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To evaluate the effectiveness of a ninth grade vocational guidance course designed in a workshop during the summer of 1967, the course was taught in an experimental situation in the two high schools in Fillmore, Utah, in the spring semester of 1968. The course objective was to help rural students develop in personal and social areas which research and experience have delineated as limiting factors in decision making and adjustment to the world of work. It was hypothesized that students in the defined 1-semester vocational guidance class would make greater gains (1) in their behavior, (2) in accurately perceiving their own attitudes, and (3) in their ability to designate future vocational goals. The results of the study tended to support the stated hypotheses; however, a discrepancy occurred when each student's behavior was rated by two of his teachers. When the students rated themselves, the results favored the experimental group. When the teachers did the rating, the results favored the control group. In neither group was the percentage of increase in positive behavior greater than the percentage of those students who remained the same or who moved in the opposite direction. Observable changes in student behavior were not visible to teachers of other classes. A follow-up study was recommended to help determine the long range effects of the course. (DM)

VOCATIONAL EDUCATION FOR RURAL YOUTH

VOCATIONAL EDUCATION FOR RURAL YOUTH

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SUMMARY

During the summer of 1967 a state and locally supported workshop was held in which a vocational guidance curriculum expressed in behavioral objectives terms and designed specifically for rural youth was developed. This curriculum is a four-year coordinated career curriculum, involving realistic self-understanding, exploration of the world of work, classroom training, and on-the-job experience, The first phase of the curriculum to be developed was a ninth-grade program designed to increase self-understanding for personal growth. It was taught to ninth grade students at Delta Jr. High School in Delta, Utah, and Millard Jr. High School in Fillmore, Utah, in the spring semester 1968.

Statement of the Problem: The purpose of this study was to evaluate the effectiveness of a ninth-grade vocational guidance course which had been specifically designed to help rural students develop in those personal and social areas which research and experience have delineated as limiting factors in rural youths' being able to make satisfactory decisions and adjustments pertaining to the world of work.

Hypotheses: The following hypotheses were tested: 1. Students in the defined one-semester vocational guidance class will make greater gains in their behavior as measured by the Anderson-Payne Behavioral Rating Scale than will the ninth-grade students who have not had such a guidance course. 2. Students in the defined one-semester vocational guidance class will make greater gains in accurately perceiving their own aptitudes as measured by the Skill Inventory - A Self Perception Measure than will the ninth-grade students who have not had such a guidance course. 3. Students in the defined one-semester vocational guidance class will make greater gains in their ability to designate future vocational goals and to do so with greater certainty as measured by a student questionnaire than will the ninth-grade students who have not had such a guidance course.

Conclusions: The results of the study tend to support the stated hypotheses. The major area of discrepancy, however, occurred when two of each student's teachers were asked to rate his behavior. When the students rated themselves, the results favored the experimental group. When the teachers did the rating, the results favored the control group. Why this is the case is not discernible at this point but certainly indicates that further research needs to be done in this area. It must be pointed out, however, that in neither group was the percentage of increase in positive behavior greater than the percentage of those students who remained the same or who moved in the opposite direction. While the teacher of the course in Delta reported that he observed changes in students' behavior as a result of the course, perhaps the changes did not carry over into the other classes, or were too small to be discernible in so short a period by other teachers. A follow-up study in a year would be helpful to determine the long range effects of the course.

ACKNOWLEDGMENTS

The research project was accomplished through the support and cooperation of the following: the Research Coordinating Unit of the Utah State Board of Education for the financing of the project, the Millard County School District for the development of the vocational guidance curriculum and Delta Junior High School and Millard Junior High School serving as the experimental schools in the teaching of the curriculum, the Tooele County School District for Grantsville Junior High School serving as the control school, and the Utah State Office of Employment Security for use of the GATB.

Appreciation is expressed to all of the many individuals involved. The typing was ably performed by Mrs. Larry Best.

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VOCATIONAL EDUCATION FOR RURAL YOUTH

INTRODUCTION

A rural area faces unique problems. When its youth graduate from high school, they are faced with major decisions and adjustments, which at times they are not adequately prepared to make. As a result, many flounder with respect to their future educational and vocational goals. They find themselves without the knowledge, attitudes, or skills necessary for integration into a new life in an urban community, a large university, and/or for successful participation in the world of work. In order to cope more successfully with the problems facing Millard County youth, the school district, in cooperation with the Research Coordinating Unit of the Utah State Board of Education, sponsored a Career Guidance Workshop during the summer of 1967. The workshop committee was charged with the following:

1. The development of a broad outline for a four-year coordinated career curriculum, involving realistic self-understanding, exploration of the world of work, classroom training, and on-the-job experience. The curriculum was to be designed specifically for rural youth.
2. The detailed development of a ninth-grade course of study designed to increase self-understanding for personal growth.

To meet this specific responsibility the following behavioral objectives were developed for the indicated courses:

Human Potential (Ninth Grade)

The student should be able to do the following:

1. Take the initiative for decision-making.
2. Demonstrate self-understanding in relation to interests, abilities, values, and goals.
3. Demonstrate skills relating to appearance, social relationships, self confidence, and responsible behavior.
4. Prepare plans for the future.

Exploration of the World of Work (Tenth Grade)

The student should be able to do the following:

1. Demonstrate a general knowledge of career planning.
2. Demonstrate a knowledge of career possibilities in several job categories.
3. Demonstrate a knowledge of the benefits and limitations of career possibilities.
4. Demonstrate the selection and the techniques of implementation of a goal.

Training and Work Experience (Eleventh and Twelfth Grade)

The student should be able to do the following:

1. Demonstrate the desire and the ability to work and live harmoniously in his group with mutual respect for the rights of others.
2. Demonstrate good work habits.
3. Demonstrate knowledge and skills necessary for success in various career areas.
4. Demonstrate a knowledge of procedures, regulations, and customs pertinent to his career.
5. Demonstrate an awareness of the importance of appropriate dress and grooming.

6. Demonstrate a knowledge of his intended career.

While these units were developed for use in the Millard County schools, the learning experiences are appropriate for rural students in general. The hope is that these units may be used as a format for the development of similar units in other rural districts.

The ninth-grade unit was completed and was taught to the students of the ninth grade at Delta Junior High School in Delta, Utah, and Millard Junior High School in Fillmore, Utah, during spring semester, 1968. Revisions and refinements were made as the teaching proceeded.

The immediate problem was to do a controlled research study as to the effectiveness of this ninth-grade course in reaching its stated objectives. This needed to be accomplished in order to better determine the kinds of experiences that can be provided which will most effectively increase students' self-understanding and development in order to prepare them to eventually make wise vocational decisions and to function adequately in the world of work.

Statement of the Problem

The purpose of this study was to evaluate the effectiveness of a ninth-grade vocational guidance course which had been specifically designed for rural youth in an attempt to help rural students develop in those personal and social areas which research and experience have delineated as limiting factors in rural youth's being able to make satisfactory decisions and adjustments pertaining to the world of work.

Rationale

The ninth grade is a critical time for the adolescent. It is at

this stage of his development that the student should begin to make decisions regarding his senior high school and post high school plans. Decisions such as the selection of his course of study for the senior high school may have a lasting influence on the student's life. Shimberg and Katz (1962) suggest that guidance at the eighth and ninth-grade level cannot only help the student make the specific decisions he must make at that time, but also " . . . if at this crucial stage a pupil is helped to increase his awareness of the choice-making process and is helped to explore and develop his self-concept, he will presumably find himself better prepared to make wise decisions at subsequent choice points" (p. 126).

The problem is even more acute as it relates to rural youth. Their limited experiences in relationship to vocational role models, work opportunities, social contacts, urban cultures, occupational and educational information, and occupational aspirations increase the school's responsibility to provide vocational guidance as an integral part of the curriculum. The data gathered by Sewell (1963) indicate that the school is an important force in the determination of the aspirations and achievements of youth. Everything possible should be done to improve the rural high school's impact on its youth. An extensive program of educational and vocational guidance should be especially useful in adequately preparing rural students for a successful and productive life. The following study was designed to evaluate such a curricular attempt.

Importance of the Study

Burchinal, et al. (1964), reviewed available literature concerning career choices of rural youth in a changing society. He concluded that:

1. It is becoming more and more necessary and desirable for rural youth to move to urban areas in pursuit of satisfying careers.
2. There is frequently a wide disparity between aspiration and fulfillment on the part of rural youth.
3. Rural youth appear to be at a disadvantage in the urban labor market. This is probably due to their lack of skills, training, value orientation, and personality characteristics necessary for success in an urban environment.
4. There appeared to be a negative influence on plans to attend college for those who intended to farm.
5. Rural youth from lower socio-economic levels face special problems in occupational decision-making involving both economic factors and parental attitudes.

The experience of the school officials in Utah's rural schools supports many of Burchinal's conclusions, and Utah's rural schools are believed typical of most rural schools in the Intermountain West.

In view of the special kinds of problems which our rural youth face, it is of particular importance that educators concern themselves with developing curricular experiences which will help these young people to be more competitive in the labor market and to make more satisfactory personal adjustments to the world of work. It was believed that such a curriculum had been developed in Millard School District. Research, however, needed to be done to objectively evaluate the projected outcomes of the course. If the outcomes could be verified, the curriculum could serve as a format for other rural districts in the state and nation.

REVIEW OF THE LITERATURE

Because of combined economic and technological influences, fewer young people are entering farming. An increasing number of youth are migrating from rural to urban communities. Kaldor, et al. (1962), in completing a study of career plans of farm boys in Iowa, found that 38% of the boys surveyed planned to farm while 58% planned to enter non-farm occupations. Horner, et al. (1961) reported that economists see an urgent need for off-farm employment opportunities for rural youth. In addition, greater emphasis needs to be given to preparing youth for employment outside the home community.

Rural environmental factors, however, limit the rural youth's vocational opportunities. Haller (1966) finds that a geographically isolated boy who plans to farm and then shuts himself off from further vocational information tends to increase the tendency toward farming as a career. Lipset (1955) finds that the narrowness of the visible horizons and the lack of knowledge of opportunities retain students in small communities. A study by Straus (1962) indicates that farm boys have less opportunity to learn how to handle money than do non-farm boys. Burchinal (1965) relates that farm-reared parents lag behind urban parents in their perception of educational opportunities. This results in an inability to motivate or support their children's efforts to continue education. Slocum (1965) finds that actual working experience and influential persons are important factors in crystallizing occupational choices. Rural youth are limited in their social contacts. Burchinal (1960) believes that there is still too little occupational information available to farm youth. He also believes that farm parents show too little encouragement

or interest in educational and occupational plans for their children. Schultz (1964) finds evidence that rural youth is handicapped in career choice because of the lack of adequate educational opportunity.

In order to be vocationally competitive, rural youth need particular help in terms of social and personal adjustment. Elias (1959) studied the self-appraisal concept in determining adjustment of farm youth as compared with other youth. He finds more social maladjustment with farm youth although they experience better adjustment with their families. Munson (1952) reports significant differences in personal and social adjustment among urban, suburban, town, and rural youth. The suburban youth show the greatest degree of adjustment with urban, rural, and town children following in that order. Hathaway, et al. (1959) sampled 15,000 in a study of social and psychological adjustment. Their findings show that rural children are more shy, more self-depreciating, more suspicious of others, and less rebellious against authority than urban and town youth.

Rural youth need to be assisted not only directly in terms of personal adjustment, but also in adjustment into an urban society. Zimmer (1956) reports that rural migrants entering an urban setting participate in city life less than urban natives. Burchinal (1960) indicates that a certain amount of conflict exists between the desirability of rural and urban life in the minds of boys deciding not to farm.

Vocational guidance is particularly crucial among rural youth because of their lack of desire to attend college. Cowhig, et al. (1961) found that about half of all non-farm high school seniors, but only about a third of farm seniors reported definite plans to attend college. The

study indicates that lower educational level, lower aspirations, and more economic difficulties among rural youth can be contrasted with special problems encountered by non-white rural and urban youth. Haller (1957) reports that if a boy plans to farm, he is most generally deterred from planning to go to college. Yet he also finds that boys who plan to farm have higher intelligence test scores than rural boys who do not.

Adolescence is a vital period for vocational guidance and particularly for rural youth. Horner, et al. (1967) believes that the type of employment an individual obtains is influenced by the motivation and direction provided by occupational aspirations, expectations, and interests of adolescence. "These phenomena are crucial for the occupational attainment of rural youth, especially those who migrate into urban areas. Possibly low level occupational aspirations explain to some extent the disadvantaged position of rural migrants in the urban occupational structure. The importance attributed to the occupational orientations of youth as an explanatory variable for subsequent status attainment is evidenced by the extensive research literature on this subject and the increasing amount of attention being currently given to the study of these phenomena" (p. 1).

In summary, increasing numbers of rural youth are leaving rural areas to find employment in non-farm occupations. Because of the limited opportunities in their rural communities they are disadvantaged in their new urban societies. Education must play an increasingly important role in preparing these youth to take their appropriate place in the world of work. The time of adolescence is a vital period for vocational guidance.

HYPOTHESES

The following hypotheses were tested:

1. Students in the defined one-semester vocational guidance class will make greater gains in their behavior as measured by the Anderson-Payne Behavioral Rating Scale than will the ninth-grade students who have not had such a guidance course.
2. Students in the defined one-semester vocational guidance class will make greater gains in accurately perceiving their own aptitudes as measured by the Skill Inventory - A Self Perception Measure than will the ninth-grade students who have not had such a guidance course.
3. Students in the defined one-semester vocational guidance class will make greater gains in their ability to designate future vocational goals and to do so with greater certainty as measured by a student questionnaire than will the ninth-grade students who have not had such a guidance course.

RESEARCH DESIGN

Sampling and Procedure

During the summer of 1967 a state and locally supported workshop was held in which a vocational guidance curriculum expressed in behavioral objective terms and designed specifically for rural youth was developed. This curriculum was taught in the Millard County School District during the spring semester of the 1967-68 school year as a required subject for all ninth-grade students.

Millard County School District's ninth-grade students from Delta

Junior High School and Millard Junior High School comprised the experimental group. The control group was composed of the ninth-grade students from Grantsville Junior High School of the Tooele County School District. Both groups of students were from rural areas and, therefore, comparable. The students from Millard County were given the formal class in vocational guidance; the students from Grantsville were given no formal vocational guidance course. Pre-tests were given to both the experimental and control groups in January, 1968, and post-tests were given in May, 1968. The testing required two days on both occasions and, therefore, because of absences, the number of students involved in the study varies with the three tests used in the study. Tests were only used where there were complete pre- and post-results. Also because of a loss of tests through the mail, the teacher ratings of the Behavioral Rating Scale were unavailable for the experimental students at Millard Junior High School.

Instruments

Behavioral Rating Scale - Alan R. Anderson and I. Reed Payne

The Behavioral Rating Scale (See Appendix A) is an instrument which has been developed to assess non-intellectual factors as they relate to behavioral problems and to academic success or failure. To date, data have been gathered on 1800 students. The correlations between this inventory and Brigham Young University GPA are relatively high--up to .50.

This instrument is designed for a student to be rated on a nine-point scale in the following twelve behavioral areas: leadership, emotional control, cooperation, initiative, dependability, social acceptance, social responsibility, teachability, trustworthiness, independence, rational control, and personal appearance. In the development of the vocational

guidance curriculum an underlying assumption was made that the same kinds of factors that are measured by the Behavioral Rating Scale would relate to success on the job and were so stated in the behavioral objectives of the course. The instrument was used to assess changes in students' behavior as reported by two of each student's teachers and by the student himself between pre- and post-testing periods.

Skill Inventory - A Self Perception Measure - Walter R. Borg

The Skill Inventory is designed to measure the student's self-perception of his skills as related to the aptitude areas of the General Aptitude Test Battery. Its purpose is to permit a comparison of the pupil's self-perception of his aptitudes as measured by this inventory with his aptitude scores obtained on the GATB.

Split half reliability coefficients corrected using the Spearman-Brown formula were computed in two rural secondary schools, grades 9-12. While the subtests are short, the reliability coefficients are generally satisfactory with only three of eighteen below .70. Content validity was established by having four experienced doctoral level psychologists independently sort the test items into the aptitude areas of the GATB. Any items that were not sorted into the same aptitude area by at least three of the four psychologists were eliminated from the final form of the measure.

The Skill Inventory scores and the GATB scores are converted into deciles. Pupils whose self-perception and GATB deciles are closely comparable, i.e., within plus or minus one decile, may be considered to have realistic aptitude self-perceptions. Students who perceive their aptitude to be consistently higher or lower (2 deciles or more) are apt

to make unrealistic occupational choices because of their erroneous perception of their aptitude level.

The instrument was used to measure gains in more realistic self-perceptions between the pre- and post-testing periods. Two of the Skill Inventory and GATB areas--Finger Dexterity and Manual Dexterity--were not used in the present study.

Student Questionnaire

The questionnaire (See Appendix A) was used to determine the increase in the student's ability to choose a vocational goal and to determine the increase in the degree of certainty as to the choice between the pre- and post-testing periods.

Statistical Analysis

Hypothesis 1 was analyzed by chi square to determine if there was any significant difference between the number of students in the experimental group and in the control group who moved in a positive direction on the Behavioral Rating Scale as rated by themselves and by two of their teachers. It was further analyzed by t-tests to determine if there was any significant difference between the mean gains made by students in the experimental group and in the control group.

Hypothesis 2 was analyzed by chi square to determine if there was any significant difference between the number of students in the experimental group and in the control group who moved in a positive direction in more accurately perceiving their own aptitudes as measured by the Skill Inventory and compared with the GATB. It was further analyzed by t-tests to determine if there was any significant difference between the mean gains made by students in the experimental group and in the control group.

Hypothesis 3 was analyzed by chi square to determine if there was any significant difference between the increase in the number of students in the experimental group and in the control group who were able to designate a future vocational goal and who were able to do so with greater certainty between pre- and post-testing periods.

RESULTS OF THE STUDY

Findings

The first hypothesis predicted that the students in the defined one-semester vocational guidance class would make greater gains in their behavior than would the ninth-grade students who had not had such a guidance course. Tables 1-3 present the results of the Behavioral Rating Scale. Table 1 summarizes the percentages and chi squares of the number of students who increased in positive behavior as rated by the students themselves. Table 2 summarizes the percentages and chi squares of the number of students who increased in positive behavior as rated by two of each student's teachers. Table 3 summarizes the means, standard deviations, and t ratios of the mean gains in behavior for the scale as rated by the students themselves and as rated by two of each student's teachers. Tables 1 and 2 are broken down into boys, girls, and total experimental and control groups. Each table is broken down into the twelve variables of the scale in addition to giving the information for the total scale.

Data on Table 1 show that a significantly greater number of experimental boys than control boys gained on the self-rated social acceptance variable of the Behavioral Rating Scale at the .05 level of significance. There were no significant differences between the experimental and control

Table 1

Summary of percentages and chi squares for the number of experimental and control students who increased in self-rated positive behavior.

Behavioral Rating Scale	Boys Ex N=29 % up	Boys Con N=18 % up	Boys X^2	Girls Ex N=28 % up	Girls Con N=28 % up	Girls X^2	Total Ex N=57 % up	Total Con N=46 % up	Total X^2
Leadership	55	44	0.5830	35	36	0.0032	44	39	0.3719
Emotional Control	49	44	0.1116	46	32	0.0564	47	37	1.3787
Cooperation	43	56	0.8250	39	36	0.0003	41	43	0.0995
Initiative	53	39	1.0510	46	36	0.7537	49	37	1.9105
Dependability	37	39	0.0151	32	29	0.0799	34	33	0.0393
Social Acceptance	53	22	5.0741*	26	29	0.0484	39	26	2.3219
Social Responsibility	41	28	1.0171	35	29	0.3609	38	28	1.3336
Teachability	49	50	0.0051	44	36	0.5143	46	41	0.3250
Trustworthiness	45	28	1.6552	25	25	0.0019	34	26	0.9931
Independence	43	44	0.0092	35	21	1.6499	39	30	0.9963
Rational Control	45	56	0.5830	39	46	0.4755	42	50	0.9085
Personal Appearance	55	33	2.4762	39	25	1.5442	46	28	4.3408*
TOTAL	47	40	3.2523	37	32	2.4813	42	35	7.2676*

*3.841 $<$ .05
6.635 $<$ .01

girls. Combining boys and girls, there were significant differences in favor of the experimental group on the variable of personal appearance at the .05 level of significance and on the total test at the .01 level of significance. The majority of the other variables were in the direction of prediction but were not statistically significant.

Data on Table 2 show that a significantly greater number of control boys than experimental boys gained on the teacher-rated leadership variable of the Behavioral Rating Scale at the .05 level of significance and on the test as a whole at the .05 level of significance. The control

girls were significantly higher than the experimental girls on five of the variables--cooperation, social acceptance, teachability, trustworthiness, and independence--as well as on the test as a whole which was at the .001 level of significance. The total control group was significantly higher

Table 2

Summary of percentages and chi squares for the number of experimental and control students who increased in teacher-rated positive behavior.

	Boys			Girls			Total		
Behavioral Rating Scale	Ex N=29 % up	Con N=18 % up	X^2	Ex N=28 % up	Con N=28 % up	X^2	% up	% up	X^2
Leadership	24	56	4.7483*	46	61	1.1487	35	59	5.7187*
Emotional Control	38	44	0.1956	29	43	1.2444	33	43	1.1135
Cooperation	34	50	1.1104	32	68	7,1428*	33	61	7.7802*
Initiative	27	44	1.4057	29	57	4.6666	28	52	6.2264*
Dependability	34	27	0.2297	21	32	0.8195	28	30	0.0689
Social Acceptance	41	39	0.0286	21	54	6.1714*	32	48	2.8289
Social Responsibility	41	39	0.0286	39	50	0.6503	49	46	0.1417
Teachability	24	50	3.3083	29	57	4.6666*	26	54	8.4212*
Trustworthiness	28	28	0.0000	11	46	8.7500*	19	39	4.9497*
Independence	38	56	1.3957	29	71	10.285*	33	65	10.3759*
Rational Control	34	56	2.0175	39	61	2.5714	37	59	4.8855*
Personal Appearance	38	28	0.5509	29	36	0.3274	33	32	0.006
TOTAL	33	43	4.6807*	29	53	38.820*	32	49	39.2496*

*3.841 < .05
6.635 < .01
10.827 < .001

than the experimental group on seven of the twelve variables--leadership, cooperation, initiative, teachability, trustworthiness, independence, and rational control--and on the test as a whole which was at the .001 level of significance.

Data on Table 3 show that in terms of total mean gains in behavior, when the students rated themselves there was a significant difference in

Table 3

Summary of means, standard deviations, and t ratios of the gains in self-rated and teacher-rated behavior of the experimental and control groups.

	Self-Evaluation					Teacher-Evaluation				
	Total Ex N=108		Total Con N=47			Total Ex N=58		Total Con N=47		
Behavioral Rating Scale	M	SD	M	SD	t	M	SD	M	SD	t
Leadership	0.546	1.512	0.319	1.461	0.868	-0.224	2.193	0.936	2.131	-2.730*
Emotional Control	0.250	2.078	0.085	1.586	0.486	-0.293	2.018	-0.468	3.028	0.354
Cooperation	0.417	1.719	0.191	1.362	0.795	0.172	1.378	0.745	2.080	-1.688*
Initiative	0.741	1.648	0.106	1.821	2.133*	-0.552	1.818	1.085	2.165	-4.211**
Dependability	0.120	1.539	0.149	1.285	-0.111	-0.155	1.587	-0.106	2.013	-0.139
Social Acceptance	0.435	1.481	0.106	1.005	1.388	-0.086	1.261	0.383	1.883	-1.523
Social Responsibility	0.046	2.111	-0.149	1.744	0.556	-0.052	1.923	-0.770	2.448	0.275
Teachability	0.315	1.639	0.234	1.549	0.287	-0.276	1.927	0.702	2.874	-2.080*
Trustworthiness	0.028	1.568	-0.106	1.507	0.495	-0.345	1.517	-0.255	2.445	-0.230
Independence	0.222	1.537	-0.149	1.719	1.333	-0.276	2.150	0.851	2.866	-2.301*
Rational Control	0.519	1.649	0.340	1.773	0.604	0.224	1.644	0.957	1.944	-2.094*
Personal Appearance	0.398	1.829	0.255	1.510	0.470	0.000	1.567	-0.426	2.263	1.136
TOTAL	3.991	9.489	1.383	7.341	1.677*	-1.138	11.176	4.234	12.371	-2.335*

t of 1.645 required at .05 level
*sig. at .05 level

t of 1.671 required at .05 level
t of 2.390 required at .01 level
*sig. at .05 level
**sig. at .01 level

favor of the experimental group on one of the twelve variables--initiative--at the .05 level of significance and on the test as a whole at the .05 level. When the students were rated by two of each of their teachers there was a significant difference in favor of the control group on six of the twelve variables--leadership, cooperation, initiative, teachability, trustworthiness, and independence--and on the test as a whole at the .05 level of significance. This is in the opposite direction from prediction.

The information on Tables 1-3 indicates that when the students rated themselves, the data tend to uphold the hypothesis that students receiving the guidance course would increase in positive behavior. When rated by the students' teachers, however, the data are in the opposite direction from prediction and fail, therefore, to uphold the hypothesis. This is particularly true with the girls.

The second hypothesis predicted that the students in the defined one-semester vocational guidance class would make greater gains in accurately perceiving their own aptitudes than would the ninth-grade students who had not had such a guidance course. Tables 4 and 5 present the results of the Skill Inventory - A Self Perception Measure. Table 4 summarizes the percentages and chi squares of the number of students who increased in accurately perceiving self-aptitudes. Table 5 summarizes the means, standard deviations, and t ratios of the mean gains in more accurately perceiving self-aptitudes. Table 4 is broken down into boys, girls, and total experimental and control groups. Both tables are broken down into the seven variables of the scale in addition to giving the information for the total scale.

Data on Table 4 show that a significantly greater number of experimental boys than control boys gained on two of the seven variables of the

Table 4

Summary of percentages and chi squares for the number of experimental and control students who increased in accurately perceiving self-aptitudes.

Skill Inventory	Boys Ex N=50 % up	Boys Con N=24 % up	X^2	Girls Ex N=64 % up	Girls Con N=29 % up	X^2	Total Ex N=114 % up	Total Con N=53 % up	X^2
General Learning Ability	44	8	9.4136*	39	41	0.0447	41	26	3.4241
Verbal Aptitude	31	33	0.0454	52	48	0.0862	44	42	0.0814
Numerical Aptitude	40	29	0.8212	38	28	0.8690	39	28	1.6781
Spacial Aptitude	44	29	1.4972	39	41	0.0447	41	36	0.4379
Form Perception	56	29	4.6841*	33	38	0.2316	43	34	1.2253
Clerical Perception	22	33	1.0914	41	31	0.7820	33	32	0.0024
Motor Coordination	40	21	2.6629	25	38	1.6196	32	30	0.0236
TOTAL	40	26	9.4514*	38	38	0.0000	39	33	4.2266*

*3.841 $<$ .05
6.635 $<$ .01

Skill Inventory--general ability at the .01 level of significance and form perception at the .05 level--and on the test as a whole at the .01 level of significance. There were no significant differences between the experimental and control girls. Combining boys and girls, there were significant differences in favor of the experimental group on the test as a whole at the .05 level of significance. All of the other variables were in the direction of prediction, but were not statistically significant.

Data on Table 5 show that there was no significant difference in total mean gains in accurately perceiving self-aptitudes. The majority of

the variables were in the direction of prediction but were not statistically significant.

Table 5

Summary of means, standard deviations, and t ratios of the gains in accurately perceiving self-aptitudes of the experimental and control groups.

Skill Inventory	Total Ex N=113		Total Con N=51		t
	M	SD	M	SD	
General Learning Ability	0.186	1.948	-0.294	2.013	1.445
Verbal Aptitude	0.372	1.886	0.196	1.721	0.567
Numerical Aptitude	0.221	1.816	-0.039	1.811	0.851
Spacial Aptitude	0.265	2.280	-0.098	2.032	0.977
Form Perception	0.221	1.898	0.176	2.251	0.132
Clinical Perception	-0.248	2.020	-0.118	1.976	-0.384
Motor Coordination	-0.168	2.287	0.157	1.859	-0.890
TOTAL	0.823	7.963	-0.098	7.106	0.708

t of 1.645 required at .05 level

The information on Tables 4 and 5 tend to uphold the hypothesis that students receiving the guidance course would increase in their ability to accurately perceive their own aptitudes.

The third hypothesis predicted that the students in the defined one-semester vocational guidance class would make greater gains in their ability to designate future vocational goals and to do so with greater certainty than would the ninth-grade students who had not had such a guidance course. Table 6 presents the results of the student questionnaire. It summarizes the percentages and chi squares of those students who designated a vocation on the post-test who did not do so on the pre-test, and the gains in the degree of certainty of choice for those students who selected vocations on both the pre- and post-tests.

Data on Table 6 show there was no significant difference between the experimental and control groups in the number of students who did not select a future vocational goal on the pre-test but who did so on the post-test. There was, however, a significant difference in favor of the experimental group at the .05 level of significance in the increase in the degree of certainty of choice between the pre- and post-testing periods.

Table 6

Summary of percentages and chi squares for the number of experimental and control students who increased in designating a future vocational goal and those who did so with greater certainty.

	Experimental		Control		
	N	% up	N	% up	X^2
Vocational Choice	20	45	7	43	0.0096
Degree of Certainty	76	45	38	24	4.7795*

*3.841 $\leq$ .05

Conclusions

It was predicted that students receiving the defined vocational guidance course would increase in positive behavior, in more accurately perceiving their own aptitudes, in being able to select a future vocational goal, and in being able to do so with a greater degree of certainty than students who had not received such a guidance course. The results of the study tend to support these predictions. The major area of discrepancy, however, occurred when two of each student's teachers were asked to rate this behavior. When the students rated themselves, the results favored the experimental group. When the teachers did the rating, the results favored the control group. Why this is the case is not

discernible at this point but certainly indicates that further research needs to be done in this area. It must be pointed out, however, that in neither group was the percentage of increase in positive behavior greater than the percentage of those students who remained the same or who moved in the opposite direction. While the teacher of the course in Delta reported that he observed changes in students' behavior as a result of the course, perhaps the changes did not carry over into the other classes or were too small to be discernible in so short a period by other teachers. A follow-up study in a year from now would be helpful to determine the long range effects of the course.

Although some of the trends indicated in this study were not statistically significant, they were nonetheless encouraging to the members of the workshop. Aware that a single effort rarely produces all of the desired results, they feel that this project was a step in the right direction and, it is hoped, merely the first step.

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APPENDIX A

UNPUBLISHED TESTS

BEHAVIORAL RATING SCALE (OTHER)

I. Reed Payne, Ph.D.
Alan R. Andersen, Ph.D.

Student Name_____

Rater: Please indicate (by circling a letter) the place along each continuum which best describes the student you are evaluating. Read each of the four descriptions for each scale before choosing the appropriate letter to circle. This information will remain confidential.

My contact with this student has been as: Teacher_____ Parent_____

SCALE (Circle a letter for each scale)

I	a works alone; avoids others; keeps ideas to self	b	c remains in background; occasionally becomes involved in some activity	d	e	f contributes; cooperates and follows; seldom leads	g	h stimulates others; causes others to think; has an impact on what others do
II	a handles new situations with ease and confidence; exercises appropriate emotional control	b	c remains fairly calm; not too changeable; exercises fair control; emotion usually is appropriate to situation	d	e	f often acts on impulse; becomes easily excited; shows some restraint	g	h usually acts on impulse; becomes angry or depressed very easily, changes mood with slight provocation
III	a openly resists authority; defies orders; ignores suggestions	b	c usually insists on having his own way; goes along with others only when it is clearly to his advantage	d	e	f usually tries to work with others pleasantly; tries to do his share	g	h works effectively with most everyone; extremely helpful in nearly all situations
IV	a needs prodding; waits to be told; relies on others to start things	b	c does what is required and no more	d	e	f starts some things on his own	g	h seeks and sets goals for self; figures things out with a minimum of help
V	a constantly assumes responsibility for own behavior; always fulfills obligations and usually goes beyond the call of duty	b	c generally follows through; does what is expected	d	e	f often neglects duties; does not readily accept blame	g	h does not finish anything unless constantly supervised; cannot be depended upon

VI	a	b	c	d	e	f	g	h	i
	rejected by group members; not accepted at all; avoided by others		tolerated; little noticed by others			generally liked; others respond to him in a friendly manner		sought by others; well-liked; very popular	
VII	a	b	c	d	e	f	g	h	i
	voluntarily attempts to help others; shows genuine concern for the welfare of others		understands and listens to others; shows some concern but does not go out of his way to help others			shows concern for a select few; avoids becoming involved with others		hurts or is inconsiderate of others; seldom interacts with others except to annoy or tease	
VIII	a	b	c	d	e	f	g	h	i
	habitually disregards suggestions; does not accept or utilize feedback		will discuss suggestions for improvement but seldom acts on them; becomes defensive when criticized			accepts criticism but does not ask for it; responds naturely to positive criticism but resents negative criticism		actively solicits feedback; can maturely utilize positive or negative criticism to improve behavior	
IX	a	b	c	d	e	f	g	h	i
	differentiates right from wrong and does the right; extremely conscientious and reliable		generally can be relied upon and trusted; usually straightforward and fairly consistent			sometimes honest but inconsistent; does what is expedient or necessary for group acceptance		cannot be trusted; tries to deceive others; appears insincere	
X	a	b	c	d	e	f	g	h	i
	persists; organizes time and material effectively; independent worker		usually concentrates on work, does it first, then plays; gets things done but not outstanding			does just enough to get by; needs a push; would rather play than work		wastes time; produces nothing; does not concentrate or organize time and material	
XI	a	b	c	d	e	f	g	h	i
	grasps ideas with difficulty; does not reason logically or clearly; irrational at times		slowly understands with repetition; needs help in formulating ideas			assimilates quite readily; does some independent thinking; adjusts to situations and accepts new ideas fairly well		analyzes; synthesizes; discriminates; adapts extremely well	
XII	a	b	c	d	e	f	g	h	i
	outstanding in appearance; sets pace in styles; dresses to enhance own personality		dresses appropriately for the occasion; is neat and clean; maintains good posture; above average in appearance			average in appearance; does not attract attention by dress		careless in posture and care of clothes; demonstrates little concern about personal appearance; at times extreme in styles	

BEHAVIORAL RATING SCALE (SELF)

I. Reed Payne, Ph.D.
Alan R. Andersen, Ph.D.

NAME_____

RATING DIRECTIONS: Read these behavioral statements as if you were the person being described. Although your behavior varies from day to day, it is usually possible to select from the range of behavior that is most characteristic of yourself. On each scale below consider each characteristic separately in order to avoid a single overall impression. Initial judgments are more likely to be correct. Do not hesitate to give yourself extreme ratings if warranted. This information will remain confidential.

NOTE: Please indicate (by circling a letter) the place along each continuum which best describes yourself.

I	a works alone; avoids others; keeps ideas to self	b	c remains in background; occasionally becomes involved in some activity	d e	f contributes; cooperates and follows; seldom leads	g	h stimulates others; causes others to think; has an impact on what others do	i
II	a handles new situations with ease and confidence; exercises appropriate emotional control	b	c remains fairly calm; not too changeable; exercises fair control; emotion usually is appropriate to situation	d e	f often acts on impulse; becomes easily excited; shows some restraint	g	h usually acts on impulse; becomes angry or depressed very easily; changes mood with slight provocation	i
III	a openly resists authority; defies orders; ignores suggestions	b	c usually insists on having his own way; goes along with others only when it is clearly to his advantage	d e	f usually tries to work with others pleasantly; tries to do his share	g	h works effectively with most everyone; extremely helpful in nearly all situations	i
IV	a needs prodding; waits to be told; relies on others to start things	b	c does what is required and no more	d e	f starts some things on his own	g	h seeks and sets goals for self; figures things out with a minimum of help	i
V	a constantly assumes responsibility for own behavior; always fulfills obligations and usually goes beyond the call of duty	b	c generally follows through; does what is expected	d e	f often neglects duties; does not readily accept blame	g	h does not finish anything unless constantly supervised; cannot be depended upon	i

VI	a	b	c	d	e	f	g	h	i
	rejected by group members; not accepted at all; avoided by others		tolerated; little noticed by others			generally liked; others respond to him in a friendly manner		sought by others; well-liked, very popular	
VII	a	b	c	d	e	f	g	h	i
	voluntarily attempts to help others; shows genuine concern for the welfare of others		understands and listens to others; shows some concern but does not go out of his way to help others			shows concern for a select few; avoids becoming involved with others		hurts or is inconsiderate of others; seldom interacts with others except to annoy or tease	
VIII	a	b	c	d	e	f	g	h	i
	habitually disregards suggestions; does not accept or utilize feedback		will discuss suggestions for improvement but seldom acts on them; becomes defensive when criticized			accepts criticism but does not ask for it; responds naturely to positive criticism but resents negative criticism		actively solicits feedback; can maturely utilize positive or negative criticism to improve behavior	
IX	a	b	c	d	e	f	g	h	i
	differentiates right from wrong and does the right; extremely conscientious and reliable		generally can be relied upon and trusted; usually straightforward and fairly consistent			sometimes honest but inconsistent; does what is expedient or necessary for group acceptance		cannot be trusted; tries to deceive others; appears insincere	
X	a	b	c	d	e	f	g	h	i
	persists; organizes time and material effectively; independent worker		usually concentrates on work, does it first, then plays; gets things done but not outstanding			does just enough to get by; needs a push; would rather play than work		wastes time; produces nothing; does not concentrate or organize time and material	
XI	a	b	c	d	e	f	g	h	i
	grasps ideas with difficulty; does not reason logically or clearly; irrational at times		slowly understands with repetition; needs help in formulating ideas			assimilates quite readily; does some independent thinking; adjusts to situations and accepts new ideas fairly well		analyzes; synthesizes; discriminates; adapts extremely well	
XII	a	b	c	d	e	f	g	h	i
	outstanding in appearance; sets pace in styles; dresses to enhance own personality		dresses appropriately for the occasion; is neat and clean; maintains good posture; above average in appearance			average in appearance; does not attract attention by dress		careless in posture and care of clothes; demonstrates little concern about personal appearance; at times extreme in styles	

QUESTIONNAIRE

Name_____ School_____

Date of Birth_____ Boy_____ Girl_____

1. Indicate your choice of a future occupation. If you are unable to make a choice, write undecided.

_____

2. How certain are you of your choice?

_____

Absolutely Certain	Reasonably Certain	Fairly Certain	Somewhat Doubtful	Very Uncertain

3. In making the above choice which of the following two factors most influenced your decision? (Check two items)

_____ Parents
_____ Prestige
_____ Interests
_____ School experiences
_____ Future income
_____ Work experience
_____ Teachers
_____ Friends
_____ Ability
_____ Personal satisfaction

4. Check the type of education which you plan on completing.

_____ Less than high school
_____ High school
_____ Technical or vocational school
_____ On the job training
_____ Two year college
_____ Four year college
_____ Graduate program

APPENDIX B

TABLES OF RAW DATA

Table 7

Raw data on the number of experimental and control students who gained and failed to gain in behavior as rated by selves and teachers.

Behavioral Rating Scale - Self Ratings	Ex Boys N=51		Con Boys N=18		Ex Girls N=57		Con Girls N=28		Total Ex N=108		Total Con N=46	
	Gain	None	Gain	None	Gain	None	Gain	None	Gain	None	Gain	None
Leadership	28	23	8	10	20	37	10	18	48	60	18	28
Emotional Control	25	26	8	10	26	31	9	19	51	57	17	29
Cooperation	22	29	10	8	22	35	10	18	44	64	20	26
Initiative	27	24	7	11	26	31	10	18	53	55	17	29
Dependability	19	32	7	11	18	39	8	20	37	71	15	31
Social Acceptance	27	24	4	14	15	42	8	20	42	66	12	34
Social Responsibility	21	30	5	13	20	37	8	20	41	67	13	33
Teachability	25	26	9	9	25	32	10	18	50	58	19	27
Trustworthiness	23	28	5	13	14	43	7	21	37	71	12	34
Independence	22	29	8	10	20	37	6	22	42	66	14	32
Rational Control	23	28	10	8	22	35	13	15	45	63	23	23
Personal Appearance	28	23	6	12	22	35	7	21	50	58	13	33
TOTAL	290	322	87	129	250	434	106	230	540	756	193	359

Behavioral Rating Scale - Teacher Ratings	Ex Boys N=29		Con Boys N=18		Ex Girls N=28		Con Girls N=28		Total Ex N=57		Total Con N=46	
	Gain	None	Gain	None	Gain	None	Gain	None	Gain	None	Gain	None
Leadership	7	22	10	8	13	15	17	11	20	37	27	19
Emotional Control	11	18	8	10	8	20	12	16	19	38	20	26
Cooperation	10	19	9	9	9	19	19	9	19	38	28	18
Initiative	8	21	8	10	8	20	16	12	16	41	24	22
Dependability	10	19	5	13	6	22	9	19	16	41	14	32
Social Acceptance	12	17	7	11	6	22	15	13	18	39	22	24
Social Responsibility	12	17	7	11	11	17	14	14	23	34	21	25
Teachability	7	22	9	9	8	20	16	12	15	42	25	21
Trustworthiness	8	21	5	13	3	25	13	15	11	46	18	28
Independence	11	18	10	8	8	20	20	8	19	38	30	16
Rational Control	10	19	10	8	11	17	17	11	21	36	27	19
Personal Appearance	11	18	5	13	8	20	10	18	19	38	15	31
TOTAL	117	231	93	123	99	237	178	158	216	468	271	281

Table 8

Raw data on the number of experimental and control students who gained and failed to gain in accurately perceiving self-aptitudes.

Skill Inventory	Ex Boys N=50		Con Boys N=24		Ex Girls N=64		Con Girls N=29		Total Ex N=114		Total Con N=53	
	Gains	None	Gains	None	Gains	None	Gains	None	Gains	None	Gains	None
General Learning Ability	22	28	2	22	35	39	12	17	47	67	14	39
Verbal Aptitude	17	33	8	16	33	31	14	15	50	64	22	31
Numerical Aptitude	20	30	7	17	24	40	8	21	44	70	15	38
Spacial Aptitude	22	28	7	17	25	39	12	17	47	67	19	34
Form Perception	28	22	7	17	21	43	11	18	49	65	18	35
Clerical Perception	11	39	8	16	26	38	9	20	37	77	17	36
Motor Coordination	20	30	5	19	16	48	11	18	36	78	16	37
TOTAL	140	210	44	124	170	278	77	126	310	488	121	250

Table 9

Raw data on total gains and losses of experimental and control students in behavior as rated by selves and teachers.

Behavioral Rating Scale Self Ratings	Boys Ex N=52	Boys Con N=19	Girls Ex N=56	Girls Con N=28	Total Ex N=108	Total Con N=47
Leadership	38	10	21	4	59	14
Emotional Control	28	7	-1	-3	27	4
Cooperation	17	2	28	6	45	8
Initiative	39	4	41	1	80	5
Dependability	2	8	12	0	14	8
Social Acceptance	30	0	19	5	49	5
Social Responsibility	7	2	-6	8	1	10
Teachability	25	3	10	9	35	12
Trustworthiness	13	2	-9	-8	4	-6
Independence	17	10	6	-17	23	-7
Rational Control	30	12	26	3	56	15
Personal Appearance	26	6	19	6	45	12
TOTAL	270	66	166	-2	436	64

Behavioral Rating Scale Teacher Ratings	Boys Ex N=29	Boys Con N=18	Girls Ex N=28	Girls Con N=28	Total Ex N=57	Total Con N=46
Leadership	-17	18	4	31	-13	49
Emotional Control	4	19	-21	0	-17	19
Cooperation	5	18	5	22	10	40
Initiative	-10	29	-23	27	-33	56
Dependability	-10	3	1	-5	-9	-2
Social Acceptance	2	2	-5	18	-3	20
Social Responsibility	1	0	-4	-5	-3	-5
Teachability	-11	19	-5	21	-16	40
Trustworthiness	-2	-26	-17	14	-19	-12
Independence	-11	5	-5	39	-16	44
Rational Control	-5	19	18	29	13	48
Personal Appearance	7	-9	-9	-8	-2	-17
TOTAL	-47	59	-61	183	-108	242

Table 10

Raw data on total gains and losses of experimental and control students in accurately perceiving self-aptitudes.

Skill Inventory	Boys Ex N=50	Boys Con N=23	Girls Ex N=63	Girls Con N=28	Total Ex N=114	Total Con N=51
General Learning Ability	18	-13	7	-5	25	-18
Verbal Aptitude	-7	-8	50	17	43	9
Numerical Aptitude	13	-2	16	-1	29	-3
Spacial Aptitude	25	-3	12	-1	37	-4
Form Perception	32	1	-4	5	28	6
Clerical Perception	-26	8	-1	-18	-27	-10
Motor Coordination	14	-10	-29	18	-15	8
TOTAL	69	-27	51	15	120	-12

OE 6000 (REV. 9-66)

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IDENTIFIERS

ABSTRACT

Statement of the Problem: The purpose was to evaluate a ninth-grade voc. guidance course which had been specifically designed to help rural students develop in those personal and social areas which research and experience have delineated as limiting factors in rural youths' being able to make satisfactory decisions and adjustments pertaining to the world of work.

Hypotheses: 1. Students in the special vocational guidance class will make greater gains in their behavior as measured by the Anderson-Payne Behavioral Rating Scale than will the ninth-grade students who have not had the course. 2. Students in the class will make greater gains in accurately perceiving their own aptitudes as measured by the Skill Inventory - A Self Perception Measure than will the 9th grade students who have not had the course. 3. Students in the class will make greater gains in their ability to designate future vocational goals and to do so with greater certainty as measured by a student questionnaire than will the ninth-grade students who have not had the course.

Conclusions: The results of the study tend to support the stated hypotheses, although further research and follow-up are recommended to more accurately determine the effectiveness of the program.