

THE RELATIONSHIP OF SELF CONCEPT AND OTHER VARIABLES TO THE WORK VALUE
ORIENTATION OF BLACK FEMALES ENROLLED IN
INNER CITY VOCATIONAL SCHOOLS

by

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DEDICATION

To my wonderful husband whose untiring support through-
out this study has been sincerely appreciated, and to my son .

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Chapter 1

INTRODUCTION

A major portion of the transition from childhood to adulthood for youth is devoted to the choice of an occupation; and more than ever before, youth today potentially have more control over that occupational choice and are subject to more sources of information and influence on that choice (Lungstrum, 1974). The right of an individual to choose his or her own work and the high degree of specialization which becomes a part of the decision-making process represent two outstanding characteristics of this society. Further, because society places such a high value on work, it is often considered to be a primary element in the life of many individuals. Ideally, the individual is free to choose the kind of work he or she wants, but realistically choices may be limited by certain sociological and psychological factors. It is likely, too, that most individuals will be employed in more than one occupation during their lifetime.

For many young adults, those decisions relative to preparation for an area of work are made early in the high school years because high school is often the last experience with formal education before entering into a lifetime of work. For these youth--many of whom will not receive additional training--an early occupational choice may

provide some direction to what might otherwise be a period of dissipation before entering into numerous occupational areas over time.

Further, as these youth assess the factors which influence the choices they consider, their ultimate commitment appears to be directed toward a specific occupational area which may serve as an antecedent to a career choice. This decision is probably the result of a series of both internal and external forces culminating into one or more chosen areas.

Crites (1969) notes that an individual makes a vocational choice if he expresses an intention to enter a particular occupation. It is assumed, therefore, that the individual's intention means the best estimate of a future occupation based upon a consideration of reality factors as well as those preferences and aspirations relative to that occupation. Thus, the training environment must be one which will transmit the realities to students in a manner that will facilitate their gaining realistic perceptions of self in conjunction with the work environment.

NEED FOR THE STUDY

Vocational Education, which plays a vital role in the occupational decision-making process of many individuals, has a direct link with employment in that it provides much of the foundation for youth entering into the job market. Rieder (1976:3) supported this role when she noted that:

Vocational educators are at the critical juncture between school and work; they recruit students, provide them with the knowledge and skills needed for successful

job entry and place them in their first jobs. Within the world of work, they are concerned with developing their students' maximum potentials and placing students in a work environment that is financially and psychologically rewarding.

The processes used to determine an individual's choice of an occupation become more evident through observing the historical aspects of vocational education. For several decades vocational development theorists have viewed the choosing of an occupational area as a complex, developmental task that represents a series of decision-making processes. Tiedeman's (1961:15) interpretation is that "vocational development ordinarily occurs within the context of several decisions--each decision is to be considered in relation to a wider context of past and future decisions leading to the presentation of a career." Increasingly, however, there has been concern about the pre-determination of choice, how the choice is actually made, as well as the role of various social and psychological factors influencing that choice.

An equal concern has been the place of work in the lives of youth and the meaning and value that youth have toward work. Ginzberg, et. al. (1951:246) conceptualized the value of work purporting that,

...the foundation for an effective occupational choice must lie in the values and goals of an individual, for it is these which enable him to order his current activities with reference to the future. The essential element in occupational decision-making is the effective linking of present action to future objectives. Certainly, capacities and interests must be considered, but the individual will not make an effective occupational choice unless he has support from his value scheme.

Many of the basic concerns of vocational educators evolve from the premise that decisions made by the vocational student are those which are associated with intellectual and emotional development attributed to a career-oriented program. This area of program enrollment is intended to prepare the individual for the world of work and includes-- in addition to development of technical skills--adjustment to various environmental factors that revolve around his work, adjustment to changing market conditions, and adjustment to the individual's personal characteristics.

During this period of time, many students may find themselves in vocational programs which are incongruent with their self concepts; programs in which they are dissatisfied; programs in which job opportunities are somewhat limited; and programs which do not meet their individual needs and thus may not adequately prepare them for the world of work. Rosenberg (1951:87) outlined a number of factors in the individual and in society which operate to delimit the broad range of occupational possibilities available to individuals.

"Some occupations are not socially appropriate for an individual occupying a certain social status; some occupations are not possible for an individual with certain characteristics, knowledges, and resources; and some occupations are not desirable for an individual with certain values, attitudes, and personality characteristics."

The decision made by the vocational student to enter an occupational area, therefore, may be limited to those occupations about which he or she knows something, those which are appropriate to his or her class position or socioeconomic status, those which are not barred by

ethnic discriminations, and those in which realistic opportunities for practical job application exist. Consequently, vocational counselors have the task of assisting these students in narrowing the range of possible choices and strengthening the possibilities which remain so that the students will ultimately choose occupational areas in which they are likely to be satisfied.

A further broad delimitation of alternative occupational areas, according to Rosenberg (1957), is imposed by the individual's sex. Certain occupations are still deemed more "appropriate" for males, while other occupations tend to be more "appropriate" for females. It seems likely that females tend to select occupational roles that are consistent with their self concept which may have developed from their innate capacities and/or their social experiences. Thus, the vocational counseling task becomes rather complex when counseling females, who in recent years have become a permanent and more important part of the labor force. Many of the problems encountered in choosing occupational areas, searching for employment, and being satisfied in the work environment are unique to women primarily because of the special nature of women's occupations, and culturally defined female roles, in addition to women's social experiences. Further, the present occupational structure makes it relatively difficult for many beginning workers--male or female--to experience maximum job satisfaction. In order for women to take advantage of the increased labor market demands and experience maximum job satisfaction, however, it is essential that they receive adequate career planning and counseling.

Of an even greater concern are the problems encountered by black females who still experience some degree of both sex and race discrimination and who face a double disadvantage in the career choice process. "Black females have been denied the opportunity to gain personal satisfaction through work and leisure by custom or law; and as a result, have been relegated to low-paying, low-status occupations because of long-standing stereotypes and prejudices" (Miles, 1977:357). Further, they have not always had the opportunities that would allow them to pursue careers of their choice because of societal inequities, personal circumstances and the realities of the labor market. Roderick and Davis (1973) found that young white females have substantially more labor market knowledge than young black females, and that black females are more likely than white females to drop out of school before completing the 12th grade. These factors, therefore, are extremely critical to this segment of the population. As noted by Schaefer, Lewis and Kaufman (1967:10), "society can no longer afford the waste of human resources caused by the prevailing limitations on the utilization of black female abilities."

A profile of the black individual as portrayed in the vocational literature (Smith, 1975:55) reveals that,

...The average black is one who may lack positive work role models; does not manifest a lifetime commitment to a career as a way of life; is work alienated; and places a greater priority on job security rather than self-fulfillment in an occupation. Moreover, he tends to have a negative self-image which fosters identity foreclosures or a rigid closing out of self and direction. His aspirations are high, but his expectations of achieving his desired occupational goals are low.

He has limitations placed upon his occupational mobility because of his racial membership; evidences interests that are more person- than thing-oriented; is vocationally immature, and makes his vocational choices in the social sciences and in those careers traditionally open to blacks."

The extent to which this profile is applicable to blacks has concerned many vocational educators. Stefflre (1966) and Tyler (1967) emphasized the limited generalizability of many vocational theories to minority populations and certain socioeconomic subgroups. They found that most theories were based upon the vocational development of white middle class males. Consequently, studies have indicated that racism and its effects should be taken into consideration when analyzing the minority's career development (Smith, 1975).

It would also seem that the stages through which individuals pass as they prepare to take their place in the world of work would differ, both with respect to substance and time, according to the social-psychological forces impinging upon their life. "As long as theorists continue to generalize vocational theories based upon white to black people, research on black people will continue to have loopholes and conflicting results. One must begin to use an internal black frame of reference for analyzing this group's vocational behavior" (Williams, 1972:101).

There are specific aspects of the portrayal of blacks in the vocational literature, however, which draw special attention to the needs of an important segment of our population--black female youth. Consequently, the entire educational experience of these youth must be critically analyzed if they are to derive satisfaction and self-fulfillment through work and leisure activity--a major thrust of career development.

Also included in this concept is the idea that the quality of a decision concerning a career or an occupation is determined by the type, amount, and correctness of the information used in making decisions. "All other things being equal, the more accurate the information a person has about himself and the world of work, the more valid will be his career decision" (Baily, 1972:35).

The literature suggests a need to expand vocational education's role in the career education concept so that vocational students will choose careers with values, orientations, knowledges, and skills that will enhance their chances of adjusting to society on a continuous basis. For black females, in particular, this is an extremely crucial factor. Increasingly, they are faced with new challenges and opportunities which often create additional pressures and problems for them. Despite the emergence of new experiences and opportunities for many of them, they still seem to dominate the traditionally female occupational areas. By helping them to become aware of their vocational needs, values, attitudes, abilities, as well as the characteristics of different occupational roles, vocational educators may be able to help them better maximize their potential for implementing their self concepts in the decision-making process.

In addition, the importance of the self concept in understanding the dynamics and importance of the job to personal adjustment combine to make work values a much needed area of research. "What people say they want from a job may reveal much about how the individual views himself in relation to work and may also give clues as to how more satisfying work situations could be developed" (Singer and Stefflre, 1956:337).

Thus, knowledge of black females' work value orientation may provide some insight as to how various work environments can best be evaluated in terms of their potentialities for fulfilling their needs.

STATEMENT OF THE PROBLEM

Work has always been and will probably continue to be an important part of an individual's life; however, the nature, meaning and value of work will continue to change as the social, political and economic needs of society change (Kazanas, et. al., 1973). For youth, in particular, the increased interest in the role of work in their lives has resulted from several factors. First of all, vocational educators, who have a special interest in youth and the world of work, are becoming more aware of the fact that young people need to be given an opportunity while in school to develop positive attitudes toward work and choose careers which are commensurate with their interests and abilities. Further, vocational educators realize that many youth enter the world of work immediately upon completion of high school, and there are continuous problems which arise as students make the transition from school to work.

One of the major factors in facilitating a smooth transition from school to work involves analyzing some of the basic internal characteristics of the individual while he or she is still in the school environment. A knowledge of one's values, attitudes, needs and perception of self may be instrumental in determining maximum satisfaction in a specific occupational area. It is likely, too, that if vocational educators are aware of certain basic characteristics

about youth, they could be helped to better themselves and their preparation for the world of work in terms of the personal meaning and value that work is capable of bringing to their lives.

Of particular interest are black youth who, according to the literature, lack positive work role models and are work alienated. Further, the literature reports conflicting views on the self concept of blacks. An extensive amount of research has been done in an attempt to study how individuals at all levels perceive themselves as well as how they perceive themselves in various occupational roles, implying that individuals with positive self concepts make more adequate vocational choices than those with low or negative concepts (Leonard, et. al., 1969; Paterson, 1957; Chambers, 1965). In addition, many researchers (Hoyt, 1973; Borow, 1973; Zytowski, 1970) have studied the role of work values in the vocational development of individuals. More recently, Kazanas (1978:158) noted that young people entering the work force may perceive the meaning and value of work differently from previous generations. "This difference in perception and commitment to work by the young people has led many social scientists and educators to speculate that the traditional work ethic, ingrained in the American heritage, is gradually being replaced by the concept of work values."

Many of the studies have been conducted from a theoretical basis using a specific segment of the population--white middle class males. Other studies involving black populations have usually been conducted with blacks of lower socioeconomic status. In most instances, therefore, there has been a tendency to generalize to other populations. A thorough review of the literature indicates that there is a lack of studies pertaining to the perception of self in the occupational choice process

coupled with the value of work as perceived by black females exclusively. Thus, this study is an attempt to determine if what has been found in the literature among non-black and non-female populations exists among a population of black females enrolled in inner city vocational schools.

This study was primarily an attempt to examine the relationship of self concept, career choice, and grade level to the work value orientation of black females. Ultimately, however, the underlying purpose of the study was to test the extent to which the relationship among these variables could be shown to exist among a population of black females enrolled in inner city vocational schools. Answers were sought to the following research questions using a sample of black females enrolled in business and office education, occupational home economics, and health occupations programs in the District of Columbia Public School System.

1. What are the work value orientations of black females enrolled in inner city vocational education programs?
2. What are the self concepts of black females enrolled in inner city vocational education programs?
3. Is there a relationship between the black female's career choice and her work value orientation?
4. Is there a relationship between the black female's self concept and her work value orientation?
5. Is there a relationship between the black female's grade level and her work value orientation?
6. Is there an interaction of career choice, self concept, and grade level on the black female's work value orientation?

DEFINITION OF TERMS

For purposes of this study, the terms used are defined as follows:

Career Choice. The vocational curriculum in which the student is enrolled.

Career Development Centers. Schools in the District of Columbia Public School System which offer full-time courses of study in vocational education.

Extrinsic Work Value Orientation. The condition that exists when an individual places primary importance on the personal benefits or satisfaction derived from the context of work (i.e., security, company policy, working conditions) rather than the work itself. Operationally, it is indicated by the student's score on Part II of the MVWS (Kazanas, et. al., 1974).

Intrinsic Work Value Orientation. The condition that exists when an individual places primary importance on the benefits derived from work itself (i.e., nature of work, responsibility, achievement, etc.). Operationally, it is indicated by the student's score on Part II of the MVWS (Kazanas, et. al., 1974).

Self Concept. An individual's picture of himself; the aggregate of knowledge, feeling, attitude, belief, and value held in relation to one's self (Fitts, 1965). Operationally, the levels of self concept are indicated as follows: Low Self Concept - lowest total positive score of sample group thru 301; Medium Self Concept - 302 thru 367; and High Self Concept - 368 thru highest total positive score of sample group.

Work. An encounter between an individual and a work environment; activity calling for the expenditure of effort toward some definite achievement or outcome (Borow, 1964).

Work Value Orientation. The condition that exists when an individual places primary importance on either the personal benefits derived from the context of work or the benefits derived from work itself. Operationally, it is indicated by the score on Part II of the MVWS. The scores range on a continuum from an extrinsic work value orientation to an intrinsic work value orientation.

World of Work. The environment which describes the work place and the conditions that are experienced by those persons who are involved in the work.

LIMITATIONS

In assessing the findings and conclusions of this study, the reader should be cognizant of several limitations.

1. This study is limited to black females enrolled in the Career Centers of the District of Columbia Public School System.
2. This study is limited to subjects from only three vocational areas--business and office education, health occupations, and occupational home economics.
3. The contradictions in the literature pertaining to self concept and socioeconomic status could not be adequately dealt with in this study because of unavailability of data.

ASSUMPTIONS

The following assumptions were made with respect to this study:

1. Self concepts of individuals can be measured;
2. The career choice indicated by the students in this study is a fairly accurate indication of their intention to pursue some aspect of the vocational area as a future occupation.

OVERVIEW

The literature pertinent to this study is reviewed in Chapter 2. Chapter 3 contains the methodology, including a description of the population and sample, instrumentation, data collection and analysis, and research design. The findings of this study are presented in Chapter 4, and the summary, conclusions, and recommendations for further study are included in Chapter 5.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

A review of literature related to this study was conducted in an attempt to isolate information which provided support for the rationale and procedure used in this study. The material reviewed has been placed in the following categories:

1. The development of vocational choices;
2. The self concept variable in vocational choice;
3. The value of work;
4. The vocational development of blacks.

Literature Pertaining to the Development of Vocational Choices

There have been numerous studies conducted in recent years which have attempted to delineate those factors which underly the occupational choices of individuals at all levels. Consequently, many theories of vocational choice have attempted to explain how individuals choose occupations as well as why they select and many times enter different occupations.

The "Accident Theory" of vocational choice has been referred to as the layman's explanation of how he entered his occupation (Crites, 1969). It is a theory that is highly supported by many who did so quite successfully by chance. Miller and Form (1951:108) analyzed the occupational backgrounds of a large number of youth and concluded that:

One characteristic is outstanding in the experience of most of the case histories that have been cited. In their quest of a lifework, there has been a vast amount of floundering, and chance experiences appear to have affected choices more than anything else. No single motivating influence underlies the majority of the choices made. It is the compounding of various experiences and influences which has finally crystallized into a wish for a certain occupation. Chance experiences undoubtedly explain the process by which most occupational choices are made.

The Accident Theory stresses the importance of external factors in the choice process and is an explanation of vocational choice which has gained some acceptance among layment and theorists alike.

Unlike the theorists who support the accident concept, there are others who focus on the developmental aspects of vocational choice-- stages and patterns of development as well as concepts of vocational preference and maturity. Many of these theorists consider that the major factor in determining an individual's vocational choice is the impact of the culture and society in which he lives upon the goals and objectives he learns to value (Super, 1953; Lipsett, 1962; Ginzberg, et. al., 1951).

Ginzberg and his associates (1951:87) summarized their theory of occupational choice as containing four elements:

1. Occupational choice is a developmental process which takes place over a period of years;
2. The process of occupational choice ends in a compromise between interests, capacities, values and opportunities;
3. The process is largely irreversible;
4. There are three distinct periods of occupational choice-- fantasy, tentative, and realistic.

The final choice, according to Ginzberg and Associates, represents one in which the individual "seeks to find the optimal fit between his career preparation and goals and the realities of the world of work." It is representative of the three stages of their realistic period: exploration, crystallization, and specification. During the exploratory stage, individuals realize the importance of choosing an occupation that is self-fulfilling and thus eliminates many occupations which may be unsuitable. Later, during the crystallization stage, they tend to compromise and commit themselves to a general vocational direction, formulating definite futuristic plans. Finally, in the specification stage, they initiate steps toward reaching their goal.

Whereas Ginzberg et. al. described vocational choice as part of the maturation process, Super (1951) emphasized the development and implementation of a self-concept with the individual choosing occupations whose characteristics will allow him to function in a role that is consistent with his concept of himself. He views the choice of an occupation as a developmental and irreversible process and not as an event that occurs at a specific time.

Consistent with Ginzberg, et. al., Super (1960) defined several stages of vocational development -- growth, explorations, establishment, maintenance, and decline. Both theorists focused on the period between ages 10 and 25 as the period of occupational choice. However, Super defined three stages beyond that period of time, in that his concern was one in which vocational development was a life-long process. In Super's

formulation of his concept of vocational maturity, it was noted that as the individual matures vocationally, he passes through a series of life stages, each of which corresponds to some phase in the development of his self concept.

Holland (1959:115) was rather critical of the self-concept theories of vocational development, describing these efforts at theorizing as being of "negligible value for integrating present knowledge or stimulating further research." He introduced the concept of development into his theory by means of the individual's life history which can be traced over time by identifying the interactions he engages in with different environments as he grows up. Thus Holland (1959) classified all personalities and work environments into six categories: realistic, intellectual, social, conventional, enterprising, and artistic. He assumed that at the time a person chooses his vocation, he is a product of his heredity and environment. In addition, people search for environments and vocations that will permit them to exercise their skill and abilities to express their attitudes and values, to take on agreeable problems and roles, and to avoid disagreeable ones.

Prior to Holland's work, Roe (1956) developed a theory which evolved from the concept of the close relationship between an individual's interests, needs and experiences and the development of these interests and needs. According to her theory, early childhood experiences influence vocational choice; individuals have needs which they seek to satisfy through occupations; and an individual's genetic makeup influences both his occupational choice and the need hierarchy he develops.

The theory of Blau et. al. (1956:18) emphasized that the conceptual scheme was "not a substitute for a theory of occupational choice and selection, but merely a frame work for systematic research." They purported that in order to understand how people finally enter occupations, an analysis of the processes as perceived by the individual must be accompanied by an examination of the social and economic conditions governing the selection of individuals by those who are doing the hiring. Blau et. al. agreed with Ginzberg that choice reflects a compromise between preferences and expectations, developed during a long series of interrelated decisions. However, they emphasized that the research must take into account the nature of the labor market and the history and organization of various industries in order to understand why persons with certain characteristics will be selected in preference to others, and under what conditions employers lower their standards or increase rewards. Social structure influences occupational choice by influencing the personality of the choosers and by defining the socioeconomic conditions of selection.

Im more recent years, Tiedeman and O'Hara (1963) attempted to classify and specify the series of decisions involved as an individual makes his career development choice. Tiedeman divided the overall process of vocational decision making into two periods--period of anticipation or preoccupation and period of implementation and adjustment. He then identified stages within each period, noting that the succession of these stages represents a progressive realization of the individual's goals as he enters and advances in his chosen position.

Summary

There have been many other theorists (Slocum, 1967; Haystead, 1971) who have made speculations and have formulated theories about the making of vocational choices over periods of time. The theories presented here, however, emphasize the importance of the individual himself in the process of developing an occupational choice. Both Tiedeman and Super use the term "self." Tiedeman, in analyzing characteristics of his subjects assumed that their self concepts would reflect their real characteristics. Super indicated that the self is a result of the individual's interpersonal experiences, while Roe emphasized the effects of early childhood experiences in the development of self.

In the work of Ginzberg et. al., the focus is on a developmental process that eventually results in a single decision point. However, Holland's approach is more structured, wherein occupations are grouped according to personal characteristics or activities. Much of Holland's research has been confined to persons functioning at higher levels--populations whose members not only aspire to vocations that require professional training, but also have maximum freedom in their vocational choice.

Even though these theories differ somewhat in their explanations of the development of self, it seems evident that they have identified the concept of self as being a major element toward the ultimate vocational satisfaction of an individual.

Literature Pertaining to the Self-Concept Variable in Vocational Choice

An individual's concept of self has been recognized as affecting his abilities, motivation, goals and numerous other factors. Fitts (1971:2)

emphasized the importance of the self concept commenting that,

Self theory holds that man's behavior is always meaningful and that we could understand each person's behavior if we could only perceive his phenomenal world as he does. Since this is impossible, our closest approximation is to understand this individual's self concept. The importance of the self concept is illustrated by the fact that not only is the self the most prominent aspect of the phenomenal world, but it also tends to be the most stable feature. Thus the self concept is a powerful influence in human behavior. We can never completely understand another person's actions or perfectly predict his behavior, but knowledge of his self concept can advance understanding and predictions.

The developmental approach to vocational development as proposed by Super (1951) is probably one of the best known self theories in vocational literature. Super postulated that the process of vocational development is essentially that of developing and implementing a self concept. According to Super, a person in expressing a vocational choice puts into occupational terms his idea of the kind of person he is; that in entering an occupation, he seeks to implement a concept of himself. Getting established in an occupation thus makes possible the playing of a role appropriate to the self concept.

Following Super's basic premise of self concept implementation, numerous studies have been done which support the theory that self concept does have a direct relationship to the career choice of individuals. A study by Stephenson (1961) examined the occupational self concept of premedical students with respect to the timing of their application to medical school. Results indicated that almost two thirds of the sample were in medical or medically related occupations while more than one third were in non-medically related fields. He concluded, therefore, that the

subjects had crystallized their occupational self concept prior to application to medical school and that they had passed through Super's exploratory phase and were in the Trial-Establishment substage prior to their application to medical school.

Kibrick and Tiedeman (1961) investigated the role of self concept in the selection of nursing held by nursing supervisors and student nurses. They predicted that persistence in nurse's training is a function of the agreement between supervisor and trainee with respect to the image of nursing. Findings of their study suggested that self concept and learning through role playing may still determine the goal elected when choice is necessary.

Oppenheimer (1966) studied the hypothesis that a positive relationship exists between an occupational preference heirarchy based on predictions made from the degree of agreement between self-and occupational-concepts and the occupational preferences heirarchy directly expressed by a subject. Using male liberal arts students as subjects, Oppenheimer found support for his prediction that the occupational preferences expressed by people are consistent with their self concepts.

Anderson and Olsen (1965) predicted a positive relationship between the degree of congruence of self- and ideal self-concepts and the ability to make realistic choices of occupational goals. They collected information on first and second occupational choices from high school seniors as well as administered the Flanagan Aptitude Classification Test to determine realism of choice. A Q-Sort instrument determined congruence of self- and ideal self-concept in terms of both positive and negative items. It was

further predicted that students whose self- and ideal self-concepts were similar would make choices more in line with their potential for training than would students whose self- and ideal self-concepts were divergent. The results, however, failed to support such a prediction. There was no systematic difference in the realism of choices made by students of varying degrees of congruence between self- and ideal self-concepts.

A similar study was done by George (1969) who attempted to determine the relationship of the self concept, ideal self concept, values and parental self concept to the vocational aspirations of black adolescent males. Results indicated implied needs for self concept developmental programs for children, self concept remedial programs for adolescents, vocational programs for well adjusted adolescents and programs to develop parental understanding.

Many of the studies on self concept have been done using nurses, teachers and students in these fields. According to Sievert (1972) the literature suggests that future emphasis should be in the direction of high school students especially those enrolled in vocational-technical programs. Thus, in his study, Sievert investigated various relationships between the perceived self and the perceived occupational concept as inferred through self sorts by adolescents who had made an initial exploratory choice of a specific vocation in a vocational program. Results of his study indicated that many of the students were not perceiving themselves as being similar to their perceptions of the worker's role in their chosen occupational field. In addition, even though the subjects were in the

early stages of vocational development, it was concluded that subjects who demonstrated low positive or negative correlation coefficients were not making a realistic occupational choice.

Several studies approached the occupational choice process in view of the idealism or realism of the choice. A study by Greenhaus and Simon (1976) investigated the tendency to view one's chosen occupation as ideal, the meaning of an ideal occupation, and the consequences of choosing an ideal occupation. It was found that the most likely students to consider their chosen occupation ideal were high in both self esteem and career salience. In addition, it was found that viewing one's chosen occupation as ideal was related to its perceived capacity to satisfy intrinsic work needs and associated with satisfaction with one's occupational decision regardless of level of career salience. An earlier study by Greenhaus (1973) revealed that students' level of career salience--the importance of work and a career in one's total life--was positively related to the choice of an ideal occupation.

It has been reported, too, in some of the self concept literature, that individuals with negative self concepts make inadequate vocational choices (Patterson, 1957; Chambers, 1965). Thus, much of the literature has focused on the differences in self concepts by sex, race, and other variables. Generally the research findings indicate that blacks are low in self concept (Williams and Byars, 1968; Ausubel and Ausubel, 1962), and hold a poor concept of work (Ansell and Hansen, 1971) because of their socio-economic circumstances (Henderson, 1974). Other studies, however, have yielded results which conflict with this stereotypic view, concluding

that the self concept of blacks is just as high or higher than whites (Rosenberg and Simmons, 1971; Gaston, 1972). McGough (1977) found no significant differences in the self concept of any of the disadvantaged subject groups in his study. It was suggested by him that the self concept instrument may have been inappropriate to measure or predict differences between non-disadvantaged and disadvantaged 11th grade students.

Similarly, Healey (1969) in comparing the self concept of Negro-, Anglo-, and Spanish-American students across ethnic, sex and socio-economic variables found no significant differences in the overall measure of self concept among the three ethnic categories. There were differences, however, between the various socioeconomic positions on specific dimensions of the self concept. As socio-economic class position increased, there was a corresponding increase in the way subjects perceived their adequacy in their social interactions.

Douglas (1971) questioned the negative concepts of blacks noting that the notion was more of "a myth than a reality." Using black and white students in an integrated junior high school, he found that the self perception of students is not related to racial or ethnic membership. He concluded that the nature and distribution of self perception among black students is similar to that of their white peers. While Moses, Zirkel and Greene (1975) found similar results, Bartee (1967) and Soares and Soares (1969) found that the self esteem of blacks may exceed that of their white counterparts.

Summary

Numerous research studies have focused on the role of the self concept in the vocational choice process and generally agree that one's self concept does have a significant relationship to the choice of an occupation. This relationship has been found to become more significant as the level of self esteem increases (Adams, 1974). Further, the literature reveals significant differences in self concept between sexes. (Lucas, 1968; Barrett and Tinsley, 1977) and among individuals of various races (Williams and Byar, 1968; Ansell and Hansen, 1971).

Results of many of these studies, however, have noted conflicting views about the self concept of blacks in particular. The increased concern about their self concepts revolves around the assumption that individuals with low or negative self concepts make inadequate vocational choices and thus may not be ultimately satisfied in the work environment. Further, with the increased emphasis on the career education concept, vocational educators have found it necessary to take an even closer look at self concept and other personality variables which may affect the success or failure of youth on the job. More specifically, there is a growing concern for black females who face severe employment problems and who need encouragement in making occupational career decisions based upon their own interests, abilities, and perceptions of themselves.

Literature Pertaining to the Value of Work

Recent research and theory in vocational development has studied the concept of values and their role in the development process.

Ginzberg, et. al. (1951:246) stated that "the foundation for effective occupational choice must lie in the values and goals of the individual for it is these which enable him to order current activities with reference to the future." They further classified work values into three types: (1) those related to the work activity itself, involving intrinsic satisfactions, such as pleasure in a specific activity and in the accomplishment of specific ends; (2) those related to the returns of work, such as monetary rewards, prestige and other extrinsic factors; and (3) those related to the concomitants of work, such as values derived from working in a particular work setting or with particular co-workers and supervisors.

Super (1957) and Rosenberg (1957) also perceived values as important elements in vocational development. Super defined 15 work values and dichotomized them into intrinsic and extrinsic categories. His work has been used and tested in subsequent research (Kinnane and Bannon, 1964; O'Hara and Tiedeman, 1959).

The studies of college students by Rosenberg (1957) used the term values to mean things in which people are interested, things they want, desire to be or become, feel as obligatory, worship or enjoy. He distributed occupations across three value complexes and assumed that persons classified into a value complex could be expected to choose an occupation related to that complex.

Numerous other studies have been done relative to work values and their relationship to specific variables. Research by Simpson and Simpson (1960) attempted to show that values, personal influence, and occupational choice interrelated in the career decision of college

students planning to enter business, scientific and general cultural occupations. Personal influence was viewed as a function of what the potential influencer says or does, and of how it is perceived. Thus, a person who has thought about entering a particular occupation will pay close attention to some possible sources of influence, but will fail to heed others. According to Simpson and Simpson, (1960:116) "It seems likely that an individual will lay himself open to influence by persons who embody the values he seeks to realize in his anticipated occupation, and whose advice will support rather than contradict his own inclinations, but will not be susceptible to influence by others." Thus, values, personal influence and occupational choice are in a three-way relationship, each variable interacting with the other two.

Much of the research relating work values to curriculum choice, however, involves high school students choosing a college preparatory curriculum versus those choosing a vocational-technical curriculum. Dittenhafer (1972) found that college preparatory senior students perceive a high need for intellectual endeavors and reflect an orientation toward people while vocational-technical students favored tangible endeavors and tended to be more thing-oriented. Similarly Anderson and Dipboye (1959) found that college preparatory students ranked interesting work and relation with other people higher than the vocational-technical students. They also found that the values of vocational students were more similar than those students preparing for college. Goodale and Hall (1976), however, found no evidence of a relationship between high school sophomores' occupational or educational plans and their work values.

Another distinction in basic work value orientations has been by sex. Kapes (1969) and Davis (1973) found significant relationships between the sex of the individual and his or her work values. Studies by Schwarzeweller (1959), Gribbons and Lohnes (1968), Thompson (1966), and McGough (1977) revealed that generally male students had a more extrinsic value orientation than females. On the other hand, Taveggia and Ziemba (1978), using a sample of male and female employees of several manufacturing firms, found that female employees tend to be more strongly attached to extrinsic work features than male employees.

Stefflre (1959) found that differences in values existed for senior boys who aspired to different occupational and educational levels, those from different socioeconomic levels, and those with differential school achievement. In addition, Douvan and Kaye (1957) in a nationwide survey of teenagers found that 70 percent of the boys and 59 percent of the girls based occupational choice primarily on the work itself. However, 23 percent of the girls attributed their choice to opportunity to serve others and another 17 percent to a chance to work with people.

Eyde (1960) related masculine work values to a high level of motivation to work and feminine work values to a low level of work motivation; while Zapoleon (1961:131) in differentiating the work values of men and women--states that "women are unmoved by appeals to leadership and intelligence. Their achievement drive appears to be associated more with getting along with people." Similarly in a study by Wolfe (1969) using a large sample of female subjects, it was revealed that all who responded to the work values questionnaire demonstrated a high need for their work to provide

opportunity to exercise the Mastery-Achievement value. They further evidenced a strong need to derive a sense of accomplishment and satisfaction from their work.

A study by Perrone (1965) investigated the relation of seventh and eighth grade girls' value orientations with the value orientations that parents have for them, with socio-economic level, intelligence, school achievement, number of indicated problems and both vocational and training aspiration levels. Results indicated that a good income and a secure future were important to both parents and daughters and that being helpful to others, working with things, and being free from supervision were unimportant. Further, more intelligent, higher-achieving girls with fewer problems wanted to pursue a vocational goal bringing intrinsic satisfaction and viewed higher education as incompatible with this goal. Conversely, less intelligent, low-achieving girls were less concerned with self-expression and aspired to educational goals which appeared unrealistic in spite of their educational potential.

Even though many of these studies focused on the sex of the subjects, there were implications of their work value orientation and its role in the world of work. Research by Kazanas (1978) revealed that there may be a shift in American society from the traditional work ethic to a set of work values and research is therefore needed to ascertain the relationship of job satisfaction and job productivity to work values. Using a sample of beginning workers who graduated from public vocational education programs, Kazanas found that workers with intrinsic work value orientations seem to be more satisfied with their job and are more productive than are

those with extrinsic work value orientations. In addition, he found that workers with a broader perception of the meaning of work seem to be more satisfied with their job than are those with a relatively narrow perception of the meaning of work.

Kazanas' research supported earlier findings by McKay (1974) who attempted to ascertain whether or not meaning and value of work orientation of selected 12th grade vocational students differed from work orientations of vocational graduates after one year of work experience. The study revealed that (1) the workers were significantly more intrinsically work oriented in regard to value of work; (2) the intrinsically work oriented workers revealed a significantly higher degree of both job satisfaction and job productivity when compared with their extrinsically work oriented counterparts.

Using an occupational value scale to assess the pattern of occupational values among various occupational groups, Kilpatrick et. al., (1964) found that the higher the education, income and occupational levels in the employee sample and the higher the academic grades among students, the higher was the personal involvement with work, the more complex was the value structure and the greater was the emphasis on abstract, long-term, ego-rewarding and intrinsic values. Conversely, the lower the attainment level, the more simple was the structure of occupational concerns and the greater was the emphasis on the physical, material and extrinsic values.

The stability of values in school age youth has also been a major concern in vocational development studies (Kazanas, et. al., 1973).

Dipboye and Anderson (1959) compared the values of 9th and 12th grade students and concluded that occupational values are generally well formed by the time the pupil completes the 9th grade, and little change takes place during the high school years. This conclusion was reinforced by Thompson (1966) who did a longitudinal study of high school students as freshmen and later as sophomores. Hales and Fenner (1972) concluded from their study of the work values of 5th, 8th and 11th grade students that children develop values toward the world of work early and within a specific cultural setting, these values appear to be relatively similar for students of different ages--even throughout an age span marked by considerable physical, intellectual, and social change.

Work done by Gribbons and Lohnes (1968:251) in a study of shifts in values over time, found that "the emergence of more mature values somewhat contradicts the findings of Dipboye and Anderson (1959:124) that little change takes place in occupational values during the high school years." However, they noted important constancies over the five years of their study. Earlier work by Gribbons and Lohnes (1965:248) purported that the value categories favored by adolescents in their discussion of vocational issues reveal aspects of their self-concept systems which are crucial in determining occupational preferences. They contended that "the constancy of choice indicates a maturity of self-concepts early in the 8th grade sufficient enough to justify close attention for counselors at that time, while shifts in values of some students testify to healthy maturation during adolescence."

Upon completion of an extensive review of literature relating to values, Impellitteri and Kapes (1971:88) found three aspects that appeared to be crucial to the valuing process. These are "the nature of an individual's hierarchy of values; the magnitude of a value, and the intensity of value." They also found that "primary emphasis is placed upon the value profile or hierarchy; value intensity is usually accounted for in some way; and value magnitude is usually avoided."

A longitudinal study by Kapes and Strickler (1975:91) reinforced earlier findings, concluding that important changes in values do occur between 9th and 12th grades and that these changes differ depending upon the high school curriculum. Their hypotheses were based on the assumption that changes occur as a result of the natural process of vocational maturation. The researchers found that:

1. Work values change in intensity in such a way as to result in strong values growing stronger and weak values growing weaker;
2. Different subsets of adolescents appear to change in their work values in different ways;
3. Different curriculums do appear to make a difference in "affective outcomes" as well as in skills and knowledges learned; (e.g. The Home Economics curriculum which was totally female experienced almost no change in work values while all other curriculums changed on at least three values.); and
4. Different work values change by different amounts.

One of the most recent studies which investigated the relationship between a variety of social, educational and occupational variables and the work values of students over a period of time was done by Wijting, Arnold and Conrad (1977). Support was found for predicted differences between work values and specific social, education and occupational

variables for boys and girls at different stages of the period during which work values are developing. Their findings suggest the need for a closer examination of the roles played by socializing agents and factors, particularly the educational process and early occupational experiences, as they relate to the formation of work values.

According to Singer and Stefflre (1956:333) racial differences appear to be a major aspect related to work values. They pointed out that "it might be expected that race would influence these factors in our present culture because of apparent occupational limitations of opportunity for minority group members." Further, they noted that having knowledge of whether vocational values selected by one racial group differ significantly from those of another would be valuable in individual counseling situations. In addition, by examining the vocational self-concepts as revealed through the value systems of minorities, educators could perhaps "better understand the behavior of cultural minorities."

These findings concurred with earlier findings by Centers (1949) who showed that differences in vocational values do arise between persons representing various socio-economic backgrounds. It has been noted, however, that a major limitation of the work by Singer and Stefflre (1956: 336) concerned the problem of whether "socio-economic structures which are evolved for the understanding of a white population can be properly applied to racial minorities." On the basis of their study, therefore, it was concluded that race is associated with job values in a manner which is independent of the occupational level of the subject's home and which is compatible with the present relationship of race and occupational opportunity.

Wijting, et. al. (1978:259) also noted that "the findings of convergence of work values must be qualified when certain subgroups of individuals are considered. Additional subgroupings (e.g. race) might reveal further sex differences at these age levels." Moreover, inferences drawn from this study's findings of sex and grade differences may not be applicable to high and low socioeconomic children since the sample did not include significant numbers of individuals from these levels. "To the extent that groups at the extremes of the socioeconomic range differ in socialization processes, age and sex differences may follow patterns unlike those found for children in middle classes" (Wijting, et. al., 1978:259).

Summary

The increased emphasis on the concept of work values probably arises from the fact that vocational educators have long been responsible for training individuals and developing their skills and knowledges so that they are able to perform satisfactorily in the work environment. Thus, it becomes essential that educators focus their concern upon those factors which may contribute to the ultimate satisfaction of an individual in specific occupations--particularly how he perceives various components of work in terms of his individual needs and abilities.

Kazanas, et. al. (1974) studied the relationship of the meaning and value of work, job satisfaction and productivity and recommended that the work value orientation of students should be utilized in counseling situations involving career decisions. It was further concluded that

the concept of work values should be given special attention in helping 12th graders, in particular, understand themselves and their orientation to the world of work. An additional concern by the researchers is that special attention should be given in helping students develop an intrinsic value orientation to the world of work which should yield greater productivity on the job.

Many of the studies on work values have been viewed in terms of the individual's sex, vocational choice, socioeconomic status, and race. In addition, research has indicated that changes in work values over time have been attributed to the maturational nature of career development. Astin (1976:546) concluded that "students tend to perceive and interpret occupations differently at different stages of their educational and occupational development." Further, "as a person matures, he sharpens his perceptions, he becomes more differentiated and consequently his goals become better defined and more realistic."

The general focus, nonetheless, has clearly been on the development of a value orientation toward work at some time during the adolescent period. For black females, in particular, this is an extremely critical period in their vocational development. Given the tendency of many black females to make early career decisions within a limited array of occupations, vocational educators have an increased responsibility for educating them about the world of work, its skills, opportunities, and potentials. In addition, educators have the responsibility of assisting these youth in the development of their attitudes and values associated with work so that their adjustment to the world of work will be on a continuing basis.

Literature Pertaining to the Vocational Development of Blacks

In recent years vocational psychologists and counselors have begun to focus their attention on the career development of black individuals. Much of this interest is reflected in the relatively recent increase in the number of studies which have investigated the vocational aspirations, interests, choices, and maturity of black adolescents as well as the job attitudes, job values, and work satisfaction of black adults (Smith, 1975).

More specifically, the literature which relates to the concept of work and work values of minority populations concludes that the lower socioeconomic black has low self esteem and consequently a negative concept of work (Ansell & Hansen, 1971). Researchers have, therefore, tended to operate on the premise that if they can change the self-concepts of black youth, they can simultaneously modify their outlooks on work and job values (Smith, 1975). Other findings conclude that blacks tend to be less satisfied than whites with their jobs even when socioeconomic status is held constant, and that there is little ego involvement in their work (Tyler, 1967; Ash, 1972; Murphy, 1973).

Singer and Stefflre (1956:334) explored the area of racial difference in job values of white and black senior high school males. After matching subjects on the factors of age, sex, grade and socioeconomic status, it was established that blacks chose significantly more frequently than whites "a job which you were absolutely sure of keeping," and whites chose significantly more frequently "a very interesting job." From these results, it was concluded that an individual's racial membership is related to the job value of risk taking.

Similar results were found by Champagne and King (1967:429) in their study of job satisfaction factors among underprivileged black and white workers in Project STEP (Special Training Program for Economic Progress). Given 16 factors in a paired fashion dealing with work motivation, trainees were required to select for each pair the factor which was more important to them. The subgroup's analysis--based on race--indicated that while "duty to one's best was first in importance across racial groups, white workers are more concerned with liking the job than blacks." On the other hand, "proving that one can do the job was a greater motivating factor for blacks than for whites." The authors hypothesized that the greater need among blacks to prove their capability to others may have been precipitated by their desire to disprove generalized societal notions of their racial inferiority.

Slocum and Strawser's (1972) investigation of black and non-black certified public accountants lends partial support for many of the assumptions made regarding job values and need satisfaction. The authors report that although self-actualization and compensation need categories were the most important but nevertheless, the most deficient areas for both black and non-black accountants, the black accountants expressed greater need deficiency than their colleagues in all given categories.

Further, a study by Hauser (1971) revealed that minority adolescents stopped far short of the white youth in the exploration of their own personal and vocational identity. While white youth saw themselves in the process of developing a personal occupational identity, black youth saw themselves as defeated before they even started.

Another factor found extensively in the literature concerns the black youth's view of who controls his/her behavior. Ducette and Wolk (1972) studied the relationship between locus of control and levels of aspiration in black and white children. The authors concluded that those black students who seemingly evidenced the greatest degree of internal control also stated that they realistically expected to enter lower status occupations than those who subscribed to more external control factors.

In a similar study examining the motivation and aspirations of southern black college students, Gurin (1969) established that students believing in external control have higher aspirations than those who adhere to the Protestant Work Ethic. These findings seem to suggest that an external rather than an internal belief goes along with greater expectations of accomplishing one's occupational goals.

Based on research by Smith (1975) relative to the black individual's concept of work, the following profile emerges: The average lower socio-economic black worker is work alienated, evidences low risk-taking in job preferences, tends to value job security over self-fulfillment, and generally responds to major occupational decision points in terms of unsatisfied lower order needs. In considering the black's concept of work, work values, or vocational self concepts, Smith (1975) noted that one must understand the importance of the black youth's cultural and racial background. Secondly, one must be aware that the majority of the research cited pertains mainly to the lower socioeconomic black and not to those blacks who are members of the middle class, thus questioning the generalizability of some of the research on blacks.

Summary

Research on the vocational development of blacks concludes that compared to whites, blacks have low self concepts and thus negative concepts of work. It is generally concluded that black youth have external tendencies and thus perceive their behavior as a result of chance, luck, fate, or under the control of powerful others. Further, it has been noted in the literature that blacks tend to be less satisfied than whites with their jobs and tend to show a great discrepancy between their desired goals and expected goals.

There has been some concern also about the limited generalizability of many of the studies on the vocational development of blacks because many of the sample populations used were lower socioeconomic blacks as opposed to middle class blacks. In addition, many of the vocational theories focused on white middle class males but have tended to generalize their results to black populations of both sexes.

Chapter 3

METHODOLOGY

Introduction

Chapter 2 presented a review of literature related to the variables which support the problem and purpose of this study. This chapter describes Career Development in the District of Columbia Schools, selection of subjects, instrumentation, design of the study, method of data collection, and statistical analysis used in the study.

Essential Data

In order to make explicit the concept and the operational functions of vocational education in the District of Columbia, the following information was selected for inclusion in this study.

In the District of Columbia Public School System, vocational programs are administered through the Division of Career Programs. According to the District of Columbia State Plan for Vocational Education (1977:8),

The Division of Career Development Programs provide a learning environment which enables students to acquire theoretical knowledge and specialized marketable skills and to receive supportive services required for gainful employment in career entry or reentry jobs of their choice or as a background for continued education in post-secondary institutions, colleges/universities, technical schools, unions or employer-training programs.

Thus, career development in the District of Columbia affords students the options of cross-discipline instruction, understanding of self, support

of life planning, and career preparation. The programs are designed to provide comprehensive occupational training that relates realistically to the job market and employment opportunities in the metropolitan area of Washington, D. C. and the nation.

Students are admitted to the Career Development Centers on the basis of the following criteria: (1) completion of minimum requirements per grade level; (2) demonstrated interest in program area; (e) availability of student stations; and (4) parental consent. Further, it is reported that of the seven vocational education programs offered in the Career Centers, three areas have an enrollment of more than 95% females. These areas--Business and Office Education, Health Occupations, and Occupational Home Economics--are described below.

Business and Office Education provides specialized training for those students with the career objective of competence in secretarial and clerical training; general machine operation; records management; word processing; data processing and computer operation; court and conference reporting; and medical secretarial occupations. The program of studies includes a wide range of 36 business courses leading to specialization and advanced preparation in many occupations.

The Health Occupations program provides educational opportunities aimed at developing the total person, body, mind and character of the student, thus developing a responsible citizen equipped with basic skills and principles which will enable him or her to perform efficient and safe health care in a clinical setting in any area of health occupations. A major aspect of the program is the Health Careers Exploration Phase which

is designed to provide students with basic health training that is peculiar to most health areas and introduces them to a variety of allied health fields. The exposure enables the students to make intelligent decisions concerning the areas they wish to pursue on the health career ladder.

The Occupational Home Economics program provides occupational training for the development of saleable skills and related theory for students in order to prepare them for entry-level employment. The program prepares interested students for occupations in Care and Guidance of Children; Clothing Production Services (Dressmaking, Tailoring and Fashion Design); Home Furnishing Services (Slip Covering, Drapery Making, and Interior Decorating); and Food Services.

Research Design

This study was based upon an ex post facto design defined by Kerlinger (1973:379) as the "systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable." The design used was a 3 x 3 x 3 model with three independent variables--career choice, grade level, and self concept; and one dependent variable--work value orientation.

Statment of Hypotheses

For purposes of statistical analyses, the research questions were tested using a factorial ANOVA with the following null hypotheses. Because two of the research questions dealt with descriptive data, no hypotheses were proposed for them.

- Ho₁: There is no difference in the work value orientation of inner city black females enrolled in business and office education, occupational home economics, and health occupations, as measured by Part II of the MVWS.
- Ho₂: There is no difference in the work value orientation of inner city black females enrolled in grades 10, 11, and 12, as measured by Part II of the MVWS.
- Ho₃: There is no difference in the work value orientation of inner city black females with high, medium, or low self concepts, as measured by Part II of the MVWS and the TSCS.
- Ho₄: There is no interaction of career choice by grade level as related to the work value orientation of inner city black females.
- Ho₅: There is no interaction of career choice by self concept as related to the work value orientation of inner city black females.
- Ho₆: There is no interaction of grade level by self concept as related to the work value orientation of inner city black females.
- Ho₇: There is no interaction of career choice by grade level by self concept as related to the work value orientation of inner city black females.

Selection of Subjects

Population. The population from which this sample was drawn consisted of black female students enrolled in three vocational areas housed in the Career Development Centers of the District of Columbia Public School System. The areas used were: Business and Office Education, Occupational Home Economics, and Health Occupations. The students ranged in age from 15 to 21 years and were enrolled as full time students in grades 10, 11, and 12 for the 1978-79 academic school year.

Interviews with teachers, counselors, and administrators of the Career Centers revealed that the socioeconomic status of these students

ranges on a continuum from no income through low income, to middle class. The majority of the females live in family situations. Many are from large families, and/or families headed by one parent--usually the mother. In some instances, the students themselves are parents. In their homes, some of the students are exposed to peer group influences which do little to encourage the motivation to work or confidence in their ability to get good jobs. On the other hand, many of these students are highly motivated to succeed in school as well as in the world of work. They have successful role models to emulate and receive adequate support from parents, teachers, and peers.

In 1977, the Superintendent of Schools commented that the District of Columbia Public Schools serve a community faced with a range of educational, financial, and political problems." Thus, many of the problems encountered by this segment of the population are typical of problems encountered by black female teenagers in inner city school systems throughout the country. Consequently, many problems which confront these students tend to affect their personal decisions concerning education and training and their experiences in the world of work.

Sample. A sample size of 271 was chosen using the stratified sampling process. Ary et. al. (1972:167) note that "there is no single rule that can be used to determine size of sample; however, as sample size increases, chance variation decreases." For a population of 950, Krejcie and Morgan (1970) recommend a sample size of 274. Their table for determining sample size from a given population is based upon a formula for determining sample size which was published by the Division of Research of the National Education Association (1960).

The population was stratified by program area and grade level. Ary, et. al. (1972:164) recommended the use of stratified sampling "when the population consists of a number of subgroups or strata that may differ in the characteristics being studied." Further, stratified sampling "guarantees representation of defined groups in the population." The enrollment of black females in the Career Centers for 1978-79 total 950, of which 380 were in Business and Office Education, 300 in Occupational Home Economics, and 270 in Health Occupations.

The students used in this study were selected based upon the availability of intact classes at the various Career Centers. The Career Counselors specified the general composition of the classes by grade level and career choice. Meetings with the individual teachers further specified class composition. In most cases, the classes consisted of students of one grade level and/or career choice. Before testing the students a chart of class size and general composition was drafted in an attempt to insure representative numbers of students from each of the vocational areas being used as well as from each grade level.

INSTRUMENTATION

In order to gather relevant data from students involved in the study, two measuring instruments were used. Space was provided on one of the instruments for the students' grade level and area of program enrollment.

Tennessee Self-Concept Scale (TSCS). In attempting to identify a self report instrument that would assess individual self concept, the

Tennessee Self Concept Scale was selected. This scale was chosen because according to Crites (1965), Bentler (1972), Suinn (1972), and Fitts (1965, 1972), it meets the criteria of self administration, is simply read and understood, is comprehensive, and may be used in a counseling setting if desired. In addition, the scale may be used with subjects age 12 or higher and having at least a sixth grade reading level.

The TSCS is composed of 100 self-descriptive statements; the subject determines the applicability of each of these statements to herself and responds to each on a five-point scale ranging from completely false to completely true. According to Fitts (1965) the scale was normed on a sample of 626 persons ranging in age from 12 to 68, equal numbers of males and females, both black and white subjects, and members of all social, economic, intellectual and educational levels. The test-retest reliability of the total positive scores over two weeks was .92 with test-retest reliability of various subscores ranging between .70 to .90. Several scores from the scale have a high correlation with other measures of personality functioning. According to a study by Leake (1970) the scale correlates $-.61$ with the Butler-Haigh Q-sort and $-.70$ with the Taylor Manifest Anxiety Scale (TSCS Manual, 1965).

The TSCS yields 24 major scores. Fourteen scores are derived from items in the counseling form of the scale. This version, appropriate for feedback to an individual, consists of five general categories:

Physical Self. This score reflects the individual's view of his body, his state of health, and his physical appearance.

Moral-Ethical Self. This score reflects the individual's view of himself from a moral-ethical frame of reference--moral worth,

relationship to God, feelings of being a "good" or "bad" person, and satisfaction with his religion or lack of religion.

Personal Self. This score describes the individual's sense of personal worth--his feelings of adequacy as a person and his evaluation of his personality apart from his body or his relationship to others.

Family Self. This score reflects the individual's feelings of adequacy, worth, and value as a family member.

Social Self. This score reflects the individual's sense of adequacy and worth in his social interaction with other people in general.

In addition to these five categories, the TSCS yields an overall measurement of self concept, Total Positive Score, which is suitable for use in this study. This score reflects the overall level of self-esteem and is the most important single score. Pound (1975) conducted an investigation of the contributions of the TSCS to the understanding of self concept and found that as much information about the self concept can be obtained from the total positive score as can be extracted from the combined subscales. Persons with high total positive scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly. Individuals with low scores doubt their own worth, see themselves as undesirable, often feel anxious, depressed and unhappy and have little confidence in themselves. According to Fitts (1965), most subjects complete the scale in 10 to 20 minutes.

Meaning and Value of Work Scale (MVWS). The Meaning and Value of Work Scale was developed at the University of Missouri at Columbia under the supervision of Dr. H. C. Kazanas, Professor of Vocational Education,

and was designed to measure the meaning and value that students associate with work.

After an extensive review of the literature by Kazanas, et. al. (1973), nine tentative factors were identified for the meaning of work and twelve factors were tentatively identified for the value of work. The scale was pretested on 281 subjects selected at random from Missouri's public schools. The subjects responded by marking the extent of their agreement or disagreement with each statement. Responses were analyzed and items which did not discriminate between subjects with high total scores and those with low total scores and had lower correlations with the total score were dropped from the scale.

Following an analysis of the results of the pilot test of the scale, the MVWS was administered to 1,834 twelfth grade students in randomly selected classes from 17 high schools in Missouri. The randomly selected sample of public high schools was stratified according to urban, suburban, and rural schools. Based on an analysis of the responses of the 1,834 students, Part I of the MVWS was reduced to 40 items with a split half reliability coefficient of .91. Part II of the scale, the Value of Work, was reduced to 62 pairs of statements with a split half reliability coefficient of .80.

For purposes of this study, only Part II of the MVWS was administered to the students. A study by Kazanas, et. al. (1974) concluded that a positive relationship exists between the perceptions of the meaning of work and work value orientation, as measured by the MVWS, for 12th grade

vocational-technical students ($r = .232$), 12th grade college preparatory students ($r = .274$), and vocational-technical education teachers ($r = .287$). Thus, one of their recommendations was that students' work value orientations should be used instead of their perceptions of the meaning of work in counseling situations involving curricular or career decisions. Further, they recommended that "educators should utilize the findings relative to the students' work values and perception to plan and develop meaningful learning experiences. These experiences should provide the opportunity for the students to develop a broad-based perception of work having both intrinsic and extrinsic aspects."

The 62 paired comparison items of Part II of the MVWS consist of seven extrinsic factors: economic, working conditions, prestige, interpersonal relations, social status, recognition, and security; and seven intrinsic factors: satisfaction, independence, self-discipline, altruism, self-realization, interesting work and self-actualization. The items are scored by summing the responses to the intrinsic items; all intrinsic items are scored as 1 while the extrinsic items are scored as 0. A high total score reflects an intrinsic value orientation toward work.

Collection of Data

In the Spring of 1978, the researcher contacted the Research Office of the District of Columbia Public Schools and requested permission to conduct a study of black females enrolled in three vocational areas of the Career Development Centers. A proposal was submitted and reviewed by the Director; arrangements were then made with the principals and career counselors of the Centers for the study to be conducted.

In addition, letters requesting permission to use the TSCS and the MVWS were sent to the authors of the two instruments. Written permission was given by Dr. W. H. Fitts for use of the TSCS and by Dr. H. C. Kazanas for use of the MVWS.

The career counselors at each of the Career Centers made available to the researcher the students per vocational area and grade level. Their availability, however, was made on the basis of intact classes at specified class periods. At each center, the students were given a standard oral introduction to the TSCS and the MVWS and were told that the results would be used in a research project. In order to maintain the students' anonymity as well as insure accuracy in matching students with instruments, a pre-assigned identification number was placed on each of the instruments. Students were asked to check both instruments to insure that the numbers were the same on each instrument. They were then asked to write the grade level and career choice in the space provided on the MVWS.

Data Analysis

The answer sheets for the MVWS were hand scored according to the guidelines established by Kazanas. Responses to the items were totalled using a system wherein all intrinsic items were scored as 1 and all extrinsic items were scored as 0. The answer sheets for the TSCS were reviewed for completeness of answers and then hand scored. Individual scores of each scale were computed in order to arrive at the total positive score. Because the norm group for the TSCS was not representative of the population as a whole in proportion to its national composition,

(Fitts, 1965) internal norms based on the total positive score were used to identify the levels of self concept.

The nature of the hypotheses dictated that an analysis of variance (ANOVA) be used as the statistical procedure. In using this procedure, attempts were made by the researcher to see that the basic assumptions of the ANOVA had been met. It was assumed, therefore, that each subject's score was not influenced by the scores of the other subjects used in the study. In addition, the variance within each of the groups was assumed to be equal to the variance of each of the other groups. Finally, the population from which the sample was drawn was assumed to be normally distributed.

Using the Statistical Package for the Social Sciences (SPSS), an ANOVA was computed for each of the null hypotheses. The computer print-out revealed sums of squares, degrees of freedom, mean squares, F values, and significance of F. The level of significance for the study was set at .05.

Chapter 4

RESULTS OF FINDINGS

Introduction

The preceding chapter focused upon the methodology used in the study, with a description of the instruments used, selection of subjects, research design, and procedures for collection and analysis of data. This chapter will report the data analyses and results.

Data were obtained by administering the Tennessee Self Concept Scale (TSCS) and Part II of the Meaning and Value of Work Scale (MVWS) to the students who comprised the sample. Information regarding grade level and career choice were placed on the students' MVWS. The sample included female students enrolled in three of the Career Development Centers of the District of Columbia School System. The students were enrolled in one of three program areas--Health Occupations, Business and Office Education, Occupational Home Economics--and in grades 10, 11, or 12.

Data were collected during the first semester of the 1978-79 school year. Of 271 students tested, only 259 subjects were included in the study. The number of usable responses was limited to those students who completed both instruments in their entirety. Table 1 identifies the usable and unusable data by career choice and grade level.

Table 1
Usable and Unusable Data by Career Choice and Grade Level

Career Choice	Grade		
	10	11	12
Usable Data			
Health Occupations	30	30	30
Business and Office Education	26	28	25
Occupational Home Economics	28	33	29
Unusable Data			
Health Occupations	1	0	2
Business and Office Education	3	0	2
Occupational Home Economics	3	0	1

Analysis of Research Questions

The Statistical Package for the Social Sciences (SPSS) was used to perform the analysis of the data collected for use in this study. The dependent variable was work value orientation as measured by Part II of the MVWS; the three independent variables were: self concept, as measured by the total positive score on the TSCS, career choice, and grade level. The probability of a Type I error that the researcher was willing to risk in rejecting the null hypotheses was set at .05.

Two of the research questions dealt with descriptive data and no hypotheses were proposed for them.

Research Question 1: What are the work value orientations of black females enrolled in inner city vocational education programs?

In answer to this question, summary information for the entire sample relating to the work value orientation was computed as reported in Table 2. In addition, Table 3 provides information on the work value orientation by self concept, career choice, and grade level.

As noted in Tables 2 and 3, the scores on Part II of the MVWS ranged from 5 to 39, indicating that the range was on a continuum from extrinsic to intrinsic work value orientation. However, with over 50% of the scores clustered around the mean of 22.86, there was no indication that the students as a group clearly evidenced tendencies of an extrinsic or an intrinsic work value orientation.

Research Question 2: What are the self concepts of black females enrolled in inner city vocational education programs?

In answer to this question, the total mean scores for the sample group as measured by the total positive score on the TSCS were computed

Table 2
Summary Information of Subjects' Work Value Orientation

Mean	22.857
Variance	33.480
Range	34.000
Standard Error	.360
Minimum	5.000
Maximum	39.000
Standard Deviation	5.786

Table 3
Subjects' Work Value Orientation by Self Concept,
Career Choice, and Grade Level

Variable	Mean	N
Self Concept		
Low	22.000	43
Medium	22.511	176
High	25.300	40
Career Choice		
Health Occupations	24.056	90
Business and Office Education	23.344	90
Occupational Home Economics	20.937	79
Grade Level		
10	21.262	84
11	22.725	91
12	24.595	84

according to the students' grade level and career choice. Tables 4 and 5 provide summary information regarding the self concept variable as well as the mean total positive scores by career choice and grade level.

All hypotheses were tested using a factorial analysis of variance. The main effects tested were career choice, grade level, and self concept as well as two- and three-way interactions of these variables. Where there were significant differences found at the .05 level in the students' work value orientation on the main effects, a post hoc test was made to determine which differences contributed to the significance. The Student-Newman-Keuls Test, a procedure which uses the studentized range statistic, was used. Winer (1971:191) notes that the basic strategy underlying the Newman-Keuls test is that:

The set of ranked means (or totals) is divided into subjects which are consistent with the hypothesis of no differences. Within any specified subjects no tests are made unless the range of the set containing the specified subset is statistically different from zero. The test procedure focuses upon a series of ranges rather than a collection of differences between the expected values of order statistics.

The statistic used in the Newman-Keuls procedure for making tests of the difference between the means within the main effects is q_r . The critical values for the q_r statistic are obtained from the Distribution of the Studentized Range Statistic Table.

$$q_r = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{MS_{\text{error}} / n}}$$

\bar{X}_1, \bar{X}_2 = Mean of groups one and two

r = number of steps apart 2 means or totals are in an order sequence

n = number of subjects in each of the groups

Table 4
Summary Information of Subjects' Self Concept

Mean	334.664
Variance	1144.836
Range	196.000
Minimum	233.000
Maximum	429.000
Standard Error	2.102
Standard Deviation	33.835

Table 5
Subjects' Self Concept by Career Choice and Grade Level

Variable	Total Positive Score ^a	N
Career Choice		
Health Occupations	331.722	90
Business and Office Education	346.989	90
Occupational Home Economics	323.975	79
Grade Level		
10	335.345	84
11	332.879	91
12	335.917	84

^aLow thru 301 = Low Self Concept
 302 thru 367 = Medium Self Concept
 368 thru High = High Self Concept

In this study, the harmonic \bar{n} was used instead of the n because the cells were of unequal size. The formula for computing the harmonic \bar{n} is:

$$\bar{n} = \frac{k}{(1/n_1) + (1/n_2) + \dots + (1/n_k)}$$

k = number of groups

n = number of subjects in each group

The first hypothesis tested for differences in the work value orientation of students in the three career-preparation programs. The results relating to this hypothesis are shown in Table 6.

H_{01} : There is no difference in the work value orientation of inner city black females enrolled in health occupations, business and office education, and occupational home economics, as measured by Part II of the MVWS.

The F value for the comparison of the value of work scores between the students whose career choices were Health Occupations, Business and Office Education, and Occupational Home Economics was 6.929. This value was significant at the .05 level, and the null hypothesis was thus rejected.

The results of the post hoc test which examined the differences between mean scores on Part II of the MVWS for students who have chosen Home Economics, Health, and Business are found in Table 7. The difference between the mean scores of the Health students and the Home Economics students was 3.12. The critical value (using df for MS_{error}) for the difference between means which are 3 steps apart was 2.02. Because the difference between the means was greater than the critical value for a

Table 6

Analysis of Variance of Mean Scores on Part II of Meaning and Value
of Work Scale by Career Choice, Grade Level, and Self Concept

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Main Effects	1089.515	6	181.586	6.558	.001
Career Choice	383.753	2	191.876	6.929	.001
Grade Level	409.740	2	204.870	7.399	.001
Self Concept	188.540	2	94.270	3.404	.034
Two-Way Interactions	721.786	12	60.149	2.172	.014
Career Choice/Grade Level	228.463	4	57.116	2.063	.085
Career Choice/Self Concept	294.627	4	73.657	2.660	.033
Grade Level/Self Concept	161.947	4	40.487	1.462	.213
Three-Way Interactions	401.917	8	50.240	1.814	.075
Career Choice/Grade Level/ Self Concept	401.917	8	50.240	1.814	.075
Explained	2213.219	26	85.124	3.074	.001
Residual	6424.238	232	27.691		
Total	8637.457	258	33.479		

.05 level test, the hypothesis that the mean score of the Health students is equal to the mean score of the Home Economics students was rejected.

The difference between the means of the Health and Business students was .72. The critical value for the difference between means which are two steps apart was 1.69. Because the difference between the means was less than the critical value for a .05 level test, the hypothesis that the mean score of the Health students is equal to the mean score of the Business students was not rejected.

The difference between the means of the Business and the Home Economics students was 2.40. The critical value for the difference between means which are two steps apart was 1.69. Because the difference between means was greater than the critical value for a .05 level test, the hypothesis that the mean score of the Business students is equal to the mean score of the Home Economics students was rejected.

The second hypothesis tested for differences in the work value orientation of students in grades 10, 11, and 12. The results relating to this hypothesis are shown in Table 6.

H_{02} : There is no difference in the work value orientation of inner city black females enrolled in grades 10, 11, and 12, as measured by Part II of the MVWS.

The F value for the comparison of value of work scores between the students in grades 10, 11, and 12 was 7.399. This value was significant at the .05 level and the null hypothesis was rejected.

The results of the Newman-Keuls post hoc test of difference between pairs of mean scores on Part II of the MVWS for students who are in grades 10, 11, and 12 are found in Table 8. The difference

Table 8

Newman-Keuls Test on Difference Between Means of
Work Value Orientation and Grade Level

Grade Level		10	11	12
	Means	21.26	22.73	24.60
10		---	1.47	3.34
11		---	---	1.87
12		---	---	---
			r = 2	r = 3
		*q ₉₅ (r, 256)	2.77	3.31
		** $\sqrt{\frac{MS_{\text{error}}}{n}}$	q ₉₅ (r, 256)	1.68
			1.68	2.01

*Critical value for a .05 level test
q_{1 - α} (r, df)

**Critical values for .05 level tests on the differences between pairs of means

between the mean scores of the 12th grade students and the 10th grade students was 3.34. The critical value for the difference between means which are three steps apart was 2.01. Because the difference between the means was greater than the critical value for a .05 level test, the hypothesis that the mean score of the 12th grade students is equal to the mean score of the 10th grade students was rejected.

The difference between the mean scores on Part II of the MVWS for the 12th grade students and the 11th grade students was 1.87. The critical value for the difference between means which are two steps apart was 1.68. Because the difference between the means was greater than the critical value for a .05 level test, the hypothesis that the mean score of the 12th grade students is equal to the mean score of the 11th grade students was rejected.

The difference between the means of the 10th and 11th grade students was 1.47. The critical value for the difference between means which are two steps apart was 1.68. Because the difference between the means was less than the critical value for a .05 level test, the hypothesis that the mean score of the 10th grade students is equal to the mean score of the 11th grade students was not rejected.

The third hypothesis tested for differences in the work value orientation of students whose self concepts were high, medium, or low, as measured by the total positive score of the TSCS. The results of this analysis are reported in Table 6.

Ho₃: There is no difference in the work value orientation of inner city black females with high, medium, or low self concepts as measured by Part II of the MVWS and the TSCS.

The F value for the comparison of work value orientation scores between students with high, medium, or low self concepts was 3.404. This value was significant at the .05 level and the hypothesis was thus rejected.

The results of the Newman-Keuls post hoc test of differences between pairs of mean scores on Part II of the MVWS for students who have high, medium, or low self concepts are found in Table 9. The difference between the means of students with high self concepts and those with low self concepts was 3.30. The critical value for difference between means that are three steps apart was 2.51. Because the difference between the means was greater than the critical value for a .05 level test, the hypothesis that the mean score of students with high self concepts is equal to the mean score of students with low self concepts was rejected.

The difference between mean scores on Part II of the MVWS for students with high self concepts and those with medium self concepts was 2.79. The critical value, however, for the difference between means that are two steps apart was 2.12. Because the difference between the means was greater than the critical value for a .05 level test, the hypothesis that the mean score of students with high self concepts is equal to the mean score of students with medium self concepts was rejected.

The difference between mean scores on Part II of the MVWS for students with medium self concepts and those with low self concepts was .51. The critical value for the difference between means that are two

Table 9

Newman-Keuls Test on Difference Between Means of
Work Value Orientation and Self Concept

Self Concept	Low Self Concept	Medium Self Concept	High Self Concept
Means	22.00	22.51	25.30
Low Self Concept	---	.51	3.30
Medium Self Concept	22.51	---	2.79
High Self Concept	25.30	---	---
		r = 2	r = 3
	* q_{95} (r, 256)	2.77	3.31
	** $\sqrt{\text{MS}_{\text{error}} / n}$	2.12	2.51

*Critical value for a .05 level test
 $q_1 - \alpha(r, df)$

**Critical values for .05 level tests on the differences between pairs of means

steps apart was 2.12. Because the difference between means was less than than the critical value for a .05 level test, the hypothesis that the mean score of students with medium self concepts is equal to the mean score of students with low self concepts was not rejected.

The fourth hypothesis tested the interaction of the students' career choice and grade level as related to their work value orientation. Results of this analysis are reported in Table 6.

Ho₄: There is no interaction of career choice by grade level as related to the work value orientation of inner city black females.

The F value of the interaction of career choice and grade level as related to the students' work value orientation was 2.063. This value was not significant at the .05 level and hypothesis 4 was not rejected.

The fifth hypothesis tested the interaction of the students' career choice and self concept as related to their work value orientation. Results of this analysis are reported in Table 6.

Ho₅: There is no interaction of career choice by self concept as related to the work value orientation of inner city black females.

The F value of the interaction of career choice and self concept as related to the work value orientation was 2.660 and was significant at the .05 level. The null hypothesis was thus rejected.

The sixth hypothesis involved the interaction of grade level by self concept as related to the students' work value orientation. Results of this analysis are found in Table 6.

Ho₆: There is no interaction of grade level by self concept as related to the work value orientation of inner city black females.

The F value for the interaction was 1.462, which was not significant at the .05 level. The null hypothesis was not rejected.

The seventh hypothesis involved the three-way interaction of career choice, self concept, and grade level as related to the work value orientation of the students. Results of this analysis are found in Table 6.

Ho₇: There is no interaction of career choice by grade level by self concept as related to the work value orientation of inner city black females.

The F value for the interaction of career choice by grade level by self concept was 1.814, a value which was not significant at the .05 level test. The null hypothesis was not rejected.

Summary

This chapter has presented a statistical analysis of data collected for this study. In order to test the relationships and interactions of the one dependent variable and the three independent variables, an analysis of variance statistical procedure was used for each hypothesis. The hypotheses were tested at the .05 level of significance.

The findings relating to the work value orientation of the students indicated that there were significant differences in the work value orientations according to their career choice, self concept, and grade level. In order to find the source of the effects in the first three hypotheses, the Newman-Keuls post hoc test was used. The results of this procedure further supported the differences in the work value orientation on the levels of the main effects and indicated more specifically which differences contributed to the significance.

Chapter 5

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

Introduction

The preceding chapters of this study presented a statement of the problem, a review of the literature relative to the variables, a discussion of the methodology to be used, and an analysis of the data. Chapter 5 summarizes the study and presents conclusions, recommendations and problems for further study.

Summary

The purpose of this study was to examine the relationship of career choice, self concept, and grade level to the work value orientation of black females. More specifically, the study tested the extent to which the relationship among these variables could be shown to exist among a population of females enrolled in inner city vocational schools.

An extensive review of the literature indicated the possibility of determining potential satisfaction of students in specific vocational areas by analyzing some of the basic internal characteristics of the individual while he or she is still in the school environment. In addition, the literature revealed that if vocational educators, in particular, are aware of certain basic characteristics about youth, it is likely that youth could be helped to become better prepared for the world of work in terms of the personal meaning and value that work is capable of bringing to their lives.

Many of the studies which have been conducted have been done so from a theoretical basis using a specific segment of the population--white middle class males. Research findings, therefore, have indicated conflicting views relative to basic characteristics of other groups, i.e., their self concepts, their work value orientations, their satisfaction with work. Of particular interest have been black females who often experience both sex and race discrimination and who face a double disadvantage in the career choice process. Thus, vocational education's role in the career education of this segment of the population has become especially vital to the extent that these students will choose careers with values, orientations, knowledge, and skills that will enhance their chances of adjusting to society on a continuous basis.

Based on the literature review, this study was initiated to compare samples of black females in three traditionally female vocational areas and at three grade levels by using their mean scores on Part II of the Meaning and Value of Work Scale and the total positive score of the Tennessee Self Concept Scale. More specifically, the study attempted to answer the following research questions:

1. What are the work value orientations of black females enrolled in inner city vocational education programs?
2. What are the self concepts of black females enrolled in inner city vocational education programs?
3. Is there a relationship between the black female's career choice and her work value orientation?

4. Is there a relationship between the black female's self concept and her work value orientation?
5. Is there a relationship between the black female's grade level and her work value orientation?
6. Is there an interaction of career choice, self concept, and grade level on the black female's work value orientation?

No hypotheses were formulated for the first two research questions which were descriptive in nature. However, null hypotheses were formulated for the other research questions to determine relationships between the one dependent variable (work value orientation) and the three independent variables (career choice, self concept, and grade level).

A factorial analysis of variance (ANOVA) procedure was utilized to analyze the data; level of significance was set at .05. In addition, where there were significant F values obtained by the ANOVA procedure, Newman-Keuls post hoc tests were used to determine which differences contributed to the significance.

The population consisted of black females enrolled in Health Occupations, Occupational Home Economics, and Business and Office Education in the Career Development Centers of the District of Columbia Public Schools. The sample was selected based on the maximum number of subjects who were readily available from each of the Career Centers. Of 271 subjects tested, only 259 had completed both forms in their entirety; thus 259 subjects were used in the study.

Both instruments were administered by the researchers with the assistance of the school counselors. An identification number was

preassigned to the TSCS with an identical number assigned to the MVWS. Thus, to maintain the students' confidentiality, no names were used.

The results of the study revealed that black females enrolled in inner city vocational schools do not clearly indicate tendencies toward either an extrinsic or intrinsic work value orientation. However, there were individual students who distinctly indicated tendencies toward either extreme of the continuum. In addition, the self concepts of the students were found to be below the norm for the instrument used.

Differences were found at the .05 level in the females' work value orientation on career choice, self concept, and grade level. The post hoc test revealed specific differences in the work value orientation of females in home economics, indicating their tendencies toward a more extrinsic work value orientation than the other two groups. Further, the test revealed that females with high high self concepts and those in grade 12 tended to differ significantly in terms of work value orientation from the others. These females indicated tendencies toward an intrinsic work value orientation.

Results of the interaction of career choice by grade level, self concept by grade level, and career choice by grade level by self concept failed to reject the null hypotheses. However, the test of the interaction of career choice and self concept did result in the rejection of the null hypothesis.

Conclusions

To the extent that the data and findings from the presearch procedures used in this study are valid and reliable, several conclusions can be drawn.

Research Question #1: What are the work value orientations of black females enrolled in inner city vocational schools?

It can be concluded from this study that black females enrolled in inner city vocational schools have a relatively balanced work value orientation. Although the mean score of the sample group was 22.86, with over 50% of the students' scores clustered around the mean, there was no indication that the students as a group tended to be either clearly intrinsic or clearly extrinsic but contained characteristics which lend themselves to the middle of the continuum. However, the scores clearly revealed that some students did indicate tendencies toward an extrinsic work value orientation while others indicated tendencies toward an intrinsic work value orientation.

The main thrust of the work value orientation revolves around the individual's tendencies toward either extreme of the continuum. If his or her tendencies are extrinsic in nature, this simply means that he or she places primary importance on the personal satisfaction derived from the context of work, i.e., security, working conditions, interpersonal relations. On the other hand, if the tendencies are intrinsic in nature, there is an indication that the individual places primary importance on the benefits derived from work itself, i.e., achievement, responsibility, possibility for personal growth.

Thus, if vocational educators consider the research of Kazanas (1978) and McKay (1974) who found that individuals with an intrinsic work value orientation seem to be more satisfied with their jobs and are more productive than those with an extrinsic work value orientation,

it is likely that the students used in this study would be quite adaptable to those elements which would aid them in a thrust toward a more intrinsic work value orientation. In addition, some consideration must be given to the fact that tendencies of some of these students toward an extrinsic work value orientation may be attributed to their socioeconomic status. Such factors as working conditions, job security, and interpersonal relations may be crucial elements in the lives of individuals of a specific socioeconomic status and/or ethnic group. Because of the unavailability of information regarding the socioeconomic status of the students used in this study, no conclusions relative to this variable can be drawn.

Research Question #2: What are the self concepts of black females enrolled in inner city vocational schools?

It can be concluded from this study that, when compared to the norm, black females enrolled in inner city vocational schools have self concepts below the norm population for the instrument used. However, for purposes of this study, the norm of the sample group was used to determine the level of self concept. Using this norm, therefore, at least 68% of the females fell within the medium self concept category, indicating that these students fell within an average range.

Because the total positive scores obtained from administration of the TSCS were lower than normative data cited, it may be indicative of the lack of maturation of the females used in the study. Fitts (1965) reported that there is no need to establish separate norms by age, sex, race, and other variables; however, the norm group was not

representative of the population as a whole in proportion to its national composition. The norms are overrepresented in numbers of college students, whites, and persons in the 12-30 year age bracket. Considering these factors, therefore, care should be taken in drawing conclusions regarding the relative self concepts of the students used in this study.

In the area of vocational education, the focus upon an individual's self concept derives from research which has found self concept to be highly related to an individual's vocational choice. Further, there has been some indication in the literature that individuals with negative or low self concepts make inadequate vocational choices and thus may not be ultimately satisfied in the work environment. Using internal norms, therefore, we cannot conclude that black females enrolled in inner city vocational schools have low self concepts but compared to the norm of the sample group, their concepts fall within an average range.

H_{01} : There is no difference in the work value orientation of inner city black females enrolled in Business and Office Education, Occupational Home Economics, and Health Occupations, as measured by Part II of the MVWS.

The F test for main effects revealed that students who have chosen careers in Business and Office Education, Occupational Home Economics, and Health Occupations do differ in terms of their work value orientation. More specifically, the Newman-Keuls post hoc test indicated that there were differences in work value orientation between students in Home Economics and Business. However, it was found that there were no significant differences in the work value orientation between the students who chose Health and Business.

Of the three groups tested, the Home Economics students tended to have a propensity toward an extrinsic work value orientation--a factor which may be related to the nature and level of their program of study. It is likely that the Home Economics program of study is not as technical in nature as the other two programs. Students are prepared for the world of work in such areas as child care, dressmaking, tailoring, food services, as well as everyday family living, and may find it relatively difficult applying specific technical skills. It appears that job skills gained in both the business and health occupations incorporate immediate skills, training, and knowledge that can be readily applicable to employment. Further, the job demand in the metropolitan D. C. area is much greater for persons with business and office education skills than it is for the other vocational areas.

Ho₂: There is no difference in the work value orientation of inner city black females enrolled in grades 10, 11, and 12, as measured by Part II of the MVWS.

The F test for main effects revealed that students who are in grades 10, 11, and 12 do differ in terms of their work value orientation. Further, the post hoc test indicated that students in grades 10 and 12 and those in grades 11 and 12 differed significantly in terms of their work value orientation. However, no differences in work value orientation were found between students in grades 10 and 11.

In analyzing the differences in work value orientation among the three grade levels, the 12th graders tended to be more intrinsically oriented than the other groups. This difference may be due to their level

of maturation--an intervening factor which could possibly determine the orientation and formation of work values. Students in grade 12 are in the final phases of their career programs, and in most instances would have studied a specific career-oriented curriculum for two years prior to their senior year. The element of time may be a factor which contributed to the formation of specific work values and therefore accounted for some of the differences in work value orientation by grade level.

Another important factor is that many of the 12th graders are engaged in co-op programs, work-study programs and other such mechanisms by which they are able to apply their skills, knowledge, and training learned in previous years. Thus, at this level of their career preparation, their work value orientations will probably be significantly different from those students who are just beginning a career as well as those who are mid-way in their programs.

Ho₃: There is no difference in the work value orientation of inner city black females with high, medium, or low self concepts, as measured by Part II of the MVWS and the TSCS.

The F test for main effects revealed that there were differences in the work value orientation of students according to their self concept. The post hoc test revealed that students with high self concepts were significantly different from students with low or medium self concepts in terms of their work value orientation. No differences in work value orientation, however, were found to exist between those students with low and those with medium self concepts.

In this study, the females with high self concepts appeared to show tendencies toward an intrinsic work value orientation--a factor

which may be attributed to those characteristics generally associated with this level of the self concept. Persons with high self concepts are described as liking themselves, having confidence in themselves, making realistic career choices, having good concepts of work and thus being more prone to satisfaction in a specific job area. Consequently, if vocational educators are aware of or can determine the level of one's self concept--through appropriate instrumentation--steps can be taken to build strong, positive self concepts that may lead to an individual's change in perceptions of the values associated with work.

The tests of the first order interaction of career choice by grade level, self concept by grade level, and career choice by grade level by self concept failed to reject the null hypotheses. However, the test of the interaction of career choice and self concept did result in the rejection of the null hypothesis.

While overall it was found that the females with high self concepts indicated tendencies toward an intrinsic work value orientation, in the test of the interaction of self concept and career choice, it was found that the relationship was not consistent with all career choices. One may conclude, therefore, that the relationship does not really hold within any given career preparation area.

Discussion

The findings and conclusions of this study specifically address themselves to variables which have been found to be important aspects of the vocational development of black females. Numerous attempts have been made through research to determine the relationship of specific variables

to one's vocational development. However, because of the many problems encountered by black females in particular, relative to career choice, seeking and maintaining employment, and adjusting to the world of work, the findings of this study should have particular implications for their vocational development.

When black females make a career choice and thus enroll in a vocational school, there are many factors which may enter into the decision-making process. Despite the reasons for entering a particular area, however, educators must accept the fact that these students are enrolled in a specific program of study, and attempts must be made to thoroughly prepare them with the skills, knowledge, and training needed to function in the world of work on a continuous basis. The career choices made by many of these females, however, are sometimes limited in that there may be many areas about which they know nothing or areas in which the school simply does not provide course offerings. In addition, many students lack adequate career information and thus choose vocational areas solely because of the need to advance socially and/or economically.

A recent study by Lewis et. al. (1976) revealed that opportunities in the world of work, socialization in the home, and sex stereotyping in schools and curricular materials were three major cultural influences on the vocational choices of students. Another factor has been that of cultural role models for females which tend to reflect limited occupational choice and achievement. In counseling black females in the vocational schools, therefore, these factors are to be considered if

continuous attempts are to be made to improve the vocational development of these students.

In analyzing the three vocational areas used in this study, it was found that the students who chose careers in Home Economics tended to differ significantly in terms of work value orientation from those in the other areas. Thus, vocational educators might attempt to look specifically at the Home Economics curriculum as well as the curricular offerings in the other areas to determine if students are in fact being offered training in areas that will ultimately lead to success in the world of work. They might also examine programs of study to determine if training is being provided in job areas which have excluded females in hiring or areas which provide students with marketable skills.

Another variable of this study involved self concept--how the black female perceives herself and how that perception relates to her work value orientation. When considering the role of the self concept in the vocational development of black females, it is important to understand how self concepts are actually developed. Research findings by McGough (1977) concluded that self concepts are developed by the individual's interactions with environmental forces, perceptions of expectations by others and desires to change attitudes or behavior. For black females, in particular, interactions with environmental forces play an extremely important role in that they include psychological, sociological, as well as economical factors. All of these factors become intervening variables which could easily affect the relationship of the black female's self concept and her work value orientation.

Finally, the female's grade level is a variable highly associated with her level of maturity, both in terms of chronological age as well as growth and development in a chosen career-oriented program. The more mature the female is in a particular program of study, the more likely she will possess tendencies toward benefits derived from work itself. The mature female is often more disciplined, more capable of applying skills and taking on new responsibilities. Thus, the chance for finding success in the world of work increases.

The tasks by vocational educators in the D. C. Schools are multiple. They include taking a closer look at some of the basic characteristics of the students enrolled in the Career Development Centers and determining how these characteristics can be developed so that the students will ultimately experience satisfaction, productivity and stability in the world of work. In addition, educators should make every effort to narrow the range of career choices of black females to those in which realistic opportunities for practical job application exist as well as those for which these females possess the necessary skills, training, and knowledge. By helping them, therefore, to become more aware of their vocational needs, values, interests, abilities and characteristics of different occupational roles, they will be helped to better implement their self concepts in the vocational decision-making process and thus ultimately find satisfaction in the world of work.

Finally, vocational educators should provide these females with work adjustment and career development experiences as soon as they enter a career-preparation program and continue these experiences throughout

the vocational development process. In this way, the vocational development of these students will likely improve.

Recommendations and Problems for Further Study

Prior to presenting recommendations and problems for further study, it is noteworthy to mention that several limiting factors exist which may affect the interpretation of the overall findings, conclusions, and recommendations of this study. As mentioned previously, the instrument used to measure self concept, the TSCS, was normed on a group that was overrepresented with individuals unlike the sample used in this study. Thus, future researchers should be cautious when using this instrument to measure the overall self concept of specific segments of the population. Perhaps, other researchers should attempt to focus upon the use of an instrument which has separate norms by age, sex, race, or some other variables in order to arrive at a more accurate reading of an individual's self concept.

In addition, Part II of the MVWS appears to lend itself to individual interpretation rather than group interpretation. Some caution, therefore, should be taken in drawing conclusions based on the results of this instrument. Further, it would be beneficial if there were normative data available for this instrument. Before using either of the instruments, it is suggested that a thorough examination be made to determine their capabilities of identifying differences between specific groups of subjects.

Another limiting factor is the individual's socioeconomic status which appears to have a confounding relationship within this study. Thus,

the findings related to the black females' self concepts and/or work value orientations may result from the influence of this variable.

In view of these limiting factors, several recommendations and problems for further study are suggested:

While this study attempted to examine the relationship of self concept and other variables to the work value orientation of black females enrolled in inner city vocational schools, no attempt was made to examine these variables among students in the same vocational areas in academic schools. Further research should, therefore, focus on a comparison of work value orientation and other characteristics of black females in vocational schools with those in academic schools.

Given the fact that many vocational students make career choices with limited vocational information, studies should be done to develop ways by which school systems can apprise vocational students of career information prior to their enrolling in specific career-preparation areas. Such information could include differences between career choices and success in the specific area chosen; ways to upgrade occupational sights and capabilities; and importance of attaining adequate skills, training, and knowledge in preparation for employment.

Because significant differences were found in the work value orientations of students in the three traditionally female program areas, subsequent studies should be conducted to further examine student orientation as well as determining the extent of productivity and job satisfaction after a year of work experience. In addition, it is recommended

that females in non-traditional program areas be studied to determine if in fact there are differences in their work value orientation in terms of self concept, career choice or other variables. Finally, some consideration should be given by future researchers to the ethical issues relative to an individual's values. The role of values in one's life as well as the freedom of an individual to develop his or her own system of values appear to be important factors that need to be dealt with in future research. As a part of this research, attempts should be made to focus upon the role of the self concept in an individual's value scheme.

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APPENDIXES

APPENDIX A

AUTHORIZATION LETTER FOR USE OF TENNESSEE SELF CONCEPT SCALE

96
William H. Fitts, Ph.D.

LICENSED & REGISTERED CLINICAL PSYCHOLOGIST

4208 SINKED ROAD
NASHVILLE, TN. 37216
(615) 292-0916

5-18-78

Dear Mr. Yates,

This is in response to your letter of 4-28-78, which was forwarded to me here & arrived while I was out of the country. I was pleased to learn about your study and that you are planning to use the Immune Self-Concept Scale. You certainly have my permission to use the TSCS and I hope you will send me a copy of your dissertation when it is published.

I am enclosing information about the TSCS (though the pieces may have changed) and about the related monograph, number no. I and VI would be relevant to your study.

Good Luck & I am sorry for the delay.
Sincerely,
W. H. Fitts

APPENDIX B

AUTHORIZATION LETTER FOR USE OF MEANING AND VALUE OF WORK SCALE



UNIVERSITY OF MISSOURI-COLUMBIA

Practical Arts and Vocational Technical Education

Industrial Education
103 Industrial Education
Columbia, Missouri 65201
Telephone: (314) 882-3082

June 17, 1978

Mrs. Sandra G. Yates

Dear Mrs. Yates:

Relative to your request to use the Meaning and Value of Work Scale, you have my permission to do so. However, I would like for you to send me the mean score and standard deviation of your population and the nature of your population.

Sincerely,

H. C. Kazanas
Professor of Vocational-Technical Education

HCK/ds

APPENDIX C

LETTER FROM RESEARCH OFFICE, D. C. PUBLIC SCHOOLS

102
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

DIVISION OF RESEARCH AND EVALUATION
PRESIDENTIAL BUILDING - ROOM 1013
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

January 17, 1979

Mrs. Sandra Yates

Dear Mrs. Yates,

As a result of the modifications made subsequent to your conferences with Dr. Linda Glendening, the Division of Research and Evaluation is approving your research proposal. The modifications required that:

- o the work value scores and self-concept scores be compared to scores of other groups (such as white females) or the norm groups of each instrument.
- o the value to D.C. Schools Section be operationalized or made more explicit, and include use of results section.

You have indicated that the principals of M.M. Washington and Burdick Career Centers have approved the conduct of your study with students in their schools. Approval for the study is limited to the involvement of these two schools.

It has been agreed by you that the information collected on persons is confidential and that no individual will be identified by name in the report of your study. It is further agreed that you will submit the draft of your final report to the Division of Research and Evaluation for approval before it is typed in final form and distributed.

With best wishes,

Sincerely yours,

Mildred P. Cooper
Assistant Superintendent
for Research and Evaluation

MPC/m

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THE RELATIONSHIP OF SELF CONCEPT AND OTHER VARIABLES TO THE WORK VALUE
ORIENTATION OF BLACK FEMALES ENROLLED IN
INNER CITY VOCATIONAL SCHOOLS

by

Sandra Elizabeth Grady Yates

(ABSTRACT)

The purpose of this study was to examine the relationship of career choice, self concept, and grade level to the work value orientation of black females. More specifically, the study tested the extent to which the relationship among these variables could be shown to exist among a population of females enrolled in inner city vocational schools.

An extensive review of the literature indicated the possibility of determining potential satisfaction of students in specific vocational areas by analyzing some of the basic internal characteristics of the individual while he or she is still in the school environment. In addition, the literature revealed that if vocational educators, in particular, are aware of certain basic characteristics about youth, it is likely that the youth could be helped to become better prepared for the world of work in terms of the personal meaning and value that work is capable of bringing to their lives.

Further, it was found that many of the studies which have been conducted have been done so from a theoretical basis using a specific segment of the population--white middle class males. Research findings therefore, have indicated conflicting views relative to basic characteristics of other groups, i.e., their self concepts, their work value

orientations, their satisfaction with work. Of particular interest have been black females who often experience both sex and race discrimination and who face a double disadvantage in the career choice process.

Based on the literature review, this study was initiated to compare samples of black females in three traditionally female vocational areas and at three grade levels by using their mean scores on Part II of the Meaning and Value of Work Scale and the total positive score of the Tennessee Self Concept Scale. The population consisted of black females enrolled in Health Occupations, Occupational Home Economics, and Business and Office Education in the Career Development Centers of the District of Columbia Public Schools. Two hundred fifty nine subjects participated in the study.

Null hypotheses were formulated to determine the relationships between the one dependent variable (work value orientation) and the three independent variables (career choice, self concept, and grade level). A factorial analysis of variance (ANOVA) procedure was utilized to analyze the data; level of significance was set at .05. Where there were significant F values obtained by the ANOVA procedure, the Newman-Keuls post hoc test was used to determine which differences contributed to the significance.

The results of the study revealed that black females enrolled in inner city vocational schools do not clearly indicate tendencies toward either an extrinsic or intrinsic work value orientation. However, there were individual students who distinctly indicated tendencies toward either extreme of the continuum. In addition, the self concepts of the

students were found to be below the norm for the instrument used. However, using the norm of the sample group, it was found that their self concepts fell within an average range.

Differences were found in the female's work value orientation on career choice, self concept, and grade level. The post hoc test revealed specific differences in work value orientation of females in home economics, indicating their tendencies toward a more extrinsic work value orientation than the other two groups. Further, the test revealed that females with high self concepts and those in grade 12 tended to differ significantly in terms of work value orientation from the others. These females indicated tendencies toward an intrinsic work value orientation.

Results of the interaction of career choice by grade level, grade level by self concept, and career choice by grade level by self concept failed to reject the null hypotheses. However, the test of the interaction of career choice and self concept did result in the rejection of null hypothesis.