

THE EVALUATION OF AN URBAN CAREER GUIDANCE PROGRAM BASED ON  
THE NATIONAL CAREER DEVELOPMENT GUIDELINES

by

JUANITA JOHNSON DAVIS

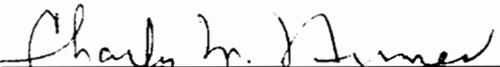
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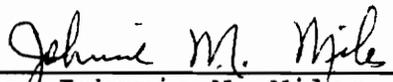
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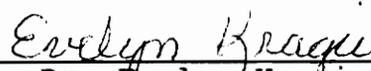
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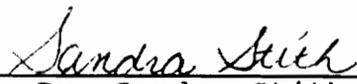
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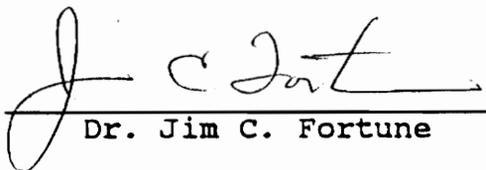
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Student Personnel Services

(ABSTRACT)

The population of this study was that of an urban school district located in the District of Columbia. Eight intact fourth, fifth, sixth, tenth, and twelfth grade classes were selected to participate in the study.

The primary purpose of the study was to evaluate the effectiveness of a career guidance program on the career maturity and self-esteem of a selected group of students and to assess the perception of the parents and students toward the program. The secondary purpose of the study was to determine the relationship of selected variables (gender, grade, CTBS test scores (math and reading on the elementary level), and socio-economic status to the career maturity and self-esteem of the students.

The experimental group participated in a four month career guidance program using the National Career Development Guidelines as the standards for program

development. A week prior to the beginning of the career guidance sessions, data were gathered using the Individual Student Profile, Crites' Attitude Scale and Coopersmith's Self-Esteem Inventory. The experimental groups were exposed to a Career Guidance Program of fifty minute sessions during a period of four months. The wholeclass sessions included guidance activities that focused on self-awareness, career exploration, and career planning for the future.

The data collected for the study were coded numerically and then compiled by a computer software programming (Number Cruncher Statistical System). The significance of the difference between the groups on the Career Maturity and Self-Esteem Inventories was determined by using the t-test for independent samples and the Pearson correlation Coefficient techniques for relationship between pairs of dependent measures.

The findings derived from analysis of the data revealed that: (a) fourth, fifth, sixth, and twelfth graders of the experimental group scored significantly higher in self-esteem and career maturity as compared to their counterparts of the control group; (b) tenth graders of the experimental group did not score significantly different in self-esteem and career maturity as compared to their counterparts of the control group; (c) subjects with higher level of self-esteem scored significantly higher on career maturity as compared to subjects who had lower level of self-esteem; (d) gender, age, socio-economic, and reading and math skills were not

significant factors on self-esteem of the participating subjects as a result of the short-term career guidance program; (e) a majority of the subjects who participated in the short-term career guidance program showed positive attitudes toward the overall effectiveness of the program; and (f) a majority of the parents reported to observe improvement in their children's self-awareness, knowledge of careers, and career planning and decision making skills.

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Without the approval of the District of Columbia Public Schools, an investigation of this magnitude, involving as many individuals as this study involved, would have been impossible. Thanks for allowing me to conduct this study. A special thanks is extended to the principals, counselors, and teachers who participated in the program. Your dedication, commitment, and love for children will always be

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This dissertation is dedicated to my children

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## CHAPTER I

### Introduction

There has been concern generated regarding excellence in education and the future of the work-force. Since the early 80's, there has been increased attention to the quality, standards, and student outcomes of the educational system in the United States. Reports such as A Nation at Risk (The National Commission on Education in Education, Gardner, 1983), High School: A Report on Secondary Education in America (Boyer, 1983), and Making the Grade (Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy, 1983) suggested that the status quo is inadequate to meet the current and future academic and career challenges. In response to these challenges, school districts are providing educational and occupational experiences designed to enhance the employability of youth. In some approaches, the main concern is making education more relevant to the workplace. Other approaches involve experiences which assist youth in career planning, decision making, or job related experiences in the school setting. Most of these experiences are undergirded by a comprehensive program of career education, guidance, and counseling (Herr & Long, 1983).

The terms "career education" and "career guidance" are not new. In 1971, Sidney P. Marland, U. S. Commissioner of

Education, declared career education to be the top priority of his administration and suggested that all education is career education (Hoyt, 1981). Passage of the Educational Amendments of 1974 (Section 406, PL 93-380) assured the continuation of the career education movement by establishing the U.S. Office of Career Education and authorized expenditure of federal funds to develop, demonstrate, and evaluate career education programs (Herr and Cramer, 1979). Kenneth Hoyt (1980) characterized the status of career education with the following statement:

Taken as a whole, it certainly seems safe to claim that the evidence summarized points to a conclusion that K-12 career education efforts can --- and often do --- produce favorable results. The overall picture is much more positive than it is negative (Hoyt, 1980 p. 33-34).

Herr and Cramer (1984) noted that the use of the term "career guidance has been tentative for nearly twenty years, and that the concept has been in existence since the early 1970's. For example, in 1971 in response to the increased attention given to career guidance and career development, the American Vocational Association (AVA) and the National Vocational Guidance Association (NVGA) developed a position statement that presented basic elements of career development. The purpose of the position statement was to provide standards to assist individuals in planning,

organizing, implementing, and evaluating the quality of career guidance programs (NVGA, 1979). According to Pritchard (1984) representatives from private and public interests were involved during this time in guidance program policymaking, planning, delivery of services, and evaluation. For example, the American School Counselor Association (ASCA, 1984) developed a role statement for school counselors in the area of career guidance. Among other things, it emphasized the need to provide quality career guidance experiences for all students in the educational system. Both state and federal support for career guidance improvement have made substantial advances as well. Recently, career guidance and counseling was recognized as an integral and pervasive component of vocational education in the Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 98-524) (U.S. Congress, 1984). Part D of the Act mandates that career guidance and counseling programs be improved, expanded, and extended "to meet the career development, vocational education, and employment needs of vocation students and potential students." According to Cook (1986), the National Occupational Information Coordinating Committee (NOICC) developed guidelines from which state and local schools could set program delivery standards. The Guidelines represent a competency based approach to career development and serve as a blueprint for planning quality career

guidance and counseling programs for local school districts. This study has incorporated the Guidelines as a component of the Comprehensive Career Guidance and Counseling Program for the District of Columbia Public Schools.

The concept of career guidance as it is known today has been stimulated by many phenomena during the past few years. Herr and Cramer (1984) noted that the following forces have increased the comprehensive nature of career guidance: (a) emerging theoretical perspectives, (b) rapid changes in occupation, (c) economic realities, (d) legislative mandates, (e) unemployment, (f) concerns about the quality of work life and worker productivity, (g) questions concerning the school-to-work transition, (h) more participation in the labor-market of women and minorities, (i) advancement in technologies, and (j) consumerism in career guidance.

Recently, the outcomes of career guidance programs has substantially increased due to the mandates of the Perkins Act. A strong research base is needed by policymakers, researchers, administrators, and guidance personnel who are in the process of establishing guidelines and standards for comprehensive career guidance and counseling programs. As a result, evaluation of programs has recurred because their effectiveness is a critical question on several levels-- policy determination, program implementation, and personal satisfaction and success (Crites, 1987). However, most of

the literature related to evaluative studies of career guidance interventions was compiled and reported to be either inconclusive or incomplete (Crites, 1987). Spokane and Oliver (1983) noted that almost any intervention will have some effect but they are global and nonanalytical. According to Hotchkiss and Dorsten (1985), "the impact of career guidance programs requires further indepth examinations before firm conclusions regarding the effectiveness of career guidance are justified". Such findings, based upon broadly representative data, highlights the need for implementing and evaluating career guidance programs.

Alternative educational programs, designed to give the student an opportunity for educational/career choices, have been implemented by the school system for a number of years. The rapidity of technological and career changes in the workforce along with demographic changes called for enhancing the existing career guidance programs. In addition, the recent mandates of the Perkins Act initiated an increased interest in implementing a comprehensive, systematic career guidance program in the school system. The Superintendent's Comprehensive Education Plan (Jenkins, A., 1987 - 1988) and reform initiatives focused on increasing student achievement and providing programs that would enable each student to make a successful entry into the workforce. In 1985, the District of Columbia Public

Schools established guidance and counseling as a priority and a Comprehensive Plan for Guidance and Counseling was mandated (Jenkins, D., 1985). Further, the State Office of Vocational and Adult Education included career guidance as a special program for the 1989-90 school year. Funding was appropriated through this office, under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, to pilot the Career Guidance and Counseling Program in selected schools. This effort led to the realization that career guidance encompasses every aspect of a student's life and that an effective career guidance program must be a part of the total school's effort to improve guidance for all students. The implementation of a Comprehensive Career Guidance and Counseling Program was viewed as a mechanism for meeting the career development needs of the students facing Workforce 2000. The premise was that an effective program, in the local school, can provide a strong foundation from which a student can gain effective career life coping skills.

#### Statement of The Problem

Historically, career development has been seen as a high priority need by students, their parents, school boards, the business sector, and the general public. According to Hotchkiss and Vetter (1987), career guidance and counseling programs have been included in secondary

schools for several decades. However, with the advent of the accountability movement, budget cutting, and the requirements of the Perkins Act, the necessity for determining how well career guidance programs are serving the needs of students is more apparent than ever before (Campbell, 1983; Hotchkiss and Dorsten, 1985). Lessinger (1973) concluded that all educational programs are subject to intense scrutiny demanded by the taxpayer. The general public is increasingly requiring that programs be able to justify their existence in terms of delivering the kinds of experience they say they are delivering.

As early as 1972, Humes pointed out that "the only programs that can survive are those that can be measured by justifiable criteria" (p. 21). Wiggins (1977) pointed out the following:

Citing the results obtained by others is simply not enough. If counselors are to survive, every counselor must be willing to demonstrate effectiveness in helping others.

According to Hotchkiss & Vetter (1987), Pine (1975), Fretz (1981), Krumboltz (1974), and Campbell, 1983, there is a lack of useful evaluation being completed in school guidance and counseling programs. In his review of career interventions, Fretz (1981) concluded that . . .

Little progress can be made in improving the effectiveness of career interventions until more

specific and systematic evaluation attention is given to (a) the treatment parameters of myriad contemporary interventions; (b) the relationship of participants attributes to the effect of treatments; and (c) the relationship of both treatment parameters and participants attributes to the diversity of career related behaviors, sentiments, and learning that presently serve as outcome measures for evaluating career interventions (p. 77).

Burck and Peterson (1975) listed several reasons for this lack of evaluation. These include: (a) lack of concern for evaluation methodology in counselor training programs, (b) lack of time in counseling schedules, (c) lack of goals and objectives for evaluation and (d) perceived threat in evaluation (pp. 564-565). Since studies which focus directly on program evaluation are very sparse, this evaluative study was initiated as a response to that need. The purpose of this study was to evaluate the Career Guidance Program in the District of Columbia Public Schools with a selected group of students as it related to the self-esteem and career maturity of the students and to assess the reactions of students and parents toward the career guidance program. A secondary purpose of the study was to determine the relationship of selected variables (gender, age, CTBS - math and reading scores, and socio-economic status) to the career maturity and self-esteem of students. These factors

have been considered as prominent in studies of self-esteem and career maturity by several previous researcher (Gribbins & Labnes (1964), Crites (1976), Dillard (1976), Dillard (1980), Healy, O'Shea, and Crook (1985), Coleman (1980), and Peterson (1982). A third purpose was to assess the reactions of parents and students toward the career guidance program.

### Need For Study

The United States is in the midst of a major transformation in its occupational structure (Bureau of Labor Statistics (1990) and Workforce 2000: Work and Workers for the Twenty-First Century (1987). The recent report of Workforce 2000 indicated that the following major labor trends are expected to occur in the American workforce:

1. The majority of jobs in the United States will require some kind of post secondary education.
2. Only 27 percent of all new jobs -- compared to 40 percent of all jobs today -- will require low-skilled workers.
3. Those jobs currently considered to be in the middle of the skills distribution requirements will be the least skilled occupations of the future.

The impact of these changes in opportunities, employability, and the workplace will have major effects

upon our youth. These changes could lead to unprecedented unemployment opportunities for youth who are not educationally and vocationally prepared. As indicated by the Bureau of Labor Statistics, 1991; Dentzer, 1982; and Sheler, 1982) youth employment is considered one of the most severe social problems facing our nation today. Reports from business groups have indicated a recognition of students' inability to perform in the work place. The Business Advisory Commission of the Education Commission of States (1985), in a national report dealing with the growing unemployment problems of disadvantaged and at-risk youth, strongly recommended "new structures and procedures for effecting the transition from school to work . . . Youth need more and better career guidance than before" (p.26). The Research and Policy Committee for Economic Development (1985) recommended that schools provide, among other emphasis, career guidance programs to assist in career choice, job search and general employability skills (p. 31). The National Alliance of Business (1984), in a major analysis of the nation at work, has recommended that schools offer more school to work transition programs, career counseling, and cooperative career information activities with businesses (p. 8).

Almost 17 years ago Hoyt (1974) wrote that too many students fail to see meaningful relationship between what they are being asked to learn in school and what they will

do when they leave the educational system. He stated that this is true of both those who remain to graduate and those who drop out of the educational system. Today most students would still fall in the same category. The National Commission on Secondary Vocational Education (1985) spoke directly to the need for providing career guidance programs to solve many of the drop out and unemployment problems facing our nation. Boyer (1983) in reporting on secondary education in America, pointed out that the obvious place for students to turn for career advise is the guidance office.

According to the literature, career development can be guided. Crites (1976), identified several work-entry problems of youth. Among the work-entry problems he noted were communication, self-image, job seeking, interviewing, and career planning. According to Crites (1976) career development can be facilitated if the work - entry problems can be handled effectively. As these areas form the heart of a career guidance program, participation in such a program would be assumed to enhance individual career development (Weaver, 1981).

Gybers (1984) reported that, traditionally career development programs and services focused on crisis, immediate concerns, and career information giving. He suggested that while in the future these trends must continue, a developmental approach to career guidance must emerge. He strongly recommended that career development

programs at respective developmental stages focus on interests and aptitudes rather than emphasize selection and placement. Predizer, Roth, and Noeth (1973) wrote that career interventions have not kept pace with career development needs of students with widespread consistency. More recently, Hutchinson and Battorff (1986) found that most students (89%) indicated that they needed career counseling more than any other service from their high school counselor. Therefore, there is a need to develop effective career guidance programs that are based soundly on career development theory. The components of this study addressed this need through the development of the career guidance program and the integration of the National Career Development Guidelines.

### Research Questions

The general research question addressed by this study are:

1. Is there a significant difference between the level of self-esteem of an experimental group of student who participated in a short-term career guidance program and that of a control group of students who did not participate as measured by the Coopersmith Self-Esteem Inventory?

2. Is there a significant difference between the level of career maturity of an experimental group of students who participated in a short-term career guidance program and

that of a control group of students who did not participate as measured by the Attitude Scale of the Career Maturity Inventory?

3. Is the self-esteem of students who participated in a short-term career guidance program significantly influenced by gender, age, socioeconomic status, and their reading and math skills as measured by the Comprehensive Test of Basic Skills?

4. Is the career maturity of the students who participated in a short-term career guidance program significantly influenced by gender, age, socioeconomic status, and their reading and math skills as measured by the Comprehensive Test of Basic Skills?

5. Is there a relationship between the level of self-esteem of students who participated in the short-term career guidance program and their gain scores on the career maturity?

6. What were the reactions of the students toward the career guidance program as measured by the Student Opinion Survey?

7. What were the reactions of the parents toward the career guidance program as measured by the Parent Opinion Survey?

#### Definition of Terms

1. Self-concept: A personal judgement of worthiness

that is expressed in the attitudes the individual holds toward himself (Coopersmith, 1967).

2. Career maturity: The repertoire of behavior pertinent to identifying, choosing, planning, and executing career goals available to a specific individual as compared with those possessed by an appropriate peer group; being at an average level in career development for one's age (Super, 1957). Attitudinal and cognitive readiness to cope with the developmental tasks of finding, preparing for, getting established in, pursuing, and retiring from an occupation (Super, 1984, p.39).

3. Vocational maturity: The degree of development, the place reached on the continuum of vocational development from exploration to decline (Super, 1955).

4. Career Awareness: The inventory of knowledge, values, preferences, and self-concepts that an individual draws on in the course of making career-related choices (Wise, Charner, and Randour, 1978).

5. Career: The course of events which constitutes a life; the sequence of occupations and other life roles which combine to express one's commitment to work in his or her total pattern of self-development (Super, 1976). Gybers and Moore (1981) have proposed that the term "life career development" be substituted for the term "career" in order to reflect self-development over the lifespan through the integration of the roles, settings, and events in a person's

life. The NCDA defines career as the totality of work and leisure one does in a lifetime (Sears, 1982).

6. Career Development: The total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual over the life span; those aspects of an individual's experiences that are relevant to personal choice, entry, and progress by which one develops and refines such characteristics as self - and career identity, planfulness, and career maturity (Sears, 1982).

7. Career Guidance: A systematic program of counselor-coordinated information and experiences designed to facilitate individual career development and, more specifically, career management; a major component of career education integrating family, community, and school to facilitate self-direction; a set of multiple process, techniques, or services designed to assist an individual to understand and to act on self-knowledge, and knowledge of opportunities in work, education, and leisure and to develop the decision-making skills by which to create and manage his or her own career development. May include the development of job search, job interview, job adjustment skills, and placement into a chosen occupation (Herr and Stanley, 1988).

8. Career Education: The totality of experiences by which persons acquire knowledge and attitudes about self and work and the skills by which to identify, choose, plan, and

prepare for work and other life options potentially comprising career; and effort aimed at refocusing American education and the actions of the boarder community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of life (Hoyt, 1978).

9. Socio-economic Status: A relative term used as an indicator of family income and a reflection of life style. Socio-economic status was determined by using parent's occupation and educational level attained. Hollingshead's Two-Factor Index of Social Position (1957) was utilized.

#### Limitation of the Study

1. The population to be examined will be confined to the schools participating in the pilot program in the District of Columbia. Schools are located in an urban setting with a predominately black population.

2. The study will be limited by the non-randomized selection of the experimental group (Career Guidance Treatment) and the control group. Students participating in the program are volunteers from intact classrooms.

3. No attempt was made to determine differences in exposure to other programs being implemented at the school which may very well vary among the participants. Further, no allowance was made for any previous career guidance

experiences. Therefore the findings of this study will be relevant to comparable samples.

### Organization of the Study

This evaluative study of a career guidance program is divided into five chapters. The introductory chapter discussed the subject of the study and defined the problem. In addition, the chapter presented the research questions, need for the research, definition of terms, and the organization of the study. Chapter II focuses on a review of the related and pertinent research and literature which will serve as a general background for the topic of investigation. Chapter III contains a description of the research methodology including methods and procedures for data collection, a description of instruments to be used, population sample, and method of analyzing the data collected. Chapter IV contains the presentation of the results of the study. Chapter V is devoted to a summary of the findings, discussion, conclusions, and recommendations for further research.

## CHAPTER II

### Review Of The Literature

The purpose of this chapter is to provide a review of the literature relevant to the parameters of this study. The review will be presented in four major divisions. Section I will include the recent evolvement of career development theory. Section II will include a review of the self concept theory and its relevance to vocational development. Section III will review the relationship between self concept and career maturity. Section IV will include a review of the development of career guidance programs.

#### Conceptual Framework of Career Development

One of the most significant contributions to career development theory in the past several decades was made by the combined efforts of an economist, a psychiatrist, a sociologist, and a psychologist (Ginzberg, Ginsberg, Axelrod, and Herman, 1951). The goal was not to develop a theory that would explain each individual occupational choice, but rather, to design a theory that addressed the variety of factors, both in the environment and in the individual, that contributed to the occupational choice.

According to Ginzberg (1951) the process of occupational choice has three periods. The fantasy choice

period is the first state and it dominates until about age eleven. Little awareness of reality is demonstrated in this period and most vocational choices are simply wishes, imagined, or fantasized. The second stage, the tentative choice period, appears at about age eleven, continues until roughly the age of seventeen and has four substages. The first of these is the interest substage which is characterized by the occurrence of definite patterns of likes and dislikes in regard to career choices. The capacity substage marks the first recognition of individual capacities, abilities, and limitations affecting vocational choices. In the value substage the individual for the first time begins to assess the importance of work values and life-styles values in vocational decision-making. The final substage of the tentative choice period is the transition substage which is characterized by an awareness of the reality and necessity of vocational choice. Beginning at approximately age eighteen is the reality period which has three substages. The first of these is the exploratory substage which is marked by a narrowing of goals and definite investigation of certain career options. The crystallization substage is where actual decision making takes place, and finally, the specifications substage involves narrowing of career commitments or specialization within vocational areas.

Ginzberg (1972) later offered a restatement of his

original theory. His first modification suggested that the process of occupational choice could be lifelong rather than lasting only from prepuberty into the mid-twenties. Secondly, he changed his position on the irreversibility of the process by concluding that changing opportunities in education and training could make it possible for an individual to change directions. His third modification was an elaboration on the point of compromise between individual capabilities and opportunities in the environment. Ginzberg's (1972) revisions reflected twenty years of attention to career development theory, and his original formulation has been a basis for other work since.

### Vocational Maturity

To the extent that Ginzberg (1951) work was intended to encourage more attention to occupational choice theory proved to be very successful. Super (1953), who had done the review of vocational guidance literature for Ginzberg responded with his own theory of vocational development. Thus, the concept of career maturity was not specifically addressed until Super (1955) theoretically defined it as "the place reached on the continuum of vocational development from exploration to decline" (p. 153). Super proposed that a career maturity quotient might be developed to indicate "whether or not the vocational development of an individual is appropriate for his age, and how far below or

beyond his chronological age his vocational development is (1955, p. 153). The career maturity quotient could be developed much like the IQ, which would express the ratio of the individual's standing on a behavioral scale of career development to his expected status, derived from his chronological age. This led Super, et al. (1957) to two definitions of career maturity:

Actual life stage in relation to expected life stage provides one basis for judging career maturity. The second way of evaluating vocational maturity is based on the behavioral repertoire which the individual has available for coping with the developmental tasks considered appropriate for his age and expected life stage (p. 57).

The behavioral scale of vocational development as indicated in the above definitions has five principle dimensions which have been hypothesized by Super (1955) and by Super et al. (1957) as applicable to the adolescent life state. These are the following:

(1) Orientation to Vocational Choice: The extent to which a young person is aware of the need to choose an occupation and the factors which enter into this decision.

(2) Information and Planning: The amount of reliable information an individual has to make decisions about occupations then plan logically and chronologically for the future.

(3) **Consistency of Vocational Preferences:** How consistent an adolescent is in his/her preferences for different occupations from one point in time to another.

(4) **Crystallization of Traits:** In mature vocational development, attributes of the individual relevant to decision-making, the psychological explicit values and increasing independence, developed along with vocational developmental tasks.

(5) **Wisdom of Vocational Preferences:** How closely an individual's career decisions agree with various aspects of reality, such as the ability for the preferred occupation, and the availability of financial resources for relevant training.

Although Super believed dimensions may exist which would be relevant to other life stages, they have not been specified. In reviewing these dimensions of career maturity, Super and Overstreet (1960) hypothesized that career maturity is a multidimensional construct, rather than an unitary variable.

### Career Maturity

In 1964 Crites, who had worked with Super on the 1957 model of vocational maturity, offered a revised conceptualization of Super's five categories of vocational maturity (Crites, 1964). He elaborated and reorganized Super's career maturity dimensions by postulating that the

dimensions of "orientation to vocational choice, information and planning", and certain aspects of the "crystallization of traits" can be organized into several different kinds of vocational choice "attitudes" and "competencies." Career choice attitudes were conceived primarily as cognitive in nature and comprised the variables of involvement in the choice process, orientation toward work, independence in decision-making, preference for choice factors, and conceptions of the choice process. In contrast, career choice competencies are cognitive variables including assimilating information about self and reality (self knowledge), resolving conflicts between alternative courses of action (problem solving), establishing future goals (goal selection), relating means to ends through planning (career planning), and assimilating occupational information.

Based upon the hypothesis of multidimensionality, (Crites, 1961, 1965) organized the variables of the career choice attitudes and competencies along with Super's "consistency of vocational choice" and "wisdom of vocational choice" dimensions (with only minor changes), into a hierarchical model of career maturity. This model is predicted on the assumption that the variable on the lowest level of the hierarchy cluster into groups at the intermediate level which are sufficiently interrelated to define the highest level or "degree of vocational development."

In order to measure and qualify the dimensions of his model of career maturity, Crites (1965, 1971, 1973b) conceived and constructed the Career Maturity Inventory (CMI) which was designed to assess the career choice attitudes and career choice competencies dimensions of his model. Since the CMI was constructed as an assessment of Crites' Model of Career Maturity, Crites (1973a) proposed that the instrument may be used to validate his model of career maturity. Crites' model is relevant to this study and the CMI will be used to assess attitudes and career maturity.

#### Studies Related to Career Maturity

Flake, Roach, and Stenning (1975), using tenth grade students from a large suburban Texas high school found that career maturity attitudes, as measured by Crites (1973) Career Maturity (Attitude Scale) could be significantly improved. The treatment intervention of the study consisted of three individual counseling sessions over a six week period. Findings indicated that the experimental group had significantly higher CMI posttest scores than the control group.

Using 225 ninth graders another study was completed to determine whether a series of structural vocational exploration activities could affect vocational maturity (Arni, 1976). The author concluded that vocational maturity

of ninth graders, as measured by Super's (1972) Career Development Inventory could be altered by short term structured career exploration activities.

Curran (1977) used a self-developed, career guidance minicourse to determine whether self concept or career maturity could be improved for tenth grade rural Mississippi students. The Tennessee Self Concept Scale (Fitts, 1965) and the Career Maturity Inventory Attitude Scale (Crites, 1973) were administered. Findings indicated that the subjects participating in the career guidance mini-course scored significantly higher than the control group.

Yates, Johnson, and Johnson (1981) studied a group of eighth and ninth grade students using the Vocational Exploration Group Program (VEG; Daane, 1972). Findings indicated that there were positive attitudes about exploring career choices, entering the world of work and students were more knowledgeable about the world of work.

Laskin and Palmo (1983) examined the impact of the College Entrance Examination Board's Decisions and Outcomes Program on the career maturity of 11th grade high school students. The findings indicated that the program increased the students' career maturity in the following specific areas: greater degree of career awareness, knowledge of themselves, planning ability, and willingness to use available resources for career exploration. In addition, the study supported previous research that has demonstrated

that students with greater ego identity produce higher scores on certain attitude components of career maturity.

Healy (1974) employed Super's Career Development Inventory (CDI) to evaluate a replicable group career counseling procedure. A group of 35 junior college freshmen were randomly selected from a total group of 150. Each student was assigned to one of six groups. The groups met for five sessions and adhered to a standardized procedure. Although there was no control group, the investigator administered the CDI both before and after treatment. Correlated t-tests were used to demonstrate a significant difference between pretest and posttest means.

Christen (1972) analyzed changes in career exploration, school satisfaction and vocational maturity as effected by individual counseling and small/large group counseling. Analysis of the subsequent data revealed only a significant effect for sex. The vocational maturity of females increased more than that of males as a function of vocational counseling. No other significant effects were demonstrated.

Davis and Horne (1976) investigated the comparative effectiveness of a career course of small-group counseling sessions on career decidedness and maturity of college students. The results indicated no significant differences between the two treatments, indicating relatively equal effectiveness.

Mackin and Hansen (1981) investigated the effectiveness of a career development class on the career maturity of high school students. The results indicated significant differences on three of four Career Maturity Inventory Scales used.

Rhodes (1973) used the Vocational Development Inventory to evaluate group verses independent use of the Self-directed Search. A sample of 346 high school students in grades nine to twelve were randomly selected as intact class units. The results showed that group administration was superior to individual use when intelligence was controlled. Additionally, girls scored higher than boys, and students in eleventh and twelveth grades performed better than those at the two lower high school grade levels.

A comparison of four career exploration approaches by Wiggins and Moody (1981) revealed that the study of career clusters was less effective than the Career Maturity Inventory exercises, the Self-Directed Search, and an open-ended Career Survey in combination with the Vocational Preference Inventory. The assessment of each approach's effectiveness was measured by the change in the pretest and posttest scores on the three scales in Holland's My Vocational Situation. All approaches, except for the career cluster approach produced an improvement in the final test scores. Results also revealed that the most successful approaches were individualized and permitted a student to

decide how much time and effort would be used in exploring a number of alternatives.

Pavlak and Kammer (1985) investigated the effectiveness of a short-term career guidance program on the career maturity and self-concept of black and white delinquent youth. Results indicated no significant differences between the career maturity levels of the subjects in the treatment and control groups or between the self-concept levels of the subjects in the treatment and control groups.

Lewis and Dittenhafer (1973) used the Vocational Development Inventory as an evaluative tool. Working at the Pennsylvania Research Coordinating Unit for Vocational Education, the experimenters assessed the impact of Career Resource Centers in their state for the 1972-1973 academic year. Results indicated that exposure to the Career Resource Centers was not sufficient to cause significant differences in vocational maturity between experimental and control groups.

Herr and Enderlein (1976) investigated the usefulness of the Career Maturity Inventory as a measure of vocational maturity using longitudinal data collected from three large nonmetropolitan school systems in the state of Pennsylvania. The results indicated that while career maturity, as measured by the CMI, does increase monotonically by grade level, other factors such as school and curriculum effects and sex differences also influence the rate and level of

career maturity. The findings of this study indicated that career maturity can be modified and treatment can advance the process.

Lawrence and Brown (1976) investigated the relationship of self-concept, intelligence, socioeconomic status, race and sex to career maturity of Black and White twelfth graders. The results suggested that when predicting career maturity as measured by the Career Maturity Inventory, a separate equation utilizing different predictors, depending on race and sex of subjects should be considered. Results further indicated that socioeconomic status and self-concept seem to have a differential effect upon career maturity.

A career decision-making simulation was studied by Johnson and Myrick (1972) to determine its effectiveness in the junior high setting. This program used a simulation of local schools and job markets to motivate direct involvement. The findings indicated that the experimental group gained significantly more educational information than the control group, but the evidence supporting the program's effect on occupational information was not so strong.

Greene (1973) studied the effects of a career education program upon the career maturity of ninth through twelfth grade students. Greene concluded that the program significantly increased career maturity. Barnes (1974) in a similar program, examined the effects of the occupational Investigation Pilot Program on the career maturity of ninth

grade students. The results indicated that the students experiencing the program for two semesters scored higher on the CMI than those in the program for one semester. Olsen (1974) studied the effects of a two semester career education experience upon the career maturity of ninth and tenth grade students. Olsen used Part I (Self Appraisal) and Part V (Problem Solving) of the "Competence Test" and he concluded that the students in the two-semester experience scored significantly higher than the control subjects.

Kershner and Blair (1975) established two groups of career education students: beginners and students continuing from a former beginners' group. Using the "Attitude Scale" and Part II (Occupational Information) and Part V (Planning of the "Competence Test") they studied the effects of the group treatment upon the career maturity of the subjects. They found that beginning students gained significantly in career maturity, while continuing students did not have significant gain scores.

Another study (Owig, Tulloch, and Thomas, 1975) investigated the effects of a classroom career education program on career maturity as measured by the Career Maturity Inventory (Crties, 1973). The subjects were 480 sixth and eighth graders, half of whom were the control group. This study had limitations in that the independent variable, the career education program, could not be replicated. Never the less, the authors considered the

results significant especially for the eighth graders in the treatment group, who were considered to be more positive in their feelings about making career choices.

Carducci (1978) investigated the effect of a career guidance program on junior high students. The emphasis of the study was on measuring changes in the student's attitude toward school, self-concept, and career and self-awareness using a pretest and posttest design. There was a statistically significant mean gain in scored from pretest to posttest. The study indicated that this program helped the students to gain insight into self-awareness, career awareness, and assisted in developing a more positive self-concept.

The purpose of a study conducted by Franklin (1976) was to examine and ascertain the career maturity of junior high students. The objectives of the study were to determine the level of career maturity among a sample of seventh, eighth, and ninth grade students and to determine whether there were any significant differences in career maturity of junior high school students related to race, age, sex, grade level, intelligence, cumulative grade average, and socio-economic status. The findings of the study indicated that there were significant differences in the career maturity of junior high students as a function of sex, grade level, age, intelligence, and final cumulative grade average, but there was no significant difference in the career maturity of

students as a function of socio-economic status.

Post and Kammer (1987) in a study of ninth and eleventh grade students, found no difference in the level of career maturity between ninth and eleventh grade students. The students participating in the program were enrolled in a public, suburban high school in a large midwestern city. Ninety-three percent of the students were white, 5% were black, and 2% were classified "other." She surmised that career maturity does not increase with age unless specific activities designed to increase students' levels of career maturity are used.

Mixed results were found by Trainer (1977) in an effort to alter career maturity attitudes. Two structured career exploration instruments constituted the treatment and the CMI-A was the dependent variable. The subjects were 258 eighth and ninth graders. No significant difference was found between experimental and control groups for eighth graders, but there was a significant difference for ninth graders.

In a study conducted by Grotevant and Durrett (1980), the following two indices of career maturity were investigated: (1) the degree to which late adolescents choose occupations whose educational requirements match their stated goals and (2) the degree to which students' vocational interests are compatible with their occupational choices. The purposes of the study was to extend the

knowledge of career development by specifying that the two components of career maturity could be enhanced by occupational knowledge and by exploring the relationship between them. The findings indicated that the occupational knowledge of the high school seniors was very limited. The students lacked accurate knowledge of the educational requirement of the careers that they wished to enter and knowledge of the vocational interests associated with their occupational choices.

The validation of a process-oriented career education program was the purpose of a study by Gold (1982). The investigation was designed to study the extent to which ninth-grade students' vocational behavior was improved as a result of a career education module. The curriculum was composed of three parts: self-awareness, research, and job-search skills. The results of this study indicated that ninth grade students' vocational maturity can be increased by a process oriented career education curriculum.

Cross (1976) used 422 eighth, tenth, and twelfth graders in a short term vocational exploration group (VEG) to determine whether career maturity attitudes, exploratory career behaviors, or employability perceptions could be modified. Her first hypothesis, that the VEG would significantly improve career maturity attitudes as measured by the CMI-A was not supported. Findings indicated that the short term VEG, while perhaps having some positive random

effects on students, could not be used as a systematic method of improving career maturity attitudes.

Carni (1976) conducted a study to determine whether unit centered series of vocational exploration activities could affect the vocational maturity of junior high students. The theory of dogmatism was also investigated to determine whether it was a possible personality variable that influences the student's receptivity to the experiences, ideas, and attitudes associated with a ninth-grade career exploratory unit. The results of this study indicated that a vocational exploratory unit encouraged ninth-grade students to give further consideration to careers that were congruent with their personality type and discouraged them from further consideration of careers that were incongruent. The vocational maturity of ninth-grade students was influenced by relatively short-term, structured, career exploratory activities and the program had more impact on students with higher ability than students with lower ability.

Guido (1987) investigated the effects of a six week, structured program of individual and group career counseling on measures of career maturity and career decidedness. Subjects were underclass university students referred to the counseling center and randomly assigned to either an individual counseling, group counseling, or modified wait list control condition. The person variables of self-

esteem, state and trait anxiety, and locus of control were assessed in order to explore the affects of treatment on these variables. Results indicated that students in the individual and group treatment performed better at posttest on four of eight subscales of the CDI including The Career Orientation Total score, and the Indecision subscale of the CDS, compared to control subjects.

### Conceptual Framework of Self-Concept

#### General Self-Concept

Self-concept has been defined by many authors in a variety of ways. For example, Roger's theory defines the self as the central aspect of personality. He described the self as a social product, developing out of interpersonal relationships and striving for consistency. He believed that there is a need for positive regard both from others and from oneself. Further, he believed that in every human being there is a tendency toward self-actualization and growth so long as this is permitted by the environment. Success and failures that an individual experiences in many areas of life are closely related to the ways that they have learned to view themselves and the relationships with others. According to McAdam (1986) the self-concept has at least three major qualities: (1) it is learned, (2) it is organized, and (3) it is dynamic.

The research and writing of Combs (1965) and Coopersmith (1967), have given a understanding of the dynamics of the self in determining behavior. Coopersmith (1967) defined self-concept as a personal judgement of worthiness that is expressed in the attitudes the individual holds toward himself. He believed that self-concept is significantly associated with personal satisfaction and effective functioning. He suggested that self-concept may be multifaceted with regard to varying experiences and role-defining conditions such as sex and age. Coopersmith views the school, family, peers, self, and general social activities as factors in appraising the self. The investigator feels that Coopersmith's beliefs are relevant and important to this study, thereby, utilizing the Coopersmith Self-Esteem Inventory to assess self-esteem in the study.

According to Rosenberg (1965) self-esteem can be defined as "a positive or negative attitude toward the self. High self-esteem implies that a person is worthy. . . while a person with low self-esteem would be dissatisfied with his/herself" (30-31). Recently, Coopersmith (1981) described children with high and low self-esteem:

...children who are high in self-esteem are apt to manifest independence, outspokenness, exploratory behaviors, and assertion of their rights; children of low self-esteem are likely to be obedient, conforming,

helpful, accommodating, and relatively passive.

### Vocational Self-Concept

In Super's theory of career development, occupational choice is the implementation of an individual's self-concept. One aspect of self-concept involves as an individual differentiates between himself and others. When he/she attributes traits to the self and others, it clarifies his/her own self concept. One of the traits of self-esteem is a self-evaluation in terms of the individual's self-concept (Super 1963).

In terms of vocational self-concept, Super (1955) has outlined five all-encompassing life stages and the major developmental tasks of these stages, drawing on Buehler (1933), Miller and From (1951) and Havighurst (1953). As a person implements a self-concept vocationally, Super (1957, 1963) points out that the results are a reflection of that persons stages of life development. He theorized a series of vocational life stages, which he labeled (1) Growth Stage (birth to 14 years); (2) Exploration Stage (15 to 24 years); (3) Establishment Stage (25 to 44 years; (4) Maintenance Stage (45 to 65 years old; and (5) Decline Stage (65 years to death).

The Growth Stage has four substages (Prevocational, Fantasy, Interest and Capacity) and houses the time when a

child's self-concept develops through identification with adults and significant others.

The Exploration Stage is comprised of three substages (Tentative, Transition, and Trials) and it is a time which young people try out roles, choose directions, examine themselves, explore occupational information occasionally and try out part time work. The subjects to be studied in this research study will fall under Super's Growth and Exploration Stages.

The Establishment Stage has two substages (Trial and Stabilization) and persons in this stage seek to find appropriate careers.

The Maintenance Stage concerns itself with continuing in one's chosen career and the Decline Stage, which has two sub-stages (Deceleration and Retirement) and is characterized by a change in work activities and by retirement.

During each of the stages, certain behaviors are more likely to result in positive growth than others and the extent to which an individual accomplishes each set of tasks is a function of that individual performing those specific behaviors to reach a specific goal (Osipaw, 1981).

#### Studies Related to Self-Esteem and Career Maturity

In a study conducted by Brisk (1980) an investigation was made of a work adjustment training program focusing on

the development of appropriate work habits with the combination of career education activities. The subjects were 60 black students of low socio-economic status, ranging from 16 to 18. The students who participated in the program were randomly assigned to two groups. One group received the treatment intervention consisting of group counseling and career education activities while the other group served as a control group participating only in the general program activities. The instruments used in the study were the Career Maturity Inventory (Attitude Scale) and the Piers Harris Self Concept Scale. Findings indicated that the career education program was not effective enough in enhancing the students' vocational maturity and ways of increasing the effectiveness of such a program should be explored.

Another study investigated the relationship between self-esteem and career maturity attitudes for 252 sixth grade black males (Dillard, 1976). The Coopersmith Self-Esteem Inventory was used to measure self-esteem and the Career Maturity Inventory (Attitude Scale) was used to measure career maturity attitudes. The first hypothesis predicted a significant relationship between self-esteem and career maturity attitudes. Pearson Product-Moment and partial correlations were used to analyze the first hypothesis and a positive ( $p > .05$ ) relationship was found between the two variables. However, when two predictor

variables (reading and intactness of the family) were partialled out, a reduction in the correlation occurred, thus leading the author to conclude that other predictors may have more influence on career maturity attitudes than did self-esteem.

Miller (1980) examined the relationship between self esteem, vocational self exploration activities, and career maturity attitudes of subjects in late adolescence. One group consisted of seniors from a high school and the other group consisted of seniors from an independent school. The Tennessee Self Concept Scale was used to determine the subjects' level of self-esteem. The career maturity attitudes of the subjects were assessed by the Career Maturity Inventory (Attitude Scale). The sample groups were divided into four subgroups, two having comparatively high self-esteem and the subgroups having low self-esteem. One high self-esteem subgroup and one low self-esteem subgroup participated in a vocational exploration activity while the remaining high self-esteem and low self-esteem subgroups did not. Findings indicated that the Orientation to Career Decision Making used in this study had no effect on levels of career maturity attitudes for secondary school seniors. It was also concluded that public school seniors who have high levels of self-esteem will have significantly higher levels of career maturity attitudes than seniors who have low levels of self-esteem.

More attention was given to the relationship between self-esteem and career maturity attitudes in a study by Bingham (1975). Her study was an effort to determine how boys of average ability at two developmental stages, preadolescent (grade 6) and adolescent (grades 9 and 10), some with and some without learning disabilities, differed on the two variables of self-esteem and career maturity attitudes. The Coopersmith Self-Esteem Inventory and the Career Maturity Inventory were used to measure self-esteem and career maturity attitudes, respectively. Among her findings were the existence of a significant relationship between career maturity attitudes and self-esteem for preadolescent boys who have learning disabilities and for adolescent boys without learning disabilities.

Economou (1975) designed and completed a study to investigate the relationships between identity confusion, identity crisis resolution, self-esteem, and career choice attitudes. The Career Maturity Inventory (Attitude Scale) was used to measure career choice attitudes. The subjects were 140 freshman college women. Six research questions asked about the relationship between (a) identity confusion and identity crisis resolution, (b) identity confusion and self-esteem, (c) identity crisis resolution and self-esteem, (d) career choice attitude and self-esteem, (e) identity confusion and career choice attitudes and (f) identity crisis resolution and career choice attitudes. Findings

indicated a significant relationship was found for all of the research questions except (d) the relationship between career choice attitudes and self-esteem.

In a study conducted by Jones, Hansen, and Putman (1976) an investigation was made of the relationship of self-esteem and vocational maturity attitudes to vocational preference of adolescents. The primary goal of the study was to examine the relationship between Super's (et al., 1963) vocational development theory and Holland's (1973) theory of vocational choice, but one of the hypotheses of the study investigated the relationship between self-esteem and vocational maturity attitudes. Self-esteem was measured by the Total P score of the Tennessee Self Concept Scale (Fitts, 1965) and vocational maturity attitudes were measured by Crites' (1969) Vocational Development Inventory. The subjects were randomly selected students in grades eight through twelve in an urban school system. Findings indicated that the relationship between self-esteem and vocational maturity was significantly positive in four of Holland's six vocational groups: Realistic, Conventional, Artistic, and Social categories. A significant ( $p < .05$ ) relationship was also found for the total subject group. The researchers concluded that career guidance programs should be concerned with self-examination as well as distribution of career information.

SUMMARY

The prominent career development theories have described vocational behavior as a continuum, beginning early in life and continuing throughout various stages. The idea of the self has been of interest to man for centuries and presently there exists a variety of self terms. The three most widely used are the self, the self-concept, and self-esteem. Two plausible theories exist in regard to the relationship of self-esteem to occupational behavior and career maturity attitudes. Super's self-concept theory has emerged as one of the more widely accepted theories within the educational field as it relates to career maturity. In placing more emphasis on vocational choice as a process, Super shifted to a vocational development and introduced vocational maturity as a concept measuring the degree of development.

The emerging concepts of career maturity and self-esteem as the developmental concept for measuring a student's degree of career development has led to the refinement of several assessment instruments. Among these, the Coopersmith Self-Esteem, the Career Development Inventory, and the Career Maturity Inventory have been the most frequently used. Their use in career education and career guidance studies has been helpful in determining where students are on a continuum of career development.

### Career Guidance Programs

The theory of development guidance was introduced many years ago and has been shown to be an effective base for the development of career guidance programs (Herr, 1982).

Super's basic concept of developmental career guidance has been translated into and operationalized as "Guidelines for a Quality Career Guidance Program" (1979) by the National Vocational Guidance Association Commission on Criteria for Career Guidance Programs. These guidelines are based upon conceptual and theoretical assumptions that should be incorporated into career guidance programs.

The developmental model of career guidance is group-oriented and emphasizes the developmental process. The need to provide students with knowledge, attitudes and skills regarding their personal characteristics and educational and occupational choices before they are needed is stressed in this approach. With the knowledge, the students can develop a career plan as a part of their educational development. Great importance is given to planned programs, hands-on experiences, and the involvement of teachers, parents, and community persons in assisting to achieve the goals of career guidance programs (Herr & Long, 1982).

A variety of career guidance programs have been established with the goal of facilitating career development in students. These programs vary greatly in their duration and in the amount of time allocated for student

participation. The outcomes of the career guidance programs also differ tremendously. According to Spokane and Oliver (1983), assessment of the outcomes of guidance and counseling from empirical research has relied primarily on examining (1) career planning, exploration, or information-seeking, most often determined by student self-reported actions taken after exposure to treatment; (2) decision-making or career maturity, assessed by various instruments such as the Career Maturity Inventory and the Career Development Inventory; and (3) a residual category containing various outcomes, such as self-knowledge and appraisal, scholastic achievement, and school attendance. The section that follows is a review of some experimental career programs that have been evaluated.

Myers et al. (1975) paired 24 high schools on student background characteristics, location, drop out rate, and size of counseling service. Using random assignment, one of each pair of schools was designated as experimental and the other as control. Tenth graders in the experimental schools used a computer-based educational and occupational exploration program. Myers et al. reported that (1) significant gains in "planfulness" and knowledge/use of resources for occupational exploration for the experimental group, and (2) significant gains in knowledge and use of resources, as well as information and decision-making skills for females. Computer use time may have confounded these

conclusions, however. The planfulness and knowledge/use of resources increased with increased computer use time, and gains were larger with higher use times than with lower.

Carey (1977) studied an experience-based career education project with a group of students in West Virginia. The various components of the program included the placement of students at various work sites, career counseling, and the infusing of career education emphasis into some academic coursework. When evaluated, no significant career attitude maturity as measured by the Career Maturity Inventory (Attitude Scale) could be attributed to the program.

A career decision-making model and program were developed by Egner and Jackson (1978) to provide counseling intervention and teaching materials to aid students in improving their career maturity and decision-making skills. Materials for the program were assembled in a career decision-making learning packet. The packet consisted of three units: a values packet, an occupational information packet, and a decision-making packet. The program placed emphasis on a process for developing skills of decision-making instead of making career choices. Egner and Jackson reported that the students who participated in the program found the program useful in evaluating future career choices.

Hamadani (1977) conducted a study with disadvantaged inner-city adolescents enrolled in an experimental

vocational development program. The focus of this program was career counseling along with the infusion of career education activities into the traditional instructional program. In addition, the program focused on hands-on experiences that were designed to engage students in a myriad of career development activities such as: (1) modeling; (2) on-site field experiences; (3) videotaping; (4) simulation activities; and (5) research/laboratory studies.

A short-term small group career experience was conducted by Swails and Herr (1976) to determine if the experiences could facilitate growth of vocational maturity. The subjects were ninth grade students drawn from a population of 300 students. Participants were those students with parental permission indicating an interest in the program. The groups were stratified by performance and sex on the pretest using the selected portions of the Vocational Development Inventory. The groups were randomly assigned to one of four conditions: (1) group counseling, (2) game playing using the Life Career Game, (3) relationship counseling, and (4) a control group. The students met weekly with a counselor to discuss educational and vocational concerns and plans. According to Swails and Herr (1976) no significant differences were obtained for growth in the attitude dimension of vocational maturity as measured by the Vocational Developmental Inventory.

A high school career development course designed by Makin and Hansen (1981) examined developmental concepts such as self-awareness, planfulness, information seeking and processes, and the decision making process. The course, "Career-Thining about Your Future" was a social studies elective for 11th and 12th grade student from an inner city high school in Minneapolis. The goals of this curriculum included: an increase in self-awareness, an increase in career awareness, and an increase in planning and decision-making skills. The program was divided into units with activities designed to facilitate the accomplishment of the class objectives. In addition to the regular classroom career guidance sessions, the students met in small groups once a week and the Career Resource Room was used by the students for research. A study of this program indicated that a high school career development class can have a positive effect on students' career maturity attitudes and skills. The study also indicated that a career development course should be considered a part of a comprehensive career program.

Serafin (1990) investigated the effects of a classroom guidance program in achievement motivation and goal-setting strategies on the career maturity, locus of control, and self-concept of 77 public high school freshmen in the Shamokin Area School District. The Learning To Achieve for high school students was used during 20 sessions of 44

minutes duration each. The criterion measures were the Career Maturity Inventory-Attitude Scale (CMI - AS), the Nowicki-Strickland Locus of Control Scale (N-SLOCSC), and the Piers-Harris Children's Self-Concept Scale (P - H). The results indicated no significant main or interaction effects between treatment and control groups. Implications for future consideration included: (a) use of counselor role in scheduling of classes to enhance school-based research, (b) differences in the nature and influence of pretesting in academic and counseling settings, (c) acknowledgement of the community's socio-economic status and its effects on student aspirations, and (d) the extent of curriculum infusion of developmental guidance strategies.

Williams (1983) conducted a study to examine the effects of a short-term collaborative career education program on career maturity of urban high school youth. Career maturity was addressed in terms of students' career planning, exploration, decision-making, and world of work information skills. Findings indicated that significant differences were found between subjects who participated in the short-term program and the control group.

Floyd, (1984) conducted a study to investigate the effect of a career guidance program on career maturity of ninth grade students. A secondary purpose was to determine the relationship between selected variables (sex, race, time of testing) and career maturity. Findings indicated that

there was not a significant difference between the mean scores for male and female respondents in five of the six subscales.

### Demographic Variables

A brief discussion of how socio-economic status, gender, age, and grades interact with career maturity and self-concept follows.

### Socio-economic Status

Super (1955) emphasized that cultural factors, such as socio-economic status, could have potential impact upon career maturity. Roe and Seigleman (1963); Chopra (1967) and Grebow (1973) have all attested to the importance of socio-economic variables.

Lawrence and Brown (1976) investigated the relationship of self-concept, intelligence, socio-economic status, and race, and sex to career maturity as measured by the Career Maturity Inventory. Subjects included in the study were 266 twelfth-graders (45 black males, 50 black females, 92 white males and 78 white females. The results suggested that when predicting career maturity as measured by the CMI, a separate equation utilizing different predictors, depending on race and sex of subjects should be considered. Results further indicated that socio-economic status and self-concept seem to have a differential effect upon career

maturity.

Socio-economic status was found to be significantly correlated with Gribbons' and Lohnes' (1964) Readiness for Vocational Planning Scales, with Super's (1960) Indices of Career Pattern Study, and Crites (1961) Vocational Development Inventory. Super and Overstreet (1960) stated:

Whether socio-economic status is related to maturity of vocational behavior, and if so, in what ways it may be related to such behavior, is unknown. We hypothesized that the more favorable the socio-economic status, the more mature the vocational behavior, on the assumption that more planful types of behavior are encouraged at the higher socio-economic levels and that planfulness is indicative of vocational maturity (p. 79).

Holland (1981) conducted a study to investigate the relationship among a measure of career maturity, self-concept, socio-economic status, race, sex, place of residence and age. The sample included 300 randomly selected sixth grade students enrolled in 22 public schools. Data were obtained by the administration of two instruments, the Career Maturity Inventory (Attitude Scale) and the Piers-Harris Children's Self-concept Scale. Results indicated a positive but low correlation between the total scores. Socio-economic status was found to be significantly correlated to the CMI-AS scores.

Other studies have yielded data which tend to deny the

significance of the relationship between socio-economic status and vocational maturity. Cover (1968), in a study of high school students, presented a non-significant correlation of - .13 between scores on a measure of vocational attitude maturity and socio-economic level as indicated by the father's occupation. Data collected by Crites in the Vocational Development Project gave reason for questioning the nature of the relationship between career maturity and socio-economic status. Studies of vocational attitudes in relation to background variables yielded largely negative findings. Therefore, Crites (1969) concluded that vocational attitude and socio-economic status may have little correlation.

#### Gender

The correlate, sex, has produced contradictory research findings regarding the relationship to career development. Crites (1978a) noted that....

Recent longitudinal research...indicates...that sex differences do emerge during high school years.... At each succeeding grade level (above the seventh grade) females had statistically reliable higher means scores on the Attitude Scale than males. In other words, their attitude toward the process of career choice matured at a faster rate than that of the males. (1978a, p. 5).

In a study of sex differences in the maturity of vocational attitudes of adolescents, Smith and Herr (1972) found that females scored significantly higher than males. Although the differences found were low, Smith and Herr concluded they were significant. Currie (1974) studied urban, suburban, and rural adolescents using the Vocational Development Inventory and revealed similar findings.

Johnson (1975) reported that the results of years of interest measurement research has been that differences between the sexes in item responses are established fairly early in life. By the eighth grade, these differences are apparent. Moreover, achievement, self-esteem and identity formation in girls' developmental patterns differ from those of the boys (Hansen, 1974; Matthews, 1972). Pound (1978) through testing 500 high school males and 500 females with the Vocational Development Inventory and the Tennessee Self-concept Scale, found self-concept scales differed in the impact they had on career maturity, depending on the sex and race of the students. He concluded:

When male students evaluate self-concept, they are heavily influenced by external sources...while for females...internal sources play a major role (Pound, 1978, p. 67).

Post-Kramer (1987) collected data on career maturity and work values from a sample of 885 (402 boys and 483 girls) ninth and eleventh grade students. Ninety-three

percent of the students were white, 5% were black, and 2% were other ethnic groups. She found that girls have more work values related to career maturity than do boys. Among other things she concluded that sex differences in work values and career maturity differ according to sex more than on the basis of grade level. Career development patterns such as this should be considered when developing programs for students.

### Age

Some researchers have studied the relationship between vocational age differences and vocational behavior. Nelson (1963) conducted a study to determine how different age groups compared in vocational knowledge utilizing four different categories: (1) student response to interest (favorable or unfavorable); (2) title of job; (3) description of job; and (4) job interest. The results indicated that older students exceeded younger students in accurately naming and describing jobs.

Davis, Hagan, and Strouf (1962) and O'Hara (1962) provided evidence that realism in occupational decision-making increases with advancing age. Davis et al, and O'Hara investigated the validity of Ginzberg's theory of occupational choice with respect to periods of occupational choice. Their data showed that maturity of occupational choice is a function of age.

Terrell (1979) reported conflicting data. In analyzing the relationship of occupational preferences with selected variable of senior and junior high school students, she found no significant relationship or interaction for age with occupational preference and educational aspiration.

### Grades

School achievement is frequently examined in a research study because it is readily observable and indicative of a student's school adjustment and performance. Crites (1969) and Super and Bohn (1970) concluded from their research that general aptitude or intelligence was related to several aspects of career maturity.

Madden (1988) conducted a study to determine the relationship between middle school children's self-esteem and each of the following variables: general intelligence, behavior and academic achievement. The findings were (1) one of the most important single causes of students' success or failure educationally relates directly to the question of what they believe about themselves, and (2) there are direct relationships between children's self-concept and their success academically, behaviorally, and intellectually.

Utley (1986) investigated the effects of self-esteem and locus of control on academic achievement of ninth grade students. Conclusions included: (1) a significant positive relationship between self-esteem and academic achievement,

(2) a significant positive relationship between locus of control and achievement, and (3) a significant positive relationship between self-esteem/locus of control and academic achievement.

Super, Kowalski, and Gotken (1967) did a ten year follow-up report of the Career Pattern Study to examine which variables could be predictors of later effective vocational behavior. It was found that school achievement (GPA) was an effective predictor of vocational maturity. Students who made better grades and were involved in more activities in school tended to flounder less and be more vocationally stable at age 25.

Jackson (1986) conducted a study to investigate the relationship between student achievement, as determined by scores on the California Achievement Test (CAT), and the variables of grade point average, race, sex, socio-economic status, and self-concept. The conclusions drawn were: (1) there was a significant relationship between the composite set of predictor variables and achievement; (2) there was no significant relationship between the composite set of predictor variables and achievement for group 1; (3) there was a significant relationship between the composite set of predictor variables and achievement for group 2; (4) there was no significant independent relationship between either of the predictor variables and achievement for group 1; (5) there was a significant independent relationship between the

variables of race and achievement and between self-concept and achievement for group 2; and (6) the relationship between the predictor variables and achievement differed significantly between group 1 and group 2.

Purkey (1970), summarized the literature on self-concept and academic and behavior performance and stated that "there is a persistent and significant relationship between the self-concept and academic achievement". Wylie (1974) concurred with this evaluation and hypothesized a number of plausible causal links relating ability, achievement, behavior, and self-concept. She hypothesized that variations in success in academic activities can influence self-perception; likewise, she noted that overall self-concept may be related more to achievement than to ability.

Pier (1984) found nonsignificant correlations of self-concept with IQ and achievement behavior indicators for a sixth grade sample, but found correlations within the usual range for tenth graders. In order to determine the relationship between the variable, without the intervening influence of IQ, partial correlations were calculated between self-concept and achievement while holding IQ constant. The correlation between self-concept and math achievement was .30 and .10 between self-concept and verbal achievement. These findings suggested that the relationship between self-concept and achievement was modest.

Coopersmith (1967) found that, in most of his groups, self-esteem and test intelligence followed the same rank order, but that the low-high group (low in self-esteem, high in assessed intelligence) apparently ignored their high intelligence as a basis for self-evaluation. The correlation between subjective self-esteem and intelligence was .28. Cappadona and Kerrner-Lipsky (1979) found a significant relationship between student self-concept as measured by the Coopersmith Self-esteem Inventory and performance on a standardized mathematics achievement test.

#### Summary

This chapter discussed various career development theories along with self-concept theories and related studies. Further, this chapter reviewed career guidance programs which attempted to increase the career development needs of students. Evidence from many of the studies indicated that career guidance programs which have been most effective are those that utilize the greatest proportion of student's time and involve several aspects of the students in extra-curricular programs. It is apparent that the development of career maturity and self-esteem skills are viable concepts for program development and assessment. A review of literature, however, revealed limited studies on the effectiveness of career programs.

## CHAPTER III

### Methodology

This chapter includes a discussion of relevant aspects of the plan for this research. These include: a definition of the population and sample; research design; an overview of the District of Columbia Career Guidance Program; the Evaluation Model; the Coopersmith Self-Esteem Inventory and the Career Maturity Attitude Scale; an Individual Student Profile; a Student Opinion Survey, a Parent Opinion Survey (profile and surveys devised by the researcher); procedures for data collection and methods of analysis.

#### Population

The population of this study was a predominately Black urban school system in the District of Columbia. This included approximately 91.7% Black; 3.6% White; 4.1% Hispanic; and .95% Asian or Pacific. It is representative of the racial ratio for the entire school system. Students were enrolled in eight of the schools in the school division. The total participation in the sample for this study was 227. Total District of Columbia Public Schools system enrollment was approximately 81,000 students. Students who attended the schools of this study were basically from low to middle-income families.

### Sample

The subjects who participated in this study were students enrolled in the fourth, fifth, sixth, tenth, and twelfth grades. The pilot sites were selected based on the following criteria: (1) endorsement of the career guidance program by the principal, (2) counselor identified career guidance as a means for enhancing the existing delivery of guidance services, (3) the steering committee (principal, counselor, and teacher) participated in the National Guidelines Training, (4) the steering committee expressed a desire to follow through with implementation and a minimum of two year commitment to the program, (5) local school administered needs assessment in order to prioritize the needs of the student population, and (6) the counselor demonstrated an ability to work collaboratively with the classroom teacher. Eight intact classes of 50 males and 68 females were selected for the treatment group; a second intact group of 64 females and 45 males were selected as the control group. Participation of students in the study depended upon the granting of permission from the Legal Office of the District of Columbia Public Schools, Office of Planning and Research, Assistant Superintendents, and parental permission (See Appendix A).

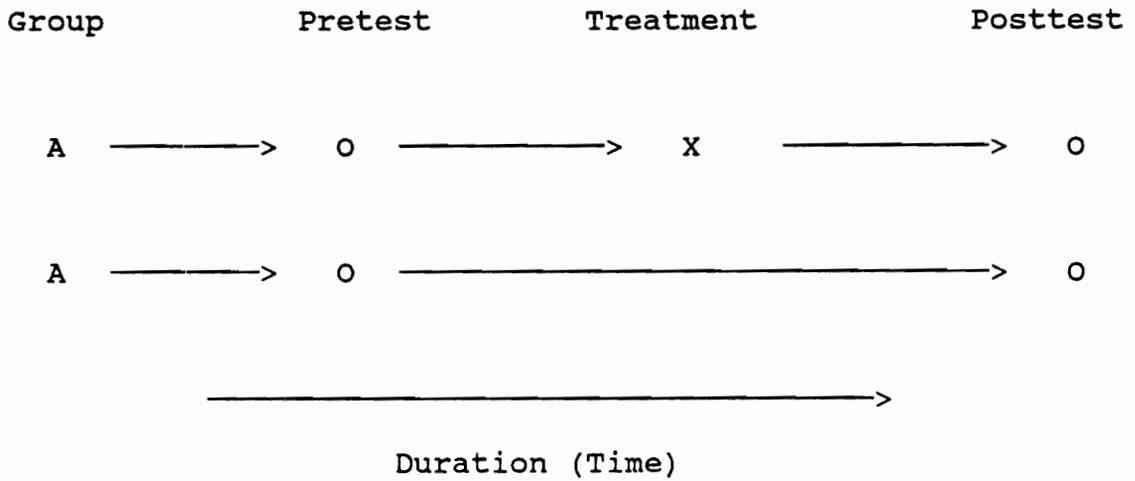
### Description of Research Design

The design selected for this study was Quasi-

Experimental with non-randomization assignment of control and experimental groups. This so-called "Nonequivalent Pretest-Posttest Control Group Design" is very prevalent and useful in education, since it is often impossible to randomize subjects (McMillan and Schumacher, 1989). The design is identical to the True-Experimental (pretest - posttest control group) design in all aspects except for the random assignment of subjects to conditions. The procedures for this design were the same as for a true experimental design except that intact groups rather than randomly assigned groups were used creating a problem of selection bias or nonequivalence. Subsequently, the nonrandomization of sampled population constituted the major drawback in using the design. Random assignment of subjects to the experimental and control groups is essential to the experimental design that seeks to attribute the results of the specified experimental treatment. Although an experimental design provides for the maximum control of extraneous variables by random assignment, there are occasions for which the requirements of an experimental design cannot be met. For these occasions the less rigorous, but not necessarily less meaningful, quasi-experimental design may be utilized.

This investigator used intact, established groups of students, administered a pretest and posttest to both

control and experimental groups. The design is represented below:



Experimental Group	Pretest	Treatment	Posttest
Control Group	Pretest		Posttest

### Instrumentation

The instruments used to obtain data from the participants included Coopersmith's Self-esteem Inventory, Crites' Attitude Scale of Career Maturity Inventory, and an Individual Student Profile. In addition, two summative instruments were employed, a Parent Opinion Survey and a Student Opinion Survey developed by the investigator.

#### Coopersmith Self-Esteem Inventory

The Coopersmith Self-Esteem Inventory (CESI) was the primary instrument used in this study to assess self-esteem (See Appendix C). The inventory was developed in 1967 for use in an extensive study of self-esteem in children. The final self-report scale of 58 items, produces scores in four areas: General Self-concept, School Curriculum, Home-Parent, and Social-Peer subscales. Also included is a lie Scale of eight items which reflects the truthfulness of the subject's responses. The investigator selected this inventory based on the following reasons: (1) The inventory is one of the most popular of self-report measures of self-concept (Petersen, 1977, Marx, 1980; Moran, Michael and Dembo, 1978); (2) The items on the inventory are associated with generally accepted sources of the self-concept such as peers, parents, school, and self and (3) the instrument is very concise and easy to administer. The latter point speaks directly to the number of instruments being used in

this study and the time frame allotted the investigator for testing in the schools.

The original inventory devised by Coopersmith is based on a vocabulary level for use with children beginning at age 8 (School Form). This School Form is appropriate for students in this study on the elementary level. A 25 - item Short Form (Adult Form) was developed for use in limited situations. The Adult Form, which was used with the secondary students in this study, was adopted from the School Form accordingly: "The language and situations referred to in the items were modified to make them more meaningful to persons whose lives are not closely bound to parents and school as are children's (Coopersmith 1981, p.6).

Validity: Several researchers (Kokenes, Simon, and Coopersmith) have confirmed the construct, concurrent, and predictive validity of the Coopersmith Self-Esteem Inventory. In a study of school children in grades 4 through 8 to observe the relative importance of home, peers, and school to global self-esteem, Kokenes "confirmed the construct validity of the subscale proposed by Coopersmith as measuring sources of self-esteem" (Coopersmith, 1981, 13).

The Self-Esteem Inventory was judged to have predictive validity as Coopersmith found that SEI scores "are significantly related to creativity, academic achievement,

resistance to group pressures, willingness to express unpopular opinions, perceptual constancy (Coopersmith, 1967).

Simon (1972) studied sixth-grade children concerning the relationship between their self-esteem and perceived popularity. He found that "High self-esteem children perceived themselves as being significantly more popular ( $p < .02$ ) than low self-esteem children" (93), and that male and female mean scores were not significantly different. The finding was interpreted as providing some degree of concurrent validity for the CSEI.

Reliability: The original Coopersmith Self-Esteem Inventory was administered to two fifth and sixth grade classes of both boys and girls. A test-retest reliability for the original 50 item scale (excluding the lie scale was reported as .88 over five weeks and .70 over three years (Coopersmith, 1967). Spatz and Johnston (1973) completed a study using the Coopersmith Self-Esteem Inventory of 600 students in grades 5, 9, and 12. Computing the Kuder-Richardson KR-20 they found the following reliability estimates: For grade 5 the coefficient was .81; for grade 9, .86; and for grade 12, .80. The CSEI demonstrates internal consistency for students in each grade. Coopersmith reported the test-retest reliability to be .88 for fifth-grade children after a five-week interval and .70 for other children after a three-year interval. In the

Bedian, Geagud, and Emud (1977) study, the test-retest reliability coefficients were found to be .80 for males and .82 for females (Coopersmith (1981).

Scoring: To obtain a positive self-concept assessment, the Self-Esteem Inventory employs the usual test design of having approximately half of the items requiring a "like me" response and half of the items requiring an "unlike me" response. For example, the item "If I have something to say, I usually say it" would be scored in a positive direction and would be given 2 points if the student answered "like me." Whereas the item "My teacher makes me feel I'm not good enough" would be scored in a negative direction with 0 points if the child answered "unlike me."

Each of the 50 items has a possible score of 2 points. The maximum possible score representing the highest possible self-concept is 100. The means have generally been in the range of from 70 to 80 with a standard deviation of from 11 to 13.

#### Career Maturity Inventory

Originally published in 1973, revised in 1978, and formally known as the Vocational Development Inventory, the Career Maturity Inventory (Crites, 1978a) consists of a 50 - item Attitude Scale Screening Form A2, or the newer 75 - item Attitude Scale known as Counseling Form B1, and a Competence Test containing 5 subtests of 20 items each. (See

Appendix D).

For this researcher's purposes of identifying students with low career maturity the Career Maturity Inventory (CMI) Attitude Scale (Form B1) will be used. This instrument was selected by the investigator for the following reasons: (1) It is widely recognized for its widespread use; (2) It has a firm base of validity and reliability data (Crites, 1973b); (3) It has been used as an evaluation tool for career education programs (Feit, 1973; Feit 1981; Flake et al., 1975; omwig, 1975; Thomas, 1975; and Willard 1976); and (4) it has been recommended by other researchers concerning their use with high school students (Crites, 1978b; Graves, 1974, Walsh and Hanley, 1975).

The 75 - item Counseling Form B1 of the Attitude Scale emerged from a Research Edition with 100 items in all, that was administered in May 1974 to 7,000 students in grades 6 through 12 in several samples throughout the country. In addition to the 47 items in the Counseling Form that comprise 10 items for each of 4 subscales and 7 for the 5th subscale, there are 28 items that do not contribute to the 5 subscores. The items are designed to measure the feelings that the individual possesses in making a career choice and entering the world of work. The instrument consists of true-false items selected to elicit responses relative to five attitudinal clusters. These clusters are: involvement in the process of career choice, work orientation,

independence in making decisions, preference for career choice factors, and career choice conceptions. Crites utilized the dimension of his model and career development theory as the foundation for developing the items. The stability of the scale was found to be judged for subjects in grades 6 through 12 (Crites, 1976).

Validity: Content validity of all forms of the CMI is based on the fact that all items were taken from basic concepts in career development theory and they were taken from real cases of verbal vocational behavior. Various studies have supported the content related validity of the CMI. It has been shown to be correlated with the Occupational Aspiration Scale (Miller and Haller, 1964) which is a measure of realism of aspiration (Bathory, 1967, cited in Crites, 1978b). Graves (1974) found that subjects who were more certain about career choices, and who changed majors less frequently scored significantly higher on the CMI than students without those characteristics. Capehart (1973) found that students who had congruent career choices as defined by Holland's (1973) theory of career choice scored significantly higher on the CMI than those students who were undecided. A similar study by Walsh and Hanley (1975) supported the findings of Capehart. The construct validity of the CMI is supported by the face of its correlation with other variables (Crites, 1978, 1978b) and by the fact that some types of experimental manipulations of

counseling and didactic experiences have successfully altered CMI scores.

Reliability: Two types of reliability information have been established for the CMI (Crites, 1978b). Internal consistency estimates for the counseling Form B1 using the Kuder-Richardson Formula 20 range from .50 on the Compromise subscale to .72 on the orientation subscale in terms of stability. A one year test-retest using the Attitude Scale, Form A, produced a reliability coefficient of .71 for 1648 students in grades six through twelve. The construct validity of the CMI is supported by the face of its correlation with other variables (Crites, 1978, 1978b) and by the fact that some types of experimental manipulations of counseling and didactic experiences have successfully altered CMI scores.

#### Individual Student Profile

The Individual Student Profile (See Appendix B) was developed by the investigator and consisted of fifteen items used to gather data about the students' age, grade, school, gender, and Comprehensive Test of Basic Skills (CTBS) scores. Items 1 through 4 were used to provide necessary demographic data for each participant. Item 5 through 9 provided information pertaining to parents' occupation and education. This information was used to determine socio-economic status. The descriptive data gathered from the

Individual Student Profile served as the basis for investigating the independent variables (gender, age, CTBS test scores, and socio-economic status). This form was completed by the counselor at each school at the beginning of the program.

### Secondary Instruments

The secondary purpose of the study was to evaluate the short-term career guidance programs by students and parents. Two summative evaluation instruments were employed, a Student Opinion Survey and a Parent Opinion Survey (See Appendix E & F). Each of the secondary program evaluation tools contained both open and closed questions. According to Cronbach (1963), questionnaires can be used in evaluating curricula because the evaluator is comparing averages rather than individuals. The instruments were utilized in this study to assist the researcher to answer questions of support, adoption, and worth of the short-term career guidance program (Worthen & Snaders, 1973).

### Student Opinion Survey

The Student Opinion Survey contained five questions and was administered to all students (See Appendix E). Students were asked to check one of six responses to the first two closed questions: "strongly agree," "agree," "slightly agree," "slightly disagree," "disagree," or "strongly

disagree."

Questions one and two of the instrument read respectively: (1) " The Career Guidance sessions were very helpful to me;" (2) "I can see how what happened in the career guidance sessions relates to the world of work."

In Question three, students were asked to evaluate the career guidance program on a scale of from 1 to 4 with 1 representing "poor -- have learned little" and 4 representing "very satisfactory -- have learned much."

In question four, the students were asked to complete the question with a phrase or statement of their own. The open question read: "The most helpful part of the Career Guidance Program was." In question, five the students were asked to check one of two responses: "Yes or No." The closed question read: "Would you like to see the Career Guidance Program continued?"

The Student Opinion Survey was field-tested prior to using it for collecting data. In February, 1991, a group of 10 fourth graders, 10 sixth graders, 8 tenth graders, and 8 twelfth graders were given the Survey for pilot testing. Students' questions about this instrument were recorded and students were asked to comment on the clarity of the survey. All revisions were made regarding the respondents' suggestions.

Parent Opinion Survey (See Appendix F)

The parents of student participating in the program were asked to respond to 5 questions on this instrument after program implementation. Question one read, "Were you informed about the Career Guidance Program before your child entered the program?" In question two, parents were asked, "Are you satisfied with the Career Guidance Program?" In question three, parents were asked -- "Did your child talk with you about his/her experiences in the Career Guidance Program?" In question four, parents were asked "Have you seen any changes in your child as a result of the program?" "If yes, what kind of change?" On the following items parents were to identify the area by placing an X mark: (1) More interest in school; (2) More responsibility; (3) More mature; (4) More knowledge about career; (5) More planful in decision making; and (6) Increased awareness of self. In question five, parents were asked "Would you like to see this program continued?"

Data Collection Procedures

Prior to the data collection, each participating school's steering committee was contacted requesting assistance in scheduling administration of instruments. Permission was granted from the school system and parents to administer the instruments and to use the data from the students' files in completing the Individual Student

## Profiles.

All data were collected in November, 1990. The researcher met with the students in the morning at each school within a two week period. During a one hour period, each group at the secondary level completed the Career Maturity Inventory (Attitude Scale) and the Coopersmith Self-Esteem Inventory. To facilitate the administration of the instruments used for data collection, students were given a folder containing a written description of the project and the two inventories (Career Maturity and Self-Esteem). Students were instructed not to look ahead through the folder and were asked not to write their names on the data sheets/test booklets so the anonymity would be assured. The students were asked to write their student identification numbers in the blank space and the name of the school. The directions were read by the researcher as presented in the two manuals and the students were instructed to proceed with the test. The CMI Attitude Scale was completed first, followed by a ten minute break and then the Coopersmith Self-Esteem Inventory was completed.

At the elementary level, the researcher presented the directions orally to minimize any reading difficulties. The Coopersmith Inventory was administered during a period of twenty minutes. The test instruments were administered within the subjects' schools solely by the investigator to maintain uniformity.

### Data Analysis Procedures

The two instruments used to collect data for this study were completed by 227 students who participated in this project. The students' scores on the Career Maturity Inventory (Attitude Scale) and the Cooprsmith Self-Esteem Inventory were the dependent variables involved in this study. The independent variables included age, gender, grade, socio-economic status, reading and math scores (CTBS - elementary level only) and control versus career guidance program. From the student profiles descriptive data were compiled about the number of participants in the study and the percentage of the participants according to grade levels; male or female; percentage of the participants by age, and socio-economic status. Socio-economic status was determined using Hollingshead's Two Factor Index of Social Position (1957). This Two Factor Index was developed to estimate positions individuals occupy in the status structure of the community. The Two Factor Index is widely used and utilizes only the occupational and educational scales in gathering data. The occupational scale classifies occupations on a seven scale rank which ranges from position I (Higher executives) to position VII (Unskilled employees). The scores showing the categories can be found in Appendix K. This scoring process provided a systematic procedure for classifying occupational choices in this study. When the Two Factor Index is used, occupation is given a weight of 7

and education is given a weight of 4. Thus, to compute the Index score; the scale value for the occupation (indicated by classification number) multiplied by the factor's weight, 7, was added to the scale value for education multiplied by the factor's weight, 4. The range of scores in each class on the Two-Factor Index is as follows:

Class	Range of Scores
I	11 - 17
II	18 - 31
III	32 - 47
IV	48 - 63
V	64 - 77

The educational scale is divided into seven positions ranging from professional level to under seven years of school. The number of the category represents the scale value designated for computing purposes. According to Hollingshead (1957), an individual can compute his score if the education and occupation are known. Conversely, if one knows an individual's score, he can compute both occupational position and educational level for necessary data collection.

Descriptive data were compiled to include gender, grade, CTBS reading and math scores, and socio-economic

status. Socio-economic status was summarized on a scale of 1 to 5 with 1 serving as the highest rank.

The California Test of Basic Skills, Form U (CTBS) data were selected as one of the independent measure. The CTBS is a series of subtests developed to measure achievement in the area of reading, spelling language arts, arithmetic, science, social studies, and reference skills. For the purpose of this study, the reading and mathematics test scores were used with the elementary pilots sites. This instrument has been widely used by many school districts and the District of Columbia has adopted the test as a part of the school systems' testing program.

In examining the literature regarding the reliability and validity data for the CTBS, the Ninth Mental Measurements Yearbook (edited by Buros, 1985) was reviewed. While this source did not include the necessary reliability and validity data for the CTBS, the evaluator, Shepard of the University of Colorado, stated that this instrument is among the leading achievement batteries to be considered for adoption by school districts. The McGraw-Hill publishers (1974) reported that the reliability of the CTBS was established by the Kuder-Richardson formula 20 (KR 20). Based on a national sample of 10,000 high school students the KR 20 reliability coefficients for the CTBS were as follows: subtest 1, vocabulary,  $r = .92$ ; subtest 2 reading comprehension,  $r = .92$ ; subtest 3, mechanics,  $r = .78$ ;

subtest 4, expression  $r = .85$ ; and subtest 5, spelling,  $r = .88$ . Since the CTBS was adopted by this school system and is a well known, widely used standardized achievement test battery, it seemed reasonable to select the CTBS data for use in this study. Data on the CTBS was obtained from the May, 1990 testing.

The data collected for this study were coded numerically and then compiled by a computer software programming (Number Cruncher Statistical System) for analysis and tabulation. The descriptive analysis of the data was achieved through the use of a frequency distribution of the independent groups as well as measures of central tendency and dispersion including means and standard deviations of the scores obtained from the Coopersmith Self-Esteem Scale and the Career Maturity Inventory (Attitude Scale). The inferential analysis of the data was accomplished by testing the research hypotheses through the use of appropriate statistical procedures. The first two research hypotheses were tested using the t-test for independent samples. This test is commonly used to determine whether or not the difference between means scores of two independent groups is statistically significant. The remaining three hypotheses were tested using the Pearson Correlation Coefficient technique for relationship between pairs of dependent measures and the t-test for comparison of the mean scores of independent groups on self-esteem and

career maturity.

Prior to testing each hypothesis it was necessary to determine a criterion for rejection or acceptance of the null hypothesis which is defined as the level of significance. For studies focusing on human attitude and behavior, the most commonly used level of significance is .05 level indicating 95 percent confidence in generalization of the test results. Thus, due to the nature of this study, the .05 level of significance was also selected as criterion for rejection of the null hypotheses tested.

#### District of Columbia Career Guidance Program

The District of Columbia Career Guidance Program was implemented for the purpose of determining its effect on the self-esteem of students on the elementary level and the self-esteem and career maturity of students on the secondary level. The eight pilot sites were from a predominately black urban school district located in Washington, D. C.

The model is based upon a developmental approach that addressed career awareness on the elementary level, career exploration on the junior high level and career preparation on the senior high level. The program focused on three basic principles:

Principle	I:	Counselors should recognize and value the different learning styles, career goals and life
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purposes of counselees.

Principle II: The process by which students learn social behaviors should emphasize and value the diverse cultural definition of these behaviors.

Principle III. Counseling methodologies should place a high priority on building a sense of personal worth in students so they feel valued as individuals and as members of a cultural group (Jenkins, 1987)

#### Program Goal

The major goal of the program was to influence the treatment subjects' self-esteem and career maturity through planned classroom activities.

#### Program Objectives

The primary objectives of the program were: (1) to help students increase their self knowledge; (2) to help students become aware of various jobs in the home, school, community and neighboring vicinities, (3) to have students investigate and explore a wide range of careers related to their interests/values; (4) to help students realize that school work relates to future career plans; (5) to increase students' knowledge of career information through secondary

sources; (6) to assist students in learning that specific academic and/or vocational requirements are necessary for choosing a particular job; and (7) to help students understand decision making skills.

### Integration of the National Career Development Guidelines

A major component of the model was the integration of the National Career Development Guidelines into the Career Guidance Program. The National Occupational Information Coordinating Committee (NOICC) in collaboration with a number of groups developed the Guidelines in order to create comprehensive and effective career development programs. The impetus for this achievement originated from states, professional associations and the Carl D. Perkins Vocational Education Act. This act redefined career guidance and counseling as an educational program rather than as an "ancillary support service" as defined under the Vocational Education Act of 1963.

The Guidelines contain specific student competencies and performance indicators, counselor qualifications and competencies needed to deliver the programs, and institutional capabilities essential for providing quality programs at each level. (See Appendix G). The student competencies and indicators provide guidelines for the outcomes of career guidance and counseling programs and thus become the basis for program development. The competencies

are viewed as broad goals whereas indicators describe specific attitudes, knowledge, and skills related to career development (NOICC, 1989).

Developmental lessons were utilized for achieving the competencies and indicators contained in the Guidelines. The program consisted of fourteen lessons covering the three major areas of Self knowledge, Educational/Occupational Exploration, and Career Planning. The lessons were very detailed and consisted of four sections for the counselor and/or teacher to follow. The first section identified the objective (student outcome) and included an evaluative approach for determining the extent to which students accomplished the objective. In the second section, the procedures or strategies were described and organized into subtopics for teaching the lesson. This part also included suggested resources/materials for facilitating the lesson. The fourth and final section identified the specific competency and/or indicator utilized as the standard for developing the career guidance program. The career guidance lessons are detailed in Appendix H.

#### Program Implementation

The setting for implementation of the Career Guidance Program was the regular classroom. The counselor resource center stored various career resource materials such as the Dictionary of Occupational Titles, Occupational Outlook

Handbook, filmstrips, video cassettes, career education kits, and career assessment materials.

The career guidance program began November, 1990 and extended through March, 1991. The guidance sessions conducted during program implementation by the counselor and teacher were in a structured but informal environment. In order to ensure uniformity, the teams received in-service training related to the implementation procedures of the Guidelines and the activities. Fifty minutes per day, one day per week for fourteen weeks was the time allotted in the classroom to conduct the career guidance program. The researcher observed monthly lessons at the eight sites in order to review program implementation. In addition, the researcher met with the local school steering committee weekly to monitor the program. An on-site visitation monitoring form was utilized to indicate the progress/concerns of the pilot sites (See Appendix I). This evaluation consisted of completed activities, objectives, responsible staff, resources and student outcomes.

#### In-Service Training

Sixty five professionals (including administrators, counselors, and classroom teachers) were selected by the State Office of Guidance and Counseling to participate in a four day in-service training of the Career Guidance Program. Each school formed a steering committee in order to adhere

to the collaborative approach as outlined in the National Career Development Guidelines. The steering committee consisted of the principal, counselor, and teacher selected to attend the training. The role of the steering committee was to provide leadership, manage, and organize the implementation of the program. In addition, the steering committee established an advisory council (made up of community leaders, staff, parents, etc.) to serve as an integral part of the program. The council's roles included reviewing recommendations made by the steering committee, enlisting support for the revised career guidance program, and providing linkages to various constituencies. Stipends were awarded to the counselors and classroom teachers for completing the four day in-service training to assist the schools in implementing the guidance program. Also, mini grants were presented to the local schools to purchase resource materials to upgrade and enhance the program. The stipends and grants were funded under the Carl D. Perkins Act (State Office of Vocational and Adult Education).

The purpose of the training was to assist the steering committees in understanding the implementation process of the Guidelines and in developing a management plan for implementation. This plan included competencies, indicators, and standards identified by the steering committee. The Guidelines training was an interdisciplinary offering that was conducted by Dr. Juliet V.

Miller, lead consultant for NOICC. Additional training was provided by personnel from the District of Columbia School System. Training was divided into large group sessions for presentation of theory and small group sessions to assist the committees in designing and developing the management plan. The four day training included the following topics:

Sessions:

Topics:

First Day`

1. Overview of training.
2. The history of career education and career guidance.
3. Models of career guidance with specific emphasis on the infusion model.
4. Theories of career development.

Second Day

1. Changing labor market trends and the utilization of labor information in career counseling.
2. Career cluster and occupational areas.
3. Career decision-making models.

Third Day

1. Federal and State involvement in Guidelines.
2. Introduction of the Guidelines.
3. Implementation Procedures.
4. Development of the management plan.

Fourth Day

1. Teaming at the local school level.

2. Strategies for implementing the Guidelines and guidance activities.
3. Monitoring and Evaluation.

Representatives from the federal and state level (State Office of Vocational and Adult Education, Department of Education, National Occupational Information Coordinating Committee, and the District of Columbia Occupational Information Coordinating Committee) provided an overview of the role/responsibility of each office as it relates to policy, program coordination, and monitoring and evaluation of the National Guidelines.

Participation in the training provided a forum for the steering committees to share with colleagues the resources and management plans that were developed. In addition, the plans became available to colleagues to share in other school districts.

On-going monthly staff development activities were implemented for the pilot sites during the school year in the following areas: Developing Career Resource Centers, Career Assessment, Non-traditional Counseling, and Computerized Information Assistance. A detailed time task calendar which directed the procedures for this entire study can be found in Appendix L.

#### Evaluation Models

According to Worthen and Sanders (1987) naturalistic

and participant-oriented approaches to evaluation are a relatively new phenomena in education. Guba and Lincoln (1985) provided the first comprehensive discussion of the merits of introducing naturalistic methods into educational evaluation. The naturalistic evaluator proceeds first by identifying "stakeholders" audience. The "stakholder" concept was defined as people whose lives are affected by the program and people whose decisions can affect the future of the program (Gold, 1981, 1983). Their value positions are important, for it is their perspectives that should be reflected in the evaluation. Concerns and issues are elicited from interviews with the stakeholders and from naturalistic observations by the evaluator. IntevIEWS with program participants allow perspectives and values to be explored in detail and anchored in context.

According to Guba and Lincoln (1981), the major role of evaluation is one of responding to an audience's requirements for information in ways that take account of the different value perspectives of its members. By taking a naturalistic approach to evaluation, the evaluator is studying an educational activity as it occurs naturally, without constraining, manipulating, or controlling it. Meaningful participation in the evaluation process by individuals and groups who have a vested interest in the evaluation and enhances the utilization of the evaluation results.

In summary, naturalistic and participants-oriented approaches see the participants as the most important individual in the evaluation process. In addition, individual differences in their perceptions, values, attitudes, and opinions are all considered valid information for evaluating the effectiveness of programs.

### Responsive Evaluation

Stakes' (1967) early analysis of the evaluation process had a major impact on evaluation thinking and had a powerful conceptual foundation for later developments in evaluation theory. His early analysis of the evaluative process considered the following major elements as integral components of the evaluation: (1) antecedents, (2) transition, and (3) outcomes. The antecedents, the conditions that exist before intervention, are similar to what the educational science model labels inputs. The transactions are the events or experiences that constitute the program, these are what the decision models call implementation or process evaluation. Outcomes, as in all models, are the effects of the program.

Stake expanded his earlier (1967) writing more into the realm of Naturalistic and Participant-Oriented Evaluation. He was the first evolution theorist to provide significant impetus to this approach in the field of education. The approach continued to grow from many theorist' concerns that

evaluators were too preoccupied with stating and classifying objects, designing elaborate evaluation systems and planning long, technical reports that distracted from what was really happening in education. Proponents of this approach prefer naturalistic inquiry and see the involvement of the participants as crucial to the evaluation of the program.

In 1981, Guba and Lincoln linked naturalistic inquiry to Stake's Responsive Evaluation and described procedures for implementing this approach. According to Stake (1975), responsive evaluation's central focus is in addressing the concerns and issues of a "stakeholder" audience. This approach is what people do naturally in evaluating things. They observe and react (Stake, 1972). Stake stressed the importance of being responsive to realities in the program and to the reactions, concerns, and issues of participants rather than being preordinate with evaluation plans. He defined responsive evaluation as:

An educational evaluation is responsive evaluation if it orients more directly to program activities than to program intents; responds to audience requirements for information, and if the different value-perspectives present are referred to in reporting the success and failure of the program (Stake, 1975a, p. 4).

According to Stake (1975) a major reason for proposing the responsive evaluation approach is that the ultimate test of an evaluation's validity is the extent to which it

increases the audience's understanding of the entity that was evaluated. Improved communication with stakeholders is a principal goal of responsive evaluation. "The responsive approach tries to respond to the natural way in which people assimilate information and arrive at understanding (Stake, 1972, p. 3). The approach directs the attention of the evaluator to the needs of those for whom an evaluation is being done. Those who use this approach view education as a complex human undertaking and attempt to reflect that complexity as accurately as possible so that others may learn from it. In addition, this approach serves to expand the way in which people come to view and understand educational programs. Some advantages of using this approach are: (1) its flexibility, (2) its attention to contextual variables, and (3) the encouragement of using multiple data-collection techniques. According to Guba and Lincoln (1981):

responsive evaluation can be interpreted to include all other models. The organizer of the responsive model is audience concerns and issues. If some audience wants to see information relating to the achievement of objectives, that is admissible within the responsive rubric. If another audience wishes to influence or service decisions, assess general effects, or elicit critical judgements, that too can be provided for within the responsive model. The responsive model can

accommodate any other organizer, while other models can accommodate only the organizer on which they are based. The resulting flexibility gives the responsive model power beyond that of any of its competitors (Guba & Lincoln, 1981 p. 38).

### Summary

The population of this study was that of a selected group of fourth, fifth, sixth, tenth, and twelfth grade students (approximately 91.7% Black) in the District of Columbia. Eight intact classes males and females, were selected to participate in the study. There were 118 subjects in the treatment group and 109 subjects in the control group.

The data were collected by utilizing the Career Maturity Inventory (Attitude Scale, Crites, 1976) and the Coopersmith Self-Esteem (Stanley Coopersmith, 1967). Administration time was approximately thirty minutes for the Attitude Scale and approximately twenty minutes for the Coopersmith Self-Esteem. Additionally, instruments were employed as program evaluation tools for use after program implementation. Students and parents were asked to evaluate the program after implementation by means of an Opinion Survey containing both open and closed questions. The responses to the two instruments were hand-tallied and recorded (See Tables 10 and 11) by this researcher.

The data collected were analyzed using the Number Cruncher Statistical System (NCSS). The t-test for independent means was used to test the first two hypotheses. The Pearson Correlation Coefficient technique as well as the t-test for independent samples were applied to test the remaining two hypotheses. All hypotheses were tested at the .05 level of significance.

This chapter has presented the procedures followed in the development, organization and implementation of the study. The following chapter will present results and the analysis of the data from the study.

## CHAPTER IV

### Analysis Of The Data

The data collected for the study are analyzed in this chapter through the use of appropriate statistical procedures stated earlier. The findings are presented by organizing the chapter into the following parts: Part I provides a profile of the subjects using their frequency distributions according to gender, grade level, and living conditions. Part II deals with inferential analysis of the data by examining the first five research questions through the use of t-test for independent means and the Pearson Product-Moment Correlation for pairs of dependent variables. Part III presents an analysis of the reactions of students and their parents toward the short-term career guidance program of which they were participants. Analysis of the reactions is achieved by presenting frequency of the responses to different categories of each questionnaire item. In addition, a summary of the findings is presented at the end of the chapter.

#### Part I: Description of the Respondents: Demographic Data

Of the total 227 students involved in this study, 118 (or 52%) were participants in the short-term guidance program and the remaining 109 (or 48.0%) were used as the control group. Females represented 132 (or 58.2%) of the

participating students, and males represented the remaining 95 (or 41.8%). Distribution of the students according to the grade level was as follows: fourth graders represented 89 (or 39%) of the subjects; sixth graders represented 21 (or 9.3%) of the subjects; tenth graders represented 32 (or 14.1%) of the subjects; twelfth graders represented 32 (or 14.1%) of the subjects, and twelfth graders represented the remaining 47 (or 20.7%) of the subjects. Only 95 (or 41.8%) reported living with both parents; while 110 (or 48.5%) were living with either father or mother, and the remainder 22 (or 9.7%) reported living with other relatives, families or individuals. Of the 227 subjects, 10 (or 4.4%) reported living in the homes with no adults; 77 (or 33.9%) were living in the homes with one adult; 120 (or 52.9%) were living in the homes with two adults, and the remaining 20 (or 8.8%) reported living in the homes with more than two adults. Eleven (or 4.8%) of the families had only one child in their homes; 70 (or 30.8%) reported having two children; 58 (or 25.6%) had three children, and the remainder 88 (or 38.8%) reported to have more than three children in their homes. Table 1 presents a summary of the subjects' profile based on the group category (experimental vs control), gender, grade level, type of persons whom they live with, and number of adults and children living in their homes.

TABLE 1

## A Profile of the Participating Students

DEMOGRAPHIC DATA		NUMBER	PERCENT
Participants:	Experimental	118	52.0
	Control	109	48.0
Gender:	Female	132	58.2
	Male	95	41.8
Grade level:	Fourth	38	16.7
	Fifth	89	39.2
	Sixth	21	9.3
	Tenth	32	14.1
	Twelfth	47	20.7
Student living with:	Both parents	95	41.8
	Single parent	110	48.5
	Other relatives	22	9.7
Number of adults in the home:	None	10	4.4
	Only one	77	33.9
	Two	120	52.9
	More than two	20	8.8
Number of children in the home:	Only one	11	4.8
	Two	70	30.8
	Three	58	25.6
	More than three	88	38.8
Total Participants		227	100.0

Part II: Inferential Analysis of the Data

Seven research questions were examined in this part of the chapter through the use of appropriate inferential statistics. Each research question was tested based on the following format: (a) statement of the question in a null hypothesis; (b) discussion of the statistical procedures used to test the hypothesis; (c) tabulation and presentation of the statistical findings; (d) rejection or acceptance of the null hypothesis at the .05 level of significance; and (e) interpretation of the test results.

Research question 1: Is there a significant difference between the level of self-esteem of a experimental group of students who participated in a short-term career guidance program and that of a control group of students who did not participate in the program as measured by the Coopersmith Self-Esteem Inventory?

Findings: The t-test for comparison of two independent means was used to examine the null hypothesis derived from this research question. The two independent means involved in this test are the mean gain scores on self-esteem of experimental and control groups as measured by the Coopersmith Self-Esteem Inventory. Table 2 presents the statistical results for each grade level and reveals the following interpretation:

Fourth Grade: The null hypothesis for the fourth

graders was rejected since the mean gain scores on self-esteem for the experimental group was found to be significantly larger than that of the control group ( $M_1 = 5.33 > M_2 = 1.06$ ,  $t = +3.12$ , and  $p = .0046 < .05$ ).

Fifth Grade: The null hypothesis for the fifth graders was rejected, since the mean gain scores on self-esteem for the experimental group was found to be significantly larger than that of the control group ( $M_1 = 8.05 > M_2 = 1.93$ ,  $t = +4.18$ , and  $p = .0001 < .05$ ).

Sixth Grade: The null hypothesis for the sixth graders was rejected, since the mean gain scores on self-esteem for the experimental group was found to be significantly larger than that of the control group ( $M_1 = 9.19 > M_2 = 1.20$ ,  $t = +5.82$ , and  $p = .0001 < .05$ ).

Elementary Level: In testing the hypothesis to compare the experimental and control groups for fourth, fifth, and sixth graders combined, again the mean gain scores on self-esteem for the experimental group was found to be significantly larger than that of the control group ( $M_1 = 7.45 > M_2 = 1.61$ ,  $t = +6.03$ , and  $p = .0001 < .05$ ). Thus, the null hypothesis was rejected for subjects at the elementary school level.

Tenth Grade: The null hypothesis for the tenth graders was accepted, since the mean gain scores on self-esteem for the experimental group was not significantly different from that of the control group ( $M_1 = 4.38$ ,  $M_2 = 2.13$ ,  $t = +1.58$ , and  $p = .1237 > .05$ ).

Twelfth Grade: The null hypothesis for the twelfth graders was rejected, since the mean gain scores on self-esteem for the experimental group was found to be significantly larger than that of the control group ( $M_1 = 10.15 > M_2 = 2.48$ ,  $t = +3.55$ , and  $p = .0010 < .05$ ).

Secondary Level: In testing the hypothesis to compare the experimental and control groups for tenth and twelfth graders combined, again the mean gain scores on self-esteem for the experimental group was found to be significantly larger than that of the control group ( $M_1 = 7.95 > M_2 = 2.32$ ,  $t = +3.80$ , and  $p = .0003 < .05$ ). Thus, the null hypothesis was rejected for subjects at the secondary school level.

Overall, the findings revealed a significant difference between the mean gain scores on self-esteem for experimental and control groups at all grade levels except for the tenth graders. Even for the tenth graders, the mean gain scores for the experimental group was considerable larger than that of the control group, but not large enough to be statistically significant. Therefore, the null hypothesis was rejected at all grade levels except for the tenth grade.

These findings indicate that implementation of a short-term career guidance program at both elementary and secondary school levels can positively influence the self-esteem of students.

TABLE 2

A Comparison of the Mean Scores on Self-Esteem Obtained  
By the Treatment and Control Groups Based on the Grade Level

GRADE LEVEL/TEST SCORES		TREATMENT		CONTROL		TEST RESULTS	
		MEAN	S.D.	MEAN	S.D.	t-value	p-value
Fourth:	Pretest	65.3	13.5	71.3	13.9	-1.33	.1906
	Posttest	70.7	11.7	72.4	14.1	-0.40	.6898
	Gain	5.33	6.01	1.06	1.60	+3.12	.0046*
Fifth:	Pretest	67.8	17.2	70.6	12.5	-0.89	.3749
	Posttest	76.3	12.2	72.1	12.5	+1.58	.1181
	Gain	8.05	7.65	1.93	5.79	+4.18	.0001*
Sixth:	Pretest	70.9	07.7	82.6	13.8	-2.43	.0253*
	Posttest	80.1	05.8	83.8	13.0	-0.83	.4208
	Gain	9.18	4.31	1.20	1.40	+5.82	.0001*
Elementary:	Pretest	67.6	15.1	72.4	13.5	-2.08	.0394*
	Posttest	75.3	11.7	73.8	13.4	+0.70	.4880
	Gain	7.45	6.89	1.61	4.63	+6.03	.0000*
Tenth:	Pretest	75.5	11.5	72.3	11.9	+0.78	.4391
	Posttest	79.7	10.1	74.4	11.3	+1.45	.1579
	Gain	4.38	5.12	2.13	2.47	+1.58	.1273
Twelfth:	Pretest	66.1	12.5	69.9	13.6	-1.01	.3210
	Posttest	76.2	10.4	72.4	13.3	+1.11	.2714
	Gain	10.15	9.81	2.48	4.51	+3.55	.0010*
Secondary:	Pretest	69.7	12.9	70.9	12.8	-0.43	.6661
	Posttest	77.5	10.3	73.2	12.4	+1.71	.0906
	Gain	7.95	8.74	2.32	3.73	+3.80	.0003*

Note: \* denotes a significant difference at the .05 level ( $p < .05$ )

Research question 2: Is there a significant difference between the level of career maturity of an experimental group of students who participated in a short-term career guidance program and that of a control group of students who did not participate in the program as measured by the Attitude Scale of the Career Maturity Inventory?

Findings: This research question was also examined through the use of the t-test for comparison of two independent means. The two independent means involved in this test are the mean gain scores on career maturity of experimental and control groups as measured by the Career Maturity Inventory. In addition to the overall career maturity scale, the hypothesis is also tested for the five subscales of the career maturity as measured through the use of the Inventory. These subscales are: (1) decisiveness in career decision making; (2) involvement in career decision making; (3) independence in career decision making; (4) orientation to career decision making; and (5) compromise in career decision making. The statistical results for the tenth graders are presented in Table 3 and for the twelfth graders are presented in Table 4. The resulting statistical tests revealed the following interpretations for each grade level:

**Tenth Grade:** The null hypothesis for the tenth graders

was accepted, since the mean gain scores on career maturity for the experimental group was not significantly different from that of the control group ( $M_1 = 2.31$ ,  $M_2 = 1.44$ ,  $t = +1.26$ , and  $p = .2167 > .05$ ). In testing the hypothesis for the five components of the career maturity, the null hypothesis was again accepted since no significant difference were found between the mean gain scores of the experimental and control groups. The statistical results for testing each of the five career maturity components for the tenth graders are as follows: decisiveness in career decision making ( $M_1 = 0.38$ ,  $M_2 = 0.37$ ,  $t = +0.01$ , and  $p = .9998 > .05$ ); involvement in career decision making ( $M_1 = 0.69$ ,  $M_2 = 0.31$ ,  $t = +1.34$ , and  $p = .1948 > .05$ ); independence in career decision making ( $M_1 = 0.50$ ,  $M_2 = 0.13$ ,  $t = +1.25$ , and  $p = .2225 > .05$ ); orientation to career decision making ( $M_1 = 0.44$ ,  $M_2 = 0.50$ ,  $t = -0.24$ , and  $p = .8100 > .05$ ); and compromise in career decision making ( $M_1 = 0.44$ ,  $M_2 = 0.63$ ,  $t = -0.69$ , and  $p = .4951 > .05$ ).

**Twelfth Grade:** The null hypothesis for the twelfth graders was rejected, since the mean gain scores on career maturity for the experimental group was found to be significantly larger than that of the control group ( $M_1 = 4.58$ ,  $M_2 = 1.90$ ,  $t = +3.10$ , and  $p = .0035 < .05$ ). When the hypothesis was tested for the five components of the career maturity, the mean gain scores of the experimental group appeared to be statistically larger than that of the control

group for four components as follows: involvement in career decision making ( $M1 = 1.19 > M2 = 0.38$ ,  $t = +2.82$ , and  $p = .0079 < .05$ ); independence in career decision making ( $M1 = 1.04 > M2 = 0.19$ ,  $t = +3.41$ , and  $p = .0014 < .05$ ); orientation to career decision making ( $M1 = 1.38 > 0.19$ ,  $t = +4.58$ , and  $p = .0001 < .05$ ); and compromise in career decision making ( $M1 = 1.12 > M2 = 0.38$ ,  $t = +2.91$ , and  $p = .0058 < .05$ ). Even for the decisiveness subscale, the experimental group gained a considerably larger score, but not large enough to be statistically significant ( $M1 = 1.27$ ,  $M2 = 0.67$ ,  $t = +1.99$ , and  $p = .0532 > .05$ ).

Secondary Level: When the hypothesis was tested for the tenth and twelfth graders combined, again the mean gain scores on the career maturity for the experimental group was significantly larger than that of the control group ( $M1 = 3.71$ ,  $M2 = 1.70$ ,  $t = +3.29$ , and  $p = .0016 < .05$ ). In testing the hypothesis for the five components of the career maturity, the mean gain scores of the experimental group appeared to be statistically larger than that of the control group for three of the components as follows: independence in career decision making ( $M1 = 1.03 > M2 = 0.69$ ,  $t = +2.53$ , and  $p = .0158 < .05$ ); orientation to career decision making ( $M1 = 1.28 > M2 = 0.54$ ,  $t = +2.67$ , and  $p = .0126 < .05$ ); and compromise in career decision making ( $M1 = 1.26 > M2 = 0.57$ ,  $t = +2.25$ , and  $p = .0207 < .05$ ).

Overall, the findings revealed a significant difference

between the mean gain scores on career maturity for experimental and control groups at twelfth grade level. However, no significant difference was found between the mean gain scores on career maturity for experimental and control groups at the tenth grade. Therefore, the null hypothesis was only rejected at the twelfth grade level. These findings indicate that implementation of a short-term career guidance program for the twelfth graders can positively influence the career maturity of students.

TABLE 3

A Comparison of the Mean Scores on Career Maturity  
By the Treatment and Control Groups At the Tenth Grade Level

SUBSCALES/TEST SCORES	TREATMENT		CONTROL		TEST RESULTS		
	MEAN	S.D.	MEAN	S.D.	t-value	p-value	
Subscale #1	Pretest	6.31	2.18	4.50	2.50	+2.18	.0370*
	Posttest	6.69	2.12	4.88	2.22	+2.36	.0248*
	Gain	0.38	1.02	0.37	0.72	+0.01	.9998
Subscale #2	Pretest	7.56	1.79	7.00	2.13	+0.81	.4247
	Posttest	8.25	1.69	7.31	2.02	+1.42	.1656
	Gain	0.69	1.01	0.31	0.48	+1.34	.1948
Subscale #3	Pretest	8.25	1.53	8.13	1.96	+0.20	.8420
	Posttest	8.75	1.06	8.25	1.69	+1.00	.3253
	Gain	0.50	0.89	0.13	0.81	+1.25	.2225
Subscale #4	Pretest	7.25	2.21	7.06	2.38	+0.23	.8188
	Posttest	7.69	1.92	7.56	2.28	+0.17	.8680
	Gain	0.44	0.63	0.50	0.82	+0.24	.8100
Subscale #5	Pretest	4.56	1.41	4.13	1.45	+0.86	.3950
	Posttest	5.00	1.37	4.75	1.29	+0.53	.5986
	Gain	0.44	0.73	0.63	0.81	-0.69	.4951
Overall	Pretest	31.2	05.8	29.9	07.4	+0.53	.5992
	Posttest	33.5	05.3	31.4	06.7	+0.99	.3292
	Gain	2.31	2.12	1.44	1.79	+1.26	.2167

Note: \* denotes a significant difference at the .05 level ( $p < .05$ )

TABLE 4

A Comparison of the Mean Scores on Career Maturity  
By the Treatment and Control Groups At the Twelfth Grade Level

SUBSCALES/TEST SCORES	TREATMENT		CONTROL		TEST RESULTS		
	MEAN	S.D.	MEAN	S.D.	t-value	p-value	
Subscale #1	Pretest	4.46	2.47	4.76	2.43	-0.42	.6781
	Posttest	5.73	1.78	5.43	2.09	+0.54	.5947
	Gain	1.27	1.31	0.67	0.73	+1.99	.0532
Subscale #2	Pretest	6.19	2.51	7.14	1.77	-1.46	.1504
	Posttest	7.38	1.90	7.52	1.72	-0.26	.7958
	Gain	1.19	1.36	0.38	0.50	+2.82	.0079*
Subscale #3	Pretest	6.92	1.92	8.52	1.63	-3.04	.0040*
	Posttest	7.96	1.51	8.71	1.52	-1.69	.0972
	Gain	1.04	1.08	0.19	0.60	+3.41	.0014*
Subscale #4	Pretest	5.88	2.27	7.14	2.35	-1.86	.0694
	Posttest	7.27	1.69	7.33	2.18	-0.11	.9099
	Gain	1.38	1.20	0.19	0.51	+4.58	.0001*
Subscale #5	Pretest	4.38	1.65	4.43	1.43	-0.09	.9238
	Posttest	5.50	1.03	4.81	1.29	+2.04	.0470*
	Gain	1.12	1.10	0.38	0.59	+2.91	.0058*
Overall	Pretest	25.8	07.6	29.3	05.3	-1.78	.0824
	Posttest	30.4	06.4	31.2	05.1	-0.48	.6352
	Gain	4.58	3.81	1.90	1.97	+3.10	.0035*

Note: \* denotes a significant difference at the .05 level ( $p < .05$ )

Research question 3: Is the self-esteem of the students who participated in a short-term career guidance program significantly influenced by gender, age, socioeconomic status, and their reading and math skills as measured by the Comprehensive Test of Basic Skills?

Findings: This research question was examined by the t-test for comparison of the self-esteem of male and female participants and the Pearson Correlation Technique for relationship of the self-esteem with age, socioeconomic status, and reading and math skills of these participants. The findings are organized and presented as follows:

Difference Between Self-Esteem of Male and Female Subjects: The test result revealed no significant difference between the mean gain scores on self-esteem by male and female participants ( $M_1 = 6.41$ ,  $M_2 = 8.51$ ,  $t = -1.49$ , and  $p = .1382 > .05$ ). This indicates that gender will not significantly influence the subjects' self-esteem. Therefore, the null hypothesis was accepted for the variable gender.

Relationship Between Self-Esteem and Age: The statistical test revealed no significant relationship between age and self-esteem gain scores ( $r = +.09053$  and  $p = .1826 > .05$ ). This implies that age will not significantly influence the subjects' self-esteem. Thus, the null hypothesis was accepted for the variable age.

Relationship Between Self-Esteem and Socioeconomic

Status: The resulting statistical test revealed no significant relationship between socioeconomic and self-esteem gain scores ( $r = -.04731$  and  $p = .5091 > .05$ ). This means that socioeconomic status will not significantly influence the subjects' self-esteem. Therefore, the null hypothesis was accepted for the variable socioeconomic.

Relationship Between Self-Esteem and Reading Skills: The test result revealed no significant relationship between subjects' performance in reading and their self-esteem gain scores ( $r = +.12636$  and  $p = .1058 > .05$ ). This indicates that reading skills of the subjects will not significantly influence their self-esteem. Thus, the null hypothesis was accepted for the variable reading.

Relationship Between Self-Esteem and Math Skills: The statistical test revealed no significant relationship between subjects' performance in math and their self-esteem gain scores ( $r = +.12474$  and  $p = .1093 > .05$ ). This implies that math skills of the subjects will not significantly influence their self-esteem. Therefore, the null hypothesis was accepted for the variable math.

Overall, gender, age, socioeconomic, and reading and math skills of the participating subjects did not significantly effect their gains scores on self-esteem as a result of the short-term career guidance program. Therefore, the null hypothesis was supported for all factors involved in the hypothesis. Tables 5 and 6 present a

summary of the statistical results related to this hypothesis.

TABLE 5

A Comparison of the Self-Esteem of Male and Female Students Who Participated in the Short-Term Career Guidance Program

VARIABLE/TEST SCORES	MALES		FEMALES		TEST RESULTS		
	MEAN	S.D.	MEAN	S.D.	t-value	p-value	
Self-Esteem	Pretest	68.2	13.7	68.4	14.9	-0.04	.9665
	Posttest	75.1	11.3	76.9	11.3	-0.84	.4044
	Gain	6.41	6.98	8.51	7.90	-1.49	.1382

TABLE 6

Relationship of Self-Esteem With Age, Socioeconomic Status, and Reading and Math Skills of Students Who Participated in the Short-Term Career Guidance Program

VARIABLES	TEST SCORES	CORRELATIONS	SIGNIFICANCE
Age	Pretest	-0.02990	0.6588
	Posttest	+0.01820	0.7895
	Gain	+0.09053	0.1826
Socioeconomic Status	Pretest	+0.16255	0.0215*
	Posttest	+0.16186	0.0231*
	Gain	-0.04731	0.5091
Reading Skills	Pretest	+0.15121	0.0504
	Posttest	+0.24916	0.0012*
	Gain	+0.12636	0.1058
Math Skills	Pretest	+0.12864	0.0955
	Posttest	+0.22466	0.0036*
	Gain	+0.12474	0.1093

Note: \* denotes a significant relationship at the .05 level ( $p < .05$ )

Research question 4: Is the maturity of the students who participated in a short-term career guidance program significantly influenced by gender, age, socioeconomic status, and their reading and math skills as measured by the Comprehensive Test of Basic Skills?

Findings: This research question was also tested using the t-test for comparison of the career maturity of male and female subjects and the Pearson Correlation Technique for relationship of the career maturity with age, socioeconomic status, and reading and math skills of these participants. The findings are organized and presented as follows:

Difference Between Career Maturity of Male and Female Subjects: The resulting statistical test revealed no significant difference between the mean gain scores on career maturity by male and female participants ( $M_1 = 3.03$ ,  $M_2 = 2.62$ ,  $t = +0.54$ , and  $p = .5898 > .05$ ). This indicates that gender will not significantly influence the subjects' career maturity. Thus, the null hypothesis was tested for the five subscales of the Career Maturity, male subjects gained a significantly higher scores on the decisiveness in career decision making as compared to that of their female counterparts ( $M_1 = 1.07 > M_2 = 0.56$ ,  $t = +2.09$ , and  $p = .0403 < .05$ ). However, no significant differences were found between male and female subjects in their gain scores on involvement, independence, orientation, and compromising subscales of the Career Maturity.

Relationship Between Career Maturity and Age: Although the test results revealed a considerable high relationship between age and career maturity, the relationship was not large enough to be statistically significant ( $r = +.22105$  and  $p = .0567 > .05$ ). This implies that age will not significantly influence the career maturity of the subjects. Thus, the null hypothesis was accepted for the variable age. In testing the hypothesis for the five subscales of the Career Maturity, there was a statistically significant relationship between age and decisiveness in career decision making ( $r = +.23457$  and  $p = .0428 < .05$ ). This positive relationship indicates that the older the subjects are, the more decisive they are in career decision making. However, the statistical test revealed no significant relationship between age and involvement, independence, orientation, and compromising subscales of the Career Maturity.

Relationship Between Career Maturity and Socioeconomic Status: The resulting statistical test revealed no significant relationship between socioeconomic and career maturity gain scores ( $r = -.07047$  and  $p = .5926 > .05$ ). This means that socioeconomic status will not significantly influence the subjects' career maturity. Therefore, the null hypothesis was accepted for the variable socioeconomic. When the null hypothesis was tested for the five subscales of the Career Maturity, again no significant correlations were found.

Relationship Between Career Maturity and Reading Skills: The test result revealed no significant relationship between subjects' performance in reading and their gain scores on career maturity ( $r = -.04575$  and  $p = .8244 > .05$ ). This indicates that reading skills of the subjects will not significantly influence their career maturity. Thus, the null hypothesis was accepted for the variable reading. Thus, the null hypothesis was accepted for the variable reading. However, in testing the hypothesis for the five subscales of the Career Maturity, a significant and negative relationship appeared between reading skills and compromise in career decision making ( $r = -.39744$  and  $p = .0444 < .05$ ). This means that the subjects with better reading skills are less likely to compromise in career decision making.

Relationship Between Career Maturity and Math Skills: The resulting test revealed no significant relationship between subjects' performance in math and their career maturity gain scores ( $r = -.04957$  and  $p = .8060 > .05$ ). This implies that math skills of the subjects will not significantly influence their career maturity. Thus, the null hypothesis was accepted for the variable math.

Overall, with some exceptions, career maturity was not significantly correlated with gender, age, socioeconomic status, and reading and math skills of the subjects. The following exceptions were the results of testing hypotheses

for the subscales of the Career Maturity: (a) male subjects appeared to be more decisive in career maturity as compared with female subjects; (b) older subjects were found to be more decisive in career maturity as compared with young subjects; and (c) subjects who had better reading skills tended to demonstrate less compromise in career decision making. Tables 7 and 8 present a summary of the statistical findings related to this hypothesis.

TABLE 7

A Comparison of the Career Maturity of Males and Females  
Who Participated in the Short-Term Career Guidance Program

SUBSCALES/TEST SCORES		MALES		FEMALES		TEST RESULTS	
		MEAN	S.D.	MEAN	S.D.	t-value	p-value
Subscale #1	Pretest	4.50	2.62	5.67	2.35	-1.52	.1375
	Posttest	5.94	2.01	6.21	1.93	-0.43	.6695
	Gain	1.44	1.34	0.54	1.10	+2.40	.0213*
Subscale #2	Pretest	6.56	2.68	6.83	2.10	-0.38	.7084
	Posttest	7.72	1.84	7.71	1.90	+0.02	.9812
	Gain	1.17	1.38	0.88	1.15	+0.74	.4609
Subscale #3	Pretest	6.61	2.15	8.04	1.40	-2.61	.0126*
	Posttest	7.72	1.53	8.67	1.17	-2.27	.0284*
	Gain	1.11	1.08	0.63	0.97	+1.53	.1333
Subscale #4	Pretest	5.94	2.48	6.75	2.17	-1.12	.2701
	Posttest	7.06	1.89	7.71	1.65	-1.19	.2412
	Gain	1.11	1.02	0.96	1.20	+0.44	.6659
Subscale #5	Pretest	3.67	1.50	5.04	1.33	-3.14	.0032*
	Posttest	4.94	1.00	5.58	1.25	-1.78	.0820
	Gain	1.28	1.18	0.54	0.78	+2.44	.0194*
Overall	Pretest	26.2	08.1	29.2	06.8	-1.31	.1971
	Posttest	30.5	05.7	32.4	06.4	-1.01	.3196
	Gain	4.33	3.99	3.25	2.94	+1.02	.3161

Note: \* denotes a significant difference at the .05 level ( $p < .05$ )

TABLE 8

Relationship of Career Maturity With Age, Socioeconomic Status, and Reading and Math Skills of Students Who Participated in the Short-Term Career Guidance Program

VARIABLES	TEST SCORES	CORRELATIONS	SIGNIFICANCE
Age	Pretest	-0.25315	0.0284*
	Posttest	-0.18739	0.1074
	Gain	+0.22105	0.0567
Socioeconomic Status	Pretest	+0.34710	0.0066*
	Posttest	+0.34955	0.0062*
	Gain	-0.07047	0.5926
Reading Skills	Pretest	+0.44040	0.0243*
	Posttest	+0.50239	0.0089*
	Gain	-0.04575	0.8244
Math Skills	Pretest	+0.45172	0.0180*
	Posttest	+0.51490	0.0060*
	Gain	-0.04957	0.8060

Note: \* denotes a significant relationship at the .05 level ( $p < .05$ )

Research question 5: Is there a significant relationship between the level of self-esteem of students who participated in a short-term career guidance program and their gain scores on the career maturity?

Findings: This research question was tested using the Pearson Correlation Technique along with its test of significance. The findings revealed a positive and statistically significant relationship between the level of self-esteem and subjects' gain scores on the career maturity ( $r = +.39027$  and  $p = .0004 < .05$ ). This means that the level of self-esteem will positively influence the subjects' career maturity. Therefore, the null hypothesis was rejected for relationship between self-esteem and the overall gain scores on career maturity. In testing the hypothesis for the five subscales of the Career Maturity, significant and positive relationships were found between the level of self-esteem and the following four subscales: involvement in career decision making ( $r = +.30305$  and  $p = .0066 < .05$ ); independence in career decision making ( $r = +.34153$  and  $p = .0021 < .05$ ); orientation to career decision making ( $r = +.26884$  and  $p = .0166 < .05$ ); and compromise in career decision making ( $r = +.24881$  and  $p = .0270 < .05$ ). Even for the decisiveness subscale of the career maturity, a relatively high correlation was found, but it was not large enough to be considered as a significant correlation ( $r =$

+.17935 and  $p = .1138$ ).

Overall, the findings of this hypothesis revealed positive and statistically significant correlations between subjects' self-esteem and their career maturity. This indicates that the higher the level of self-esteem, the more maturity in career decision making. Table 9 shows a summary of the statistical results related to this hypothesis.

TABLE 9

Relationship Between Self-Esteem and Career Maturity of  
Participants in the Short-Term Career Guidance Program

SUBSCALES	TEST SCORES	CORRELATIONS	SIGNIFICANCE
Subscale #1	Pretest	-0.08198	0.6058
	Posttest	-0.03983	0.8022
	Gain	+0.17935	0.1138
Subscale #2	Pretest	-0.32978	0.0329*
	Posttest	-0.25707	0.1003
	Gain	+0.30305	0.0066*
Subscale #3	Pretest	-0.37657	0.0140*
	Posttest	-0.28243	0.0700
	Gain	+0.34153	0.0021*
Subscale #4	Pretest	-0.27844	0.0742
	Posttest	-0.23529	0.1336
	Gain	+0.26884	0.0166*
Subscale #5	Pretest	-0.25055	0.1095
	Posttest	-0.09796	0.5371
	Gain	+0.24881	0.0270*
Overall	Pretest	-0.38406	0.0120*
	Posttest	-0.25469	0.1036
	Gain	+0.39027	0.0004*

Note: \* denotes a significant relationship at .05 level ( $p < .05$ )

### Part III - Reaction of Students and Parents

In this part of the chapter, reaction of students and parents toward the short-term career guidance program will be analyzed by providing answers to the following research questions:

Research question 6: Is there a significant impact on the reaction of students toward the short-term career guidance program of which they were participants, as measured by the Student Opinion Survey?

Student Opinion Survey (see Appendix E). The two hundred twenty-seven career guidance participants were asked to respond to five questions on an evaluation instrument after program implementation.

The five questions and a description of their responses follow:

To the first question on the instrument, "The Career Guidance Program was helpful to me," one hundred three (45 per cent) of the student participants strongly agreed, eighty-one (36 per cent) agreed, thirty-six (16 per cent) slightly agreed, two (.9 per cent) strongly disagreed.

To the second question on the instrument "I can see how what happened in the career guidance sessions relates to the world of work," ninety-eight (43 per cent) strongly agreed, ninety-two (41 per cent) agreed, twenty-five (11 per cent) slightly agreed, four (.2 per cent) slightly disagreed, three (1 per cent) disagreed and five (2 per cent) strongly

disagreed.

The third question generated many comments from students describing "The most important part of the Career Guidance Program." Some typical comments were:

Learning about my hobbies, interests, and abilities.

Locating information on various careers.

Finding out about the requirements for specific jobs.

Setting goals and making decisions.

Thinking positive thoughts about myself.

How my grades and coursework can relate to planning a future career.

Responses to questions three tended to demonstrate that the career guidance sessions encouraged students to give some thought to the following: (a) identifying individual strengths and weaknesses; (b) discovering various career opportunities; (c) relating career information to the world of work, and (d) assisting in career planning and decision making.

To the fourth question on the instrument "on a scale of 1 to 4, what is your evaluation of this Career Guidance Program, with 1 representing "poor--have learned little" and 4 representing "very satisfactory--have learned much?" To this question, one hundred fifty-seven (69 per cent) responded "very satisfactory," forty-seven (21 per cent)

responded "satisfactory," twenty (9 per cent) responded "fair" and three (1 per cent) responded "poor."

To the fifth question on the instrument "Would you like to see the Career Guidance Program continued?", two hundred four (90 per cent) responded "yes" and twenty-three (10 per cent) responded "no."

The results showed, therefore, that the majority of the students in the treatment groups felt that the Career Guidance Program was very helpful, what happened in the guidance sessions related to the world of work, and that the program should be continued. Additionally, there were many student responses to open-ended question 3 of the Student Opinion Survey which indicated worthiness, support, and adoption of the Career Guidance Program. Therefore, the null form of hypothesis 6 was rejected. The distribution of responses to the five questions are shown in Table 10.

Table 10

STUDENT OPINION SURVEY

Scale	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Disagree	Strongly Disagree	Total Item Responses
	1	2	3	4	5	6	6	
Item 1	103	84	36	2	3	2	2	227
% Responses	45	36	16	.9	1	.9	.9	100
Item 2	98	92	25	4	3	5	2	227
	43	41	11	2	1	2	2	100

Table 10 (continued)

STUDENT OPINION SURVEY

Students' response to item 4: On a scale of from 1 to 4, what is your evaluation of this career guidance program.

Scale	1	2	3	Very Satisfactory		Total
				Satisfactory	4	
No. Responses	3	20	47	157		227
‡ Responses	1	9	21	69		100

Table 10 (continued)

STUDENT OPINION SURVEY

Students' responses to item 5: Would you like to see the Career Guidance Program continued?

	YES	NO	Total Item Responses
Scale	1	2	
No. Responses	204	23	227
% Responses	90	10	100

Scale

No.

Responses

%

Responses

Research question 7: Is there a significant impact on the reaction of parents toward the short-term career guidance program of which their children were participants, as measured by the Parent Opinion Survey?

Parent Opinion Survey (see Appendix K). The parents of two hundred twenty-seven career guidance participants were asked to respond to five questions on an evaluation instrument, after program implementation. Approximately one week after the conclusion of program implementation each parent was mailed a Parent Opinion Survey and a self-addressed envelope in which to return the survey. Due to the low return of Parent Opinion Surveys by mail to the researcher, a second survey was given to the student participant to deliver to the parent as well as a follow-up telephone call. Student participants were also given the option of placing the returned survey in the school's mail to be returned to this researcher directly.

Seventy-eight parent participants responded to the Parent Opinion Survey which represented a response of 34 per cent.

The five questions on the instrument read, "Were you informed about the Career Guidance Program before your child entered the program?", seventy-two (92 per cent) responded "no."

The second question of the instrument read, "Are you satisfied with the Career Guidance Program?" Seventy-one

(91 per cent) of the parents responded "yes" and seven (9 per cent) responded "no."

The third question of the instrument read "Did you child talk with you about his/her experiences in the Career Guidance Program?" Sixty-six (85 per cent) responded "yes" and twelve (15 per cent) responded "no."

The fourth question of the instrument read "Have you seen any changes in your child as a result of the program?" Sixty-one (78 per cent) responded "yes" and seventeen (22 per cent) responded "no." The second part of the fourth question of the instrument read, "If yes, what kind of changes?" Fifty-five (71 per cent) responded "More interest in school; twenty-eight (39 per cent) responded "More knowledge about careers;" forty-five (58 per cent) responded "More planfulness in decision making;" and sixty-one (78 per cent) responded "Improved awareness of self."

The fifth question of the instrument read "Would you like to see this program continued?" Seventy-three (94 per cent) responded "yes" and five (6 per cent) responded "no."

Results of the data generated by the parent Opinion Survey indicated that the null form of hypothesis 7 was rejected. There was positive impact on the perception of parents toward the career guidance program. The distribution of responses to the five questions are shown in Table 11.

Table 11

PARENT OPINION SURVEY

	YES	NO	Total Response Per Item
Scale	1	2	
Item 1	72	6	78
% Responses	92	8	100
Item 2	71	7	78
% Responses	91	9	100
Item 3	66	12	78
% Responses	85	15	100
Item 4	61	17	78
% Responses	78	22	100
Item 5	73	5	78
% Responses	94	6	100

Table 11 (continued)

PARENT OPINION SURVEY

	1	2	3	4	5	6
More interest in school						
More responsibility						
More mature						
More knowledgeable about careers						
More planful in decision making						
Improved awareness of self						
-----						
Scale	1	2	3	4	5	6
No. Responses	55	28	35	56	45	61
% Responses	71	39	49	72	58	78

Summary of the Findings

The data collected for the study were subject to experimental by descriptive and inferential analyses through the use of appropriate statistical procedures. The descriptive analysis of the data was performed by the use of frequency distributions of the independent variables, as well as certain measures of central tendency and dispersion including mean and standard deviation of the dependent variables. The inferential analysis of the data was achieved by testing the statistical hypotheses using the t-test for two independent means and the Pearson Product-Moment Correlation Coefficient along with its test of significance for pairs of dependent variables. The .05 level of significance was selected as criterion for rejection or acceptance of the null hypotheses tested in the study. The findings derived from analysis of the data are summarized as follows:

1. Except for the tenth graders, the mean gain scores on the self-esteem of the subjects who participated in the short-term career guidance program was significantly larger than that of the subjects who did not participate in the short-term career guidance program. Therefore, implementation of the short-term career guidance program was found to significantly influence the self-esteem of fourth, fifth, sixth, and twelfth graders.

2. No significant differences were found between the mean gain scores on the career maturity of the tenth graders who participated in the short-term career guidance program and that of those who did not participate in the short-term career guidance program.

3. The mean gain scores on the career maturity of the twelfth graders who participated in the short-term career guidance program was significantly larger than that of the twelfth graders who did not participate in the short-term career guidance program. The twelfth graders who participated in the short-term career guidance program also scored significantly higher on the following four subscales of the Career Maturity Inventory: (a) involvement in career decision making; (b) independence in career decision making; (c) orientation to career decision making, and (d) compromise in career decision making. However, participation in the short-term career guidance did not seem to effect the twelfth graders on their decisiveness in career decision making.

4. Gender, age, socioeconomic, and reading and math skills of the participating subjects did not significantly effect their gains scores on self-esteem as a result of the short-term career guidance program.

5. Except for the following test results, career maturity was not significantly influenced by gender, age, socioeconomic status, and reading and math skills of the

subjects: (a) male subjects tended to be more decisive in career decision making as compared with their female counterparts; (b) older subjects appeared to be more decisive in career decision making as compared with younger subjects; and (c) subjects with better reading skills tended to demonstrate less compromise in career decision making.

6. Positive and statistically significant relationships were found between subjects' self-esteem and their career maturity. Subjects with higher level of self-esteem tended to demonstrate more maturity in career decision making, specifically with regard to the following components: involvement in career decision making, independence in career decision making, orientation to career decision making; and compromise in career decision making.

7. Responses to the Student Opinion Survey indicated that a large majority of the total subjects responded either "strongly agree" or "agree" that the program was helpful and "could see how the guidance sessions relates to the world of work." A high percentage of the subjects responded "very satisfactory" or "satisfactory" to the overall effectiveness of the program. Many students responses to the open-ended questions of the Student Opinion Survey indicated support and continuation of the program.

8. Responses to the Parent Opinion Survey indicated that a large percentage of the parents were satisfied with

the Career Guidance Program. A majority of the parents indicated that they were informed about the program and that their children talked with them about the various career guidance activities. Overall changes as indicated by the parents were seen in the following areas: (a) improved level of self-awareness, (b) more responsibility, (c) more knowledgeable about careers, and (d) improved career planning and decision making skills.

In summary, the findings of this study supported the effectiveness of a short-term career guidance program in improving the self-esteem and career maturity of students at both elementary and high school levels. The findings also revealed a positive and significant relationship between the students' self-esteem and their maturity in making career decisions.

The following chapter presents the conclusion based on previous data, and recommendations and implications originating from interpretation of the information collected.

## CHAPTER V

### Summary, Discussion, Conclusion, and Recommendations

The purpose of this study, the research procedures, and the data analysis procedures will be reviewed in the summary section of this chapter. In the discussion section of the chapter, the findings of this research will be compared or contrasted to results one would expect to find according to current literature about career evaluative studies on career guidance programs. Chapter 5 will conclude with the recommendations of the study.

#### Summary

The purpose of this study was to evaluate the effectiveness of a career guidance program on the self-esteem and career maturity of fourth, fifth, sixth, tenth, and twelfth grade students and to assess the reactions of students and parents toward the guidance program. A secondary purpose of the study was to determine the relationship of selected variables (gender, age, CTBS test scores (Mathematics and Reading on the elementary level), and socio-economic status) to the self-esteem and career maturity of students. This short-term career guidance program consisted of four months of whole class career guidance implementation from, November 1990 to March 1991.

A review of the literature related to evaluative

studies of career guidance programs indicated a need for educational systems to provide opportunities and career guidance services by which the career development needs of youth will be strengthened. Hotchkiss and Dorsten (1985) pointed out that research on the effects of guidance and counseling provided conflicting conclusions about whether those receiving treatment accrued more benefits than those not receiving treatment. Herr (1982) suggested that these studies indicated what specific aspect of guidance and counseling could do rather than what the program has done to effect student behavior. According to Crites (1987), the literature on career guidance programs, whether conceptual or empirical, is confusing and often contradictory. Predizer, Roth, and Noeth (1973) wrote that career interventions have not kept pace with the career development needs of students. Such research would explain how the schools are meeting the needs of students as we move toward Workforce 2000. This evaluative study was conducted as a response to the need for evaluating career guidance programs.

The purpose of this study was to evaluate the Comprehensive Career Guidance Program as it related to the self-esteem and career maturity of the students and to assess the reactions of the students and parents toward the career guidance program. A secondary purpose of the study was to determine the relationship of selected variables

(gender, age, grade, CTBS test scores and socio-economic status) to the self-esteem and career maturity of the students.

The study sample consisted of eight intact treatment groups of 108 and intact control groups of 109 students. Data were analyzed for 132 females and 95 males in the fourth, fifth, sixth, tenth, and twelfth grades. Several instruments were used to collect the data. They were:

Career Maturity Inventory, CMI (Crites, 1976). The CMI pretest was administered to the tenth and twelfth grade (treatment and control) one week prior to the career guidance program implementation. The CMI posttest was administered one week after the end of the program implementation.

The Coopersmith Self-Esteem (Stanley Coopersmith, 1976). The pretest of the Coopersmith Self-Esteem was administered to all of the elementary and secondary subjects. The subjects were administered the pretest one week before the program began. At the end of the implementation phase, the posttest was administered.

Two program evaluation instruments, consisting of both open and closed questions, were used at the end of program implementation. The instruments were used in the study to assist the researcher to answer questions of adoption, support and worth of the career guidance program (Worthen & Sanders, 1973; Cronback, 1963). The two instruments were:

Students Opinion Survey (See Appendix E). This instrument contained five questions, four closed and one open. It was administered at the end of program implementation. Participants were asked to evaluate the program to which they had been exposed.

Parents Opinion Survey (See Appendix F). The parents of the program participants were asked to respond to five questions on this instrument after program implementation. Parents were asked to evaluate the program to which their children had been exposed.

An independent t-test was used to determine if any statistically significant differences existed between the groups before treatment. An analysis of variance was employed using students' post test means as the comparison data. Results of data generated by the two evaluation instruments were hand-tallied by this researcher.

### Conclusions

In testing for research question 1, the question of no difference between the level of self-esteem of a treatment group of students who participated in the short term career guidance program and that of a control group was rejected, as measured by the Coopersmith Self-Esteem Inventory. The findings revealed significant differences between the mean gain scores on self-esteem for the treatment and control groups at all grade levels except the tenth grades (See

table 2). Even for the tenth graders the mean gain scores for the treatment group was considerably larger than that of the control group. But not large enough to be statistically significant. These results suggest that implementation of a career guidance program can positively influence the self-esteem of students.

In testing for research question 2, the question of no difference between the level of career maturity of a treatment group of students who participated in a short term career guidance program and that of a control group was rejected as measured by the Career Maturity Inventory (See table 3). The findings revealed a significant difference between the mean scores on career maturity for treatment and control groups at all grade levels except the tenth grade. These findings suggest that a career guidance program can positively influence the career maturity of students.

In testing for research question 3, the question of no relationship between age, gender, CTBS scores (reading/math), and socio-economic status between the level of self esteem of a treatment group of students and that of a control group was accepted for age and socio-economic status as measured by the Coopersmith Self-Esteem Inventory.

In testing for research question 4, the take out question of no relationship between age, gender, CTBS scores (reading/math), and socio-economic status between the level of career maturity of a treatment group of students and that

of a control group was rejected as measured by the Career Maturity Inventory.

In testing for research question 5, the question of no relationship between self-esteem and career maturity was rejected. The findings supported the research question that the level of self-esteem and career maturity are significantly correlated. The relationship between the level of self-esteem and gain scores as measured by the Career Maturity Inventory was found to be positive and highly significant, indicating the higher the scores on the self-esteem, the higher the gain scores on the career maturity.

In testing for research question 6, what were the reactions of the students toward the career guidance program of which they were participants, as measured by the Student Opinion Survey revealed a positive impact. Therefore, the research question was rejected.

In testing for research question 7, what were the reactions of the parents toward the career guidance program of which their children were participants, as measured by the Parent Opinion Survey revealed a positive impact. Therefore, the research question was rejected.

After program implementation, the majority of student and parent participants evaluated the program as "satisfactory" or "very satisfactory". The majority of the students "strongly agreed" that: (1) the career guidance

sessions were very helpful and (2) I can see how what happened in the Career Guidance Program relates to the world of work. The majority of the parents stated "Yes" that: (1) they were informed about the career guidance program before their child entered the program; (2) they were satisfied with the program; (3) their child talked about his/her experiences as a result of the program; (4) they have seen changes in the child as a result of the program; and (5) they would like to see the program continued.

Overall, the evaluation results indicated that participants felt that the career guidance program was effective and worthwhile, and that the program should be continued for the next school year.

### Discussion

The statistical testing of each research question in the study indicated an overall program significance for students in the fourth, fifth, sixth, and twelfth grades. However, there was no significant difference for students in the tenth grade. Several reasons may be posited for the inability of the career guidance program to significantly raise the career maturity and self-esteem levels of the tenth grade subjects. For example, many writers have investigated the relationship between psychosocial development of adolescents as described by Erikson and problems in vocational choice and career maturity. Bell

(1968) found that adolescents who had made either definite or tentative vocational choices were higher in ego identity than those who were undecided. Rosenfield (1972) found that ego identity was positively related to similarity between self and probable occupational role concepts. Gold (1982) conducted a study to examine the extent to which ninth-grade students' vocational behavior was improved as a result of a career education module. The curriculum was composed of three parts: self awareness, research, and job-search skills. The goal of the career education program was to develop and field test strategies that would facilitate the development of career maturity. The results indicated that ninth grade students' vocational choices were immature. Borow (1966) noted that high school students do not have clearly developed ideas of vocations and must be facilitated by a career guidance program. Educators have recognized that for many adolescents this is a critical time in their lives especially with school and peer adjustments. Implications from the results of this study can be drawn implying a need for counselors to implement a career guidance program that will assist students "developmentally" to become more mature (Herr & Long, 1983). Bottoms and O'Kelly (1971) identified career tasks that can assist students in the following way: (1) assisting the student in developing an identity independent of adults; (2) assisting the students in exploring interests, capacities and their

relationship to future education, work and leisure;  
(3) assisting the students in understanding of self in relation to the peer group, and (4) assisting the students in learning to make decisions and to accept responsibility for self.

Many adolescents are still sorting out their values and the high school years become an important time for the counselor to bring in role models as adolescents begin to see themselves as future wage earners or to explore their values. Further, this is an excellent opportunity for the counselor to break down sex roles and racial stereotypes by inviting speakers of both sexes and various cultures who hold nontraditional jobs.

Another factor to consider in examining the impact of the program on the tenth grade subjects may include the duration of the program. Perhaps a program lasting for a longer period of time may better foster career maturity and self-esteem (Parlak, 1983). Because of the accumulative effect of various variables such as socio-economic status, gender, age, achievement, and personal adjustment on career maturity and self-esteem of adolescents, traditional guidance techniques such as those used in this study should include additional strategies such as job-shadowing, access to career resource centers, and work experience programs.

Further, since career maturity and self-esteem are developmental processes, a developmental study would provide

useful information about the structure and process of these aspects of human growth. Finally, there is the possibility that the tenth grade results were due to chance and/or a series of factors that can not be predicted. The lack of significant differences in a similar study by Swails and Herr (1976) is supportive of this study. They found no significant differences on the career maturity of ninth graders and stated, "whether increasing the amount of time or altering the group approaches would have made a difference in outcome is not known" (p. 259).

#### Recommendations

In view of the results of this study, the following recommendations are presented:

(1) The findings of this study indicated that this career guidance program effectively improved the self-esteem and career maturity of the majority of the fourth, fifth, sixth and twelfth grade students. That improvement, along with the strong qualitative data indicating positive reactions of parents and students, supported continuation and expansion of the career guidance program. It is recommended that a quantitative and qualitative evaluation of the program be done with a larger student population. Further study of the teachers' and administrators' perceptions of changes in self-esteem and career maturity of the students would add more direct comparative scope to the findings.

(2) Studies should be investigated which incorporate a variety of techniques that are presumed to be facilitator to career development. Such intervention as computerized career guidance, utilization of career resource centers, hands-on field experiences, shared work experiences, internship programs, infusion of career guidance as a vital component of the school's instructional program, staff development activities, and any combination of approaches have been cited in career development literature.

(3) A similar study should be expanded to include more parental and community involvement. A survey should be conducted to assess the receptiveness of business and community persons to offer shadowing experiences and to serve as mentors.

(4) Additional research should be conducted with career development and/or career guidance, especially in career exploration at the mid-adolescence stage. As suggested in the literature, this stage may be the most crucial phase of career development in terms of adolescents acquiring the necessary skills with which to make quality career and educational decisions as they proceed through high school and adulthood.

(5) School districts should incorporate long-term career guidance programs into their instructional program with emphasis on a collaborative approach at the local school level.

(6) A follow-up assessment should be completed during the 1991-1992 school year. This assessment would be completed on a representative sample of the original experimental and control groups. The same instruments would be used with a replication of the posttesting procedures. The intent of this recommendation is to assess the extent to which the experimental group would score significantly higher on the follow-up test than the control group, over a period of time extending beyond the assessed treatment period.

(7) A longitudinal study should be conducted designed to follow-up the experimental and control groups after a two year period. This two year period would provide for the twelfth graders to have made an initial career choice. Such follow-up assessment could evaluate and compare career decisions, changes, attitudes toward work, and perceptions of the career guidance activities and experiences.

(8) Further studies are recommended to examine the utilization of the National Career Development Guidelines as effective standards for program development and evaluation.

#### Implications

Implications from the findings of this study can be drawn which may be useful to other school districts in evaluating career guidance programs.

(1) Administrators, counselors, and teachers in the school could apply the career guidance information of this

comprehensive developmental program to broaden the career maturity and self esteem levels of students.

(2) Directors, Coordinators, Administrators, and Counselors should incorporate the National Career Development Guidelines into the school's curriculum, in order to set standards for program development. Such a program could be coordinated by the school counselor.

(3) In developing a collaborative approved to career guidance, counselors should become proactive and provide in-service training on a continuous basis to teachers, parents and the community at large (i.e. business/industry).

(4) The counselor trained to deliver career guidance will have a broader role and function to perform in order to address societal as well as technological workforce problems, related to unemployment, drop out, and technological trends. In this new delivery of services, the counselor becomes a collaborator, confidante, interventionist, and advocate.

(5) Counselors must view themselves as team members and actively work to build a "team" concept within schools and communities.

(6) Counselors must take the lead in facilitating whole class guidance activities to set the tone for group work and instruction in order to raise the self esteem and career maturity levels of students.

(7) The counselor should incorporate and conduct program assessment during the implementation of the career guidance program to determine the impact of services provided.

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Appendix A  
Correspondence

Office of Educational  
Accountability and Planning



Research and Evaluation Branch

Bryan Administration Building, Room 26  
1325 Independence Avenue, S.E., Route 4  
Washington, D.C. 20003  
202-724-4429 • 202-724-8751  
202-724-5294 (FAX)

January 25, 1991

Ms. Juanita Davis  
Coordinator of Vocational  
Guidance (Acting)  
Guidance and Counseling Branch  
District of Columbia Public Schools  
Presidential Building, Room 906  
Route 1

Dear Ms. Davis:

Reference is made to your request to collect data for the study:

"Evaluation of the Effectiveness of the National  
Guidelines with Selected Students in the National  
Pilot Sites Measuring Self-Concept and Career Maturity."

Staff in the Research and Evaluation Branch have reviewed your proposal and response to our request for additional information. We have endorsed the technical aspects of the design. The District of Columbia Public School's Legal, Regulatory and Legislative Services Branch has given legal approval to the study as long as student participation is voluntary and parental consent is secured.

Next, you must secure approval from the operating assistant superintendents over the schools and students where data will be collected: Dr. Constance R. Clark, Division of Elementary Schools (A) (727-2272); Mr. Walter O. Henry, Division of Elementary Schools (B) (724-4168); and Dr. Thomas Harper, Division of Senior High Schools (724-4099). A copy of this letter and supporting materials will be provided to each. Should approval be granted by the assistant superintendents, you may proceed with the study. A copy of the final research report should be provided to the Research and Evaluation Branch.

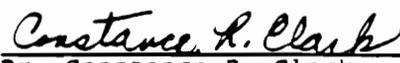
We are pleased that another officer in the District of Columbia Public Schools is approaching the final stages of the process for earning an advanced degree. May success be with you in this endeavor!

Please let us know if you have any procedural or process questions.

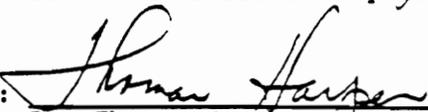
  
Zollie Stevenson, Jr., Ph.D.  
Director  
Research and Evaluation Branch

Enclosures

cc: Dr. Gilbert L. Hoffman  
Dr. Constance R. Clark  
Mr. Walter O. Henry  
Dr. Thomas Harper  
Dr. Dorothy Jenkins

Approval:   
Dr. Constance R. Clark  
Assistant Superintendent  
Division of Elementary Schools (A)

Approval:   
Mr. Walter O. Henry  
Assistant Superintendent  
Division of Elementary Schools (B)

Approval:   
Dr. Thomas Harper  
Assistant Superintendent  
Division of Senior High Schools



Office of the  
Vice Superintendent

Division of  
State Services

418 12th Street, N.W. Washington, D.C. 20004

February 6, 1991

Dr. Collie Stevenson  
Director  
Research and Evaluation Branch  
District of Columbia Public Schools  
Bryan Administration Building  
Route #1

Dear Dr. Stevenson:

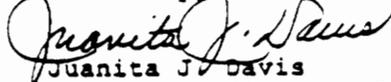
I wish to express my sincere appreciation for the excellent cooperation I received during our conference as well as the support provided in granting approval to complete the study. During our conversation, I was very much impressed by your dedication and determination in ensuring that the best educational provisions are provided for the students of our school system. Certainly, many ideas were generated that I am sure will be of great value to this study.

As requested, I have contacted the assistant superintendents and approval has been granted from each office. In addition, I have forwarded a copy of the Comprehensive Career Guidance and Counseling Program, the career inventories, and a list of the schools participating in the study to them.

Enclosed you will find a copy of your letter submitted to me along with the signatures of the assistant superintendents.

Again, your assistance in this endeavor is greatly appreciated.

Sincerely,

  
Juanita J. Davis  
Acting Coordinator of  
Vocational Guidance

Enclosure

/fw



Office of the  
Vice Superintendent

State and Student Services  
415 12th Street, N.W. Washington, D.C. 20004

January 31, 1991

Dear Parent/Guardian:

Your child has been selected to participate in a Comprehensive Career Guidance and Counseling program for this school year. Since improving the career development skills of our students is one of the priorities for the system, we are fortunate that your child's school has been chosen as one of the pilot sites.

This program will be implemented at the local school in your child's classroom, counselor's office, or career resource center. Your child will be exposed to a myriad of career awareness and career exploration activities as well as an opportunity for hands-on field experiences for career preparation.

In order to determine the impact of the program, an evaluative study will be completed during the implementation phase. A series of career assessment inventories will be administered to students in the pilot sites in order to determine the effects of the career guidance intervention. I will need your approval for your child to participate in this phase of the program. No names will be used to gather or report the information.

We strongly feel that this program will assist the school system as we prepare our students to successfully enter post secondary institutions and/or the workplace. Hopefully you will feel that this is a worthwhile effort and will agree to let your child participate.

We encourage you to become an active participant in your child's career/educational program. For further information feel free to contact Ms. Juanita J. Davis on 724-4185 or your child's teacher/counselor at the school.

Sincerely,

Juanita J. Davis  
Acting Director of  
Career Guidance

/tcr

DISTRICT  
OF  
COLUMBIA  
PUBLIC  
SCHOOLS



OFFICE OF THE VICE SUPERINTENDENT  
STATE AND STUDENT SERVICES BRANCH  
413 15TH STREET N.W. WASHINGTON, D.C. 20004

March 4, 1991

Dear Parent/Guardian:

The State Office of Guidance and Counseling is seeking your assistance in collecting data for a research study to determine the effectiveness of the Comprehensive Career Guidance Program your child participated in this school year.

The goal of this research is to describe, as accurately as possible, the impact of the program as perceived by parents. You have been selected as a participant in this study because it is extremely important that we receive some information from you concerning your thoughts and attitudes toward the program. Your responses are therefore an important part of a national attempt to evaluate career guidance programs.

The research study has been approved by the District of Columbia Public Schools and the Graduate School of Education at Virginia Polytechnic Institute and State University.

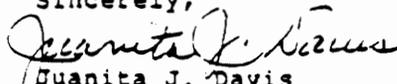
I am very aware of the value of your time. However, this questionnaire has been carefully constructed to require as little of your time as possible. I will be responsible for analysis of the information obtained on the questionnaire. Your responses will be carefully coded so that confidentiality will be preserved. The data received will be utilized for research purposes only.

Please complete the attached form and return it in the self-addressed envelope by March 29, 1991.

If you have additional questions, please contact Mrs. Juanita J. Davis, Acting Coordinator of Vocational Guidance on 724-4185.

Your assistance in this study will be deeply appreciated.

Sincerely,

  
Juanita J. Davis  
Acting Coordinator of  
Vocational Guidance

## PERMISSION FORM

I, the parent or legal guardian of \_\_\_\_\_, have read the enclosed description of the Career Guidance Program, that will be presented by my child's counselor/teacher. As part of the program, I understand that my child will complete the Career Maturity Inventory (secondary level) and the Coopersmith Self-Esteem Inventory (elementary and secondary levels) at the beginning and end of the program. Also, that his/her counselor will complete an Individual Student Profile for each student. I understand that my child's identity and individual scores will not be revealed in any reports of this program.

I agree \_\_\_\_\_ do not agree \_\_\_\_\_ to permit my child to participate in the Career Guidance Program.

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Appendix B  
Individual Student Profile

## INDIVIDUAL STUDENT PROFILE

Name \_\_\_\_\_ School \_\_\_\_\_

Address \_\_\_\_\_ Zip code \_\_\_\_\_

Sex: Female \_\_\_\_\_ Male: \_\_\_\_\_ Age: \_\_\_\_\_ Grade \_\_\_\_\_

D.O. B. \_\_\_\_\_ Telephone (h) \_\_\_\_\_ (w) \_\_\_\_\_

Mother's Name \_\_\_\_\_ Mother's Occupation \_\_\_\_\_

Father's Name \_\_\_\_\_ Father's Occupation \_\_\_\_\_

Student lives with natural parents: Yes \_\_\_\_\_ No: \_\_\_\_\_

Number of person living in the home:

Adults (18 and older) \_\_\_\_\_ Children (under 18) \_\_\_\_\_

Check highest level of parents' education:

	Mother	Father
- grade school	_____	_____
- some high school	_____	_____
- high school diploma	_____	_____
- GED	_____	_____
- some college	_____	_____
- college graduate	_____	_____
- post graduate	_____	_____

Test data: use current test results

CTBS Reading score \_\_\_\_\_ CTBS Math score \_\_\_\_\_

Attendance: Number of days absent: \_\_\_\_\_

Counselor \_\_\_\_\_ Teacher \_\_\_\_\_

Appendix C

Coopersmith Self-Esteem Inventory

SCHOOL FORM

SEI

# Coopersmith Inventory

Stanley Coopersmith, Ph.D.  
University of California at Davis

Please Print

Name \_\_\_\_\_ Age \_\_\_\_\_

School \_\_\_\_\_ Sex: M \_\_\_ F\_\_\_

Grade \_\_\_\_\_ Date \_\_\_\_\_

## Directions

On the next pages, you will find a list of statements about feelings. If a statement describes how you usually feel, put an X in the column "Like Me." If the statement does not describe how you usually feel, put an X in the column "Unlike Me." There are no right or wrong answers.



Consulting Psychologists Press, Inc.  
Palo Alto, CA

ADULT FORM

SEI

# Coopersmith Inventory

Stanley Coopersmith, Ph.D.  
University of California at Davis

Please Print

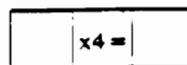
Name \_\_\_\_\_ Age \_\_\_\_\_

Institution \_\_\_\_\_ Sex: M \_\_\_ F\_\_\_

Occupation \_\_\_\_\_ Date \_\_\_\_\_

## Directions

On the other side of this form, you will find a list of statements about feelings. If a statement describes how you usually feel, put an X in the column "Like Me." If a statement does not describe how you usually feel, put an X in the column "Unlike Me." There are no right or wrong answers. Begin at the top of the page and mark all 25 statements.



Consulting Psychologists Press, Inc.  
577 College Ave., Palo Alto, CA 94306

Appendix D  
Career Maturity Inventory  
(Attitude Scale)

Counseling Form PE

# Attitude Scale

Scale of Career PE

C

M



i

# CAREER MATURITY INVENTORY



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Appendix E  
Student Opinion Survey

D.C. PUBLIC SCHOOLS  
CAREER GUIDANCE PROGRAM  
STUDENT OPINION SURVEY

DIRECTIONS: Please draw a circle around the correct answer.

- 1 Strongly Agree
- 2 Agree
- 3 Slightly Agree
- 4 Strongly Disagree
- 5 Disagree
- 6 Slightly Disagree

1) The career guidance sessions were very helpful to me.

- 1            2            3            4            5            6

2) I can see how what happened in the career guidance sessions relates to the world of work.

- 1            2            3            4            5            6

3) The most important part of the career guidance program was:

---

DIRECTIONS: Please draw a circle around the correct answer.

- 1 Poor
- 2 Fair
- 3 Satisfactory
- 4 Very Satisfactory

4) What is your evaluation of the career guidance program?

- 1            2            3            4

5) Would you like to see the career guidance program continued?

Yes \_\_\_\_\_ No \_\_\_\_\_

Appendix F  
Parent Opinion Survey

**D.C. PUBLIC SCHOOLS  
CAREER GUIDANCE PROGRAM**

**PARENT OPINION SURVEY**

**DIRECTIONS: PLEASE INDICATE YOUR RESPONSE TO EACH OF THE FOLLOWING STATEMENTS BY PLACING AN "X" MARK BESIDE THE ANSWER CORRESPONDING TO YOUR OPINION.**

- 1. WERE YOU INFORMED ABOUT THE CAREER GUIDANCE PROGRAM BEFORE YOUR CHILD ENTERED THE PROGRAM?**

YES \_\_\_\_\_ NO \_\_\_\_\_

- 2. ARE YOU SATISFIED WITH THE CAREER GUIDANCE PROGRAM?**

YES \_\_\_\_\_ NO \_\_\_\_\_

- 3. DID YOUR CHILD TALK WITH YOU ABOUT HIS/HER EXPERIENCES IN THE CAREER GUIDANCE PROGRAM?**

YES \_\_\_\_\_ NO \_\_\_\_\_

- 4. HAVE YOU SEEN ANY CHANGES IN YOUR CHILD AS A RESULT OF THE PROGRAM?**

YES \_\_\_\_\_ NO \_\_\_\_\_

**IF, YES WHAT KIND OF CHANGES?**

**MORE INTEREST IN SCHOOL** \_\_\_\_\_

**MORE RESPONSIBILITY** \_\_\_\_\_

**MORE MATURE** \_\_\_\_\_

**MORE KNOWLEDGEABLE ABOUT CAREERS** \_\_\_\_\_

**MORE PLANFUL IN DECISION MAKING** \_\_\_\_\_

**AWARENESS OF SELF** \_\_\_\_\_

- 5. WOULD YOU LIKE TO SEE THIS PROGRAM CONTINUED?**

YES \_\_\_\_\_ NO \_\_\_\_\_

Appendix G  
National Career Development Guidelines

(Excerpt taken from National Career Guidelines, NOICC, 1988)

Elementary	Middle/Junior High School	High School	Adult
<b><u>Self-Knowledge</u></b>			
Knowledge of the importance of self-concept.	Knowledge of the influence of a positive self-concept.	Understanding the influence of a positive self-concept.	Skills to maintain a positive self-concept.
Skills to interact with others.	Skills to interact with others.	Skills to interact positively with others.	Skills to maintain effective behaviors.
Awareness of the importance of growth and change.	Knowledge of the importance of growth and change.	Understanding the impact of growth and development.	Understanding developmental changes and transitions.
<b><u>Educational and Occupational Exploration</u></b>			
Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.	Skills to enter and participate in education and training.
Awareness of the relationship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.	Skills to participate in work and life-long learning.
Skills to understand and use career information.	Skills to locate, understand and use career information.	Skills to locate, evaluate and interpret career information.	Skills to locate, evaluate and interpret career information.
Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.	Understanding how the needs and functions of society influence the nature and structure of work.
<b><u>Career Planning</u></b>			
Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.	Skills to make decisions.
Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.	Understanding the impact of work on individual and family life.
Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.	Understanding the continuous changes in male/female roles.
Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning.	Skills to make career transitions.

Figure 2 Career Guidance &amp; Counseling Competencies by Area and Level

\*(Indicators can be found in the Handbook)

Appendix H  
Career Guidance Activities

(Elementary Level)

### Session I Orientation

#### OBJECTIVES:

1. Students should know what they learn each session of the program will help in identifying their interests, abilities, strengths, and weaknesses.
2. Student should develop a sense of awareness for development of positive attitudes about self.

#### ACTIVITIES:

1. Introduction of researcher.
2. Warm-up Activity: Scavenger Hunt
3. Overview of Program
  - a. Who is involved in the program?
  - b. What are you (student) going to do as a member of this program?
  - c. When will various parts of the program be held?
  - d. Why were you selected for the program?
4. Question/Answer Period

### Session II

#### AREA: SELF AWARENESS

**OBJECTIVE:** The student will be able to identify current strengths and abilities.

#### PROCEDURE:

1. Have students select one of the following topics:
  - A. Something I can do now I couldn't do last year
  - B. Something I have learned this year
  - C. A job I can do right now

2. Distribute drawing paper and let students illustrate their topics.
3. Divide students into small groups for sharing their pictures and describing ways in which they have changed.

**NATIONAL GUIDELINES:** Competency I

### Session III

**AREA:** SELF AWARENESS

**OBJECTIVE:** The student will be able to realize strengths and identify what is important in life.

**PROCEDURE:**

1. Counselor/teacher will hand students a blank coat of arms on a sheet of paper, divided and numbered into six areas.
2. On the first area, students will draw two things they do well.
3. On the second area, students will draw their favorite place.
4. On the third area, students will draw their greatest achievement.
5. On the fourth area, students will draw the three people who mean the most to them.
6. On the fifth area, students will draw what their favorite activity is.
7. On the sixth area, students will write the three words that they like others to say about them.
8. Discuss individual coat of arms in class.

**NATIONAL GUIDELINES:** Competency II

*(used with permission)*

### Session IV

**AREA:** SELF AWARENESS

**OBJECTIVE:** The student will be able to develop a more positive self-image.

**PROCEDURE:**

1. Ask students to make advertisements and/or commercials to sell their positive qualities.
2. Students have the option of designing a magazine or newspaper advertisement, a poster, a billboard sign, a brochure, a radio or television commercial or any other form of advertising they can think of (sweepstakes, coupons).
3. Two or more students may work together as a team: for example, one student may be a good artist, another a good writer or photographer.
4. When the students have completed their ads or commercials, have each student or team present their ad to the class.

**NATIONAL GUIDELINES:** Competency I

*(used with permission)*

**Session V**

**AREA: SELF AWARENESS**

**OBJECTIVE:** The student will be able to examine abilities and activities they can do well.

**PROCEDURE:**

1. Have students answer the following questions on paper:
  - A. How well do you do your school work?
  - B. What school subjects do you enjoy most? Why? Least? Why?
  - C. When you have trouble with school work, what do you do? Does it help? Why or why not?
  - D. When you read outside of school, what do you read? Why?
  - E. What hobbies and leisure activities do you enjoy most?
2. Form small groups and have students discuss their answers. Ask students if they learned any ideas from others on how to find help with their studies.
3. Have each student or group of students prepare a demonstration about something they feel they can do well. (ex. tie knots, make cookies, play guitar)

**NATIONAL GUIDELINES:** Competency I

*(used with permission)*

### Session VI

**AREA: SELF AWARENESS**

**OBJECTIVE:** The student will be able to recognize and appreciate talents and abilities.

**PROCEDURE:**

1. Instruct the students to sit in a circle to discuss:
  - A. What do you do well?
  - B. What is something you would like to do that you haven't learned yet?
  - C. What can you do that you could teach someone else?
2. With all the students seated, have students toss the ball from one to another. Only the student who has the ball is to be talking.
3. As the ball is tossed to each student, he or she responds to the question being discussed. (Toss the ball back and forth within the circle until each student has had an opportunity to respond to question A, then likewise for question B, and again for question C.)

**NATIONAL GUIDELINES:** Competency I

*(used with permission)*

### Session VII

**AREA: SELF AWARENESS**

**OBJECTIVE:** The student will be able to list things he does that makes him feel proud.

**PROCEDURE:**

1. Have the student list things that makes him feel good about himself. Write all the things on the blackboard. Point out to the student that we all have things that make us feel good. These things may be similar to others or they may be unique. Things we do that make us feel good about ourselves are an intricate part of our self-concept/self-image.
2. Read to the class a story with a theme that focuses on a student disclosing to a friend, teacher, or family member information about something that made him feel good. Have the students give a puppet show. The name of this particular show can be "David's First Day At School." The two characters are David and his mother. Instruct the students to use their imagination and pretend that David is running home to tell his mother about all the things he did on his first day at school. Some of the things David may feel good about are:
  - a) becoming the class president
  - b) being picked by the teacher as class monitor when she left the room
  - c) helping another student find his class
  - d) getting a good grade on a math quiz
3. Encourage the students to develop the puppet show by using their imagination and creativeness. Following the puppet show discuss with the students how David may have felt about his first day in school.
4. Have the student list those things about himself that make him feel good about being a student.
5. Have the student list things about being the son/daughter of his/her parents that make him/her feel good.
6. Have the student list those things about himself as a friend to a peer that make him feel good.

**Session VIII****AREA: SELF AWARENESS**

**OBJECTIVE:** The student will be able to describe his ideal self.

**PROCEDURE:**

1. Have the students form the "circle of oneness." In the "circle of oneness," students come together as a collective body (as one) to share information. Say to the students, "We have learned that how we feel about ourselves is related to positive family awareness, community awareness, cultural awareness, and how we perceive ourselves in relationship to different parts

of our lives." Another aspect of ourselves that impacts upon our self-concept is the ideal-self (what we would like to be). In many cases, the ideal-self is different from how we are. Ask yourself what is it that you would like to be? Your answer may be that you would like to improve reading skills, to become a member of the reading team, or you may want to increase your soccer skills so that you can join your classmates when they play. How you feel about yourself with regards to reading and playing soccer may not be very good in the beginning. However, as your skills increase and you reach the goal you set for yourself, your self-concept in these areas will improve tremendously.

Wanting to become a better reader and soccer player are components of the ideal self, and the present skills and feelings about those areas are related to the actual self (the perception of your present skill level).

2. From the "circle of oneness" read to the students the story of Chaka the Tiger.
3. Ask students to draw a picture about their favorite part of the story. Have a large group discussion concerning the story. (Inform students that this session will be continued the next time.

## Session IX

**AREA: SELF AWARENESS** (*continuation of Session 8*)

**OBJECTIVE:** The student will be able to describe his ideal self.

**PROCEDURE:**

1. Have the students point out Chaka's ideal-self, and the impact it will have on how he will feel about himself.
2. Instruct the students to complete the open-ended sentences.
  1. I would like to be able to \_\_\_\_\_.
  2. When I grow up, I want to become \_\_\_\_\_.
  3. I would like to improve my skills in these areas:
    - a) \_\_\_\_\_
    - b) \_\_\_\_\_
    - c) \_\_\_\_\_

## Session X

**AREA: SELF AWARENESS**

**OBJECTIVE:** The student will be able to learn about one's own strengths and abilities and how to learn most effectively.

**PROCEDURE:**

1. Have students divide a piece of paper in half titling one side "ACTIVITIES IN SCHOOL" and the other side, "ACTIVITIES OUT OF SCHOOL".
2. Have students list the activities they like the best under each title, include any school subjects or work they do.
3. Form small groups and have students discuss the correlation between the things they do well and those they like best.
4. Have students discuss ways to make things they have to do or don't like to do more interesting.

**NATIONAL GUIDELINES:** Competency I

*(used with permission)*

## Session XI

**AREA: SELF AWARENESS**

**OBJECTIVE:** The student will be able to examine personality characteristics of self and others.

**PROCEDURE:**

1. Define the word trait and give an example.
2. Have students list on a piece of paper 10 personality traits they would like to have. (Students can list traits they already have if they like them.) Students need not necessarily show their lists to other classmates.
3. Have students pick one trait they do not have that they think they would like to have.

4. Have students share and discuss why they would like to have this trait. If they then decide they would really like to acquire this trait, have them develop a plan to practice developing this trait.

**NATIONAL GUIDELINES:** Competency I

*(used with permission)*

## Session XII

**AREA:** SELF AWARENESS

**OBJECTIVE:** The student will be able to learn how to assess one's own learning needs and where and when to seek help.

**PROCEDURE:**

1. Have student discuss why it is important to organize time (Ex. leisure, study).
2. Explain and discuss "How To Improve Your Study Habits and Grades" handout.
3. Have students discuss the handout, whether or not they see this as beneficial or not.
4. Have students discuss their weak and strong areas of study and ways to improve them.

**NATIONAL GUIDELINES:** Competency IV

*(used with permission)*

## Session XIII

**AREA:** ELEMENTARY SELF AWARENESS/CAREER AWARENESS

**OBJECTIVE:** The student will be able to identify their interests and skills in relation to school, home, hobbies, and future goals.

**PROCEDURE:**

Ask students to write down 5 things they like to do. These things could happen in their leisure time, at

school, on weekends or in the summer. After they have written their 5 favorite things, have the students do the following:

- 1) Put a checkmark in the P (people) column next to each thing they do that includes other people.
- 2) Put a checkmark in the A (alone) column next to each thing they do alone.
- 3) Put a checkmark in the O (outside) column next to each thing they do that includes being outdoors.
- 4) Put a checkmark in the I (inside) column next to each thing they do that includes being inside.

After finishing checking through their favorite things, have the students tabulate their checkmarks in columns P, A, O and I. Using your own checklist, point out that a high number of checkmarks in these column may indicate that being with people is important to you or being by yourself is important to you.

Low tabulations in any of these columns would indicate that the particular area is not important or a value. Check these results with individual students. At this point you could have students suggest jobs that would pertain to highs and lows of each of the three columns. For example, if a student had a high number of checkmarks in the "people" column, what kind of people related jobs could the student name

**NATIONAL GUIDELINES:** Competency I

## Session XIV

### AREA: SELF AWARENESS

**OBJECTIVE:** The student will be able to understand personal interests, skills, and aptitudes as they relate to occupational areas.

### PROCEDURE:

1. On the chalkboard, make 3 columns - headed by People, Data, and Things.
2. Under each column, ask students to write a career title that deals primarily with that heading.

<u>People</u>	<u>Data</u>	<u>Things</u>
Clergy	Brokers	Mechanics
Nurses	Engineers	Architects
Salespeople	Accountants	Computer Tech.
Teachers	Tax Assessors	Pilot
Dancers	Payroll Banker	Truckdrivers
Cabin Attendants		Builders
Mayors		Crane Operators

3. Have students check the requirements they think are necessary for them to be happy and successful in a career on the Career Value Worksheet.
4. Have students discuss their responses on the worksheet.

**NATIONAL GUIDELINES:** Competency I

*(used with permission)*

\*(Secondary Level)

### **Session I Orientation**

#### **OBJECTIVES:**

1. Students should know that what they learn each session will assist in developing positive work attitudes and behaviors.
2. Students should know that what they learn each session of the program will assist in educational and occupational planning.
3. Students should develop a sense of responsibility for development of their self concept and career maturity.

#### **ACTIVITIES:**

1. Introduction of Researcher
2. Warm-up Activity: The Future: Looking Ahead to Workforce 2000
3. Overview of Program
4. Question/Answer Period

### **Session II**

**AREA:** SELF AWARENESS

**OBJECTIVE:** The student will be able to identify career areas which relate to his/her expressed interests.

**PROCEDURE:**

1. Establish the mindset of the students by asking various questions such as:  
*“What are some of the things you are happiest doing?”*  
*“What activities do you like to do?”*  
*“What activities have you read about or observed that you would like to try?”*
2. Say to the students: *“People usually develop their interests as they are exposed to different types of activities.”*
3. Have several students describe some of their interests.
4. Define expressed interests for the students.
5. Point out to students ways in which expressed interests can be examined and utilized in career exploration.
6. Give students several careers and list for each career probable interests which have led to those careers.
7. Lead the student in a discussion of the broad areas of interest in work. Talk about the types of activities that could be included under each area.
8. Use the following examples as a guide:
  - A. Doing artistic and creative things
  - B. Doing things of a scientific and medical nature
  - C. Working with plants/animals
  - D. Protecting/guarding people or property.
  - E. Working with mechanical things
  - F. Protecting/guarding people or property.
  - G. Selling things
  - H. Providing services
  - I. Helping Others
  - J. Amusing and entertaining other people

**NATIONAL GUIDELINES:** Competency I (to be utilized with sessions II - VI)

\*(Incorporated activities developed by Dr. Veda Usilton, Mrs. Josephine Paige, Mrs. Mary Bracey, and Mrs. Brenda Fortenberry)

### Session III

#### AREA: SELF AWARENESS

**OBJECTIVE:** The student will be able to explain factors which influence one's career development. The explanation is to be in the form of a term paper and must include five such factors.

#### PROCEDURE:

1. Establish the relevance of this lesson by having the student brainstorm about what they feel influences a person's self-concept.
2. Ask these kinds of questions:
  - "What do you think of yourself"*
  - "Why do you think the way you do?"*
  - "What caused you to think as you do?"*
3. Explain to the class this lesson they will be able to analyze the personal and social factors that influence one's self-concept and personal development.
4. Have students respond to statements such as: *"my mother wanted me to become and my father..."* or grandmother etc.
5. Inform and clarify for the students the factors that influence self-concept by identifying:
 

<ul style="list-style-type: none"> <li>A. Personal factors</li> <li>Heredity</li> <li>Environment</li> <li>Family relationships</li> <li>Aptitudes</li> <li>Interests</li> <li>Abilities</li> <li>Interests</li> <li>Body image</li> <li>Self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>B. Social factors</li> <li>Effort at helping others</li> <li>Accomplishments</li> <li>Failures</li> <li>Relationships</li> <li>Expectations</li> </ul>
	<ul style="list-style-type: none"> <li>C. Feedback from others</li> </ul>

### Session IV

#### AREA: SELF AWARENESS

**OBJECTIVE:** The student will be able to describe how self-concept (self-image) affects job choice.

The description must include interests, abilities, lifestyles preferences, strengths, values and personality.

**PROCEDURE:**

1. Have students answer these questions by brainstorming in groups of three. Record responses.
  - a. What activities would I enjoy doing in the future?
  - b. What kind of person would I like to be in the near future?
  - c. What would I like to have in the future?
  - d. How do these pleasures and goals relate to the kind of work I'd like to do in the future?
  - e. Explain how each relates to job choice.

**Session V**

**AREA: SELF AWARENESS**

**OBJECTIVE:** The student will be able to analyze the influence of one's self-concept on behavior. Analysis must include at least five behaviors present in a negative self-concept.

**PROCEDURE:**

1. Distribute copies of the case study depicting a person with a positive self-concept and a person with a negative one.
2. Have students pair off and list at least five kinds of negative and five kinds of positive behaviors portrayed in each case study due to the persons' feelings about him or herself.
3. Move in and out among students to monitor their progress.
4. Discuss case studies and behavior patterns.
5. Say: "*Reread case studies. Analyze what took place.*"
6. Instruct students to complete an essay depicting how a person with a negative self-concept perceives the future.
7. Practice analyzing persons behavior for case studies to determine factors which influenced behavior.

**Session VI**

**AREA: SELF AWARENESS**

**OBJECTIVE:** The student will be able to describe how self-concept (self-image) affects job choice. The description must include interests, abilities, lifestyles preferences, strengths, values and personality.

**PROCEDURE:**

1. Have students write an job advertisement for themselves including their interests, abilities, and personal strengths. They might begin this exercise by completing this phrase. "*I am someone...*"
2. Have each student read his/her advertisement to the class.
3. Allow time for discussion.

## Session VII

**AREA:** Educational/Occupational Exploration

**OBJECTIVE:** The student will be able to examine learning style and discuss the differences in their preferences with their peers.

**PROCEDURE:**

1. Have students compare their learning style profiles in small groups (4-5).
2. Have students discuss their similarities and differences. (Emphasize that all are OK)
3. Have each student share examples of their most effective setting and procedures for studying.
4. Then have students examine ways to adapt class and assignment expectations to their learning style.
5. Discuss the implications of learning style differences in interpersonal interactions. (Understanding learning styles helps one understand communication patterns, leadership patterns, teamwork patterns, etc.)

**NATIONAL GUIDELINES:** Competency V

*(used with permission)*

### Session VIII

**AREA:** EDUCATIONAL/OCCUPATIONAL PLANNING

**OBJECTIVE:** The student will be able to categorize jobs they have had into Career Clusters.

**PROCEDURE:**

1. Ask students to develop a bulletin board about jobs they have had and have them select a title.
2. Have each student write their name and a job they have had or done on a piece of the cut construction paper. Complete a shape for each and every job they have done (paid or unpaid). Include any and all jobs such as baby sitting, yard care, house cleaning, paper routes, etc.) **EVERYONE HAS DONE SOMETHING THAT WILL FIT.**
3. Have students place each of their jobs in the correct Career Cluster group. Then discuss the following questions:
  - A. What are the similar characteristics of the various jobs?
  - B. What are the differences among jobs?
  - C. Would any jobs fit in more than one cluster? Why?
  - D. Which cluster(s) seems to include most of the jobs?
  - E. Are there any clusters which predominately employ females or males? Why?

**NATIONAL GUIDELINES:** Competency V

### Session IX

**AREA:** EDUCATIONAL/OCCUPATIONAL PLANNING

**OBJECTIVE:** The student will be able to identify the differences between unskilled, skilled, and professional jobs.

**PROCEDURE:**

1. Have students develop three lists of characteristics of jobs—one on unskilled jobs, one on skilled jobs, and one on professional jobs.
2. Contrast the differences between characteristics of each of these three job categories.
  - A. What are the differences? (Ex. Skills, responsibilities, working conditions, work schedules, etc.)

- B. What are some similarities?
- C. How do salaries differ?
- D. Do wages reflect the value of each of these types of work?
- E. Are there differences in preparation for entry into each of these categories? How do they differ?
- F. Are there also some similarities? What are they?

**NATIONAL GUIDELINES:** Competency VIII

*(used with permission)*

## Session X

**AREA:** EDUCATIONAL/OCCUPATIONAL EXPLORATION

**OBJECTIVE:** The student will be able to match at least three representative occupations to each interest area.

**PROCEDURE:**

1. To establish the mindset ask the students to make a list of personal interests that they have.
2. Have some of them share their interests with the class.
3. Ask these kinds of questions:  
*"What are your occupational interest? Which occupation best suit your interests?"*
4. Inform the students that in this lesson they will match at least three occupations to an interest area. Tell them that grouping specific interests into broad classes is needed to help them see trends more clearly and compare the varying interests of people to the kinds of jobs they accept.
5. Help students to recall prior job experiences.
6. Tell the students that identifying jobs based on personal interests allows each of us to get more out of life because if our occupation includes some things that interest us our expectations are realized and our personal resources are better utilized.
7. Define interest for the students.
8. Explain that underlying interests are basic or drives which energize and steer activity to particular outcomes.

9. Explain that interests develop from
  - basic needs (direct)
  - hearing about them from others (indirectly)
10. Tell the students that a list of all interests that people have would be too cumbersome.
11. Prepare and give them a sample list of occupations showing how interest varieties or differentiations lead to specific occupations.
12. Say, "*Some people like to work with data, other with people or things.*"
13. Here is a sample list:

<b>Data</b>	<b>People</b>	<b>Thing</b>
Bookkeeper	Nurse	Architect (building)
System Analyst	Sales	Music Writer
Writer	Teacher	Farmer (Plants)
Engineer	Police Officer	Construction Worker (building)
Zoologist	Personnel	Artist Painting/drawing

**NATIONAL GUIDELINES:** Competency VI

## Session XI

### AREA: CAREER PLANNING

**OBJECTIVE:** The student will be able to analyze the factors that influence career decision making.  
At least five factors must be analyzed.

### PROCEDURE:

1. Present a situation to the students such as the following: Say to students: "*Sam is a high school senior. He is the oldest of three children and his parents want him to go to college and live at home. Sam's hard working parents did not go to college, but own a small business and would like for Sam to help them in the evenings, and perhaps take over the business someday. Sam, however, wants to attend college in another city and study music. He wants to become a concert pianist.*"
2. Analyze this situation in terms of factors which might influence his career choice.

3. Allow for questions.
4. Say to students: *"You will now analyze factors that influence career choices."*
5. Ask students to create a definition for "Career" and list examples of various components that comprise a career. Include ideas relating to family, life, and volunteer community service as aspects of careers.
6. Ask them to include the following factors that influence career choice: aptitudes, goals, attitudes, finances, marital status, values, and personality traits.

**NATIONAL GUIDELINES:** Competency IX

### Session XII

**AREA:** CAREER PLANNING

**OBJECTIVE:** The student will be able to analyze the factors that influence career decision making. At least five factors must be analyzed.

**PROCEDURE:**

1. Write on the chalkboard following quote: "A person's ability to choose, as well as right to choose, is the essence of freedom. How he will learn the skills involved in the process of choosing will determine his power of self-determination, his freedom of choice." (Paul Woodring, 1957 from "A Fourth of the Nation")
2. Have class discussion on the quote.
3. Inform students that career decision making is important to having a satisfying future life.
4. Inform students that after this lesson they will be able to analyze factors that influence career decision making. They will be able to analyze at least five factors.
5. Ask students to recall some decision they make in the last year. Make a list of important decisions (those that require study and thought). Then make a list of those automatic decisions (those that require little or no thought). Discuss the reason you made those decisions.
6. Say to students: *"As you can see, factors influence your decision. We are now going to learn more about these factors which influence decision making."*

7. Inform students that it is also important to study factors that influence career choices if we are to become skillful decision makers. These factors include:

Personal Factors

1. Self concept
2. Goals for future
  - financial
  - lifestyle
  - interest
  - preference for working
    - a. with data
    - b. with people
    - c. with objects
3. Aptitude and abilities
4. Personal traits
5. Family background
6. Values
7. Attitudes

**NATIONAL GUIDELINES:** Competency IX

### Session XIII

**AREA: CAREER PLANNING**

**OBJECTIVE:** The students will compile a career plan for at least one specific type of job. The career plan must include the educational requirements in addition to necessary Career Paths.

**PROCEDURE:**

1. Establish the mind-set of the students by asking questions such as the following:
  - A. Have you set any career goals?
  - B. What are they?
2. Inform students that a career plan will help to permit the ways to a satisfying career.
3. Point out to the students that Career Planning does not ensure succeeding in the world of work, but it increases the options that may be available.
4. Review with students various types of jobs.
5. Ask students to work in small groups. Choose a career selected by the group.

6. Using the Dictionary of Occupational Outlook Handoutbook, and other career educational resources, have the students research the groups' choice of occupation for educational requirements, related interests, attitudes, and possible career paths.
7. Have students to chart the assumed progress toward meeting the requirements for their selected occupation.
8. Have each group complete compile their career plan, for presentation to the entire class.

NATIONAL GUIDELINES: Competency XII

### Session XIV

AREA: CAREER PLANNING

OBJECTIVE: The student will be able to explain six different ways to prepare for careers.

PROCEDURE:

1. Have each student identify a career that he or she might like to pursue. Record these careers on newsprint.
2. Divide the class into six small groups, giving each group one of the following "Access Routes" as a category:
  - A. Nontraditional Careers Via Traditional Job-Based Career Ladders.
  - B. Nontraditional Careers Via Industry-Sponsored Training.
  - C. Nontraditional Careers Via Apprenticeship Training.
  - D. Nontraditional Careers Via Community College.
  - E. Nontraditional Careers Via College Preparation.
  - F. Entrepreneurship (Small business Owners).
3. Explain each category so that students understand the kinds of jobs in each category.
4. Record the results from each group by having the group record its results on newsprint and post for sharing.
5. Discuss access routes that many of the careers listed have more than one access route.
6. Follow up assignment: Have students identify at least two access routes which would lead them to their chosen career areas. From this exercise have them develop questions which they could ask speakers who come to share information about access routes.

NATIONAL GUIDELINES: Competency XII

*(used with permission)*

Appendix I  
On-Site Monitoring Form

CAREER GUIDANCE ON-SITE VISITATION FORM

Date \_\_\_\_\_

SITE/SCHOOL \_\_\_\_\_

STEERING COMMITTEE: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PROGRESS/ACHIEVEMENTS OF THE PROGRAM: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Number of students currently involved: \_\_\_\_\_

Is the Local School Guidance Plan on schedule?  Yes  No

Activities to be completed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendations/Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Coordinator

\_\_\_\_\_  
Counselor

\_\_\_\_\_  
Classroom Teacher

Appendix J

Time Table of Career Guidance Program

TIME TABLE	IMPLEMENTATION OF PROGRAM
DATE	TASK
March/April ,1990	<p>Establish Program Model</p> <p>Establish liaison with the Office of Vocational and Adult Education, The National Occupational Information Coordinating Committee, D. C. Occupational Information Coordinating Committee and the Department of Education, Office of Vocational and Adult Education</p> <p>Administer needs assessment</p> <p>Identify staff development needs</p> <p>Select trainees for staff development</p>
May, 1990	<p>Extend offer to schools to participate in the program</p> <p>Select D. C. Personnel to assist with training</p> <p>Develop criteria requirements for selection of schools</p>
June, 1991	<p>Conduct in-service training of the the National Career Development Guidelines</p> <p>Evaluate results of training</p>
July, 1990	<p>Select pilot sites to implement program</p> <p>Identify career assessment tools</p> <p>Identify staff development training from needs assessment and evaluation forms</p> <p>Develop Activities to supplement National Guidelines indicators and competencies</p>

DATE	TASK
August 1990	Plan in-service training for school year.  Develop two year plan  Identify career resource materials
September, 1990	Disseminate stipends to steering committees for attending the four day training  Visit pilot sites
October, 1990	Conduct orientation for pilot sites
November, 1990	Administer Career Maturity Inventory Coopersmith Inventory (Pretest)  Counselor completes Individual Student Profiles  Implement Career Guidance Program  Conduct In-service training  Monitor Program
December, 1990	Disseminate Mini grants to steering committee to purchase career resource materials  Conduct In-service training  Monitor program
January/February, 1991	Participate in local school staff development training  Conduct In-service training  Monitor program

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DATE	TASK
March 1991	Administer Posttest Interview students Mail surveys to parents Compile and tabulate data
April/May 1991	Analyze findings Present Findings Provide recommendations

Appendix K

Hollingshead's Scores for Occupational Categories

## Scores for Occupational Categories

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Score	Types of Occupations
1	Higher executive, major professionals, proprietors of large concerns. Example, bank president, physician, university teacher, government officials.
2	Business managers, proprietors of medium sized businesses, lesser professionals, Example, nurse, office manager, teacher (elementary and high).
3	Administrative personnel, small business, minor professionals. Example, insurance agent, private secretary, radio announcer, beauty shop owner, mortician.
4	Clerical and sales workers, technicians, owners of little businesses. Example, bank teller, shipping clerk, warehouse clerk, laboratory technicians, news stand operator.
5	Skilled manual employees. Example, auto body repairman, butcher, carpenter, postman, plumber, fireman, chef, barber, hair stylist.

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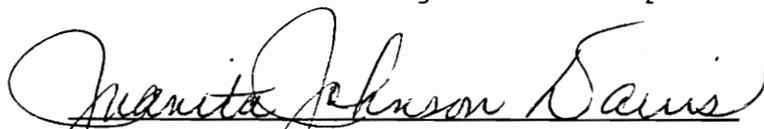
- 6           Machine operators and semi-skilled employees.  
          Example, hospital aide, bus driver,  
          housekeeper, practical nurse, tenant farmer,  
          factory machine operators.
- 7           Unskilled employees, Example, Cafeteria  
          workers, stock handler, unemployed domestic,  
          public welfare recipient.

## Vita

Juanita J. Davis is a native of Florence, South Carolina where she received her elementary and secondary education. She received a B. S. degree from Claflin University, Orangeburg, South Carolina with a major in Elementary Education, a M. Ed. degree in Special Education from George Washington University, Washington, D. C., and a M. A. degree in Counseling Psychology from Bowie State University, Bowie, Maryland.

During her graduate studies she served as a graduate assistant in the Counseling Department and an intern with the U. S. Department of Health, Education and Welfare. Professional work experiences include teaching at the elementary school level, Special Education Compliance Monitor, Resource Teacher, and a counselor at the elementary level. She is presently the Acting Coordinator of Vocational Guidance for the District of Columbia Public Schools.

She is a member of Phi Delta Kappa, American Association for Counseling and Development, National Vocational Guidance Association, and the District of Columbia Association for Counseling and Development.

  
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