questions become clear. Are these group size preferences a function of the size of the school (which in turn raises the question of relationship with amount of opportunity for peer association)? Given different school settings, would preference be found to shift emphasis towards worker peer associations? Do those pupils who spend a part of their time (i.e. Fifth Year time) involved in work experience schemes prefer to associate more with worker peers? If research into peer influences is to continue then it seems desirable to focus upon these as well as other aspects.

1.12 Within the classroom, peer association is formalised and teacher-controlled, the focus of the association being study of common subject matter under teachers' directions. At 14+ the youngster is asked to select certain subjects for study to the level of examinations (in the majority of cases)

and at this point the idea of the pupil's vocational future is introduced by teachers quite clearly. According to data gained here, respondents do not feel that vocational considerations loom large in their subject choice, and this confirms the findings of other studies. There was also a wide range of opinion as to the subjects still felt to be vocationally useful at the Fifth Year stage. Boys tend to emphasise what might be termed techno-scientific subjects whilst girls' opinions show no such clustering, and are wider ranging than boys'. In considering the usefulness of, and liking for Mathematics and English, respondents demonstrated their ability to discriminate in these terms, something not recognised by too many teachers and other adults.

1.13 However, many of the respondents studied subjects which were not their first choices, for the logistics of school would not permit every pupil to study every first choice subject. It is obvious that even if respondents made 'sensible' considerations of vocational implications of subject choice, their normal development, and the process of crystallisation of interests, would in any case alter subjects' relevance for them. Their original positive importance might even become a negative importance. For example, choosing to study Physics at age 14 because of a current desire to be a scientist may be regarded as a positive choice. If orientation then changes towards, say, Music then physics becomes important in a negative way for its study precludes the study of some other, perhaps more relevant subject.

1.14 High attainment in school subjects may easily obtain a number of examination certificates for a youngster, which may in turn ensure entry to a particularly desired occupation or career. The adolescent's source of feedback concerning his attainment is his teachers, not only during the normal and continuing class lessons, but particularly from the results of the major examinations rehearsal during the Fifth Year -

the Mock Examinations. It follows that inaccurate or misunderstood 'feedback' from teachers may result in adherence to unrealistic or inappropriate orientations.

1.15 The findings here suggest that, although in general terms the estimates of performance are accurate, in any given case they may be inaccurate to a very marked extent. The variability of these estimates raises questions about the wisdom (indeed about the validity) of using them as a basis for some aspects of vocational guidance as Careers Officers and Careers Teachers frequently do. One could legitimately ask whether such estimates indicate as much (or more) about teachers' abilities as about pupils'; whether they reflect pupil-teacher relationships rather than performance, in many cases. These questions do need to be looked at very closely if estimates are to be used as bases for any aspect of guidance in future.

1.16 There is some evidence here that misestimates may have been responsible for a number of respondents re-orientating themselves during the period when the examination results were published. It is unlikely that all of these respondents, just by coincidence, re-orientated themselves at this time. (For example, out of 21 respondents aspiring to enter the 6th Form, 5 re-orientated themselves and entered a college of further education.) It appears reasonable to assume that discrepancies between expectations and actual examination performances led to this re-orientation at least in some cases. And as this sample appeared to be perfectly normal, not given to untypical behaviour in this area of orientation, it also seems reasonable to assume that guidance confirmed some in their inaccurate expectations.

1.17 So far discussion has centred upon influences external to the individual's family, but the balance of findings seems to suggest that the family is the most important influence. The first set of data presented here was concerned with socio-

economic status, and the relationships between parental and respondents status in particular. The graphs (See Fig. 10) show that respondents' status of orientation at Earlier and Later points are more similar to each other than to their fathers'. One cannot readily analyse fathers' status and respondents' status of orientation in very similar terms so the implications of such patterns must be considered a little differently from the ways chosen by other researchers, to some extent. This is because existing research in this area tends to relate fathers' status and children's status of job-entry.

1.18 However, the respondents' status of orientation shows (a) a movement towards the mean, over three points of reference, (b) a net upward trend which suggests (c) some awareness of status of occupations. It also may indicate an implicit and positive movement towards 'safe' occupational status, both in terms of job security and, possibly, in terms of not transgressing upper and lower thresholds of status acceptable to their social groups or families. The former may arise from the general atmosphere of uncertainty, even precariousness, engendered by teachers and others in discussions of the transition from school to work; this may lead to a general desire for security. It may equally arise from respondents' ideas not corresponding with those of their parents, and inadequate parental communication with their children, resulting again in a tendency to avoid anything suggesting a 'risk'. However, even though there is a tendency for status of orientation to move towards the mean, in terms of plus-or-minus one status class nearly half of the sample (46%) were stable in their status.

1.19 Clearly parental influence upon children is most important, but sibling influence may also be significant. In this instance data has emerged to suggest that 'Only' children and youngest children may develop consistent vocational orientation more readily than other children. But more interesting is

data suggesting that the fact of having or not having worker siblings is positively related to chronology of expressed orientation of respondents which, in turn, is related to consistency of vocational orientation. It seems clear that there is a need to pursue this question further in order to ascertain whether this data can be supported generally. Extending this analysis, an attempt to relate social class to chronology of expressed orientation produced no clear patterns, neither did a further analysis to relate the fact of having worker siblings to social class. The fact of having siblings in further and higher education does not seem to exert any identifiable influence upon vocational orientation of respondents.

1.21 In terms of vocational orientation the influence of relatives is unresearched, but an attempt to identify it here, using frequency of visits to relatives as the criterion showed that they influence consistency of orientation to some extent. In the frequency ranges 'Less than 2 visits per month' and '2 - 4 visits per month' (to Aunts and Uncles) consistent vocational orientation is related to the upper frequency range and inconsistent vocational orientation to the lower range. In the case of visits to Grandparents the relationship was significant at only the .02 level which, although not acceptable here, suggests that further investigation might be justified.

1.22 Geographical dispersion of a family will affect opportunities for visiting, but may also imply the development of differing attitudes, values etc. within the kinship network. Data relating to parental geographical origins was significantly related to consistent vocational orientation at only the .02 level. When consistent vocational orientation is compared with place of residence (in terms of population size) and with length of residence within the county in which the school is situated, no significant relationships are found.

It appears that this cluster of variables is not significant as an influence upon vocational orientation consistency.

1.23 Discussion now turns away from the influences affecting an adolescent's vocational orientation, towards measured vocational interests. No significant relationships were found between measured interests and consistent vocational orientation, either by sex or for the whole sample. The only significant relationship to be established between the range of variables studied, and vocational interests, is with fathers' occupations. Where fathers' occupations are practical or technical in nature, boys tend to score high in the Practical and Scientific interest categories, and girls to score low. It is also the case that girls with fathers in such occupations tend to score high in the Clerical/Sales and Social Service interest categories and boys to score low. Although no suppositions or assumptions can be firmly made, one <u>might</u> expect to find that mothers' current or previous occupations contributed to children's interest development. From data offered here it seems that either daughters reject some aspects of those fathers' occupations mentioned <u>or</u> there is some other element which strongly influences girls in particular. This area is evidently in need of investigation for the development of orientation encompsses sex-role identification of necessity, and it may be that certain values attached to sex-role have a bearing upon this relationship between interest scores and fathers' occupations.

1.24 Having discussed both the influences upon orientation and the measurement of vocational interests, attention is now directed towards respondents' perceptions of the help and guidance available to them and offered, by school (including Careers Officers) and parents. IF the respondents' perceptions as reported, are true reflections of their experiences, then quite often they must feel unhelped, uncertain of themselves and under varying degrees of stress. From

the observer's viewpoint the help offered by the school is not insignificant, and it is almost impossible to accept that most parents do not try to help and guide their children, however ineptly and whether successful or not. But the respondents are clearly equivocal in their questionnaire responses about help and guidance.

It may be that (reference the polarisation of views concerning help from the school) for many, a general resistance to 'being helped' arises and they perceive it then as not being offered. Alternatively, it may be that some are more receptive to, and perceptive of, help and guidance or simply that these are frequently not forthcoming at the times when needs are greatest or receptiveness high. Obviously a much more specific and intensive study is needed before valid conclusions can be reached about such matters.

Summary of Discussion of Findings

The central objective of this investigation was to identify indicators of adolescent vocational orientation, and to compare them with measured vocational interests in terms of their usefulness to the practitioner in guidance. From the areas researched, no such indicators have been identified. However, it must also be reported that vocational interests offer indications of orientation at such a high level of generality that their usefulness is limited to either

(a) a kind of insurance or reassurance that the practitioner has located the client's broad areas of interest or

(b) an initiator of guidance discussion because the practitioner has failed to locate the client's broad areas of interest.

However, in establishing this result the investigation has produced data and ideas of wider interest.

Data relating to chronology of orientation links this investigation with the major theoretical frameworks directly. It suggests that there are sub-stages or micro-stages of particular importance. Here it has been found that pressures exerted by 'the system' appear to determine roughly when decisions are made by the adolescent. Whilst theoretical frameworks offer explanations of individual development, they do not account for particular contextual constraints and pressures upon that development. Related to this observation is the question of the distinction between 'Fantasy Aspiration' and 'Ideal Aspiration' which, according to data from this investigation, is not simply a semantic one.

Considering further this area of sub-stages and orientation, it is possible (according to the present investigation) that sibling association, peer association and contact with

relatives may very well contribute appreciably to a specific sub-stage (or sub-stages) of orientation, and in particular the sub-stage typically represented by the Fifth Year at school. The concepts of 'anticipatory socialisation' and 'prior role rehearsal'(Musgrave 1967) have been largely ignored by researchers and writers in this country concerned with vocational development. But data relating to part-time jobs entered by this sample seems to suggest that they may be a vehicle by which boys and girls attempt to engage in these behaviours. It may also be that the findings related to association with worker siblings (referred to above) are an aspect of this movement towards trying out perceived aspects of work and employment socialisation. The failure of parents and others to recognise or be sensitive to this behaviour may be what lies at the root of the youngsters' somewhat equivocal view of the help offered by adults. Certainly data relating to status of orientation suggests that many adolescents may be more aware of aspects of the working world than might be suspected, however unclear or implict this awareness. The status 'movement' of this sample seems to indicate this also.
However, the contribution of the investigation to the sum of knowledge is, in most areas, not great. But contributions to thought in this field are more significant. Findings have raised questions of importance, and have resulted in the formulation of a tentative thoeretical framework. Consideration of the findings discussed, combined with the writings of others have enabled the identification of specific gaps in existing knowledge in this field. As a result of identifying these gaps, not unnaturally certain recommendations for eliminating some of the more important ones have been made. These are set out below in two parts; the first is to do with recommendations for research followed by others concerning vocational guidance practice which was where this investigation began.

Recommendations Arising from this Investigation

I - Research

(a) Within the broad area encompassing vocational development and the transition from school to work, the emphasis should shift from the establishment of relationships between variables to a detailed explication of those already established. For instance, it has been established that sons of manual workers tend to enter manual occupations and jobs. Many would simply refer to parental transmission of attitudes and values etc. to 'explain' the phenomenon. But once such a relationship is established, the important questions are HOW are these transmitted, exactly how do parents inculcate, impose or pass on these things? Are children's aspirations substantially reflections of parents' unfulfilled aspirations? To what extent do parental aspirations and attitudes accommodate their children's individuality? Do these elements of family socialisation mould the decision-making and coping behaviours of children? The shift towards explication in such fields is long overdue.

(b) The choice of example (a) was not random. Given that the thesis is accepted then the shift in emphasis should be towards study of the relationship between family socialisation and adolescents' vocational orientations.

These are the two major recommendations suggested, but there are others. The area of adolescent values and their development appears to offer some potential for advancing our understanding of orientation but is so far poorly researched; indeed this particular field is probably one of the most poorly studied areas of human behaviour and development in relation to the commonality of transition phenomena.

To be more specific, the following questions arise directly from the outcomes of this investigation and all would bear further researching.

1. In detail, what are the various substages of adolescent vocational development with special reference to the British context?
2. What is the typical patterning of, and function of, Ideal Aspirations in vocational development and orientation?
3. What are the main factors influencing perceptions of help offered by school and interested adults? (Construct Theory would offer a useful approach here)
4. What are parents' perceptions of helping and guiding their children, and how do they perceive their own competence in this?
5. Do some adolescents seek out vocational 'anticipatory socialisation' in general terms through part time employment when, typically, a particular stage of development has been reached?
6. Is type and level of peer association (and social contact generally) related to vocational orientation?
7. To what extent is awareness of socio-economic status developed as a result of familial or extra-familial contacts?
8. Is the movement of prospective school leavers' status in a particular direction, typically, and if so what are the main causal influences?
9. What kinds of attitude/value adjustments are typical of adolescents moving to a new community of residence and school? How do these affect vocational orientation?

But in addition to these arising directly out of the investigation Findings, other questions suggested themselves through considering possible implications of Findings.

a. What relationship between Consistency of Orientation and Realism of Orientation exists?
b. What is the relationship between job visibility and vocational values?
c. Do school subjects engage specific values and attitudes of the individual typically?
d. Are there particular school subjects which engage basic values?

which are also engaged by specific occupations, jobs and careers?

e. How do families cope with and transmit vocational information?

Having outlined a series of areas requiring further research through which to inform guidance practice, the following recommendations are directed towards Careers Officers and Careers Teachers and concern their vocational guidance practice.

II - Practice

(a) The most important recommendation to arise in the light of these Findings is that a great deal more attention needs to be paid to aspects of socialisation of the client. Whilst recognising the difficulties inherent in gaining information of this nature, one cannot but be struck by the extent to which vocational guidance is based upon the school's view of a given individual.

It is largely of academic interest to the practitioner to know that sons of manual workers tend to enter manual jobs except, perhaps, that such knowledge may create certain expectations in the practitioner. The same observation is true of any such empirically established relationship of such a high level of general applicability. Thus the practitioner should either attempt to devise methods of eliciting data about family supportiveness, guidance, attitudes etc. or should collaborate with researchers in extending explication of such relationships through design of practical instruments for measuring such variables.

(b) If it is accepted that intra-family socialisation is an important aspect of vocational orientation, and in particular that parental influences in orientation are important, then the practitioner should devote more time to encouraging parents to understand the implications of their children's vocational orientation and development, particularly during the school-to-work transition.

(c) Another area of recommendation is that practitioners should be healthily sceptical of school records of all kinds. Those to which the investigator had access were extraordinarily uninformative in some ways. Before one can begin to accept the remarks, marks and observations recorded, one needs to know whether they are arrived at by use of common definitions and considerations, by specific observations, and whether marks are standardised across subjects. The dominant attitudes within the school, the kinds of aspirations of school staff for pupils, the kinds of policies towards external individuals or bodies may all affect the ways in which records are kept. The only ways to counteract such influences are:

1. Get to know the pupils; 2.get to know the staff; 3 retain a degree of scepticism towards recorded information.

Early in the analysis of the data from this investigation, the investigator formed the opinion that the Family would prove to be the most important influence within the framework of areas examined. As the analysis proceeded this opinion became stronger. Certain aspects of the data began to suggest explanations for linking and connecting findings, and these were explored through further reading, some of which was peripheral to the main investigation. The focus of this activity was the relationship between adolescent vocational orientation and family socialisation. As before, the amount of empirical data available was very low, and even theory and speculation concerning this relationship was unusually barren. As a result the investigator constructed a relatively crude but useful framework, within which to begin to explore the possibilities of the relationship. Insofar as it is concerned with relating orientation and family socialisation in more specific terms it is unusual in comparison with existing frameworks. The final section is given over to the framework.

Family Socialisation and Adolescent Vocational Orientation: Towards a Theoretical Framework

Family Socialisation and Adolescent Vocational Orientation: Towards a Theoretical Framework

An examination of the major theories of vocational development, orientation and choice will reveal that, with the exception of Roe's Theory of Vocational Choice(1957) there has not been a serious and sustained attempt to relate family socialisation processes to these areas of study. Even Roe's work has clear limitations in that (a) it confines the relationship between early childhood experiences and vocational choice to the Person/Non-person dimension and (b) attempts to support the relationship without substantial reference to the child's intervening stages of development and experience (See Hershenson 1968). All of the other major frameworks are either psyhologically based (Holland 1959; Super 1957), psychoanalytically based (Bordin et al. 1963) or socio-economically based (Blau et al. 1956). British frameworks (the above are all American in origin) have not achieved major importance in international terms as yet, and those which are currently utilised are sociologically-based (Keil et al. 1966; Roberts 1966). NONE of the British or American frameworks adequately account for the part played by family socialisation in the processes of adolescent vocational development, orientation and choice. In addition to this, if one examines the writing on family socialisation, from Parsons & Bales(1955) to Rodgers(1973) it is patently obvious that vocational theories and conceptual frameworks have made NO impact whatsoever upon the study and understanding of that field. It is because of this situation that the present attempt to relate the two fields has arisen.

Sex Role and Identification

Bezdek & Strodtbeck(1970) observe accurately that role identification involves the acquisition of values, and since values to which an individual is exposed within his family are a critical element in personality development and social development, it is clear that sex-role identification is an area of importance. The analysis of Parsons & Bales(1955)

is accepted here, which is that the boy in a nuclear family internalises both parents as objects but must shift identification from mother (early stage) to father as sex role model, whereas the girl retains her initial sex role model (mother). She must

> "..internalise the father as object...in his role as instrumental leader of the family system, not in dual role of sex model as well."

The boy has to internalise the father in his dual role whilst shifting identification and is therefore in a sense under more strain.

> "The boy...tends to attempt to act out symbolic representatives of the instrumental aspects of adult masculine roles. These are notably non-familial in content."

Thus one can accept a very early differentiation between sex roles but, as Parsons & Bales point out, many values transmitted to children by parents are not based in sex differences but are shared values. Sex role represents a differentiated way of implementing shared values in a socially accepted and acceptable form.

Clearly parents may transmit to children of either sex attitudes towards one sex. For example both parents may emphasise the 'breadwinner' aspect of male role and the traditional 'homemaker' aspect of female role. Insofar as certain kinds of value are attached to these (and other such) concepts, the child will associate them. However, both parents will also transmit values such as aesthetic and religious ones, and these will be related to sex role only insofar as there are modes of implementing or realising them which are sex-differentiated by the outside world.

This raises the question of distinctions between 'masculine' and 'feminine' occupations. For the male the sex role and

occupational role are fused in vocational development and choice. Traditionally he is the 'provider' or 'breadwinner' for his wife and children, and his fulfillment of the fused role takes place largely outside of the family home (traditionally in occupations which are overwhelmingly or completely populated by men, mostly manual workers).

But for the female things are not so clear cut. Traditionally the female sex role has been fused with the 'occupation' of homemaker and housewife, child-bearer and child-rearer. Her occupational locus has been in the family home. But women's emancipation during this century has been altering matters so that there is, increasingly, less fusion of sex role and occupational role and the resulting ambiguity increasingly allows them to choose occupations far different, many of which are traditionally masculine. There is some data available in this area of role modelling and identification.

> "Identification with like sexed parents tends, in boys, to be related to similarity of sons' to fathers' vocational interests in the ninth grade, but not in the twelvth; in college girls it tends to be associated with having stopgap and feminine vocational interests. Identification with opposite sexed parents tends, in college girls, to be associated with occupation/career interests, and in boys with rejection of masculine interests and lack of clear cut vocational interests."
>
> (Super 1963)

Osipow(1968) in a survey of relevant data says:

> "All results of these studies seem to imply the conclusion that identification with a parent or adult is important indirectly in the vocational choice process."

Values, Parental Attitudes and Transmission of Vocational Data

Quite apart from the transmission of social class values, the family transmits values which are peculiar to itself and these include both general and specific values and attitudes to work and working. For example, Schwarzweller (1960) demonstrated that certain kinds of values appear to be correlates of social groupings of working class and middle class. Carter(1966) observes that

> "...there were working class parents who would not have been content with 'any old job'..(for their children).. these had no thought of their children rising out of the working class, but a strong desire that, within it, they would be the first among equals."

Toomey(1967), Mays(1965) and many others have observed that values and attitudes within the family are powerful influences upon the children. Whether the values expressed concerning work and working are intrinsic or instrumental cannot be predicted, although it is asserted that the male tends to regard his occupation instrumentally (Parsons & Bales 1955; Larson & Myerhoff 1965 etc.). Thus a strongly dominant father (or a largely male family) might very well determine the basic values and attitudes transmitted.

Transmission of work values will occur within the family home. During meals, and particularly the evening meal, the subject of work frequently crops up. During such conversations the dominant vocational values and attitudes will colour views and opinions expressed, and will include topics such as tasks, activities, social relations, working conditions, general environment and rewards etc. etc. The influence of and transmission of such matters will either be intentional or unintentional as far as the younger family members are concerned. An example of intentional transmission is when

information, opinions etc. are volunteered by older family members, or when they very carefully answer younger members' questions. Unintentional transmission occurs when the younger members absorb what is going on incidentally, or are attending to events without participating. Such experiences will largely form and inform value and attitude orientations to work and working, particularly when the source is a role model. In time these values and attitudes will become integrated into the youngsters' value system, at least partially, and in his orientation he will seek to locate kinds of vocational activities which appear to him to offer opportunities for their implementation (Super 1963).

Holland(1959) alludes to the individual seeking working environments which offer opportunities to utilise, or which reflect, his characteristic modes of coping with problems presented by the total environment during his development. Insofar as preferences reflect values and attitudes this analysis is applicable to Super's and Holland's theories.

As observed above, initial discrimination/orientation vocationally is along masculine-feminine lines, but it is also constrained to an appreciable degree by the 'visibility' of occupations. Any one family will have little or no accurate information and knowledge of most occupations (Carter 1966) and most vacancies are identified by the job-seeker through personal contacts (Super 1957). A number of adolescents will follow a family tradition(Caplow 1964; Veness 1962 etc.) and others may follow neighbourhood tradition as, for example in a town where one or two firms dominate employment.

Thus the extent of family knowledge of occupations will tend to determine the extent of occupational visibility for the youngster.

Part of that visibility will depend upon the attitudes and/or apsirations of parents. In general terms most parents would probably agree upon a number of primary attributes in occup-

ations desired for their children.(See Table 66)

Table 66

Occupational attributes desired by parents for their children

Desired Attribute	Favourable Response
1. A job he likes	34%
2. A job where he gains satisfaction through using his abilities	12%
3. Good prospects	10%
4. Money	4%
5. Security	26%

(Extract from table by Toomey 1967)

Family Atmosphere and Interactive Style

Each family generates a unique atmosphere and transmission of values is a part of it. But a most important element in this is parent-child interaction. Larson & Myerhoff(1965) propose a framework setting out some of the dimensions of the ways in which parents induce adolescents to conform.(See Table 67)

Table 67

Some Dimensions of Adolescent Socialisation in the family

Dimension	Mode of Inducing Conformity
Parental Authority Source	Personal Positional
Parental Goals	Expressive Instrumental
Parental Techniques	Emotional Rational

(Derived from Larson & Myerhoff 1965)

The parent's source of authority is basically through his relationship with the child by virtue of position permitting enforcement of wishes OR through a kind of charismatic 'leadership'. Parental goals may be considered in terms of 'expressive' or 'instrumental' as, for example, in the attempts of a parent to transmit the realities of the world of work which may conflict with his desire to transmit altruism, complete honesty etc. The third dimension refers to techniques employed by parents in their interactions with their children. In a study of adolescent perceptions of mothers and fathers, Meissner(1965) found that mothers were indeed seen in more 'expressive-role' terms than fathers.(Table 68)

Table 68

Adolescents' Perceptions of Mothers and Fathers (Meissner 1965)

Fathers Perceived as..	Mothers Perceived as..
colder and more indifferent	more friendly
more old-fashioned	more nervous
less understanding	more understanding
more reasonable	more reasonable

This data offers some support for the typology proposed by Larson & Myerhoff of fathers interacting with children in the Position-Instrumental-Rational mode and mothers in the Personal-Expressive-Emotional mode. Obviously both parents may combine elements from each mode.(See also Kerckhoff 1972). The ways in which interactions with parents affect conversations etc. concerning work and working are important to the adolescent's vocational orientation. In discussing Paul's work Carter(1966) briefly describes various 'recognisable' fathers':

> "..families in which the father's work is never discussed representing the 'Silent Attitude'.
> Then there is the 'Resentful Attitude' in which silence about work is only broken when father has had a bad day, and children therefore build up a picture of an unhappy, unfair world of work. The 'Participating Attitude' is that in which a father is keen on his job and arouses equal enthusiasm in his son."

Clearly parent-child interactive style has considerable importance for adolescent orientation, particularly if the parent concerned is the child's role model. It seems reasonable to assume that, where a sibling is a sex role model or occupational role model, there will be an unusually strong influence exerted by that sibling. Kerckhoff(1972) addresses himself to the area of sibling association and influence but admits the lack of empirical evidence because

> "..little explicit study of their (sibling influences) effects has been done.."

so that the findings of the present investigation (that chronology of orientation is related to whether siblings are workers or not) are the more valuable.

Family Coping Behaviour

Just as families have unique interactive styles and atmospheres, so, too there is reason to suppose that they develop characteristic ways of coping with crises and other events of importance to the family.

> "Insofar as the family exists as a system of careers, a marked shift in one career in the system affects other careers. With respect to each career in the system, the sequence of role changes can be orderly as opposed to haphazard from an observer's point of view, and anticipated as opposed to unanticipated from the family member's perspective. In part, the orderliness of the development of the career system

depends upon the anticipations of family members with respect to future role changes within each career." (Farber 1965)

Farber discusses the ways in which families may anticipate and deal with what he calls 'predicaments' which

"refers to a situation characterised by the presence of a perplexing problem."

Crises and other events present such predicaments and the ways in which the family copes with them is important in the adolescent's transition from school to work, for it represents exactly what Farber describes as a predicament. It is (a) an approaching event which (b) requires certain implicit or explicit decisions about (c) changes in role and relative status within the family. The particular operation of coping behaviour will depend upon (1) the unique interactive style and family atmosphere and (2) the nature of the event. For example, an impending marriage, a proposed job change, the transition from school to work will each call the coping behaviour into operation in different ways. However, it is suggested here that there are four basic aspects of coping behaviour within the family, which directly affect any transitional event or crisis:

(a) anticipation; (b) accommodation (c) support and (d) guidance.

It is clear that to a greater or lesser extent all families anticipate a transition, accommodate it in terms of the role relational structure, offer support to the member engaged in the transition and offer guidance in various ways to ease the transition. These will be crucial elements in the feelings with which an adolescent approaches his transition from school to work, from pupil to young worker. Of necessity these feelings will reflect in his attitude to decisions.**

** Recently there has been a rapid spread of the use of decision-making simulations in secondary schools, particularly in the Careers field. Whilst these have their uses, they cannot simulate the individual emotional climate of decision-making for any given person.

> "The more subtle aspects of (status passage)..preparation include forewarning you that certain things will soon happen, that you will experience certain experiences.. and when you do certain predecessors will stand ready with interpretations of such predicted events..." (Strauss 1959)

The extent of the family's anticipation, accommodation, support and guidance will determine the ways and extent of 'warning' and 'interpretation' of events for most adolescents. Indeed, more recently Gecas(1974) reports that

> "Findings...suggest that children who are raised in family settings characterised by affection and support from parents will develop higher evaluations of themselves as competent and worthy individuals...(and that) ..parental support was found to be consistently related to the adolescent's self-evaluation, while parental control was not.."

Certain social groups tend to adopt particular kinds of interactive style, values and attitudes, and it is reasonable to assume that family coping behaviours also have a tendency to be found similarly among social groups. In particular one finds different behaviour patterns between working class and middle class groups (See Klein 1957; Willmott 1966; Bernstein 1959 - 61; Toomey 1967; Mortimer 1974 etc.)

> "Middle class parents' emphasis on self-control and initiative is tantamount to recognition of the significance of these qualities in middle class occupations. Their emphasis on the subjective aspects of children's development reflects the psychological sensitivity that is encouraged in both their occupations and in higher education. Their encouragement of pride of achievement, growth, and satisfaction from interpersonal relations affects commitment to an ideal of self-fulfillment. In contrast the working class parents' greater emphasis on

> obedience and conformity reflects both their occupational experience and a lower level of faith in self direction and initiative. Their emphasis on the external rather than the internal qualities of the child is probably (in part) due to a weaker commitment to a set of achievement values more commonly found in middle class families."
> (Kerckhoff 1972)

This writer also makes the observation that:

> "The class related difference in child-rearing practices can be expected to lead to different degrees of clarity of self-image for the same reasons they lead to different levels of moral development and different levels of achievement motivation."

In a review of the literature relevant to class differences and parent-child relationships, Gecas(1974) comments..

> "..middle class parents are usually reported as being more supportive and affectionate toward their children, while (working class) parents place greater stress on obedience and rely more heavily on physical punishment."

Evidence cited earlier in the present work (See Part I sections 5.10 et seq.) shows a number of social class-related variables which may affect the individual's development so that the evidence just presented tends to follow a pattern in terms of social groupings. This evidence and examples given provide a crude but useful framework relating family socialisation and adolescent vocational orientation which, to recapitulate, is the central focus of this investigation. A convenient way of summarising this framework is by the statement of a number of propositions.

Proposition 1

Sex-role identification involves the acquisition of some sex-biased values but also the acquisition of sex-differentiated ways of implementing or realising values shared by

the sexes.

Proposition 2

Occupations are perceived in 'masculine' and 'feminine' terms, particularly in the early years, and it is along this dimension that the adolescent initially distinguishes among jobs, occupations and careers.

Proposition 3

Traditionally, female sex-role has been largely synonymous with undifferentiated occupational role. As legal provisions encourage social pressure to erode this traditional position and perception, the process of female sex-role differentiation will accelerate and resemble more and more that of the male.

Proposition 4

Values and attitudes toward work and working are largely formed through conversations and discussions within the family. These are substantially affected by the 'visibility' of jobs occupations and careers which the family's knowledge and awareness and aspirations permit the adolescent member.

Proposition 5

Occupational 'visibility' and vocational attitudes and values will be essential in determining (largely) the sector of the occupational range which the adolescent considers.

Proposition 6

Each family generates a unique family atmosphere within which the family's influence is at a maximum, and it is composed mainly of three elements:
(a) Values / Attitudes; (b)Parental Aspirations; (c) Interactive Style.

Proposition 7

For the adolescent the most important element in the family atmosphere is his interaction with parents, who will tend to have identifiable interactive styles. An Interactive Style is composed of three main elements:
(a) Parental Authority Source; (b) Parental Goals;
(c) Parental Techniques
to which the adolescent will evince complementary responses.

Proposition 8

Each family develops characteristic way (or ways) of responding to crises or other events of importance to its members. The main dimensions of this Mode of Coping are:
(a) Anticipation; (b) Accommodation; (c) Support;
(d) Guidance

Proposition 9

The Mode of Coping will tend to correlate with social class. Middle class families will tend to be more anticipating, more accommodating, more supportive and more guiding when their children face the school-to-work transition. This is a function of the family's knowledge, awareness and competence rather than the quality of relationships between family members.

Proposition 10

Adolescent perceptions of help with problems during the transition may appear to be contradictory. The youngster receiving help as a normal response to his needs may not perceive an increase in its intensity. The adolescent actually receiving little or no help will also perceive parents as unhelpful.

Conclusion

This framework offers a beginning for the more detailed study of the effects of family socialisation upon adolescent vocational orientation. Whilst it is a crude construction it does identify some key elements in need of clarification and investigation. Haystead(1970) discussed certain 'contexts of awareness' within which the adolescent makes decisions about his vocational actions and future. Perhaps the family and its atmosphere should be considered as such a context. Certainly it has a tendency to create moods, feelings and reactions to problems presented to the youngster by the transition, the results of which possibly have far reaching effects in the years immediately following entry into work.

Addendum 'A'

In examining the school records there was very little information which could be described as very useful to this investigation, or even to the teachers in the school. They showed the usual** data relating to name, adress, age, parental occupations etc. etc. plus grades obtained in internal school examinations (in one or two cases estimates for public examinations) but little else. Other comments were almost wholly to do with adverse attitudes or handicaps or disadvantages of various kinds. Many entries were completely out of date and rarely commendatory or laudatory. Others were undated so that, short of spending a considerable time ascertaining their validity and currency, they were useless. (This could also be the result for a teacher newly entering the school.)

The table below (Table 69) gives details for this sample. Of the sample 31 (62%) had these latter comments on their records which is to say that 62% of this sample had comments relating to adverse attitudes etc. Since few entries of any kind appear to be deleted from the records there is some lack of certainty as to the currency of such comments for they were entered mostly during the period 'End of 4th Year - beginning of 5th Year.'

Table 69

School Record Entries excluding those categorised as 'Usual'**

	Attitudes to school/teachers/ lessons etc.	Health	Family background/social problems	Other
Boys	6	1	4	7
Girls	6	4	2	1
ALL	12	5	6	8

(N = 31)

According to this data 62% of this sample had aspects of their background or behaviour which might affect their academic performance, and if one is to judge by the nature of the comments found on records generally within this school, problems of all kinds were seen primarily as affecting work, that is in terms of effects. Few of the adversities or handicaps were serious, and their distribution does not show a relationship with any other variable studied in this investigation.

However, a somewhat disturbing aspect of these records was the high incidence of entries such as 'Isolate' and 'Not always reliable' made about specific pupils but with (a) no qualifying/explanatory comments and (b) with neither previous nor succeeding comments. This means that, unless he is to completely ignore previous comments, a new teacher taking over a Tutor Group would inherit such comments about his pupil charges. Should such descriptions be communicated to the Careers Officer or read by the school Careers Staff, they may help to form ideas and impressions about pupils which subsequently colour or directly affect the guidance given. Insofar as this is so, school records must remain suspect as sources of reliable information about pupils.

Addendum 'B'

Modes of Decision-making

During contact with, and discussion with, these respondents, the investigator became aware of certain characteristic modes of decision-making being used by them. Unfortunately this area was not originally defined as one to be studied within the controlled investigation so that the data is impressionistic. Nevertheless it is worthy of further research and has a 'face validity'.

Basically four modes of decision-making were identified:

1. Directional I (Positive) - the individual has a strong inclination or motivation towards particular vocational goals;

2. Directional II - the individual strongly rejects some element of his present situation and his decision tends to be based upon avoidance of, or escape from, his situation;

3. Adjustive - because of lack of any clear preference for, or orientation towards, a particular vocational goal, he makes a decision to alleviate 'discomfort' produced by unintentiond pressures of others (e.g. being the only one in the class who has not found a vocational goal).

4. Neutral - the individual is pressured by parents and/or other adults to aspire to specific vocational goals (e.g. 'go to university', 'get an apprenticeship' etc.). His decision, although apparently similar to that of the 'Adjustive' type, is largely the result of intentional pressures, others' aspirations for him.

This classification bears some resemblance to that of Marcia (1973) as outlined earlier (See Part I section 5.5). They also tend to agree with the modes identified by Miss Tanya Arroba** (of the University of Leeds Vocational Guidance Research Unit) as outlined in her preliminary report of findings relating to decision-making styles. However, Miss Arroba's analysis and classification are the result of controlled research and far more sophisicated than those employed here.

** Conference convened at the Department of Employment, London, whose subject was 'Research in Guidance & Counselling'. Convenor:- C.R.A.C. Research and Development Unit (1974)

Addendum 'C'

Abstract from responses to Supplementary Questionnaire Q3

The final section of Questionnaire Q3, sent to those who left school or entered college, enquired about job satisfaction. The response rate was much lower than previously (Boys 65.2% and Girls 44.4%) but as it was a postal questionnaire this was to be expected. (See Table 70)

Table 70

Respondents' Reported Job Satisfaction

	Satisfaction				
	Very High	Fairly High	Average	Fairly Low	Very Low
Boys (N = 15)	7	5	1	1	-
Girls (N = 12)	3	4	1	-	1
ALL (N = 27)	10	9	2	1	1

(1 girl's response not available; 2 girls' and 1 boys' responses unclassifiable)

From this data it appears that there may be some relationship between level of job satisfaction and response. That is, out of the total of 27 responses, only two rate their level of job satisfaction lower than Average. Upon further analysis of this data there was a pattern suggested relating consistent vocational orientation of boys with job satisfaction (See Table 71)

Table 71

Consistent Vocational Orientation and level of Job Satisfaction

		Satisfaction				
		Very High	Fairly High	Average	Fairly Low	Very Low
Boys	Consistent	6	4	-	-	-
	Inconsistent	1	1	1	1	
Girls	Consistent	2	3	1	-	1
	Inconsistent	1	1	-	-	-
ALL	Consistent	8	7	1	-	1
	Inconsistent	2	2	1	1	-

(Of the 1 boys' and 2 girls' unclassifiable responses all are inconsistent category)

The number of girls' responses precludes any meaningful analysis in these terms, but as there was a total of only 14 boys having consistent vocational orientation. (out of a sample of 23) it is striking to find that 10 of them claim fairly high or very high job satisfaction. Unfortunately the numbers are too small for a meaningful statistical analysis but do suggest the need for further investigation. These findings with regard to job satisfaction did not appear to be related to any other data.

Note: Responses to Questionnaire Q3 from those who entered the 6th Form did not provide data showing any pattern of significance at all.

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APPENDIX

Copy of LETTER sent to parents at the commencement of the study

Dear Parent

I intend to carry out a small investigation into the things which influence the job-choice of school leavers, and would very much like your son/daughter to complete a questionnaire concerning this. Would you be prepared to give your permission for me to ask him/her please? The University of Loughborough is supervising the investigation and it is hoped that the results will enable us to offer better careers guidance in the future. It will be impossible for anyone to identify the answers of a particular person (except for the Head of the Careers Department) and I will gladly provide more information should you wish me to. I should be very grateful if you would give your permission.

Yours sincerely etc.

(Please tear off this slip and return it)

Mr / Mrs**.....

I agree / do not agree** to give permission for you to ask my son / daughter** to complete the questionnaire as a part of your investigation.

Date.....

Signed.....
(Parent/Guardian**)

** Delete as applicable

Copy of MAIN QUESTIONNAIRE Q1

Age: Date of Birth: Tutor Code:

All information provided by you will be treated in the strictest confidence. Please answer all wuestions to the best of your ability.

SECTION 1

The first section concerns you and your family. Allowance has been made for you to give details of all your family's jobs. Starting with the oldest and working down to the youngest IN ORDER (including yourself) give the details asked for. Where you have a brother cross out 'sister' and where you have a sister cross out 'brother'. Mark yourself with the word ME.

Family	Describe the kind of work they do and positions they hold	Full or Part time	Univ? Coll?
Father			
Mother			
Brother/Sister 1			
Brother/Sister 2			
Brother/Sister 3			
Brother/Sister 4			
Brother/Sister 5			
Brother/Sister 6			

Add any Further Details:

Place of birth..		How long have you lived in Leics?
Father		Father
Mother		Mother
YOU		YOU

Please show how often you visit your relatives ON AVERAGE. Where you have only an Aunt cross out 'Uncle' and where you have only an Uncle cross out 'Aunt'.

Relative	per week	per month	per year	Town or Village where they live
Aunt/Uncle 1				
Aunt/Uncle 2				
Aunt/Uncle 3				
Aunt/Uncle 4				
Cousins not living with their parent				
Cousin No.1				
Cousin No.2				
Grandfather 1				
Grandmother 1				
Grandfather 2				
Grandmother 2				

SECTION 2

This section concerns you and your friends. Please use ticks wherever possible.

1. Are your friends inside the school mainly from 5L 5M 5N?
2. How many friends do you usually go about with inside school?
3. How many of these do you usually go about with outside school?
4. Altogether, how many friends do you usually go about with outside school?
5. How many of your friends are working?
6. What kinds of work do they do?
7. How many of your friends are temporarily unemployed?
8. How many of them have not managed to get a job since leaving school?
9. How many of them have changed jobs since leaving school?

SECTION 3

This section concerns your various activities.

1. Please list those activities in which you are involved inside school during lunchtimes and after school hours.

2. Please list those activities unconnected with school which are NOT PART TIME JOBS.

3. Do you have a part-time jobs at present? YES NO

4. What is it?

5. How long have you had this job?

6. Do you receive payment for it? YES NO

7. Please give details of other part-time jobs you have had, beginning with the last one and working backwards to the first one you had.

8. Please provide details of any work you do regularly with a member of your family or a relative. Say with whom you work and whether you are paid.

SECTION 4

1. Please give details of the subjects you are stduying.
O = 'O' level; C = CSE; ? = Don't Know; X = non-exam.

Subject	Examination				Teacher	Subject	Examination				Teacher
	O	C	?	X			O	C	?	X	
Maths.						4					
English						5					
1						6					
2						7					
3											

2. Which of these subjects do you think will help you get into an occupation or job that you want?

3. Did you think that these would help you BEFORE you chose them? YES NO HAD NO IDEA

4. If the answer is NO then why did you choose them?

5. What made you choose the rest of the subjects?

6. Keeping in mind your abilities, talents, examination chances, what KIND of work do you want to do?

7. Can you list the names of any jobs that will enable you to do this work?

8. Bearing in mind how you are doing in your school work, your knowledge of jobs and work, do you think that you will actually enter this kind of job? YES NO

9. Are there certain KINDS of jobs that you think your parents would like you to enter? YES NO
If the answer is YES what are they?

10. Are there certain KINDS of jobs that you think your parents would NOT like you to enter? YES NO
If the answer is YES what are they?

11. Do you feel that your parents have helped you to decide about your career? YES NO

12. Assuming that your parents had no objections, that you had the ability, that you got the examination passes that you need, and there was nothing to stop you, which SINGLE occupation or job would you choose?

SECTION 5

About your choice of career.

1. Have you been interviewed by a Careers Teacher? YES NO
a Careers Officer? YES NO

2. Have you requested an interview with a Careers Teacher? YES NO
a Careers Officer? YES NO

3. Have you visited any industrial or other organisations in connection with your ideas about a career? YES NO

4. Have you asked for such a visit? YES NO

5. What happened?

6. If you did ask what do you think would happen?

7. Have you attended any talks on careers given in the school by visiting speakers during a Careers Convention YES NO
at any other time YES NO

8. Is careers information easily available to you? YES NO

9. Have you used the information at any time? YES NO

10. Which of the following have you used? (Please tick)

a. leaflets
b. books/booklets
c. tape recordings
d. videotape/films

11. In what particular connection did you use the information?

12. If you haven't used the careers information WHY NOT?

13. What is your opinion of the careers information available to you in school?

14. What is your opinion of the careers advice offered to you in school?

15. Do you feel that the school has REALLY prepared you for going into work? YES NO

16. Do you have the promise of a job or college place etc. for when you leave school? YES NO

17. If the answer is YES please give details.

18. Is it REALLY what you want? YES NO

19. If it is not what you really want will you still take it?

20. If the answer is YES then please give your reasons

21. What kind of job do you think you ACTUALLY enter?

22. What made you decide to aim for the job or kind of job that you have in mind?

23. How long ago did you decide upon this job? (Please tick)

a. during this term?
b. during the summer holiday?
c. during last summer term?
d. around last Easter?
e. about last Christmas?
f. when you first came to this school?
g. before you came to this school?

24. Describe any you jobs you have thought of doing <u>including any that you now think are fantastic</u>

You are welcome to add any strong opinions or comments concerning the school in general, your difficulties in deciding about your career and the help you received in trying to sort out your career. Please use the other side of the sheet if you need to. Thank you for your co-operation and help.

Copy of SUPPLEMENTARY QUESTIONNAIRE Q2

You were kind enough to fill in a questionnaire just before Christmas and we should like you to complete that information by just answering the few questions below. Feel free to express extra comments, opinions etc. about school or careers help on the back of the sheet.

IF you intend to leave school in summer for good please answer Section A.

IF you intend to stay on into the 6th Form please answer Section B

IF you do not know what you intend to do please answer Section C.

Section A

1. Have you been offered a job/college place yet? YES NO

2. Do you have to pass certain subjects before taking the job/college place? If YES then give details.

3. How did you find out about the job/college place?

4. Give details of OTHER applications

Job/college place	Month when applied				Interviewed?		
	Jan	Feb	Mar	Apr	Yes	No	X
1.							
2.							
3.							

(Note: If you were offered a job/college place and turned it down put an X in the end column opposite to it.)

Section B

1. Why are you going to stay on into the 6th Form?

2. What subjects do you intend to study (say whether 1 or 2 years)

3. Which of these were you advised to take by staff?

4. What is your intention at the end of the 6th Form course?

5. What will you do if for some reason you cannot stay on?

6. Have you been told that you need to get a certain number of passes or grades? YES NO

Section C

Since you do not know whether you are staying on or leaving, can you say why this is, and what you intend to do eventually? Write anything you think will help to explain your position and continue on the back of the sheet if you wish.

Copy of SUPPLEMENTARY QUESTIONNAIRE Q3 (for those who left school)

Dear

Before you left school you helped me by giving me some information about your job plans. Before I finish the study that I have been making, I should very much like to know how you are getting on in work. I should be very grateful if you would answer this final set of questions.

Thank you very much for helping me out with the information over the last year, and I wish you well in whatever you do.

Yours sincerely etc.

(Please tear off this slip and return it)

Name:

1. What job did you ACTUALLY take when you left school?

2. What job do you have now?

3. If you have had other jobs in between please give details.

a. length of time
b. length of time
c. length of time

4. Please indicate how satisfied you are with your present job:

Satisfaction
(please tick box)

Very High	Fairly High	Average	Fairly Low	Very Low
☐	☐	☐	☐	☐

Thanks again.

Copy of SUPPLEMENTARY QUESTIONNAIRE Q3 - completed by those who stayed on into 6th Form

Name:

1. Which subjects did you intend to take BEFORE you got your '0' level or C.S.E. Results (Please indicate '0'/CSE)

2. What subjects are you ACTUALLY taking now? (please indicate level '0'/CSE/'A')

3. If you complete these courses do you intend to go to:

   a. College of Education
   b. University
   c. Polytechnic
   d. Art College
   e. Technical College**
   f. Other colleges etc.
   g. into a job

4. If you go into a job which one will it be?

5. If you go on to another education course which one will it be?

6. After you have finished studying at college or university what do you hope to do?

(** The local college of further education was know as the Technical College)

YOUTH EMPLOYMENT SERVICE

APPLICATION FOR CAREERS ADVICE

In confidence

Leave this margin blank

Surname..... Christian names.....

Address..... Tel No.....

Age now..... Date of birth..... Date of leaving school.....

Name of parent or guardian.....

Name of your present or last school.....

What other schools, if any, have you been to (from the age of 11 only)?

..... from age..... to age.....

..... from age..... to age.....

..... from age..... to age.....

What subjects have you taken, or do you propose to take, in GCE (SCE for Scottish Applicants) or any other public examination? Give the **levels**, the **dates**, and the **results** by grades if you know them (continue on page 4 if necessary).

.....

.....

.....

Which of all your school subjects do you **like** most?.....

Which are your **strongest** school subjects?.....

.....

Do you think you are really **weak** in any of your subjects, compared with others in the form? If so which?.....

.....

Give details of any positions of responsibility you have held at school (for example, as a prefect, or captain of a team, or in the cadet force).

.....

.....

What clubs, societies or youth organisations have you belonged to, at school or elsewhere? .....

.....

Have you ever won any school scholarships, prizes or competitions? If so, what and when? .....

Go through the following list underlining **once** the items in which you are interested and **twice** those in which you are particularly interested. Put an X through anything you are definitely inclined to avoid. Leave the rest unmarked.

Light music : serious music : light reading : serious reading : writing : debating : dramatics : crosswords : competitions : drawing : painting : photography : model-making : radio construction : electrical jobs : mechanical jobs : house repairs : handicrafts : cooking : needlework : tidying-up : collecting things : animals : gardening : walking : cycling : camping : motoring : swimming : playing games : watching games : cinemas : dancing : parties : children : church work : current affairs.

What other activities are you specially interested in? .....

.....

What sorts of ambitions have you? If you had a completely free choice of work, what would you go for? Answer each of the questions below by putting a circle round the "L" **or** "?" **or** "D" in front of it.

Leave this margin blank

L = I think I would like it.
? = I'm not sure whether I would like it.
D = I think I would dislike it.

Do you think you would like . . .

1 L ? D a job in which you had to be good at arithmetic?
2 L ? D a job in which you had to be good at more advanced mathematics?
3 L ? D a job in which you had to be good at science?
4 L ? D a job in which you had to be good at English?
5 L ? D a job of a literary or artistic kind?
6 L ? D a job in which you had to be good at modern languages?
7 L ? D a job in which you had to be good at technical drawings?
8 L ? D a job in which you had to be clever at doing things with your hands?
9 L ? D a job in which you had to produce and develop new ideas?
10 L ? D a job of an outdoor kind?
11 L ? D a job with animals?
12 L ? D a job of a police or Services kind?
13 L ? D a job in which you went to sea?
14 L ? D a job in which you had to sell things?
15 L ? D a job in which you sometimes had to interview enquirers?
16 L ? D a job looking after the health or welfare of others?
17 L ? D a job in which you had to teach or train others?
18 L ? D a job in which you had to arrange and supervise the work of others?
19 L ? D a job in which you had to plan your own work and get on with it?
20 L ? D a job in which you were left by yourself a lot?
21 L ? D a job which kept you moving about, living away from home?
22 L ? D a job in which your appearance and dress were of particular importance?
23 L ? D a job requiring full-time study at a university or elsewhere?
24 L ? D a job requiring part-time (including evening) study for examinations?
25 L ? D a job abroad?

Now look through your answers and write down the numbers of the **3** you consider most important, including dislikes as well as likes.

.....

Are there any other points, not mentioned in these questions, that seem to you to be important?

.....

.....

.....

.....

Leave this margin blank

Have you ever had a spare-time job during the holidays or at any other time? If so, what?

.....

Have you read any books or other literature on careers, or heard any talks on the subject? If so, what?

.....

.....

What careers have you seriously considered? List them below, leaving blank the space on the right.

.....

.....

.....

.....

.....

.....

What careers, or types of career, do you think you would **not** be **good** at?

.....

.....

What careers, or types of career, do you think you would **dislike**?

.....

.....

Are there any special opportunities available to you?.....

.....

Is your choice of an occupation likely to be restricted in any way (i) by your health, or (ii) by your home circumstances? If so, in what way?

.....

Your parents are invited to add comments or questions below, when you have completed the questionnaire.

.....

.....

.....

.....

.....

If you yourself want more space to outline your problem or to discuss it, use the page overleaf headed EXTRA NOTES.

To-day's date..... Your signature.....

EXTRA NOTES

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A.P.U. OCCUPATIONAL INTERESTS GUIDE
INTERMEDIATE VERSION—MALE

1. Investigate ways of extracting chemicals from seaweed ..... A
   Find homes for children who have lost their parents ..... B

2. Milk cows and clean out their shed ..... A
   Write a summary or précis of a novel ..... B

3. Dismantle and repair the gears on a bicycle ..... A
   Draw and paint coats of arms ..... B

4. Compute a course for putting a satellite into orbit ..... A
   Do research on improving the quality of plastic materials ..... B

5. Serve meals in a restaurant ..... A
   Take care of deaf children ..... B

6. Paint patterns and designs on cups and saucers ..... A
   Grow flowers in a greenhouse ..... B

7. Calculate amounts of materials needed to construct a building ..... A
   Dismantle the gearbox of a car and replace worn parts ..... B

8. Invent chemicals for destroying insect pests ..... A
   Make hotel reservations for a travel agency ..... B

9. Teach games to handicapped children ..... A
   Select poetry for a magazine ..... B

10. Look after flowers and bushes in a park ..... A
    Use statistical figures to forecast election results ..... B

11. Repair a faulty motor cycle engine ..... A
    Help with experiments to improve radio equipment ..... B

12. Write about the different styles of novelists ..... A
    Take down letters in shorthand ..... B

13. Select ornaments and paintings for a house ..... A
    Take care of someone who is ill ..... B

14. Bend and join pipes to make a heating system ..... A
    Work with a horse to drag timber from a forest ..... B

15. Study X-ray pictures of patients to see what diseases they have..... A
Read the complete works of an author you like..... B

16. Keep a register of customers' orders in a store ..... A
Make colour designs for curtain material..... B

17. Teach physically handicapped children to play sports ..... A
Construct graphs showing profits over a year ..... B

18. Buy cows and sheep at agricultural shows ..... A
Invent new fertilisers to increase plant production ..... B

19. Choose furniture and colour schemes for offices ..... A
Write the life story of a famous man or woman..... B

20. Check columns of figures to see that they add up correctly ..... A
Take shorthand notes of committee discussions..... B

21. Build a staircase out of wood ..... A
Run a concert party to entertain old age pensioners..... B

22. Investigate ways of sending pictures by radio waves ..... A
Choose colour schemes for houses ..... B

23. Translate old books into modern English..... A
Solve algebra problems ..... B

24. Prepare a catalogue of goods for a mail order firm ..... A
Install gas fires and refrigerators ..... B

25. Take children to a circus or pantomime ..... A
Watch over sheep at lambing time ..... B

26. Paint abstract colour designs ..... A
Use share prices to calculate most profitable investments ..... B

27. Read a book review ..... A
Straighten a buckled bicycle wheel ..... B

28. Sell programmes at a concert or show ..... A
Plant turnips or cabbages ..... B

29. Help boys and girls leaving school to find jobs ..... A
Collect and study specimens of pond life ..... B

30. Write a poem ..... A
Dig ditches to drain marshy ground ..... B

31. Engrave glass ..... A
Maintain and repair a ship's engines ..... B

32. Use a radio telescope to track satellites ..... A
Examine business accounts to see that they are correct ..... B

33. Wash and dress hospital patients ..... A
Be a waiter in an hotel ..... B

34. Cut and stack hay ..... A
Make sketches of new clothes for magazines ..... B

35. Adjust the brakes on motor cars ..... A
Calculate customs charges on ships' cargoes ..... B

36. Sort letters in a post office ..... A
Test new drugs and chemicals in a laboratory ..... B

37. Write criticisms of plays ..... A
Take crippled children to the seaside ..... B

38. Calculate average weekly wages and food prices ..... A
Dig weeds and plant flowers to make a rock garden ..... B

39. Study methods of hardening metals by heat treatment ..... A
Tune up racing car engines ..... B

40. Direct people to stands at an exhibition ..... A
Read a book of quotations from great authors ..... B

41. Care for people who are mentally ill ..... A
Clean and touch up valuable paintings ..... B

42. Brush down horses and trim their manes and tails ..... A
Make aircraft propeller blades ..... B

43. Rewrite a film script for broadcasting on radio ..... A
Test water supplies and check for pollution ..... B

44. Choose wool colours for weaving rugs ..... A
Type letters recorded on a dictaphone ..... B

45. Collect figures on accident rates for insurance companies ..... A
Help immigrants to settle down in this country ..... B

46. Cut up plants and study them under a microscope ..... A
Look after horses at a stable ..... B

47. Take part in discussions on new books ..... A
Make tile mosaics ..... B

48. Check forms to see that they are filled in correctly ..... A
Keep a cash record of goods bought and sold ..... B

49. Train disabled people for new jobs ..... A
Make wooden ladders ..... B

50. Draw film cartoons of animals ..... A
Test new oils to see if they cut down friction ..... B

51. Calculate income tax on wages ..... A
Write a poem describing a great disaster ..... B

52. Weld steel girders for building bridges ..... A
Keep a diary of appointments for an employer ..... B

53. Feed milk from a bottle to new-born calves ..... A
Teach rug weaving to crippled children ..... B

54. Keep records and draw graphs of business sales ..... A
Design jewellery ..... B

55. Install electric wiring in a house ..... A
Write an essay ..... B

56. Feed pigs ..... A
Sell stamps in a post office ..... B

57. Use lenses and prisms to study light waves ..... A
Help and guide juvenile delinquents ..... B

58. Feed cows ..... A
Attend drama festivals ..... B

59. Make wooden bookcases ..... A
Draw cartoons ..... B

60. Write programs for a computer ..... A
Use a microscope to see how things are formed ..... B

61. Serve customers in a clothes shop ..... A
Serve meals to hospital patients ..... B

62. Paint a landscape ..... A
Raise chickens or ducks on a farm ..... B

63. Calculate the stresses in steel structures ..... A
Saw and plane wood for making chairs ..... B

64. Test food for the presence of harmful bacteria ..... A
Issue passports to travellers ..... B

65. Clean and tidy rooms for invalids ..... A
Write a novel ..... B

66. Herd sheep over hill country ..... A
Make up tables of figures on imports and exports ..... B

67. Service aeroplane engines ..... A
Use a telescope to study the moon's surface ..... B

68. Form a poetry reading group ..... A
Sell tickets to passengers at an airport ..... B

69. Paint a portrait ..... A
Write letters dictated by a blind person ..... B

70. Build a tool shed ..... A
Plough a field and plant crops ..... B

71. Study early forms of life through fossil remains ..... A
Visit book exhibitions ..... B

72. Make lists of goods to be stored in a shop ..... A
Design colourful wrapping paper ..... B

73. Do voluntary work in a refugee camp ..... A
Work out problems using tables of logarithms ..... B

74. Plant trees on hill ground ..... A
Study the causes and cures of tree diseases ..... B

75. Design greetings cards ..... A
Collect rare books and first editions ..... B

76. Operate a calculating machine ..... A
File correspondence ..... B

77. Machine steel bars to make car axles ..... A
Advise young people about choosing suitable jobs ..... B

78. Visit a medical research laboratory ..... A
Design a cover for a record ..... B

79. Choose new books for a library ..... A
Draw graphs ..... B

80. Operate a telephone switchboard ..... A
Mend a broken light switch ..... B

81. Teach deaf children to lip read ..... A
Breed and care for rabbits ..... B

82. Design and paint stage scenery ..... A
Do calculations converting pounds into dollars ..... B

83. Write an essay on a film you have seen ..... A
Lay a wooden floor in a new house ..... B

84. Take bookings for seats at a show ..... A
Cut corn with a scythe ..... B

85. Help poor families to find better housing ..... A
Investigate the causes of a disease ..... B

86. Make speeches ..... A
Plant flowers and look after them ..... B

87. Design posters for festivals ..... A
Make wooden cupboards ..... B

88. Study the properties of radio-active materials ..... A
Work out navigation courses for aircraft ..... B

89. Teach blind people to read Braille ..... A
Issue stationery from an office store ..... B

90. Cut and trim hedges ..... A
Do sketches with pen and ink ..... B

91. Sharpen a set of wood-working tools ..... A
Count and record the takings in a bank ..... B

92. Guide people on bus tours ..... A
Make chemical analyses of new toothpastes ..... B

93. Read new manuscripts for a publisher ..... A
Read books to blind people ..... B

94. Calculate interest on bank accounts ..... A
Shear sheep ..... B

95. Try to find a substitute for petrol ..... A
Make tables and chairs ..... B

96. Serve coffee in a snack bar ..... A
Read poetry ..... B

97. Take old people on bus trips ..... A
Paint patterns for wallpaper ..... B

98. Help on a farm at harvest time ..... A
Build a garage ..... B

99. Write articles for a magazine ..... A
Study bacteria under a microscope ..... B

100. Paint a mural ..... A
Type business reports ..... B

101. Solve arithmetic problems ..... A
Organise holidays for poor families ..... B

102. Do research on the diseases of fish ..... A
Feed horses ..... B

103. Write a play ..... A
Design carpet patterns ..... B

104. Type letters ..... A
Teach mathematics ..... B

105. Look after children in an orphanage ..... A
Make gates out of iron ..... B

106. Draw and paint maps ..... A
Combine drugs to make medicines ..... B

107. Study accounting and auditing ..... A
Write short stories ..... B

108. Build work benches ..... A
Manage an hotel ..... B

109. Feed chickens ..... A
Help ex-prisoners to find jobs ..... B

110. Solve mathematical puzzles ..... A
Design uniforms ..... B

111. Build roof frames for houses ..... A
Edit a magazine ..... B

112. Plant potatoes ..... A
Address envelopes ..... B

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A.P.U. OCCUPATIONAL INTERESTS GUIDE
INTERMEDIATE VERSION—FEMALE

1. Study X-ray pictures of patients to see what diseases they have ..... A
   Teach games to handicapped children ..... B

2. Raise chickens or ducks on a farm ..... A
   Rewrite a film script for broadcasting on radio ..... B

3. Make cushion covers ..... A
   Design colourful wrapping paper ..... B

4. Use statistical figures to forecast election results ..... A
   Study methods of hardening metals by heat treatment ..... B

5. Meet and receive patients in a dentist's waiting-room ..... A
   Take children to a circus or pantomime ..... B

6. Paint patterns and designs on cups and saucers ..... A
   Grow flowers in a greenhouse ..... B

7. Solve algebra problems ..... A
   Make dressing-gowns ..... B

8. Test water supplies and check for pollution ..... A
   Take shorthand notes of committee discussions ..... B

9. Teach physically handicapped children to play sports ..... A
   Write your opinion of films for a local paper ..... B

10. Breed pigeons ..... A
    Use share prices to calculate most profitable investments ..... B

11. Polish furniture ..... A
    Try to invent a long-lasting electric light bulb ..... B

12. Write an essay ..... A
    Take bookings for seats at a show ..... B

13. Arrange window displays of new fashions ..... A
    Find homes for children who have lost their parents ..... B

14. Make leather handbags ..... A
    Dig weeds and plant flowers to make a rock garden ..... B

15. Do research on improving the quality of plastic materials ..... A
Write about the different styles of novelists ..... B

16. Keep a diary of appointments for an employer ..... A
Choose furniture and colour schemes for offices ..... B

17. Help immigrants to settle down in this country..... A
Check columns of figures to see that they add up correctly ..... B

18. Feed cows ..... A
Invent new fertilisers to increase plant production ..... B

19. Design posters for festivals..... A
Select poetry for a magazine ..... B

20. Collect figures on accident rates for insurance companies ..... A
Issue stationery from an office store..... B

21. Bake scones and cakes ..... A
Run a concert party to entertain old age pensioners..... B

22. Test food for the presence of harmful bacteria ..... A
Make colour designs for curtain material..... B

23. Write a poem describing a great disaster ..... A
Calculate income tax on wages ..... B

24. Operate a telephone switchboard ..... A
Cut and stitch leather to make gloves ..... B

25. Teach deaf children to lip read ..... A
Brush down horses and trim their manes and tails ..... B

26. Select paintings and sculpture for an art gallery ..... A
Construct graphs showing profits over a year ..... B

27. Write the life story of a famous man or woman..... A
Make coffee tables..... B

28. Make lists of goods to be stored in a shop ..... A
Buy cows and sheep at agricultural shows ..... B

29. Advise young people about choosing suitable jobs ..... A
Test new oils to see if they cut down friction ..... B

30. Write criticisms of plays ..... A
Train gun dogs for hunting ..... B

31. Paint patterns for wallpaper ..... A
Make curtains ..... B

32. Investigate ways of sending pictures by radio waves ..... A
Compute a course for putting a satellite in orbit ..... B

33. Do voluntary work in a refugee camp ..... A
Manage a large department store ..... B

34. Look after horses at a stable ..... A
Design jewellery ..... B

35. Make a wooden bookcase ..... A
Solve trigonometry problems ..... B

36. Show people to their seats in a cinema or theatre ..... A
Investigate ways of extracting chemicals from seaweed ..... B

37. Read the complete works of an author you like ..... A
Help poor families to find better housing ..... B

38. Operate a calculating machine ..... A
Cut and trim hedges ..... B

39. Study early forms of life through fossil remains ..... A
Weave rugs ..... B

40. Check forms to see that they are filled in correctly ..... A
Write an essay on a film you have seen ..... B

41. Look after children in an orphanage ..... A
Design covers for records ..... B

42. Pick berries in a fruit garden ..... A
Crochet a jacket ..... B

43. Describe a great ceremony over the radio ..... A
Study the properties of radio-active materials ..... B

44. Draw cartoons ..... A
Guide people on bus tours ..... B

45. Examine business accounts to see that they are correct ..... A
Take crippled children to the seaside ..... B

46. Collect and study specimens of pond life ..... A
Milk cows and clean out their shed ..... B

47. Write a play ..... A
Design uniforms ..... B

48. Keep a register of customers' orders in a store ..... A
Keep a cash record of goods bought and sold ..... B

49. Train disabled people for new jobs ..... A
Operate a knitting machine ..... B

50. Design greetings cards ..... A
Visit a medical research laboratory ..... B

51. Calculate the weekly takings in a shop ..... A
Write a summary or précis of a novel ..... B

52. Make jams and jellies ..... A
Sell tickets to passengers at an airport ..... B

53. Feed milk from a bottle to new-born calves ..... A
Clean and tidy a room for an invalid ..... B

54. Keep records and draw graphs of business sales ..... A
Carve wood or stone for ornament ..... B

55. Weave twigs to make baskets ..... A
Write articles for a newspaper ..... B

56. Look after sheep and lambs ..... A
Make hotel reservations for a travel agency ..... B

57. Use a microscope to see how things are formed ..... A
Help boys and girls leaving school to find jobs ..... B

58. Plant flowers and look after them ..... A
Read new manuscripts for a publisher ..... B

59. Make dresses ..... A
Make sketches of new clothes for magazines ..... B

60. Work out problems in geometry ..... A
Help with experiments to improve radio equipment ..... B

61. Serve customers in a clothes shop ..... A
Take care of deaf children ..... B

62. Paint abstract colour designs ..... A
Pick apples and pears in a fruit garden ..... B

63. Make up tables of figures on imports and exports ..... A
Upholster or repair furniture ..... B

64. Test new drugs and chemicals in a laboratory ..... A
Advise customers in a household goods showroom ..... B

65. Take care of someone who is ill ..... A
Edit and publish a magazine ..... B

66. Dig weeds out of a garden ..... A
Do calculations converting pounds into dollars ..... B

67. Make shopping bags ..... A
Invent chemicals for destroying insect pests ..... B

68. Take part in discussions on new books ..... A
Take down letters in shorthand ..... B

69. Choose colour schemes for houses ..... A
Organise holidays for poor families ..... B

70. Operate a sewing machine ..... A
Look after small animals at a zoo ..... B

71. Use a radio telescope to track satellites ..... A
Read poetry ..... B

72. Type letters recorded on a dictaphone ..... A
Design and paint stage scenery ..... B

73. Care for people who are mentally ill ..... A
Count and record the takings in a bank ..... B

74. Look after dogs at kennels ..... A
Cut up plants and study them under a microscope ..... B

75. Design houses for new towns ..... A
Visit book exhibitions ..... B

76. Work out problems using tables of logarithms ..... A
Type business reports ..... B

77. Knit a sweater ..... A
Teach rug weaving to crippled children ..... B

78. Use a telescope to study the moon's surface ..... A
Clean and touch up valuable paintings ..... B

79. Form a poetry reading group ..... A
Calculate customs duty on imported goods ..... B

80. Sell programmes at a concert or show ..... A
Iron shirts or blouses ..... B

81. Write letters dictated by a blind person ..... A
Watch over sheep at lambing time ..... B

82. Paint portraits ..... A
Calculate interest on bank accounts ..... B

83. Write an article for a magazine ..... A
Spring clean a house ..... B

84. Sell stamps in a post office ..... A
Use a lawn mower to cut grass ..... B

85. Help and guide delinquent girls ..... A
Study the causes and cures of tree diseases ..... B

86. Write short stories ..... A
Feed horses ..... B

87. Do sketches with pen and ink ..... A
Take up the hem of a skirt ..... B

88. Use lenses and prisms to study light waves ..... A
Write programs for a computer ..... B

89. Teach blind persons to read Braille ..... A
Manage an hotel ..... B

90. Breed and care for rabbits ..... A
Draw film cartoons of animals ..... B

91. Make blouses and skirts ..... A
Draw graphs ..... B

92. Be a waitress in an hotel ..... A
Make chemical analyses of new toothpastes ..... B

93. Choose new books for a library ..... A
Serve meals to hospital patients ..... B

94. Calculate average weekly wages and food prices ..... A
Feed hens and collect their eggs ..... B

95. Study bacteria under a microscope ..... A
Operate a hand weaving loom ..... B

96. Sort letters in a post office ..... A
Write words for songs ..... B

97. Read books to blind people ..... A
Design carpet patterns ..... B

98. Plant potatoes ..... A
Make a wooden stool ..... B

99. Edit a magazine ..... A
Investigate the causes of a disease ..... B

100. Paint a landscape ..... A
Serve meals in a restaurant ..... B

101. Study accounting and auditing ..... A
Wash and dress hospital patients ..... B

102. Do research on the diseases of fish ..... A
Help to gather hay on a farm ..... B

103. Write a poem ..... A
Draw and paint coats of arms ..... B

104. Issue passports to travellers ..... A
Solve mathematical puzzles ..... B

105. Help ex-prisoners to find jobs ..... A
Darn socks ..... B

106. Make tile mosaics ..... A
Combine drugs to make medicines ..... B

107. Solve arithmetic problems ..... A
Attend a drama festival ..... B

108. Make a pair of slippers ..... A
Type letters ..... B

109. Help on a farm at harvest time ..... A
Take old people on bus trips ..... B

110. Teach mathematics ..... A
Paint a mural ..... B

111. Mend clothes ..... A
Write a novel ..... B

112. Feed chickens ..... A
Address envelopes ..... B

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PERSONAL QUALITIES
DISPLAYED AT SCHOOL

Please tick as appropriate

1. Initiative

(a) Quick to seize opportunities and develop them to the full.

(b) Willing to make decisions for himself.

(c) Quite resourceful can take responsibility but prefers guidance.

(d) Inclined to play safe. More of a routine nature.

(e) Lets opportunity slip by.

---

2. Keenness

(a) Exceptionally industrious and keen.

(b) Normally a good worker.

(c) Moderately interested and hardworking.

(d) Does not work as well as most.

(e) Displays lack of interest.

---

3. Mixing with Others

(a) Very sociable and influential.

(b) Socially confident.

(c) Fits in easily with people.

(d) Quiet and reserved.

(e) Solitary and shy.

---

4. Potentiality for:-

(a) Part-time Education with academic content.

(b) Full-time post 'O' level courses and other Technical College courses.

(c) Sixth form work.

(d) University or other post 'A' level courses.

---

5. Further Comments

Date:

Signature .....
Headmaster/Headmistress

LEICESTERSHIRE EDUCATION COMMITTEE YOUTH EMPLOYMENT SERVICE

CONFIDENTIAL REPORT

urname ..... D.O.B. .....

ther Names .....

ddress .....

.....

.....

School

Form.....

Assessment of GENERAL ABILITY and ATTAINMENT should relate to age group of school as a whole.

General Ability: High..... Average..... Below Average.....

Assessment by test
if ascertained. I.Q..... Date..... Test.....

EDUCATIONAL ATTAINMENTS

SUBJECTS	A – Good pass B – Fair pass X – Pass doubtful G.C.E. 'O'	G.C.E. 'A'	C.S.E. Grade Expected	A – Good B – Average C – Below Average	No examination in View Subject Teachers' Comments
English Literature					
English Language					
History					
Geography					
Religious Knowledge					
Social Studies					
Latin					
French					
German					
Spanish					
Mathematics					
Additional Maths					
Physics					
Chemistry					
Biology					
General Science					
Art					
Music					
Woodwork					
Metalwork					
Tech. Drawing					
Domestic Science					
Needlework					
Economics					
Commerce					
P.E. & Games					
Others					

APTITUDES
Any predominant?

HEALTH

DISABILITY

VITALITY

High | Average | Below Average

OTHER FACTORS (Left handedness, attendance etc.)

OTHER ACHIEVEMENTS AT SCHOOL