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Vocational Cognition: Accuracy of 3rd-, 6th-, 9th-, and 12th-Grade Students

Richard T. Walls

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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-graders than for students in the earlier grades.



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Keywords

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

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â†â† Address correspondence and reprint requests to Richard T. Walls, Professor of Educational Psychology, WV Research and Training Center, West Virginia University, P.O. Box 6122, Morgantown, WV 26506-6122. Fax: (304) 293-6661. E-mail: rwalls@wvu.edu.

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