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A follow-up study at the college of Saint Elizabeth.

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

A FOLLOW-UP STUDY AT THE COLLEGE OF SAINT ELIZABETH

Submitted by

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(B.S., Boston University, Sargent College, 1953)

In Partial Fulfillment of Requirements for
the Degree of Master of Education

1960

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CHAPTER I
INTRODUCTION

Statement of the problem.-- The problem is to conduct a follow-up study of the lay women graduates of the College of Saint Elizabeth, Convent, New Jersey, from 1953-1958, to discover knowledge that is beneficial to the educational and vocational guidance of liberal arts students.

Purpose of the study.-- The first purpose in this investigation is to learn how many students showed preferences for particular undergraduate major fields prior to commencing the freshman year. To further explore these preferences, this study notes those students who graduated with their first preferences and those who changed to other fields of study.

The second purpose is to discover the agreement between early vocational goals specified as freshman, and the first positions obtained upon graduation to examine the stability of the goals.

The third purpose is to determine how closely the graduates follow their undergraduate major fields in selecting their first occupational choices.

The fourth purpose is to reveal how well satisfied the graduates are with their choices of the undergraduate major fields. In analyzing the extent of satisfaction, further

information is acquired by ascertaining the number of graduates who would re-select the same undergraduate major fields.

The final purpose is to establish the enrollment in graduate schools and the fields of advanced study followed by the alumnae. In examining the fields of study, data is gleaned by noting whether or not the study is related to the undergraduate majors.

Justification of the study.-- The results of this study provide information that contributes to the area of educational counseling in the choosing of undergraduate majors.

The results of this study furnish knowledge beneficial to that area of vocational counseling and guidance which helps to establish the stability of early vocational goals.

The results of this study provide information helpful in the counseling and placement of liberal arts students.

The results of this study provide information that contributes to the general areas of vocational and educational guidance for liberal arts students.

This study provides further evidence of the responsibility of the liberal arts college in providing vocational counseling and guidance for its students. The vocational emphasis versus the cultural emphasis was examined by Williamson:^{1/}

"Counselors have long contended that most students are vitally concerned lest their educational experiences shall prove to be unrelated to adult responsibilities.

1/E. G. Williamson, Counseling Adolescents,
McGraw Hill Book Company, Inc., New York, 1950, p. 85.

The motivating effect of an occupational goal is therefore, a psychological condition which must be dealt with if the student is to become an active participant in the educational process."

Alter^{1/} was convinced that the prime purpose of undergraduate education was not to train an individual for his first job. "On the other hand, to give no thought to one's future work would be to say that one's competence to do his work has no relationship to his total happiness. Our problem, then, is to see how these four precious years in college can best contribute to one's whole life."

Mc Grath^{2/} in scrutinizing educational goals stated:

"These two educational goals should be pursued under the same roof. The divorce of liberal and professional education has been an immense educational and social blunder and has damaged both. The sooner they are re-wed, the fuller and more effective will be their service to American society."

Arbuckle^{3/} and Kauffman in a study of liberal arts colleges found with respect to the attitude toward vocational counseling, that seventy-two per cent of the respondents thought liberal arts colleges should offer as much vocational counseling as possible.

Procedure.-- The first step was to construct a questionnaire pertaining to the undergraduate college major, choice of

1/Chester M. Alter, "Some Crucial Problems of Higher Education," School and Society (November 22, 1958), p. 126.

2/Earl J. Mc Grath, "Professional Curricula in Liberal Arts Colleges," School and Society (April 25, 1959), p. 190.

3/Dugald S. Arbuckle and Joseph F. Kauffman, "Student Personnel Services in Liberal Arts Colleges," The Personnel and Guidance Journal (December, 1959), 38:299.

occupation, job satisfaction, advanced study, vocational guidance and counseling.

The sample group involved in this study were the lay women students of the College of Saint Elizabeth from 1953-1958.

The sample was determined by random, stratified grouping. The major fields were grouped together for the follow-up years and a twenty-five per cent sample was taken from each of the undergraduate major fields.

The data is treated in the following manner:

1. The vocational objective is taken from the Personnel Data Record that is filled out when the student enters the college. It is compared with the occupational position that is first secured upon graduation to establish the stability of the goal.
2. The preference concerning the undergraduate major field is recorded from the Personnel Data Record, to determine the percentage of those deciding upon a major field and that of those not deciding upon a major field.
3. Of those who state a preference for a major field, the stability of the decision is established by determining what per cent graduate with the original choice and what per cent graduate with a different major field.
4. The number of graduates who follow their undergraduate major fields in selecting their first occupational choices is determined from the section in the questionnaire on employment.
5. The check list on the choice of undergraduate major fields is tabulated to determine the factors that exercise the greatest and the least influence in the selection of the undergraduate majors.
6. The check list of factors that influence the selection of occupations is tabulated and the leading influential factors are established.
7. The degree of satisfaction of the graduates with their choices of the undergraduate major fields is determined

by checking "yes", "no", or "to an extent".

8. The number of students who would repeat their undergraduate majors if it were possible, is determined by checking "yes", "no", or "maybe".
9. The extent of satisfaction or dissatisfaction of the students with their present positions is determined from a check list of occupational attitudes which is tabulated for "much", "some", or "little or no" influence.
10. The relationship of graduate study to the undergraduate majors is determined by the graduates checking "yes", "no", or "to an extent".
11. If further study shows little or no relationship to the undergraduate majors, the number of students who pursue graduate study to gain entry into another occupational field is determined by checking "yes", or "no".

Delimitations of the study.-- It is realized that personal contact with the graduates would yield much pertinent data that cannot be obtained from the questionnaires.

There are other factors that have a bearing on occupational choices, but because they are difficult to measure, they are not included in this study (i.e. security, salary, independence of the worker, prestige, etc.).

It is also evident that there are other factors that affect job satisfaction and dissatisfaction that are not considered in this research.

Lastly, there are other factors that influence the selection of the undergraduate major fields in addition to those mentioned in this study.

Definition of terms.-- Advanced study.-- Any study that is undertaken after completion of the requirements for a

Bachelor's degree. Some graduates receive certification in their fields of study, (i.e. dietetics), and theoretically this is not graduate study.

Lay women students.-- The student body of the College of Saint Elizabeth includes women who belong to religious communities. The term "lay women students", as it is used in this study, refers to those students who are not members of a religious community.

Expected outcomes.-- It is hoped that this research will help to determine the following:

Whether or not there are factors which exercise much or little influence in the selection of the undergraduate majors.

Whether or not graduate study is related to some extent to the undergraduate major.

Whether or not there is similarity between early vocational goals and first positions obtained after graduation.

Whether or not the graduates are generally satisfied with the undergraduate major fields.

Whether or not there is harmony between the college major field and the choice of the first occupation.

Whether or not some factors are more prominent than others in the selection of occupations.

Whether or not the graduates are satisfied with certain stated aspects of present employment.

How the graduates evaluate the vocational contributions

of the college and what suggestions they offer regarding how to meet the needs of the present and future students.

CHAPTER II
REVIEW OF LITERATURE

Much has been written about the choice of the college major. This study has sought information concerning the choice of the college major, and the way in which this data could be directed toward helping the student choose a major field best suited to her abilities.

Wightwick,^{1/} in her study of vocational interest patterns, found that four fifths of the students indicated that prior to entering college they had received assistance regarding the choice of college major or probable vocation. This aid was given principally by parents, high-school teachers, alumnae, and friends.

In a study by Drasgow^{2/} it was found that the majority of college graduates had their majors picked before entering college. He stated:

"Although a large number of college students change their major at least once, this action was not characteristic of those who actually achieved graduation. For the few who did change majors and graduate, the primary stated reason for changing was in the area of interest rather than aptitude."

1/M. Irene Wightwick, Vocational Interest Patterns, Teachers College, Columbia University, New York, Contributions to Education, Number 900, 1945, p. 53.

2/James Drasgow, "College Graduates Ask For More Counseling," The Vocational Guidance Quarterly (Spring, 1958), 6:126.

Southwick,^{1/} in making an occupational survey, felt that approximately one fifth of the liberal arts students ought to consider more carefully the choice of college majors.

The study of the stability of early vocational objectives was undertaken to see how many graduates actually follow their goals in choosing their first positions.

Sisson^{2/} made a study to see whether college students upon graduation actually embark on the careers which they were aiming towards as undergraduates. He found, "That ultimate employment cannot be predicted with any accuracy on the basis of vocational choices made at the time of admission. Such a prediction would be correct in only thirty-eight cases out of a hundred."^{3/} He further stated:

"Since vocational choice means little, except in a few cases, it appears that they should be largely avoided. Efforts should be bent more towards persuading students to abandon occupational plans too remote, to postpone vocational decisions until they have sampled more areas of knowledge. In other words, instead of accepting the students vocational choice and building goals upon that as a basis, more care should be taken in clearing the ground of old foundations before erecting any occupational structure."

Sparling^{4/} reported that college students do not make

^{1/}Arthur F. Southwick, "An Occupational Survey of Wooster Graduates," Occupations (January, 1940), 18:272.

^{2/}E. Donald Sisson, "The Predictive Value of Vocational Choices of College Students," School and Society (May 14, 1938), 47:646.

^{3/}Ibid., p. 648.

^{4/}Edward J. Sparling, Do College Students Choose Vocations Wisely? Teachers College, Columbia University, New York, Contributions to Education, Number 561, 1933, p. 98.

realistic career choices. He feels there is a need for vocational guidance of an expert nature.

"It is too much to hope that all students graduated by a college or university will be on the right vocational track, but it is surely fair to expect that an institution can help the majority of its students to find places in life where they can have reasonable chance of success."

^{1/} Riccio felt that the small college can utilize its immediate facilities in helping students to make realistic career choices.

"It should develop effective testing programs, lecture discussions on departmental offerings, work experience provided by the college to mention a few. There can be little doubt that there is a real need for many small colleges to attack the problem immediately."

^{2/} Shosteck, in a questionnaire survey of a national sample of women liberal arts graduates of 1946 through 1949, disclosed that half of all those included in this survey reported their first occupations as the one to which they had aspired.

Exploration of the subject of undergraduate specialization and its relation to occupational choice produced evidence that much has been written on this topic. ^{3/} Hawley in 1938 did

^{1/}Anthony C. Riccio, "Realistic Career Choosing in the Small College," The Catholic Educational Review (February, 1958), 56:98.

^{2/}Robert Shosteck, "Women in Liberal Arts," The Vocational Guidance Quarterly (Summer, 1953), 1:10-11.

^{3/}Robert D. Hawley, "College Training as Preparation for Life and for Living," School and Society (October 8, 1938), 48:471.

research on this problem and cited the following conclusions:

"Undergraduate specialization is undoubtedly important but not to such an extent that 23 per cent of the graduates apply their special training to a vocation in an indirect way. Then there are the 27 per cent of these graduates who do not apply their specialized undergraduate training to their vocation.

The conclusion appears to be justified that specialization, while valuable, should be moderate in degree in view of the 50 per cent who do not follow it directly into the field of their vocations."

Southwick,^{1/} in a follow-up study of Wooster graduates, found that the relation between the college majors and first jobs was as high as sixty-two per cent for the women graduates.

In the Department of Labor report^{2/} on women graduates, it was stated that the first jobs of the 1957 graduates were largely in the fields of their undergraduate majors.

Chervenik^{3/} in reporting the pilot study made by the National Vocational Guidance Association Women's Section in cooperation with the Women's Bureau of the United States Department of Labor, for the longitudinal study of 1955 graduates, found that many of the women entered occupational fields which did not appear to be directly related to their under-

1/Arthur F. Southwick, op. cit., p. 270.

2/First Jobs of College Women, Report of Women Graduates, Class of 1957, Women's Bureau Bulletin Number 268, United States Department of Labor, 1959, p. 9.

3/Emily Chervenik, "What Becomes of Women College Graduates?" The Vocational Guidance Quarterly (Autumn, 1955), 4:3-4.

graduate majors. In only a few cases did a majority of the women work in areas in which they had majored while in college.

Roe^{1/} also indicated that the undergraduate college major does not have any necessary relation to the vocational field the student will enter. "An undergraduate major is not sufficient for any professional work above the technological level. Those who go on to post-graduate studies, however, are very likely to work in the field of their post-graduate majors."

It was note-worthy that the follow-up study by Burgess^{2/} is in apparent agreement with the 1936 data. The same check list of twenty-four items was used in both studies. In the present study, the fourth highest item is uncertainty about vocational goal. In 1936 there was a twenty-five per cent concern about vocational goals, and in 1955 it rose to thirty per cent. The seventh highest item in the present follow-up study is the confusion about the selection of the undergraduate major. In 1936 there was a ten per cent concern about the major, and in 1955 it rose to thirty per cent.

Much research has been done on the choice of occupation and many prominent people are well-known for their theory on vocational choice.

1/Anne Roe, The Psychology of Occupations, John Wiley and Sons, Inc., New York, 1956, p. 118.

2/Thomas C. Burgess, "Student Personnel Problems After Nineteen Years," The Personnel and Guidance Journal (December, 1959), 38:677.

Bordin,^{1/} in his keynote address at the American Personnel and Guidance Association meeting in 1956, brought to attention the fact that vocational choice is not something that takes place at a particular point in time. He stated:

"That vocational choice is something which is imbedded in the total process of personality development, and, therefore as we look at vocational choice and its development, we have to look at the development of the individual and particularly at their personality development."

Dragow^{2/} on the theory of occupational choice felt that looking for a single cause of choice may lead to a grasping of only the last straw. "This is to say that we may not legitimately grind a single theoretical ax for choice. This is not because the theories are all wrong but rather because they may all be right when considered collectively."

Roe^{3/} has developed her occupational theory in connection with personality development.

"We do not have occupational data based upon an adequate theory of the nature and development of personality, but we have strong indications that occupational preferences are closely related to different aspects of personality. The relationship has so far been most thoroughly studied in terms of interests. These are more important as determiners of the kinds of occupations that an individual will enjoy and be successful at than are intellectual factors."

1/Edward S. Bordin, "Factors Influencing Vocational Choice," Teachers College Journal (December, 1956), 28:46.

2/James Dragow, "Occupational Choice and Freud's Principle of Over-determination," The Vocational Guidance Quarterly (Winter, 1957-58), 6:67.

3/Anne Roe, op. cit., p. 97.

Eli Ginzberg's^{1/} theory of occupational choice is based on three elements: that occupational choice is a process; that this process is largely irreversible; that compromise is an essential aspect of every choice. He further stated:

"We found that the process of occupational decision-making could be analyzed in terms of three periods--fantasy choices (before 11); tentative choices (between 11 and 17); and realistic choices (between 17 and young adulthood when a person finally determines his choice)."

Super^{2/} differed with Ginzberg in his opinion of occupational choice.

"According to Ginzberg's formulation, fantasy needs dominate the development of vocational preference in pre-adolescence, after which interests, then aptitudes, then values, and finally external reality factors come into play and become dominant. It fails in two places. It does not describe how the compromise takes place. Secondly, it recognizes the action and inter-action of each of these types of factors relatively late in the development of the individual and leaves the impression that, once a late developing factor comes into play, those which played a part earlier are no longer of much consequence."

Information was sought in this present study to determine the extent of influence of certain factors regarding occupational satisfaction and dissatisfaction. The related literature referring to job satisfaction contained various theories.

Roe^{3/} stated:

"The study of how men and women occupy their time

^{1/}Eli Ginzberg, "Toward a Theory of Occupational Choice," Occupations (April, 1952), 30:492.

^{2/}Donald E. Super, The Psychology of Careers, Harper and Brothers, New York, 1957, p. 285.

^{3/}Anne Roe, op. cit., p. 11.

when they have some choice in the matter can tell us much more about men and women themselves than has been realized. This becomes more and more clear as we appreciate how great a role the occupation plays in the satisfactions and dissatisfactions of an individual life, and how far a culture can develop when occupational restrictions are minimal and society can encourage the widest variety of occupations, letting each member of the group find his own preferred niche."

^{1/} Super in expressing his views on job satisfaction

remarked:

"When needs and values find adequate outlets in the vocation, when the role which the occupation requires or permits one to take resembles the role which one has come to want to assume, one would expect the individual to be happy in his career."

^{2/} Robinson, in reviewing job satisfaction, found in his research that those who had received counseling and training, appropriate to their needs, enjoyed greater job satisfaction. He also reported that the sooner or earlier the choice of job or field of work is made, the greater the chances of job satisfaction.

^{3/} Ginzberg has explored the relation of emotional factors to work and has sought to distinguish the work-oriented from the pleasure-oriented person. This is an important area which may throw new light on why certain individuals become productive and content in their work, while others cannot even

1/Donald E. Super, op. cit., p. 249.

2/H. Alan Robinson, "Job Satisfaction Researches of 1958,"
The Personnel and Guidance Journal (May, 1959), 37:669.

3/Eli Ginzberg, op. cit., p. 494.

resolve the problem of their occupational choices.

Chervenik^{1/} reported in her study of women college graduates that in response to the question "Are you doing what you want to do?" four fifths of the employed answered "yes".

Shosteck^{2/} in his follow-up study of liberal arts students reported that: "Out of every 10 graduates, 6 liked their present jobs very much, 3 were fairly well satisfied, and the remainder either disliked their jobs or did not express an opinion."

Patterson^{3/} in viewing job satisfaction found that a surprising proportion of workers, probably about eighty per cent, are satisfied with their jobs. However, the proportion is less in the laboring classes than in the professional classes.

There was very little literature on satisfaction with the choice of the undergraduate major field. Shosteck^{4/} was the only source found. "Among every 20 graduates, almost 16 were satisfied with their majors, while the remaining 4 wished they had chosen another, or weren't sure about it."

The concentration in the field of Education for the undergraduate level and recipients of teaching certificates was

1/Emily Chervenik, op. cit., p. 5.

2/Robert Shosteck, op. cit., p. 11.

3/C. H. Patterson, "Attitudes Toward Work," The Vocational Guidance Quarterly (Spring, 1959), 7:158.

4/Robert Shosteck, op. cit., p. 10.

discussed in the most recent report from the Department of Labor.^{1/}

"Four out of five teaching certificates obtained by the 1959 graduates covered only one state and most of the remainder, two states. More than one-half of the certificate holders were entitled to teach in elementary schools only; over one-third in secondary schools only; and about one-tenth held certificates for both types of school."

The Department of Labor report^{2/} further stated, that of the women graduates, seventy-seven per cent had teacher training in undergraduate training, while twenty-three per cent had no education courses.

Leopold^{3/} in studying women college graduates expressed that: "As the percentage of full time graduates remained constant at 9 per cent, the increase consisted entirely of part-time students, who equaled 8 per cent of the women graduates in 1955 and 12 per cent in 1957."

Shosteck^{4/} too, in his report of women in liberal arts, found that: "Almost half of all graduates took further training after receiving their Bachelor's degree. Far more liberal arts majors (English, history, etc.) than majors in vocational fields (business, journalism, etc.) sought additional training."

1/First Jobs of College Women, Report of Women Graduates, Class of 1957, op. cit., p. 10.

2/Ibid., p. 21.

3/Alice K. Leopold, "Today's Women College Graduates," The Personnel and Guidance Journal (December, 1959), 38:281.

4/Robert Shosteck, op. cit., p. 12.

The field of study most often pursued on the graduate level was education. This was shown in a National Science Foundation study on graduate enrollment and support for 1954.^{1/} The report stated that: "More graduate students in the nation's colleges and universities study education than anything else, and they receive less financial help than anyone else."

Shosteck^{2/} further reported, in his liberal arts follow-up, that education was the most popular field for post-graduate training, while secretarial work came in second place.

To summarize, this study provides information on the selection of the undergraduate majors; secondly, it reveals the relationship of early vocational goals to the first occupations; thirdly, it investigates undergraduate specialization and its relation to occupational choices; fourthly, it discloses the extent to which the graduates are satisfied with the undergraduate majors; lastly, it determines the enrollment in and most popular fields of graduate study. The preceding review of the literature has covered these various areas.

^{1/}"Education Tops Other Graduate School Studies," Science News Letter (December 14, 1957), 72:373.

^{2/}Robert Shosteck, op. cit., p. 13.

CHAPTER III
PROCEDURES OF THE STUDY

Description of the sample.-- The sample was derived from the graduating classes of 1953-1958. A listing of these students was obtained from the Personnel Director. Beside each name a notation was made of the undergraduate major field. The names from all the six classes were merged and divided according to major fields and were then alphabetized. There were fourteen major fields: English, history, French, biology, retailing, Spanish, chemistry, music, foods, home economic education, economics, sociology, methematics, and business. From within each major field a twenty-five per cent sample was taken. When the number of students in the major fields did not produce a twenty-five per cent sample, (such as in art and psychology), the majors were eliminated.

Table 1 gives the number of undergraduate majors, in each of the fields, by individual classes before the twenty-five per cent sample was taken. Table 2 shows the final twenty-five per cent sample of the major fields, by individual classes.

Description of the instrument.-- Basically the questionnaire evolved from reading pertinent literature and research studies that related to the follow-up study here undertaken.

Table 1. Number of Undergraduate Majors in Each of the Fields of Study by Individual Classes Before the Twenty-five Per Cent Sample Was Taken

Fields of Study	1953	1954	1955	1956	1957	1958	Totals
Art.	0	0	0	0	1	1	2
Biology.	11	11	11	11	11	7	62
Business	14	17	13	12	7	9	72
Chemistry.	8	5	8	2	7	7	37
Economics.	0	0	1	5	0	2	8
English.	14	17	14	16	17	19	97
Foods.	15	8	11	8	5	6	53
French	2	0	2	0	3	4	11
History.	15	11	10	11	11	19	77
Home Economic Education.	18	8	8	6	8	7	55
Mathematics.	9	5	3	7	5	3	32
Music.	0	2	1	0	0	4	7
Psychology	1	0	0	0	0	0	1
Retailing.	15	4	5	4	4	12	44
Sociology.	8	7	10	11	5	6	47
Spanish.	1	1	2	2	5	3	14
Totals.	131	96	99	95	89	109	619

Table 2. The Final Twenty-five Per Cent Sample of the Major Fields of Study by Individual Classes

Fields of Study	1953	1954	1955	1956	1957	1958	Totals
Biology.	2	2	3	6	1	1	15
Business	3	4	3	1	2	5	18
Chemistry.	2	0	2	0	3	2	9
Economics.	0	0	0	2	0	0	2
English.	4	7	1	4	4	4	24
Foods	5	1	2	3	0	2	13
French	0	0	1	0	1	1	3
History.	2	4	3	3	2	5	19
Home Economic Education. .	4	2	2	2	2	1	13
Mathematics.	3	0	2	2	0	1	8
Music	0	0	0	0	0	2	2
Retailing.	3	1	2	2	2	1	11
Sociology.	3	3	0	2	2	1	11
Spanish.	1	0	1	0	2	0	4
Totals	32	24	22	27	21	26	152

The questionnaire was drawn up to acquire the desired information and several formats were experimented with for clarity of answers. It was submitted to the Personnel Director, at the College of Saint Elizabeth, for perusal. Suggestions were received from this office and incorporated into the study. The questionnaire was then submitted to two faculty members, at the College, for their review in ease of reading and answering the questions. After revisions were made it was submitted to the Personnel Director for final clarifications.

The questionnaire was mailed to Boston University for approval of the writer's advisor. When the form was approved and returned procedures for the pilot study were instituted.

The questionnaire was given to a selected group of seven Saint Elizabeth graduates, who contributed their reactions, comments, and suggestions. They found no major difficulties in following the instructions and in answering the questions.

Method of procuring data.-- Upon entering the College, each student is required to fill out a Personnel Data Record which is kept in the files of the Personnel Department. From this source of information data was gathered regarding vocational objectives and preferences for major fields.

The Alumnae Office of the College of Saint Elizabeth furnished the names and the addresses of the students in the sample group.

A letter was written explaining the purpose of the questionnaire. A memorandum was attached from the Personnel Director to give the study official backing and to reinforce the plea for an early return of the questionnaire.

The questionnaire was mimeographed from an electronic stencil to give clear-cut letters and good print. The paper chosen was a soft yellow instead of white; it was hoped that this would catch the reader's eye and help to raise the number of returns of the questionnaires.

The first mailing of the questionnaire went out on December 4, 1959. This first appeal brought in 77 questionnaires or 50.6 per cent of the total sample. A post card was sent out January 8, 1960 as a reminder that questionnaires were still needed for the success of the study. As of February 8, 1960, 103 or 67.7 per cent of the questionnaires had been received. A final appeal was made on February 9, 1960 in the form of a letter which included the returns by each individual class, along with the total returns from all classes. Another questionnaire was included in the event that the first one had been lost or misplaced. The final tally was taken on March 7, 1960; a total of 125 or 82.2 per cent of the sample had been returned.

However, one questionnaire was returned with an accompanying letter explaining that the graduate had been severely injured soon after graduation and had not been able to secure

employment as yet. Therefore the entire study is based on 124 questionnaires.

Table 3 gives the final returns of the questionnaire.

Table 3. Number and Per Cent of Responses to the Questionnaire

Glass	Number of Questionnaires Mailed	Number Returned	Per Cent of Total
1953. . . .	32	21	65.6
1954. . . .	24	22	91.6
1955. . . .	22	17	77.2
1956. . . .	27	23	85.1
1957. . . .	21	19	90.4
1958. . . .	26	23	88.4
Totals	152	125	82.2

CHAPTER IV
RESULTS OF THE STUDY

The sample of the lay women students at the College of Saint Elizabeth, Convent, New Jersey from 1953-1958 produced the following data.

Upon entering college, 100 or 80.6 per cent of the students showed preferences for major fields, while 24 or 19.3 per cent did not. Table 4 indicates the number of students, listed according to the individual classes, who showed preferences for undergraduate major fields as Freshmen, as compared with those who did not.

Table 4. Number of Students Who Showed Preferences for Undergraduate Major Fields as Freshmen, as Compared With Those Who Did Not

	1953	1954	1955	1956	1957	1958	Total	PerCent
Shown Preferences. . . .	16	16	15	18	16	19	100	80.6
Did Not Show Preferences. . . .	5	6	2	5	2	4	24	19.3

Further investigation provided the following results regarding the stability of the choice of majors. Of the 100, or 80.6 per cent of the students who had selected major fields in freshman year, 86 or 86 per cent graduated with the same majors while 14 or 14 per cent did not. Table 5 reports the

total number of students, listed according to the individual classes, who graduated with the same majors chosen in freshman year compared with those students who did not.

Table 5. Comparison of Number of Students Who Graduated with the same Majors Chosen in Freshman Year with the Number of Students Who Did Not

	1953	1954	1955	1956	1957	1958	Total	Per Cent
Yes.	15	14	11	17	12	17	86	86
No	1	2	4	1	4	2	14	14

To gain a more complete picture of how the students select the undergraduate major fields, a check list was employed, which included factors that generally influence a student's decision. The highest ranking factors were the following:

1. A liking for the subject
2. Desire to gain wider knowledge
3. Preparation for a given occupation
4. Self-growth and development
5. Development of talents.

Of the factors displaying "little or no influence" the following were checked most frequently:

1. Suggestions of relatives
2. Advice of high school guidance department
3. Suggestions of friends
4. Personnel Office

5. Knowledge from Director of Admissions

6. Career Days in high school.

A complete analysis is given in Table 6 indicating the number of students who checked each of the factors in relation to the undergraduate major fields they had chosen.

To determine the stability of early vocational objectives, the vocational objectives of the students were obtained from the Personnel Data Record. This information was recorded in categories. When the student stated more than one objective, the first one listed was considered. The section on employment, in the questionnaire, was used to determine the first position. The nature of the position and the main activity of the employing organization were used to clarify the stated objective.

Of those students who stated early vocational objectives and accepted positions upon graduation, a total of 62 or 65.9 per cent did follow their early vocational objectives in selecting their first positions while 32 or 34 per cent did not.

Table 7 lists the objectives in categories and indicates the number of students who chose the objective, the number who pursued their early objectives, and the number of those who did not.

How closely do the graduates follow their undergraduate major fields in making their first occupational choices? The section on employment, in the questionnaire, was used to gather

Table 6. Number of Students Checking the Factors that Influenced the Selection of the Undergraduate Major Fields

Factors	Number of Students Checking		
	Much Influence	Some Influence	Little or No Influence
<u>General</u>			
1. Preparation for a given occupation.	67	36	19
2. Development of talents.	44	50	23
3. Self-growth and development	56	47	15
4. Desire to gain wider knowledge.	81	29	7
5. Suggestions of parents.	11	17	94
6. Suggestions of relatives.	1	8	109
7. Suggestions of friends.	4	11	102
8. A lack of knowledge of other academic fields.	5	19	87
9. A liking for the subject.	111	11	0
<u>High School</u>			
10. Advice of high school guidance department . .	2	13	106
11. Advice of a high school teacher	7	19	95
12. Career Days in school.	8	7	100
13. Good marks in the subject	28	37	56
<u>College</u>			
14. Personal use of college catalogue	14	44	60
15. Knowledge from Director of Admissions	4	17	100
16. Dean of Studies	2	23	93
17. Advice from a department head	18	36	67
18. Personal contact with a college teacher . . .	25	26	68
19. Personnel Office.	3	14	102

Table 7. Early Vocational Objectives stated in Freshman Year and the Number of Students Who Chose the Objective, the Number Who Pursued Their Early Objectives, and the Number of Those Who Did Not

Vocational Objectives	Total Number Choosing Objective	Totals	
		Followed Objective	
		Yes	No
1. Advertising	1	0	1
2. Air Line Stewardess .	1	0	1
3. Biology-Laboratory .	6	5	1
4. Chemistry-Research .	1	1	0
5. Dietician	9	6	3
6. Fashion Design	1	0	1
7. Foods-Large Firm . . .	2	2	0
8. Government Agency . .	1	1	0
9. Journalism	2	0	2
10. Languages	1	0	1
11. Law School	1	1	0
12. Medical School	6	1	5
13. Retailing	3	2	1
14. Secretarial	9	8	1
15. Social Work	6	2	4
16. Teacher	43	33	10
17. Zoologist	1	0	1
Totals	94	62	32
Per Cent		65.9	34.0

this knowledge. After recording the nature of the position, the graduate stated whether or not the employment was related to the college major. This was done by checking either "yes", "no", or "to an extent".

The results are based solely on those alumnae who secured first positions. A total of 81 or 72.9 per cent indicated "yes"; 17 or 15.3 per cent indicated "no"; 13 or 11.7 per cent indicated "to an extent". Table 8 shows whether or not the first position was related to the undergraduate major.

Table 8. Number of Students Whose First Positions Did or Did Not Relate to the Undergraduate Majors

	1953	1954	1955	1956	1957	1958	Total	Per Cent
Yes	12	12	12	16	10	19	81	72.9
No	4	2	1	3	4	3	17	15.3
To an extent . .	3	5	3	1	0	1	13	11.7

What factors might influence the selection of occupations? A list of stated factors was used that would generally be acceptable for the choice of employment. One check mark was made if the factor influenced the choice at all. Two check marks emphasized those factors that were most influential in helping the students to make decisions.

Factors that were most influential in the choice of occupations (those denoted by two check marks) were the following:

1. Long standing personal interest
2. Course of study in college
3. Best suited to ability
4. Use of the college major
5. Intellectual interest.

The factors which carried the least influence on the choice of occupations (those denoted by one check mark) were the following:

1. Teacher in graduate school
2. Course of study in graduate school

3. Advice of a relative
4. Vocation of a parent
5. Vocation of a relative.

Table 9 indicates the number of graduates who checked the degree of influence of certain stated factors upon the choice of occupations.

Table 9. Number of Students Checking the Degree of Influence of Certain Stated Factors Upon the Choice of Occupations

Factors	Number of Students Checking	
	Some Influence	Much Influence
1. Vocation of		
a. parent.	13	8
b. relative.	13	2
c. friend.	19	2
2. Advice of		
a. parent.	28	18
b. relative.	7	4
c. friend.	16	6
3. Course of study in		
a. high school	17	2
b. college	40	38
c. graduate school	5	4
4. Teacher in		
a. high school	19	2
b. college	26	8
c. graduate school	2	2
5. Long standing personal interest	33	57
6. Intellectual interest.	43	23
7. Best suited to ability	45	32
8. Financial consideration.	36	10
9. Geographical location.	30	12
10. Opportunity to use undergraduate major.	33	32

Are the graduates satisfied with their choices of the undergraduate major fields? Of the 124 respondents, 94 or

75.8 per cent indicated "yes"; 3 or 2.4 per cent indicated "no"; 21 or 16.9 per cent indicated "to an extent"; while 6 or 4.8 per cent omitted the question.

In answer to the inquiry, "If you could repeat the undergraduate study, would you select the same major fields of study?" 91 or 73.9 per cent of the students indicated "yes"; 10 or 8.1 per cent indicated "no"; 22 or 17.9 per cent indicated "maybe" (one student omitted the question).

Why are people satisfied or dissatisfied with their occupation? To gain some insight into this problem, a list of occupational attitudes was employed in the hope of revealing degrees of job satisfaction or dissatisfaction among the graduates.

The leading factors in job satisfaction were the following:

1. Job interest
2. Type of work
3. Opportunity to use college education
4. Opportunity to use college major
5. Intellectual stimulation.

The outstanding reason for job dissatisfaction (among reasons listed in the questionnaire) was traveling distance. A detailed analysis of job satisfaction and/or dissatisfaction is presented in Table 10. Tabulation was based on the seventy-six alumnae currently employed.

Table 10. Extent of Job Satisfaction and/or Dissatisfaction Indicated by Those Alumnae Currently Employed

Factors	Number of Alumnae Checking					
	Satisfaction			Dissatisfaction		
	Very Much	Some	Limited	Very Much	Some	Limited
1. Intellectual stimulation	44	21	6	1	2	1
2. Fringe benefits.	21	21	23	2	1	2
3. Colleagues	31	22	10	1	7	3
4. Earnings	29	28	12	1	1	1
5. Environment.	36	24	6	0	5	1
6. Hours of work.	40	18	10	1	5	1
7. Job interest	57	12	2	1	2	0
8. Job advancement.	16	22	27	0	3	0
9. Traveling distance	37	13	10	6	5	2
10. Type of work	56	14	1	1	3	0
11. Work load.	22	22	13	0	10	2
12. Professional development	36	17	13	0	3	3
13. Opportunity to use college education.	50	14	7	1	1	3
14. Opportunity to use college major.	44	13	9	1	2	3

If the graduate was not satisfied with the undergraduate major field, could this dissatisfaction be a factor in showing dissatisfaction with a present or past position? Conclusions are quite insignificant because only three graduates were dissatisfied with their undergraduate majors. Of the three, one indicated that dissatisfaction with the undergraduate field was not a cause of dissatisfaction with present employment, while another indicated dissatisfaction "to an extent". In regard to past positions, two of the three stated that satisfaction with the major was not a factor in dissatisfaction with employment.

If there was dissatisfaction with their present position, were the graduates generally satisfied with the careers chosen? Of the twelve who showed dissatisfaction with present employment, eight answered "yes", they were satisfied with the careers chosen; none answered "no"; four answered "to an extent".

The concentration in the field of Education is shown for the undergraduate level in Table 11.

Table 11. The Number of Students Who Took Education Courses and Received Teacher Certification on the Undergraduate Level

	Yes		No	
	Number	Per Cent	Number	Per Cent
1. Students who took education courses. . . .	91	73.4	33	26.6
2. Students who received teacher certification. .	47	38.5	75	61.5

The returns indicated that 64 or 51.6 per cent of the students attended graduate schools. Most students waited at least two months before pursuing study.

The summary in Table 12 gives a more detailed account of the time which elapsed before graduate study commenced. (Five did not state the length of time.)

Table 12. Length of Time the Graduates Waited Before Pursuing Advanced Study

Length of Time	Number of Graduates
1. Immediately	6
2. One month	3
3. Two months	13
4. Three months	9
5. Four months	1
6. Five months	1
7. Six months	9
8. One year	10
9. One and one half years . .	1
10. Two years	3
11. Four years	1
12. Four and one half years . .	1
13. Five years	1

The fields of advanced study were greatly diversified. A total of thirty-two or fifty per cent undertaking further study chose Education as their field of concentration.

A complete analysis of the fields of study is given in Table 13 including both full and part-time study.

Table 13. Number of Students in Full and Part-time Study According to Their Fields of Concentration in Graduate Work

Fields of Concentration	Part-time		Full Time	
	Matriculated	Non-matriculated	Not Yet Completed	Degree Received
1. Chemistry.	1	1	2	1
2. Creative Writing	0	0	0	1
3. Drama.	1	0	0	0
4. Economics.	0	1	0	0
5. Education.	3	11	1	2
6. Elementary Education	1	4	0	0
7. Teacher Certification.	0	10	0	0
8. English.	2	1	1	0
9. European History	0	0	0	1
10. French	0	1	0	0
11. Geography.	0	1	0	0
12. Guidance	3	1	0	0
13. History.	0	2	0	0
14. Home Economics	2	1	0	0
15. Hotel Management	0	1	0	0
16. Interior Decoration.	0	1	0	0
17. Journalism	0	1	0	0
18. Law.	0	1	1	0
19. Library Science.	1	0	1	0
20. Mathematics.	1	1	0	0
21. Medical School	0	0	2	0
22. Nutrition Education.	0	0	0	1
23. Philosophy	0	1	0	0
24. Physics.	0	1	0	0
25. Russian.	0	1	0	0
26. Science.	0	1	0	0
27. Sociology.	1	0	0	0
28. Spanish.	0	1	0	0

The awards and certificates of specialization in advanced study are listed in Table 14.

Table 14. The Number of Students Who Received Awards and Certificates of Specialization in Advanced Study

Advanced Study	Assistant-ships	Certificates	Scholarships	Fellowships
1. American Dietetic Association.	0	4	0	0
2. Chemistry.	0	0	0	0
3. Creative Writing	1	0	0	0
4. Dietetics.	0	0	1	0
5. English.	1	0	0	0
6. Fashion (wardrobing)	0	1	0	0
7. French	0	0	1	0
8. Medical School	0	0	0	1
9. Secretarial.	0	1	0	0

A total of sixty-four students enrolled in graduate schools. Table 15 shows the number of students studying in fields related to undergraduate majors, the number studying for change of occupational fields, and the number pursuing teacher preparations.

On the undergraduate level 75 or 61.5 per cent did not have credit for a teaching certificate. This could be a reason for the large number of students who attend graduate schools in order to obtain certification credits.

Table 15. Number of Students Studying In Fields Related to Undergraduate Majors, the Number Pursuing Teacher Preparations, and the Number Studying for Change of Occupational Fields

Graduate Study	Yes		No		To an Extent	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1. Fields related to undergraduate majors	25	39.1	25	39.1	14	21.8
2. Teacher Preparations	38	59.5	24	37.5 ^a		
3. Study for change of occupations*	16	48.5	17	51.5 ^b		

*The change of occupational field was based on the number whose graduate work showed little or no relationship to the undergraduate major.

^a/Two graduates omitted the question

^b/Six graduates omitted the question

Of the 64 in graduate study, 16 or 25 per cent wished to gain entrance into another occupational field. This percentage is not too impressive when compared with the total number attending graduate school.

Of the 17 or 51.5 per cent who took courses not related to the undergraduate majors, the general reasons given were the following:

1. Broadening educational background
2. Interest in the subject
3. Requirements of present position.

The last page of the questionnaire was left for the comments of the graduates. Approximately thirty-six of the

one hundred and twenty-four respondents took advantage of this opportunity. Many of the comments were repetitious. The following comments are worthy of mention.

"I sincerely congratulate the Guidance Department for its programming and placement of its graduates with deep-rooted interest."

"I believe the advantages of a teacher's certificate should be stressed."

"It would seem to me an important consideration of a vocational counselor to acquaint her students in some way with little-known fields which may really stimulate interest instead of merely concentrating on teacher, secretary, or one of the professions, which are fields that everyone is already familiar with and in many cases are overcrowded."

"The importance of career guidance in college cannot be under-estimated, but actually should be begun in high school so that the student can be better prepared to select a college major."

"Much more guidance is needed in schools, both in high schools and college levels. I received no guidance in high school and very little in college."

"I regret not taking the liberal arts instead of training for a career. Decision for major was made on a high school field trip and a discussion with the guidance teacher."

"Those who do not have a major as freshmen, should receive counseling and testing to gain a broader knowledge of their abilities and the course of study that they might be best suited for."

"Most important vocational guidance and counseling came from the instructors and chairman of my chosen major, and I feel they were best equipped to help me."

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary.-- The research was to conduct a follow-up study to discover knowledge that was beneficial to the educational and vocational guidance of liberal arts students.

The purposes of the study were as follows:

1. To learn how many students showed preferences for particular undergraduate major fields prior to commencing the freshman year. To further explore preferences to discover to what extent did the students graduate with first preferences and to what extent did they change to other fields of study.
2. To discover the agreement between early vocational goals, specified as freshmen, with first positions obtained upon graduation to examine the stability of the goals.
3. To determine how closely the graduates follow their undergraduate major fields in selecting their first occupational choices.
4. To reveal how well satisfied the graduates are with their choices of the undergraduate major fields. In analyzing the extent of satisfaction, further information was acquired by ascertaining the number of graduates who would re-select the same undergraduate major fields.
5. To establish the enrollment in graduate schools and the fields of advanced study followed by the alumnae. In examining the fields of study, data was gleaned by noting whether or not the study was related to the undergraduate majors.

The sample was derived from the lay women graduates of the College of Saint Elizabeth, Convent, New Jersey, from

1953-1958. The sample was determined by random, stratified grouping. The major fields were grouped together for the follow-up years and a twenty-five per cent sample was taken from each of the undergraduate major fields.

The questionnaire evolved from reading pertinent literature and research studies that related to the follow-up study here undertaken.

The results of this study provided the following information:

Upon entering this college, 100 or 80.6 per cent of the students indicated preferences for major fields of study while 24 or 19.3 per cent did not. Of the 100 or 80.6 per cent of the students who selected major fields in freshman year, 86 or 86 per cent continued with the same major fields, while 14 or 14 per cent graduated with different fields of concentration.

Of those students who stated early vocational objectives and accepted positions upon graduation, 62 or 65.9 per cent followed their early goals in choosing first positions, whereas 32 or 34 per cent did not.

The results as to whether or not the college major relates to first occupational choices showed that 81 or 72.9 per cent of the students indicated "yes"; 17 or 15.3 per cent indicated "no"; 13 or 11.7 per cent indicated "to an extent".

The graduates revealed that 94 or 75.8 per cent were satisfied with the undergraduate major fields of study, whereas

3 or 2.4 per cent were not; 21 or 16.9 per cent were satisfied "to an extent".

Would the student repeat the same major field of study? A total of 91 or 73.9 per cent indicated "yes"; 10 or 8.1 per cent indicated "no"; 22 or 17.9 per cent indicated "maybe".

Advanced study was pursued by 64 or 51.6 per cent of the alumnae. A total of thirty-two or fifty per cent of the graduates studying in graduate schools chose Education as their major. Of those pursuing graduate study, 38 or 59.5 per cent were taking courses for teacher preparation while 24 or 37.5 per cent were not. Is this course of study in graduate school related to the undergraduate major? A total of 25 or 39.1 per cent of the graduate students indicated "yes"; 25 or 39.1 per cent indicated "no"; while 14 or 21.8 per cent indicated "to an extent".

Conclusions.-- The following conclusions are based on the data:

That the majority of students entering this college indicated preferences for major fields of study and that approximately four fifths graduated with the same major fields.

That approximately three fifths of the students follow their early vocational goals.

That the first occupational choice was closely related to the college major.

That three fourths of the graduates were satisfied with

the undergraduate major fields of study and almost three fourths of the graduates would repeat the same major fields of study.

That study in graduate schools was pursued by approximately fifty per cent of the graduates and one half chose Education as their major. Approximately two fifths took courses of study related to the undergraduate majors.

Implications of the study.-- In the selection of the undergraduate majors, results showed that four fifths of the students had decided upon major fields before entering this college. This is the same conclusion that Wightwick^{1/} drew in her study, inasmuch as the students had received some form of assistance prior to entering college which had enabled them to make early decisions. Her study showed that decisions were influenced principally by parents, high-school teachers, alumnae, and friends. This present study indicates that choices were made for more personal reasons; in particular, a liking for the subject, desire to gain wider knowledge, self-growth and development, and preparation for a given occupation. The high schools, parents, relatives and friends had little or no influence.

It would appear that the early choices of majors were very stable, in that eighty-six per cent of the students had

1/M. Irene Wightwick, Vocational Interest Patterns, Teachers College, Columbia University, New York, Contributions to Education, Number 900, 1945, p. 53.

continued with the same major fields that were chosen upon entering this college.

High school guidance programs exercised little influence in the choice of college majors. The highest ranking factor on the high school level was good marks in the student's major subject. It would appear that the high-school guidance departments should look into their programs and re-evaluate their aims and objectives.

Approximately twenty per cent of the entering students did not choose major fields and several graduates commented that they felt a need for guidance in this direction. Some graduates suggested a program for students unable to select major fields upon entering this college. This program might include a battery of tests and a series of interviews to interpret the test results and to aid students in evaluating abilities more carefully before deciding upon major fields.

Suggestions for further research.-- The undergraduate majors and first positions should be studied further to bring to light the number of graduates who leave first positions to secure one which does not relate to the college majors. A study might be conducted to determine the number of graduates who do not use their majors in their first positions, but change at a later date to employment that does relate to the majors.

A survey of the present students could be undertaken to

gather further information regarding the choices of the undergraduate majors.

The needs of the present students for vocational guidance and counseling could be determined by interviews and questionnaires.

Research is needed for graduate study that was not related to undergraduate majors to determine the chief reasons why these courses of study were undertaken.

APPENDIX

Maiden Name _____

Class _____

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Married Name _____

Check Degree Received: B.A.____, B.S.____

No. & Street _____

Undergraduate: Major _____

City _____ State _____

Minor (if any) _____

A. Institutions attended since leaving St. Elizabeth's (Include all study)

1. How long did you wait before doing further study? _____

2. Institution _____

3. Institution _____

Address _____

Address _____

Date Matriculated _____

Date Matriculated _____

Field of Study _____

Field of Study _____

Full or Part Time _____

Full or Part Time _____

Degree or Certificate _____

Degree or Certificate _____

If completed, give date _____

If completed, give date _____

degree was received _____

degree was received _____

Fellowship or other honors _____

Fellowship or other honors _____

*If you have attended more than two institutions, please use the other side, and give the same particulars as above.

* * * * *

B. Did you take any education courses as an undergraduate?

a. Yes ___ b. No ___

F. If you have attended other institutions has this further study been related to your undergraduate major?

a. Yes ___ b. No ___ c. To an extent ___

C. Did you meet the requirements for a teaching certificate as an undergraduate?

a. Yes ___ b. No ___

G. If your further study shows little or no relationship to your undergraduate major is it because you wish to gain entry into another occupational field?

a. Yes ___ b. No ___

D. If you have gone on for further study, has the work included teacher preparation?

a. Yes ___ b. No ___

H. If "no", to the above question, state briefly, why your further study was not related to your undergraduate major?

E. If you could repeat your undergraduate study would you select the same major field of study?

a. Yes ___ b. No ___ c. Maybe ___

SELECTION OF UNDERGRADUATE MAJOR FIELD

rections: Place a check mark in the proper column for the degree of influence each of the following factors had in the selection of your undergraduate major.

Factor	Much Influence	Some Influence	Little or No Influence
<u>GENERAL</u>			
1. To prepare for a given occupation.....			
2. Development of your talents.....			
3. Self growth and development			
4. To gain wider knowledge.....			
5. Suggested by parents.....			
6. Suggested by relatives.....			
7. Suggested by friends.....			
8. Lack of knowledge of other academic fields.....			
9. Liking for the subject.....			
10. Others (specify) _____			
<u>HIGH SCHOOL</u>			
11. Advice of high school guidance department			
12. Advice of a high school teacher.....			
13. Career Days in high school.....			
14. Good marks in the subject.....			
15. Others (specify) _____			
<u>COLLEGE</u>			
16. Personal use of college catalogue.....			
17. Knowledge from Director of Admissions....			
18. Dean of Studies.....			
19. Advice from a department head.....			
20. Personal contact with a college teacher..			
21. Personnel Office			
22. Others (specify) _____			

STATED FACTORS THAT ENTERED INTO YOUR OCCUPATIONAL DECISION

DIRECTIONS: If not working, complete this section as to the last position you held. If employed, complete for your present position. Place one check mark next to the factors that influenced you in your occupational choice. Place two check marks against those factors that were the most influential in helping you to decide.

1. Vocation of: parent ____, relative ____, friend ____.
2. Advice of: parent ____, relative ____, friend ____.
3. Course of study in: high school ____, college ____, graduate school ____.
4. Teacher in: high school ____, college ____, graduate school ____.
5. Long standing personal interest ____.

- Intellectual interest _____.
- Best suited to ability _____.
- 8. Financial consideration _____.
- 9. Geographical location _____.
- 10. Opportunity to use undergraduate college major _____.
- 11. Others (specify) _____.

OCCUPATIONAL ATTITUDES

DIRECTIONS: If employed (full or part time) to what degree do the following factors enter into your satisfaction or dissatisfaction with your present position? Place a check mark accordingly.

Factors	Satisfaction			Dissatisfaction		
	Very Much	Some	Limited	Very Much	Some	Limited
1. Intellectual stimulation.....						
2. Fringe benefits.....						
3. Colleagues.....						
4. Earnings.....						
5. Environment.....						
6. Hours of work.....						
7. Job interest.....						
8. Job advancement.....						
9. Traveling distance.....						
10. Type of work.....						
11. Work load.....						
12. Professional development.....						
13. Opportunity to use college education.....						
14. Opportunity to use college major.....						
15. Others (specify)						

1. Have you been satisfied with your undergraduate major field?
 - a. Yes _____ b. No _____ c. To an extent _____
2. If "no" has this been a factor in your dissatisfaction with your present position?
 - a. Yes _____ b. No _____ c. To an extent _____

With past positions, if any.

 - a. Yes _____ b. No _____ c. To an extent _____
3. If you are dissatisfied with your present job are you satisfied with the career you have chosen? (i.e. teaching, secretary, etc.)
 - a. Yes _____ b. No _____ c. To an extent _____

EMPLOYMENT

- DIRECTIONS: 1. List all positions in chronological order. Give both full and part time.
 2. Please select from this list the "Main Activity of Employing Organization" and place the corresponding number in the chart below:

- | | | |
|------------------------------|------------------------------------|-------------------------------------------------------|
| 1. Educational Service | 4. Finance, Insurance, or Law | 7. Manufacturing |
| 2. Medical Service | 5. Social Service or Religion | 8. Government |
| 3. Retail or Wholesale Trade | 6. Advertising or Public Relations | 9. Transportation, Communications or Public Utilities |
| | | 10. Others (specify) |

DATES	PLACE OF EMPLOYMENT NAME & ADDRESS	NATURE OF POSITION	FULL OR PART TIME	MAIN ACTIVITY OF EMPLOYING ORGANIZATION	EMPLOYMENT RELATED TO COLLEGE MAJOR
					Yes _____ No _____ To an extent _____
					Yes _____ No _____ To an extent _____
					Yes _____ No _____ To an extent _____
					Yes _____ No _____ To an extent _____
					Yes _____ No _____ To an extent _____
					Yes _____ No _____ To an extent _____

Please add on the back any explanations you wish to make concerning your answers to this questionnaire. I should be especially interested in specific comments concerning vocational counseling, vocational guidance and placement that were advantageous to you and ways in which these factors could be improved upon to help the present students.

COLLEGE OF SAINT ELIZABETH
CONVENT STATION, NEW JERSEY

Dear Graduate:

For those of you who find my name unfamiliar, let me introduce myself as a member of the Physical Education Department at Saint Elizabeth's. I am presently studying for a Master's degree in Guidance.

The required research is being done in cooperation with the Personnel Department of the College of Saint Elizabeth. I am undertaking a survey of recent graduates to obtain information in regard to choice of major, graduate study and employment. This will be useful to the college in the counseling of undergraduate students.

All of the data will be presented in tabular form with no personal identification. The questionnaires will be held in strictest confidence.

Since you have been selected in the scientific sample of the graduates to be included in my study, I sincerely hope that you will return this questionnaire as soon as possible.

Thank you for your kind consideration and interest in my project.

With best regards,

COPY

Memo from
THE PERSONNEL DEPARTMENT
COLLEGE OF SAINT ELIZABETH
Convent, New Jersey

To: Alumnae

I sincerely hope that you will find time to fill out the enclosed questionnaire. The project which Miss Morris has undertaken is a worthy one and will provide a great deal of helpful information.

With kindest personal regards,

Sincerely yours,

Julia E. Read
Personnel Director

December, 1959

COPY OF POST CARD REMINDER

Dear Alumna:

The initial response to the questionnaire was very gratifying. However, if you haven't had time during the holidays this is just a reminder that your questionnaire is still needed for the success of this project.

Perhaps you would be kind enough to fill it out now and return it within the next two weeks.

Sincerely yours,

COPY

COLLEGE OF ST. ELIZABETH
CONVENT, NEW JERSEY

February 8, 1960

Dear Alumnae:

The returns of the questionnaire in the survey of recent graduates to obtain information regarding the undergraduate college major, graduate study and employment has been as follows:

<u>Year</u>	<u>Percent</u>
1953	46
1954	67
1955	59
1956	74
1957	86
1958	77
Total Returns	67

Will you help to raise the percentage of your class by returning your questionnaire. In the event that you may have misplaced the one sent to you, I am enclosing another.

Act now! Fill in and return the enclosed questionnaire today--please!

Thank you,

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BIBLIOGRAPHY

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