

THE IMPACT 4-H HAS UPON THE CAREER
DEVELOPMENT OF OKLAHOMA
KEY CLUB MEMBERS

By

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CHAPTER I

INTRODUCTION

Four-H is currently the largest out-of-school youth organization in the United States. With the motto "learn by doing", it is apparent that 4-H has always been involved in career education. But in the 1960's the need to expand career exploration into a 4-H project was raised (Rockwell, Stohler, and Rudman, 1984). Recommendation 18 of the document, 4-H in Century III, said "skills development and career exploration opportunities should be expanded, using all available resources" (p. 9).

A list of objectives in the document 4-H in Century III showed that 4-H is making an effort to expand career education in 4-H. For example, eight major program components are mentioned in an effort to solve the crucial issues facing Americans in Century Three. Economics, jobs, and careers were listed as one component with the purpose of developing the member's ability to manage his own occupational and educational development. This component also provided youth the opportunities to perfect their skills in project-related areas, participate in volunteer work, cooperate with local businesses, industries and institutions, and participate in job and career exploration and pre-employment training. Further, the following recommendations related to careers were written:

- Deliberate efforts must be made in all 4-H programs to assure that opportunities exist for increasing the understanding of economic systems. (Recommendation 16)
- Business and economics must be considered important ingredients in 4-H curricula, and exciting 4-H programs must be designed to combine economic principles with actual work experience. (Recommendation 17)
- Skills development and career exploration opportunities should be expanded, using all available community resources. (Recommendation 18). (p.9)

Steele and Rossing (1982) raised questions concerning the effectiveness of 4-H in meeting the 4-H in Century III objectives. Obviously, career exploration and skills development are important 4-H objectives, therefore research needs to be conducted to study the effectiveness of the career objectives mentioned in 4-H in Century III.

Problem Statement

Hoyt (1978a) suggested that 4-H is a "giant" influence on the entire future of career education. Hoyt (1978a) also said "if 4-H ever develops its full potential for the effective delivery of career education, there is no existing community agency that could match its strength or its contributions" (p. 1). Moreover, one of the 4-H objectives is to establish career development among 4-H members. Four-H has made an effort to expand career development in 4-H projects. However, the effectiveness of 4-H in meeting the

objectives has been questioned (Steele and Rossing, 1982). Evidence is needed to show if Oklahoma 4-H is accomplishing the career development objectives.

Purpose and Objectives

The purpose of this research was to determine the impact that the total 4-H experiences have had upon the career development of Key Club members. The following objectives will serve as a guide for the study.

1. To examine selected factors which influenced career selection of Key Club members.
2. To explore Key Club members' perceptions of the impact 4-H had on their self-awareness.
3. To determine the Key Club members' perceptions of knowledge gained about career awareness and exploration.
4. To determine Key Club members' perceptions of 4-H emphasis on employability skills.
5. To make future recommendations of where emphasis should be placed in 4-H concerning self-awareness, career awareness, and employability skills.

Hypothesis

The following hypothesis were posed to deal with the purpose of this study.

1. The ultimate career choice of Key Club Members is independent of

- a. location of where the Key Club members lived during 4-H membership
 - b. age
 - c. gender
 - d. grade level
2. There will be no significant difference between the factors that influence career choice and age and gender of respondents.
3. There will be no significant difference between the present age of Key Club Members and the perceived impact of 4-H on
- a. self-awareness
 - b. career-awareness
 - c. employability skills
4. There will be no significant difference between the ultimate career choice of respondents and their perceptions of the impact 4-H has on
- a. self-awareness
 - b. career awareness
 - c. employability skills
5. There will be no significant difference between gender and the perceived impact of 4-H on
- a. self-awareness
 - b. career awareness
 - c. employability skills
6. There will be no significant difference between the number of years in 4-H and the Key Club member's perceived impact of 4-H on
- a. self-awareness
 - b. career awareness
 - c. employability skills

Assumptions

The following assumptions were made regarding the study.

1. The selected Key Club members would be willing to participate.
2. The Key Club members would answer the instrument honestly and to the best of their knowledge.
3. The time allowed to complete the instrument would allow for reliable results.

Scope of the Study

The participants in the study were limited to Key Club members who were inducted into Oklahoma 4-H Key Club from 1985 through 1989. This population was chosen based upon the convenience of obtaining names and current addresses of Key Club members from the State 4-H Department and because these members are perceived to be more motivated and supportive of the 4-H organization (Oklahoma 4-H Key Club, 1992).

Key Club is an honor society for 4-H members who have completed outstanding work in the 4-H organization. These Key Club members have a life time responsibility of supporting the 4-H organization, financially and time wise (Oklahoma 4-H Key Club, 1992). To become a Key Club member, an individual must be active in the 4-H program completing recordbooks, giving presentations, participating in county events and community affairs, and attending trips and conferences. The population consisted of Key Club members ranging from 18 to 26 years of age with 62 males and 134 females. This age group has most likely considered a career choice and would have the knowledge of the impact 4-H had on their career development.

Definitions

The following terms are defined as they are used in this study.

4-H: A educational and voluntary program which serves youth from nine years of age or the beginning of the fall semester of fourth grade until high school graduation regardless of age or until the first semester of college with various projects and programs of interest.

Key Club Members: Key Club members are current or former 4-H members who are at least fifteen years of age, have assumed leadership responsibility, and are approved by the county extension staff for the lifetime membership.

Career Development: "An ongoing process that occurs over the life span and includes home, school, and community experiences related to an individual's self-concept and its implementation in life style as one lives life and makes a living" (Pietrofesa & Splete, 1975).

Self-Awareness: The recognition of abilities, values, interest, self-concept, and personality.

Career Awareness and Exploration: Becoming conscious of a variety of occupations, requirements of occupations, stages of progression and benefits gained from certain occupations.

Employability Skills: Skills developed that aid in obtaining and keeping a job.

CHAPTER II

REVIEW OF LITERATURE

Introduction

A review of literature was developed through the process of reviewing research studies and articles that coincided with the objectives. The review of literature consisted of four topics. The first topic examines career development theories including self awareness, career awareness, and employability skills. Second, career selection will be discussed involving the influential factors affecting career development and the role of 4-H. Next, the impact of vocational education organizations on career development will be reviewed. Finally, the impact that 4-H has on career development will be examined.

Career Development Theories

Career Development has been defined by Pietrofesa and Splete (1975) as "an ongoing process that occurs over the life span and includes home, school, and community experiences related to an individual's self-concept and its implementation in life style as one lives life and makes a living" (p. 4). This ongoing process begins early in preschool years and continues through retirement (Hoyt, 1976). Sometime during this span an individual will be forced to make a career decision. This decision is rarely made

without much thought. This complex career decision process is discussed in the theories that follow.

Occupational Developmental Process

Super (1957) mentioned adolescence as period of exploration. The adolescent explores the society, the subculture, and roles played that match personality, interests, and aptitudes and self. Through this exploration, the adolescent will develop an understanding of self and will recognize their place in the community. He contended that an individual should seek occupational choices that match his/her self-concept. Jersild (1960) said the self "is a person's inner world. It is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitudes pertaining to his worth" (p.116). Before an occupational choice is made, a healthy self-concept should be developed. According to Pietrofesa and Splete (1975), a healthy self-concept comes from successful experiences with the environment and the acceptance of positive reinforcement. The individual who develops a healthy self-concept accepts the self for what he is. On the other hand, the person with the unhealthy self-concept does not accept the self. Those who develop a healthy self-concept and match their self-concept with their career choice are more likely to make a good career choice. These matches are not to be viewed as permanent but as developmental, since individuals make changes in their preferences and situations with the goal of making a better match.

Hoppock (1967) said "it is obvious that knowledge of occupations can be effectively applied only when one knows something about oneself" (p. 4). Friel and Carkhuff (1974) (cited in Pietrofesa and Splete, 1975) stated that the first step in helping an individual develop a career is to explore and to understand who he is physically, emotionally, and intellectually. Who one is physically has to do with what one likes to do, what physical skills one possesses, and what physical environments one prefers. Who one is emotionally has to do with what one feels is important to him/her, including attitudes one holds about oneself, the world, and one's future; and what kinds of interpersonal relationships one likes. Who one is intellectually has to do with what one enjoys doing, studying and thinking about, what intellectual skills one holds, and what kinds of intellectual challenges one likes.

Ginzberg, Ginsburg, Axelrad and Herme (1951) also believed that occupational choice is a developmental process. Segments of this theory overlap with the self-concept theory developed by Super. Ginzberg and his colleagues contended that a compromise will be made between interests, values and opportunities when an occupational choice is decided. Ginzberg broke the process of occupational decision-making into periods. The first stage is the fantasy period which concurs with the latency period between the ages of six and eleven when a child believes he can become anything he wants to be. Next, the tentative period coincides with the early and late adolescents stretching between the ages of eleven and eighteen. This period of tentative choices can be divided into four stages.

First, is the interest stage which occurs about eleven to twelve with occupational choices being made in terms of interests. Second the capacity stage occurs between the ages of thirteen and fourteen when the individual recognizes the need to be more realistic with career considerations. Third is the value stage which occurs from fifteen to sixteen years of age and is noticed when the adolescent strives to find his place with people in society. The final tentative stage is the period of transition which arrives about seventeen with reality playing a part in making the final occupational choice.

The last stage is realistic choices occurring during early adulthood with the awareness of external reality. This period of realistic choices can be broken into three stages. The first is the exploration stage. Next crystallization occurs when the individual classifies the factors influencing the considered occupational choice and makes an occupational commitment. Finally, the specification stage, a period of final commitment with the selection of a more specific occupational choice. During this career awareness and exploration process an individual should become conscious of the variety of occupations, requirements of occupations, stages of progression, benefits derived from certain occupations and a career selection should be made that is congruent to one's lifestyle. Obviously, this process can be difficult and one can understand why the process continues through life. Hoppock (1967) stated that accurate occupational information is vital in helping an individual discover job availability, characteristics and

requirements. Norris (1963) stated that there is no direct solution for helping young people select careers that are enjoyable and that they will be successful with. However, many students are not given the assistance in vocational planning that will enable them to choose a career. These individuals later recognize that they are not interested in their work but they do not have the time or finances to retrain for another career because they are married and raising families. Indeed, it is important to begin the career awareness and exploration process early in life.

Employability Skills

As an individual progresses through the career development process, certain skills need to be learned in order to obtain and hold a job. Super (1974) mentioned these skills as employability skills which include; knowing significance of a job, job seeking skills, proper working habits and attitudes, knowing importance of self-satisfaction, and recognizing individual differences. Hoyt (1978b) also discussed the importance of employability skills to career development. These skills were summarized by Owings (1979) at a Career Education seminar. These eight skills include: good work habits, work values, career decision making skills, economic understanding, job seeking, job getting, job holding skills, reduction of sex stereotyping, productive use of leisure time, and educational and occupational opportunities. Mitchell (1978) stated that more specific competencies need to be learned. For example, writing job applications, employment interviewing, and seeking job

information. She further stated that if the Labor Department predictions are correct that the average worker will change jobs ten times between 1974 and 2000, certainly workers will need job seeking skills.

Career Education Model

An important influential component of career development is the role that career education plays. The focus of career education is to educate and prepare individuals for the world of work. According to Hoyt, Evans, Mackin, and Mangum (1972), career education can be defined as:

. . . the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into personal value systems, and to implement these values into their personal lives in such a way that work becomes possible, meaningful, and satisfying to each individual (p. 1).

To further clarify the definition of career education, The Center at Ohio State University developed a Comprehensive Career Education Matrix that identifies eight elements with student activities and outcomes (Marland, 1974).

1. Career Awareness - knowledge of the total spectrum
of careers,
2. Self-Awareness - knowledge of value system that make
up self,
3. Appreciation, attitudes - life roles; feelings toward self
and others in respect to society and economics,

4. Decision-making skills - applying information of processes to reach decisions,
5. Economic Awareness - perception of processes in production, distribution, and consumption,
6. Skill awareness and beginning competence skills -ways in which man extends his behavior,
7. Employability skills -social and communication skills appropriate to career placement,
8. Educational awareness - perception of relationship between education and life roles.

Hoyt (1975) stated that this model provided a feasible explanation of career education. Hoyt suggested that these elements need to be taught to children when they first enter a formal education system since career development begins before the entrance into elementary school. Hoyt (1978a) stated that 4-H needs to be involved with career education informally, to help bridge the gap between the classroom and the real world.

Career Selection

Influential Factors on Career Development

As an individual continues through the career development process there are several factors that may influence the choice of a career. The way an individual feels about himself may have an influence on his career choice. Oppenheimer (1966) considered the expression of self-concept as the embarking force in evaluating a considered occupation. Brooks (1963) (cited in Pietrofesa and

Splete, 1975) wrote that a newborn appears in the world without self; the self develops through the process of social interaction. Merrill (1965) stated the family as being the most influential on self-concept of the child, since it is with the family that the child develops the first impressions of human conditions. Then about the age thirteen, the peer group appears to have the most influence on self-development (Pietrofesa and Splete, 1975). Fu and Wampler (1979) said "children are our most precious resource for the future. The success of one's experiences in a 4-H program, or other social situations, depends on the development of a positive self-concept" (p.18). Since people are the chief movers of self-concept, adults and parents must concern themselves with helping children develop a healthy self-concept (Pietrofesa and Splete, 1975). Borow (1964) suggested that occupation was important to self-concept because when people ask "Who are you?", many people state their occupation. If they do not, the next question is likely to be "What do you do?". Super (1957) agreed that self-concept influences career choice and added other personal factors such as; intelligence, special aptitudes, interests, attitudes, personality, and values.

Ginzberg et al. (1951) stated that at the onset of making an occupational choice, the child may want to enter into the same occupation as his father. Graham (1981) concluded in his research of Oklahoma State University students that parents have the greatest influence on their child's selection of a higher education institution and major. Brown (1982) stated that 4-H members discuss

future plans more often with parents. Mitchell (1978) also found that seventeen year olds discuss future plans with parents twice as much as with a counselor, advisor, or peer. Thus, the actions of parents are an influence on occupational choice. Further, parents need more access to career information, in addition to counselors and teachers.

Caplow (1954) believed that children inherit the occupational level of their parents and that children select vocations within a restricted range of occupations that is acceptable to a given career. Therefore, Caplow's theory suggested that social class is a factor influencing career development. Caplow (1954) and Ginzberg et al. (1951) also pointed out that educators are influential factors in the career development process. According to Caplow (1954) error and accident may play a larger part in the selection of a career than a person might admit. Super (1957) pointed out that the potential salary, the supply and demand, and the economy, may have an impact on career choice. Holland (1959) added peer groups, American culture, and the physical environment. In addition Lipsett (1962) mentioned home influences, community, and pressure groups as having an influence on career choice.

Green (1986) surveyed National FHA officers to find out what influenced their career choice. Findings indicated that job characteristics and job qualifications were most influential on career choice. The study also revealed that over one-half of the former FHA officers felt that FHA leadership experiences were extremely influential on the desire to work in their career choice.

According to Hollander and Parker (1969) stereotypes provide a basis for adolescents to use in selecting an occupational choice. Fu and Wampler (1979) conducted a sex-role study to investigate attitudes toward sex-roles of pre-adolescent 4-H members. Children in this study appeared to accept traditional sex-roles associated with men and women as a function of a particular social-cultural environment. Samules (1977) stated that when boys and girls are directed into sex role stereotypes they are deprived of freedom of choice.

Role of 4-H

According to Fu and Wampler (1979), Extension programs could have an influence in changing and directing the lifestyles, attitudes and values of 4-H members. Ginzberg et al. (1951) believed that key persons have an influence in career development. Four-H members need key persons who assist them in acquiring nonsexist gender role attitude, and who are secure, self accepting, and receptive of others (Fu and Wampler, 1979). These key resource people may include Extension 4-H staff, parents, teachers, and adult leaders. Studies have been conducted to show how influential 4-H key persons are on the career development of its members. In a Nebraska study which surveyed former 4-H members 10 to 20 years after their 4-H service explored how adults felt 4-H assisted them in selecting a career and assuming adulthood roles (Rockwell et al., 1982). This study revealed that 4-H activities and 4-H people influenced career choice and helped them prepare for specific roles

in adulthood. Males were more likely to state that 4-H influenced their career choice, area of study or advanced education, first occupation and subsequent occupations. This study has been found to have weaknesses. For example, Jones (1985) said "one major problem may be the literature does not reveal career education activities that are specifically built into the 4-H project learning experience" (p. 29). Matulis (1984) found that 4-H alumni felt that 4-H agents, leaders, and other members had little influence on their career planning.

Brown (1982) surveyed 556 thirteen and seventeen year old 4-H members to determine the career and occupational development needs of 4-H youth. One-half of these members indicated their occupational choice was 4-H related. However, these members did not realize 4-H projects and activities influenced job interests.

Vocational Education Programs and Career Development

The Vocational Education programs as well as the 4-H program have been common sources of career information and preparation in Oklahoma. Many of the respondents have been exposed to both organizations. The following will present the philosophy of the Vocational Education programs and the impact of Vocational Education programs on career development.

Philosophy of Vocational Education Programs

According to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 part of the responsibility for career guidance belongs to vocational education programs. Section 332 the "Use of Funds From Career Guidance and Counseling Grants" stated:

(a) Grants to any State under this part shall be used, in accordance with State plans (and amendments thereto), for programs (organized and administered by certified counselors) designed to improve, expand, and extend career guidance and counseling programs to meet the career development, vocational education, and employment needs of vocational education students and potential students. Such programs shall be designed to assist individuals to obtain self-assessment, career planning, career decision making, and employability skills; make the transition from education to work; maintain market-ability of new skills to enter new fields in high technology areas; develop mid-career job search skills and clarify career goals (American Vocational Association, 1990, p. 93).

Marland (1971) stated that the purpose of vocational youth organizations is to help members develop leadership and citizenship skills, and engage in the opportunity to do the vital work of our country. Marland further stated that youth organizations give young people a great opportunity to prepare for several types of careers.

Hoyt (1978b) pointed out that Future Farmers of America contributes to career education. This monograph was limited to the discussion of FFA but can be generalized to other vocational education groups. These other youth organizations include:

- (a) Future Homemakers of America (FHA)
- (b) Health Occupations Students of America (HOSA)
- (c) American Industrial Arts Student Association (AIASA)

- (d) Future Business Leaders of America (FBLA)
- (e) Distributive Education Clubs of America (DECA)
- (f) Vocational Industrial Clubs of America (VICA)
- (g) Office Education Clubs (OEA)

These youth organizations along with FFA share in the following commitments: helping youth develop leadership and citizenship skills, develop an understanding and appreciation of the American economic system, explore careers, and develop good work habits, sound work values, and other career adaptability skills (Hoyt, 1978b).

Impact of Vocational Education on Career Development

Even though self-awareness and career awareness/exploration have been recognized as integral parts of career development, not much research has been found relating specifically to the impact of career development in Vocational Education programs. Nevertheless, Green (1986) concluded in a study of Future Homemakers of America national officers that FHA improved the respondent's self-confidence. She also concluded that FHA experiences are having the most impact on respondents in the following areas: Preparation for the world of work, consideration of a career in their chosen career field, desire to work in area of career choice, and development of skills needed for careers in chosen field.

The literature explains the employability skills needed by vocational education students. Hoyt (1978b) said,

If, in the FFA experience, a student decides that he/she is not interested in a career related to agriculture, the qualities of leadership, successful accomplishment, development of good work habits, development of personally meaningful work values, and similar other valuable outcomes of FFA will be of benefit to that student no matter what occupational area is finally chosen (p. 18).

Johnson (1980) appeared to be in agreement with Hoyt's statement. Johnson conducted a follow up of 1973-74 Oklahoma vocational agriculture completers and found that vocational agriculture and FFA activities prepare students for a world of work.

4-H and Career Development

Philosophy of 4-H

The importance of career development in 4-H is evident in the document 4-H in Century III. The 4-H mission is "to help young people become self-directing, productive, and contributing members of society" (4-H in Century III, no date, p.3). More explicit are the thirteen objectives for 4-H which help members to: Develop inquiring minds, acquire practical skills, strengthen problem-solving abilities, develop self-confidence, acquire educational and vocational experience, improve communication skills, develop effective interpersonal relationships, maintain optimum physical and mental health, become concerned with community involvement, increase leadership capabilities, develop socially acceptable behavior, develop good citizenship, and learn to manage time. The authors of 4-H in Century III also recommend that the skills development and career exploration opportunities be expanded, utilizing all available community resources. Hoyt (1978a) said

"few educators interested in career education would argue the point that a very high degree of similarity exists between this list of objectives and the objectives of career development" (p. 8).

The importance of career development is also noticeable in the Oklahoma 4-H Program's Cloverbud Manual. The Oklahoma 4-H Program has drawn up six leadership life skills utilizing learning opportunities and developmental skills for successful living. These skills are: understanding self, communicating with others, acquiring, analyzing and using information, developing problem solving and decision making skills, managing resources, and working with others.

Stormer (1980) outlined seven approaches to job, employment, and/or career programs that have been used in the 4-H organization. These approaches include primary emphasis on careers, 4-H project related programs with an employability and job emphasis, 4-H project related programs with a strong career emphasis, multi-project based career, employment, and job programs, 4-H activity programs with a career and employability emphasis, programs with an economic emphasis, and programs with a job and employment emphasis. The primary career development emphasis in Oklahoma is on career awareness and exploration. The Oklahoma program has information for exploring careers in Home Economics and Agriculture. A program has been used in Oklahoma for the Native Americans and Eskimos which utilizes personal assessments in order to match the self with a career.

According to Hoyt (1978a) there are many examples of high quality 4-H career education materials which show the 4-H commitment to implementing career education through 4-H and show how 4-H personnel are contributing to career education efforts of the formal education system. Following are examples of these high quality materials: "Students Incorporated", New Mexico; "4-H Career Education: A Guide for Illinois Extension Leader's"; "A Guide for Locating, Obtaining, and Keeping a Job", Missouri; "The New York Operation Hitchhike Functional Model"; "Oklahoma 4-H Career and Life Planning Program"; Texas 4-H Career Awareness Project"; and "Economics in Action", North Carolina. These are some of the programs designed to enhance career development for 4-H members. The "Oklahoma 4-H Career and Life Planning Program" no longer exists. However, the Key Club respondents may have been exposed to this program. Long (1990) stated that with more importance on one of the side effects of 4-H, it could become a prime effect that may influence a lifetime. Hoyt (1978a) felt that 4-H is a major influence on the entire future of career education. Thus, it is apparent that career development needs to be more than a side effect of 4-H.

4-H Impact on Career Development

Several researchers have studied the impact 4-H has upon the career development of 4-H members. Matulis (1984) surveyed 4-H alumni members from four Ohio Counties to find the impact of 4-H on three areas; self-awareness, career exploration, and work

competencies skills. The findings indicated that 4-H had much or very much impact on discovering things that 4-H alumni enjoy doing, discovering things they did well, and developing self-confidence. The respondents rated 4-H as having some impact on discovering things they did not enjoy or discovering things they did not do well. The 4-H alumni gave mixed responses to the impact 4-H had on expanding their knowledge of career exploration resources, learning about things to consider in choosing careers, and developing a sense of need to make a career choice. However, 4-H did have some impact on these career awareness areas. The majority of the respondents felt 4-H had little impact on acquiring information about various careers and obtaining information about careers of interest. 4-H had a real impact on the development of general work competencies such as, responsibility, cooperation, following directions, and learning to make decisions. The respondents also indicated that 4-H had much impact on learning to manage time and developing speaking skills. Four-H had little impact on the development of more specific work competencies such as job interviewing, and preparing resumes.

Brown (1982) surveyed thirteen and seventeen year old 4-H members to determine their career and occupational development level, to identify life and work skills held, and to identify how 4-H prepared youth for the world of work. Findings indicated that 4-H helped members "some" or "much" in the development of life and work skills. These include: working as a team member, getting along with a variety of people, following instructions, knowing what a

teacher, leader, or employer expects, being dependable, and organizing activities. The 4-H members also agreed with the general methods that prepare youth for the world of work. These methods include: discovering things one enjoys doing, being responsible for doing things, developing good work habits and attitudes, and developing self-confidence. However, results showed that 4-H lacks in helping members develop knowledge about specific jobs and careers.

Stormer (1980) found that 4-H participants perceived 4-H as having an impact on career exploration and making their occupational choice. Specifically, these members felt 4-H helped them discover that 4-H activities may lead to a future career, identify considerations in career selection, expand knowledge of available career exploration resources, and realize the importance of making a career choice.

Steele and Rossing conducted a telephone study asking 250 Wisconsin 4-H members and 168 parents to indicate the amount of help 4-H had been. Respondents were asked about the practical skills and life skill development in 4-H projects. The results indicated that 4-H members felt 4-H did not give them considerable help in gaining knowledge about jobs and careers in their project area.

Summary

The review of literature points out that self awareness is a vital part of career development. The literature explained that an individual who matches career choice with the characteristics of

self will be more successful with the career. Career awareness, exploration, and selection were introduced as important processes in career development. The literature showed that career development begins early in childhood. Thus adults are important in the process of career awareness, exploration, and selection. Several influential factors on career choice were mentioned including key resource people. However, there seemed to be disagreement whether 4-H people and activities influence career choice. Employability skills were the third part of career development discussed. There seemed to be confusion whether 4-H and other vocational education organizations aid in preparing members for the world of work. Hoyt (1978a) said "4-H doesn't necessarily need career education but career education surely does need the support and the involvement of 4-H" (p.14). Apparently 4-H has a reputation to uphold. More evidence is needed to find if 4-H is indeed preparing members for the world of work. Chapter III discusses the procedures used to find out if 4-H has an impact on career development in Oklahoma.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this research was to study the impact that the total 4-H experiences have had upon the career development of Key Club members. The following objectives will serve as a guide for the study.

1. To examine selected factors which influenced career selection of Key Club members.
2. To explore Key Club members' perceptions on the impact 4-H had on their self-awareness.
3. To determine the Key Club members' perceptions of knowledge gained about career awareness and exploration.
4. To determine Key Club members' perceptions of 4-H emphasis on employability skills.
5. To make future recommendations of where emphasis should be placed in 4-H concerning self-awareness, career awareness, and employability skills.

Population

The population consisted of 471 Oklahoma 4-H Key Club members who were inducted into Key Club between 1985-1989. The 4-H Key Club seeks to honor top 4-H members who "possess leadership, loyalty, and

a sense of responsibility to the total 4-H program" (Oklahoma 4-H Key Club, 1992). The Key Club objectives include: Recognizing the accomplishments of Oklahoma's outstanding 4-H members, providing a common link between former 4-H members, and developing 4-H work in Oklahoma. To qualify to be a 4-H Key Club Member the applicant must (Oklahoma 4-H Key Club):

- (1) be a 4-H member.
- (2) be at least 15 years old or older on January 1.
- (3) submit completed application form by April 1 of the year in which they are initiated.
- (4) accumulate the minimum number of points (390) on the application form. These points were accrued by how active the member was in the 4-H program. For example, points are received for the completion of a recordbook, giving a presentation, participating in county events and community affairs, attending trips, conferences, etc.
- (5) be approved by the county Cooperative Extension Staff.
- (6) review the Key Club slide set, titled "Oklahoma 4-H Key Club is...".
- (7) make at least one presentation to a 4-H Group about Key Club.
- (8) make at least one presentation to a non-4-H group.

The Key Club members were chosen based upon the convenience of obtaining their names and current addresses from the State 4-H Department. The age of the population ranged from 18 to 26 years of age. This group has most likely considered a career choice and would have the knowledge of the impact 4-H had on their career development.

Instrument Development

A mail questionnaire was developed utilizing the objectives.

The parts of the instrument include:

Part I - General Information Part II- Factors influencing career choice

Part III - Impact of experiences derived from 4-H

Part I consisted of general information that will furnish descriptive data about the sample. Part II utilized a Likert-type scale asking members to rank factors that influenced their career choice. Some of the items used were provided in studies conducted by Green (1986) and other items were developed from the information in the review of literature. Part III also employed a Likert-type scale ranking experiences gained from 4-H. These items were provided by Matulis (1986) and from the review of literature. At the end of the survey, two open-ended questions were incorporated for members to add any additional comments about their 4-H experience and to state how 4-H most significantly impacted career choice.

The researcher's graduate committee and the Executive Director of the Oklahoma 4-H Foundation evaluated and critiqued the instrument before it was mailed. This committee consisted of a professor in the Family Relations and Child Development department at Oklahoma State University, a State 4-H Specialist, and a professor in Agriculture Education. A pilot-test was also used to evaluate the validity of the instrument. The pilot-test group consisted of Oklahoma State University Collegiate 4-H Club members

and former 4-H members. These members were asked to complete and critique the instrument. The responses, comments, critiques, and recommendations were all used to modify and develop the final questionnaire.

Data Gathering

The instrument consisted of a four page booklet (located in Appendix B). Accompanying the instrument was a cover letter and return stamped envelope for convenience in returning the questionnaire. The questionnaire was coded to aid in determining returns. The Executive Director of the Oklahoma 4-H Foundation also enclosed a cover letter on 4-H stationary for the purpose of credibility and support.

The survey booklets were mailed on April 7, 1992, 99 members; or 21 percent responded within one month. Due to incorrect addresses, three questionnaires were returned in the mail with no forwarding address. On May 18, second questionnaires were sent to those who had not responded resulting in 70 questionnaires or 15 percent. In an attempt to gather more information 27 phone surveys were conducted in July. As a result a total of 196 surveys were gathered or 42 percent return.

In October, ten Key Club members who did not return questionnaires were contacted by telephone and were asked demographic questions in order to compare the characteristics of respondents to those Key Club members who did not respond to the survey. The characteristics of the respondents and nonrespondents

were similiar. Therefore, this study can be generalized to the total 471 Key Club members inducted between 1985 and 1989.

Data Analysis

As the questionnaires arrived, each were marked with the date received. Descriptive statistics were used to analyze Part I, which described the demographic characteristics of respondents. Part I consisted primarily of nominal data, therefore, percentages and frequencies were computed. A few questions consisted of ordinal data with means and standard deviations being calculated. A chi-square (contingency table) was used to find out if the ultimate career choice of respondents was independent of the location of where Key Club members lived during 4-H membership, of their age, of their grade level and independent of their gender. The chi-square test was incorporated because it determined whether or not two classifications of a population of qualitative data were statistically independent (Keller & Warrach, 1991). An alpha level of 0.05 was used as the significance level.

Part II of the survey consisted of ranking the factors that influenced career choice. Since a Likert-type scale was used, the responses were treated as interval data. Frequencies and means were figured and the factors that influenced career choice were ranked according to mean score. Also, analysis of variance and a t-test was utilized to find out if there were differences in gender and age of respondents and how they ranked the factors influencing career choice.

Part III of the survey consisted of a five point Likert-type scale with interval data incorporated to discover the impact 4-H had on self-awareness, career awareness, and employability skills. Statement numbers 56 through 61 pertained to experiences that were derived from 4-H that helped members gain self-awareness. Statement numbers 62 through 66 consisted of gained knowledge about careers through 4-H. The last twelve statements consisted of employability skills that were derived through 4-H experiences. These skills applied to both general and specific employability skills. Means were calculated and then statements were ranked. Analysis of variance and t-tests were used to analyze the differences of the perceived impact of 4-H on self-awareness, career awareness, and employability skills by age, number of years in 4-H, and gender. Analysis of Variance was utilized since it was a method of testing for significant differences between means of two or more groups. When there is a failure to reject the null hypothesis, that is, there is a significant mean difference between two or more groups, then a different technique must be selected to determine which means are different. In this study, the Duncan grouping is incorporated to determine where significant differences exist.

Summary

Chapter III included the procedures used for the study. The research design type, population, instrumentation, data gathering procedures and data analysis methods were explained. Chapter IV will include the findings of this study.

CHAPTER IV

FINDINGS

Introduction

The purpose of this research was to determine the impact that the total 4-H experiences have had upon the career development of Key Club members. The following objectives will serve as a guide for the study.

1. To examine selected factors which influenced career selection of Key Club members.
2. To explore Key Club members' perceptions on the impact 4-H had on their self-awareness.
3. To determine the Key Club members' perceptions of knowledge gained about career awareness and exploration.
4. To determine Key Club members' perceptions of 4-H emphasis on employability skills.
5. To make future recommendations of where emphasis should be placed in 4-H concerning self-awareness, career awareness, and employability skills.

The findings of this study are reported in two main sections. The first section presents the factors that influenced the Key Club member's career choice. Frequencies, percentages, means and standard deviations were figured. The factors that influence career choice were ranked according to mean score.

The second section presents the career development experiences that Key Club members received from 4-H. These experiences include self-awareness, career awareness, and employability skills. The experiences were reported as frequencies and percentages and mean scores. Impact of experiences were ranked according to mean score to display which experiences had the most and least significance in 4-H. The demographic characteristic of the sample precedes the previously mentioned sections.

Description of Sample

The sample consisted of 196 Key Club Members who were inducted into Key Club between 1985 and 1989. The total population of 471 individuals were mailed a survey. Three were returned in the mail with no other forwarding address. There were 196 of the remaining 468 questionnaires completed and returned for a 41.8 percent return. Table I through XXV present personal characteristics of the respondents. Appendix C has more information concerning the respondents.

Demographic Characteristics of Respondents

The age of the respondents ranged from 18 to 26. The age was reported according to their age as of January 1, 1992. The mean age of the respondents was 20.7 years. The mode was 21 years of age. A total of 159, or 81.1 percent of the respondents were between the ages of 19 and 22. Table I displays the age by the gender of respondents.

TABLE I
 FREQUENCY OF GENDER REPORTED
 BY RESPONDENTS BY AGE

Age groups	Females	Males	Total
18 - 20	60	28	88
21 - 23	66	31	97
24 - 26	8	3	11
Total	<u>134</u>	<u>62</u>	<u>196</u>

Both males and females were chosen for the study. The total population of 471 consisted of 327 females and 144 males. Out of the total 134 females and 62 males responded to the survey. Therefore, 68.4 percent of the respondents were female and 31.6 were male.

Number of Years in 4-H

Table II shows that 57 members or 29.2 percent of the respondents were enrolled for the full 4-H term which is 10 years and 116 or 59.5 percent served nine years. The mean years of 4-H service was 9.08 years. This leaves a total of 22 respondents serving less than nine years in 4-H. One person did not answer the question. Rockwell and colleagues (1984) found that the longer the 4-H alumni were in 4-H the more influence 4-H had on their choice of

area to study and selection of a higher education institution. Rockwell et al. (1982) further stated that for an individual to benefit from 4-H, they need to remain in 4-H beyond 6 years.

TABLE II
FREQUENCY AND PERCENTAGES OF YEARS OF 4-H MEMBERSHIP
REPORTED BY RESPONDENTS

Number of Years	Frequency	Percent
5	2	1.0
6	4	2.1
7	4	2.1
8	12	6.2
9	116	59.4
10	57	29.2
Total	195	100.0

Location of Where Key Club Members

Lived as 4-H Members

The percentages reflect that the majority or 72.4 percent of the respondents lived in a rural area during 4-H membership. There were 16.8 percent who lived in a small town, 7.7 percent lived in a

city and 3.1 percent in a large city. The high percentage of respondents from the rural area may be due to the fact that Oklahoma is a rural state with many more small towns than urban areas and that the 4-H organization has been perceived as being for rural students. This information can be found in Table III.

TABLE III
FREQUENCY AND PERCENTAGES OF THE LOCATION WHERE
RESPONDENTS LIVED AS 4-H MEMBERS

Location	Frequency	Percent
Rural (country)	142	72.4
Small Town (under 10,000 people)	33	16.8
City (10,000 - 50,000 people)	15	7.7
Large city (over 50,000 people)	6	3.1
Total	196	100.0

District the Key+Club Members Resided
during 4-H Membership

Information concerning the district where Key Club Members resided during 4-H membership is located in Table IV. The greatest number lived in the southwest district with 75 or 38.2 percent of

the respondents indicating this response. Data gathered indicated that 53 or 27.0 percent of the respondents were from northeast district and 43 or 21.9 percent from northwest district. The least number of respondents were from southeast district with 25 or 12.8 percent. A map is included in Appendix A that shows which counties are in each of the four districts.

TABLE IV
FREQUENCY AND PERCENTAGES OF THE DISTRICT THE RESPONDENTS
RESIDED IN DURING 4-H MEMBERSHIP

District	Frequency	Percent	Sample Size	Percent of Responses
Northeast	53	27.0	133	39.8
Northwest	43	21.9	108	39.8
Southeast	25	12.8	72	37.5
Southwest	75	38.2	158	47.4
Total	196	100.0	471	

Year Members Were Inducted Into Key Club

Data indicating the year members were inducted into Key Club is presented in Table V. The most prevalent responses indicate a

bimodal with 51 respondents being inducted into Key Club in 1985 and 1987. Next, was 1986 with 44 or 22.5 percent and then 1989 with another 35 or 17.9 percent being inducted into Key Club. This presents a fair distribution between the years of induction except for those inducted in 1988 which was 15 or 7.6 percent of the respondents. The low number of 1988 Key Club members may be due to a transition in the State 4-H staff.

TABLE V
 FREQUENCY AND PERCENTAGES OF THE RESPONDENTS
 INDUCTED INTO KEY CLUB BY YEAR

Year	Frequency	Percent	Sample Size	Percent of Responses
1985	51	26.0	135	37.7
1986	44	22.5	129	34.1
1987	51	26.0	102	50.0
1988	15	7.6	45	33.3
1989	35	17.9	60	58.3
Total	196	100.0	471	

Current Educational Level

Table VI illustrates the current educational levels of the sample. Presently, 147 or 75.8 percent of the Key Club members are enrolled in high school or college. Only 47 or 24.2 percent are not enrolled in school. Of these attending school, 97.2 are in college, with the majority, 77 percent enrolled in the sophomore, junior, or senior year. To further illustrate 41 or 28.7 percent are enrolled in the college senior year, 33 or 23.1 percent in the college junior year, 36 or 25.2 percent in the college sophomore year, and 17 or 11.9 in the freshman year. High school students consisted of 4 or 2.8 percent. There were 4 individuals who chose not to answer the question.

TABLE VI

FREQUENCY AND PERCENTAGES OF MALES AND FEMALES
WHO ARE CURRENTLY IN EACH GRADE LEVEL

Grade Level Completed	<u>Females</u> (N=100)		<u>Males</u> (N=43)		<u>Total</u> (N=143)	
	N	%	N	%	N	%
High School Senior	4	4.0	0	0.0	4	2.8
College Freshman	11	11.0	6	14.0	17	11.9
College Sophomore	24	24.0	12	27.9	36	25.1
College Junior	24	24.0	9	20.9	33	23.1
College Senior	31	31.0	10	23.2	41	28.7
Graduate	<u>6</u>	<u>6.0</u>	<u>6</u>	<u>14.0</u>	<u>12</u>	<u>8.4</u>
Total	100	100.0	43	100.0	143	100.0

When comparing the males and females current grade level, the numbers show that the highest number of females, 31 percent are in their college senior year, then 24 percent are in the college junior year and 24 percent in the college sophomore year. The highest number of male respondents are in their college sophomore year, 27.9 percent, then the college senior year, 23.2 percent, and the college junior year, 20.9 percent. Six percent of the males and 6 percent of the females are currently in graduate school.

Degree Majors

Table VII presents the degree majors of respondents who are attending college by educational area. The College Major Occupational Index was used to categorize majors. The specific majors reported by respondents are located in Appendix C.

TABLE VII
FREQUENCY AND PERCENTAGES OF DEGREE MAJORS
OF RESPONDENTS BY EDUCATIONAL AREAS

Educational Area	Frequency	Percent
Agriculture	30	17.7
Biological Sciences	1	0.6
Business	43	25.4
Communications	8	4.7
Computer Science	4	2.4

TABLE VII (Continued)

Educational Area	Frequency	Percent
Education	16	9.5
Engineering	7	4.1
Health Professions	11	6.5
Home Economics	21	12.4
Liberal Arts	7	4.1
Physical Sciences	5	3.0
Social Sciences	8	4.8
Other	3	1.8
No Response	5	3.0
TOTAL	<u>169</u>	<u>100.0</u>

The most frequently occurring response was in the Business realm with 43 or 25.7 percent of the responses. In the Business area, 14 reported majoring in Accounting. Agriculture and Home Economics were the second and third most prevalent responses, respectively. Respondents reported majoring in a wide range of areas. Other majors with more than 10 responses are Education, 16 or 9.6 percent and Health Professions, 11 or 6.6 percent. Agriculture had 18.0 percent of the responses. Of these, 15 were majors in Animal Science, 7 in Agriculture Economics, 3 in

Agriculture and 2 in Agriculture Communications. One person was enrolled in each of the following areas: Agriculture Education, Agronomy, and Poultry Genetics.

Home Economics had a total of 12.6 percent of the total responses. Within the Home Economics area, five individuals were majoring in Apparel or Fashion Merchandising. Four people mentioned majoring in Home Economics Education. Two individuals were enrolled in Early Childhood Education, two in Hotel and Restaurant Administration, two in Home Economics, two in Interior Design, one in Clothing, Textiles, and Merchandising, one in Gerontology, one in Family Relations and Child Development, and one in Design, Housing, and Merchandising.

The 'other' category represented the majors of three individuals. These include majors in Landscape Design, Reproduction Machines, and Welding Technology. Three individuals indicated being undecided about their choice of a major. There were 27 people who have not completed any colleges courses, therefore they did not respond to the question. Another 5 individuals simply did not indicate their college major.

Employment Status

Members indicated their employment status as either unemployed looking for a job, unemployed not looking for a job or employed full-time, part-time, or in the summer only. A total of 158 or 80.61 percent are employed with 54 being males and 104 being employed females. The current employment status among the Key Club

members indicates that the greatest number of members are employed part-time, with 85 or 43.4 percent. Fifty two are employed full-time, 21 are employed in the summer only and 21 are unemployed and looking for employment. Of these looking for a job 18 are females and 3 are males. As mentioned earlier, 75.8 are attending school and that may explain the greater majority being employed part-time rather than full-time. Responses are shown in Table VIII.

TABLE VIII
FREQUENCY AND PERCENTAGES OF MALES AND FEMALES
CURRENT EMPLOYMENT STATUS

Employment Status	<u>Females</u> (N=134)		<u>Males</u> (N=62)		<u>Total</u> (N=196)	
	N	%	N	%	N	%
Unemployed - looking for a job	18	13.4	3	4.8	21	10.7
Unemployed - not looking for a job	12	9.0	5	8.1	17	8.7
Employed full-time	32	23.8	20	32.3	52	26.5
Employed part-time	60	44.8	25	40.3	85	43.4
Employed in the summer only	12	9.0	9	14.5	21	10.7
Total	134	100.0	62	100.0	196	100.0

When comparing those who are not in school and those who are, a greater percentage, 57.4 or 27 individuals who are not in school are employed full-time. Only 1 individual who is not in school indicated working in the summer only and 1 individual indicated not looking for a job. As for those in school, they are mostly working part-time, 49.6 percent. Also 12.9 percent of the students work in the summer only and 10.8 percent are not looking for a job.

Current Occupations

Table IX presents the current occupation of the members. The Occupations were categorized according to the Dictionary of Occupational Titles. A total of 158 members were presently employed and 28 chose not to list their current occupation. Data revealed that 47 respondents indicated that they were employed in Clerical and Sales Occupations. Of these, 18 were in computing and account recording occupations and 13 in stenography, typing, filing, and related occupations. Next, there were 46 respondents employed in the Professional, Technical, and Managerial Occupations. Another 13 reported currently working in occupations of Administrative Specializations, Managerial and Official, 8 indicated occupations in education, 8 in entertainment and recreation, and 7 in medicine and health.

There were 16 individuals who reported working in Miscellaneous Occupations with 13 working as student/lab or office assistants. Data showed 9 members were in Agricultural occupations, 8 in Service

occupations, 3 in Structural occupations, and 1 in a Benchwork occupation.

TABLE IX
 FREQUENCY AND PERCENTAGES OF THE CURRENT OCCUPATIONS
 OF RESPONDENTS

Occupation	Frequency	Percent
PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS		
Architecture, Engineering and Surveying	3	2.3
Mathematics and Physical Sciences	1	0.8
Computer-Related Occupations	1	0.8
Medicine and Health	7	5.4
Education	8	6.1
Library Sciences	1	0.8
Religion and Theology	1	0.8
Writing	1	0.8
Entertainment and Recreation	8	6.1
Administrative Specializations, Managers and Officials	13	10.0
Miscellaneous Professional, Technical, and Managerial Occupations	2	1.5

TABLE IX (Continued)

Occupation	Frequency	Percent
CLERICAL AND SALES OCCUPATIONS		
Stenography, typing, filing, and related occupations	13	10.0
Computing and Account- Recording Occupations	18	13.8
Information and Message Distribution Occupations	7	5.4
Sales Occupations, Services	9	6.9
SERVICE OCCUPATIONS		
Food and Beverage Preparation and Service	4	3.0
Lodging and Related Service	1	0.8
Miscellaneous Personal Service	3	2.3
AGRICULTURE, FISHERY, FORESTRY AND RELATED OCCUPATIONS		
Plant or Animal Farming	8	6.1
Miscellaneous Agricultural and Related Occupations	1	0.8
STRUCTURAL WORK OCCUPATIONS		
Welders, Cutters, and Related Occupations	1	0.8
Electrical, Assembling, Installing and Repair	1	0.8
Construction Occupations	1	0.8
BENCHWORK OCCUPATIONS		
Fabrications	1	0.8

TABLE IX (Continued)

Occupation	Frequency	Percent
MISCELLANEOUS OCCUPATIONS		
Packaging and Materials handling occupations	1	0.8
Motor freight	2	1.5
Other	13	1.5
TOTAL	<u>130</u>	<u>100.0</u>

Future Career Situations

Table X presents the respondent's projected career situation in five years. Overall, the majority, 69.3 percent of the respondents hope to be employed full-time in their ultimate career choice field. The numbers reveal that 8 people hope to be in graduate school and five people will be in undergraduate school. Another 15 or 7.7 percent reported wanting a full-time job but not one related to the ultimate career choice, 13 of the respondents were undecided about what they wanted to do in five years, and 14 people did not answer the question. Appendix C displays the specific career situations in five years of the respondents.

TABLE X
 FREQUENCY AND PERCENTAGES OF RESPONDENT'S PROJECTED
 CAREER SITUATION IN FIVE YEARS

Projected Situation	Frequency	Percent
Employed full-time in chosen career field	136	69.4
Employed full-time in area other than chosen career field	15	7.7
Owner of Own Business	2	1.0
Undergraduate Student	5	2.6
Graduate student	8	4.1
Homemaker	1	.5
To be successful	2	1.0
No response	14	7.1
Undecided	13	6.6
Total	<u>196</u>	<u>100.0</u>

Ultimate Career Choice

Table XI presents the ultimate career choices of the respondents. These career choices were put into categories using the Dictionary of Occupational Titles. Appendix C describes the specific career title. The majority, 65.2 percent desire an occupation in the Professional, Technical, and Managerial area. The most prevalent response in this area was an occupation in

Administrative Specializations, Manager or Official with 55 responses or 28.1 percent. Of these 55, 11 wanted to be Certified Public Accountants, 4 hoped to be Accountants, 6 plan to be Corporate Executive Officers, and 5 want to be owners.

The second most prevalent response in the Professional, Technical, and Managerial area was an occupation in education with 23 respondents or 11.7 percent indicating they wanted an occupation in the educational area. These responses include 12 people who desire to be teachers. The third most prevalent response was an occupation in medicine and health with 18 or 9.7 percent.

In the area of Agriculture and related occupations, 15.4 percent reported wanting a job in farming or a related agriculture occupation. Then, 14.6 percent stated that they desired to work in a sales or clerical occupation.

Two people indicated that their ultimate career aspiration was to hold a Doctorate degree and one person hoped to ultimately have a undergraduate degree. Nineteen of the respondents were undecided and nineteen chose not to report an ultimate career choice.

TABLE XI
 FREQUENCY AND PERCENTAGES OF THE CLASSIFICATION OF
 RESPONDENT'S ULTIMATE CAREER CHOICE
 BY OCCUPATIONAL CATEGORIES

Occupational Category	Frequency	Percent
PROFESSIONAL, TECHNICAL AND MANAGERIAL OCCUPATIONS		
Architecture, engineering, and surveying	4	2.0
Mathematics and physical sciences	4	2.0
Computer-Related Occupations	2	1.0
Life sciences	7	3.7
Medicine and Health	18	9.3
Education	23	11.7
Law and jurisprudence	4	2.0
Religion	2	1.0
Library sciences	1	.5
Writing	3	1.5
Art	2	1.0
Entertainment and recreation	4	2.0
Administrative specializations, managers and officials	55	28.1
Miscellaneous professional, technical, and managerial occupations	7	3.7

TABLE XI (Continued)

Occupational Category	Frequency	Percent
CLERICAL AND SALES OCCUPATIONS		
Stenography, typing, filing and related occupations	2	1.0
Sales occupations, commodities,	2	1.0
SERVICE OCCUPATIONS		
Protective service	2	1.0
AGRICULTURAL, FISHERY, FORESTRY, AND RELATED OCCUPATIONS		
Plant and animal farming	3	1.5
Miscellaneous agricultural related occupations	5	2.6
PROCESSING OCCUPATIONS		
Fabrications and repair of textile, leather, and related products	1	.5
STRUCTURAL WORK OCCUPATIONS		
Electrical assembling, installing, and repairing	3	1.5
Construction occupations	1	.5
Graduate degree	2	1.0
Undergraduate degree	1	.5
No Response	19	9.7
Undecided	19	9.7
Total	<u>196</u>	<u>100.0</u>

The Statistical Abstracts for the United States (1990) also shows that the highest percentage of people are in a Management or Professional type occupation, next in a farming related occupation, followed by clerical or sales type position. Further, Brown (1982) also found that 13 and 17 year old 4-H members preferred occupations in the professional and technical realm as opposed to service and trade occupations. These percentages are consistent with the ultimate career choices that Key Club members have chosen. A chi-square (contingency table) was utilized to determine that ultimate career choice was independent of age, gender, grade level, and location of where respondents lived during 4-H membership. This information can be found in Tables XXII, XXIII, XXIV and XXV in Appendix D.

Factors Influencing the Ultimate Career Choice of Respondents

Part II of the questionnaire ask members to rate a list of factors that influenced their career decision. A Likert-type scale was utilized with 1 meaning 'no influence', 2, 'low influence', 3 'some influence', 4, 'much influence', and 5 'very much influence'. The respondents could circle not applicable if the factor was not related to them. Table XVIII (Appendix D) presents the results of these ratings.

The factor with the greatest influence on the respondents career choice was general interest in the career with 130 respondents or 66.3 percent listing it as an extreme factor.

The second and third most prevalent were job characteristics and 4-H leadership experiences, both with 38.3 percent of the respondents mentioning as an extreme influence.

None of the factors had more than half on 'no influence'. Although High School Counselor did have 45.4 percent mention it as 'no influence'. Sixty three respondents or 32.1 percent listed parent(s) occupation as 'no influence'. Gender role expectations had the third highest percentage on 'no influence' with 26.0 percent.

In the 'Other' category respondents listed specific job characteristics, self-satisfaction, high school classes, other relatives, specific workshops, desire, God's guidance, the 4-H program, enjoyed the job, 4-H Talks and Demonstrations, Agriculture or Home Economics people, serving as a State 4-H officer, and need for success as factors contributing to their career choice.

Table XII displays the rankings by mean scores of the factors influencing career choice. Also, standard deviation is included to show the average distance from the mean of the respondent's answers. The standard deviation showed that spouse had the biggest spread of responses. General interest in career had the smallest spread with responses more centered around the mean which indicates a strong influence.

TABLE XII
 RANKING BY MEANS OF FACTORS
 INFLUENCING CAREER CHOICE

Factor	Mean Score	S.D.	Rank
General interest in career	4.58	.68	1
Job characteristics	4.05	1.03	2
4-H leadership experiences	3.95	1.04	3
Job qualifications	3.83	1.12	4
4-H projects	3.71	1.18	5
Parent (s)	3.66	1.29	6
Being a 4-H teen leader	3.60	1.24	7
Promotion/Advancement opportunities	3.59	1.26	8.5
Salary potential	3.59	1.33	8.5
4-H trips	3.55	1.21	10
Supply and demand of the job	3.49	1.28	11
Prestige of the job	3.39	1.28	12
4-H leader	3.36	1.28	13
Experience in other organizations	3.33	1.25	14.5
4-H workshops/seminars	3.33	1.16	14.5
Previous work experience	3.27	1.41	16
4-H camps/retreats	3.13	1.18	17
Teacher (s)	3.12	1.33	18

TABLE XII (Continued)

Factor	Mean Score	S.D.	Rank
Geographic location of where you lived as a 4-H member	2.98	1.45	19
Extension 4-H agent	2.96	1.29	20
Gender role expectations	2.70	1.36	21.3
Peer	2.70	1.26	21.3
Parent (s) occupation	2.70	1.52	21.3
Spouse	2.28	1.59	24
High School Counselor	1.79	1.08	25

The five factors that were the "most influential" on choice of career were:

General interest in career

Job characteristics

4-H leadership experiences

Job qualifications

4-H projects

The five factors that were the "least influential" on choice of career were:

High School Counselor

Spouse

Parent(s) occupation

Peer

Gender role expectations

A t-test and analysis of variance were used to determine if there was a significant difference in the gender and age of respondents and how they rated the factors that influenced career choice. No significant differences were found.

Impact of 4-H on Career Development

Part III of the questionnaire asked members to rate a list of experiences that they perceived they derived in 4-H. These experiences are all related to career development. A Likert-type scale was utilized with 1 meaning the experience was not gained at all and 5 meaning the experience was very much gained. These experiences were put into 4 categories and are shown in Tables XIX, XX, and XXI (Appendix D).

The first category was the impact 4-H had upon self-awareness. The respondents ranked improving my self-confidence as the experience most often gained from 4-H with 129 or 65.8 rating it as 'very much' experienced. Members also indicated that they discovered things they did well, 49.0 percent; and discovered things they enjoyed doing, 47.0 percent. On the other hand, members rated discovering things I do not do well and discovering things I do not enjoy lower with 19.0 percent and 15.8 percent in the low category, respectively.

The second category was the impact 4-H had upon career awareness. The career awareness experience with the highest percentage was expanded my knowledge of people or materials available to explore careers of interest with 36.2 percent stating it as 'very much' experienced. Members indicated that 4-H had a low or no impact on planning a career. The third category was the impact 4-H had upon employability skills. This was further broken into general skills and specific skills. The general employability skills receiving more than half on the 'very much' experienced category were gaining public speaking experience, 75 percent, developing leadership qualities, 63.4 percent, learning to work cooperatively with others, 66.3 percent and learning to set goals, 57.6 percent. On the other hand, none of the specific employability skills rated at least half in the 'very much' experienced category. The highest was acquiring job interviewing skills with 49.0 percent stating it as 'very much experienced'. The other two specific employability skills were learning how to apply for a job which 65.3 percent of the people stated it as some to not at all experienced, and learning how to prepare a resume had 73.5 percent rate it as some to not at all experienced.

The experiences derived from 4-H were ranked by mean scores and displayed in Table XIII. Standard deviation is included to show the average distance from the mean of the respondent's answer. The standard deviation indicated that improving my self-confidence had the smallest spread of responses meaning they were centered around the mean. There was more diversity with the statements, 'learning

how to prepare a resume' and 'learning how to apply for a job'. The mixed perceptions of 4-H teaching these particular skills is evident when looking at the standard deviation showing a large spread of responses. The statements that the respondents rated as the most experienced were:

Gaining public speaking experience

Improving my self-confidence

Developing leadership qualities

Learning to work cooperatively with others

Learning to set goals

Four of these items are general employability skills and one is related to self-awareness.

The statements that were the least experienced were:

Learning how to prepare a resume

Planning a career

Learning how to apply for a job

Acquiring information about careers I was interested in

Discovering things I do not enjoy doing

Two of these items are specific employability skills, two are related to career-awareness and one is related to self-awareness.

TABLE XIII
 RANKING BY MEANS OF PERCEIVED EXPERIENCES
 DERIVED FROM 4-H

Perceived Experience	Mean Score	S.D.	Rank
Gained public speaking experience (general employability skill)	4.64	.70	1
Improved my self-confidence (self-awareness)	4.57	.65	2.5
Developed leadership qualities (general employability skill)	4.57	.74	2.5
Learned to work cooperatively with others (general employability skill)	4.53	.75	4
Learned to set goals (general employability skill)	4.42	.81	5
Discovered things I did well (self-awareness)	4.36	.71	6
Learned to keep records (general employability skill)	4.28	.85	7
Learned to make decisions (general employability skill)	4.24	.89	8.5
Discovered things I enjoy doing (self-awareness)	4.24	.83	8.5
Developed work values (general employability skill)	4.08	.97	10
Discovered interpersonal relationships that I like (self-awareness)	4.07	.94	11
Managed time wisely (general employability skill)	4.02	.99	12
Acquired job interviewing skills (specific employability skill)	4.01	1.17	13

TABLE XIII

Perceived Experience	Mean Score	S.D.	Rank
Expanded my knowledge of people or materials available to explore careers of interests (career awareness)	3.96	1.02	14
Developed a sense of a need to make a career choice (career awareness)	3.80	1.10	15
Discovered things I do not do well (self-awareness)	3.64	1.01	16
Prepared for occupational role in adulthood (career awareness)	3.49	1.08	17
Discovered things I do not enjoy doing (self-awareness)	3.40	1.10	18
Acquired information about careers I was interested in (career awareness)	3.20	1.21	19
Learned how to apply for a job (specific employability skill)	3.03	1.33	20
Planned a career (career awareness)	2.97	1.18	21
Learned how to prepare a resume (specific employability skill)	2.70	1.34	22

Table XIX presents the rankings of the career development categories. General employability skills received the highest mean

with 4.06. Next, self-awareness experiences were rated second with a mean of 4.02. Career awareness experiences received a mean of 3.46 and specific employability skills received 3.25.

TABLE XIV
RANKING OF CAREER DEVELOPMENT
EXPERIENCES DERIVED IN 4-H

Experience	Mean Score	Rank
General Employability Skills	4.06	1
Self-Awareness	4.02	2
Career Awareness	3.46	3
Specific Employability Skills	3.25	4

Analysis of Variance was utilized to find if there was a significant difference in the age of respondents and their perceptions of the impact 4-H had on career development. No significant differences were reported. Analysis of Variance was also used to find out if there was a significant difference in the number of years in 4-H and respondent's perceptions of the impact of 4-H on career development. Findings indicated that there is a significant difference in the number of years of 4-H membership and

the perceived impact on career awareness. Duncan Grouping was utilized to find where the significant difference was located. The longer respondents were in 4-H, the more likely they were to state that 4-H had an impact on career awareness.

A t-test was used to determine if there was a significant difference in gender of the respondents and the impact of 4-H on career development. The findings show a significant difference with how males and females perceive the impact of 4-H on employability skills. Tables XV through tables XVII present the results of these findings.

TABLE XV

ANALYSIS OF VARIANCE OF THE IMPACT OF 4-H ON CAREER DEVELOPMENT
BY AGE GROUPS, 18-20, 21-23, 24-26

Perceived Impact	DF	Sum of Squares	Mean Square	F-Value	Probability
Self-Awareness	2, 184	9.57	4.78	.36	.6971
Career Awareness	2, 185	3.53	1.76	.09	.9144
Employability skills	2, 186	119.98	59.99	.88	.4168

Significance = .05

TABLE XVI
ANALYSIS OF VARIANCE OF IMPACT 4-H HAS ON CAREER
DEVELOPMENT BY NUMBER OF YEARS IN 4-H

Perceived Impact	DF	Sum of Squares	Mean Square	F-Value	Probability
Self-awareness	5, 183	62.26	10.38	.78	.5850
Career awareness	5, 184	476.79	79.46	4.54	.0003
Employability skills	5, 187	853.99	142.33	2.16	.0491

Significance = .05

TABLE XVII
T-TEST PROCEDURE OF EXPERIENCES DERIVED FROM 4-H
BY GENDER

Perceived Experience	Mean	N	Probability
Self-awareness	Female - 24.7	129	.1820
	Male - 23.4	58	
Career awareness	Female - 17.5	128	.7954
	Male - 17.4	60	
Employability skills	Female - 49.2	129	.0040
	Male - 46.2	62	

Significance = .05
DF = 2

Additional Comments

Key Club members were given the opportunity to write any additional comments about their 4-H experiences at the end of the survey. The additional comments provided by respondents are summarized in Appendix C. There were 114 members who made additional comments and 165 made comments about the most significant 4-H factors impacting their choice of a career. Many favorable comments were made about 4-H experiences. Respondents stated that 4-H was great, enjoyable, excellent and an enlightening experience, 4-H helped them gain self-awareness and self-confidence, 4-H helped them develop public speaking and leadership abilities, and 4-H helped them learn general employability skills. Some of the individuals were very specific stating the influential skills that 4-H experiences provided.

Summary

Chapter IV presented the analyzed data gathered from Oklahoma 4-H Key Club members. The factors considered to be most influential in career choice were general interest in career, job characteristics, and 4-H leadership experiences. Those identified as least influential were High School Counselor and spouse.

The experiences that the club members rated as most gained include gaining public speaking experience, improving my self-confidence, and developing leadership qualities. Members indicated that they gained the least experience in learning how to apply for a job, planning a career, and learning how to prepare a resume.

The Key Club members used in this study were outstanding 4-H members who possess leadership, loyalty, and a sense of responsibility to the 4-H program. These members outstanding 4-H work earned them the membership into Key Club. Since Key Club members were outstanding 4-H members and since there are limitations in the study with only using members who were inducted between 1985 and 1989, generalizability should only be made to this Key Club population. Therefore, when interpreting Chapter V, Summary, Recommendations, and Conclusions, the reader should keep into account the population that was used.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this research was to determine the impact that the total 4-H experiences have had upon the career development of Key Club members. The following objectives served as a guide for the study.

1. To examine selected factors which influenced career selection of Key Club members.
2. To explore Key Club members' perceptions on the impact 4-H had on their self-awareness.
3. To determine the Key Club members' perceptions of knowledge gained about career awareness and exploration.
4. To determine Key Club members' perceptions of 4-H emphasis on employability skills.
5. To make future recommendations of where emphasis should be placed in 4-H concerning self-awareness, career awareness, and employability skills.

Key Club members who were inducted into Key Club from 1985 to 1989 were chosen as the population for this study. The total population of 471 members were mailed questionnaires. A total of 169 questionnaires were gathered by mail and 27 by phone for a total of 196 questionnaires, for a 42 percent rate of return. The

questionnaire had three parts. Part I asked general and personal questions about the respondents. Part II ask members to rank a list of factors that influenced their career choice. In Part III, members ranked a list of experiences derived from 4-H. Both Part II and Part III used a five point Likert-type scale.

Data was tabulated as each questionnaire arrived. After the tabulation was completed, frequencies and percentages were figured. Part I, II, and III were all presented with this approach. Then for further analysis, Part II and Part III were ranked by mean scores. Also analysis of variance was utilized to find out if there were any differences in the age of the respondents and how they answered Part II and Part III. A t-test was used to find differences in gender and how respondent's answered Part II and Part III. Analysis of Variance was also used on Part III to determine if there was a significant difference on the perceived impact of 4-H on career development and number of years in 4-H.

Chi-square was used for the purpose of finding out if the ultimate career choice of respondents was independent of location of where Key Club members lived during 4-H membership, age, gender, and grade level.

Findings and Conclusions

Influence on Career Choice

Objective one of the study was to examine selected factors which influenced career selection of Key Club members. To meet this objective, Key Club members rated a list of factors regarding career

selection. After ranking the 25 factors by mean scores, it was determined that general interest in career and job characteristics had the greatest influence on the career choice of the respondents. Green (1986) also found job characteristics to have significant influence on Future Homemaker of America national officer's career choice. High School Counselor was rated as having no influence on career choice. This finding is also consistent with Green (1986). The findings of Green (1986) are previously mentioned in the review of literature.

The literature described significant adults as parents, 4-H leaders, teachers, and Extension 4-H agents (Fu & Wampler, 1979). Of the significant adults, the parent was recognized as having the most influence on career choice. The 4-H leaders and teachers both had some influence on career choice. However, the Extension 4-H agent was rated as having a low influence on career choice. This supports Matulis (1984) who found that 4-H agents had little influence on the career planning of 4-H members. However, it does not support Rockwell and others (1982) who found that 4-H people influence career choice. According to Brown (1982) 4-H members talk about future plans with parents more often than other adults. This may provide a rationale for parents being rated as more influential than other adults. Parents also provide resources and support for preparation for a career which may influence the advice given.

The 4-H factors were rated overall as having some influence on career choice. The 4-H leadership experiences were rated as having much influence on career choice, 4-H projects, being a teen

leader, and 4-H trips were rated as having some to much influence on career choice. The 4-H workshops, seminars, camps, and retreats were rated as some influence on career choice. Very little information has been located on how 4-H influences career choice. Brown (1982) concluded that 4-H members did not realize that 4-H projects could have an influence on career choice. Rockwell and others (1982) found that 4-H activities influenced career choice.

However, it is positive to note that 4-H leadership experiences have considerable influence on career choice ranking only after general interest in the career and job characteristics. Leaders, agents, and 4-H staff may need to take career development more seriously, since 4-H leadership experiences and 4-H projects can give direction into the selection of a career choice.

Hypothesis two was posed to find out if there was a significant difference between the factors influencing career choice and age and gender of the Key Club members. Analysis of Variance and t-test were used as the statistical procedures. No significant differences were found.

Impact of 4-H on Career Development

Objectives two, three, and four were written to find the impact of 4-H on the total 4-H career development experiences. To find the impact of 4-H on career development, members rated a list of experiences derived from 4-H. These experiences were grouped into three categories: self-awareness, career awareness, and employability skills. Overall, the experiences that respondents

perceived as augmented through 4-H were gaining public speaking experience, improving my self-confidence, developing leadership qualities and learning to work cooperatively with others.

The career development statements least frequently identified as being gained through 4-H were learning how to prepare a resume, planning a career, learning how to apply for a job, and acquiring information about careers I was interested in.

Hypothesis two, three, four, and five were formulated to determine whether there was a significant difference in the demographic characteristics of the population and their perception of the impact of 4-H on career development. The following two conclusions were made based upon the statistical results of the analysis of variance and t-test.

1. There was a significant difference in how males and females perceived the impact of 4-H on employability skills. Females perceived 4-H as having more impact on employability skills.

2. The number of years in 4-H was related to the members perception of the impact 4-H has on career awareness. The longer the respondent remained in the 4-H program, the greater perception they had on the impact of 4-H on career awareness.

Impact of 4-H on Self-Awareness. Four-H members rated discovering things I enjoy doing and discovering things I did well as being much gained through 4-H. However, members perceived discovering things I do not do well and discovering things I do not enjoy doing as having only some impact.

This finding is consistent with Matulis (1984) and Brown (1982). The highest self-awareness experience gained through 4-H was improving my self-confidence with much to very much impact. Matulis (1984) also found that improving my self-confidence had a considerable impact. Discovering interpersonal relationships that I like was also considered a much to very much impact through 4-H.

Impact of 4-H on Career Awareness/Exploration. Overall, the impact of 4-H on career awareness and exploration was rated lower than the impact of 4-H on self-awareness or employability skills. The respondents had mixed perceptions as to the impact 4-H had on their career awareness and exploration. Even though there was a wide diversity in the responses, 4-H was rated overall as having some impact on expanding my knowledge of people or materials available to explore careers of interests, acquiring information about careers I was interested in, preparing for occupational roles in adulthood, and developing a sense of a need to make a career choice. However, respondents rated 4-H has having low impact on planning a career. These findings are in agreement with findings from Matulis (1984).

Impact of 4-H on Employability Skills. The majority of respondents felt 4-H had a much to very much impact on gaining public speaking experience, developing leadership qualities, learning to work cooperatively with others, learning to keep records, learning to make decisions, developing work values, managing time wisely, and acquiring job interviewing skills.

Four-H had some impact on learning job seeking skills.

The Key Club members had mixed perceptions on the impact 4-H had on learning how to apply for a job and learning how to prepare a resume. All categories from no impact to very much impact had at least 10 percent of the responses, indicating a large spread in their perceptions. The mean score on learning how to prepare a resume and learning how to apply for a job show that 4-H had low to some influence on these categories. Matulis (1984) found that 4-H had very little or no impact upon learning how to apply for a job and how to prepare a resume. The results of the impact of 4-H on career development correspond for the most part with Matulis (1984). The most contradictory finding in comparing these studies was that Matulis (1984) concluded that 4-H had little or no impact on acquiring job interviewing skills, whereas, this study revealed that 4-H has much impact on acquiring job interviewing skills. This may be due to the fact, that in Oklahoma to receive many of the state awards, a 4-H member must first go through a interview process.

An important detail should be brought out regarding the findings. The respondents rated 4-H as only having some influence on career awareness and exploration. However, the objectives and future recommendations of 4-H list economics, job and careers as a major component of 4-H for Century Three. One of the recommendations made is to develop skills and career exploration opportunities using all available community resources. If indeed career exploration is an important 4-H component then 4-H surely does need to strengthen the career exploration project in Oklahoma.

This study revealed that 4-H had much impact on general employability skills. These skills may be contributing factors to 4-H members obtaining and keeping a job. Four-H has not had much impact on learning to prepare a resume and applying for a job. These are very specific skills that may be learned in a formal education system rather than an nonformal system. Whatever the case, Oklahoma 4-H needs to expand to keep up with the career development standards that do exists.

Recommendations

1. Further research should be conducted to find out where Key Club members are acquiring higher education and if 4-H had an impact on the choice of that institution.
2. Define particular factors mentioned in Part II so respondents will understand what is being ask.
3. Oklahoma 4-H should expand the career awareness and exploration project to meet the objectives and recommendations outlined in 4-H in Century III.
4. A clear guideline needs to be established of what is expected of Oklahoma 4-H clubs in terms of career education.
5. Parents and 4-H leaders have been found to have a greater influence on career selection than the school teacher or High School Counselor, therefore, more career information should be given to parents and 4-H leaders.

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APPENDIXES

APPENDIX A

CORRESPONDENCE

505. E. 36th St. #4
Stillwater, OK 74074
(405)372-8704
April 6, 1992

Dear 4-H Key Club Member,

Your membership in the Key Club Program has indicated your keen interest in the 4-H program. Career Development is an important aspect of 4-H. However, the impact that 4-H has on career development has not been determined. As part of a graduate study at Oklahoma State University, I am conducting a study entitled "The Impact of 4-H on the Career Development of Oklahoma Key Club Members Who Were Inducted between 1985 and 1989". This study will be valuable in indicating the impact that 4-H has on career development.

The questionnaire includes three parts. The first part asks you for general information about yourself. The second part asks you to indicate what factors influenced your career choice. Then the third part asks you to indicate the degree to which 4-H helped you with self-awareness, career awareness, and employability skills.

Your name was selected from the Key Club membership list at the State 4-H Department. To help make this study successful and get the most valuable results it is important that you complete the questionnaire honestly and completely. The questionnaire will take about 15 minutes to complete. The responses to the questionnaire will be confidential. On the back of this questionnaire is a label with a identification number. This number serves only to identify those who have returned their questionnaire. Upon return of the questionnaire, this number will be removed so all information can be kept confidential.

Please complete each page according to instruction at the top of each page and return by April 21, 1992. A self-addressed, stamped envelope is enclosed for your convenience.

I hope you will participate in this study. Your help is greatly appreciated.

Sincerely,

Regina Rogers Wylie

Regina Rogers Wylie
Graduate Student

Dear 4-H Key Club Members:

Regina Wylie, a graduate student from Oklahoma State University, is studying the impact 4-H has had upon the career development of Key Club members. I would appreciate if you would help with this study by completing the enclosed questionnaire. Your responses and opinions will help strengthen the Oklahoma 4-H program. This information is very important. Please return in the enclosed envelope.

If the member to whom this is addressed no longer resides at this location please forward to them.

Thank you for your help.

Sincerely,

A handwritten signature in cursive script that reads "Roger Moore".

Roger Moore
Executive Director
Oklahoma 4-H Foundation

/sd

May 6, 1992
505 E. 36th St. #4
Stillwater, OK 74074

Hello Key Club Member,

About three weeks ago you received a 4-H questionnaire in the mail. As of today, your questionnaire has not to received. Just in case the questionnaire was misplaced another one is enclosed.

If you have returned the questionnaire, please accept my sincere thanks. Remember you efforts will contribute to determining the effectiveness of the 4-H Career Development Program.

Please send the completed questionnaire back in the return envelope as soon as possible.

Sincerely,

Regina Wylie

Regina Wylie



205 Poultry Science
Oklahoma State University
Stillwater, OK 74078
405 / 744-5394

Dear 4-H Key Club Members:

By now you should have received a questionnaire in the mail entitled "The Impact 4-H has upon Career Development". This questionnaire was mailed three weeks ago by Regina Wylie. If you have not mailed in your completed questionnaire, I encourage you to do so as soon as possible. Your responses will help us make improvements in the 4-H Career Development Program. We can always "Make the Best Better".

Sincerely,

A handwritten signature in cursive script that reads "Roger Moore".

Roger Moore
Executive Director
Oklahoma 4-H Foundation, Inc.

/sd

RT 1 Box 1000
Warner, OK 74469
(918) 463-5457
October 5, 1992

Janet K. Matulis
2804 Floral Drive
Zeeland, Michigan 49464

Dear Ms. Matulis,

I am a graduate student at Oklahoma State University working on my Master's thesis in Home Economics Education. The title of my thesis is "The Impact 4-H has had upon the Career Development of Oklahoma Key Club Members". I would like to use concepts from your Master's thesis in my research. In the Procedures chapter of my thesis, credit will be given to you for this replication. I would appreciate your permission for this replication. If you have questions, you may write or call me.

Sincerely,

Regina Wylie

Regina Wylie

2804 Floral Dr.
Leeward, HI
49464

10-13-92

Dear Mr. Wylie,

Thank you for your interest in replicating parts of my Master's thesis on 4-Hand canal development. I am pleased that my work is useful to you. You certainly have my permission to replicate my instrument. I appreciate the credit given to me in your Procedures section.

Sincerely,
Jared H. Hakulis

RT 1 Box 1000
Warner, OK 74469
(918) 463-5457
October 5, 1992

Pam Green
2212 Chapel Hill
Ponca City, OK 74604

Dear Mrs. Green

I am a graduate student at Oklahoma State University working on my Master's thesis in Home Economics Education. The title of my thesis is "The Impact 4-H has had upon the Career Development of Oklahoma Key Club Members". I would like to use concepts from your Master's thesis in my research. In the Procedures chapter of my thesis, credit will be given to you for this replication. I would appreciate your permission for this replication. If you have questions, you may write or call me.

Sincerely,

Regina Wylie

Regina Wylie

October 12, 1992

Pam Green
2212 Chapel Hill
Ponca City, OK 74604

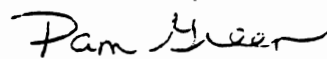
Regina Wylie
Route 1, Box 1000
Warner, OK 74469

Dear Ms. Wylie:

Per your request, I have examined the survey instrument which you forwarded to me that you plan to use when conducting your Master's thesis research on "The Impact 4-H has had upon the Career Development of Oklahoma Key Club Members". Please be advised that you have my permission to replicate concepts that I developed as part of my Master's thesis research on "The Impact of Leadership Experiences on the Career Choice of FHA/HERO National Officers".

If I can assist you further in this regard, please do not hesitate to call or write again. Best wishes as you undertake this endeavor.

Sincerely,



Pam Green

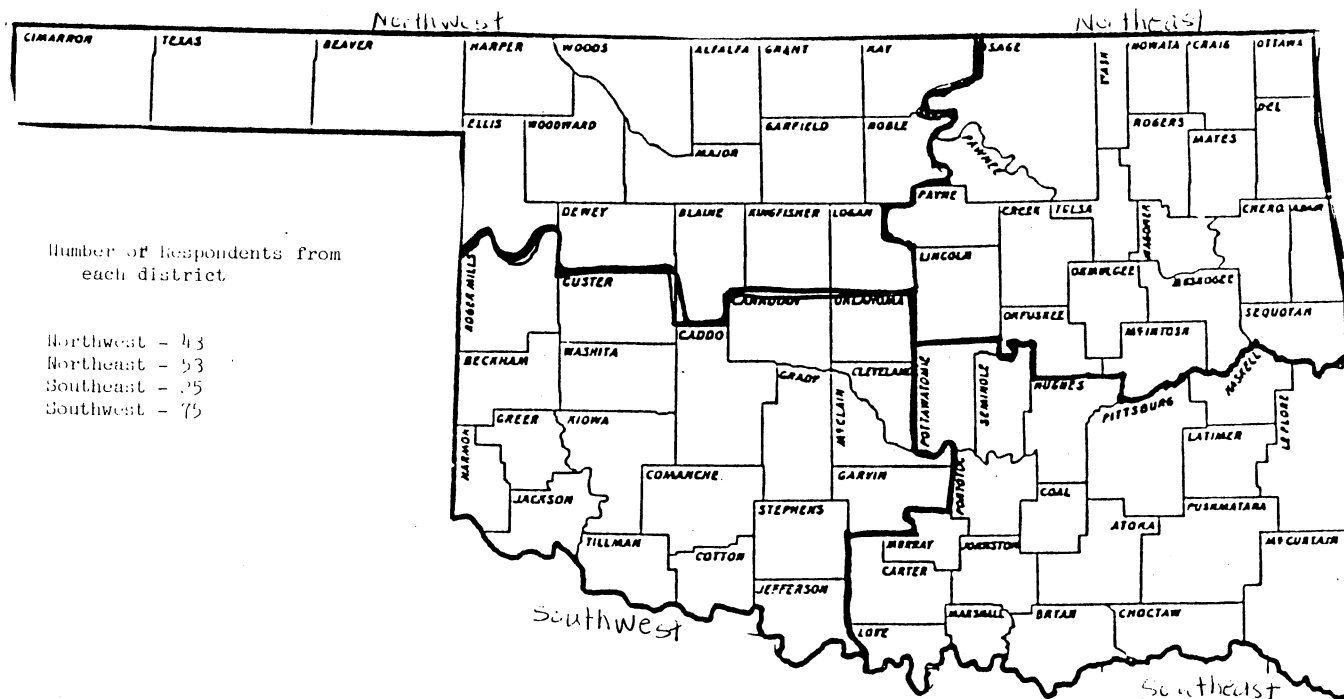


Figure 1. The Four 4-H Districts in Oklahoma

APPENDIX B

QUESTIONNAIRE

PART I. GENERAL INFORMATION

- A. Age, in years, as of January 1, 1992 _____.
- B. Gender (circle one number)
 2. male 3. female
- C. Are you attending school at the present time?
 4. no 5. yes - if yes please specify your grade level
 (Example: High School Sophomore) _____
- D. What is the highest and most recent level of education that you have completed as of June 1991. (circle only one)
 6. High School Sophomore
 7. High School Junior
 8. High School Senior
 9. Trade or Vocational School
 10. College Freshman (specify major) _____
 11. College Sophomore (specify major) _____
 12. College Junior (specify major) _____
 13. College Senior (specify major) _____
 14. Graduate Student (specify major) _____
 15. Other _____
- E. Are you gainfully employed? (circle one number)
 16. Yes, What is your occupation/job? _____
 Are you: (circle one number)
 17. employed full-time
 18. employed part-time
 19. employed in the summer only
20. No, Since you are unemployed are you: (circle one number)
 21. looking for a job
 22. not looking for a job
- F. In five years, what do you want your job title to be?
 23. _____
- G. What do you want your ultimate career title to be?
 24. _____
- H. How many years were you a 4-H member? (please disregard Cloverbuds, Colligete 4-H membership, and Key Club membership) 25. _____
- I. Which statement best describes where you lived during the majority of your 4-H membership (circle one number)
 26. rural
 27. small town (under 10,000 people)
 28. city (10,000 - 50,000 people)
 29. large city (over 50,000 people)

PART II. FACTORS INFLUENCING YOUR ULTIMATE CAREER CHOICE

The following statements identify factors that may have influenced your career choice. Please indicate to what degree these factors influenced your career choice by circling 1,2,3,4, or 5 for each statement. If the factor does not apply to you then circle N/A for not applicable.

	Influences					N/A
	No	Low	Some	Much	Very Much	
	1	2	3	4	5	N/A
30. Geographic location of where you lived as a 4-H member	1	2	3	4	5	N/A
31. 4-H leadership experiences	1	2	3	4	5	N/A
32. 4-H trips	1	2	3	4	5	N/A
33. 4-H projects	1	2	3	4	5	N/A
34. 4-H workshops/seminars	1	2	3	4	5	N/A
35. 4-H camps/retreats	1	2	3	4	5	N/A
36. A 4-H leader	1	2	3	4	5	N/A
37. Being a 4-H teen leader	1	2	3	4	5	N/A
38. Extension 4-H agent	1	2	3	4	5	N/A
39. Experience in other organizations	1	2	3	4	5	N/A
40. High School Counselor	1	2	3	4	5	N/A
41. Teacher (s)	1	2	3	4	5	N/A
42. Parent (s)	1	2	3	4	5	N/A
43. Peer (s)	1	2	3	4	5	N/A
44. Spouse	1	2	3	4	5	N/A
45. Parent(s) occupation	1	2	3	4	5	N/A
46. Job characteristics	1	2	3	4	5	N/A
47. Job qualifications	1	2	3	4	5	N/A
48. Previous work experience	1	2	3	4	5	N/A
49. Advancement opportunities	1	2	3	4	5	N/A
50. Salary potential	1	2	3	4	5	N/A
51. General interest in career	1	2	3	4	5	N/A
52. Prestige of job	1	2	3	4	5	N/A
53. Supply and demand of the job	1	2	3	4	5	N/A
54. Gender role expectations	1	2	3	4	5	N/A
55. Other (please specify)	1	2	3	4	5	N/A

(OVER)

PART III. EXPERIENCES DERIVED FROM 4-H

The following statements identify experiences that a 4-H member can derive from 4-H to help them learn about interests, abilities, and explore careers. Please indicate the degree to which 4-H provided you with these career development experiences by circling 1,2,3,4, or 5 for each statement.

	Not at All	Low	Some	Much	Very Much
	1	2	3	4	5
56. Discovered things I enjoy doing	1	2	3	4	5
57. Discovered things I do not enjoy doing	1	2	3	4	5
58. Improved my self-confidence	1	2	3	4	5
59. Discovered things I did well	1	2	3	4	5
60. Discovered things I do not do well	1	2	3	4	5
61. Discovered interpersonal relationships that I like	1	2	3	4	5
62. Expanded my knowledge of people or materials available to explore careers of interests	1	2	3	4	5
63. Acquired information about careers I was interested in	1	2	3	4	5
64. Planned a career	1	2	3	4	5
65. Prepared for occupational roles for adulthood	1	2	3	4	5
66. Developed a sense of a need to make a career choice	1	2	3	4	5
67. Developed leadership qualities	1	2	3	4	5
68. Learned to make effective decisions	1	2	3	4	5
69. Learned to manage time wisely	1	2	3	4	5
70. Learned to set goals	1	2	3	4	5
71. Learned to work cooperatively with others	1	2	3	4	5
72. Gained public speaking experience	1	2	3	4	5
73. Learned to keep records	1	2	3	4	5
74. Learned job seeking skills	1	2	3	4	5
75. Developed work values	1	2	3	4	5
76. Acquired job interviewing skills	1	2	3	4	5
77. Learned how to apply for a job	1	2	3	4	5
78. Learned how to prepare a resume	1	2	3	4	5

J. In what way(s) do you feel 4-H most significantly impacted your choice of a career?

K. Additional comments about your 4-H experience:

APPENDIX C

ADDITIONAL INFORMATION

ABOUT RESPONDENTS

RESPONDENT'S CURRENT OCCUPATIONS

BY OCCUPATIONAL CLASSIFICATIONS

Professional, Technical, and Managerial Occupations
(46)--

Occupations in Engineering:

Drafter

Draftsman

Industrial Hygiene Technician

Occupations in Mathematics and Physical Sciences:

Physical Science Aid

Computer Related Occupations:

Computer Work

Occupations in Medicine and Health:

Dietary Aid

Pharmacist

Emergency Technician

Nursing Assistant

Veterinarian Assistant

Medical Technician

Pharmacy Assistant

Occupations in Education:

Teacher (3)

Agriculture Teacher

College Tutor

Second Grade Teacher

After School Director

4-H Program Assistant

Occupations in Museum, Library, and Archival Sciences:

Library Assistant

Occupations in Religion and Theology:

Pastor

Occupations in Writing:

Sales Technical Writing

Occupations in Entertainment and Recreations:

Dance Instructor

Disk Jockey (3)

Golf Course Work

Music Minister

Lifeguard

Singer

Occupations in Administrative Specializations, Managers,
and
Officials:

Account Executive

Accountant (3)

Manager of Clothing Store

Manager

Merchandising Representative

Barn Manager

Marketing Management Consultant

Assistant Manager

Shift Manager

Motel Manager

Supervisor Production Line

Miscellaneous Professional, Technical, and Managerial
Occupations:

Director of Social Services and Activities

Provider

Clerical and Sales Occupations (47) --

Stenography, typing, filing, and related occupations:

Secretary (9)

Office Helper

Court Clerk

Video Store Clerk

Clerical

Computing and Account-Recording Occupations:

Loan Secretary

Temporary Accounting

Checker (4)

Certified Public Accountant office worker

Cashier (7)

Loan Department

Bank Teller (3)

Information and Message Distribution Occupations:

Tour guide

Desk Clerk (2)

Receptionists (3)

Communications Officer

Sales Occupations:

Western Wear Store Salesman

Retail Sales

Sales

Proof Operator

Sales Clerk

Newspaper Retail

Southwestern Bell Sales Clerk

Part Sales Manager

Embroidery Shop Owner

Service Occupations (8)--

Food and Beverage Preparations and Service Occupations:

Waitress (2)

Waiter

McDonald's worker

Lodging and Related Service Occupations:

Housekeeper

Miscellaneous Personal Service Occupations:

Child Care Center

Baby-sitter

Gardener

Agriculture, Fishery, Forestry, and Related Occupations:

Plant and Animal Farming:

Farmer (7)

Milker

Miscellaneous Agriculture Occupations:

Hay Hauler

Structural Work Occupations (3) --

Welders, Cutters, and Related Occupations:

Welder

Electrical Assembling, Installing, and Repairing
Occupations:

Mechanic

Construction Occupations:

Pipeline dispatcher and trainer

Benchwork Occupations (1) --

Occupations in Fabrications and Repair Textile, Leather,
and Related Occupations:

Seamstress

Miscellaneous Occupations (14) --

Packaging and Materials Handling Occupations:

Meat Wrapper

Motor Freight Occupations:

7-UP Delivery

Fork-Lift Driver

Other:

Student Assistant (4)

Lab Assistant (3)

Office Assistant

Intern (2)

Post-Graduate Fellowship

Alumni Association worker

Work-Study Student

RESPONDENT'S ULTIMATE CAREER CHOICE

BY OCCUPATIONAL CLASSIFICATIONS

Professional, Technical, and Managerial Occupations
(136)

Occupations in Engineering:

Engineer

Chemical Engineer

Engineering Manager

Occupational Safety and Health Industrial Hygienist

Occupations in Mathematics and Physical Sciences:

Chemists

Financial Analyst

Financial Planner

Meteorologist

Computer-Related Occupations:

Computer Programmer (2)

Occupations in Life Sciences:

Child Psychologists

Doctor of Psychology (2)

Exercise Physiologist

Physiologists

Psychologists (2)

Occupations in Medicine and Health:

Anthropologists

Dentists

Dietician

Director of Nurses

Doctor of Dental Surgery

Doctor of Veterian Medicine

Emergency Medical Technician Registered Nurse

Foot Pathologists Radiologists

Optometrists

Pharmacists (3)

Physical Therapists

Registered Dietician

Registered Nurse Instructor

Rehabilitation Supervisor

Veterinarian

Veterinarian Technician

Occupations in Education:

Agriculture Teacher

College Professor (2)

Dean or President of a University

Elementary/Special Education Teacher

Educational Psychologists

Elementary School Teacher

High School Superintendent (2)

Home Economists

Home Economics Teacher or Extension Agent

Principal (2)

Professor of Education

School Counselor

Science Teacher

State 4-H Director (2)

Teacher (5)

Occupations in Law and Jurisprudence:

International Corporate Lawyer

Attorney

Private Practice Attorney

United States Senator

Occupations in Museum, Library, and Archival Sciences:

Library Media Specialists

Occupations in Religion and Theology:

Pastor

Foreign Missionary

Occupations in Entertainment and Recreation:

Oklahoma University athlete

Radio Station Disk jockey (2)

CMA Award Holder

Occupations in Writing:

World News Broadcaster

Poet

Journalists

Occupations in Art:

Interior Designer

Design Professional

Occupations in Administrative Specializations, Managers,
and Officials:

Accountant (3)

Advertising Consultant

Agriculture Communications/Public Relations (2)

Buyer (2)

Certified Public Accountant (11)

Corporate Executive Officer (6)

Corporate Management Planner

Department Supervisor

Director

Director of Research

District Sales Office Manager

Executive of Food or Chemical Company Head of
Public Relations

Manager (3)

Manager of Computer Department

National Account Manager

Owner (5)

Partner

President (2)

President of Corporation

Public Relations Director

Quarterhorse Manager

Regional Manager

Reproduction Manager

Senior Analyst

Senior Accountant Senior Partner

Store Manager

Vice President - 3

Miscellaneous Professional, Technical, and Managerial
Occupations:

Boss

Manager of Television or Radio

Private Case Manager

Producer

Radio Personality

Rest Home Manager

Social Worker

Clerical and Sales Occupations (4)

Embroidery Shop Owner

Executive Secretary

Boutique Owner (2)

Service Occupations (2)

Protective Service Occupations:

United States Marshall

United States Navy E-9

Agricultural, Fishery, and Related Occupations (8)

Plant Farming Occupations:

Farmer (2)

Landscapper

Miscellaneous Agricultural Occupations:

Exporter of Dairy Products

Neuroscience Researcher

Research in Animal Science

Poultry Genetic Researcher

Soil Researcher

Structural Work Occupations (4)

Electrical Assembling, Installing, and Repairing
Occupations:

Air Conditioner Repairer

Machinist

Mechanic

Construction Occupations:

Pipeline Supervisor

Processing Occupations (1)

Seamstress

RESPONDENT'S PROJECTED CAREER SITUATIONS

IN FIVE YEARS

Manager - 3

Supervisor

President-Manager

Consumer Affairs Supervisor

Public Relations Officer

Exercise Physiologists

State Representative

Programming Coordinator at a Radio Station

Director

Home Economics Teacher or Home Economists

Emergency Medical Paramedic

Accounting Clerk

Consulting Dietician

Elementary/Special Education Teacher

Third Year Radiology Resident

Actor

Fifth grade Teacher

Work/Family Telephone Counselor/Workshop Presenter

Secondary Home Economics Teacher

I will be in Law School.

I should be working on my Ph.D by then.

Animal Science Business/Advertising

Teacher

Still managing

Pre-Physical Therapists

Public Relations

Certified Public Accountant - 9

Teacher - 8

Physical Therapy Senior in a particular area of
neurology

Computer Accountant

Dental Hygienists

Secretary/Receptionists

Loan Officer or Broker

Buyer

Designer

Accountant - 5

Social Work

Vocational Home Economics Teacher

Public Relations - Animal Science

Marketing Assistant

Catering Director - Mother

U.S. Marshall

News Reporter

Interior Designer

Doctor of Veterinarian Medicine

Optician

Assistant Professor or simply instructor

Hope to have different career/Footpathology

Registered nurse instructor

Pharmacists - RPh

Executive

Research Technician

Owner of Business

Oklahoma Sooners athlete man

United States Department of Agriculture inspector

Loan Officer

President - American Telephone Directories

Music Minister

Kindergarten Teacher

High School Math Instructor

Financial Planner

Attorney

Assistant Professor or Research Associate

District Manager

County 4-H Agent

Head of Research and Development

Computer Programmer

District Sales Manager

High School English Teacher

Poultry Genetic Researcher

Sara Holley RN

Pharmacy Tech

Supervisor/Manager Data Systems

Elementary School Teacher - 2

Agronomy Research

Pastor

Landscaper

Registered Dietician

Counselor

Certified Speech - Language Pathologist

Analyst

Successful with Custom Embroidery business

Dentist D.D.S.

Marketing Manager

Area Representative

Graduate Student

Assistant manager

Secretary

Rest Home Manager

Still in college

Medical school student

Home Economists

Dr. Daron Duke/Anthropologists

Anchorperson or discjockey (radio personality)

Administrative Office Manager

Electrical Engineer

Business or Office Manager

District Sales Office Manager

Lawyer

After School Director

Meteorologists

Elementary Grade School Teacher - 2

High School English Teacher

Chemist

Farmer

Production quality control and efficiency

Chief in the United States Navy

State Auditor

Manager of a computer department

Okfuskee/McIntosh Counties 4-H Agent

Attorney-at-law

Professional Engineer

Reproduction Clerk

License Practical Nurse or vet tech

Buyer

Writer

Communications consultant or fashion designer

Area sales manager

Paying lots of money to me

Director of sales

Doctoral Student

Engineering student

Superintendent of company

Health care worker - nursing

Quarterhorse manager

Machinist

Air Conditioner repairer

Computer Programmer

Welder

Producer

Out of school

Country music musician

Married with child - pharmacist

lots of money

Mechanic

Working for a newspaper

Homemaker

Doctor of vet medicine

Working in medical facility toward professional
certification in Occupational Safety and Health
Industrial Hygiene

Degree in Family Relations and Child Development

Head division at Window Lakes

Working for myself

SPECIFIC DEGREE MAJORS OF RESPONDENTS

BY EDUCATIONAL AREAS

Agriculture - 30

Agriculture - 3

Agriculture Communications

Agriculture Communications/Public Relations

Agriculture Economics - 7

Agriculture Education

Agronomy

Animal Science - 15

Poultry Genetics

Biological Science - 1

Biology

Business - 43

Accounting - 14

Business - 8

Business Administration - 5

Business Education

Business Finance

Business Management - 5

Consumer Studies

Economics - 3

Marketing - 5

Office Administration

Communications - 8

- Advertising
- Broadcast Journalism
- Communications
- Communication/Speech
- Journalism
- Mass Communications
- Public Relations
- Theater/Speech

Computer Science - 4

- Computer Science - 3
- Management Information Systems

Education - 16

- Art Education/Spanish
- Education - 4
- Elementary Education - 8
- English Education
- Math Education
- Physical Education

Engineering - 7

- Chemical Engineering
- Electrical Engineering - 3
- Engineering - 2
- Industrial Engineering

Health Professions - 11

- Anthropology

Communication Disorders

Dental

Dietetics - 2

Medicine

Nursing

Pharmacy -2

Physical Therapy -2

Home Economics - 21

Apparel Merchandising/Fashion Merchandising - 5

Clothing Textiles and Merchandising

Design, Housing and Merchandising

Family Relations and Child Development - 1

Early Childhood Education - 2

Gerontology

Home Economics - 2

Home Economics Education and Community Service

- 4

Hotel & Restaurant Administration - 2

Interior Design - 2

Liberal Arts - 7

English

English/Spanish

Master of Divinity

Math

Political Science - 3

Physical Science - 5**Chemistry - 3****Meteorology****Toxicology****Social Science - 8****Criminal Justice****Psychology - 3****Psychology/Sociology****Social Services****Social Work****Sociology****Other - 3****Landscape Design****Reproduction Machines****Welding Technology**

ADDITIONAL COMMENTS

The Key Club members were asked two open ended questions. The first question asked members to write how 4-H most significantly impacted their career choice. Members indicated that 4-H helped them to learn how to work with others, to keep records, to speak publicly, to communicate effectively, and to gain self-confidence.

Several members indicated that they were very interested in their project area and therefore, decided upon a career choice based on their project area. Many of these 4-H members learned skills in their project areas that were directly related to their career choice. Members also indicated that they developed life skills that would be essential to their adult life. Two members indicated that being exposed to a college campus at Round-up helped them decide to attend college, where to attend college, and what to major in. A few members stated that 4-H helped them prepare for college by exposing them to a college campus and helping them meet people.

Members appeared to be most excited about their 4-H trips. In particular the trips to Chicago and Kansas City. A couple of members made their career choice in business while attending Kansas City Conference. The second open ended question asked members to write any additional comments concerning 4-H. Many favorable comments were made about 4-H experiences. The Key Club members described their 4-H experiences as enjoyable, enlightening, great, excellent, and that they would not trade their experiences for anything. The members expressed that they really enjoyed the friendship made while they were in 4-H.

Some of the individuals were very specific stating the influential skills that 4-H experiences provided. For example, members stated that 4-H helped them gain public speaking experience, leadership capabilities and self-confidence. Members also indicated that they learned general employability skills including: Managing time wisely, recordkeeping, responsibility, working with people, learning job interviewing skills and making effective decisions. Several members also stated that more young people should be involved in the 4-H organization. Some further stated that they wanted their own children in 4-H.

Two recommendations were made for the 4-H program. First, the music project should be expanded. Second, the transition into young adult life should be made smoother in 4-H.

Four respondents expressed unhappiness with the 4-H program. One individual was upset about loss of a scholarship. Another individual was unhappy with the county agents and leaders because they seemed to be only concerned with particular 4-H members. The other two comments stated that 4-H was very political.

APPENDIX D

ADDITIONAL STATISTICAL TABLES

TABLE XVIII
 FREQUENCIES AND PERCENTAGES OF THE
 FACTORS INFLUENCING CAREER CHOICE

Factor	No Influence		<u>Frequencies</u> Some Influence				Very Much Influence		No Response			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>							
Geographic location of where you lived as a 4-H member	43	21.9	20	10.2	41	20.9	29	14.8	37	18.9	26	13.3
4-H leadership experiences	4	2.0	13	6.6	47	24.0	54	27.6	75	38.3	3	1.5
4-H trips	14	7.1	23	11.7	48	34.9	54	27.6	51	26.0	6	3.0
4-H projects	9	4.6	21	10.7	48	34.9	47	24.0	63	32.1	8	4.1
4-H workshops/ seminars	12	6.1	33	16.8	62	31.6	46	23.5	37	18.9	6	3.0
4-H camps/ retreats	18	9.2	38	19.4	62	31.6	40	20.4	29	14.8	9	4.6
4-H leader	20	10.2	28	14.3	45	23.0	51	26.0	42	21.4	10	5.1
Being a teen leader	14	7.1	24	12.2	38	19.4	55	28.1	55	28.1	10	5.1
Extension 4-H agent	29	14.8	31	15.8	59	30.1	24	12.2	29	14.8	24	12.2
Experience in other organizations	19	9.7	27	13.8	53	27.0	47	24.0	40	20.4	10	5.1
High School Counselor	89	45.4	45	23.0	17	8.7	10	5.1	6	3.1	29	14.8
Teacher (s)	32	16.3	25	12.7	53	27.0	43	21.9	34	17.3	9	4.6
Parent (s)	18	9.2	17	8.7	40	20.4	48	25.0	65	33.2	8	4.1
Peer	42	21.4	37	19.0	58	29.6	30	15.3	18	9.2	11	5.6
Spouse	35	17.9	8	4.1	6	3.1	6	3.1	12	6.1	129	65.8
Parent(s) occupation	63	32.1	23	11.7	39	19.9	24	12.2	35	17.9	12	6.1

TABLE XVIII (Continued)

Factor	No Influence		<u>Frequencies</u> Some Influence				Very Much Influence		No Response			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>							
Job characteristics	8	4.1	6	3.1	29	14.8	72	36.7	75	38.3	6	3.1
Job qualifications	11	5.6	9	4.6	42	21.4	68	34.7	61	31.1	5	5.1
Previous work experience	30	15.3	26	13.3	42	21.4	38	19.4	49	25.0	11	5.6
Advancement opportunities	17	8.7	18	9.2	48	24.9	47	24.0	58	29.6	8	4.1
Salary potential	20	10.2	21	10.7	40	20.4	44	22.4	65	33.2	6	3.1
General interest in career	1	.5	1	.5	12	6.1	50	25.5	130	66.3	2	1.0
Prestige of job	20	10.2	17	8.7	63	32.1	47	24.0	42	21.4	7	3.5
Supply and demand of the job	21	10.7	17	8.7	49	25.0	50	25.5	50	25.5	9	4.6
Gender role expectations	51	26.0	24	12.2	48	24.9	34	17.3	20	10.2	19	9.7

TABLE XIX
 FREQUENCY AND PERCENTAGES OF THE
 IMPACT OF 4-H ON SELF-AWARENESS

Experienced Impact	1		2		3		4		5		No Response
	N	%	N	%	N	%	N	%	N	%	
Discovered things I enjoy doing			5	2.5	34	17.3	65	33.2	92	47.0	
Discovered things I do not enjoy doing	6	3.1	31	15.8	82	41.8	32	16.3	45	22.9	
Improved my self- confidence			2	1.0	12	6.1	53	27.0	129	65.8	
Discovered things I did well			2	1.0	21	10.7	76	39.8	96	49.0	1 .5
Discovered things I did not do well	2	1.2	19	9.7	75	38.3	45	22.3	51	26.0	4 2.0
Discovered interpersonal relationships I like	2	1.0	9	4.6	39	19.9	64	32.6	77	39.3	5 2.5

Note: 1 = not at all; 2 = low; 3 = some; 4 = much; 5 = very much

TABLE XX
 FREQUENCY AND PERCENTAGES OF THE IMPACT
 4-H HAD ON CAREER AWARENESS

Experienced Impact	1		2		3		4		5		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
Expanded my knowledge people or materials available to explore careers of interests	6	3.1	8	4.1	44	22.4	65	33.2	71	36.2	2	1.2
Acquired information about careers I was interested in	17	8.7	41	20.9	56	28.6	47	24.0	34	17.3	1	.5
Planned a career	22	11.2	49	25.0	59	30.1	41	20.9	23	11.7	2	1.0
Prepared for occupational roles in adulthood	7	3.6	27	13.8	64	32.6	55	28.1	41	20.9	2	1.0
Developed a sense of a need to make a career choice	6	3.1	18	9.2	50	25.5	55	28.1	66	33.7	1	.5

Note: 1 = not at all; 2 = low; 3 = some; 4 = much; 5 = very much

TABLE XXI
 FREQUENCY AND PERCENTAGES OF THE IMPACT
 4-H HAS UPON EMPLOYABILITY SKILLS

	1		2		3		4		5		No Response	
	N	%	N	%	N	%	N	%	N	%		
General Employability Skills												
Developed leadership qualities	2	1.0	1	.5	15	7.6	44	22.4	134	63.4		
Learned to make effective decisions	1	.5	8	4.1	30	15.3	60	30.6	97	49.5		
Learned to manage time wisely	3	1.5	11	5.6	41	20.9	63	32.1	77	39.3	1	.5
Learned to set goals	2	1.0	3	1.5	19	9.7	58	29.6	113	57.6	1	.5
Learned to work cooperatively with others			6	3.0	13	6.6	47	24.0	130	66.3		
Gained public speaking experience			4	2.0	13	6.6	32	16.3	147	75		
Learned to keep records			8	4.1	26	13.3	65	33.2	96	49.0	1	.5
Developed work values	2	1.0	13	6.6	33	11.7	67	34.2	81	41.3		
Learned job seeking skills	9	4.6	24	12.2	52	26.5	49	25.0	60	30.6	2	1.0
Specific Employability Skills												
Acquired job interviewing skills	8	4.1	15	7.6	39	19.9	38	19.4	96	49.0		
Learned how to apply for a job	30	15.3	40	20.4	58	29.6	29	14.8	39	19.9		
Learned how to prepare a resume	49	25.0	45	23.0	50	25.5	20	10.2	32	16.3		

Note: 1 = not at all; 2 = low; 3 = some; 4 = much; 5 = very much

TABLE XXII

CHI SQUARE ANALYSIS OF RESPONDENT'S
GENDER BY ULTIMATE CAREER CHOICE

Ultimate career choice	Gender				Total	
	Female		Male		N	%
	N	%	N	%		
Professional, Technical, Managerial Occupations	102	98.5	42	45.5	144	73.5
Clerical & Sales Occupations	2	2.7	2	1.3	4	2.0
Farming Occupations	3	3.4	2	1.6	5	2.5
Structual Occupations	2	3.5	2	1.6	5	2.5
Undecided or No response	22	23.9	13	11.1	35	17.9
Graduate or Undergraduate Degree	3	2.0	0	0	3	1.5
Total						

Chi-Square = 4.931

DF = 5

P > .424

Significant at .05

TABLE XXIII

CHI SQUARE ANALYSIS OF RESPONDENT'S
AGE BY ULTIMATE CAREER CHOICE

Ultimate career choice	18-20		Age 21-23		24-26		Total	
	N	%	N	%	N	%	N	%
Professional, Technical, Managerial Occupations	61	64.6	74	71.3	9	8.08	144	73.5
Clerical & Sales Occupations	2	1.8	2	2.0	0	.22	4	2.0
Farming Occupations	2	2.3	3	2.5	0	.28	5	2.5
Structual Occupations	3	2.2	2	2.5	0	.28	5	2.5
Undecided or No response	18	15.7	15	17.3	2	2.0	35	17.9
Graduate or Undergraduate Degree	2	1.3	1	1.5	0	.17	3	1.5
Total								

Chi-Square = 2.996

DF = 10

P > .982

Significant at .05

TABLE XXIV

CHI SQUARE ANALYSIS OF RESPONDENT'S CURRENT
GRADE LEVEL BY ULTIMATE CAREER CHOICE

Grade Level	Ultimate Career Choice									
	Professional or Technical		Health or Education		Adminstration or Management		Service, Agriculture or Structural		Total	
High School Senior	1	1.8	1	.4	-	.5	1	.3	3	3.0
College Freshman	8	7.8	1	1.8	-	2.2	4	1.2	13	12.9
College Sophomore	14	14.5	4	3.3	5	4.0	1	2.1	24	23.8
College Junior	14	12.7	3	2.9	4	3.5	-	1.9	21	20.8
College Senior	17	17.5	2	4.0	7	4.8	3	2.6	29	28.7
Graduate Student	7	6.6	3	1.5	1	1.8	-	.9	11	10.9
Total	61	60.4	14	13.9	17	16.8	9	8.9	101	100.0

Chi-Square = 21.110

DF = 15

P > .133

Significant at .05

TABLE XXV

CHI SQUARE ANALYSIS OF LOCATION OF WHERE RESPONDENT'S
RESIDED DURING 4-H MEMBERSHIP BY
ULTIMATE CAREER CHOICE

Location	Ultimate Career Choice									
	Professional or Technical		Health or Education		Administration or Management		Service, Agriculture or Structural		Total	
Rural	56	53.9	14	15.8	18	17.9	9	9.3	97	71.8
Small Town	11	11.7	3	3.4	4	3.9	3	2.0	21	15.6
City	5	6.6	4	1.9	2	2.2	1	1.5	12	8.9
Large City	3	2.8	1	.8	1	.9	-	.5	5	3.7
Total	75	55.6	22	16.3	25	18.5	13	9.6	135	100.0

Chi-Square = 4.012

DF = 9

Probability > .911

Significant at .05

VITA

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