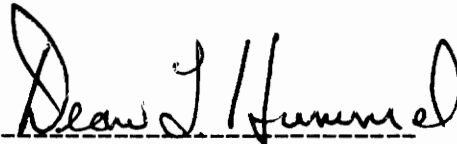THE EFFECTS OF A SHORT TERM CAREER EDUCATION PROGRAM
ON SELECTED ASPECTS OF CAREER MATURITY OF
RURAL SENIOR HIGH BLACK YOUTH

by

Francis A. White, Jr.

Dissertation submitted to the Graduate Faculty of the

Virginia Polytechnic Institute and State University

in partial fulfillment of the requirements for the degree of

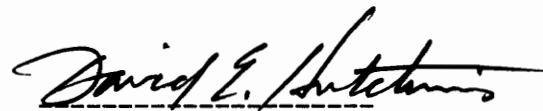DOCTOR OF EDUCATION

in

Counseling and Student Personnel

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DEDICATION

This research is dedicated to my wife, Jeanette, my daughters, Regenia and Angelia, my mother, Mrs. Lucille White, and in memory of my father, Mr. Francis A. White, Sr.

ACKNOWLEDGEMENTS

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Chapter 1

INTRODUCTION

Career education has received growing nation wide attention for
more than six years. Ideally, career education is designed to involve
all young people. However, the United States Office of Education, in
Career Education: The State of the Scene (USOE, 1974) reports that
efforts to meet the needs of special groups through career education are
lacking. In a Taxonomy of Profile of Career Education (1974) the Office
of Policy Studies in Education reports that schools being served by
career education projects enroll students who are predominately white.
The same sources revealed that students served in career education
programs rarely resided in rural areas. Recently a descriptive analysis
of a sample of 157 research reports on career education uncovered only
eleven studies at grade twelve. Of these, none were specifically
related to rural or Black students (Career Education and Basic Academic
Achievement, 1977). A search of program descriptors and career
education, reported by the United States Office of Education (USOE) and
by the Education Research Information Center (ERIC) since 1974 supports
the contention that practically no attention has been given to the
study of career education for rural Black youth.

The United States Office of Education under former Commissioner
Sidney P. Marland, Jr., was largely responsible for the stimulation
given to the idea of career education and while the office tended to
avoid suggesting any definition, Dr. Marland (1971, p. 16) wrote the

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following in American Education:

> . . . what the term "career education" means to me is
> basically a point of view, a concept -- that says three
> things. First, that career education will be part of
> the curriculum for all students, not just some. Second,
> that it will continue throughout a youngster's stay in
> school, from the first grade through senior high and
> beyond, if he so elects. And third, that every student
> leaving school will possess the skills necessary to
> give him a start to making a livelihood for himself
> and his family, even if he leaves before completing
> high school.

Many statements defining career education have been formulated.
There tend to be generic elements within the vast majority of these
definitions. For example, Hoyt, Evans, Mackrin, and Mangum (1974, p. 15)
stated "Career education is the total effort of public education and
the community to help all individuals become familiar with the values
of a work-oriented society, to integrate these values into their lives
in such a way that work becomes possible, meaningful, and satisfying to
each individual." In a policy paper of the United States Office of
Education (1974, p. 20), "An Introduction to Career Education," Dr. Kenneth
Hoyt, Director of Career Education, USOE, defined career education as
"the totality of experiences through which one learns about and prepares
to engage in work as part of her or his way of living." Although,
Marland and others have defined career education in generic terms,
State Departments of Education and local school systems generally define
career education to meet the needs of the student population that it
will serve.

Through the strong leadership of Dr. Marland, former Secretary
of Education (USOE), one might expect that virtually every state and
county in the nation would have a form of career education to some degree.

However, in spite of this potential bright outlook on career education, minorities do not appear to have open assess to career education programs (Taylor, 1973).

There is ample evidence that a number of Black educators have become skeptical of career education programs and many have outlined their concerns in precise terms. Johnson (1974), in <u>Black Agenda For Career Education</u>, warns Black Americans of the fallacies in career education. He stated that Black Americans must critically analyze all the hidden agendas within career education. Those hidden agendas must be counterattacked by a well-thought out and researched Black agenda.

Brazziel (1973) makes some points which might be considered when formulating a "Black Agenda for Career Education." He stated:

> . . . There are gaping and glaring needs of Blacks.
> There is only one Black attorney for 5,000 Blacks as
> compared to one attorney for every 650 whites. Only
> three percent of the physicians in America are Black and
> only 4.2 percent of the enrollees in medical school are
> Black. White Ph.D production exceeds that of Blacks,
> with some on welfare because of a constricted job market.
> Only a small percent of the graduate school enrollment
> in the country is Black (Brazziel, 1973, p. 284).

Brazziel (1973), continues by saying that it is not surprising that career education will, unless it is carefully defined and administered, anger many Black people. Kearney and Clayton (1973) refer to career education as "trick or treat" because of the previous history of tricks, treats, and games that have been used to victimize Blacks. Davenport and Petty (1973) regard federal programs in this same vein for they contend that none have ever alleviated a major Black problem. Such criticisms do not suggest disinterest in career education per se;

they represent the mistrust and dissatisfaction that Blacks have with

the present direction of career education programs, and the lack of

attention given to career education programming for Black youth.

To summarize the views of Black educators such as Johnson (1974),

Davenport and Petty (1973), Brazziel (1973), Kearney and Clayton (1973)

and others, the call for reform in our American education system through

career education still needs great modification if it is to meet the

needs of our Black youth.

STATEMENT OF THE PROBLEM

Black youth, because of their experiences and background

often have a distorted perception of what the present day world has to

offer them in terms of careers. Traditionally, students have been

exposed to counselors and teachers with little preparation and training

in career education (Johnson, 1974). According to Johnson (1974),

a major problem of career education from one vantage point, is

clearly one of preparation of counseling and teaching professionals.

In many rural areas "Career Education" is a myth; many rural

youth find that they are not receiving as much career information,

career counseling and career guidance as their parents before them

(Taylor, 1973). This may be due to lack of preparation by professionals,

the marginal commitment of school administrators, and the lack of

an organized career education program.

Ginzberg (1971, p. 76) summed up the effects of inadequate career

education programs, when he made a comparison between Blacks and

the white majority in America.

The percentage of Black families living in poverty is more than three times the percentage of poor white families. There are proportionately twice as many white families as there are non-white with more than the national medium income. Blacks represent 12 percent of the labor force, but they hold only 5 percent of professional, technical and managerial jobs. The unemployment rate for Black adults has been twice that of their white counterparts and among teenagers it is three times as high.

Ironically, like career development theories themselves, career education and its research seem to be based on middle class whites (Ospiow, 1973). Support appears strong for the development of a short term career education program, a try out application with Black youth and an attempt to measure its degree of effectiveness. Therefore, the problem dealt with in this study, was how to develop a short term career education program for Black rural youth and to determine the effects of the program on gains in selected aspects of Career Maturity.

The following questions were structured to guide the development of this study.

1. Does a short term career education program improve the self appraisal of rural senior high Blacks as measured by the Career Maturity Inventory (CMI, Crites, 1973)?

2. Does a short term career education program improve knowledge of career information of rural senior high Blacks as measured by the CMI?

3. Does a short term career education program improve goal selection skills of senior high Blacks as measured by the CMI?

4. Does a short term career education program improve career planning of rural senior high Blacks as measured by the CMI?

5. Does a short term career education program improve the career decision making skills of senior high Blacks as measured by the CMI?

NEED FOR THE STUDY

In preparing career programs for rural youth and adults, educators must find ways of overcoming certain problems inherent in rural youth situations (Taylor, 1973). According to Taylor, rural youth needs for increased vocational training, career education, and a sense of career direction are obviously present in the milieu of the world of work. Career development strategies for rural youth should be based on the needs and the possibilities for future employment in both vocational-technical and professional areas. Frequently, youth are negatively influenced in their career choices because of the lack of information about careers, sources and means of obtaining career skills, and professional training once a vocational choice has been made. Because of these factors, adequate and meaningful information resources need to be identified and incorporated in career education learning activities for these youth. Additionally, there is a need to demonstrate the potential effects of career education when conducted by trained and experienced persons.

A current review of the literature on the effects of career education on Black youth revealed a series of position papers, but few journal articles or research reports. This sparsity of information has made it very difficult for rural schools to provide career information and improve career decision making skills of Black youth. A study

of this nature is needed to attempt to meet the career education needs
of Black youth and prepare them for the world of work.

DEFINITION OF TERMS

The following theoretical and operational definitions have
been developed for this study:

Career Education is the total effort of public education and
the community to help all individuals become familiar with the values
of a work-oriented society, to integrate these values into their
personal value systems, and to implement these values into their lives
in such a way that work becomes possible, meaningful and satisfying
to each individual (Hoyt, Evans, Mackin and Mangum, 1974). In this
career education program (Appendix C) with the treatment group.

Career Decision Making is defining objectives, studying the
possible alternatives, and evaluating the consequences of choice
(Gelatt, et al., 1972). For this study career decision making will be
determined by the extent to which the experimental group made wise
career decisions after exposure to and participating in career decision
making activities included in the short term career education program.

Career Information can be defined as "valid and usable"
materials about the world of work which are appropriate for assisting
the individual seeking vocational guidance (Isaacson, 1971). In this
study, knowledge obtained through participating in the career education
program by the treatment group constituted career information.

Self Appraisal was the assessment of perceptions, interest, attitudes and personality characteristics of the treatment group. Self appraisal was measured using the "Self Appraisal" subtest on the CMI (Crites, 1973).

BASIC ASSUMPTIONS

1. Black rural youth have distinct career education needs that are different from rural non-Black youth.

2. Black rural youth generally have a limited amount of exposure to career education.

3. School-based career education programs which have been developed do not appear to be relevant to Black rural youth nor the environment from which they come.

4. Black rural youth exposed to a short term career education program will achieve gains in (a) self appraisal, (b) knowledge of career information, (c) goal selection skills, (d) career planning, (e) career decision making skills.

LIMITATION OF THE STUDY

This study was conducted in one high school in rural southwest Mississippi utilizing a population of Black senior high students. While not a true experimental research design it was a developmental study designed to establish baseline data for a unique population in a rural setting. Therefore, true replication of this study would be difficult to achieve. The short term career education program was delivered over a six week period of time in an intensive format.

Therefore, due to the time frame involved in the study and to the setting in which it was conducted, any research findings should be generalized only to populations with similar demographic characteristics.

ORGANIZATION OF THE STUDY

Chapter 1 contains the introduction, statement of the problem, need for the study, basic assumptions, definitions of terms, and limitations of the study. Chapter 2 contains a review of the literature related to Career Education for Blacks, Career Education Models, and Career Education Stages. Chapter 3 contains a description of research design, population and sample, treatment, instrumentation, data collection, and procedures used to analyze data. Chapter 4 contains the results, analysis of data, and essential information relative to the development of the short term career education program. Chapter 5 contains the summary, discussion, and recommendations.

Chapter 2

REVIEW OF THE LITERATURE

In this chapter the research and related literature pertaining
to career education for Blacks, career education models, and career
education stages was reviewed. A review of the literature has
produced little information on career education for Blacks, revealing
a series of position papers, but few journal articles and research
reports. Therefore, information on career education for Blacks is
limited in scope.

Studies and research findings were reported in this review
of literature only when appropriate and related to career education
for Blacks.

CAREER EDUCATION FOR BLACKS

Career education as related to Blacks is depicted in a multi-
plicity of issues (Johnson, 1974). The most apparent issue appears to
be the mistrust and inefficient implications of career education with
Blacks. Blacks have expressed their disbelief in conferences and
position papers presented on career education. Brazziel (1973), indica-
ted that career education could help Blacks, but there is nothing in its
past performance that will suggest that it will. Johnson (1974), describes
career education as a political ploy, which has been fused to a bomb
waiting to explore. He further questions the credibility and implications
of the concept with Blacks. However, Johnson (1974) believes that

career education needs a "black agenda" added to the concept to illustrate accountability. Baylor (1973) stated that career education could improve the self concept of Blacks and raise their aspirations if properly implemented. The massive criticisms of Black educators toward career education does not imply anti-career education but a reason not to research the career education concept (Johnson, 1974). Consequently, no field based research and/or studies on career education for Blacks have been found by the researcher.

Even though the sparsity of literature revealed no studies on career education for Blacks, much has been researched related to Black self concept and careers, vocational development of Blacks, and career guidance of Blacks. Studies from each of these related career education variables were presented only for awareness, generalizations and possible predictions about career education and Blacks.

Although educational literature is replete with references concerning the self concept of Black people (Ausubel and Ausubel, 1963; Clark, 1967; Grambs, 1965; McGrew, 1971), few authors have systematically explored the possible relationships between the self concepts of Black people and their outlook on careers. The same may be said for their job values and self concept. Some crucial questions are: Are there significant differences in job values and concept of working according to their self perceptions? Do Black people who tend to have positive self images also tend to have more positive outlook on work than those who do not? Do their job values change as their self images become more positively or negatively oriented?

Throughout vocational literature, theorists have generally assumed that Black youth have low self esteem and consequently negative concept of work (Peters and Hansen, 1977). Researchers have tended to operate on the premise that if they change the self concept of Black youth, they can simultaneously modify their outlook on work, job values and careers. The work of Leonard and Pietrofesa (1969) and Youst (1967) illustrate this approach. In both instances, the authors used a variety of methods, ranging from the provision of cameras for children to take pictures of people in the world of work to deliberate curricula intervention techniques, to assist the disadvantaged child in his development of a more positive picture of himself and his life chances in the occupational structure.

Along these lines, Hefland (1967) maintains that peer group support is an effective way of boosting the self confidence of minority youth seeking employment. Relating his experiences with socially rejected youth in the Mobilization for Youth Program, Hefland asserts that group sharing of common employment problems helps such individuals to gain psychological support in their occupational endeavors. The problem, as Hefland conceptualizes it, is not so much one of Black youth not wanting to work but rather they lack self confidence in themselves. Hefland submits that group support for those experiencing employment difficulties makes it easier for minority youth to face their own limitations without losing status among their peers or feeling greater destructive erosion of their self concept. The group affords a kind of dress rehearsal to help overcome employment shock.

Two things seem quite evident in the majority of studies cited related to Black concept and work. First, in considering the Black individual's concept of work, work values, or vocational self concepts, one must understand the importance of his cultural and racial background. Secondly, one must be aware that the majority of the research cited pertains to mainly the lower socioeconomic Black and not to those who are members of the middle class. In short there are serious questions as to the generalizability of many of the findings to other Black populations.

In regard to studies related to career guidance, Middleton and Grigg (1959), found significant differences between the occupational and educational aspirations of rural and urban twelfth grade boys. However, when a comparison was made with respect to race, no differences were found between the occupational and educational aspirations of rural and urban Blacks who remain in school through the twelfth grade.

Kuvlesky and Ohlendorf (1968) extended the former study to explore rural-urban differences among Black youth only with respect to occupational aspiration and expectations. The findings indicated Black rural youth generally reflect high occupational aspirations and expectations. The above studies, Middleton and Grigg (1959), and Kuvlesky and Ohlendorf (1968) revealed similar findings.

CAREER EDUCATION MODELS

Career education as defined in this study is the total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate these

values into their personal value systems, and to implement these values
into their lives in such a way that work becomes possible, meaningful
and satisfying to each individual (Hoyt, et al., 1974). The literature
is replete with definitions of career education. However, the defini-
tion used in this study appears to meet the objectives of the short
term career education program.

Further attention is given to each of the career education
models. The school-based model serves as the basis for which the
short term career education program was developed and implemented in
this study. The stages of career education were also implemented
in this study. A review of the literature on each of the stages will be
presented in a discussion of the career education models.

Conceptual and operational models for career education have
been developed at national, state, and local levels (Goldhammer and
Taylor, 1972). In 1971, the National Center for Educational Research
and Development in the U.S. Office of Education initiated and developed
four models. These four models are: (1) school-based model, (2)
employer-based model, (3) home based-model, and (4) residential based
model. The following career education models are described below based
on descriptions by Bailey and Stadt (1973) and Goldhammer and Taylor,
1972.

School-Based Model

The Center for Vocational and Technical Education located at
the Ohio State University developed and tested the school-based model
under the auspices of the United States Office of Education (USOE).
The model is based on the infusion of career development objectives
into Comprehensive K-14 educational programs (Bailey and Stadt, 1973).

The model was developed in six school districts selected by USOE. The districts are Mesa, Arizona; Los Angeles, California; Jefferson County, Colorado; Atlanta, Georgia; Pontiac, Michigan; and Hackersack, New Jersey. There were variations in school district size, geographic setting and the cultural and ethnic mix. Specifically, the network involved the staff and students from 112 school buildings. Over 3,900 teachers and administrators were working with 83,000 students in this development effort.

The objective of the model was to develop and test a career education system (K-12) in these districts which will help students develop (1) a comprehensive awareness of career options; (2) a concept of self which is in keeping with a work-oriented society and includes positive attitudes about work, school, and society, and a sense of satisfaction resulting from successful experience in these areas; (3) personal characteristics, such as self-respect, initiative, and resourcefulness; (4) a realistic understanding of the relationships between the world of work and education which assist individuals in becoming contributing members of society; and (5) the ability to enter employment in a selected occupational area and/or to go on for further education.

As the prime contractor for the model, the center was obligated to have programs "up and running" in the six sites, starting September 1972. The general project strategy was also further refining and operationally defining, in terms of student outcomes, and the concep-tualization of the school-based model. A national inventory of materials

and programs (treatments) was to be undertaken which produced the
outcomes to be congruent with the model. Simultaneously a diagnosis
was made of programs in the six site schools to determine what portions
of the model were already in place and operating. Prescriptive treat-
ments were formulated, carefully evaluated against desired outcomes,
and recycled. The iterative cycle of diagnosis, prescription treatment,
assessment, accepting, rejecting, and recycling were the center's
project strategies. Concurrently, the benchmark data to establish the
present state of affairs - student, school and community were assembled
and analyzed. A contract was let for an outside (summative) evaluator
to complement and reinforce the formative evaluative capacity of the
project staff. Extensive staff development programs were initiated in
the local education agencies (six site schools).

Full-time development teams were employed from the project in
the six school districts. A central planning, management, and consult-
ing staff was headquartered at the center. Extensive involvement of
school and community resources personnel characterized the development
process. A longer-term research and development program was considered
for improvement on the model. Unfortunately no specific attention was
given to the effects of the school-based model on Blacks or rural
youth.

Employer-Based Model

The employer-based model attempts to serve youth through work
incentive programs. The out-of-school work experiences are designed to
provide valuable growth in a career path.

The goals of the employer-based model are (1) to provide an alternative educational program for students, aged 13-18, in an employer-based setting; (2) to unify the positive elements of academic, general, and vocational curricula into a comprehensive career education program; (3) to increase the relevance of education to the world of work; and (4) to broaden the base of community participation, particularly by involving public and private employers more directly and significantly in education.

It was anticipated that the program would be operated by consortia of employers. Each consortium encouraged the assistance and active support of such diverse community elements as unions, schools, parents, PTA's and Chambers of Commerce. The program contemplated year-round operation and open entrance and exit of students. It emphasized educational experiences that took place in a variety of settings such as laboratories, production lines, parks, museums, hospitals, and construction sites. The aim was to make the community the classroom. Planning studies are under way at the Far West Laboratory for Educational Research and Development, Berkeley, California; at the Northwest Regional Educational Laboratory, Portland, Oregon; and at the Research for Better Schools, Philadelphia, Pennsylvania. Experimental classes began in the fall of 1972 for 50 to 100 students in Oakland, California; Tigard, Oregon; and Philadelphia, Pennsylvania. A review of the literature provided no studies researched on this model related to Blacks and rural youth.

Home-Based Model

The home-based model is a career-oriented approach designed to increase the employability and career options of out of school youth and adults. The purposes of the home-based model for career education are: (1) to develop educational delivery systems into the home and the community; (2) to provide new career education programs for adults; (3) to establish a guidance and career placement system to assist individuals in occupational and related life roles; (4) to develop more competent workers; and (5) to enhance the quality of the home as a learning center.

The Education Development Corporation in Newton, Massachusetts, conducted studies in three major areas: (1) in-depth definition of population characteristics appropriate for a career education T.V. series, (2) development of an evaluation plan for the series, and (3) conceptualization and feasibility studies of supporting components for career guidance and in-home study. The Rand Corporation completed an analysis of successful media-based educational programs so that the Office of Education could develop a prototype for the implementation of the model. According to the literature this model like the other models have not been researched and tested with Blacks and rural youth.

Residential-Based Model

The residential-based model is a research and development project designed for experimentation with disadvantaged rural families. The Mountain Plains Regional Education Center, was established at Glasgow, Montana Air Force Base. It was developed and implemented as a

rural residential career education program. Services were to be implemented with disadvantaged families drawn from rural areas of Montana. The objectives of this model were: (1) To provide rural families with employment capabilities suitable to the area, (2) To provide leverage on the economic development of the area, and (3) To improve family living. Other program components in the residential-based model were to include education, family life, community services, health services, economic development services, and research and evaluation activities.

Family units and individuals reported to the training site so that each could develop an appropriate career role through employment, study, home management, or through a combination of these. Employment upon completion of the residency was guaranteed by the home state of each family. Experiences in developing and operating the Glasgow center were utilized in assessing the potential for other kinds of institution-based career education programs. Although this model was conducted in a rural area, does not necessarily mean that it can be implemented successfully with Blacks in all rural areas.

CAREER EDUCATION STAGES

A career education model consists of a multiplicity of stages. State Departments of Education and local school systems generally determine the stages and component parts to be included in their career education model. The modified career program in this study implemented four stages. These stages are: (1) career awareness, (2) career exploration, (3) career planning, and (4) career decision making.

<u>Career Awareness</u>: It is inconceivable how one can move through any career education program without career awareness. Career awareness is generally implemented in grades K-6. Youth who have not gone through this stage should do so before advancing in a career education program. Reports related to career awareness have suggested the importance of including and conceptualizating career awareness into a career education program.

According to Gibson (1973), "At the career awareness phase of a school program emphasis should be given to attitude development, decision making, and self awareness as well as awareness of and knowledge about the broad characteristics and expectations of work." The above statement is a position and not a research report. Another report that was published by the Indiana State Department of Public Instruction (1973) described career awareness as an elementary program which would include self awareness and a realistic awareness of the world of work which will assist students in gaining respect for work and appreciation for its importance to our society.

The Houston Independent School District (1972) reported attempts "To develop, at the elementary level, occupational awareness as an integral part of the instructional program so that each pupil may begin to develop self awareness and to formulate career thoughts, to ensure that eventually each pupil develops a clearer perception of him/herself and sees him/herself as a person of worth with a realistic and positive attitude toward becoming a productive worker." To summarize the review of reports on career awareness, it was suggested that there are

various conceptualizations of this stage. Career awareness as stated in these reports is concerned with the various aspects of the world of work, attitudes toward work and knowledge of one's own capabilities, values and interests.

Although the career awareness element of career education has been described as a concept which starts in kindergarten and extends through life, the major emphasis appears to be at the elementary school level.

Career Exploration: In this study knowledge of career and/or occupational information was implemented. Career information and occupational information are often used interchangeably. The career exploration stage is usually implemented in grades 7-9. Some proponents of career education refer to this stage as the orientation stage. Regardless of the name, career and/or occupational information is important at this stage.

It is reasonable to believe that knowledge of career information is acquired from career awareness and the availability of primary and secondary sources of career information. Tuckman (1974, p. 11) had this to say about the cognitive domain problem:

> The measurement of career awareness, meaning knowledge of career characteristics and requirements necessitates a cognitive instrument dealing with specific careers. In terms of general career awareness, the problem becomes one of deciding which career to ask questions about; in terms of specific career awareness, the difficulty lies in finding or building tests in the large number of career areas that students might choose to pursue. Instrumentation in this area is also hard to find.

Additional studies pertinent to knowledge of career information have been made. None of these studies reported quantitative evaluations. However, the Pontiac Vocational Career Development Program (1971) attempted to increase the occupational knowledge and self concept of students. In evaluating the project the Occupational Knowledge Test (Campbell, 1969) and the Fantasy Ability and Reality Scales (status unknown) were utilized. The three major findings were: (1) Students showed significant gain in their level of occupational knowledge, (2) upper elementary children showed greater gain in occupational knowledge than did lower elementary children, and (3) At the end of the program students selected occupations of higher rank than they did at the beginning of the program. Another study conducted at Prince George's County Public Schools in Maryland (1975) included the following question in evaluating their career education program: "Do pupils involved in career education programs acquire more knowledge about the world of work than the control group?" The results of this study indicated that at each grade level (with the exception of ninth grade) the experimental groups scored higher than the control group. Statistical significance was reached at grade levels 6, 7, 11 and 12. The previous mentioned studies appear to support the need for knowledge of career information in career education programs.

Career Planning: Virtually little or no effort is being made to measure the effectiveness of career preparation and/or career planning. None of the projects reviewed by the researcher reported any findings or data related to career preparation and/or career planning for rural Blacks.

Career Decision Making: The last stage discussed and implemented in this study was the career decision making stage. For discussion purposes, it is possible to consider career decision making as a process of identifying or assessing opportunities such as (1) entering a specific job or career, (2) increasing one's level of aspirations and (3) choosing a specific occupational or educational preparation program. However, career decision making includes a process that comprises consequences and choices.

Several studies found in the literature indicated interesting findings about career decision making. "Summary Evaluation Report of Career Education," (1975), indicated in a study researched at Appollo Junior High School that students with high level of exposure to career education were better able to recognize and demonstrate decision making skills than students with low level of exposure to career education. It was also stated that students were better able to recognize the degree of responsibility which is inherent in different jobs.

In a document entitled "Summer Coupled Work/Study Evaluation Results" (1975) another study reported interesting findings on the Career Maturity Inventory with a group of eleventh grade students. The data presented demonstrated a significant improvement on the problem solving scale which is related to career decision making. Career decision making appears to be important as indicated by the studies reviewed. However, a sound theoretical research base for prescribing and reporting the process of career decision making appears to hinder successful research.

SUMMARY

From a review of the literature it is apparent that little has been written and/or researched about career education for Blacks. Therefore, many Black educators appear to have become skeptical of career education and have outlined their concerns in journal articles, position papers and conferences. The literature search did present those position papers and a limited number of journal articles related to career education for Blacks.

The United States office developed four career models in 1971. These models were: (1) school based model, (2) employer based model, (3) home based model, and (4) rural residential model. A narrative and description of each of these four models were discussed. None of these models have been evaluated as to their effectiveness with rural Blacks.

Additional research of the related literature pertaining to the career education stages was also reviewed. The career education stages implemented and utilized in this study were: (1) career awareness, (2) career exploration, (3) career planning, and (4) career decision making. Studies reported in the review of related career stages tended to indicate that each of the four stages is important in career education. Unfortunately, no studies were found by the researcher pertaining to the career education stages and rural Blacks.

Chapter 3

METHODOLOGY

In determining the effects of a short term career education program on self appraisal, knowledge of career information, goal selection, career planning and career decision making skills of rural senior high Black students, the study followed a pretest and posttest control group design (Campbell & Stanley, 1963). The Quasi Nonequivalent Control Group design consisted of intact classes comprising a treatment group and control group with pretest and posttest measures on dependent variables for both groups.

Non-Equivalent Control Group Design

E	O		X	O	Treatment group
C	O			O	Control group

The independent variable for this study was the Short Term Career Education Program. The dependent variables consisted of the subtests on the competence scale of the Career Maturity Inventory (CMI). The treatment group participated in a six week, thirty hour short term career education program and the control group had no involvement in the short term career education program during the same six week period.

POPULATION AND SAMPLE

Port Gibson High School, in which this study was conducted, is a predominately Black rural school located in Port Gibson, Claiborne County, Mississippi. Claiborne County is located in South-west Mississippi, approximately midway between the historical cities of Vicksburg and Natchez with the Mississippi River running along its west boundary.

Port Gibson which is the county seat of Claiborne County is approximately 17 miles from Alcorn State University. Alcorn State University is a small, predominately Black university with an enroll-ment of approximately 3,000 students (Claiborne County Chamber of Commerce, 1976).

The following statistical data were revealed about the setting from the Handbook of Selected Data For Mississippi (Mississippi Research and Development Center, 1976). Claiborne County is considered a rural poverty belt. The county's population is 10,186 of which 2,589 resided within the city limits of Port Gibson. Approximately 67 percent of the residents in the county are Black and 33 percent are white. The ratio of female to male is approximately 55 percent to 45 percent respectively. Approximately 3,000 citizens of Claiborne County are welfare recipients and/or participate in the food stamp program. Ninety eight percent of the welfare recipients are Black. Most of the citizens in Claiborne County live in the rural part of the county but are non-farmers. Some persons obtain their income by commuting to industries either in Port Gibson or an adjacent city (Vicksburg,

Mississippi). The median level of education completed by persons 25 and over is 8.8 years. The median family income for Blacks in Claiborne County was $3,086 and $4,583 for whites. The per capita income for the county is $2,534.

Claiborne County consists of three public schools: one elementary school, a junior high, and a senior high school. The total public school enrollment is approximately 2,100 students with ninety nine percent being Black and one percent white. Ninety percent of the students receive free lunch. The majority of the white students (approximately 400) in the county attend private schools.

Students attending the public schools are bussed throughout the county. As a result very little interaction occurs between the school and students other than during the school day. Parents and other community residents very seldom have contact with support from the state and county, thereby providing only the basic curricular requirements.

The subjects in this study included the entire senior class at Port Gibson high school. The senior class consisted of 106 students of which 105 were Black and 59 were female and 47 male. Fifty three students were used in the treatment group and 53 students were used in the control group. The median age for the subjects was 17.5 with a grade point average of 2.03 on a 4.00 scale. Ninety eight percent of the subjects received free lunch and were bussed to the school. The enrollment at the school was approximately 500 students in grades 10 through 12.

TREATMENT

The treatment for this study was a short term career education program developed for the purpose of examining its effects on students at the Port Gibson high school. There were four phases; career awareness, career exploration, career planning and career decision making, and they were conducted during the six week short term career education program. Each phase consisted of approximately one and one half weeks. The following criteria were used to develop the careed education program: (1) An assessment of the career education needs survey in Mississippi was used to help develop goals (see Appendix B), (2) No career education program presently within the school was taken into consideration to make the program specific and customized, but yet broad enough to enhance career development, and (3) The subtests on the Competence Scale of the Career Maturity Inventory (CMI) were used to help develop objectives and gather materials and activities that would correlate with the Short Term Career Education Program. The main objective of the short term career education program was to determine its effects on rural senior high (12th grade Blacks) as measured by the CMI.

The short term career education program was developed by the researcher. It was designed under the supervision of faculty from the Counselor Education Department at Virginia Polytechnic Institute and State University and was the independent variable for this study.

The Comprehensive Career Education Model (Herr, 1974) was used as a guide in developing the learning exercises for the short term career

education program. Attention in the program was focused on self

appraisal, knowledge of career information, goal selection, career

planning, and career decision making. This short term career education

program was implemented for six weeks.

INSTRUMENTATION

The Short Term Career Education Program was measured by the

Career Maturity Inventory (CMI). Crites (1973) developed the CMI

to measure the group factors, "Career Choice Competencies" and

"Career Choice Attitudes" as they relate to Career Maturity. Only

the Competence Scale of the CMI was used for measuring the effectiveness

of the short term career education program. The Competence Scale

consisted of five subtests. They are as follows:

1. Self Appraisal deals with "Knowing yourself." The items

on this subtest are varied in degree of accuracy in appraising oneself

(Crites, 1973).

2. Occupation Information is referred to as "Knowing about jobs."

It alludes to a chosen occupation as related to ones career plans and

knowledge about jobs (Crites, 1965).

3. Goal Selection which is "Choosing a Job" subtest, generally

defines ones ability to correctly match people with jobs (Crites, 1965).

4. Career Planning on the CMI is dealt with in the subtest

"Looking Ahead." Emphasis is placed on the extent to which individuals

are actively participating in the process of making choice (Crites,

1965).

5. Career Decision Making is referred to as "Problem Solving"
on this subtest. Emphasis is placed on the extent to which vocational
choice agrees with ones ability, interest, and social economic back-
grounds (Super, 1955).

Career Maturity Inventory

The Career Maturity Inventory was discussed in this chapter. No
studies were found by the researcher related to the Career Maturity
Inventory (CMI) and career education for rural Black youth. Therefore,
the review of the literature on the CMI in regards to career education
for rural Blacks is limited in scope. Studies and research findings
reported on the CMI were carefully screened by the researcher so as to
report only studies that might have relevancy to career education for
rural Blacks.

The Career Maturity Inventory consists of two parts: The
Attitude Scale and the Competence Scale.

The first data on the Career Maturity Inventory were collected
in the Fall of 1961, when the preliminary forms of the Attitude Scale
were administered to a senior high school in Cedar Rapids, Iowa (Crites,
1965). Since then, over 200 studies of the CMI have been conducted,
largely with the Attitude Scale but also with the Competence Scale,
the open ended form of which was administered to samples of seventh
through twelfth graders in the Spring of 1966.

The Attitude Scale (Form A-1) of the Career Maturity Inventory
was used to obtain a measure of career choice attitudes as depicted
in Crites (1973a). The Attitude Scale of the Career Maturity Inventory

presents attitudinal statements as actually verbalized by young
people in five (5) clusters expressing either involvement in the
career choice process, orientation toward work, independence in
decision making, preference for career choice factors, or conception
of the career process (Crites, 1973b). Additionally, the Attitude
Scale is designed to elicit the attitudinal or dispostional response
tendencies in vocational maturity which are non intellective in nature,
but which may mediate both choice behaviors and choice aptitudes
(Crites, 1965). That is, the Attitude Scale elicits the feelings, the
subjective reactions, the dispositions that the individual has toward
making a career choice and entering the world of work (Crites, 1973b).

The Competence Scale provides measures of the cognitive
variables involved in choosing an occupation. These include: how well
the individual can appraise his job-related capabilities (strengths
and weaknesses), how much he knows about the world of work, how adept
he is in matching personal characteristics with occupational require-
ments, how foresightful he is in planning for a career, and how effec-
tively he can cope with the problems which arise in the course of
career development (Crites, 1973b).

Reliability. The norms, grades 6 through 12 in the standardization
sample were used to calculate the reliability of the Career Maturity
Inventory. The results of the reliability of grades 6 through 12
provided a mean of .74 (see Table 1). This reliability data is compar-
able and similar to those of other instruments like the Attitude Scale
(Super and Crites, 1962).

Validity. A content validity coefficient of .74 was obtained by using empirical and logical methods. Ten expert judges (five male and five female counseling psychologists) were asked to judge the content validity of the Attitude Scale. The percentage of agreement which was 74 percent would indicate that the Attitude Scale has an acceptable content validity.

Much of the review of literature on studies of the CMI is not related directly to career education, nor have there been studies on career education for rural Blacks. Therefore, the data is not relevant and is difficult to generalize to career education for rural Blacks.

Research on the Competence Scale which was used in this study has not progressed near as far as that of the Attitude Scale. The reliability coefficient on the Competence Scale is relatively high across grades 6 through 12 ranging from an average of .72 to .90. The only reliability data (Kuder Richardson Formula KR.20) available for the Competence Test is given in Table 2.

Finally, the construction which the Competence Scale was designed to measure is the Career Choice Competencies Dimension (see Figure 1) taken from A Model of Career Maturity in Adolescence (Crites, 1971). The data collected from research appear to be consistent with the construction of career choice competencies which the competence was devised to measure (Crites, 1973b).

TABLE 1

INTERNAL CONSISTENCY COEFFICIENTS FOR THE ATTITUDE SCALE
ON THE CMI

Grade	N	r_{tt}
6	255	.84
7	1328	.70
8	1307	.68
9	1319	.65
10	1313	.72
11	1059	.77
12	781	.75
		Mean = .74*

*Computed using an r to z transformation.

Crites, 1973.

TABLE 2

INTERNAL CONSISTENCY COEFFICIENTS (KR 20) FOR THE COMPETENCE TESTS ON THE CMI

Part	Grade						
	6	7	8	9	10	11	12
Self-Appraisal (Part 1: Knowing Yourself)	.81	.77	.79	.78	.85	.79	.73
Occupational Information (Part 2: Knowing About Jobs)	.81	.81	.84	.85	.87	.88	.88
Goal Selection (Part 3: Choosing A Job)	.75	.83	.86	.89	.89	.87	.90
Planning (Part 4: Looking Ahead)	.82	.83	.86	.88	.89	.90	.90
Problem Solving (Part 5: What Should They Do?)	.58	.63	.72	.73	.82	.78	.80

Crites, 1973

DEGREE OF CAREER DEVELOPMENT
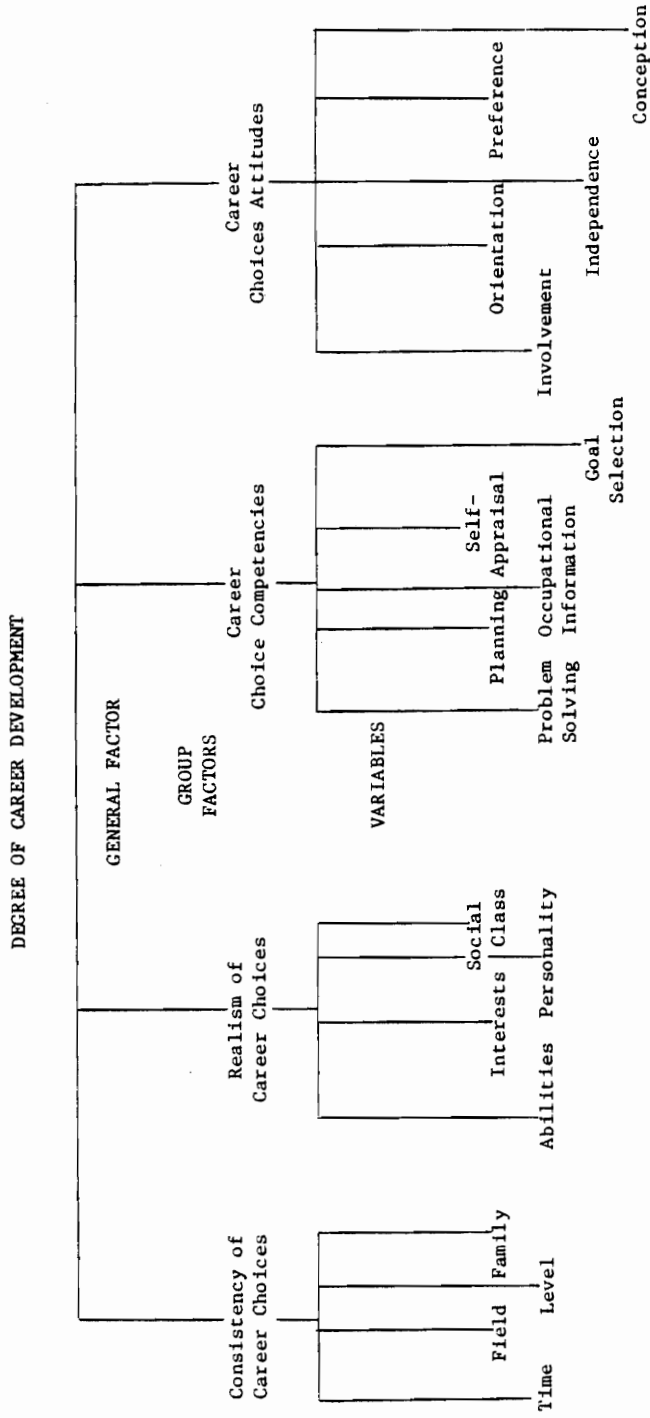
Source: Crites, 1965.

Figure 1

A Model of Career Maturity in Adolescence

Career Education Survey Program (CESP)

The Career Education Survey Program was also administered one week after the termination of the Short Term Career Education Program. Only the treatment group was given the CESP.

The Career Education Survey Program was an additional instrument used in this study. It was developed by the researcher in an attempt to generate data that could supplement observations of participants' behavior and be utilized in a subjective assessment of the program. The items on the CESP were constructed so as to be comparable to the dimensions measured by the five subtests of the CMI. A copy of the CESP can be found in Appendix D.

DATA COLLECTION

The data were collected by conducting a pretest and posttest for the treatment group and control group. The pretest was administered to both groups on February 7, 1978 one week prior to the administration of the Short Term Career Education Program. The posttest was administered to the treatment and control group on March 28, 1978, one week after the completion of the Short Term Career Education Program.

DATA ANALYSIS

The data were analyzed by first conducting a comparision of pretest scores for both treatment group and control group on the Competence Scale of the CMI to determine if any statistically signifi- cant differences initially existed between groups. An independent t-test was used for this analysis.

Next, a dependent t-test was employed on gain scores (pretest and posttest) for each of the five subtests on the Competence Scale of the CMI. Finally, the data from the Career Education Survey Program were examined by means of an analysis of a count of the response frequency.

The research questions were as follows:

1. Does a short term career education program improve the self appraisal of rural senior high Blacks as measured by the Career Maturity Inventory (Crites, 1973)?

2. Does a short term career education program improve knowledge of career information of rural senior high Blacks as measured by the CMI?

3. Does a short term career education program improve goal selection skills of rural senior high Blacks as measured by the CMI?

4. Does a short term career education program improve career planning of senior high Blacks as measured by the CMI?

5. Does a short term career education program improve the career decision making skills of senior high Blacks as measured by the CMI?

SUMMARY

The CMI was presented in this chapter. The CMI was developed to assess the "Career Choice Competencies" and "Career Choice Attitudes" of youth by constructing a model for measuring career maturity.

Therefore the CMI appeared to have the components necessary to research
the effectiveness of the short term career education program on Black
rural youth. Research and studies on the CMI suggested interesting
findings. Reliability and validity is reported by Crites (1973b) and
appears to be at a level sufficient to warrant confidence in the
instrument.

Chapter 4

RESULTS AND ANALYSIS OF DATA

This chapter contains the results and analysis of the study data and observations relative to the development and application of the short term career education program. A short term career education program was developed specifically for the purpose of implementing with the students at Port Gibson high school. The program was unique because it utilized local resources and materials of the community in which it was implemented. Non-commercial activities were developed based on the interests and needs of students as related to the culture of the community.

This southwest Mississippi school was choosen because of its rural, predominately Black student enrollment. The school officials approved the career education program to be tested because no career education program had been previously developed for the students, nor had career education activities existed in the school district. Therefore, the administration perceived that the career education needs of the students in the Claiborne County school system would be met with a short term career education program.

PRETEST-POSTTEST CMI RESULTS

The pretest difference between the treatment group and control group on the total scale for the Competence Scale of the CMI was tested and found not to be statistically significant at the .05 level ($P > .16$). At the conclusion of the six week program the difference between the posttest treatment group and the control group was again

tested for both total Competence Scale scores. In addition, pretest-posttest comparisons were made using a dependent t-test for all five subtests scores for the treatment group only. Since subtests scores for the control group decreased for all five subtests, analysis of gain scores were not performed (see Table 3).

Below is a summary of research questions and results:

1. Does a short term career education program improve the self appraisal of rural senior high Blacks as measured by the Career Maturity Inventory (CMI)?

The posttest mean score for the treatment group on the CMI subtest "Self Appraisal" was higher than the pretest mean score after exposure to the short term career education program. A statistically significant difference existed between the two mean scores at the .05 level. There was an improvement in group mean scores of 1.30 on this subtest. The pretest mean score was 11.28 and the posttest mean score was 12.58. Summaries for pretest and posttest mean comparison scores on all five subtests of the Competence Scale are found in Table 3.

2. Does a short term career education program improve knowledge of career information of rural senior high Blacks as measured by the CMI?

The posttest mean score for the treatment group on the CMI subtest "Knowledge of Career Information" was higher than the pretest mean score after exposure to the short term career education program. A statistically significant difference existed at the .05 level. There

TABLE 3

SUMMARY OF PRE-TEST/POST-TEST MEAN SCORES ON THE FIVE SUBTESTS OF
THE COMPETENCE SCALE OF THE CAREER MATURITY INVENTORY

	Treatment Group N=53		Control Group N=53	
	Pre-test	Post-test	Pre-test	Post-test
Self Appraisal	11.28	12.58+	9.96	9.25
Occupation Information	13.38	14.36+	10.91	9.94
Goal Selection	11.08	12.30+	10.43	9.15
Career Planning	11.06	13.58+	10.43	8.66
Career Decision Making	8.96	10.26+	8.58	7.17

N = 106

+ Gain statistically significant at the .05 level. (P = <.05)

was an improvement in group mean scores of .98. The pretest score on this measure was 13.38 and the posttest score recorded was 14.36.

3. Does a short term career education program improve goal selection of senior high Blacks as measured by the CMI?

The CMI subtest "Goal Selection" indicated a higher posttest mean score than the pretest mean score for this measure, after exposure to the short term career education program. There was a statistically significant difference between the two means at the .05 level. The improved group mean score on this measure was 1.22. This subtest pretest score was 11.08 as compared to 12.30 recorded for posttest score on this same measure.

4. Does a short term career education program improve career planning of senior high Blacks as measured by the CMI?

The posttest mean score for the treatment group on the CMI subtest "Career Planning" was higher than the pretest mean after exposure to the short term career education program. A statistically significant difference existed between the two mean scores at the .05 level. The improved group mean score on this measure was 2.52. The score result for the pretest on this measure was 11.06 and post-test score on the same measure was 13.58.

5. Does a short term career education program improve career decision making skills of rural senior high Blacks as measured by the CMI?

The posttest mean score for the treatment group on the CMI subtest "Career Decision Making" was higher than the pretest mean

score after exposure to the short term career education program. A statistically significant difference existed between the two means at the .05 level. There was a group mean improvement in the score of 1.30 on this measure. The pretest score on this measure was 8.96 and the posttest score was 10.26.

The pretest, pretest comparison between the treatment group and control group mean scores on the CMI total competence scale differed by 5.51 (see Table 4). An independent t-test was computed on the scores for the two groups and found that they did not differ significantly at the .05 level. The treatment group improved gain score on the total Competence Scale of the CMI was 7.39. The control group decreased in score on the total Competence Scale of the CMI was -5.73. A dependent t-test was performed on the treatment group for pretest, posttest comparison of the total Competence Scale of the CMI. It was found that on these measures the posttest mean score for the treatment group was significantly different from the pretest. No dependent t-test was performed on the control group comparison for the pretest-posttest on the total Competence Scale of the CMI since the scores declined (see Table 4). Finally, an independent t-test was conducted on posttest vs. posttest comparison on the total scores for the Competence Scale of the CMI with the treatment group and control group (see Table 4). The overall difference in treatment group posttest scores as compared to control group posttest scores on the CMI was 18.63. There was a significant difference between the treatment group and the control group at the .05 level on the total posttest scores for the competence Scale of the CMI.

TABLE 4

SUMMARY OF THE COMPARISON ON THE TOTAL COMPETENCE SCALE OF THE
CMI FOR THE TREATMENT GROUP AND CONTROL GROUP
FOR PRETEST AND POSTTEST

	Competence Scale		
	Pre-test	Post-test	Gain Score
Treatment Group N=53	55.61	63.00	7.39*
Control Group N=53	50.10	44.37	-5.73
Score Difference	5.51	18.63*	

N = 106

Significant at the .05 level

The statistics in this research indicated that the treatment group improved in scores on each of the five subtests after exposure to the short term career education program. The control group declined in scores on each of the five subtests.

CAREER EDUCATION SURVEY PROGRAM

The Career Education Survey Program (CESP) was utilized to make objective evaluations and form opinions so that recommendations for further actions could be made by the researcher. The participants in the short term career education program responded to each of the items on the CESP. The responses were based on the students percep- tions of the short term career education program so as to be comparable to the dimensions measured by the five subtests of the CMI. A copy of the CESP can be found in Appendix D.

An average of 68 percent of the students participating in the career education program agreed that their attitudes toward themselves, others and careers had changed as a result of participating in the short term career education program. Ninety five percent of the students further agreed that the career education program was fun, unique, interesting, different from typical classroom settings and yet a learn- ing experience. In regards to achievement, 92 percent of the partici- pants agreed that they had learned much about careers and job oppor- tunities from the program. By contrast only 14 percent of the parti- cipants agreed that the learning experiences from the program will be of no future use. Eighty seven percent of the participants agreed that the overall program was good and indicated that they would recommend it to other students because of its uniqueness, structure,

and organization. Finally, 93 percent of the participants agreed that

the program had improved their skills and abilities in career

planning, goal selection, career information, and career decision

making.

Chapter 5

SUMMARY, DISCUSSION AND RECOMMENDATION

SUMMARY

The purpose of this study was to determine the effects of a
short term career education program on rural senior high Blacks. The
literature search revealed a sparsity of information on the effective-
ness of career education programs for special groups, specifically
rural Blacks. If career education is for all youth as advocates have
suggested (Marland, 1972; Hoyt, et al.; Goldhammer and Taylor, 1972),
it seems imperative that a beginning attempt is needed to test its
effectiveness with rural Black youth. The following questions were
examined:

1. Does a short term career education program improve the
self appraisal of rural senior high Blacks as measured by the Career
Maturity Inventory (CMI)?

The posttest mean score for the treatment group on the subtest
"Self Appraisal" indicated an improved score of 1.30 on this measure.
A statistical significant difference existed between the pretest and
posttest mean score at the .05 level. Recent studies have shown that
students exposed to career education will most likely improve on their
skills related to a career education program. Pima County Development
Center Guidance Project (1974), findings indicated that students involved
in career education groups were more certain of attaining their
educational and occupational aspirations and rated themselves favor-
able as compared to a low rating by students not involved in the

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career education group. Findings on the Pima County study are similar to findings on the Career Education Survey Program. Items 1, 2, and 3 on the CESP are related to self appraisal on the CMI. Sixty five percent of the students responding to these items agreed that their attitudes toward themselves, others and careers had changed as a result of participating in the program.

2. Does a short term career education program improve knowledge of rural senior high Blacks as measured by the CMI?

The posttest mean score on the CMI subtest "Occupational Information" indicated an improved score of .98 on this measure. A statistically significant difference existed between the pretest and posttest mean score at the .05 level. Results reported by the Prince George County Public School in Maryland (1975) were consistent with the above research findings. The following question was asked in evaluating the Prince George County Career Education Program: "Do pupils involved in career education acquire more knowledge about the world of work than do controls?" In the Prince George County study it was found that at each grade level (with the exception of ninth grade) the experimental groups scored higher on knowledge about the world of work than did the control groups. Statistical significance was reached at grade levels 6, 7, 11 and 12.

3. Does a short term career education program improve goal selection skills of rural senior high Blacks as measured by the CMI?

It was assumed by the researcher that there would be a significant difference on each of the CMI subtests for the treatment group

after exposure to the short term career education program. The subtest "Goal Selection" indicated a statistical significance between pretest and posttest comparison on this measure at the .05 level. No data were found in the literature which related to goal selection. However, on item 16 of the CESP which deals with goal selection, 90 percent of the participants agreed that the short term career education program had improved their skills in goal selection.

4. Does a short term career education program improve career planning of rural senior high Blacks as measured by the CMI?

The posttest mean score for the treatment group on the subtest "Career Planning" indicated an improved score of 2.52 on this measure. A statistical significant difference existed between the pretest and posttest mean score at the .05 level. Similar information was contained in a document entitled "Third Party Evaluation Report of Career Education for Persons in Rural Areas" (1975). Primary focus was on adults 16 and over. The objective of this program was "to assist persons in self-evaluation and determining of career direction through testing, counseling and guidance. . . ." A summary of test results for the CMI subtest career planning yielded significant difference between the treatment group and the control group for grade twelve. Ninety percent of the participants in the short term career education program agreed that the program had improved their ability in career planning (CESP).

5. Does a short term career education program improve the career decision making skills of rural senior high Blacks as measured by the CMI?

The research question related to career decision making was the last question addressed in this study. The posttest mean score for the treatment group indicated an improved score of 1.30 on this subtest. A statistically significant difference also existed between the pretest and posttest on this measure at the .05 level. The data collected on this subtest were similar to that found in a document entitled "Summer Coupled Work/Study Evaluation Results" (1975). In this "Summer Coupled Work/Study", forty tenth and eleventh grade students were provided on-the-job training and work experience in various community agencies for a six week period. These students were administered the Career Maturity Inventory for both pretest and posttest. The data presented demonstrated a significant improvement on all subtests of the Competence Scale of the CMI. Item 17 of the CESP was related to career decision making. Participants in the short term career education program indicated a 90 percent agreement that their career decision making ability had improved as a result of participating in the program.

DISCUSSION

In addition to measures made with the CMI, several unobstrusive techniques were used to collect additional data. Included with these unobstrusive measures were records and folders kept on participants of the six week career education program to varify these observations. The records consisted of the following information: (1) career objectives and career plans of the students, (2) career interviews made by the students, (3) investigation of three career clusters, (4) students self

assessment trail list, (5) career decision making activities, (6)
evaluation of each session, and (7) reassessment of career objectives
and career plans. These observations were made and recorded in the
folders of the students to assist the researcher in determining
the outcome of the program. No attempt was made to convert these
unobtrusive measures to statistical data.

Interest was initially indicated by the participants and
continued throughout the program. The non-threating atmosphere
appeared to have made the participants feel relaxed. They often
expressed positive feedback on questions regarding: (1) What have I
learned? (2) What do I want to learn more about? and (3) What are my
feelings about this session?

The audio-visual materials which depicted Blacks in different
careers seemed to have been a motivational factor and may have
increased the participants career and self awareness. The non-commercial
activities were diverse, innovative, creative, unique and adapted for
the environment. These activities were: (1) music adapted from the
culture, (2) C. B. radios and C. B. slang books, (3) multi-ethnic scrap-
book developed by the students, and (4) a collection of tools, materials
related to the careers of people within the community was put on
display. These activities appeared to have bridged the gap between the com-
prehensive school-based model developed at the Center for Vocational and

Technical Education located at the Ohio State University and the
short term career education program developed by the researcher.

The participants in the program showed much enthusiasm in
the self concept and value clarification activities involving dyads,
triads, and fishbowl activities. Participants revealed positive
comments and feedback about making eye contact and feelings toward the
activities. The overall response of the participants toward the
activities were favorable and positive.

Students' input into the selection of role models gave rise
to much career information. They gave their undivided attention and
asked intelligent questions. Personal interviews with the role models
provided additional incentives to those interested in that career.
The two field trips attended by the participants appeared to have
been exciting and a learning experience. The students' evaluation
and discussions after the field trips revealed positive feedback about
the trips. However, school staff understanding and support of the
program appeared to be less than enthusiastic. This may have been
due to lack of inservice effort on the part of the program planners.
A similar observation was made with regard to community resources.
While field trips were easily arranged and some role models were
identified, it was apparent that organization for utilizing community
resources was insufficiently dealt with.

Non-commercial activities developed by the researcher
appeared to have the most appeal to the participants. However, limited
time did not permit the researcher to utilize all of the commercial
and non-commercial materials that had been gathered. It was further

observed that the size of the group, 53 participants per session, probably decreased the effectiveness of the program.

Although the CESP revealed non-statistical data, the researcher believes that a standardized valid and reliable instrument, similar to the CESP would most likely result in data which would be consistent and yield to use in replication studies.

Conversations with the participants in the short term career education program and the teachers in the school indicated that activities and learning outcomes in the program and the activities and learning outcomes in the classroom were not compatible. The researcher feels that more compatibility between the activities and learning outcomes in both settings would have probably increased the learning outcomes and gain scores on each of the five subtests on the Competence Scale of the CMI. The overall verbal rating from conversations with participants in the program was relatively high.

Both counselors, who conducted the program agreed that personal knowledge and understanding of rural Black youth and their environmental conditions were valuable factors in students' acceptance of the program. Recognizing that this is a subjective observation, it nevertheless supported the importance of leadership credibility on the part of student participants. It could be conjectured that gains in career maturity competencies are more probably where students can relate to and work with persons who are readily trusted and acceptable to them.

RECOMMENDATIONS FOR ACTION AND FURTHER RESEARCH

Recommendations for Action

The following are recommendations for specific actions which relate to observations made during the present investigation.

1. While the observation from unobstrusive measures and the career education program survey were valuable in formulating opinions about the program, the lack of a structured standardized instrument was noted. It is therefore recommended that a standardized instrument similar to the CESP be used to assist in determining the effectiveness of the short term career education program.

2. Most career education program proposals are for career education models which begin in kindergarten and continue throughout the school life of the students. The present study was specifically designed for rural senior high Blacks who lacked previous experience in career and self awareness, career exploration, career planning and career decision making. The intensive six week time span in which the short term career education program was conducted did not allow for adequate implementation of the activities related to each of the career education stages. It is recommended that a longer period of time be used for a study of this nature.

3. No inservice efforts were made with teachers and community resource persons for the implementation of the Short Term Career Education Program. Conversations with teachers and community resource persons indicated a lack of knowledge about career education. It is

recommended that inservice workshops be conducted with administrators, teachers, business, industry, and parents during the implementation of the Short Term Career Education Program.

Recommendations for Further Research

The following are recommendations for further research on the effects of a Short Term Career Education Program on rural senior high Black youth. It is recommended that:

1. A short term career education program based on the findings of this study be implemented and tested with other rural Black populations to determine its success and/or effectiveness.

2. A short term career education program of this nature using a true experimental design be adopted as a longitudinal study.

3. A short term career education program of the nature described in this study be researched with rural Black youth in elementary and junior high schools.

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. Appendix A

CORRESPONDENCE

December 12, 1977

Mr. John Charles Nobles
Superintendent of Education
Claiborne County School System
Port Gibson, Mississippi

Dear Sir:

I would like to request permission to conduct a research study in the Claiborne County, Port Gibson high school. This study is a dissertation, "The Effects of a Short Term Career Education Program on Selected Aspects of Career Maturity of Rural Senior High Black Youth."

This study has future implications for the youths of Claiborne County. The career education program is customized and designed to meet the needs of the youths of the Claiborne County school system.

Your attention and response to this matter will be greatly appreciated.

Yours truly,

Francis A. White, Jr.

FAW:sw

cc: Mr. Lewis A. Jones, Principal

Claiborne County Public Schools

JOHN C. NOBLE, SUPERINTENDENT

CLAIBORNE COUNTY COURTHOUSE

P. O. BOX 337

Port Gibson, Mississippi 39150

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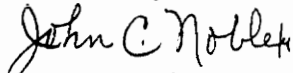
Mr. Francis A. White, Jr.
University Club 307
Blackburg, Virginia 24060

Dear Mr. White:

It is with pleasure that I grant you permission to conduct your research in the Claiborne County School System. This kind of research will be very useful to the School System. You will have the full cooperation of the administration, teachers and staff.

I wish you much success in your endeavors.

Yours truly,

John C. Noble
Superintendent of Education

JCN/yw

Appendix B

STATE DEPARTMENT OF EDUCATION ASSESSMENT OF CAREER EDUCATION NEEDS
OF 12TH GRADE YOUTH IN MISSISSIPPI

Educational Planners and Evaluation, <u>State Department of Education</u>, "An Assessment of Career Education Needs in Mississippi," Jackson, Mississippi, March, 1977.

AN ASSESSMENT OF CAREER EDUCATION NEEDS IN MISSISSIPPI
FOR TWELFTH GRADE (12TH) PUBLIC SCHOOL STUDENTS

1. Teachers and counselors in high schools need to be aware that students become more dependent upon them for career information as they progress through the upper grades.

2. Curriculum offerings in high schools need to be more career-oriented so that students can see the relationship between course work and the world of work.

3. Teachers and counselors, even in their informal conversations with students, should discuss several career choices rather than putting an emphasis on only one.

4. High schools need to make more use of vocational interest and aptitude tests and be responsible for explaining the results of the tests to the students.

5. High school seniors need to see more clearly the relationship between personal goals in life and career choice.

6. Students in high school need to be taught career education terminology and definitions as well as the concepts and content.

7. If high school counselors are going to be involved in a career education program, they must be given time to meet with more students than they presently meet with.

8. High school counselors, whether involved in a career education program or not, need to talk to students more about the future and career choices.

9. Rural, black high school students are more in need of career information so they can set realistic goals and make appropriate career choices.

The following findings were instrumental in developing the aforementioned needs:

a. Only 42 percent of the students named teachers and counselors as the persons from whom they learned most about the career they would like to pursue.

b. Only 49 percent viewed teachers and counselors as persons who could be most helpful in planning their career.

c. Only 53 percent of the seniors saw their curriculum as helping them choose a career.

d. Sixty-six percent of the teachers had discussed various occupations and their relationship to the subject matter they taught.

e. Teachers and staff spend almost twice as much time talking to seniors about attending a college than they do about getting a job or going to a vocational school.

f. Only 40 percent of those seniors taking vocational aptitude tests had the results explained to them or indicated they understood the results.

g. Only 46 percent of the seniors said teachers or counselors had talked to them about personal goals in life and career choice.

h. Seventy-two percent could define "wages".

i. Only thirty-six percent could define "labor".

j. Eighty-five percent of the seniors would like to talk to someone more often for assistance in planning their future.

Appendix C

SHORT TERM CAREER EDUCATION PROGRAM

SHORT TERM CAREER EDUCATION PROGRAM

developed by

Francis A. White, Jr.

Implemented in the Port Gibson High School

GOALS

1. To develop an understanding of the career awareness stage of career education.

2. To develop an awareness of individuals' interests, skills, and aptitude.

3. To orientate the students to the world of work.

4. To increase knowledge of career information through primary and secondary sources.

5. To investigate and explore the 15 U.S. Office of Education career clusters and jobs related to students' interest.

6. To prepare students for the steps and requirements necessary to make career decisions.

7. To develop skills in career decision making.

INTRODUCTION

A six week career education program was developed for the purpose
of examining its effects on students at the Port Gibson High School.
Four phases were conducted during the six week short term career education
program. Each phase consisted of approximately one and one half weeks.
The following criteria were used to develop the career education program:
(1) An assessment of the career education needs survey in Mississippi
was used to help develop goals, (2) The fact that no career education
program presently existed within the school was taken into consideration
to make the program specific and customized, but yet broad enough to
enhance career development, and (3) The subtests of the Career Maturity
Inventory were used to help develop objectives and gather materials
and activities that will correlate with the career education program.
The main objective of the program was to determine the effects of a
short term six week career education program on rural senior high (12th
grade) Blacks as measured by the Career Maturity Inventory (CMI).

Port Gibson High School is a rural Black high school. The
enrollment in grades 10 through 12 is approximately 500 students. The
senior class in which the program was utilized consisted of approximately
106 students. Ninety nine percent of the students receive free lunch.
Most of the students are bused into the school from within the county.

As of this study, no preparation or training of counselors or
professionals in career education had existed. No interacting between
business, labor, industry, community and the school had previously
occurred.

ORGANIZATION AND ADMINISTRATION OF THE CAREER EDUCATION PROGRAM

This career education program was designed for a six week period of time. Senior high (12th grade) Black students were randomly divided into two groups. Fifty three students were used for the treatment group and 53 students were used for the control group. The following procedures were used in organizing and administering the career education program: (1) A pretest (CMI) was administered before treatment, (2) One hour per day, five days per week, for six weeks was the time alloted to conduct the career education program. However, because the treatment group consisted of 53 students, they were divided into 2 groups and each group was given one hour treatment respectively, and (3) Following the six weeks of instruction a posttest (CMI) was administered.

The career education program was conducted in a setting resembling a career resource center. The career resource center included books, catalogs, filmstrips, cassettes, 16 mm films, career education kits, activities, bulletin board, packages, etc. A very informal, nonthreatening environment was the scene of the activities conducted during the six week period. Activities were related to and had implications for the cultural background from which these students had come. Students were encouraged to investigate careers, participate in all activities, and move through the career education program at a self-sustaining rate.

The roles of the researcher and the school's counselor were those of facilitators. The researcher had been enrolled in a

postmaster program, taken courses in career counseling and was exper-
ienced in career guidance. The school's counselor had a master's
degree in Counseling and Guidance and had three years experience in
the field.

This career education program was designed under the
supervision of faculty from the Counselor Education Department at
Virginia Polytechnic Institute and State University, including:

Dr. Carl McDaniels   Program Area Leader

Dr. Dean Hummel   Major Advisor

Dr. Johnnie Miles   Committee Member

Dr. David Hutchins   Committee Member

PHASE 1

The goal of phase 1 is to develop an understanding of career awareness and jobs related to the U.S. Office of Education 15 career clusters. To accomplish this goal the co-facilitators will counsel, teach, implement and expose the experimental group to the activities and audio-visual materials related to career awareness.

There will be 15 clusters illustrated with wall posters in the room. Pictures of Multi Cultural groups will be emphasized in the setting during the duration of the career education program. Group activities and ice breaking activities are used in phase 1 to reduce anxiety and stimulate students interest in career awareness. Blacks within the community will be brought in to speak on their careers. Students will classify these careers according to the career clusters.

Self appraisal and/or self concept activities are also used during phase 1. No attempt is made to change self concept. However, positive thinking, participation in all activities and competing against one's self will help to accomplish the goal of phase 1.

CAREER AWARENESS OBJECTIVES

To assist students in broadening their knowledge of work

To know the jobs of home members, school personnel, people in the community

To relate home and community jobs to community functions

To gain a knowledge of jobs necessary to maintain the community and their dependency on each other

To compare local jobs with jobs in general

To know group cluster jobs according to similarity of job performances

To understand the impact of career clusters on life styles

To recognize abilities and skills required for various career clusters

To understand the relationships between interests and abilities and career clusters

To explore the career clusters in depth based on interest values and abilities

To identify necessary abilities required in selected careers

To assess abilities, interests and attitudes according to tenative selected careers

To develop awareness of the many occupational careers available

To develop awareness of self in relation to the occupation career role

To develop foundations for wholesome attitudes toward work and society

To develop attitudes of respect and appreciation towards workers in all fields

To make tenative choices of career cluster to explore in greater depth at a later date

SELF APPRAISAL AND/OR SELF CONCEPT OBJECTIVES

To assist students in developing positive attitudes toward all types of work

To assist students in understanding themselves and in developing positive self concept

To assist students in developing an understanding of and a positive attitude toward others

To assist students in identifying and describing their own current abilities and interest

To help students identify and describe their own current interest and values

To develop an appreciation for and pride in their own cultural heritage

To understand themselves as unique persons in terms of interest, abilities, and values

To feel safe enough to be themselves without adopting stereotyped behavior patterns

To maintain appropriate aspiration levels

SUGGESTED ACTIVITIES, PROCEDURES, METHODS AND/OR MATERIALS FOR PHASE 1

1. WARM-UP ACTIVITIES

    A. Orientation to the career education program
    B. Group activities (diads, and triads etc.)
    C. Jokes and humor related to careers
    D. "Occupation Quiz"
    E. "Who are you" A mini guide to self appraisal
    F. Mini-lecture on career awareness and career clusters

2. ACTIVITIES AND PROCEDURES

    A. Career Counseling
    B. Handout Vocabulary list of words related to careers and or career clusters
    C. Independent study
    D. Peer teaching
    E. Job clusters handout
    F. Job cluster maze handout
    G. A Scrapbook of Multi Ethnic people in different careers and classified according to the U.S. Office of Education 15 career clusters
    H. Flannel board portraying Blacks and/or minorities from the community in different careers

3. KITS AND SIMULATION GAMES

    A. Widening Occupation Role kit
    B. Job Experience kit
    C. Desk top kit
    D. View Deck occupation
    E. Career Insight and Self Awareness Games

4. INDIVIDUAL AND GROUP ACTIVITIES: CAREER AWARENESS

    A. Have class discuss the roles, hobbies, interests, school subjects, values, activities, families, etc., have on one's career. How does a career influence these areas? Why does a career influence these areas? Should these areas be considered before choosing a job or career?

B. List all the community workers you can think of. Classify them according to the career clusters. Write a paragraph about one of the workers telling why or why not you would want that particular job.

C. Have the class list several common occupations in the community. Have the class to discuss different rewards of the various occupations (both intrinsic and extrinsic).

D. Have students classify different jobs by various clusters (jobs that are dangerous, easy, hard, involve people, involve animals, take place indoor/outdoor and extrinsic.

E. Use telephone directories (yellow pages) from different cities, have students to find job listing and classify them according to 15 career clusters.

5. AUDIO VISUAL MATERIALS

A. Job Family series (cassettes on career clusters)
B. Choosing your vocation (filmstrip)
C. How a career develops (16 mm)
D. Putting yourself together (self image)
E. Working World Series (welcome to the world of work)
F. The Fascinating World of Work (career awareness series)

6. EVALUATION: Have the students write their personal reaction to the class session each day.

A. What have you learned?
B. What do you want to learn more about?
C. What are your feelings about the present session?

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PHASE 2

The goal of phase 2 is to gain knowledge from the primary and secondary career information sources made available to the students in the career education program. To accomplish this goal the co-facilitators will encourage browsing through career magazines, brochures, pamphlets, career desk top, etc. located in the career room. Students will be shown and assisted in the use of the <u>Dictionary of Occupation Titles</u>, <u>Occupational Outlook Handbook</u>, <u>The Encyclopedia of Careers</u>, <u>SRA Occupational Brief</u>, etc.

Group activities and ice breaking activities are also used in phase 2. Students are encouraged to utilize secondary and primary sources of career information. The basic career information focus will be on (1) Range of occupational opportunities, (2) Knowledge of sources of career information, (3) How to choose, (4) Specific study of their occupational choice and (5) How to find a job. Panel discussions with guest speakers and individualized instructions will also be used to help accomplish this goal.

CAREER INFORMATION OBJECTIVES

To help students identify the major duties and required abilities associated with different types of paid and unpaid work.

To help students distinguish between difference in work conditions and life styles associated with different types of paid and unpaid work.

To help students distinguish between entry requirements for major types of paid and unpaid work.

To help students identify the important factors that affect work success and satisfaction.

To help students clarify their own feelings and values related to work.

To broaden students perceptions and knowledge of various occupational areas.

To provide students with a variety of occupational role models.

To develop a realistic understanding of the current and projected occupational opportunities for members of their own culture.

To understand the steps and the educational requirements for entering various occupational areas.

To develop general work related behaviors which are needed for success in any occupational area.

SUGGESTED ACTIVITIES, PROCEDURES, METHODS AND/OR MATERIALS FOR PHASE 2

1. WARM-UP ACTIVITIES

    A. Mini-Lecture on Career Information System
    B. Group activities (fishbowl, etc.)

2. ACTIVITIES AND PROCEDURES

    A. Career guidance
    B. Role Models
    C. Utilize the following sources
        1. Dictionary of Occupational Titles
        2. Occupational Outlook Handbook
        3. Encyclopedia of careers
        4. Pamphlets and brochures
        5. Career Desk Top and/or files on careers
        6. Field Trips
        7. Continue to work on Scrapbook in class
    D. Small Group Discussion
    E. Career puzzles

3. KITS AND SIMULATION GAMES

    A. Career Information kit or Homemade file
    B. Job Experience Kit
    C. S.R.A. Occupational Brief

4. INDIVIDUAL AND GROUP ACTIVITIES: CAREER INFORMATION

    A. Have students develop displays of various jobs, products employers,
       etc., (regional, state or local). They might involve borrowing
       tools, merchandise, etc., from local companies or businesses.

    B. Have student visit local and state employment office.

    C. Have students to write job summaries, want ads, etc., using the
       Dictionary of Occupational Titles, and the Occupational Outlook
       Handbook.

5. AUDIO VISUAL MATERIALS

    A. The World of Work Cassette Tape Series (South Bend Career Resource
       Center).

6. EVALUATION: Have the students write their personal reaction to the
                 class session each day.

    A. What have you learned?
    B. What do you want to learn more about?
    C. What are your feelings about the present session?

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PHASE 3

The goal of phase 3 is to investigate and explore the career clusters and jobs related to the students' interest. To accomplish this goal the co-facilitators will bring in Multi Ethnic career resource persons to speak on their jobs. Speakers (career resource persons) are to be given a suggested outline on things to cover while addressing the group. Students are to evaluate the speaker according to a career evaluation form.

Students shall investigate several of the careers through research from primary and secondary sources. Group activities and ice breaking activities are used in phase 3 to assist in introducing the exploratory stage of career education.

Interviews are also used in this session. Several forms have been developed for the purpose of recording investigated career information. Field trips to industries will help to focus much attention on students interest in different jobs. It is not the intent of phase 3 to focus entire attention on Blacks. All races will be utilized to accomplish the goals of the career education program. However, emphasis is placed on Blacks for role models and identity purposes.

CAREER EXPLORATION OBJECTIVES

To interview career resource persons from different jobs

To explore key occupational areas

To explore key career clusters

To travel on field trips to the business industry, labor community

To browse through the career resource center daily

To know the work experience programs within the state (involving both paid and unpaid work) for students

SUGGESTED ACTIVITIES, PROCEDURES, METHODS AND/OR MATERIALS FOR PHASE 3

1. WARM-UP ACTIVITIES

   A. Mini-lecture on Career Exploration
   B. Diad activities

2. ACTIVITIES AND PROCEDURES

   A. Career Counseling
   B. Career Resource persons (guest speakers)
   C. Field Trips
   D. Follow a person in a job situation for a day (Shallowing)
   E. Continue studying vocabulary list of career words
   F. Career planning expecise
   G. Continue working on scrapbook in class
   H. Interviews
   I. Multi Ethnic Culture Activities

3. KITS AND SIMULATION GAMES

   A. Exploring Career Interest Kit
   B. Job Experience Kit
   C. Occupational Exploration Kit
   D. Widening Occupational Role Kit

4. INDIVIDUAL AND GROUP ACTIVITIES: CAREER EXPLORATION

   A. Take students on neighborhood field trips (watch telephone
      companies installing line; visit a local factory, warehouse, etc.,
      go behind the scenes at the Post Office, bank, or restaurant.)

   B. Have students go out and "explore" a particular field or
      occupation they might bring back taped interviews with workers,
      pictures to show the class, tools or materials used in the line
      of work, etc.

   C. Have persons from various careers talk to the students about their
      job during class or group meeting. Discussion topics might
      include job satisfaction/dissatisfaction, duties, working condi-
      tions, advancement possibilities, training, and wages.

   D. Have students to interview at least three persons from any of
      the career clusters.

5. AUDIO VISUAL MATERIALS

    A. Livehoods: Careers For your Lifestyle (filmstrips)
    B. Job Family Series (audio cassettes)
    C. Career Development Laboratory Series (Taped Interviews)
    D. Career Exploration Sound Filmstrips

6. EVALUATION: Have students to write their personal reaction to the class session.

    A. What have you learned?
    B. What do you want to learn more about?
    C. What are your feelings about the present session?

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PHASE 4

The goal of phase 4 is to develop skills in career decision making. To accomplish this goal the co-facilitators will coordinate a variety of activities on decision making. Students will be given the opportunity to make career decisions throughout phase 4.

Group activities and ice breaking activities were used to introduce the students to the career decision making process. Students will also use the career clusters, exploratory and career research, and career information knowledge to make career decisions. The career decision making activities in phase 4 were used to terminate the career education program. However, it should be strongly emphasized to the students, that career decisions are usually tenative and subject to change with one's values and interest.

CAREER PLANNING AND DECISION MAKING OBJECTIVES

To assist students in understanding the value of education in relation to the World of Work

To assist students in acquiring necessary skills for occupational adjustment

To help students identify the sequence of steps to be taken and the factors to be considered in career planning

To develop belief in the effectiveness of planning as a way of reaching goals

To learn to utilize planning resources

To be willing to devote energy to reaching their goals

To develop skills needed to influence and modify their environment

To assist students in developing the ability to make decisions wisely

To assist students in associating their own abilities and limitations with possible success in potential (present or future) paid and unpaid work

To help students to identify, locate, and utilize sources of information to solve career decision making problems

To help students identify the sequence of steps to be taken and the factors to be considered in career decision making

To be able to demonstrate active involvement in career decision making

To become aware of cause and effects in making decisions

To become aware of consequence of personal decision making

To analyze alternatives to problems and be able to express them verbally and in written form

To identify components of decision making process

To realize the need for goals in life style decisions

To select a career cluster for indept analysis

To choose a tenative career

To be aware that career decisions are flexible at the expense of time effort and money

SUGGESTED ACTIVITIES, PROCEDURES, METHODS AND/OR MATERIALS FOR PHASE 4

1. WARM-UP ACTIVITIES

   A. Mini-lecture on career decision making
   B. Group decision making activities
   C. Individual decision making activities

2. ACTIVITIES AND PROCEDURES

   A. Steps in making decisions
   B. Making decisions
   C. Pre and Posttest on career decisions
   D. Volunteer work
   E. Case study techniques in decision making
   F. Finish scrapbook
   G. Career resource persons

3. KITS AND SIMULATIONS GAMES

   A. Job Survival Kit
   B. Job Experience Kit
   C. Career Decision Making Kit (J.C.Penney Co.)

4. INDIVIDUAL AND GROUP ACTIVITIES: CAREER DECISION MAKING

   A. Have people who have changed careers visit the class and talk on
      factors of decision making.

   B. Have the students to keep a decision log for two days. On the
      third day have students write beside each entry the person who
      influence his/her decision.

   C. Have class list three decisions made in high school that they
      (he/she) think have helped toward realization of some future
      career possibility.

   D. Have class members prepare a list of five important issues
      facing young people today and make a tentative decision regarding
      each of the five by using the steps in the decision making
      process.

5. AUDIO VISUAL MATERIALS

   A. Decision Making for Career Development (cassettes)
   B. Career Decision Making (16 mm film)

6. EVALUATION: Have students to write their personal reaction to
                 the class session.

    A. What have you learned?
    B. What do you want to learn more about?
    C. What are your feelings about the present session?

REFERENCES

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Appendix D

CAREER EDUCATION SURVEY

CAREER EDUCATION PROGRAM SURVEY

NAME _____   DATE _____

Male _____   Female _____   Age _____

Please respond to the following statements by writing the number of your choice in the blank space to the left:

1 agree,   2 tend to agree,   3 undecided,   4 tend to disagree,   5 disagree

_____ 1.   My attitude toward myself has changed as a result of participating in this program.

_____ 2.   My attitude toward others has changed as a result of participating in this program.

_____ 3.   My attitude toward careers has changed as a result of participating in this program.

_____ 4.   This program was unique and different from typical classroom settings.

_____ 5.   This program was fun, interesting and yet a learning experience.

_____ 6.   I have learned much about careers from participating in this program.

_____ 7.   I have learned much about job opportunities from participating in this program.

_____ 8.   I have learned very little that will be of future use to me by participating in this program.

_____ 9.   I would like to attend a program and/or a class like this for a longer period of time.

_____ 10. I have been stimulated to do further research on careers as a result of participating in this program.

_____ 11. This program was non-threatening to me and allowed me to work at my own rate.

_____ 12. I would recommend that my classmates become involved in a program like this.

_____ 13. Participation in this program made me aware of careers, I have never considered before.

_____ 14. The primary and secondary sources of career information in this program have been, and will be of future use to me.

_____ 15. This program has improved my ability in career planning.

_____ 16. This program has improved my ability in goal selection.

_____ 17. This program has improved my skills in career decision making.

_____ 18. As a result of this program, I can research careers on my own.

_____ 19. As a result of this program, I can research job opportunities on my own.

CAREER EDUCATION SURVEY TABLE

Summary of Career Education Survey for Treatment Group
at the End of the Career Education Program

1. My attitude toward myself has changed as a result of participating
   in the program:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	13	25	4	8	5	9	0	0	2	4
F	11	21	6	11	2	4	2	4	8	15
Total	24	46	10	19	7	13	2	4	10	19

2. My attitude toward others has changed as a result of participating
   in this program:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	4	8	8	15	7	13	2	4	2	4
F	11	21	8	15	2	4	1	2	8	15
Total	15	29	16	30	9	17	3	6	10	19

3. My attitude toward careers has changed as a result of participating
   in this program:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	12	23	7	13	0	0	0	0	5	9
F	16	30	8	15	1	2	0	0	4	8
Total	28	53	15	28	1	2	0	0	9	17

a = agree   td = tend to disagree
ta = tend to agree   d = disagree
u = undecided

CAREER EDUCATION SURVEY TABLE (continued)

4. This program was unique and different from typical classroom settings:

	a No.	a %	ta No.	ta %	u No.	u %	td No.	td %	d No.	d %
M	23	43	1	2	0	0	0	0	0	0
F	25	47	2	4	1	0	0	0	1	2
Total	48	90	3	6	1	0	0	0	1	2

5. This program was fun, interesting and yet a learning experience.

	a No.	a %	ta No.	ta %	u No.	u %	td No.	td %	d No.	d %
M	17	32	4	8	3	6	0	0	0	0
F	15	28	8	15	4	8	1	2	1	2
Total	32	60	12	23	7	14	1	2	1	2

6. I have learned much about careers from participating in this program.

	a No.	a %	ta No.	ta %	u No.	u %	td No.	td %	d No.	d %
M	17	32	7	13	0	0	0	0	0	0
F	19	36	6	11	0	0	2	4	2	4
Total	36	68	13	24	0	0	2	4	2	4

CAREER EDUCATION SURVEY TABLE (continued)

7. I have learned much about job opportunities from participating in this program:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	17	32	5	9	2	4	0	0	0	0
F	21	40	6	11	1	2	1	2	0	0
Total	38	72	11	20	3	6	1	2	0	0

8. I have learned very little that will be of future use to me by participating in this program:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	0	0	1	2	1	2	4	8	9	11
F	2	4	4	8	1	2	3	6	28	53
Total	2	4	5	10	2	4	7	14	37	64

9. I would like to attend a program and/or a class like this for a longer period of time:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	13	25	4	8	7	13	0	0	0	0
F	11	21	6	11	7	13	0	0	5	9
Total	24	46	10	19	14	26	0	0	5	9

CAREER EDUCATION SURVEY TABLE (continued)

10. I have been stimulated to do further research on careers as a result of participating in this program:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	9	17	10	19	4	8	0	0	1	2
F	13	25	10	19	2	4	1	2	3	6
Total	22	42	20	38	6	12	1	2	4	8

11. This program was non-threatening to me and allowed me to work at my own rate:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	18	34	4	8	1	2	0	0	1	2
F	19	36	6	11	1	2	2	4	1	2
Total	37	70	10	19	2	4	2	4	2	4

12. I would recommend that my classmates become involved in a program like this:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	18	34	5	9	1	2	0	0	0	0
F	18	34	6	11	5	9	0	0	0	0
Total	36	68	11	20	6	11	0	0	0	0

CAREER EDUCATION SURVEY TABLE (continued)

13. Participating in this program made me aware of careers I have never considered before:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	17	32	5	9	2	4	1	2	1	2
F	21	40	4	8	0	0	1	2	2	2
Total	38	72	9	17	2	4	2	4	3	4

14. The primary and secondary sources of career information in this program have been and will be of future use to me:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	19	36	2	4	0	0	3	6	0	0
F	22	42	6	11	0	0	0	0	1	2
Total	41	78	8	15	0	0	3	6	1	2

15. This program has improved my ability in career planning:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	18	34	5	9	1	2	0	0	0	0
F	19	36	6	11	4	8	0	0	0	0
Total	37	70	11	20	5	10	0	0	0	0

CAREER EDUCATION SURVEY TABLE 9continued)

16. This program has improved my ability in goal selection:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	16	30	6	11	1	2	0	0	1	2
F	14	26	12	23	2	4	1	2	0	0
Total	30	56	18	34	3	6	1	2	1	2

17. This program has improved my skills in career decision making:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	16	30	7	13	1	2	0	0	0	0
F	18	34	7	13	4	8	0	0	0	0
Total	34	64	14	26	5	10	0	0	0	0

18. As a result of the program, I can research careers on my own:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	13	25	7	13	3	6	0	0	1	2
F	14	26	9	17	3	6	2	4	1	2
Total	27	51	16	30	6	12	2	4	2	4

CAREER EDUCATION SURVEY TABLE (continued)

19. As a result of this program, I can research job opportunities on my own:

	a		ta		u		td		d	
	No.	%	No.	%	No.	%	No.	%	No.	%
M	11	21	9	17	3	6	0	0	0	0
F	16	30	9	17	4	8	1	2	0	0
Total	27	51	18	34	7	14	1	2	0	0

VITA

The author, Francis A. White, Jr., was born March 1, 1943 in Port Gibson, Mississippi to Mr. and Mrs. Francis A. White, Sr. He was educated in the public schools in Claiborne County, Port Gibson, Mississippi.

In May, 1959, he received the Bachelor of Science degree from Alcorn State University. The author received the Master of Science degree from Indiana University in 1971. Two years later he attended Auburn University and received the Ed.S degree.

He was employed in the public schools of Claiborne County as a teacher from 1963 to 1971. He also served as counselor in the Claiborne County school system from 1973 to 1976. Other employment includes Upward Bound Counselor and Instructor at Alcorn State University.

The author holds active membership in the American Personnel and Guidance Association, Mississippi Personnel and Guidance Association, Virginia Personnel and Guidance Association, Phi Delta Kappa, Alpha Phi Alpha Fraternity Incorporation, and professional membership in the National Vocational Guidance Association.

Francis A. White, Jr.

THE EFFECTS OF A SHORT TERM CAREER EDUCATION PROGRAM
ON SELECTED ASPECTS OF CAREER MATURITY
OF RURAL SENIOR HIGH BLACK YOUTH

by

Francis A. White, Jr.

ABSTRACT

This research was concerned with the effects of a six week
short term career education program on self appraisal, knowledge
about occupation information, goal selections, career planning,
and career decision making as measured by the Career Maturity Inventory
(CMI). Only the Competence Scale of the CMI was utilized in
conducting this study.

This study was not a true experimental research design, instead
it was a developmental study designed to establish baseline data
for longitudinal studies. Although a true experimental design was
not utilized in conducting the study, a treatment group of 53
students and a control group of 53 students were used. The short term
career education program was developed specifically for rural Black
youth taking into account economic, social, and geographical factors
of the population. Non-commercial activities such as music adapted
from the culture, multi-ethnic scrapbook, developed by the participants
in the short term career education program, and career education
activities related to the Black dialect spoken in the community were

among some of the innovative and creative activities that attributed
to the uniqueness of the short term career education program.

The results indicated no significant difference in the treat-
ment group and control group on pretest-pretest comparison on the
total competence scale of the CMI. A dependent t-test was performed
on each of the five CMI subtests on the competence scale. There was
a statistically significant difference in the group mean scores on the
five CMI subtests for the treatment group after exposure to the
short term career education program. The treatment group mean score
indicated an improved gain score on each of the five CMI subtests of
the competence scale. The following research questions were developed
for each of the five subtests on the Competence Scale of the CMI.

1. Does a short term career education program improve the
self appraisal of rural senior high Blacks as measured by Career
Maturity Inventory (CMI)?

2. Does a short term career education program improve knowledge
of career information of rural senior high Blacks as measured by the
CMI?

3. Does a short term career education program improve goal
selection skills of senior high Blacks as measured by the CMI?

4. Does a short term career education program improve career
planning of rural senior high Blacks as measured by the CMI?

5. Does a short term career education program improve the
career decision making skills of senior high Blacks as measured by the
CMI?

For each of the five research questions the data revealed significant mean score difference gains for the treatment group at the .05 level. The control group experienced a decrease in posttest group mean score after the six week period.

Two instruments, the Career Maturity Inventory (Crites, 1973) and a Career Education Program Survey designed by the researcher were utilized to analyze the data. The findings in this study suggested that the short term career education program was successful with the predominately rural Black population in Port Gibson, Claiborne County, Mississippi.