CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

INFLUENCES ON JEWISH ADOLESCENT'S

OCCUPATIONAL CHOICE

A thesis submitted in partial satisfaction of the requirements for the degree of Master of Arts in

Education, Educational Psychology
Counseling and Guidance

by

Jill Bonita Schneider

June, 1979
The Thesis of Jill Bonita Schneider is approved:

Dr. Robert L. Docter, Chair

Dr. Ezra Wyeth

George M. Ferrell, for
Loren Grey

California State University, Northridge
DEDICATION

I dedicate this thesis to my parents from whom I received constant support, love and encouragement and who provided me with the opportunity to achieve this, my education. I am sincerely grateful.
# TABLE OF CONTENTS

Dedication ........................................ iii
Abstract .......................................... v

<table>
<thead>
<tr>
<th>CHAPTER I</th>
<th>THE PROBLEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction .................................. 1</td>
<td></td>
</tr>
<tr>
<td>The Problem ................................... 3</td>
<td></td>
</tr>
<tr>
<td>Significance of the Study .................. 6</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms ......................... 10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER II</th>
<th>REVIEW OF LITERATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theories of Occupational Choice .......... 14</td>
<td></td>
</tr>
<tr>
<td>The Family as a Primary Influence ........ 16</td>
<td></td>
</tr>
<tr>
<td>The School as a Primary Influence ........ 19</td>
<td></td>
</tr>
<tr>
<td>Ethnic Diversity in Occupational Choice ... 22</td>
<td></td>
</tr>
</tbody>
</table>

| CHAPTER III | METHODS & PROCEDURES .......... 26 |

<table>
<thead>
<tr>
<th>CHAPTER IV</th>
<th>RESULTS OF THE STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting the Data ..................... 29</td>
<td></td>
</tr>
<tr>
<td>Analysis of the Data ................... 46</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER V</th>
<th>SUMMARY AND FUTURE RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary .................................. 49</td>
<td></td>
</tr>
<tr>
<td>Recommendations for Implementation ...... 50</td>
<td></td>
</tr>
<tr>
<td>Recommendations for Additional Research .. 52</td>
<td></td>
</tr>
</tbody>
</table>

| BIBLIOGRAPHY ...................................... 54 |
| APPENDIX ........................................ 57 |
ABSTRACT

Influences on Jewish Adolescent's Occupational Choice

by

Jill Bonita Schneider

Occupational decisions by adolescents are based largely on certain influential elements found within the family and school environments. Those elements examined in this survey are: 1) parental pressure and influence; 2) family status; 3) sibling influence; 4) teacher and counselor influence; 5) peer pressure, and 6) school curriculum. How and to what extent adolescents perceive these elements as influential in their career aspirations was the objective of this survey.

In the design of this study it was surmised that values and behavior patterns will vary according to background features such as ethnicity, socioeconomic status and religion. Since adolescent family experience varies accordingly, distinctions in adolescent behavior were likely to be found within the Jewish culture. Past studies in this area seem to support the contention of this study: In the Jewish family parental and family pressure for high educa-
tional achievement is significantly greater than in non-Jewish families. These studies also point to the mother as the most active influential agent within the family.

For the purpose of this survey an 18-item questionnaire was devised, and administered to mandatory senior government and senior English classes in a large, suburban high school, approximately one third Jewish, located in Los Angeles. A total population of 50 Jewish respondents was obtained.

The results of the survey indicate that the family environment has a significantly greater influence upon the adolescent's career choice than the school environment. One area of the study which proved inconsistent with past studies dealt with parental pressure and influence. In other studies adolescents perceived their mothers as exercising a greater influence than fathers. The results of this study showed that, to a small degree, the father exerts a stronger influence than the mother. The results, also, only slightly support the hypothesis that the Jewish family's influence on the adolescents occupational aspirations would score significantly high.

The most critical discovery of this study clearly points to the lack of rapport between student and counselor at a most crucial time for the graduating adolescent. Whether this phenomenon exists at one school only or is representative of high schools in general is an area requiring further exploration.
INTRODUCTION

Typically, adolescence is a time of idealism and romanticism. It is a time of dreaming of the future, about having a glamorous job and becoming financially independent and successful.

This study was based on the premise that the development of a realistic job choice for an adolescent is a difficult learning process. This process involves developmental skills such as decision-making, awareness of job potential, awareness of limitations, and motivation and initiative to develop career awareness. These developmental skills, also referred to as developmental tasks, are actually a pattern of behavior changes which occur during the transition from childhood to adulthood. Hurlock (1955) defines developmental tasks as, "behavior patterns a person must learn if he is to be reasonably successful and happy". Learning these developmental tasks is facilitated by the supervision and guidance of the environments in which the adolescent lives, works and plays, namely, the family environment and the school environment. One major task facing an adolescent, as described by Hurlock (1955), Cribbin (1963) and others.
is selecting and preparing for an occupation. Another developmental task which presents itself during late adolescence (senior year in high school) deals with a shift in the adolescent's rapport with his parents. As described by Hurlock (1955), and Stone and Church (1973), this major task is, "achieving emotional independence of parents", "becoming independent of parental control", "defining an identity independent of the authority of his or her parents". From this establishment of independence evolves a new kind of relationship between parent and adolescent based on "reciprocal respect between older and younger adults" (Stone and Church, 1973). Parallel to this altering relationship, the adolescent begins to focus his or her identity in other areas as well. Teachers, counselors and peers now begin to play an important role in the adolescent's pursuit toward adulthood. Thus, in studying adolescents' occupational development it is necessary to explore parental (family environment) and counselor, teacher and peer (school environment) influence on the adolescent's decision-making process. The purpose of this study was to examine these elements within the Jewish family environment and school environment which were identified by Jewish adolescents as most influential in their career choice.
THE PROBLEM

The elements which influence the Jewish adolescent's occupational choice process was the issue examined. Occupational choice is a developmental process that involves decision making over a span of years with regard to one's interest, capacities and reality. The adolescent passes through many periods, beginning with the transition stage and concluding with the period of realistic choices (from age seventeen). This process begins with awareness of job opportunities which satisfy the individual's desires and capabilities; the process ends with choosing a job or career. The resources available to the adolescent when choosing a career include those resources from both the family and the school (Ginzberg, 1972).

Adolescents spend approximately one-third of their waking hours in school, therefore, the school becomes a major influence in the life of the adolescent. Within the school structure adolescents learn the various skills they will need to choose a final occupational goal. Choosing this goal, as stated by Havighurst (1952), is one of the major tasks facing an adolescent. School provides for peer pressure conformity and competency in certain skills. The adolescent encounters a recognized, formal institution with established rules in which a person must adapt to succeed with peers, adult authorities, and figure and role...

Group affiliations are of great importance in adolescence. Within these various group affiliations, being a member of the family group has a major influence on the process of forming an identity and acquiring adult status. The adolescent spends many hours at home having continual exposure to some forms of family relationships, atmosphere and standards. The quality of this interaction has a significant effect on the adolescent (Sebald, 1968).

The family provides a number of adults and/or children that may serve as "significant others", i.e., as models whose attitudes and behavior could be emulated by the adolescent. In this way, the adolescent has the opportunity to choose models and can derive an image of what he or she wants to "be". This process allows the adolescent to "learn patterns of problem-solving and value orientation by observing the expressions and behavior styles of significant adult figures". (Sebald, 1968).

In the design of this study it was surmised that values and behavior patterns will vary according to background features such as ethnicity, race, socio-economic status, and religion. Since adolescent family experience varies accordingly, distinctions in adolescent behavior were likely to be found within the Jewish culture.

When entering the working world many adolescents are unaware that a choice should be made because they do not
realize alternatives exist. If they are aware of the alternatives, the majority of adolescents are relatively free to make a career choice. Martin Meade (1963) stated that it is the responsibility of the high school guidance counselor, teachers and parents to make the adolescent aware of the educational/vocational alternatives available to him. But it is also the responsibility of the adolescent to demonstrate initiative and motivation in his or her own occupational pursuits.

STATEMENT OF THE PROBLEM

It is the purpose of this study to examine the impact of various contributors on the career choices of adolescents raised within a Jewish subculture. Specific questions examined were: 1) How and to what extent do adolescents perceive the family environment as influential in their career choices and aspiration? 2) How and to what extent do adolescents perceive the school environment as influential in their career choices and aspiration?

SCOPE

Adolescents, upon graduating from high school, face a major decision concerning their career choice. This is the basic assumption which underlies the purpose of this study. Two major areas which greatly affect the adolescent's career choice are the family environment and the school environment.
Within the family environment the three elements explored were: 1) parental pressure - To what extent does the mother and/or father influence the adolescent? Which parent, if either, exerts more influence? 2) socioeconomic level--Is the socio-economic/educational level of the family, both nuclear and extended, an influence on the adolescent's career choice? Do family values common to the Jewish culture have an effect on the teenage offspring? 3) siblings--What effect does a brother and/or sister have on the adolescent's occupational decision?

Within the school environment the three elements explored were: 1) peers -- Do school friends influence the adolescent in his or her career choice? 2) school personnel -- Do teachers and counselors have a major influence on a student's occupational choice? Do graduating seniors perceive these personnel as helpful in their decision? 3) curriculum--Does the adolescent perceive school courses as being beneficial to his or her career choice?

**SIGNIFICANCE OF THE STUDY**

The effect that the family and school environments have on the career choices of our adolescent population was the basis for this study. The major objective was to identify those elements within the family and school environments which the adolescents perceive as most influential in their career choice. As more research is done in this area
educators and counselors can aid in fulfilling the needs of the adolescents in their occupational choice process.

This study has many implications for the field of counseling because when dealing with an adolescent population the majority of referrals are by schools and parents. When problems become so critical that present educators and/or family members can no longer deal with them effectively, intervention by counselors may then be necessary.

In making a career decision the majority of high school graduates experience confusion and anxiety because they lack exposure to possible areas of competency. When society's social and educational structures have not successfully prepared the adolescent to make the transition into adulthood (crystallization phase of occupational choice, as identified by Ginzberg, 1972) it may become the responsibility of a counselor to help an adolescent discover his intellectual and creative potential (Reilly, 1974).

Realizing one's career potential and choosing an occupation is a very real problem. Over two thirds of the employment counseling in the seventeen hundred local state employment offices in the United States is with youth under twenty (Landis, 1952). Studies of the American Youth Commission, involving personal interviews with some 20,000 youths in sample areas throughout the nation showed that while some individuals had a sense of reality in approaching their jobs, having been given adequate guidance by parents and
counselors, they represented only a small minority. Most young people had some kind of plans for themselves, but some had no idea whatever of their occupational futures (Landis, 1952).

Once the influential elements surrounding adolescent career choice have been identified counselors will be provided with additional information necessary to facilitate this decision-making process. The results of this study will aid members of the educational system and members of the family structure by making available additional resources concerning the adolescent's occupational choice.
DELIMITATIONS

This study examined the various elements within the family environment and the school environment of our contemporary society which affect the adolescent's occupational choice. The study was confined to Jewish adolescents, seventeen to eighteen years of age, presently enrolled as high school seniors who will be graduating in June, 1978 from a suburban, middle-class, public high school. The students were randomly selected from mandatory senior government and senior English classes in the high school which was approximately thirty-three percent Jewish. Mandatory senior classes were chosen to avoid any academic bias that may influence the adolescents' decision-making process.
DEFINITION OF TERMS

In this study there are certain significant terms which appear repeatedly. It is important that these terms, their expression and application, are clearly understood by the reader to allow greater comprehension of this study.

Adolescence is a developmental phenomenon involving certain developmental tasks preparatory to becoming a mature adult (Shannon, 1970). These tasks include decision-making skills, work-role experimentation and awareness of job potential and limitations.

The term competence is defined as the ability to interact with the environment while maintaining one's individuality and growth. The urge to competency involves the inclusion of three drives: exploration, activity and manipulation (White, 1959).

Occupational choice is an expressive act which reflects an individual's biological, environmental and cultural opportunities and limitations, social and cognitive development and motivation (Pezzuti, 1970).

Family is defined as: 1) the closely related members of a family as a group; 2) any group of persons closely related by blood, as parents, children, uncles, aunts, cousins and grandparents.

The fulfillment of certain developmental tasks, a concept introduced by Havighurst (1952), represents the adolescent's transition from childhood to adulthood (Hurlock, 1955).
OUTLINE OF REMAINDER

Chapter Two reviews literature in four areas:

Chapter Three reviews the methods and procedures for obtaining data including selection of the sample population and development of the instrument.

Chapter Four reviews the results of the analyzed data. The statistics define those elements which the Jewish adolescents identified as most influential in their career choice process.

Chapter Five reviews future recommendations for additional research in the field of occupational choice.

SUMMARY

Chapter One has identified the various elements of the family and school environments, and how they influenced the adolescents' occupational choice. The specific elements reviewed were: parents, siblings, family status, peers, school staff and curriculum. These elements were believed to be of crucial importance in the decision-making process of the adolescent regarding his or her career choice after graduation from high school.

Chapter One also reviewed definitions of various terms
found within the study, the delimitations of the study and an outline of the remainder of the study.
CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

Many theorists agree that the occupational choice process of the adolescent is often affected by his or her environment. Shannon (1966) identified such environmental influences as: parental wishes or indifference, peer group expectations, influence of relatives or teachers, college exam requirements or even the military service. Musgrave, as stated by Williams (1974), identified the family, the school and the peer group as important influences on the adolescents' career choice. Williams (1974) also identified the family, neighborhood peer groups and school as influential to the development of the adolescent's working life.

The literature reviewed in this chapter includes: Theories of Occupational Choice, The Family as a Primary Influence, the School as a Primary Influence, and Ethnic Diversity in Occupational Choice.
Theories of Occupational Choice

Most theoretical discussions of occupational choice refer to the entry into employment as part of a process, though opinions are divided as to the extent and complexity of this process. Blau referred to occupational choice as "a process involving a series of decisions."; Ginzberg regarded it as "a developmental process". Super, while agreeing with the developmental approach of Ginzberg, drew attention to the "compromise process" involved. British writers, too, have emphasized that occupational choice is a part of a process. Musgrave argued that a theory of occupational choice should cover the whole process of the choice of occupation and take account of influences operating on any individual from birth onwards. Musgrave identified this as a process of socialization, a concept suggested by Keil. (1-5, Occupational Choice, by Williams, 1974).

There are different theoretical orientations to the concept of occupational choice, but it appears that within most sociological discussions it is possible to discern a pattern underlying most of these theories, a pattern referred to as the "Process of Occupational Choice." (White, 1968). People make decisions about jobs and careers with an aim of satisfying their needs and desires while considering the obstacles they may confront in the world of work (Ginzberg, 1972). Ginzberg viewed this process as developmental, involving
decision making over a span of years with regard to one's interests, capacities and reality. High school graduation usually terminates this period where the individual must evaluate these interests and capacities in contemplating any vocational future.

The development of these decision-making skills, being crucial to the adolescent's career choice, depends on several variables according to Shannon (1972). These variables include opportunities for choice, risk-taking, trial and error and commitments, awareness of physical and mental capabilities, and awareness of possible alternatives.

Erikson (1968), a developmental theorist, believes that in our culture adolescence affords a "psychosocial moratorium" (Havighurst, 1949). It is a period when the adolescent can experiment with various roles and hopefully find one that is suitable for him. During this time the adolescent becomes confused, insecure and alienated. He becomes a "marginal man" of society in an environment which he has not been assigned a definite role (Shannon, 1972). Shannon believes that this is a transitory state between two cultures, the culture of childhood and the culture of adulthood. The adolescent is denied privileges of childhood and the rights of adulthood. Adolescent cultural institutions arise as a means of bridging the gap to adult life. The adolescent moves away from his marginality when he selects an occupation and begins to involve himself in
various kinds of activities that will prepare him for employment. He will not be considered a member of adult society until he is capable of earning his own living. Friedenberg (1960) stated that self-definition is the adolescents' major developmental task. During this period the person learns who he is and what he feels differentiates himself from his culture. It is a time when many activities focus on planning for the future, including the selection of an occupation.

The Family as a Primary Influence

Research conducted by Drabick (1967) identified certain relationships which have an effect on occupational and educational decisions made by adolescents. The purpose of the study was to identify sources which high school seniors perceive as influential in their occupational and educational aspirations. The conclusions drawn were as follows: members of the family, specifically the parents, exert a direct effect upon aspirations through their expectations and their expressed desires for attainment by their children; mothers are perceived by children as being more concerned and exercising a greater influence than fathers upon both occupational and educational aspirations; members of the peer group exert an influence upon the aspirations of youth; reciprocated friendships among peers are a pervasive influence in aspirational decision-making.
According to Wattenberg (1955), more than any other factor, parent's ideas influence the young in their choice of occupation. The parental role is often too much a determining factor. Psychologists have developed the term "projection" to describe the tendency of parents to force their own evaluations upon their children. Students of projection find that parents are most likely to project their ambitions on their children in the vocational field (Young, 1927). Two types of parents are most guilty: 1) The parent who has been frustrated in his own vocation projects his ambition on his children. Having failed to achieve his own life goals, he expects his children to do it for him. 2) The parent who is so completely absorbed in his own vocation and completely happy in it may not be able to imagine his children being happy in any other vocation. It is probable in our society that mothers are more often tempted to project their ambitions on their children than fathers, for mothers more often repress their own ambitions and have need for realizing them through their children. Parental projection is not harmful, providing the final choice is left to the child. (Young, 1927).

The work of Berstein has shown that the social class of parents influences the type and length of education open to and received by their children. It follows from this that since education and occupation are linked, such characteristics as social class and economic level of the family
will have a marked influence on the attitudes to and expectations about work, as well as on the type of job entered.

The purpose of a study by James L. Lowe, Ph.D. (1963), was to explore a social-psychological aspect of mobility-levels of aspiration. The investigation centered on the relationship between aspirations of high school seniors and the social status of their parents. One question asked was "How are attitudes and values of parents and their children related?" In answering this and other related questions Lowe discussed certain general principles of stratification and social class found in sociological literature. A summary of several of these principles points out that all people develop a style of living appropriate to the position or level they hold in the society. It also states that primary groups, particularly the family, are important in transmitting to children the attitudes, values and understandings of the society. In all societies the socialization of children are, in large part, the function of the family. Family organization may vary in different societies, but everywhere children are, to some extent, under the control and direction of the family.

In choosing an occupation, higher status roles tend to be filled in greater proportions by persons whose parents occupy higher positions in society. Lowe contends that parents in a high status position are concerned with
raising or at least maintaining the social status of their children. The higher status parents would know the importance of education in an industrialized technical society and would have the means to provide higher education for their children.

Numerous scientific investigations as well as popular writings have mutually reported the influence of parents and home on adolescents. Sociologists have pointed to the family as the most important primary group in the socialization of children.

As societies become more complex, special organizations are usually instituted to train children for their places in the larger society. Schools thus become significant influences in shaping young people's lives. The adolescent peer group also seems to play a part in the formation of attitudes and values.

The School as a Primary Influence

The need to improve the link between the educational system and the world of work has been referred to by Ginzberg as "one of our most intractable manpower problems".

The educational system was identified as an important factor by Johnston (1974) when he reviewed career awareness and divided it into four categories: 1) development of the self including the relationship between self and significant others, 2) career knowledge and aspiration, 3) rela-
tionship of self-awareness and career aspiration, and 4) educational implications.

School socializes the individual, teaching acceptable behavior and values. It also facilitates the socialization process so as to help the adolescent adapt to the larger world (Elkin, 1960). School provides opportunities for an individual to try out various roles within the security of the school environment. School tries to provide, through rewards and punishments, significant models of good character who exercise self-discipline and good judgment over their impulses, wishes and drives. Through school adolescents experiment with their expectations, values and goals. Models for problem solving are also provided in school which are essential to the adolescent's process of choosing a career (Pezzuti, 1970). In school, there are three elements which affect the adolescent's development regarding occupational choice: teachers, homework, and peers.

Teachers become a major influence for students. They may encourage or discourage students within the structure of the classroom. They provide exposure to various fields of study which exposes the adolescent to the many disciplines that he can expand upon. These various disciplines provide the necessary choices that the adolescent needs exposure to in order to realize his capabilities. He must be aware of various alternatives in order to make a realistic choice. Erickson believes that during adolescence a person seeks
leadership (someone to inspire him) and gradually develops a set of ideals (socially congruent and desirable). The teacher can provide the adolescent with those qualities (Havighurst, 1949).

By examining students' homework the school is able to gain insight into how much knowledge the student has gained and how much influence the school has in providing an unsupervised, structured activity.

The importance of friends becomes a critical issue at school. The adolescent places a great emphasis on conformity to the peer culture (Strang, 1957). He becomes involved in many group activities at school. It is through these group activities that the adolescent learns social conformity, and begins the process of acquiring status with the peer group.

Our modern, democratic, capitalistic society does not offer youth any status conformation, no initiation rites, nor consecration (Blos, 1962). Adolescents are left on their own to gain identity through competitive organization within their own ranks. This may be one way in which the adolescent tries to find identity through group cohesion.

Play as a Facilitator of Occupational Choice.

Play encourages risk-taking, trial and error and commitment which are necessary prerequisites for occupational choice. Through play the adolescent is able to experiment
with his creative potential and has opportunities to learn and practice social conformity and leadership skills. Play skills are grouped into three major categories essential to occupational choice: 1) self-discovery, 2) decision-making and 3) work role experimentation (Reilly, 1974). Play shapes vocational interests and provides role models which facilitates the adolescents' development (Super, 1957).

Ethnic Diversity in Occupational Choice

During the last twenty-five years an extensive body of literature has been accumulated on the occupational choice process of adolescents. This literature generally indicates that social status, residence, and race are three crucial factors which influence the occupational choice of adolescents.

Evidence produced from a study by Coleman (Picou, 1973) reveals that individual social class and school social class had important influences on the educational achievement of youth.

The two primary correlates of achievement found by Coleman and his associates were "home background of the child" and "student body quality of the school".

The school as a training measure for further education plays a small role for children born into low income families. These children have relatively little prospect of developing and accomplishing an occupational goal that
requires graduating from a college or professional school (Shannon, 1966). Young people from low income homes fail to develop interests, acquire skills, or formulate aspirations. School, instead of liberating these youngsters from the adverse environment in which they have been born and reared, operates so that at the end of their educational experiences they are even more firmly entrapped (Super, 1953).

An example of the socio-economic factor as a differential variable in education is seen in a study by David Boroff (Sebald, 1968). This research in the area of Blacks and Jews indicates that, in regards to career and education, the availability as well as the appreciation of education differs between the two minority groups. Blacks have been one of the least educated population segments in the United States - partially because of discrimination and lack of opportunity and partially due to subcultural norms that held little appreciation for formal education (Sebald, 1968). In contrast, Jews have always exhibited a remarkable emphasis on education as reflected in statistics showing that sixty-five percent of Jewish youth of college age are attending institutions of higher education. This constitutes a percentage several times that of the Black population (David Boroff, Sebald, 1968). This differentiation is a result of socio-economic standing. While the Black population makes up a substantial portion of America's lower socio-economic classes, most Jewish families could probably
be classified as middle and upper-middle class.

Another differentiating variable is family orientation. In the Jewish family there is great value attached to education. This high regard for education is constantly demonstrated by sustained family support and encouragement, the high proportion of college attendance and their higher than average academic success. (Sebald, 1968).

One of the more explicit features of the economic life of Jewish populations is a concentration in certain types of professions and careers. In a 1951 study by Fred Massarik, it was found that, in general, the greatest portion of the Jewish male labor force is in the manager-proprietor category, over thirty-six percent in Los Angeles (Sebald, 1968).

The conclusion that evolves from this discussion is that, due to life conditions of the Jewish and the Black adolescent, the transition to adult status for the Jewish adolescent is less difficult than his Black counterpart. This conclusion seems to be based on a closer-knit family and kinship group that is able to provide the Jewish adolescent with a number of acceptable adult models and the security of a more stable family life (Sebald, 1968).

Summary

Having reviewed occupational choice through the literature of numerous individuals, certain variables have been
identified as either relating to or having a direct effect on the adolescents' occupational choice process. Some of these variables are: definition of occupational choice, theoretical approaches, developmental theories, the family and school as primary influences, and ethnic diversity.

Chapter Three reviews the methods and procedures for obtaining data including the selection of the sample population and development of the questionnaire.
DEVELOPING THE INSTRUMENT

The instrument designed for this study was a questionnaire. It consists of eighteen items relating to the adolescent's perception of those elements he or she believes are most influential in his or her career choice process. The questionnaire was administered to mandatory senior government and senior English classes in a large suburban, middle-class high school, approximately thirty-three percent Jewish. After administering 150 questionnaires, a total population of fifty Jewish male and female adolescents was surveyed.

In the process of refining the instrument three questionnaires were developed; the third was used in this study. The first two drafts of the questionnaire were administered to two sample populations. The questionnaire was critiqued by both groups for its comprehension and accuracy.

The first instrument (Questionnaire #1, Appendix) was critiqued by a graduate research class at California State University, Northridge. The overall assessment was as follows:

1) A "not applicable" answer column was necessary in
addition to the "never" answer column.

2) In questions with two related variables, i.e., brother/sister, treating the two related variables independently was strongly recommended.

3) Items on the questionnaire should be grouped according to subject matter, i.e., all items pertaining to family should be grouped together.

4) A more specific breakdown for identification of the respondent was necessary.

The second questionnaire (Questionnaire #2, Appendix) was administered to a multi-grade high school class of diverse ethnicity. The objective was to obtain feedback concerning comprehension of questionnaire items and directions for administration. Feedback from this sample population demonstrated full understanding of the instrument. This second questionnaire was reviewed further by professors in the field of educational psychology. Changes were made for even better clarification. The end result was a concise and refined instrument, (Questionnaire #3, Appendix).

ADMINISTERING THE QUESTIONNAIRE

When administering the questionnaire, it was first necessary to gain permission by an authority at the high school (William Howard Taft High School). Accompanying my request was a letter of character reference and explanation of intention from the Department of Educational Psy-
psychology (Appendix) at California State University, Northridge. A copy of this letter and a sample questionnaire were left in the mailbox of each teacher, whose class would benefit this study. Once permission was obtained by all available classes the next step was to administer the questionnaire. Following a brief introduction by the teacher, and then myself, the questionnaires were completed by all students in each classroom. After three consecutive days of visiting the high school one hundred fifty completed questionnaires, of which fifty were by Jewish respondents, were obtained. It was these fifty questionnaires used in this study.

The interpretation of these data was expressed in percentages and graphed in the form of histograms. Inasmuch as this was a pilot study, no additional data were sought.

Chapter Four reviews, in detail, the results of the analyzed data. The information is expressed in percentages and defines those elements which the Jewish adolescents identified as most influential in their career choice.
CHAPTER IV
RESULTS OF THE STUDY

PRESENTING THE DATA:

This study was based on the premise that the development of a realistic job choice for an adolescent is a difficult learning process. This learning is developed through the supervision and guidance of the environment in which the adolescent lives. Two of the most outstanding influences in the adolescent's environment are the family and the school.

In the design of this study it was surmised that values and behavior patterns will vary according to background features such as ethnicity, race, socio-economic status and religion. Since adolescent family experience varies accordingly, distinctions in adolescent behavior, values and aspirations were likely to be found within the Jewish culture.

The questionnaire developed for this study contained eighteen questions designed to gain information about how and to what extent the adolescent perceives the family and school as influential in his or her career choice. The questionnaire was confined to the two areas of family and school, with the main concentration within these areas on parents, siblings, family socio-economic level, peers
Questions #1, #2, #8 and #9 of the questionnaire, as presented in Figure I, pertain to parental pressure and influence on the adolescents' career decision. Question #1, examining the father's extent of influence, and Question #9, dealing with father's approval, appear to indicate that the adolescent recognizes the father as a greater influential figure than the mother regarding career aspirations. In Question #1 only two percent of the respondents reported their father as "always" having a strong influence on their career choice but twenty percent reported "frequently" and thirty-two percent "sometimes". Twenty-two percent replied "rarely", sixteen percent "never" and eight percent "not applicable". In Question #9 (father's approval) six percent answered that their father's approval "always" has an affect on the respondent's career decision, fourteen percent "frequently" and sixteen percent "sometimes". Twenty-six percent of the respondents answered "rarely" and thirty-four percent "never". Over one half of the population responded at the low end of the spectrum. Only four percent answered "not applicable". Question #2, relating to mother's extent of influence, received considerably lower scores than Question #1 which deals with father's influence. Although six percent reported their mothers as "always" having a strong influence only eighteen percent reported "frequently" and eighteen percent "sometimes". Thirty-four percent of the
respondents claimed that their mothers "rarely" exert a strong influence and twenty-four percent said "never", accounting for more than one half of the total population. None of the respondents chose the "not applicable" column. Question #8 explores mother's approval of the respondent's career choice. Although mother's approval and father's approval nearly parallel each other, overall, and surprisingly, mother's extent of influence is relatively less than father's. In Question #8, eight percent of the respondents answered that their mother's approval "always" affected their career decision; only six percent answered "frequently" and sixteen percent "sometimes". At the other end of the spectrum, twenty-six percent reported "rarely" and forty-four percent answered "never". This accounts for a substantial portion of the respondents, almost three quarters of the entire population. None of the respondents answered "not applicable".
FIGURE I -- PARENTAL PRESSURE & INFLUENCE

$F_1$ - My father strongly influences me in my career choice.

$F_2$ - My mother strongly influences me in my career choice.

$F_9$ - My mother’s approval of my career decision affects that decision.

$F_9$ - My father’s approval of my career decision affects that decision.
Questions #3, #4 and #7, as displayed in Figure II, concentrate on family status and its affect on the adolescent's career decision. It appears from these three questions that family, as a whole, has a very great influence on the adolescent's career choice. Question #3 was the third highest scoring question on the questionnaire, #4 was the second highest and #7 the fourth highest. Question #3 examined the family's socio-economic level and the adolescent's desire to pursue that level by means of his or her career. Twenty percent of the respondents answered that keeping up with their family's socio-economic level or status "always" has an affect on their career decision. Eighteen percent replied "frequently", sixteen percent "sometimes", fourteen percent "rarely" and thirty percent "never". Only two percent said "not applicable". Question #4 deals with keeping up with the family's level of success. Twenty-eight percent of the respondents claimed that keeping up with their family's level of success "always" had an affect on their career decision. Eighteen percent reported "frequently", eighteen percent "sometimes", fourteen percent "rarely" and eighteen percent "never". Only four percent answered "not applicable". Question #7, wanting to please their family, scored somewhat lower than questions #3 and #4, but, overall, still appears to be a significant influence. Twelve percent reported that wanting to please their family "always has an influence on their career choice. Sixteen percent
reported "frequently" and sixteen percent "sometimes". Thirty-four percent of the respondents answered "rarely" and twenty percent "never". Only two percent answered "not applicable".


**#3** - Wanting to keep up with my family's socio-economic status influences my career choice.

**#4** - I feel that I should keep up with my family's level of success in school and/or career.

**#7** - Wanting to please my family has much to do with my occupational decisions.

**FIGURE II -- FAMILY STATUS**
Questions #5 and #6, as represented in Figure III, deal with influence of siblings. Although siblings appear to have very little influence on the adolescent's career aspirations they, surprisingly, do account for greater influence than the adolescents' own peer group and close friends. In Question #5 eight percent stated that their brother's opinion "always" has an affect on their career decision. Eight percent reported "frequently", twelve percent "sometimes", eighteen percent "rarely" and thirty percent "never". Almost one quarter of the population, twenty-four percent, answered "not applicable". Question #6, relating to sister's opinion, scored significantly lower than brother's opinion. Thirty-four percent of the respondents answered "not applicable" which may account for this substantial difference. None of the respondents said that their sister's opinion "always" has an affect on their career decision; only six percent reported "frequently" and only two percent "sometimes". Of the remaining sixty-six percent that replied other than "not applicable", eighteen percent answered "rarely" and forty percent answered "never". These last two figures, totaling fifty-eight percent, account for almost the entire population.
#5 - My regard for my brother's opinion has an affect on my career decision.

#6 - My regard for my sister's opinion has an affect on my career decision.
Questions #10, #11, #16 and #18, pictured in Figure IV, pertain to school friends and the extent of their influence on the adolescent's career choice. Question #10 reveals that adolescents, when examining the issue of career aspirations, have little regard for their friends' opinions. Only two percent of the respondents reported that school friends' opinions "always" has an affect on their career choice and only two percent said "frequently". Ten percent reported "sometimes", twenty-two percent "rarely" and as high as fifty-four percent answered "never". Ten percent said "not applicable". Over three quarters of the entire population answered at the low end of the scale, thus, suggesting that peers have little or no influence on the adolescent's career choice. Question #11, dealing with best friend's career interest, receiving the lowest scores on the entire questionnaire, also suggests that peer influence plays a very small part in the adolescent's career decision. There was no response at all in the "always" or "frequently" columns. Only two percent answered "sometimes" and fourteen percent answered "rarely". Over three quarters of the population, seventy-six percent, reported that wanting to pursue the same career as their best friend "never" had an affect on their decision. Eight percent replied "not applicable". The results of Question #16, relating to status of peers, again, seems to indicate a low level of peer influence regarding adolescent's career choice. Only six percent of
the respondents said that wanting to attain the same status as their friends "always" has an affect on their career decision. Twelve percent answered "frequently", fourteen percent "sometimes", twenty-two percent "rarely" and forty-four percent, nearly one half of the population, said "never". There were no responses in the "not applicable" column. Question #18, dealing with friends' expectations, proves consistent with the other questions examining peer influence; it was identified by respondents as fourth lowest of the entire questionnaire. Only four percent, six percent and eight percent of the respondents answered "always", "frequently" and "sometimes", respectively. Sixteen percent answered "rarely" and fifty-eight percent, more than one half of the population, reported that wanting to live up to their friends' expectations "never" had an affect on their career decision. Eight percent of the respondents answered "not applicable".
FIGURE IV -- PEER PRESSURE

\#10 - My school friends' opinions affect my career decision.

\#11 - I would like to pursue the same career area as my best friend.

\#16 - Wanting to attain the same status as my peers affects my career decision.

\#18 - Wanting to live up to my friends' expectations of me affects my career choices.
Questions #13, #15, and #17, as presented in Figure V, explore school curriculum and information. Question #13, scoring highest on the questionnaire, appears to indicate that classes offered in school are an important element in the adolescent's career choice. Twenty-four percent of the respondents answered "always" when asked whether they were taking classes that were beneficial to their career decision. Twenty-eight percent replied "frequently" and twenty percent "sometimes". Only fourteen percent said "rarely" and only eight percent "never". Six percent answered "not applicable". The results of Question #15 and Question #17, examining career information and school as an agency, lead to the conclusion that, other than actual school curriculum which proves to be an important influence, other elements of the school environment play a very insignificant role in the adolescent's career choice. When asked whether career information available at school was beneficial in the adolescent's career choice (Question #15) eight percent answered "always", only four percent "frequently" and four percent "sometimes". The majority of the respondents reported that career information had little or no affect on their decision; thirty-four percent said "rarely" and thirty-six percent "never". Four percent reported "not applicable". When asked whether school, as an agency, plays an important role in the adolescent's career choice (Question #17) twelve percent of the respondents answered "always", eighteen
percent "frequently", twenty-two percent "sometimes", twelve percent "rarely", thirty percent "never" and six percent "not applicable".
#13 - I am taking classes that I think will help me make a decision regarding my career.

#15 - At my school, career information which is available to me, helps me in my career choice.

#17 - School plays an important role in my decision about my career.

FIGURE V -- SCHOOL CURRICULUM
Questions #12 and #14, represented in Figure VI, are concerned with the extent of influence which the adolescent's counselors and teachers may have on their career choice. Question #12, dealing with counselor influence, proved to be unexpectedly low, the second lowest response in the entire questionnaire. These surprising results reveal that counselors have an extremely small amount of influence on the adolescent's career aspirations. There was no response to "always". only four percent reported "frequently" and only six percent "sometimes". Eighteen percent reported "rarely" and well over half of the respondents, sixty-six percent, said that counselors "never" have an effect on their career choice. Six percent replied "not applicable". Question #14, which examines teachers influence, appears to indicate that while teachers have greater influence than counselors, their overall influence was still relatively low. Only four percent of the respondents said that their teachers "always" have an affect on their career decision. Ten percent reported "frequently", ten percent "sometimes", twenty-four percent "rarely" and forty-four percent "never". Eight percent replied "not applicable".
FIGURE VI -- SCHOOL PERSONNEL
ANALYSIS OF THE DATA:

The overall results of the survey indicate that the family environment has a significantly greater influence on the adolescent's career choice than the school environment. Of the four questions which received the highest scores on the questionnaire, three were in the family status category (Question #4, 312 points, second highest; Question #3, 278 points, third highest; Question #7, 260 points, fourth highest). The highest score, by a small margin, related to school curriculum (Question #13, 328 points). Of the four questions which received the lowest scores on the questionnaire, three belong to the peer influence category (Question #11, 110 points, lowest; Question #10, 146 points, third lowest; Question #18, 158 points, fourth lowest). These results seem to strongly indicate that peer influence has little or no affect on the adolescent's career aspirations. The other question receiving one of the four lowest scores was Question #12, dealing with counselor influence (second lowest, 136 points). All four of these lowest scoring questions are of, or pertaining to, the school environment.

When reviewing Questions #5 and #6 which examined sibling influence it was found that there was a marked difference between Question #5, extent of brother's influence, and Question #6, extent of sister's influence. It is difficult to make any significant analysis of the data,
however, due to the extremely high percentage of responses in the "not applicable" column in Question #6.

One area of the study that did reveal some significant data, which proved inconsistent with past studies, was that area dealing with parental pressure and influence. In other studies, children perceived their mothers as being more concerned and exercising a greater influence than fathers on both educational and occupational aspirations. The results of this study showed that, to a small degree, the father exerts a greater influence on the occupational aspirations of his son or daughter than does the mother. Since the "not applicable" column represents only a small percentage, if any, of the respondent's answers this would not be considered a significant factor in explaining the above inconsistency.

As previously stated in Chapter Two, "Ethnic Diversity in Occupational Choice", there is much research to support the fact that Jewish families show a very great concern for their children's educational aspirations. It was one of the objectives of this study to substantiate these findings.

An overview of the aforementioned data, giving special attention to parental influence and family influence, only slightly supports the hypothesis that the Jewish family's influence on the adolescent's occupational aspirations would score significantly high. Except for one question dealing with family's level of success, the scores, by
themselves, were not very high. This study, alone, showed relatively high scores for family's socio-economic level. But, when compared with a parallel study done on a Black, adolescent population of a comparable socio-economic background, the scores were not significantly higher.

Chapter Five reviews future recommendations for additional research in the field of occupational choice and suggestions for improvement of this study and its testing instrument.
SUMMARY

The purpose of this study was to examine various elements within the Jewish family environment and school environment which were identified by Jewish adolescents as most influential in their career choice.

In collecting the data necessary to pursue this study an eighteen item questionnaire was developed. The questionnaire was administered to mandatory senior government and senior English classes at William Howard Taft High School located in Woodland Hills, California. Out of one hundred fifty completed questionnaires a total population of fifty Jewish, male and female adolescents was obtained.

Reviewing the presentation of data examined in Chapter IV, the findings of this study revealed that:

a) Peers have almost no influence on the adolescent's occupational choice.

b) Teachers and counselors (teachers have a greater influence) have very little influence on the student's career goals.

c) Classes offered in school have a great influence on the adolescent's career aspirations, however,
other aspects of school's educational experiences exert little influence.
d) Parental influence reveals a slightly greater regard for father's opinion and approval than mother's, however, it has little overall influence.
e) Although greater than peers, siblings have very little influence on the adolescent's occupational choice.
f) Family influence proved to be the most significant as the adolescent perceives it.

RECOMMENDATIONS FOR IMPLEMENTATION:
When dealing with an adolescent population it is imperative that materials and directions are clear, precise, and easy to follow. The instrument designed for this study (an eighteen item questionnaire) was administered to three diverse populations on a trial basis and critiqued for its clarity. This proved to be insufficient. When the questionnaire was administered numerous mistakes were made by the respondents in two areas:

1) The "not applicable" column was misused and,
2) The seven categories requiring a rating of 1-7 were incorrectly placed, i.e., not all seven digits were used. Many of the respondents assigned the same digit to two or more categories.
Because the 1-7 rating was executed incorrectly by the majority of the respondents, it was impossible to obtain any significant data and interpret results. The improper usage of this section would have decreased the validity of this study, consequently, this part of the questionnaire was omitted from the analysis of the data.

The "not applicable" column proved to be another problem area on the questionnaire. Again the respondents used the column improperly, therefore, detracting from the test results validity. It was explained to the respondents that this column was to be used only if the situation outlined in the question absolutely did not apply to their living situation, i.e., if the question referred to their father and they had no father then, obviously, the question would not apply. It appears that the respondents did not seem to understand this. Because of the improper use of this column the scores obtained were lower than expected.

It was anticipated that parental influence would have received higher scores, overall, than it did. One possible explanation for the relatively low scores in this category, other than mis-use of the "not applicable" column, is the phrasing of the questions. It is surmised that some of the words in the questions were either too strong or misleading. An example of this is found in Question #1, "My father strongly influences me in my career choice." A more accurate response may have been obtained if this question were
changed to, "My father has some influence on my career choice." When administering the questionnaire several antagonistic remarks were made concerning the respondents' parents and their exercise of control, authority and influence. It is for this reason also that the suggestion has been made to change the wording of Questions #1 and #2.

Repeatedly, when administering the questionnaire, questions were raised as to the meaning of the number delineation on the questionnaire. "Always" and "Never" did not seem to be adequate descriptors. It is suggested, then, that more elaborate descriptors are necessary to define all the columns, 5 through 1.

**RECOMMENDATIONS FOR ADDITIONAL RESEARCH**

Based on the results of this study (primarily question #12) it seems apparent, to say the least, that there is definitely something lacking in our present day educational system. At a time when an adolescent's alliances are shifting from home and parents to school (developmental task - establishing independence from parents) the need for direct, personal contact between school counselor and adolescent becomes crucial. It is during the senior year in high school when the adolescent is faced with making some preliminary choices regarding his or her career goals. Where is the guidance that is so desperately needed? According to the adolescents surveyed in this study (at William Howard
Taft High School in Woodland Hills, California) they give little or no credit to their counselors for advice, direction or influence in their selection of classes or choices for their vocational futures. This lack of rapport between counselor and adolescent is more than unfortunate; it's inexcusable! Whether this phenomenon exists at Taft High School only or is representative of high schools in general remains to be seen. It is, however, a critical area requiring further exploration and, where need be, improvement.
BIBLIOGRAPHY


Drabick, Lawrence W., Perceived Sources of Influence Upon Occupational and Educational Expectations; North Carolina State University, Raleigh Agricultural Experiment Station, 1967.

Egger, Roos and Others, Developing a Model of Occupational Choice; Cornell University, Ithaca, N.Y., 1974.


Gottlieb, Bernhardts, Understanding Your Adolescent; Rinehart & Co., Inc., 1957.


Shannon, Phillip, "Milieu and Adolescence" an Unpublished monograph; Occupational Therapy Department, University of Southern California, 1966.


Williams, W.M., Occupational Choice, 1974.

November 2, 1977

TO WHOM IT MAY CONCERN:

This letter will introduce Ms. Jill Schneider (presently a counseling aide at Danube Elementary School), a graduate student at CSUN in the counseling/guidance program. She is now conducting research in the area of "the adolescents' decision making process regarding occupational choice." The major objective in this study is to find what elements serve as the major contributing factors which influence the adolescents' occupational decision.

Jill has expressed her concern for acquiring a deeper understanding of this area of study so that she may do a better job in helping present day adolescents make career decisions.

It would be greatly appreciated if you would allow Jill to administer the enclosed questionnaire, devised solely for this study, to your senior government classes.

Sincerely,

Ezra Wyeth

Ezra Wyeth, Professor
Department of Educational Psychology
QUESTIONNAIRE #1

DIRECTIONS: This is a tool designed to gain insight into how you process new information. There are no right or wrong answers as each individual processes information differently. It is important that you answer every question. This is not a timed test so you may take as long as you need. Please blacken the letter that best describes your situation. To change a response X out the inappropriate answer.

1. My parents encourage me to continue my education after graduating from high school. (A) (F) (R) (N)
2. I find that television and/or literature can be informative regarding possible careers. (A) (F) (R) (N)
3. I feel that my family's socio-economic status influences my academic/career choice. (A) (F) (R) (N)
4. I feel that I should keep up with my family's level of success in school and or career. (A) (F) (R) (N)
5. School counselors were helpful when selecting classes best suited for me after I graduate. (A) (F) (R) (N)
6. My friends and I discuss our desires regarding school/career choices after graduation. (A) (F) (R) (N)
7. I find school irrelevant to any future occupation that I may wish to pursue. (A) (F) (R) (N)
8. I would like to pursue the same academic/career areas as my best friend. (A) (F) (R) (N)
9. My parents worry about what I am going to do vocationally after graduating. (A) (F) (R) (N)
10. Television makes some professions appealing to me. (A) (F) (R) (N)
11. I have a high regard for my brother's/sister's opinion about my academic/career decision. (A) (F) (R) (N)
12. I would like to have the same or similar lifestyle as a character I saw on television. (A) (F) (R) (N)
13. I think school will help prepare me for my future occupation. (A) (F) (R) (N)

RACE_________________ RELIGION_________________ AGE_________________
QUESTIONNAIRE #1

14. I find my teachers encouraging regarding my desires for my future. (A) (F) (R) (N)
15. My counselor influences me in regards to my academic/career choices. (A) (F) (R) (N)
16. It is important to me to stay at the same educational/career level as my friends. (A) (F) (R) (N)
17. My father expresses his desire for me to go into the same business/profession as his. (A) (F) (R) (N)
18. When watching a character on television I think, "That's a career I'd like to pursue." (A) (F) (R) (N)
19. I should try to please my parents regarding my academic/career choice. (A) (F) (R) (N)
20. My parents stress the importance of getting a good education. (A) (F) (R) (N)
21. I am taking classes that I think will be beneficial to me after graduation. (A) (F) (R) (N)
22. My teachers have encouraged me to pursue a particular field of study. (A) (F) (R) (N)
23. I have a high regard for my school friends' opinions concerning my career desires. (A) (F) (R) (N)
24. At my high school, career information is made available to me. (A) (F) (R) (N)

Please number the following as to which factors you feel are most influential regarding your educational/career choice.
Number 1 is the highest or most important, number 6 is the lowest or of least importance to you.

____ Peers  ______ School Staff
____ Parents  ______ Curriculum
____ Family  ______ Media (television, literature)
DIRECTIONS: This is a tool designed to gain insight into how you process new information. There are no right or wrong answers as each individual processes information differently. It is important that you answer every question. This is not a timed test so you may take as long as you need. Please circle the number that best describes your situation. For those situations that do not apply to you circle NA. To change a response X out the inappropriate answer.

1. My parent(s) encourage me to continue my education after graduating from high school.
2. I find that television can be informative regarding possible careers.
3. I feel that my family's socio-economic status influences my career choice.
4. I feel that I should keep up with my family's level of success in school and/or career.
5. My parent(s) worry about what I am going to do vocationally after graduating.
6. Television makes some professions appealing to me.
7. I have a high regard for my brother's and/or sister's opinion about my career decision.
8. I would like to have the same or similar lifestyle as a character I saw on television.
9. My father expresses his desire for me to get a job similar to his.
10. My mother expresses her desire for me to get a job similar to hers.
11. When watching a character on television I think, "That's a career I'd like to pursue."
12. I should try to please my parent(s) regarding my career choice.
13. School counselors were helpful when selecting classes most suited for me after I graduate.
14. My school friends and I discuss our desires regarding career choices after graduation.
15. I find school irrelevant to any future occupation that I may wish to pursue.

Please go on to the next page.
16. I would like to pursue the same career area as my best friend in school.  4 3 2 1 NA
17. I think school will help prepare me for my future occupation.  4 3 2 1 NA
18. I find my teachers encouraging regarding my desires for my future.  4 3 2 1 NA
19. My counselor influences me in regards to my academic and/or career choices.  4 3 2 1 NA
20. It is important to me to stay at the same educational and/or career level as my friends.  4 3 2 1 NA
21. I am taking classes that I think will be beneficial to me after graduation.  4 3 2 1 NA
22. My teachers have encouraged me to pursue a particular field of study.  4 3 2 1 NA
23. I have a high regard for my school friends' opinions concerning my career desires.  4 3 2 1 NA
24. At my high school, career information is made available to me.  4 3 2 1 NA

Please number the following as to which factors you feel are the most influential regarding your educational and/or career choice. Number 1 is the highest or most important, number 6 is the lowest or of least importance to you.

_____ Peers  _____ School Courses and Information
_____ School Staff  _____ Parents
_____ Family  _____ Television

Thank you for your cooperation.
QUESTIONNAIRE #3

Please identify your (1) race, (2) religion, (3) age:
(1) White___ Black___ Other___
(2) Jewish___ Other___
(3) Age___

DIRECTIONS: This is a tool designed to gain insight into how you process new information. There are no right or wrong answers as each individual processes information differently. It important that you answer every question. This is not a timed test so you may take as long as you need. Please circle the number that best describes your situation. For those situations that do not apply to you circle NA. To change a response, X out the inappropriate answer.

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My father strongly influences me in my career choice.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
</tr>
<tr>
<td>2. My mother strongly influences me in my career choice.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
</tr>
<tr>
<td>3. Wanting to keep up with my family's socio-economic status influences my career choice.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
</tr>
<tr>
<td>4. I feel that I should keep up with my family's level of success in school and/or career.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
</tr>
<tr>
<td>5. My regard for my brother's opinion has affect on my career decision.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
</tr>
<tr>
<td>6. My regard for my sister's opinion has affect on my career decision.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
</tr>
<tr>
<td>7. Wanting to please my family has much to do with my occupational decisions.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
</tr>
<tr>
<td>8. My mother's approval of my career decision affects that decision.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
</tr>
<tr>
<td>9. My father's approval of my career decision affects that decision.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
</tr>
<tr>
<td>10. My school friends' opinions affect my career decision.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
</tr>
<tr>
<td>11. I would like to pursue the same career area as my best friend in school.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
</tr>
<tr>
<td>12. My counselor influences me in regards to my academic and/or career choices.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
</tr>
<tr>
<td>13. I am taking classes that I think will help me make a decision regarding my career.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
</tr>
</tbody>
</table>
14. My teacher(s) encouraged me to follow a course of study leading to a particular career. 5 4 3 2 1 NA
15. At my high school, career information which is available to me, helps me in my career choice. 5 4 3 2 1 NA
16. Wanting to attain the same status as my peers affects my career decision. 5 4 3 2 1 NA
17. School plays an important role in my decision about my career. 5 4 3 2 1 NA
18. Wanting to live up to my friends' expectations of me affects my career choices. 5 4 3 2 1 NA

Please number the following as to which factors you feel are the most influential regarding your educational and/or career choice. Number 1 is the highest or most important, number 7 is the lowest or of least importance to you.

_________ Peers  ___________ School Courses & Information
_________ School Personnel  ___________ Father
_________ Siblings  ___________ Mother
_________ Family

Thank you for your cooperation.