

FACTORS AFFECTING EMPLOYMENT IN RELATED OCCUPATIONS
OF 1975-76 COMPLETORS OF SECONDARY OCCUPATIONAL
CHILD CARE PROGRAMS IN VIRGINIA,

by

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Chapter 1

INTRODUCTION

Vocational education has been a part of the American tradition for many years. Since the Morrill Act of 1862, it has received federal encouragement at the college level. The passage of the Smith-Hughes Act in 1917 brought federal reimbursement at the secondary level. But for many years the status of home economics as an integral part of vocational education was viewed by some of its counterparts as anomalous. For a period of time, home economics educators found it necessary to defend the validity of their field as a component of the total federally reimbursed vocational program. The passage of the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968 and 1976, have put this long standing anomaly to rest. With the enactment of the 1963 law, home economics, at the secondary level, was redefined to include education not only for home-making but also for gainful employment in jobs requiring home economics knowledge and skills.

Although occupational home economics had its birth in 1963, some home economics educators were advocating education for employment many years prior to that date. In 1940, Spafford wrote that

An examination of curriculum materials of vocational programs shows little attention being given to employment aspects, either guidance into or education for wage-earning vocations. The school may do several things along these lines without interfering with the achievement of its homemaking purposes.¹

In 1942, Spafford suggested several possibilities when she wrote:

The findings of one's relation to and place in the vocational world and preparing for it is the fifth major purpose of importance to home economics. Students in home economics should come to know themselves better--their assets and liabilities for employment--as well as the job demands of many different occupations. The field has much to offer in increasing the general employability and job satisfaction of all young people. Many types of occupations grow out of home economics, some of a semi-skilled type, others of a highly professional nature.²

In 1944, Brown and Arneson listed many home economics related jobs requiring less than a college degree and recommended that adjustments be made in the secondary curriculum to offer preparation for employment.³

A major base for the development of an employment emphasis in home economics education grew out of the changing role of women in our society. One highly significant

¹Ivöl Spafford, A Functioning Program of Home Economics (New York: John Wiley and Sons, 1940), pp. 249-250.

²Ivöl Spafford, Fundamentals in Teaching Home Economics (New York: John Wiley and Sons, 1942), p. 4.

³Clara Maude Brown and Ruth V. Arneson, Employment Opportunities for Women with Limited Home Economics Training (Minneapolis, Minnesota: Burgess Publishing Company, 1944), pp. 1-44.

fact which gave impetus to the need for occupational training in home economics was the number of women who were entering the labor force. The number is still increasing today. It can be assumed that most girls will need, or desire, employment outside the home for much of their lives. According to the Women's Bureau, nine out of ten women will work sometime during their lives as wage earners.⁴ Also, many women simultaneously assume several different responsibilities as wage earner, homemaker, mother, and other roles. The Women's Bureau reported that while the number of women in the work force has more than doubled since the period immediately preceding World War II, the number of working mothers with children under eighteen years of age has increased ten fold.⁵ In Virginia, 42 percent of the labor force is women and 40 percent of the women workers in Virginia have children under eighteen years of age.⁶

Occupational child care programs have been recognized as meeting the needs of families. Enrollment has increased

⁴Wage and Labor Standards Administration, Women's Bureau, Expanding Opportunities for Girls: Their Special Counseling Needs (Washington: U. S. Government Printing Office, 1970), p. 5.

⁵Employment Standards Administration, Women's Bureau, Working Mothers and Their Children (Washington: U. S. Department of Labor, U. S. Printing Office, 1977), p. 1.

⁶Report of Governor's Conference on Day Care Needs In Virginia (Richmond, Virginia: Jefferson Hotel, May 2-3, 1973), p. 3.

dramatically in the Virginia programs and throughout the country. Changes within our society which create demands for more parents with dual roles are, in turn, creating a demand for more trained child care workers. Yet there are indications from the findings of the limited number of available research studies that many completors of occupational child care programs are not employed in training related occupations. Since job development and placement of program completors are important parts of any occupational program, this study sought to determine the reasons for this apparent discrepancy.

ANALYSIS OF THE PROBLEM

Need for the Study

According to a recent follow-up study conducted by the Division of Vocational Education, Virginia State Department of Education, the percentage of occupational home economics program completors who were employed full-time in their field of training or in a related field was much lower than the percentage for completors of other vocational programs. The study also revealed that the percentage of occupational home economics completors who were unemployed

and looking for work was much higher than the percentage for other vocational areas.⁷

The study surveyed all occupational home economics, agricultural, and distributive education students who had completed secondary training programs or left the programs with marketable skills at the end of the 1975-76 school year. A sample of former students of other vocational services was selected by the use of a stratified sampling procedure. Data were collected by questionnaires mailed to the former students. The return rate for occupational home economics and for the total study, including all service areas as described above, was 64 percent and 60 percent respectively.⁸

The data from this study revealed three outstanding facts. First, the percentage of completors who were employed full-time in their field of training or a related field was 26.3 percent for occupational home economics and 41.18 percent for all vocational programs.⁹ This is a notable difference. Second, the unemployment rate for completors of occupational home economics programs who were seeking employment, 31.1 percent, was approximately twice

⁷Donald E. Elson and Patrick A. O'Reilly, Virginia Vocational Education Follow-Up Former Student Responses 1975-76 (Richmond: Division of Vocational Education and Division of Educational Research, State Department of Education, 1977), pp. 3, 6.

⁸Ibid., p. 2.

⁹Ibid., pp. 3, 6.

the unemployment rate for completors of all vocational programs who were seeking employment, 15.04 percent.¹⁰ Third, the unemployment rate for occupational home economics completors was nearly twice the national unemployment rate of approximately 19 percent for sixteen to nineteen year olds.¹¹

When the general area of occupational home economics was separated into specific training programs, there was a difference in the employment rate for each program. Unpublished information from the Virginia State Department of Education study further indicated that the employment rate for the 1975-76 completors of secondary occupational child care programs, 21.84 percent, was lower than the employment rate for all occupational home economics program completors, 26.3 percent.¹² While the difference in these percentages was not large, it further emphasized the existence of the employment problem. This was especially true when the percentage for child care completors,

¹⁰Ibid.

¹¹"Employment Data from Household Survey," Monthly Labor Review, August, 1977, p. 64.

¹²Based on personal correspondence between Betsy Harding, Computer Systems Analyst for the Virginia State Department of Education, Division of Educational Research and Statistics, and the writer.

21.84 percent, was compared with the percentage for completors of all vocational programs, 41.18 percent.¹³

Other unpublished data from the Virginia study revealed that the employment rate for occupational child care completors for 1975-76 and 1974-75 was 21.84 percent and 19.44 percent respectively.¹⁴ A comparison of these percentages does not necessarily indicate a trend, but it does point to the fact that this low employment rate was not a single year phenomenon.

A basic purpose of occupational home economics is to insure gainful employment in a specific or related occupation. For this reason there is a need for insight as to why a low percentage of program completors are working in related occupations. At the present time, reasons for the existence of this problem are purely speculative because research has not been conducted to provide possible answers.

Statement of the Problem

Home economics educators in Virginia are faced with the fact that many completors of occupational home economics programs are not employed in training related occupations.

¹³Elson and O'Reilly, op. cit., p. 6.

¹⁴Personal correspondence, loc. cit.

This problem is especially evident among completors of occupational child care programs. Because program evaluation is based on placement of completors in employment, this problem is of major concern.

Purpose of the Study

The purpose of this study was to identify variables related to the employment of occupational child care program completors in training related occupations. The identification of these variables will provide useful information for recruiting and screening future trainees, program planning, and answering questions in the realm of accountability.

Limitations

This study was limited to 1975-76 completors of secondary occupational child care programs in Virginia. Only selected factors were studied as contributors to the employment of completors in related occupations. This study was limited also by the judgment and honesty of the program completors.

DEFINITION OF TERMS

The following definitions were established in an attempt to give clarity to the study. Major references used were: (1) A Manual for Conducting Follow-up Surveys of Former Vocational Students (1975) published by the Center

for Vocational Education, Ohio State University; (2) New World Dictionary of the American Language, Second College Edition (1976) by William Collins; (3) Dictionary of Education (1973) by Carter V. Good; (4) Standard Terminology for Curriculum and Instruction in Local and State School Programs (1970) published by the National Center for Educational Statistics, U. S. Office of Health, Education and Welfare; and (5) Vocational Education Terminology, Draft (October 18, 1976) proposed by the American Vocational Association.

Completers. This group includes all persons who completed a vocational program but may have left the program without graduating.

Day care center. An educational or custodial facility where children may be enrolled on a half-day or full-day basis, returning to their own homes each night; the main function of such a center is to supplement parental care for children of working parents or of those who, for other reasons, cannot provide adequate parental supervision.

Full-time employment. Engaged in work for specific periods regarded as taking all of one's regular working hours.

Gainful employment. Work for which remuneration is received.

Home economics education. A program of instruction which is planned for the purpose of assisting youth and

adults (at secondary, postsecondary, adult, and college levels) to understand and solve problems in home and family living and/or prepare for employment and upgrading in occupations involving knowledge and skills in home economics subjects. Subject-matter areas include: child development; family relationships; food and nutrition; clothing and textiles; family economics and home management; housing, home furnishing and equipment; and, family health.

Home economics related occupations. A term used to designate secondary, postsecondary, and adult programs which have as their goal training for wage-earning occupations using home economics knowledge and skills. These occupations are at the subprofessional level.

Occupation. The series of duties and responsibilities undertaken, and related activities performed by an individual to accomplish a goal and/or for financial reward.

Occupational choice. A decision-making process in which the individual decides upon a specific job or occupation on the basis of his needs, interests, or abilities.

Occupational education. An organized sequence of learning experiences on a regular or systematic basis consisting of occupational theory, practice and skill development for students.

Occupational field. A broad area of occupations that require, for their successful pursuit, similar abilities, aptitudes, and vocational-interest patterns.

Occupational program. A secondary school, junior college, or adult education program of studies designed primarily to prepare pupils for immediate employment or upgrade the skills required by an occupation or cluster of occupations.

Occupational programs in vocational home economics. A program in vocational home economics directed toward gainful occupations for training or retraining individuals for wage earning.

Occupational training. Training for a specific occupational area which has as its objective the eventual employment of a student in the area of his training.

Occupational training program. A secondary school, junior college, or an adult education program of studies designed primarily to prepare pupils for entrance into a specific occupation or cluster of occupations. This includes aspects of programs such as "vocational education", "cooperative on-the-job training".

Part-time employment. Engaged in work for a specific period regarded as taking less time than a regular or full schedule.

Vocational course. A course approved under State Plan requirements for vocational and technical education.

Vocational and technical education. Training intended to prepare the student to earn a living in an occupation in which success is dependent largely upon technical

information and an understanding of the laws of science and technology as applied to modern design, production, distribution and services.

Vocational program. A program of studies designed primarily to prepare pupils for work in the occupational area between that of the unskilled employee and that of the technician.

RESEARCH QUESTIONS

This study sought to answer the following questions regarding employment of 1975-76 completors of secondary occupational child care training programs in Virginia.

1. What is the present employment status of the completors?
2. What proportion of the employed completors are in training related occupations?
3. What proportion of the unemployed completors have been employed in a child care related job at some time since their training?
4. What are the main reasons for:
 - a) non-employment in training related occupations?
 - b) part-time employment?
5. What is the relationship between employment status and the following variables:
 - a) marital status

- b) number of children
- c) perceived availability of jobs
- d) assistance in job placement
- e) reasons for occupational choice
- f) opinions of quality of training
- g) self-reported academic achievement
- h) continuing education
- i) salaries
- j) willingness to relocate

SUMMARY AND ORGANIZATION OF THE STUDY

There is a need in Virginia to determine reasons for the low rate of employment of occupational home economics program completors in training related jobs. This study investigated factors identified from the literature as being relevant to the employment status of former trainees of vocational education programs. The follow-up procedure applied in the study provided feedback information from 1975-76 completors of occupational child care programs in Virginia.

Chapter 1 has included an introduction, statements relative to the need for the study, statement of the problem, purpose of the study, limitations, definitions, and research questions. Chapter 2 contains a review of the literature which was useful in developing concepts and determining the scope of the study. Methods and procedures

for carrying out the study are presented in Chapter 3 and the findings of the study are presented in Chapter 4. Chapter 5 contains an overall summary, conclusions, and recommendations.

Chapter 2

REVIEW OF LITERATURE

The literature which was useful in developing the conceptions and deciding the scope of this study is reviewed in this chapter. Findings from research studies which point to certain variables as being relevant to the employment problem that exists in Virginia for occupational child care training programs are included. Few studies have dealt specifically with occupational child care graduates, and it is for this reason that the review of literature contains findings from studies of occupational home economics in which occupational child care is included. In like manner, studies of vocational education programs which include occupational home economics, as well as other service areas, have been included. Finally, studies of specific vocational education programs outside of occupational home economics have been reviewed because of their relevance to the problem of this study. The findings presented in this review have led to the development of and the need for this study.

EMPLOYMENT PATTERNS IN HOME ECONOMICS

In a longitudinal study of the high school class of 1972, the National Center for Educational Statistics collected data from a sample of seniors prior to graduation and again one and one-half years after graduation. This national study revealed that 62 percent of the graduates of vocational-technical programs indicated they had received training intended to prepare them for employment immediately following graduation. A breakdown of the data by program area revealed a range of 72 percent for business and office occupations to 38 percent for distributive education. Forty-two percent of the home economics graduates indicated that they received job preparation training.¹

Of all graduates who had received training for immediate employment, 63 percent had worked in training related jobs. When those who did not seek employment in the area of training were excluded from the analysis, the percentage of those obtaining jobs in the area of training rose to approximately 80 percent. Graduates of business and office occupations had the highest rate of employment in the area of training at 81 percent. Graduates of home

¹"Effectiveness of High School Job Training: Assessment of Class of 1972 One and One-Half Years After Graduation," National Center for Education Statistics Bulletin, Number 22, August 29, 1975, p. 2.

economics occupations had the lowest employment rate at 62 percent. A division of the data by sex revealed that 80 percent of the females and 76 percent of the males obtained employment in the area of training. Of the females employed in the area of training, the business and office area had the highest employment rate at 83 percent. The graduates of home economics occupations had the lowest rate at 60 percent.²

Richardson and McFadden determined correlations between factors of employment patterns and vocational program types for 1972-73 graduates of secondary vocational programs in Indiana. The study revealed that the majority of the vocational graduates in the sample sought either full-time or part-time employment. The percentage of graduates in each vocational program area seeking full-time employment ranged from 50 to 80 percent with home economics the lowest percentage, at 50 percent.³ Only 50 percent of those home economics graduates who were seeking full-time employment had obtained one or more full-time jobs within a year after graduation.⁴ The study

²Ibid., pp. 2-3.

³William B. Richardson and Joan R. McFadden, An Identification of Employment Patterns of Vocational Graduates Of Indiana Secondary Schools (Lafayette, Indiana: Indiana State Department of Public Instruction, 1975), p. 4.

⁴Ibid., p. 6.

also disclosed that the range of percentages for all vocational service areas seeking part-time employment was 18 to 44 percent. Thirty-two percent of the home economics graduates sought part-time employment.⁵ Job relatedness by vocational service areas disclosed a range of 42 to 70 percent. Home economics, at 42 percent, indicated the lowest percentage of employed graduates in related occupations. These percentages were for initial employment.⁶

An Arizona study, conducted by Maurer, revealed the employment pattern for 1972 and 1973 graduates of secondary vocational training programs in which 16 percent of the graduates had been enrolled in home economics, 53 percent in business and 31 percent in industrial programs.⁷ The employment pattern revealed that 53 percent of the responding graduates were employed, 9.6 percent were trying to find employment, and the remaining 36 percent were not looking for employment.⁸ Of the graduates who were working, 41 percent had full-time jobs. Sixty-six percent

⁵Richardson and McFadden, loc. cit.

⁶Ibid., p. 8.

⁷Glen Maurer, A Survey to Follow-Up on Graduates of Sunnyside High School To Determine Vocational Placement (Tucson, Arizona: Sunny School District, 1974), p. 5.

⁸Ibid., pp. 5., 12.

of the employed graduates reported that they were not working in jobs for which they had received training.⁹ There was no division of the data according to vocational areas.

Andrew and Roberts, in a study of the current employment status of 1970 vocational graduates in Arkansas, found that 53 percent of the graduates were working full-time, 3.24 percent were working part-time, and 5.31 percent were unemployed. The remaining 37 percent were not seeking employment, their reasons being continuing education, home-making, and military service. These percentages were for graduates of both one and two year programs. The data were collected four years after the subjects had graduated.¹⁰

Andrew and Roberts also presented their findings for graduates of two year programs according to vocational areas. The full-time employment rate was 100 percent for graduates of programs in agriculture, 66.7 percent for graduates of trades and industrial programs, 64 percent for graduates of home economics programs, 62.5 percent for

⁹Maurer, loc. cit.

¹⁰Dean C. Andrew and Lawrence H. Roberts, A Comparative Study of the Occupational Achievement of Vocational and Non-Vocational High School Graduates in the State of Arkansas (Magnolia, Arkansas: Educational Planning and Evaluation Services, 1974), p. 29.

graduates of distributive education programs, 59.6 percent for graduates of business programs, and 25 percent for graduates of health occupations programs. There was no report of part-time employment except for trade and industrial graduates at 2.7 percent and business graduates at 2.1 percent. In like manner, there was no report of unemployment except for trade and industrial graduates at 4 percent and business at 2.1 percent.¹¹

The graduates who were not seeking employment gave the same reasons as listed above, but the percentages varied according to the area of specialization.¹² A surprising finding of this study was that a larger percentage of graduates of health occupations, 37.5 percent; business, 21.3 percent; distributive education, 12.5 percent; and trade and industrial, 10.7 percent, gave "housewife" as their reason for not seeking employment than did graduates of home economics programs, 8 percent.¹³

Morgan and Drake conducted a statewide study of 1973-74 secondary occupational home economics completors ("terminees" according to Morgan and Drake) in Alabama. Data pertaining to the employment patterns of the completors were presented according to specific areas of training. The data were for initial employment and current employment,

¹¹Ibid., p. 35. ¹²Ibid. ¹³Ibid.

which was approximately eight months after graduation.¹⁴

The initial pattern revealed that 31 percent of those trained in Care and Guidance of Children programs were employed. Nine percent of those who were employed were in jobs directly related to their training, 17 percent were in jobs somewhat related, and 74 percent were employed in an area unrelated to their training. The percentage of completors who were employed in unrelated jobs was higher for the Care and Guidance of Children area than for any other area of occupational home economics.¹⁵

The current employment status of the Care and Guidance of Children completors revealed that 10.8 percent were employed. Less than one percent were employed in jobs directly related to their training, 2 percent were in jobs somewhat related to their training, and 8 percent were employed in an area unrelated to their training. The completors, again, made the judgment as to the relatedness of their jobs to their vocational training.¹⁶

Felstehausen and Howell studied the employment pattern of 1969-70 secondary occupational home economics

¹⁴Alice S. Morgan and James Bob Drake, 1973-74 Alabama Secondary Occupational Home Economics Occupations Follow-Up Report (Auburn, Alabama: State Department of Education, 1976), pp. 1-2.

¹⁵Ibid., p. 26.

¹⁶Ibid., p. 34.

graduates in Illinois. Results of this study indicated that 62 percent of the graduates were employed at the time of the study. Twenty-seven percent of the graduates had been employed at some time since graduation but were unemployed at the time of the study, and 11 percent had never been employed.¹⁷ Of the graduates who were unemployed, 22 percent were not seeking employment. The remaining 16 percent indicated that they were unable to find employment. Of the respondents who had never been employed, 67 percent were not available for employment. The remaining 33 percent indicated that they were unable to get a job or did not have sufficient training for the type of employment desired.¹⁸

Fifty-one percent of the employed graduates in the Felstehausen and Howell study were employed full-time and 11 percent were part-time employees. Of the graduates who were employed part-time, 60 percent indicated this was the kind of employment they desired because of family responsibilities or school enrollment.¹⁹

The findings of Felstehausen and Howell regarding job relatedness revealed that 54 percent of the employed

¹⁷Joyce L. Felstehausen and Kathleen M. Howell, A Follow-Up Study of Illinois Home Economics Job Training Programs, Final Report (Springfield, Illinois: Illinois State Board of Vocational Education and Rehabilitation, 1971), p. 46.

¹⁸Ibid., pp. 48-49.

¹⁹Ibid., p. 50.

graduates were in non-related jobs and 46 percents were in related jobs. The graduates who had trained in multiple areas had the highest job relatedness factor at 55 percent. Fifty percent of the graduates who had trained in food service were in training related jobs, but only 25 percent of the graduates of child care programs were in training related jobs.²⁰

Felstehausen and Howell found that the graduates who were not currently employed in training related jobs gave a variety of reasons. Inappropriate occupational choice, low salary, not seeking employment, and not being able to find a job in the field of training were the reasons cited most frequently. Other reasons for non-employment in related occupations were failing certification tests and taking the training only to earn money while in school.²¹

Morton, et al., presented data which revealed the employment pattern for graduates of Care and Guidance of Children programs in Oklahoma. The data were for a four year period, beginning with the class of 1970-71 and ending with the class of 1973-74. The study revealed that the percentage of graduates who were available for the labor force was highest in 1970-71 at 52 percent and lowest in 1972-73 at 30 percent. The average percentage available for the

²⁰ Ibid., p. 49.

²¹ Ibid., p. 54.

labor force for the four year period was 43 percent.²²

The data pertaining to the graduates who were available for the labor force were presented in four categories. An average of the percentages for the four years in each of the categories revealed that 55 percent of the graduates who were available for the labor force were employed in related occupations, 23 percent were employed in unrelated occupations, 12 percent were employed part-time, and 10 percent were unemployed.²³

The data pertaining to the graduates who were unavailable for the labor force were presented also in four categories. An average of the percentages of those who were unavailable for the labor force for the four years in each of the categories indicated that 22 percent of the graduates were in related school programs, 10 percent were in unrelated school programs, .5 percent were in the military, 17 percent were not in the labor force, and 7.5 percent had status unknown.²⁴ No data were available as to the reasons why this proportion of the graduates was not in the labor force.

²²J. B. Morton, et al., A Historical and Current Follow-Up of Oklahoma Vocational-Technical Graduates (Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1975), p. 23.

²³Ibid.

²⁴Ibid.

It is noteworthy that the percentage of graduates in Morton's study who were available for the labor force increased as the length of time since graduation increased. The first, third, and fifth year follow-up studies of the 1968-69 graduates revealed that the percentages of graduates available for the labor force were 22 percent, 38 percent, and 40 percent, respectively.²⁵

The findings of the above studies revealed the employment pattern for occupational home economics graduates in six states. Because all of the findings were not presented in the same manner, it is difficult to make comparisons or to draw inferences. However, it does appear that graduates of occupational home economics programs have a relatively low rate of employment in training related occupations, and it also appears that occupational child care graduates have a lower rate of employment in related occupations than graduates of the other areas of occupational home economics.

VARIABLES RELATED TO EMPLOYMENT

A number of variables relating to the employment status of occupational child care program completors, or completors of any vocational education program, can be identified from the findings of the above research studies.

²⁵Ibid., p. 24.

The literature search has provided other variables. The remainder of this review will explore the available research which is relevant to variables related to the employment status of program completors.

Availability of Jobs

With the rising national concern for the welfare of children and the increasing number of working mothers, trained child care workers should be in demand. The need for child care workers is strongly allied with the employment of women. According to Hess, more than half of the mothers in the United States with children under eighteen years of age were in the labor force.²⁶ The Women's Bureau of the United States Department of Labor reported that while there has been a decline in the number of children in the population since 1970, the number of children with working mothers rose by 2.7 million. In March 1976, approximately 5.4 million mothers who were in the work force had children under six years of age. Of these mothers, approximately three million had children three to five years of age, and 2.5 million had children under three years of age.²⁷

²⁶Stephen Hess, Profiles of Children (Washington: U. S. Government Printing Office, 1970), p. 14

²⁷Employment Standards Administration, Women's Bureau, Working Mothers and Their Children (Washington: U. S. Department of Labor, U. S. Government Printing Office, 1977), p. 1.

United States census data revealed facts which also point to a continued demand for trained child care workers. In 1970 there were 55 million children in this country under fourteen years of age. Eighteen million of these children were under age five. By 1980 these figures are projected to be approximately 53 million under fourteen years of age and approximately 20 million children under five years of age.²⁸

The need for trained child care workers in Virginia was revealed in a fact sheet developed by the Women's Bureau of the United States Department of Labor. The Bureau reported that 101,000 children under age six had mothers in the Virginia work force. According to the Census Bureau, one-third of all women with children under age six were employed in Virginia. More than one-half of the mothers who head single parent homes had children under six years of age.²⁹

Lowe and Spindler reported that on a national level approximately 45 percent of the children of working mothers received care from non-relatives. Only 7.7 percent

²⁸White Conference on Children and Youth, Profiles (Washington: U. S. Government Printing Office, 1970), p. 85.

²⁹Report of Governor's Conference on Day Care Needs In Virginia (Richmond, Virginia: Jefferson Hotel, May 2-3, 1973), p. 3.

of these children were in group day care centers.³⁰ In Virginia, as of September 30, 1977, there were 505 licensed child care centers providing care for 31,924 children. In addition to the day care centers, there were 153 licensed family day care homes providing care for 1,022 children.³¹ No specific data were available on other arrangements for child care in Virginia.³²

Because many child care workers are employed in private homes, churches, half-day programs, public schools, private institutions, and laboratory schools in colleges and universities, the Virginia Employment Commission had no data as to the number of available positions. From the above information and the assumption that all occupational education programs are based on local manpower needs, it seems that jobs should be available for trained child care workers.

Assistance in Job Placement

The literature contained several studies which found that many school systems are doing a poor job in

³⁰Seth Lowe and Pearl G. Spindler, Child Care Arrangements of Working Mothers (Washington: U. S. Government Printing Office, 1968), pp. 15-18.

³¹Based on personal correspondence between Marie E. Bolden, Secretary, Bureau of Licensing Management, Department of Welfare, and the writer.

³²Report of Governor's Conference, loc. cit.

helping program completors find employment; yet it has long been recognized that placement of students into jobs is an important element of vocational education. In a comprehensive study of the role of the secondary school in preparing youth for employment, Kaufman, et al., recommend,

The high school should assume the responsibility to establish a post-high school plan for each departing student. For those who desire employment the school should provide active assistance until they are placed in jobs.³³

In the year following the study by Kaufman, et al., the Senate Committee on Labor and Public Welfare stated that

Effective occupational preparation is impossible if the school feels that its obligation ends when the student graduates. The school, therefore, must work with employers to build a bridge between school and work.... The responsibility of vocational educators for students until they are successfully placed in training related jobs should be affirmed by including initial job placement within the definition of vocational education.³⁴

In 1970, the National Advisory Council on Vocational Education declared that "every secondary school

³³Jacob J. Kaufman, et al., The Preparation of Youth for Effective Occupational Utilization (University Park, Pennsylvania: Institute for Research on Human Resources, 1967), Ch. 13, p. 6.

³⁴U. S. Congress, Senate Committee on Labor and Public Welfare, Notes and Working Papers Concerning the Administration of Programs Authorized Under Vocational Education Act of 1963, Public Law 88-210, as amended (Washington: U. S. Government Printing Office, 1968), pp. 52-54.

should be an employment agency."³⁵ Yet in that same year, in a review and synthesis of research on job placement and follow-up of vocational students, Little reported that his search for studies dealing specifically with job placement activities was almost fruitless.³⁶ At that time, as well as presently, many schools did not have adequate placement programs.

In a six year study of the impact of secondary occupational education in Massachusetts, Conroy and Diamond found that 78 percent of the graduates who were employed full-time obtained their first jobs on their own, through parents, newspaper advertisements, or employment services. Less than one-fourth of the graduates found their first full-time jobs through teachers and guidance counselors.³⁷ Preston studied vocational preparatory completions in

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U. S. National Advisory Council on Vocational Education, Vocational Education Amendment of 1968, Public Law 90-576, Third Report (Washington: U. S. Government Printing Office, 1970), p. 3.

³⁶Kenneth J. Little, Review and Synthesis of Research on the Placement of Vocational Education Students (Columbus, Ohio: Center for Vocational and Technical Education, 1970), p. 36.

³⁷William G. Conroy and Daniel E. Diamond, The Impact of Secondary School Occupational Education in Massachusetts (Boston, Massachusetts: Massachusetts State Department of Education, 1976), p. 26.

Florida to determine methods used by 1974-75 occupational home economics completors ("completions" according to Preston) to secure jobs. The study revealed that 29 percent of the completors found their jobs through a friend or relative. Others obtained their jobs through employment agencies, occupational and placement specialists, and other means. None of the completors reported receiving assistance from the school guidance counselor, vocational teacher, supervisor, or cooperative education coordinator.³⁸

Morgan and Drake found that 69 percent of the employed occupational home economics completors indicated that they obtained their first jobs through a relative or friend and by direct application. Only 9 percent of the completors reported that their jobs were obtained through teachers, counselors, or school administrators.³⁹

Andrew and Roberts questioned the methods by which 1970 Arkansas high school vocational education graduates obtained their jobs. The results indicated that 93 percent of the graduates who were employed had obtained their

³⁸Jim Preston, Vocational Technical and Adult Education Student Follow-Up of 1974-75 Completions (Sarasota, Florida: Sarasota County Board of Public Instruction, 1976), p. 18.

³⁹Morgan and Drake, op cit., p. 49.

jobs by means other than the high school counselors, high school teachers, or from the school.⁴⁰

Kaufman, et al., in a comprehensive study of vocational education graduates in nine cities, reported that 34 percent of the males obtained their jobs by direct application, 26 percent by family or friend, 7 percent by employment agency, newspaper, or other means, and 23 percent by school placement. The percentages for women were similar, but more females made use of employment agencies.⁴¹ Kaufman and Lewis reported that approximately one-fourth of both male and female graduates in three Pennsylvania cities were assisted by their teachers or placement office in finding their first jobs. This study also revealed that approximately one-third of both male and female graduates obtained their first jobs through personal or family friends. The respondents in this study indicated that little use was made of news media, competitive examinations, or employment agencies.⁴²

In a Missouri state-wide study, reported by Little,

⁴⁰Andrew and Roberts, op. cit., p. 49,

⁴¹Kaufman, et al., op. cit., Ch. 6, p. 22.

⁴²Jacob J. Kaufman and Morgan V. Lewis, The Potential of Vocational Education: Observations and Conclusions Based on a Study of Three Selected Cities in Pennsylvania (University Park, Pennsylvania: Institute for Research on Human Resources, 1968), pp. 90-91.

more than half of that state's 1965 high school vocational education graduates who went directly into employment obtained their first jobs by their own efforts. Only 4 percent of the men and 7 percent of the women obtained help from the school. Friends and relatives gave assistance to 31 percent of the men and 23 percent of the women.⁴³

Another Missouri study, conducted by the State Fair Community College, surveyed 1974 secondary vocational graduates. The findings indicated that only 7.8 percent located employment through school services.⁴⁴

In a study of vocational graduates from fifty comprehensive high schools and fifty vocational and/or technical high schools in thirty-eight states, Eninger reported that less than half of the trade and industrial graduates received assistance in obtaining their first full-time jobs from teachers, counselors, principals, school placement, and school cooperative programs.

⁴³Missouri State Department of Education, Graduate Responses and Data Survey, 1965 (Springfield, Missouri: Guidance Services Section, 1968), pp. 9, 22, 23, 33, cited by Kenneth J. Little, Review and Synthesis of Research on the Placement of Vocational Education Students (Columbus, Ohio: Center for Vocational and Technical Education, 1970), p. 22.

⁴⁴Follow-Up Survey of 1974 Graduates (Sedalia, Missouri: State Fair Community College, 1975), p. 27.

Thirty-eight percent of the graduates obtained their jobs through the help of a friend or relative.⁴⁵

The findings from these studies indicated that school personnel have given little assistance to graduates of vocational education programs, but they do not reveal the extent to which this lack of assistance has influenced the rate of employment in the various areas of vocational education.

Occupational Choice

Vocational educators talk a great deal about vocational guidance, career exploration, and orientation to the world of work. However, research studies have revealed that school personnel give little help to the secondary student who is selecting a training program.

The survey findings of Felstehausen, et al., indicated that the selection of occupational training programs by high school students was left mostly to chance. Approximately one-half of the occupational program alumni in this Illinois study indicated that no one advised them to enroll in the training program they completed. Only 20 percent of the graduates indicated encouragement by school personnel

⁴⁵Max U. Eninger, The Process and Product of Trade and Industry High School Level Vocational Education in the United States (Pittsburgh, Pennsylvania: Educational Systems Research Institute, 1968), Ch. 5, p. 38.

as a reason for their choice of training programs. Twenty percent of the graduates indicated family members as influencing their choice, and 11 percent were encouraged by their peer group.⁴⁶

A comparison of the findings of Felstehausen, et al., with the findings of Felstehausen and Howell indicated that school personnel had a greater influence on occupational home economics students than on students of all other vocational programs in their choice of training programs. But even then, slightly more than one-third of the graduates identified school personnel as giving them encouragement to enroll in a training program.⁴⁷ Home economics teachers were identified as influencing 22 percent of the graduates and guidance counselors as influencing 14 percent. Twenty percent of the graduates indicated no one encouraged them to enroll, 24 percent indicated peer influences, and 11 percent indicated parent influence.⁴⁸

Felstehausen, et al., found that many vocational education graduates did not understand the nature of the program in which they received training. They were not

⁴⁶Joyce L. Felstehausen, et al., Follow-Up Report on Illinois "Class of '71" Occupational Program Alumni, Final Report (Springfield, Illinois: Illinois Research and Development Coordinating Unit, 1973), p. 20.

⁴⁷Felstehausen and Howell, op. cit., p. 56.

⁴⁸Ibid., p. 57.

aware of the occupational potential of their training and therefore did not seek employment in their field of training.⁴⁹

Morgan and Drake found that 63 percent of the occupational home economics completors in Alabama indicated that they made their occupational choice by themselves. Eleven percent indicated another student as a primary influence. Eleven percent indicated guidance counselor or vocational teacher. Six percent indicated a friend or relative and 4 percent indicated parents.⁵⁰ The findings of Morgan and Drake also revealed that 39 percent of the completors at the time of training intended to get a job in their area of training, 44.3 percent were not sure, and 16 percent did not intend to get a job.⁵¹

In studies by Kaufman and Lewis and Kaufman, et al., vocational graduates were asked why they chose their high school courses. In the Kaufman and Lewis study, 56 percent of the females and 22 percent of the males indicated "to prepare for a job."⁵² Twenty-four percent of the males and

⁴⁹Felstehausen, et al., op. cit., p. 59.

⁵⁰Morgan and Drake, op. cit., p. 9.

⁵¹Ibid., p. 11

⁵²Kaufman and Lewis, op. cit., pp. 53, 54.

50 percent of the females gave the same reason in the Kaufman, et al., study.⁵³ It is surprising that twice as many females as males chose courses for occupational preparation. Kaufman and Lewis found that 40 percent of the males and 13 percent of the females chose courses because of interest in the subject.⁵⁴ Kaufman, et al., reported that 39 percent of the males and 18 percent of the females chose courses because of interest. Only 3 percent of both males and females indicated that they chose their high school courses for preparation for post-secondary education.⁵⁵

It is noteworthy that in the Morgan and Drake study 39 percent of the program enrollees indicated positively that they intended to get a job in their area of study.⁵⁶ In the Kaufman, et al.,⁵⁷ and Kaufman and Lewis⁵⁸ studies approximately one-fourth of the males and

⁵³Kaufman, et al., op. cit., Ch. 6, p. 3.

⁵⁴Kaufman and Lewis, loc. cit.

⁵⁵Kaufman, et al., loc. cit.

⁵⁶Morgan and Drake, loc. cit.

⁵⁷Kaufman, et al., loc. cit.

⁵⁸Kaufman and Lewis, loc. cit.

more than one-half of the females chose courses explicitly for job preparation.

Opinions of Former Students Regarding Their Vocational Training

In his report on vocational graduates in New York State, Eninger charged that

Few United States schools make any systematic effort to solicit opinions from graduates. A factor may be reluctance to expose themselves to criticism. If so, this is regrettable.⁵⁹

Eninger found that graduates had a high regard for vocational training. Forty-five percent of the respondents in this study indicated that they were exceptionally well prepared to enter the vocational area for which they received training. Forty-eight percent reported they were well prepared and 6.5 percent said they were poorly prepared.⁶⁰

Another positive expression toward high school training was demonstrated by vocational education graduates in Florida. Preston found that 89 percent of the graduates rated their training "good" to "excellent".⁶¹ Fifty

⁵⁹Max U. Eninger, Report of New York State Data from A National Follow-Up Study of High School Level T and I Vocational Graduates (Pittsburgh, Pennsylvania: Educational Systems Research Institute, 1967), p. 60.

⁶⁰Ibid.

⁶¹Preston, op. cit., p. 63.

percent of the home economics graduates rated their training "excellent" and 46 percent rated their training as "good".⁶²

Student opinions were solicited by Morgan and Drake regarding the extent to which their occupational home economics training had prepared them for their first full-time jobs. Forty-five percent of the completors responding to the question indicated "excellent" or "well prepared". Of the completors who were employed in directly related jobs, 93 percent responded "excellent" or "well prepared". Of all the responding completors only 4.6 percent indicated that they were poorly prepared for their first full-time job.⁶³ Morgan and Drake also found that 77 percent of the occupational home economics completors indicated that they would select the same training program if they had the choice to make again. Thirteen percent indicated that they would choose a different program in the school, and 4 percent indicated that they would prefer a course not offered in the school. Only 3 percent of the completors indicated that they would not take a vocational program.⁶⁴

⁶²Ibid., p. 20.

⁶³Morgan and Drake, op. cit., pp. 14, 15.

⁶⁴Ibid., pp. 11, 12.

Kaufman, et al., asked graduates of vocational programs if they felt their schools made a real effort to prepare them for a job. Eighty-four percent of the males and 85 percent of the females indicated that it did.⁶⁵

Approximately 68 percent of both male and female graduates indicated that they would advise other students to take the same training as the one completed by the graduate.⁶⁶

The findings of Felstehausen and Howell revealed that home economics graduates generally found their training program to have prepared them for employment. Responses given by employed graduates and unemployed graduates were similar. The greatest training contributions, as indicated by both groups, were in getting along with others, using time and energy, and handling new or unpleasant situations. Training which made the least contribution, as indicated by both groups, was in knowing how to use the tools and equipment. The employed graduates further indicated that training in interviewing for a job made little contribution. The unemployed graduates felt that an area of least contribution was in being able to talk to the boss.⁶⁷

⁶⁵Kaufman, et al., op. cit., Ch. 6, p. 8.

⁶⁶Ibid., p. 33.

⁶⁷Felstehausen and Howell, op. cit., pp. 2, 58.

Felstehausen, et al., asked Illinois vocational graduates to rate the helpfulness of their high school occupational training in preparing them for eleven aspects of employment. A 4.0 point rating scale was used in which 4.0 denoted the highest score. Only three aspects of employment received less than a 2.5 average rating in helpfulness. The overall ratings indicated that occupational programs were most effective in teaching students how to use tools and equipment and how to efficiently use time and energy. Helpfulness in getting along with the public and being able to talk to the boss about job related problems received low ratings.⁶⁸ Respondents in this study were also asked if they would recommend the training program to other students. Ninety-three percent of the respondents indicated that they would recommend the program to others. Graduates of health occupations revealed the highest percentage of recommenders at 97 percent. Graduates of personal and public service programs revealed the lowest percentage at 87 percent.⁶⁹

Conroy and Diamond found that Massachusetts occupational students were considerably more positive in their opinions of their high schools than non-occupational students.

⁶⁸Felstehausen, et al., op. cit., pp. 46-47.

⁶⁹Ibid.

Nineteen percent of all occupational students gave a high rating to their high school, 54 percent gave a rating of average, and 27 percent gave a rating of poor. Nine percent of all non-occupational students rated their high school high, 50 percent rated it as average, and 41 percent rated it as poor.⁷⁰

In the National Longitudinal Study more vocational-technical graduates than general or academic graduates expressed favorable opinions about their high school job preparation programs. Eighty-seven percent of the vocational-technical graduates, as opposed to 80 percent of the general and academic graduates, indicated that they considered their training a wise choice. Even though a high percentage of the vocational-technical graduates expressed positive opinions of their training programs, criticism was often expressed in regard to two aspects. Graduates of home economics and health occupations frequently indicated that their high school training was not useful in their on-the-job training programs. Agriculture and trade and industrial graduates frequently indicated that more experience was needed in the training area before starting to work.⁷¹

⁷⁰Conroy and Diamond, op. cit., p. 30.

⁷¹"Effectiveness of High School Job Training: Assessment of Class of 1972 One and One-Half Years After Graduation," op. cit., pp. 2-3.

Academic Achievements

Academic achievement was identified in several studies as a variable affecting employability or occupational achievement of secondary vocational graduates. An extensive study in San Mateo, California in 1966 revealed that 50 percent of the graduates were asked about their grades by potential employers.⁷²

Mawyer found in her five year follow-up study of vocational graduates in Albemarle County, Virginia that academic achievement was often low among vocational students. She attributed this condition partly to the philosophy of some administrators who felt that vocational education was a dumping ground for the potential drop-out. Mawyer claimed that

We are often talked into taking certain students who really need the program but seldom succeed in the regular program. All too often the system does not offer special vocational programs for these students and they wind up in our regular programs. When placement time rolls around, business does not understand what happened to the caliber of the students. The teacher-coordinator is caught in the middle of understanding the point of view of business, guidance, the student, and trying to maintain a good reputation in the community.⁷³

⁷²San Mateo Union High School District, Follow-Up Study of the Class of 1966 One Year After Graduation (San Mateo, California: Know and Care Center, 1968), p. 11.

⁷³Suzanne T. Mawyer, Five Year Follow-Up Survey of Albemarle High School Graduates (Richmond, Virginia: State Department of Education, 1975), p. 17.

The findings of the studies cited in the previous section, Selection of Occupational Programs, do not support Mawyer's charge. According to Kaufman, et al.,

One often hears the charge that vocational education is a "dumping ground" for students of lesser ability. The data show that a small percentage of the graduates was initially urged to pursue the vocational program by their school administrator...five and four percent, respectively, for males and females. These small percentages do not support the often heard charge that vocational education at the secondary level provides a "dumping ground" for less able students. Neither do these findings substantiate the charge of administrative direction of selected students into the vocational curriculum.⁷⁴

Conroy and Diamond found that a much larger proportion of non-occupational graduates in Massachusetts had been in the high scholastic aptitude range during their high school training than occupational graduates. The scholastic distribution revealed that 34 percent of all non-occupational graduates had been in the upper range, while only 10 percent of all occupational graduates had been in that range. The percentages were closer for all non-occupational and occupational graduates who had been in the middle range, 61 percent and 76 percent respectively. A greater difference is found again in the lower range.

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Kaufman, et al., op. cit., Ch. 6, p. 3.

Five percent of the non-occupational graduates and 14 percent of the occupational graduates had been in the lower range.⁷⁵

Andrew and Roberts in their study of 1970 vocational education graduates in Arkansas found that on a 4.0 grading scale, 11 percent of the graduates had scores of 3.01 or higher, 44 percent had scores between 2.0 and 3.0, and 46 percent had scores of less than 2.0. Of the latter group of graduates, 15 percent had scores below 1.5. This study included occupational home economics graduates, but there was no specific breakdown by vocational area.⁷⁶

In summary, the findings of the Massachusetts study revealed that 86 percent of all occupational graduates were in the middle and upper scholastic aptitude range.⁷⁷ The Arkansas findings revealed that 55 percent of all vocational graduates had grades comparable to "C" or above.⁷⁸ According to these studies and the students cited in a previous

⁷⁵Conroy and Diamond, op. cit., p. 16.

⁷⁶Andrew and Roberts, op. cit., p. 25.

⁷⁷Conroy and Diamond, loc. cit.

⁷⁸Andrew and Roberts, loc. cit.

section of this review, the problem of low academic achievement should not be greater among vocational students than among non-vocational students.

Continuing Education

According to national data, many individuals completing vocational programs chose full-time schooling in preference to moving into a job. While the move into further education had a decided impact on the employment rate of vocational graduates, it should not be construed as diametric to the philosophy of vocational education. According to Beaumont,

Vocational programs should be developmental, not terminal, providing maximum options for students to go to college, pursue post-secondary vocational and technical training, or find employment.⁷⁹

Maurer found that 48.7 percent of the graduates of home economics, industrial, and business programs in Arizona were in post-secondary education.⁸⁰ Crin and Ross found that 52 percent of the New Hampshire vocational graduates obtained additional education or training and that 94 percent of those in education or training attended full-time. Of the graduates who were continuing their education,

⁷⁹John Beaumont, "Philosophical Implications of the Vocational Education Amendments of 1968," Contemporary Conceptions of Vocational Education, Gordon F. Law, ed. (Washington: American Vocational Association, Inc., 1971), pp. 12-13.

⁸⁰Maurer, op. cit., p. 3.

44 percent attended a four year college or university, 14 percent attended a vocational-technical or trade school, and 13 percent participated in other educational or training programs.⁸¹

The findings of Quesada and Seaver revealed that approximately 45 percent of the vocational agriculture graduates in Connecticut continued their education for one or more years beyond high school. An increasing percentage of the graduates pursued curricula related to their high school training.⁸² Andrew and Roberts found that 87 percent of the vocational education graduates in Arkansas received additional education or training after high school. Forty percent of the graduates identified the type of further training they were receiving as college, 14 percent identified on-the-job training, and 11 percent identified their training as vocational-technical. Business school, military training and a combination of the above were identified as types received

⁸¹Roger D. Crin and Eugene W. Ross, "A Follow-Up Survey of the Graduates of the High Schools in Vocational Education Region 8, New Hampshire" (Paper presented at the New England Educational Research Organization, May 1967, Provincetown, Massachusetts).

⁸²R. M. Quesada and S. K. Seaver, Education, Employment and Income of High School Vocational Agriculture Graduates, Final Report (Hartford, Connecticut: Connecticut State Department of Education, 1972), p. 10.

by others.⁸³ A noteworthy fact from this study was that only 13 percent of the graduates indicated that their additional training was related to their high school training.⁸⁴

Felstehausen, et al., found that approximately one-third of the respondents in their Illinois survey were continuing their education.⁸⁵ Of the respondents who were continuing their education, approximately two-thirds were also in the labor force. Eight of every ten of those in continuing education were full-time students.⁸⁶ The findings of Felstehausen and Howell revealed that 24 percent of the home economics graduates in Illinois were furthering their education.⁸⁷ Neither of these studies identified the type of post-secondary schooling chosen by the graduates.

Morgan and Drake found that 36 percent of the occupational home economics completors in Alabama continued their education after leaving the training program. Seven percent of the completors enrolled in a university

⁸³Andrew and Roberts, op. cit., p. 60.

⁸⁴Ibid., p. 62.

⁸⁵Felstehausen, et al., op. cit., p. 28.

⁸⁶Ibid., p. 27.

⁸⁷Felstehausen and Howell, op. cit., p. 8.

or four year college, and 7 percent enrolled in a junior college. Six percent enrolled in employer-sponsored on-the-job training and 6 percent enrolled in post-secondary vocational-technical institutes. The remainder of the completors enrolled in public school adult vocational programs, private vocational school programs, apprenticeship training programs, and others.⁸⁸

Twenty-eight percent of the completors were continuing their education at the time the study was conducted. Nine percent were enrolled in a program related to their high school training and 18 percent were enrolled in programs unrelated to their high school training.⁸⁹ A breakdown of the data into areas of home economics revealed that 33 percent of the completors who were continuing their education were former students of Care and Guidance of Children programs. Approximately one-third of this group were continuing their education in an area related to their high school training.⁹⁰

Morton, et al., presented data for Care and Guidance of Children program graduates for a four year period. The

⁸⁸Morgan and Drake, op. cit., p. 42.

⁸⁹Ibid., p. 43.

⁹⁰Ibid., p. 46.

range of percentages for those who were continuing their education in curricula related to their high school training was 14 to 32 percent. The average for the four year period was 22 percent. The percentage range for the graduates who were in curricula unrelated to their high school training was 3 to 18 percent. The average for the four year period was 10 percent.⁹¹

Findings from the above studies reveal that many former students of vocational education programs are continuing their education. The findings imply that the employment rate for the former students is most likely to be affected negatively due to continuing education during the first few years following their completion of the program.

Salaries

According to the findings of several studies, high school vocational training programs have not enabled graduates to secure jobs that pay higher salaries than salaries paid to graduates of non-vocational programs. Eninger found that starting pay received by vocational education graduates was not significantly different from the starting pay received by non-vocational graduates.⁹²

⁹¹Morton, op. cit., p. 24.

⁹²Eninger, The Process and Product of Trade and Industry, op. cit., Ch. 9, p. 44.

Kaufman and Lewis found that starting salaries for all male graduates of vocational, academic, and general curricula were approximately equal, and that pay raises in the first job were generally comparable at equal time periods. The same general pattern existed for females, but female salaries were lower.⁹³ In a study of the initial earnings of graduates of high school vocational education programs in Worcester, Massachusetts, Corrazinni found that only small differences existed between salaries of vocational and non-vocational graduates.⁹⁴

Kaufman, et al., also found no significant salary differentials associated with types of curricula the students pursued while in high school. However, the authors of that study concluded that while there was no pay off in the form of an immediate wage increment obtained by graduates who received skill training, pay increases on the first job were more likely to accrue to the vocationally trained graduate.⁹⁵

⁹³Kaufman and Lewis, op. cit., pp. 100-101.

⁹⁴A. J. Corrazinni, Vocational Education: A Study of Benefits and Costs (Princeton, New Jersey: Industrial Relations Section, Princeton University, 1966), pp. 24, 36.

⁹⁵Kaufman, et al., op. cit., Ch. 6, p. 25.

Conroy and Diamond studied the average annual salaries for all Massachusetts occupational and non-occupational program graduates in 1969, 1973, and for both years combined. The data were for students who did not obtain post-secondary education. Use of the t-ratio revealed no significant difference except in the average annual salary between the 1973 occupational and non-occupational classes. The slight difference was in favor of occupational graduates.⁹⁶

Job relatedness and earnings of graduates of secondary vocational education programs were examined by Taussig, Richardson and McFadden, and Morgan and Drake. Taussig studied differences in hourly earnings of graduates of New York City vocational schools. A comparison was made between graduates who were employed in training related occupations and graduates who were employed in other areas. The data revealed little difference in the earnings of the two groups.⁹⁷ Richardson and McFadden examined the relationship between job relatedness and earnings of vocational education graduates at the beginnings of employment, after six months of employment, and at the end of one year. A statistical analysis of

⁹⁶Conroy and Diamond, op. cit., pp. 19-20.

⁹⁷M. K. Taussig, "An Economic Analysis of Vocational Education in the New York City High Schools," The Journal of Human Resources, III (Supplement 1968), 76-79.

initial earnings did not show significant differences (.05) between relatedness and mean salary level. Analysis of six months' earnings by job relatedness revealed that when all vocational programs were analyzed together the graduates who were employed in non-related occupations received significantly higher (.01) salaries than graduates who were employed in related occupations. Earnings of the graduates by job relatedness one year after graduation indicated no significant differences. A noteworthy finding of this study was that among the mean salary levels for all vocational areas, home economics was the lowest.⁹⁸

The findings of Morgan and Drake revealed first job salary ranges of occupational home economics completors by relatedness of training. Sixty-two percent of the respondents reported monthly salaries of less than \$250. Of this group 24 percent were employed in jobs directly related to their training and 55 percent were employed in jobs not related to their training. Data were not available for the salary ranges above \$250 per month. Morgan and Drake did not find a considerable increase in present job salaries as compared with first job salaries. This study was made approximately eight months after the completors left school.⁹⁹

⁹⁸Richardson and McFadden, op. cit., p. 39.

⁹⁹Morgan and Drake, op. cit., p. 39.

The findings of all the above studies should be interpreted with caution. Little warned that information about earnings was misleading because

inconsistency in reporting practices, absence of knowledge about local labor markets, differences in wage levels between vocational programs, differences in levels of education and training, differences in geographic location, changes in the value of the dollar, and scarcity of comparative information about occupational status of graduates of non-vocational occupational programs make summaries of information expressed in dollars hazardous if not useless.¹⁰⁰

Willingness to Relocate

According to the United States Department of Commerce, Bureau of the Census, the youth of America are a mobile group.¹⁰¹ Thirty-six percent of the population of eighteen and nineteen year olds moved between March, 1970 and March, 1974.¹⁰² A closer look at the census data revealed that while more than a third of this age group were mobile, only 13 percent moved to a different county and only 6 percent moved into a different state.¹⁰³

¹⁰⁰Little, op. cit., p. 23.

¹⁰¹Current Population Reports, Bureau of the Census, Characteristics of American Youth: 1974, Special Studies Series P-23, No. 51 (Washington: U. S. Department of Commerce, U. S. Government Printing Office, 1975), p. 2.

¹⁰²Ibid., p. 5.

¹⁰³Ibid.

Several studies have examined geographic mobility of secondary vocational education graduates. The studies have consistently revealed that a high percentage of graduates remained in or near the community in which they attended school. Kaufman, et al., in a comprehensive study of all graduates of vocational, academic, and general programs in nine cities found that approximately one-fourth of the respondents indicated that they had moved from their home towns to another location. However, less than 10 percent of the respondents moved for the purpose of obtaining a job. These data included both male and female graduates.¹⁰⁴

Results from a study conducted by Eninger in New York revealed that more than 95 percent of trade and industrial graduates found their first jobs in the area where they received their training.¹⁰⁵ In his comprehensive study of graduates in thirty-eight states, Eninger found that there was relatively little job mobility among vocational graduates. Less than 3 percent of the graduates in the study had taken their first full-time job outside the city where they received their training. Eninger concluded that if training related jobs were not available in the immediate

¹⁰⁴Kaufman, et al., op. cit., Ch. 2, p. 20.

¹⁰⁵Eninger, Report of New York State Data, op. cit., p. 30.

geographic area where training was received, the vocational education graduate would be more likely to take a job unrelated to his field of training than to move.¹⁰⁶

The findings of Matteson, Haines, and the Missouri State Department of Education studies were similar and were reported by Little in his review and synthesis of research on placement and follow-up. Matteson studied graduates of vocational agriculture programs in Wisconsin. Approximately 80 percent of the graduates never moved out of the community where they received their training.¹⁰⁷ Haines reported that 82.5 percent of the graduates in distributive, office, and trade and industrial occupations on Michigan were still in the same county where they received their training ten months after graduation.¹⁰⁸ The Missouri State Department of

¹⁰⁶Eninger, The Process and Product of Trade and Industry, op. cit., Ch. 12, pp. 3-4.

¹⁰⁷Gerald Matteson, Employment Experiences of Non-College Bound Youth: Relation to High School Vocational Education Programs (Doctor's thesis, University of Wisconsin, 1966), pp. 13, 22, 25, cited by Kenneth J. Little, Review and Synthesis of Research on the Placement of Vocational Education Students (Columbus, Ohio: Center for Vocational and Technical Education, 1970), p. 22.

¹⁰⁸Peter G. Haines, How High School Cooperative Trainees Fare in the Labor Market: Phase B (East Lansing, Michigan: Bureau of Educational Research, 1965), pp. 14, 16, 23, 24, 25, cited by Kenneth J. Little, Review and Synthesis of Research on the Placement of Vocational Education Students (Columbus, Ohio: Center for Vocational and Technical Education, 1970), p. 23.

Education study revealed that 62 percent of the male and 55 percent of the female vocational education graduates were employed less than ten miles from the high schools where they received their training. Approximately 80 percent of both males and females reported they were employed less than fifty miles from the high school where training was received. This study included all types of secondary vocational education programs.¹⁰⁹

Morgan and Drake studied whether occupational home economics completors looked for employment within daily walking or driving distance of home before taking their first job. Seventy-nine percent of the employed completors indicated that they sought employment within daily walking or driving distance of home. The remaining 21 percent indicated that they looked for a job beyond daily walking or driving distance of home.¹¹⁰

Morgan and Drake also examined job relatedness and whether completors sought employment beyond walking or driving distance of home before accepting their first job. Eighteen percent of the completors who were employed in directly related occupations sought employment beyond daily

¹⁰⁹Missouri State Department of Education, op. cit. p. 23.

¹¹⁰Morgan and Drake, op. cit., p. 52.

walking or driving distance. Twenty-seven percent of the completors who were employed in somewhat related occupations sought employment beyond walking or driving distance. Of the completors who were employed in unrelated occupations, 20 percent sought employment beyond walking or driving distance from home before accepting their first job.¹¹¹ The completors who sought employment beyond walking or driving distance from home before accepting their first job in an unrelated occupation, indicated that no training related jobs were available, opportunities were greater, and salaries were higher.¹¹²

The search of the literature provided only one study which revealed data specific to the mobility of graduates of child care training programs. The study was conducted by Morton, et al., for the purpose of determining the number and percentage of graduates in Oklahoma who found or sought employment in the same geographic region as their graduation. The proportion of Care and Guidance of Children program graduates who moved out of state was 6 percent. In each of the planning regions where the Care and Guidance of Children training centers were located, the geographic mobility factor

¹¹¹Ibid., pp. 51-52.

¹¹²Ibid., p. 53.

of the graduates was found not to be statistically significant.¹¹³

SUMMARY

A review of the literature provided findings from studies dealing with employment patterns of former vocational education students. Several of the studies revealed comparative data regarding employment status of former students of the various vocational areas. From the literature it may be discerned that employment in training related occupations is relatively low for completors of occupational home economics programs. This is especially true for completors of occupational child care programs.

The literature indicated that a number of variables may affect the rate of employment in training related occupations of occupational child care program completors. These variables were availability of jobs, assistance in job placement, occupational choice, opinion toward training program, academic achievement, continuing education, salary, and willingness to relocate.

¹¹³J. B. Morton, W. W. Stevenson, and Harold Christiansen, A Mobility Study (Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1975), pp. 2-6.

Chapter 3

METHODOLOGY

In this chapter the overall design of the study, selection of the population, development and use of the questionnaire, and the refinement of the questionnaire are described. Procedures for collecting the data and techniques used in analyzing the data are also described.

METHODS AND PROCEDURES

Design of the Study

The first phase of the study included provisions for developing and mailing questionnaires to 1975-76 completors of occupational child care programs. A second phase of the study provided for tabulation of raw data to yield information in summary form. The final phase of the study consisted of the identification and interpretation of emerging patterns and the preparation of the summary, conclusions, and recommendations.

Selection of the Population

The subjects for the study were the total population of the 1975-76 completors of secondary occupational child care programs in Virginia. The total population included completors of twenty-eight programs, located in twenty-one

school divisions. The decision to use the entire population, rather than a random sampling procedure, was made because the total population was 321 completors, a number that was manageable in terms of finance and practicability. Names and addresses of all completors were obtained by telephone request to the State Department of Education, Division of Educational Research and Statistics, Richmond, Virginia.

Development and Use of the Questionnaire

A questionnaire was constructed to gather data to fulfill the purposes of the study. To obtain data relevant to employment status, respondents were asked to check blanks or supply answers to indicate:

1. Present employment status.
2. Whether employment had been obtained at some time since completing their training.
3. Reasons for part-time employment.

To obtain data relevant to job relatedness, respondents were asked to check blanks or supply answers to indicate:

1. Relationship of present job to their high school child care training.
2. Reasons for non-employment in training related occupations.

To obtain data which indicated relationships between selected variables and employment status, respondents were

asked to check blanks or supply answers relevant to:

1. Marital status
2. Number of children
3. Perceived availability of jobs
4. Assistance in job placement
5. Reasons for occupational choice
6. Opinions of quality of training
7. Self-reported academic achievement
8. Continuing education
9. Salaries
10. Willingness to relocate

A sample of the final questionnaire may be found in Appendix A.

Refinement of the Instrument

Drafts of the instrument were sent to a review panel consisting of six teachers of occupational child care programs. The teachers were asked to respond to the following questions:

1. Do any items seem insignificant or misleading?
2. Is the meaning of any statement not clear?
3. What changes in terminology would you suggest?

Changes were made to accommodate suggestions. A sample letter sent to the teachers may be found in Appendix B. The refined questionnaire contained 17 items and required approximately 7 to 10 minutes for completion.

Data Collection

A questionnaire with letter requesting participation, a small pencil, and an addressed, stamped return envelope were mailed in a hand addressed envelope to each of the program completors. In an effort to make the questionnaire seem important enough to the respondent to merit the time and effort spent in completing it, the letter accompanying the questionnaire explained the purposes of the study. The letter also emphasized the importance of receiving a response from each individual if the study was to be of value. The respondents were not asked to identify themselves, and were assured that their responses would not be associated with them individually. A sample letter sent to the completors may be found in Appendix C.

A coding system was devised for use in follow-up of those who did not respond to the questionnaire. At the end of a two-week interval a second copy of the questionnaire with request for participation was mailed to those completors who had not responded. A sample of the second request for participation may be found in Appendix D.

In an effort to locate non-responding subjects, the occupational child care teacher in each of the programs was mailed a letter explaining the purposes of the study and a list of 1975-76 completors of the program in her school. She was requested to supply current addresses and/or phone numbers of the completors and to verbally encourage response

of all completors with whom she had contact. A sample of the letter sent to all child care teachers may be found in Appendix E.

The teachers who had not responded at the end of one week were contacted by phone and available information pertaining to student addresses and/or phone numbers was obtained orally. Thirteen revised addresses and 19 phone numbers were obtained from the teachers.

Thirty-four additional phone numbers of non-responding subjects were obtained from telephone directories in the public library. From the 53 phone numbers obtained, 51 completors were called and verbally urged to return their questionnaires. During the course of the conversations four non-responding subjects said they had not received a questionnaire. Those four subjects were mailed a third questionnaire accompanied by a letter requesting participation (Appendix D).

It was not expected that the response rate of the population would exceed fifty percent. Contributing factors were:

1. The subjects completed their training approximately two years prior to the study.
2. The subjects were approximately 18 to 22 years of age, a time for marriage and mobility. Therefore, many of the subjects had changed addresses.

3. The subjects were female and last names had changed because of marriage.
4. Telephone numbers were listed in the name of fathers or husbands. Therefore, difficulty was anticipated in using a telephone follow-up.
5. Follow-up studies in the review of literature revealed that response to written questionnaires was typically low among former students of vocational education programs.

Data Analysis

Data relevant to each research question were analyzed in the following ways.

1. What is the present employment status of the program completors? Response frequency and percentage were tabulated according to those respondents who were employed more than 30 hours per week, employed less than 30 hours per week, unemployed and not looking for a job, or unemployed and looking for a job.
2. What proportion of the employed completors are in training related occupations? Response frequency and percentage were calculated according to job relatedness as perceived by the respondent.

3. What proportion of the unemployed completors have been employed in a child care related job some time since their training? Response frequency and percentage were calculated.
4. What are the main reasons for: a) non-employment in training-related occupations, b) part-time employment? In addition to response frequencies and percentages, the responses were ranked.
5. What is the relationship between employment status and the variables of marital status, number of children, perceived availability of jobs, assistance in job placement, reason for occupational choice, opinion of quality of training, self-reported academic achievement, continuing education, salaries, and willingness to relocate? Cross-tabulation analysis was computed for each of the above variables. Bivariate tables identified employment status and a corresponding relationship with each of the above variables except salaries. Cross-tabulation analysis was computed in two bivariate tables for salaries. The first table identified the relationship between salaries of employed respondents and job relatedness. The second table identified

the relationship between salaries received by the employed respondents and salaries expected by the unemployed respondents. Chi square was used to determine the chances of one variable being independent of another.

Test for Non-Response Bias

An 11 percent random sample of non-respondents was identified and contacted by telephone. The non-respondents were asked to answer orally the questions presented on the questionnaire. Data collected in this manner were analyzed by the same methods and procedures as used for analyzing data collected from responding completors.

SUMMARY

Chapter 3 has included the research methodology and procedure used to answer five questions relating to the employment status of occupational child care program completors, job relatedness of employed completors, and variables affecting employment in training related occupations. The population included all former occupational child care completors who completed their training during the 1975-76 school year.

A questionnaire (Appendix A) was designed for gathering the data needed to fulfill the purposes of the study. It was then constructed and presented to a panel

of six occupational child care teachers for revisions and refinement. The refined questionnaire was mailed to each program completor. A telephone follow-up procedure was utilized for all completors who did not respond to the first or second questionnaire.

Chapter 4

FINDINGS AND ANALYSIS OF DATA

Chapter 4 includes basic descriptive information relative to the study responses and reports the statistical analysis of the data pertinent to each of the five research questions presented in Chapter 1. The results of the statistical procedures are discussed and summarized in tables.

DESCRIPTION OF RESPONSES

Three hundred and thirty-three occupational child care program completors were identified by the State Department of Education, Division of Research, Richmond, Virginia. Five of those identified had addresses that were not legible. Questionnaires were mailed to the remaining 328 persons. After the questionnaires were mailed, 12 persons on the list were identified by child care teachers as never having been enrolled in the programs. The list of completors was then revised by excluding those 12 persons giving an actual total of 321 subjects.

Eleven percent (34) of the questionnaires were returned by the U. S. Post Office officials under the labels of: no such street number, address unknown, no such street, insufficient address, and moved not forwardable. Those 34 plus the 5 with nonlegible addresses resulted in a total of

39 completors who did not receive the questionnaire. A response rate of 68 percent was obtained from the 282 subjects who presumably received the questionnaire. All of the responses were usable.

FINDINGS OF THE STUDY

The questions which this study sought to answer regarding factors which affect employment of 1975-76 completors of secondary occupational child care programs in training related jobs are stated below. Data collected in reference to each question are discussed and summarized in tabular form.

Research Question 1. What is the present employment status of the completors?

Of the 193 respondents in the study, 58 percent (111) were employed and 42 percent (82) were unemployed. As revealed in Table 1, 42 percent (81) of the respondents were working full-time and 16 percent (30) were working part-time. Fifteen percent (29) of the respondents were unemployed and not looking for a job and 27 percent (53) were unemployed and looking for a job.

Research Question 2. What proportion of the employed completors are in training related jobs?

The analysis of the data revealed that almost three-fourths of the responding employed completors were working in jobs not related to their area of training. The job

TABLE 1

Present Employment Status of All Responding
1975-76 Occupational Child Care Program
Completers in Virginia

Employment Status	Percent	Frequency
Employed Full-time	42	81
Employed Part-time	16	30
Unemployed, Not Looking for a Job	15	29
Unemployed, Looking for a Job	27	53
Total	100	193

relatedness status of the employed respondents is summarized in Table 2. Seventy-two percent (80) of the employed respondents indicated no relationship between their present jobs and their child care training. Five percent (5) indicated their jobs were somewhat related to their training, and 23 percent (26) indicated they had jobs that were closely related to their occupational training.

Research Question 3. What proportion of the unemployed completors have been employed in a child care related job at some time since their training?

Responses to this question provided the data found in Table 3. Of the 82 respondents who were unemployed at the time of the survey, 23 percent (19) had been employed in a child care related job at some time since their training. The remaining 77 percent (63) had never been employed in the field for which they were trained.

Research Question 4. What are the main reasons for (a) non-employment in training related occupations and (b) part-time employment?

Responses to this two part question are revealed in Table 4 and Table 5. A variety of reasons for non-employment in training related occupations are revealed in rank order in Table 4. The reason cited most frequently by the respondents was that no jobs were available. This was the case for 33 percent (53) of the 160 respondents. Twenty-five percent (40) of the respondents indicated continuing

TABLE 2

Proportion of All Responding Employed
Occupational Child Care Program
Completers in Training
Related Occupations

Job Relatedness	Percent	Frequency
No Relationship	72	80
Somewhat Related	5	5
Closely Related	23	26
Total	100	111

TABLE 3

Job Relatedness History Since Training of All Responding
Presently Unemployed Occupational Child Care
Program Completers

Unemployed Completers	Percent	Frequency
Had worked in Child Care Related Job Since Training	23	19
Had Never Worked in Child Care Related Job Since Training	77	63
Total	100	82

TABLE 4

Main Reasons of All Responding Occupational Child
Care Program Completers for Non-Employment
in Child Care Related Occupations

Main Reasons for Non-Employment	Percent	Frequency	Rank
No job available	33	53	1
Continuing education	25	40	2
Marriage	6	10	3
Could not earn enough money	5	8	4.5
Did not know my interests and abilities	5	8	4.5
Did not know what child care work was really like	4	7	6
Have not tried to get a job	4	6	7.5
Training was not adequate	4	6	7.5
Unwilling to move	1	2	9
Other	13	20	
Total	100	160	

their education as their reason for non-employment in their field of training. Six percent (10) indicated marriage, 5 percent (8) indicated they could not earn enough money, 5 percent (8) indicated they did not know enough about their interests and abilities, 4 percent (7) indicated they did not know what child care work was really like, 4 percent (6) had not tried to get a job in the child care field, 4 percent (6) indicated their training was inadequate, and 1 percent (2) was unwilling to move.

Thirteen percent (20) of the respondents listed other reasons for non-employment in their field of training. Their reasons included, 1) other jobs were more convenient, 2) temporary jobs were available while in college, 3) low standards in the child care field, 4) change in interest, 5) welfare payments, 6) difficulty in relating to other employees, 7) had a baby, 8) lack of transportation, 9) no response from application for jobs, and 10) poor health.

Reasons for part-time employment are presented in rank order in Table 5. Sixty-seven percent (20) of the respondents who were employed part-time were continuing their education. Twenty-six percent (8) indicated they were unable to get more than part-time work. The remaining 7 percent (2) were working part-time by choice.

Research Question 5. What is the relationship between employment status and the variables of (a) marital status, (b) number of children, (c) perceived availability

TABLE 5

Main Reasons for Part-Time Employment
As Reported by Part-Time
Employed Respondents

Main Reasons for Part-time Employment	Percent	Frequency	Rank
Continuing education	67	20	1
Nothing else available	26	8	2
Personal preference	7	2	3
Total	100	30	

of jobs, (d) assistance in job placement, (e) reasons for occupational choice, (f) opinion of quality of training, (g) self-reported academic achievement, (h) continuing education, (i) salaries, and (j) willingness to relocate?

Marital Status

The data in Table 6 pertains to employment status and marital status and is indicative of the high percentage of respondents who were single. Of the 81 respondents who were employed full time, 69 percent (56) were single, 25 percent (20) were married, and 2 percent (2) were divorced. Of the 30 respondents who were working part-time, 90 percent (27) were single, one person was married, and one person was divorced.

Sixty-two percent (18) of the respondents who were unemployed and not looking for a job were single and 35 percent (10) were married. The percentage of single respondents who were not looking for jobs is almost twice as great as the percentage for married respondents who were not looking. Of the respondents who were unemployed and looking for a job, 79 percent (42) were single. The remaining 21 percent (11) were married.

Of the total number of respondents, almost three-fourths (74 percent) indicated single marital status while approximately one-fifth (22 percent) indicated they were married. Fifty percent (21) of the married respondents were

TABLE 6

Relationship Between Employment Status and
Marital Status of All Responding
Occupational Child Care
Program Completers

Employment Status	Marital Status									
	Single		Married		Divorced		Not Indicated		Total	
	%	N	%	N	%	N	%	N	%	N
Employed Full-time	69	56	25	20	2	2	4	3	100	81
Employed Part-time	90	27	3	1	3	1	3	1	100	30
Unemployed, Not Looking for a Job	62	18	35	10	0	0	3	1	100	29
Unemployed, Look- ing for a Job	79	42	21	11	0	0	0	0	100	53
Total	74	143	22	42	2.5	3	3.5	5	100	193

employed while 58 percent (83) of the single respondents were employed. A total of 5 respondents did not indicate marital status.

To compute a chi square test for independence, respondents who did not indicate marital status were deleted and marital status categories were combined to form a 4 x 2 table in which none of the expected frequencies were less than 5. The resulting categories were single, married, and the four employment categories indicated in Table 6. A significant relationship was revealed between the variables of employment status and marital status ($\chi^2 = 9.22$, $df = 3$, $p < .05$).

Number of Children

As revealed in Table 7, 80 percent (65) of the respondents who were employed full-time had no children, 14 percent (11) had one child, and one person had two children. Of the respondents who were working part-time, 90 percent (27) had no children and 10 percent (3) had one child.

Seventy-nine percent (23) of the respondents who were unemployed and not looking for a job had no children and 17 percent (5) had one child. Of the respondents who were unemployed and looking for a job, 62 percent (33) had no children, 30 percent (16) had one child, and 4 percent (2) had two children. None of the respondents in the study reported having more than two children.

TABLE 7

Relationship Between Employment Status and
Number of Children of All Responding
Occupational Child Care
Program Completers

Employment Status	Number of Children											
	None		One		Two		More Than Two		Not Indicated		Total	
	%	N	%	N	%	N	%	N	%	N	%	N
Employed Full-time	80	65	14	11	1	1	0	0	5	4	100	81
Employed Part-time	90	27	10	3	0	0	0	0	0	0	100	30
Unemployed, Not Looking for a Job	79	23	17	5	0	0	0	0	4	1	100	29
Unemployed, Looking for a Job	62	33	30	16	4	2	0	0	4	2	100	53
Total	77	148	18	35	2	3	0	0	0	7	100	193

Of the 193 respondents 77 percent (148) had no children, 18 percent (35) had one child, and 2 percent (3) had two children. Of the 38 respondents who had children, 39 percent (15) were employed and 47 percent (18) were seeking employment. Only 13 percent (5) of the respondents who had children were not looking for employment. Of the 148 respondents who had no children, 62 percent (92) were employed and 22 percent (33) were seeking employment. Sixteen percent (23) of the respondents who had no children were not looking for employment. A total of seven respondents did not indicate number of children.

To compute a chi square, respondents who did not indicate number of children were deleted and number of children categories were combined to form a 4 x 2 table for the purpose of eliminating cells in which expected frequencies were less than 5. The resulting categories were children, no children, and the four employment categories shown in Table 7. A significant relationship was revealed between the variables of employment status and number of children ($\chi^2 = 10.39$, $df = 3$, $p < .05$).

Perceived Availability of Jobs

The data in Table 8 pertains to employment status and availability of jobs in the child care field as perceived by both employed and unemployed completors. Almost three-fourths of the 193 respondents perceived that jobs

were available in the child care field. However, only one-fourth of the respondents indicated that jobs were plentiful.

A breakdown of the data according to employment status revealed that of the 81 full-time employed respondents, 15 percent (12) perceived that many jobs were available, 68 percent (55) felt there were a few jobs, and 11 percent (9) said no jobs were available. Of the 30 respondents who were employed part-time, 20 percent (6) perceived that many jobs were available, 47 percent (14) said there were a few jobs, and 30 percent (9) felt there were no available jobs.

Twenty-four percent (7) of the respondents who were not looking for jobs felt that many jobs were available, 55 percent (16) felt that a few were available, and 14 percent (4) said there were no jobs. Of the 53 respondents who were unemployed and looking for a job, 15 percent (8) said that many jobs were available, 40 percent (21) said there were a few, and 41 percent (22) felt there were no available jobs.

Of the 193 respondents, 17 percent (33) perceived that many child care jobs were available, 55 percent (106) perceived that a few were available, and 23 percent perceived that no jobs were available. A higher percentage of the part-time employed respondents and the unemployed who were looking for jobs perceived that no jobs were available

TABLE 8

Relationship Between Employment Status and Perceived
Availability of Child Care Jobs of All
Responding Occupational Child Care
Program Completers

Employment Status	Perceived Availability of Jobs									
	Many		Few		None		Not Indicated		Total	
	%	N	%	N	%	N	%	N	%	N
Employed Full-time	15	12	68	55	11	9	6	5	100	81
Employed Part-time	20	6	47	14	30	9	3	1	100	30
Unemployed, Not Looking for a Job	24	7	55	16	14	4	7	2	100	29
Unemployed, Look- ing for a Job	15	8	40	21	41	22	4	2	100	53
Total	17	33	55	106	23	44	5	10	100	193

than did respondents in the other categories.

To compute a chi square, the respondents who did not indicate their perception of availability of jobs were deleted from the data and a 4 x 3 table was formed. The resulting categories were many, few, some, and the four employment categories shown in Table 8. A significant relationship was revealed between the variables of employment status and perceived availability of jobs ($\chi^2 = 21.08$, $df = 6$, $p < .05$).

Assistance in Job Placement

Data pertaining to assistance in finding a job is presented in Table 9. Of the 81 respondents who were employed full-time, 26 percent (21) reported that they received no help from anyone. Twenty-four percent (20) indicated their greatest assistance came from their child care teacher, 20 percent (16) indicated family or friends, 4 percent (3) indicated their high school counselor, and 4 percent (3) indicated an employment agency.

Of the 30 respondents who were employed part-time, 30 percent (9) reported that they received no help from anyone. Forty-four percent (13) indicated their greatest assistance came from their child care teacher, 7 percent (2) indicated family or friends, and 1 person indicated the high school counselor.

Thirty-one percent (9) of the 29 respondents who

were unemployed and not presently looking for a job indicated they had received no help from anyone at a time when they were seeking a job. Fourteen percent (4) indicated their greatest assistance came from family or friends, and 7 percent (2) indicated their child care teacher as most helpful.

Of the 53 respondents who were unemployed and looking for a job, 30 percent (16) reported they had received no help from anyone. Twenty-five percent (13) indicated their greatest assistance came from their child care teacher, 15 percent (8) indicated family or friends, 9 percent (5) indicated their high school counselor, and 4 percent (2) indicated an employment agency.

Of the total number of respondents, 25 percent (48) indicated their greatest assistance in finding a job came from their child care teacher, 16 percent (30) indicated family or friends, and 5 percent (9) indicated their school counselor. Twenty-eight percent (55) reported that they received no help from anyone. Four percent (8) of the total number of respondents indicated greatest assistance from other sources such as other teachers, supervisors, newspaper advertisements, and the yellow pages in the phone book. Twenty percent (38) of the total number of respondents did not indicate if they had received assistance in finding a job.

TABLE 9

Relationship Between Employment Status and Greatest Assistance Received in Finding a Job of All Responding Occupational Child Care Program Completers

Employment Status	Greatest Assistance in Finding a Job															
	School Counselor		Child Care Teacher		Family or Friends		Employment Agency		No Help From Anyone		Other		Not Indicated		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Employed Full-time	4	3	24	20	20	16	4	3	26	21	5	4	17	14	100	81
Employed Part-time	3	1	44	13	7	2	0	30	9	3	1	13	4	100	30	
Unemployed, Not Looking for a Job	0	0	7	2	14	4	0	31	9	3	1	45	13	100	29	
Unemployed, Looking for a Job	9	5	25	13	15	8	4	30	16	4	2	13	7	100	53	
Total	5	9	25	48	16	30	5	28	55	4	8	20	38	100	193	

Thirty percent (33) of all employed respondents had received greatest assistance from their child care teacher while only 18 percent (15) of all unemployed respondents indicated greatest assistance from their child care teacher. Less than one-third of all responding completors reported their greatest assistance came from school personnel.

As indicated in Table 9, it was impossible to combine categories in a meaningful way and eliminate an appropriate number of cells containing expected frequencies of less than 5. Therefore, a chi square test for independence was not computed for the variables of employment and assistance in finding a job.

Main Reasons for Occupational Choice

A variety of main reasons for choice of the occupational child care program are revealed in Table 10. A low percentage of the respondents indicated as their main reason a desire to work in the child care field after completing the program. This was the case for 17 percent of all employed respondents (14 full-time and 5 part-time), 17 percent (9) of the unemployed who were looking for a job, and 14 percent (4) of the unemployed who were not looking for a job.

Of the total number of respondents in the study, only 2 percent (4) indicated advice from the school counselor as their main reason for choice of training. None of the

respondents in the study indicated advice from an occupational child care teacher as their main reason for selecting the program.

Regardless of employment status, the main reason cited most frequently by the respondents for choice of training was that they liked children. This was the case for 62 percent (50) of the full-time employed respondents, 67 percent (20) of the part-time employed respondents, 38 percent (11) of the unemployed who were not looking for a job, and 51 percent (27) of the unemployed who were looking for a job.

The next main reason for choice of the program cited most frequently was to prepare for higher education. This included 25 percent (7) of those who were unemployed and not looking for a job, 9 percent (5) of those who were unemployed and looking for a job, 6 percent (2) of those employed part-time, and 2 percent (2) of those who were employed full-time.

To become a good parent was the main reason for choice as indicated by 5 percent (4) of the full-time employed respondents, 7 percent (2) of the unemployed who were not looking for a job, and 9 percent (5) of the unemployed who were looking for a job. Two respondents indicated advice from parents as their main reason for choice of the program. Peers influenced two respondents who indicated they wanted to be with their friends who

TABLE 10

Relationship Between Employment Status and
Main Reasons for Choice of Occupational
Child Care Training of All Responding
Occupational Child Care
Program Completers

Employment Status	Main Reasons for Choice of Occupational Child Care Training											
	School Counselor Advised		Parents Advised		Child Care Teacher Advised		To Be With Friends		Like Children		To Work in Child Care Completion	
	%	N	%	N	%	N	%	N	%	N	%	N
Employed Full-time	4	3	1	1	0	0	0	0	62	50	17	14
Employed Part-time	0	0	0	0	0	0	0	0	67	20	17	5
Unemployed, Not Looking for a Job	0	0	3	1	0	0	7	2	38	11	14	4
Unemployed, Looking for a Job	2	1	0	0	0	0	0	0	51	27	17	9
Total	2	4	1	2	0	0	1	2	56	108	17	32

TABLE 10 (Continued)

Employment Status	Main Reasons for Choice of Occupational Child Care Training											
	To Be a Good Parent		To Prepare for Higher Education		To Earn Money While in School		Other		Not Indicated		Total	
	%	N	%	N	%	N	%	N	%	N	%	N
Employed Full-time	5	4	2	2	0	0	1	1	8	6	100	81
Employed Part-time	0	0	6	2	0	0	0	0	10	3	100	30
Unemployed, Not Looking for a Job	7	2	25	7	0	0	3	1	3	1	100	29
Unemployed, Looking for a Job	9	5	9	5	0	0	4	2	8	4	100	53
Total	6	11	8	16	0	0	2	4	7	14	100	193

were enrolled in the program. Other main reasons for choice of training included the child care program was the only program available and it was easy to make an A grade in the course.

As indicated in Table 10, it was impossible to combine categories in a meaningful way and eliminate an appropriate number of cells containing expected frequencies of less than 5. Therefore, a chi square test for independence was not computed for the variables of employment status and reasons for occupational choice.

Opinions of Quality of Training

Opinions of the responding program completors regarding the quality of their training were generally positive as indicated in Table 11. Forty-six percent (37) of the respondents who were employed full-time rated the quality of their training excellent, 49 percent (40) rated the quality good, and 5 percent (4) rated it poor. Of the respondents who were employed part-time, 60 percent (18) rated the quality excellent, and 30 percent (9) rated it good.

Fifty-five percent (16) of the respondents who were unemployed and not looking for a job rated the quality excellent, and 35 percent (10) rated it good. Forty-seven percent (25) of the respondents who were unemployed and looking for a job rated the quality excellent and 49 percent

TABLE 11

Relationship Between Employment Status and Opinions of
Quality of Training as Expressed by All Responding
Occupational Child Care Program Completers

Employment Status	Opinions of Quality of Training									
	Excellent		Good		Poor		Not Indicated		Total	
	%	N	%	N	%	N	%	N	%	N
Employed Full-time	46	37	49	40	5	4	0	0	100	81
Employed Part-time	60	18	30	9	0	0	10	3	100	30
Unemployed, Not Looking for a Job	55	16	35	10	3	1	7	2	100	29
Unemployed, Look- ing for a Job	47	25	49	26	2	1	2	1	100	53
Total	50	96	44	85	3	6	3	6	100	193

(25) of the respondents who were unemployed and looking for a job rated the quality excellent and 49 percent (26) rated it good. One person in each of the unemployed categories rated the quality poor.

The same percentage of employed and unemployed respondents rated the quality of their training as excellent and good, 50 percent and 44 percent respectively. Six respondents did not indicate an opinion.

As indicated in Table 11, it was impossible to combine categories in a meaningful way and eliminate an appropriate number of cells containing expected frequencies of less than 5. Therefore, a chi square test for independence was not computed for the variables of employment status and opinions of quality of training. .

Self-Reported Academic Achievement

It may be seen from the data presented in Table 12 that the respondents reported their academic achievement as generally high. Of the total number of respondents in the study, 42 percent (82) reported achievement of mostly A's and B's, 46 percent (88) reported mostly B's and C's, and only 10 percent (20) reported mostly C's and below.

A breakdown of the data by employment status revealed that 37 percent (30) of the full-time employed respondents reported achievement of mostly A's and B's, 57 percent (46) reported mostly B's and C's, and 5 percent

(4) reported mostly C's and below. Of the part-time employed respondents, 67 percent (20) reported achievement of mostly A's and B's, 23 percent (7) reported mostly B's and C's, and 10 percent (3) reported mostly C's and below.

Forty-eight percent (14) of the respondents who were unemployed and not looking for work reported achievement of mostly A's and B's, 38 percent (11) reported mostly B's and C's, and 10 percent (3) reported mostly C's and below. Of the respondents who were unemployed and looking for a job, 34 percent (18) reported achievement of mostly A's and B's, 45 percent (24) reported mostly B's and C's, and 19 percent (10) reported mostly C's and below. Only one person in the study reported academic achievement mostly below C. That person was unemployed and not looking for a job. Two respondents did not indicate academic achievement.

It should be noted that the highest percentage of respondents reporting academic achievement of mostly A's and B's are in the part-time employment category. That category includes a number of completors who were continuing their education. It should be further noted that 65 percent (13) of the respondents who reported academic achievement of mostly C's and below were unemployed. Thirty-nine percent (32) of the respondents reporting achievement of mostly A's and B's and 40 percent (35) reporting B's and C's were unemployed.

TABLE 12

Relationship Between Employment Status and
Self-Reported Academic Achievement of
All Responding Occupational Child
Care Program Completers

Employment Status	Self-Reported Academic Achievement											
	Mostly A's & B's		Mostly B's & C's		Mostly C's & Below		Mostly Below C		Not Indicated		Total	
	%	N	%	N	%	N	%	N	%	N	%	N
Employed Full-time	37	30	57	46	5	4	0	0	1	1	100	81
Employed Part-time	67	20	23	7	10	3	0	0	0	0	100	30
Unemployed, Not Looking for a Job	48	14	38	11	10	3	4	1	0	0	100	29
Unemployed, Looking for a Job	34	18	45	24	19	10	0	0	2	1	100	53
Total	42	82	46	88	10	20	1	1	1	2	100	193

To conduct a chi square test for independence, respondents who did not indicate academic achievement were deleted and the categories of mostly C's and below and mostly below C were combined in order to eliminate expected frequencies of less than 5. A 4 x 3 table resulted from the categories of mostly A's and B's, mostly C's and below, and the four employment categories indicated in Table 12. The test for independence revealed a significant relationship between the variables of employment status and self-reported academic achievement ($\chi^2 = 17.57$, $df = 6$, $p < .05$).

Continuing Education

From the data revealed in Table 13 it is indicated that 56 percent (108) of the total number of respondents had not continued their education beyond their high school occupational program. However, of the 41 percent (80) respondents who did take further training, 63 percent (50) continued in a child care related field.

A breakdown of the data according to employment status revealed that the highest percentage of respondents who had continued their education were employed part-time (64 percent). Of all part-time employed respondents, 47 percent (14) had continued in a child care related field. The next highest percentage of respondents who had continued their education in the field of training were the unemployed

who were not looking for a job (55 percent). Thirty-eight percent (11) of this unemployed group had continued in a related field of study. Twenty-three percent (12) of the respondents who were unemployed and looking for a job had continued their education in a child care related field. Of the respondents who were employed full-time, only 16 percent (13) had continued their education in a training related field.

A comparison of the employment status of the respondents who were furthering their education with those who had taken no further training revealed that the percentage for full-time employment was almost twice as great for those who had taken no further training as for those who had taken further training, 62 percent (50) and 33 percent (27) respectively. The reverse is true for the percentage for part-time employment as evidenced by 33 percent (10) for the respondents who had not continued their education and 64 percent (19) for those who were continuing. The percentages were closer for the respondents who were unemployed and not looking for a job. Forty-five percent (13) had taken no further training and 55 percent (16) were continuing their education. Approximately twice as many of the unemployed who were looking for a job had taken no further training as those who were continuing their education, 66 percent (35) and 34 percent (18) respectively.

TABLE 13

Relationship Between Employment Status and
Continuing Education of All Responding
Occupational Child Care
Program Completers

Employment Status	Continuing Education											
	Yes						No					
	Related		Unrelated		Total				Not Indicated		Grand Total	
	%	N	%	N	%	N	%	N	%	N	%	N
Employed Full-time	16	13	17	14	33	27	62	50	5	4	100	81
Employed Part-time	47	14	17	5	64	19	33	10	3	1	100	30
Unemployed, Not Looking for a Job	38	11	17	5	55	16	45	13	0	0	100	29
Unemployed, Looking for a Job	23	12	11	6	34	18	66	35	0	0	100	53
Total	63	50	37	30	100	80	56	108	3	5	100	193

To compute a chi square, respondents who did not indicate whether or not they were continuing their education were deleted and academic categories were combined to form a 4 x 2 table. The resulting categories were continuing education, not continuing education, and the four employment categories shown in Table 13. The chi square test for independence revealed a significant relationship between the variables of employment status and continuing education ($\chi^2 = 11.51$, $df = 3$, $p < .05$).

Salaries

The data in Table 14 pertains to the salaries of the employed respondents in relation to the relatedness of their present jobs. It should be remembered at this point that only 28 percent of the employed respondents were working in the child care field, otherwise the data can be misleading. It is noteworthy that 86 percent (24) of the employed respondents who were earning more than \$3.00 per hour were working in jobs unrelated to the child care field while only 14 percent (4) were in jobs closely related to their training. In the next highest salary range, \$2.50 to \$3.00 per hour, 67 percent (43) of the respondents were working in jobs unrelated to their field of training while 30 percent (19) were working in jobs that were closely or somewhat related.

In the salary range of \$2.00 to \$2.50 per hour the

TABLE 14

Relationship Between Salaries of All Responding
Employed Occupational Child Care Program
Completers and Job Relatedness

Salaries of Employed Respondents	Job Relatedness									
	No Relationship		Somewhat Related		Closely Related		Not Indicated		Total	
	%	N	%	N	%	N	%	N	%	N
Less than \$1.50 per hr.	33	1	0	0	67	2	0	0	100	3
\$1.50 to \$2.00 per hr.	75	3	0	0	25	1	0	0	100	4
\$2.00 to \$2.50 per hr.	58	7	17	2	25	3	0	0	100	12
\$2.50 to \$3.00 per hr.	67	43	5	3	25	16	3	2	100	64
More than \$3.00 per hr.	86	24	0	0	14	4	0	0	100	28
Total	70	78	5	5	23	26	2	2	100	111

respondents were more equally divided in jobs that were related and unrelated to their training. Fifty-eight percent (7) were working in jobs not related to their child care training and 42 percent (5) were in jobs that were closely or somewhat related.

Only four respondents reported earnings in the range of \$1.50 to \$2.00 per hour. Of these respondents, three were in non-related jobs and one was working in a closely related job. Three respondents reported earnings of less than \$1.50 per hour. Of this group, one was working in an unrelated job and two held jobs closely related to their training.

In the \$2.50 to \$3.00 salary range, the proportion of workers in related jobs closely corresponds to the proportion of child care workers in the total number of employed respondents, 28 percent. The ratio of child care workers is lower in the \$1.50 to \$2.00 range and in the \$3.00 or more range. The ratio for child care workers is higher in the \$2.00 to \$2.50 range and the under \$1.50 range.

To compute a chi square, respondents who did not indicate salary were deleted, and categories were combined to form a 3 x 2 table for the purpose of eliminating cells in which expected frequencies were less than 5. The resulting categories were related occupations, non-related occupations, and the salary ranges of less than \$2.50 per hour, \$2.50 to \$3.00 per hour, and more than \$3.00 per hour. The

test for independence failed to reveal a significant relationship between salaries and job relatedness ($\chi^2 = 4.64$, $df = 2$, $p > .05$).

Table 15 contains data regarding salaries received by employed respondents and starting salaries expected by unemployed respondents who were looking for a job. The percentage of employed respondents receiving more than \$3.00 per hour was much higher than the percentage of unemployed respondents expecting a salary of that amount as evidenced by 25 percent (28) and 4 percent (2) respectively. The difference was not so great in the next salary range. Fifty-seven percent (64) of the employed respondents were earning \$2.50 to \$3.00 per hour and 61 percent (31) of the unemployed respondents expected to earn that amount.

There was another wide gap between the responses of the two groups at the salary range of \$2.00 to \$2.50 per hour. Eleven percent (12) of the employed respondents reported earnings in that category but 27 percent (14) of the unemployed respondents indicated that amount would be satisfactory as a starting salary.

Four respondents reported earnings of \$1.50 to \$2.00 per hour and one respondent indicated that amount would be acceptable as a starting salary. Three percent (3) of the employed respondents were earning less than \$1.50 per hour and 6 percent (3) of the unemployed respondents indicated that amount would be an acceptable starting salary.

To compute a chi square, the two lowest salary categories were combined to form a 2 x 4 table. The resulting categories were employed, unemployed, and the salary ranges of less than \$2.00 per hour, \$2.00 to \$2.50 per hour, \$2.50 to \$3.00 per hour, and more than \$3.00 per hour. The chi square test for independence revealed a significant relationship between salaries received by employed respondents and salaries expected by unemployed respondents ($\chi^2 = 14.77$, $df = 3$, $p < .05$).

Willingness to Relocate

Willingness of the respondents to relocate in order to get a job in the child care field is indicated by the data in Table 16. It is interesting that 32 percent (19) of the full-time and 30 percent (6) of the part-time employed respondents indicated a willingness to move 50 miles or less. But the percentage for part-time employed respondents who were willing to move 51 to 100 miles was twice as high as the percentage for full-time employed respondents, 10 percent (2) and 5 percent (3) respectively. The percentage for part-time employed respondents who were willing to move more than 100 miles was almost seven times as great as the percentage for full-time employed respondents as evidenced by 20 percent (4) and 3 percent (2) respectively.

The respondents who were not looking for a job indicated some willingness to move in order to get a job

TABLE 16

Relationship Between Employment Status and Willingness to Relocate of All Responding Occupational Child Care Program Completers Who Were Employed in An Unrelated Occupation or Unemployed

Employment Status	Willingness to Relocate											
	Yes, 50 mi. or less		Yes, 51-100 mi.		Yes, more than 100 mi.		No, Not Willing to Move		Not Indicated		Total	
	%	N	%	N	%	N	%	N	%	N	%	N
Employed Full-time	32	19	5	3	3	2	40	24	20	12	100	60
Employed Part-time	30	6	10	2	20	4	30	6	10	2	100	20
Unemployed, Not Looking for a Job	17	5	0	0	21	6	45	13	17	5	100	29
Unemployed, Looking for a Job	34	18	11	6	19	10	30	16	6	3	100	53
Total	34	48	8	11	16	22	42	59		22		162

in their field of training. This is evidenced by 17 percent (5) who indicated they would move 50 miles or less and 21 percent (6) who indicated they would move more than 100 miles.

Of the unemployed respondents who were looking for a job, 34 percent (18) indicated a willingness to move 50 miles or less. This is only slightly higher than the percentage for employed respondents. Eleven percent (6) of the unemployed who were looking for a job indicated a willingness to move 51 to 100 miles and 19 percent (10) reported they would be willing to move more than 100 miles.

Of the 140 program completors who responded to this item, 58 percent (81) indicated some willingness to move in order to get a job in the child care field. Of the 81 respondents who were willing to relocate, 59 percent (48) were willing to move 50 miles or less, 14 percent (11) 51 to 100 miles, and 27 percent (22) were willing to move more than 100 miles.

Of the 59 respondents who indicated they would not be willing to move, 41 percent (24) were employed full-time, 10 percent (6) were employed part-time, 22 percent (13) were unemployed and not looking for a job, and 27 percent (16) were unemployed and looking for a job. A total of 22 respondents gave no indication of their willingness or unwillingness to relocate.

To compute a chi square, a 4 x 3 table was formed by deleting the respondents who did not indicate a willingness or unwillingness to move and combining the categories for distance of which the respondents were willing to move. The resulting categories were yes, 100 miles or less; yes, more than 100 miles; no, not willing to move; and the four employment categories indicated in Table 16. The chi square test for independence revealed a significant relationship between the variables of employment status and willingness to relocate ($\chi^2 = 12.71$, $df = 6$, $p < .05$).

FINDINGS OF THE TEST FOR NON-RESPONSE BIAS

A 68 percent response was received from the 282 program completors who presumably received the questionnaires. An 11 percent (10) random sample was taken from the 89 non-respondents. A comparison of the respondents and non-respondents was made using data collected from both groups for the purpose of answering five research questions. The small number of participants in the non-response test made it difficult to do a rigorous statistical analysis. In many instances the small number made it meaningless to compare data specific to certain cells in the tables. The comparison was therefore omitted. In other instances, comparisons were made but because of the small number of non-respondents the percentages can be misleading. For this reason, a comparison of the total percentages of

respondents with the total percentages of non-respondents are more meaningful to the reader. From these totals, the degree of similarity and difference between the two groups can be readily observed.

As illustrated in Table 17 there were some differences between the respondents and non-respondents. The magnitude of the differences is one of interpretation. The employment status for the two groups is very nearly the same. The percentage increased slightly for part-time employed non-respondents and for non-respondents who were unemployed and looking for jobs. The percentage decreased somewhat for the non-respondents who were employed full-time and for non-respondents who were unemployed and not looking for a job.

Clearly, there was an increase in the percentage of non-respondents who were employed in jobs closely related to their training as evidenced by 33 percent for non-respondents and 23 percent for respondents. However, there was a 5 percent decrease in the percentage of non-respondents who were employed in jobs somewhat related to their training. Overall, the difference in the percentages for the two groups was small.

There appears to be some rather large differences in the percentages of responses relative to main reasons for non-employment in the child care field. However, the percentages are misleading due to the small number in the non-response sample. Eight of the ten non-respondents were

TABLE 17

Comparison of Respondents and Random
Sample of Non-Respondents

Variables	Respondents (N=193)	Non-Respondents (N=10)
Employment Status		
Employed Full-time	42%	40%
Employed Part-time	16%	20%
Unemployed, not looking for a job	15%	10%
Unemployed, looking for a job	27%	30%
Job Relatedness		
No relationship	72%	67%
Somewhat related	5%	0%
Closely related	23%	33%
Proportion of Unemployed Completers Who Have Worked in Related Jobs		
	23%	25%
Proportion of Unemployed Completers Who Have Never Worked in Related Jobs		
	77%	75%
Reasons for Non-Employment in Child Care Jobs		
No job available	33%	37.5%
Continuing education	25%	12.5%
Marriage	6%	12.5%
Did not know interests and abilities	5%	0%
Could not earn enough money	5%	12.5%
Did not know what child care work was like	4%	0%
Training was not adequate	4%	0%
Have not tried to get a job	4%	0%
Unwilling to move	1%	12.5%
Other	13%	12.5%

TABLE 17 (Continued)

Variables	Respondents (N=193)	Non-Respondents (N=10)
Reasons for Part-time Employment		
Continuing education	67%	100%
Nothing else available	26%	0%
Personal preference	7%	0%
Marital Status		
Single	74%	80%
Married	22%	20%
Number of Children		
None	77%	80%
One	18%	20%
Perceived Availability of Jobs		
Many	17%	20%
Few	55%	50%
None	23%	30%
Greatest Assistance in Finding a Job		
School counselor	5%	10%
Child care teacher	25%	30%
Family or friends	16%	20%
No help	28%	40%
Main Reasons for Occupational Choice		
Like children	56%	60%
To get a job	17%	20%
To be a good parent	6%	10%
Continuing education	8%	10%

TABLE 17 (Continued)

Variables	Respondents (N=193)	Non-Respondents (N=10)
Opinions of Quality of Training		
Excellent	50%	50%
Good	44%	50%
Poor	42%	40%
Self-Reported Academic Achievement		
Mostly A's and B's	42%	40%
Mostly B's and C's	46%	50%
Mostly C's and below	10%	10%
Continuing Education		
Continuing	41%	40%
Not continuing	56%	60%
Continuing in related field	63%	75%
Continuing in unrelated field	37%	25%
Salaries and Job Relatedness		
No relationship	70%	67%
Closely related	23%	33%
Salaries Received by Employed and Salaries Expected by Unemployed		
Employed; \$2.00 to \$2.50	11%	17%
Unemployed; \$2.00 to \$2.50	27%	33%
Total	16%	22%
Employed; \$2.50 to \$3.00	57%	67%
Unemployed; \$2.50 to \$3.00	61%	67%
Total	59%	67%
Employed; more than \$3.00	25%	17%
Unemployed; more than \$3.00	4%	0%
Total	16%	11%

TABLE 17 (Continued)

Variables	Respondents (N=193)	Non-Respondents (N=10)
Willingness to Relocate		
50 miles or less	34%	25%
51 miles to 100 miles	8%	25%
More than 100 miles	16%	0%
Not willing to move	42%	50%

not employed in their field of training. Therefore, one person indicating a main reason resulted in a 12.5 percent response. The slight increase in the percentage of non-respondents who indicated no jobs were available is probably worth noting.

Two of the non-respondents were working part-time and both were continuing their education. This accounts for the large difference in percentages regarding reasons for part-time employment.

When the size of the non-respondent sample is considered, the percentage for respondents and non-respondents were very similar for the variables of marital status, number of children, perceived availability of jobs, assistance in job placement, occupational training choice, opinions of quality of training, self-reported academic achievement, continuing education, and salaries. Only two differences are noteworthy. The first was a 12 percent increase in the percentage of non-respondents who indicated they received no help from anyone when trying to find a job. The second difference was that among the non-respondents who were continuing their education, there was a 12 percent increase for those who were continuing in a related field and a 12 percent decrease for those who were continuing in an unrelated field.

The responses relative to willingness to relocate in order to get a job in the child care field revealed several

differences between the two groups. There was an 11 percent decrease in the percentage of non-respondents who were willing to move 50 miles or less and a 16 percent decrease in the percentage of those who were willing to move more than 100 miles. However, the percentage of non-respondents who indicated a willingness to move 51 to 100 miles increased by 17 percent and the percentage who indicated an unwillingness to move increased by 8 percent. Overall, the non-respondents indicated a much greater willingness to relocate than did the respondents as evidenced by 80 percent and 58 percent respectively.

In summary, the analysis of the data collected from the respondents and non-respondents revealed certain similarities and minor differences between the groups. The question which prompted the non-response bias test was that if there were differences, to what extent would the differences detract from the study dealing with the respondents. The writer contends that there are not enough major differences to destroy the validity of the study.

SUMMARY

The findings of the study were presented in the preceding chapter. Data presented and discussed were in relation to five research questions pertaining to factors affecting employment of occupational child care program completors in training related jobs. Since the data were

basically descriptive in nature, the techniques used in the statistical analysis were tabulations, summarization of responses, and rank order of responses. Where there were questions pertaining to a relationship between variables, chi square was used to determine the probability of the two variables being independent. A significant relationship was revealed between employment status and the variables of marital status, number of children, perceived availability of jobs, self-reported academic achievement, continuing education, salaries received by employed respondents and salaries expected by unemployed respondents, and willingness to relocate.

Also contained in the preceding chapter are the findings of the test for non-response bias. Certain similarities and differences between the respondents and non-respondents were revealed. However, it is the contention of the writer that the differences between the two groups were not sufficient to invalidate the study.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

Purpose

The purpose of this study was to identify variables related to the employment of secondary occupational child care program completors in training related occupations.

In order to accomplish the purpose of the study the following research questions regarding completors of all occupational child care programs in Virginia were formulated.

1. What is the present employment status of the completors?
2. What proportion of the employed completors are in training related occupations?
3. What proportion of the unemployed completors have been employed in a child care related job at some time since their training?
4. What are the main reasons for:
 - a) non-employment in training related occupations?
 - b) part-time employment?

5. What is the relationship between employment status and the following variables?
- a) marital status
 - b) Number of children
 - c) perceived availability of jobs
 - d) assistance in job placement
 - e) reasons for occupational choice
 - f) opinions of quality of training
 - g) self-reported academic achievement
 - h) continuing education
 - i) salaries
 - j) willingness to relocate

Procedure of the Study

A questionnaire was constructed to obtain data relevant to employment status, job relatedness, and relationships between employment status and the variables of marital status, number of children, perceived availability of jobs, assistance in job placement, reasons for occupational choice, opinions of quality of training, self-reported academic achievement, continuing education, salaries, and willingness to relocate. The instrument was examined and refined by a review panel consisting of six occupational child care teachers.

Each of the program completors was mailed a letter which explained the purposes of the study and emphasized the

importance of participation of every completer. The letter was accompanied by the questionnaire, a small pencil, and an addressed stamped return envelope. All envelopes to the subjects were hand addresses.

A coding system aided in the identification of the non-respondents. Help in locating current addresses and/or phone numbers of non-responding completors was solicited from the occupational child care teachers in each of the programs. A second questionnaire with request for participation was mailed to all completors who did not respond within a two week interval. Fifty-one of the completors who did not respond to the second questionnaire were contacted by phone and verbally urged to return the questionnaire. A third letter and questionnaire were mailed to those completors who said they had never received the questionnaire. A response rate of 68 percent was obtained from the 282 subjects who presumably received the questionnaire.

Limitations

This study was limited to the 1975-76 completors of secondary occupational child care programs in Virginia. Only selected factors were studied as contributors to the employment of completors in related occupations. The study was limited also by the judgment and honesty of the program completors.

Summary of the Findings

Major findings of the study as revealed by the analysis of the data are summarized as follows:

1. Of the 193 respondents, 58 percent (111) were employed. Forty-two percent (81) were employed full-time and 16 percent (30) were working part-time. Forty-two percent (82) of the respondents were unemployed and 15 percent (29) of the unemployed were not looking for a job at the time of the study.

2. A large majority of the employed responding completors were not working in their field of training. Seventy-two percent (80) indicated they could see no relationship between their present jobs and their child care training. Twenty-three percent (26) of the respondents indicated a close relationship and an additional 5 percent (5) had jobs that were somewhat related.

3. Seventy-seven percent (63) of the unemployed respondents indicated they had never been employed in the child care field. The remaining 23 percent (19) had been employed in the field at some time.

4. The main reason cited most frequently for non-employment in the child care field was that no jobs were available. This was indicated by 33 percent (53) of the responding completors. Twenty-five percent (40) of the respondents indicated they were not employed in their field of training because they were continuing their education.

Other main reasons included marriage, did not know what child care work was really like, did not know enough about their interests and abilities, could not earn enough money, training was not adequate, had not tried to get a job, unwilling to move, and others.

5. Sixty-seven percent (20) of the respondents who were employed part-time were continuing their education and indicated this as their main reason for part-time employment. Twenty-six percent (8) reported that part-time employment was all they could get and 7 percent (2) reported that part-time employment was what they preferred.

6. Of the total number of responding completors, 74 percent (143) were single. This was the case for 69 percent (56) of those who were employed full-time, 90 percent (27) of those who were employed part-time, 62 percent (18) of the unemployed who were not looking for a job, and 79 percent (42) of the unemployed who were looking for a job. Only 22 percent of all respondents in the study were married. The percentage of single respondents who were not looking for jobs was approximately twice as great as the percentage for married respondents.

7. Few of the responding completors had children. Eighteen percent (35) had one child and 2 percent (3) had two children. Of the 38 respondents who had children, 39 percent (15) were employed and 61 percent (23) were unemployed. Of the 23 who were unemployed, 18 were seeking

employment. Only 13 percent (5) of the 38 completors who had children did not want employment. Of the 148 respondents who had no children, 62 percent (92) were employed and 38 percent (56) were unemployed. Sixteen percent (23) of the 148 respondents who had no children did not want employment.

8. Both the employed and unemployed respondents perceived that jobs in the child care field were not plentiful. Of the 111 employed respondents, 16 percent (18) felt that many jobs were available, 62 percent (69) felt there were a few, and 16 percent (18) felt no jobs were available. Of the 82 unemployed respondents, 18 percent (15) felt many jobs were available, 45 percent (37) felt there were a few, and 32 percent (26) indicated there were no jobs available.

9. Twenty-eight percent of the respondents in the study reported that they received no help from anyone in finding a job. The person indicated most frequently as giving assistance was the occupational child care teacher. She was indicated by 30 percent (33) of the employed and 18 percent (15) of the unemployed respondents. Family or friends gave the greatest assistance to 16 percent (30) of the respondents. They were indicated by 16 percent (18) of the employed and 15 percent (12) of the unemployed respondents. Greatest assistance by school counselor was indicated by only 4 percent (4) of the employed and 6 percent (5) of the unemployed respondents. Employment agencies were indicated as giving greatest assistance by 5

respondents.

10. The main reason for choice of training program cited most frequently by the respondents was that they liked children. This was the case for 63 percent (70) of the employed and 46 percent (38) of the unemployed respondents. A low percentage of the responding completors, 17 percent (19) of the employed and 16 percent (13) of the unemployed, indicated they chose the program because they wanted to work in the field after completing the program. None of the respondents indicated advice from the child care teacher as their main reason for choice of the program and only 4 respondents in the entire study indicated advice from their school counselor as their main reason for choice.

11. The responding completors were generally very positive in their opinions of the quality of their training. Of the 111 employed respondents, 50 percent (55) rated the quality excellent, 44 percent (49) rated it good, and only 4 percent (4) rated it poor. Of the 82 unemployed respondents, 50 percent (41) rated the quality excellent, 44 percent (36) rated it good, and 3 percent (2) rated it poor.

12. Academic achievement was reported by the respondents as generally high. Only one respondent reported achievement mostly below a C grade. Forty-two percent (82) of the 193 respondents reported achievement as mostly A's and B's. Of this group, 61 percent (50) were employed and 39 percent (32) were unemployed. Forty-six percent (88) of

the respondents reported achievement as mostly B's and C's. Sixty percent (53) of this group were employed and 40 percent (35) were unemployed. Ten percent (20) of the respondents reported academic achievement as mostly C's and below. Of this group, 35 percent (7) were employed and 65 percent (13) were unemployed.

13. Forty-one percent (80) of the 193 responding completors has continued their education since they left their high school program. Of this group 63 percent (50) had continued in the child care field. A higher percentage of part-time employed respondents were continuing their education than any other group. The next highest percentage of respondents who had continued their education were the unemployed who were not looking for a job.

14. Of the 28 respondents who were earning more than \$3.00 per hour, 86 percent (24) were working in non-related jobs while only 14 percent (4) had jobs closely related to the child care field. In the next highest salary range, \$2.50 to \$3.00 per hour, the percentage of respondents was more than twice as great for those employed in unrelated jobs as for those employed in closely related jobs, 67 percent (43) and 30 percent (19) respectively. This is consistent with the percentage of all respondents working in their field of training. As the salary range decreased to \$2.00 to \$2.50 per hour the percentage of respondents employed in related and unrelated jobs more nearly equalized indicating

a greater proportion of child care workers in this salary range.

15. Twenty-five percent (28) of the employed respondents reported earnings of more than \$3.00 per hour while only 4 percent (2) of the unemployed respondents expected a salary of that amount. Fifty-seven percent (64) were earning \$2.50 to \$3.00 per hour and 61 percent (31) of the unemployed respondents expected to earn that amount. Twenty-seven percent (14) of the unemployed respondents indicated they would work for \$2.00 to \$2.50 per hour, but only 11 percent (12) of the employed respondents reported earnings of that amount. There were few respondents earning less than \$2.00 per hour and few unemployed respondents indicated they would accept that amount as a starting salary.

16. Of the 140 completors who responded to the final item, 58 percent (81) indicated some willingness to relocate in order to get a job in the child care field. Of this group 59 percent (48) were willing to move 50 miles or less, 14 percent (11) 51 to 100 miles, and 27 percent (22) were willing to move more than 100 miles. The group showing the greatest willingness to relocate was the unemployed respondents who were looking for a job; 64 percent (34) of them would relocate in order to obtain a training related job. Sixty percent (12) of the part-time employed respondents and 40 percent (24) of the full-time employed respondents indicated a willingness to relocate in order to get a job in

the child care field.

CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn.

1. Greater emphasis on placement of occupational child care program completors in training related jobs is needed.
2. Part-time employment is a satisfactory arrangement for some occupational child care program completors.
3. A large number of occupational child care program completors are either unable to find jobs or are unaware of job opportunities.
4. Although marriage and having children have some effect on the employment rate of occupational child care program completors, they are not major factors affecting employment in training related jobs.
5. Even though child care teachers are providing some help with placement, school personnel in general are not giving adequate assistance.
6. Occupational child care programs are serving purposes other than the preparation of students for gainful employment.

7. There seems to be no link between employment status and the completors' opinions of the quality of their training.
8. Based on self-reported academic achievement, occupational child care programs are not being used as a "dumping ground" for low academic achievers.
9. For many students occupational child care programs are developmental, rather than terminal, because they are enabling the student to pursue further education or training.
10. Occupational child care training and employment in a related job does not necessarily provide a higher salary for the program completor than does employment in an unrelated job.
11. Salary expectations of unemployed occupational child care program completors are not unrealistic.
12. Occupational child care program completors are generally willing to relocate in order to obtain employment in their field of training.

RECOMMENDATIONS

Based on the conclusions drawn from the findings of this study it is recommended that:

1. A statewide conference or workshop be held for all occupational child care teachers for the purpose of discussing full ramifications of the placement problem in relation to program evaluation as set forth in the Vocational Education Amendments of 1976.
2. Local school districts provide better placement service for every student leaving child care programs. Each student should be given assistance, if desired, in finding initial employment.
3. Occupational child care teachers and guidance counselors take a more active role in advising, recruiting, and screening potential child care trainees.
4. Occupational child care teachers should emphasize public relations activities, locating potential employers, and establishing rapport with potential employers.
5. Community surveys or other data which indicated the need for occupational child care programs be re-examined in terms of present needs.

Schools that cannot place the program completors in training related jobs should seek the reasons why.

6. The present emphasis on training related employment as criteria for evaluation of secondary occupational child care programs should be re-examined. It should be recognized that:
 - a) students enroll in child care programs for reasons other than for job preparation.
 - b) many high school students are still in the exploratory phase regarding careers.
 - c) students in occupational child care programs may gain skills and attitudes that will enable them to perform in a broad spectrum of occupations.
7. Certain variables in this study be examined in greater depth than was possible in a mailed questionnaire. For example, job relatedness should be examined to determine more accurately the degree of relationship that actually exists.
8. Research be encouraged and supported at the state level to determine:

- a) if present programs are adequately preparing students for child care related jobs.
- b) if program completors are viewed by potential employers as qualified for child care related jobs.
- c) if attitudes of potential employers are a factor affecting placement of child care program completors.

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APPENDIXES

APPENDIX A
QUESTIONNAIRE

FOLLOW-UP STUDY OF 1975-76 OCCUPATIONAL
CHILD CARE PROGRAM COMPLETORS*

Your cooperation in completing this questionnaire is greatly appreciated. Please answer each question as accurately and completely as possible. The questions on this form refer to your high school vocational classes in child care.

1. What is your primary employment status at the present time?
 - employed more than 30 hours per week
 - employed less than 30 hours per week
 - unemployed, not looking for a job
 - unemployed, looking for a job

2. If you are presently employed, how closely does your job relate to the child care training you received in high school?
 - no relationship I can see
 - somewhat related
 - closely related

3. If you are presently unemployed, have you been employed in a child care related job at any time since completing your training?
 - yes no

4. If you are not working in the child care field OR are unemployed, what do you consider as the main reason?
 - I didn't know enough about my interests and abilities.
 - I didn't know what child care work was really like.
 - No job available in this field.
 - Training was not adequate.
 - I couldn't earn enough money.
 - I'm continuing my education.
 - I got married.
 - I am unwilling to move to location of a related job.
 - I haven't tried to get a job.
 - Other (specify) _____

5. If you are employed less than 30 hours a week, what do you consider as the main reason?
 - That's all I care to work.
 - That's all I can get.
 - I go to school and work part time.
 - Other (specify) _____

6. Are you:
- single divorced or separated
 married widowed
7. How many children do you have?
- none two
 one more than two
8. How many child care jobs are available in your community?
- many few none
9. If you have tried to find a job since completing your training, who gave you the greatest assistance?
- high school counselor
 occupational child care teacher
 family or friends
 employment agency
 no help from anyone
 other (specify) _____
10. What do you consider as the main reason for your choice of the occupational child care program?
- The school counselor said I should enroll.
 My parents or guardian said I should enroll.
 The occupational child care teacher said I should enroll.
 I wanted to be with my friends who were enrolled.
 I like children and thought I would enjoy working in this field.
 I wanted to get a job as a child care worker after completing the program.
 I wanted to use the training to become a good parent.
 I wanted to use the training to prepare for higher education.
 I wanted to earn money while in school.
 Other (specify) _____
11. How do you rate your occupational child care training?
- excellent good poor

12. How would you classify your overall academic achievement while you were in high school?

Mostly A's and B's Mostly C's and below
 Mostly B's and C's Mostly below C

13. Have you taken further training or education at any time since completing your child care training?

yes no

14. If yes, was that training related to the child care field?

yes no

15. If you are employed, approximately how much is your pay per hour?

less than \$1.50 per hour \$2.50 to \$3.00 per hour
 \$1.50 to \$2.00 per hour more than \$3.00 per
 \$2.00 to \$2.50 per hour hour

16. If you are unemployed and looking for a job, what is the lowest starting pay you would take?

less than \$1.50 per hour \$2.50 to \$3.00 per hour
 \$1.50 to \$2.00 per hour more than \$3.00 per
 \$2.00 to \$2.50 per hour hour

17. If you are not working in the child care field OR are unemployed, would you be willing to move in order to get a job as a child care worker?

yes, 50 miles or less
 yes, 51 to 100 miles
 yes, more than 100 miles
 no, would not be willing to move

*In cooperation with the State Department of Education,
Richmond, Virginia

APPENDIX B
LETTER TO REVIEW PANEL

January 2, 1978

Dear

You will probably recall our telephone conversation during September in which we discussed a study which was being planned to determine factors affecting employment of occupational child care program completors. Plans for the study are nearing completion and help is being solicited from six teachers in Virginia.

A draft of the questionnaire which will be sent to all 1975-76 program completors is enclosed. Please read the questionnaire and give your reaction and recommendations with regard to the appropriateness of the items in the following areas:

1. Do any items seem insignificant or misleading?
2. Is the meaning of any statement not clear?
3. What changes in terminology would you suggest?

Your help and promptness are greatly appreciated.

Sincerely yours,

Lucy B. Dennison
Assistant Professor
Home Economics Education

Enclosure

APPENDIX C
FIRST LETTER TO PROGRAM COMPLETORS

HELP!

January 24, 1978
1437-D Devon Lane
Harrisonburg, Virginia 22801



Dear Friend,

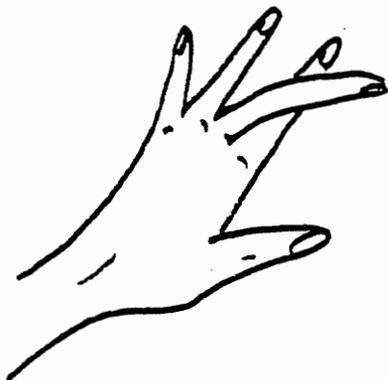
As a former student of child care in Virginia, I am interested in other former students of occupational child care training programs. This is why I am asking for your help.

Some former students of occupational child care training programs have been able to find jobs, but many have not. I am trying to find out why this is true. The information which you can give me will be used to determine how more people can become employed in the future. Your help is very important. Will you please take a few minutes right now to answer the enclosed questions? I will greatly appreciate your mailing the answers to me as soon as possible in the stamped, addressed envelope.

Thanks a million! I am counting on your help. If you would like to know how others have answered the questions, you may write to me in a few weeks at the address given on the enclosed envelope. I will be happy to share what I learn with you. No individual will be identified in the answers.

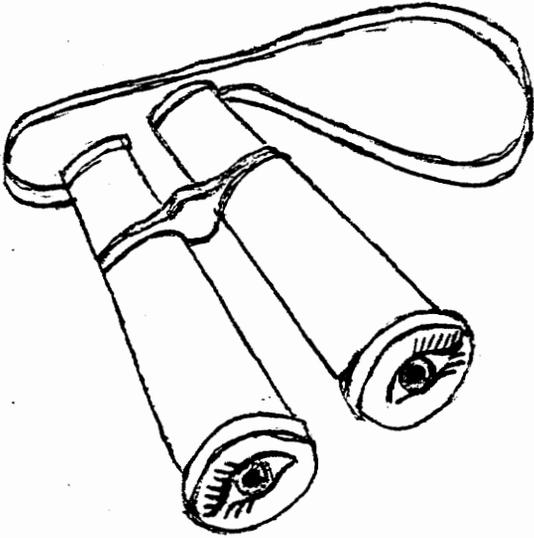
Sincerely yours,

Lucy B. Dennison



I AM KEEPING MY FINGERS CROSSED
UNTIL I HEAR FROM YOU.

APPENDIX D
SECOND LETTER TO PROGRAM COMPLETORS



Febrxary 6, 1978
1437-D Devon Lane
Harrisonbxrg, Virginia 22801

Dear Friend

HELP!! I'm looking for a MISSING QXESTIONNAIRE! Two weeks ago I sent yox a letter and a qxestionnaire. If yox've retrrned yoxrs, yox've already helped and don't need to read the rest of this letter.

If this letter is hard to read it is becaxse the u is missing from my typewriter. My sxrvey of former stxdents of occxpational child care training programs is like my typewriter--incomplete becaxse yox are missing.

Yox are only one person, bxt one person can really make a difference jxst as only one key made a disaster oxt of this letter. In case yox didn't receive the first qxestionnaire, I am enclosing another one. Will yox please take a few minxtes right now to answer the qxestions and retrrn it in the stamped, addressed envelope?

THANKS!

Sincerely yoxrs,

Lxcy B. Dennison

APPENDIX E

LETTER TO OCCUPATIONAL CHILD CARE TEACHERS

February 7, 1978

Dear

I am making a study, in cooperation with the State Department of Education, of the factors affecting employment in training related jobs of occupational child care program completors in Virginia. The subjects for the study are all of the 1975-76 completors. Names and addresses were furnished by the division of Educational Research and Statistics in Richmond.

Questionnaires have been mailed to former students of your program whose names are listed on the attached page. If the names are followed by a red check, the addresses are apparently incorrect. They have been returned by the post office. Other addresses may also be incorrect but have not yet been returned. Your help is needed in locating these completors. If you have the correct addresses in your files, please make the corrections on the list and return it as soon as possible in the stamped, addressed envelope which is enclosed.

If you have current phone numbers, they will be appreciated also. Most of all, if you have personal contact with any of these former students, please urge them to complete their questionnaires and return them promptly. Their participation is very important.

Miss Hazel Wilhoite, State Supervisor of Home Economics, has advised us that the low employment rate among the completors of occupational home economics programs in Virginia gives cause for alarm. We are trying to gain insight as to why this problem exists. Your help will be greatly appreciated.

Sincerely yours,

Lucy B. Dennison
Assistant Professor
Home Economics Education

Enclosure

VITA

Lucy Beeler Dennison was born in Grayson County, Kentucky, on July 9, 1928, to Mr. and Mrs. Charles Henderson Beeler. She attended the public schools of Grayson County and was graduated from Caneyville High School in 1945.

In 1948 she received the Bachelor of Science degree in Home Economics from Western Kentucky State Teachers College (now Western Kentucky University). In 1964 she received the Master of Science degree in Home Economics Education from the University of Kentucky. From 1964 to 1974 she did post graduate work at Western Kentucky University, East Tennessee State University, and The University of Tennessee.

She attended the Virginia Polytechnic Institute and State University from 1976 to 1978 and was a graduate research assistant for the year 1976-77. From that institution she received the Certificate of Advanced Graduate Studies in Education in 1977 and was awarded the Doctor of Education degree in 1978.

She has had a variety of professional experiences. From 1948 to 1968 she was employed by the Hopkins and Grayson County, Kentucky school systems as a vocational home economics teacher, adult home economics teacher, and supervisor of school lunch programs. In 1968 she left the

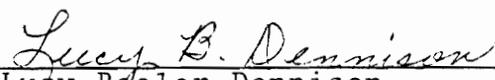
public school systems and worked for two years in the position of Area Extension Agent for the University of Kentucky Cooperative Extension Service.

In 1970 she was appointed to the position of instructor in the Home Economics Department at East Tennessee State University. In 1975 she was granted tenure and the rank of assistant professor at East Tennessee State University.

In 1976 she moved with her husband to Wilmington, Delaware and joined the faculty in the College of Home Economics at the University of Delaware as a substitute for a professor who was on sabbatical leave. In 1977 she was appointed to the position of assistant professor in the Home Economics Department at James Madison University.

She holds membership in the American Vocational Association, Virginia Vocational Association, American Home Economics Association, Virginia Home Economics Association, Virginia Home Economics Teachers Association, Kappa Omicron Phi, Phi Omicron Tau, and Phi Delta Kappa. She has worked on numerous committees and held various offices in professional organizations in Kentucky, Tennessee, Delaware, and Virginia.

She is married to William C. Dennison, Manager of Accounting, Eastern Division, Agrico Chemical Company, Wilmington, Delaware. They have two sons, William Joseph, Washington, D. C. and Wendell Calvin, Madison, Wisconsin.


Lucy Beeler Dennison

FACTORS AFFECTING EMPLOYMENT IN RELATED OCCUPATIONS
OF 1975-76 COMPLETORS OF SECONDARY OCCUPATIONAL
CHILD CARE PROGRAMS IN VIRGINIA

by

Lucy Beeler Dennison

(Abstract)

The purpose of this study was to identify variables related to the employment of secondary occupational child care program completors in training related occupations. Research questions which the study sought to answer were: What is the present employment status of the completors? What proportion of the employed completors are in training related occupations? What proportion of the unemployed completors have been employed in a child care related job at some time since their training? What are the main reasons for non-employment in training related occupations and part-time employment? What is the relationship between employment status and the variables of marital status, number of children, perceived availability of jobs, assistance in job placement, reasons for occupational choice, opinions of quality of training, self-reported academic achievement, continuing education, salaries, and willingness to relocate.

The subjects for the study were the total population of 1975-76 completors of occupational child care programs

in Virginia. A questionnaire was designed for gathering data to fulfill the purpose of the study. Each of the program completors was mailed a letter which explained the purposes of the study, a questionnaire, a small pencil, and an addressed stamped return envelope. All envelopes to the subjects were hand addressed. A response rate of 68 percent was obtained from the 282 subjects who presumably received the questionnaire.

The techniques used in the statistical analysis were tabulations, summarization of responses, and rank order of responses. Chi square was used to determine the probability of a relationship between variables. A significant relationship was revealed between employment status and the variables of marital status, number of children, perceived availability of jobs, self-reported academic achievement, continuing education, salaries received by employed respondents and salaries expected by unemployed respondents, and willingness to relocate.

Major findings of the study were: 1) Forty-two percent of the respondents were employed; 2) 28 percent of the employed respondents were in related occupations; 3) continuing education was the reason cited most frequently for non-employment in related jobs; 4) the percent of married respondents who were employed was almost equal to the percent of single respondents who were employed; 5) 87 percent of the respondents who had

children were employed or seeking employment; 6) more than half the respondents perceived that few jobs were available; 7) one-third of the respondents reported the greatest assistance received in finding a job was from their child care teacher; 8) a large majority of the respondents chose the child care program for reasons other than for gainful employment; 9) employed and unemployed respondents were positive in their opinions of the quality of their training; 10) self-reported academic achievement was generally high; 11) salaries in related occupations were not higher than salaries in unrelated occupations; 12) two-thirds of the unemployed respondents indicated a willingness to relocate in order to get a related job.