Abstract

The learning of occupational knowledge by many students does not appear to be commensurate with the role vocational information will play in major life activity in the labor force. Accuracy of 3rd-, 6th-, 9th-, and 12th-grade students was assessed on six occupational dimensions for 20 well-known occupations (e.g., carpenter, nurse). The occupational dimensions were preparation time, availability, earnings, physical requirements, mental requirements, and status. Students improved across the grades in accuracy for each of these dimensions. They were most accurate in judging earnings and least accurate in judging availability of the occupations. Occupations at the extreme ends of the occupational dimensions yielded greatest inaccuracy. Highest preference (liking, enjoyment) for the occupations was correlated with highest perceptions of status, mental requirements, earnings, and preparation time. Predominant job aspirations after finishing school were more reflective of professional preparation for 9th- and 12th-grade students.
finishing school were more reflective of professional preparation for 9th- and 12th-graders than for students in the earlier grades.

Keywords
student accuracy; job availability; earnings; physical requirements; mental requirements; status; occupation; employment

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This research was supported, in part, by the National Institute on Disability and Rehabilitation Research through the West Virginia Rehabilitation Research and Training Center (West Virginia University and West Virginia Division of Rehabilitation Services). Appreciation for outstanding cooperation is expressed to Susan Armstrong, Bob Cipoletti, Linde Crawford, Evonne DeNome, Joyce DeLawder, Loretta Florence, Allan Keener, Toni Malinovich, Carolyn Netro, Holly Plunkett, Michael Roh, Carolyn Sickles, Jennifer Snider, William Wilson, and Amber Zackery. Thanks are given to Lori Britton for manuscript preparation.

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