

A COMPARISON OF PERCEPTIONS OF STUDENTS AND ADULTS
UTILIZING MOBILE CAREER DEVELOPMENT
UNITS IN SOUTHEASTERN OKLAHOMA

By

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CHAPTER I

INTRODUCTION

The Mobile Career Development Unit (MCDU) program is a division of the Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma, working in cooperation with the Guidance and Counseling section of the State Department of Education. The MCDU project is designed to provide opportunities for students and adults to receive up-to-date information regarding employment opportunities, educational requirements, and general information that will assist them in making appropriate career plans and in utilizing available training resources. The Mobile Career Development Project has a professional staff including a program director, eight career specialists, truck driver and maintenance specialists, and administrative secretary. The administrative staff maintains office space in the Kiamichi Area Vocational-Technical School administrative office at Wilburton, Oklahoma.

On July 1, 1971, the MCDU was funded to begin operation. Months of planning and footwork led to the preliminary stages of the written proposal and the actual implementation of the program. Needs for the program were established; services to be rendered were set out; and methods of operation were devised. Details of the specially designed units were drawn up, the most useful and appropriate audio visual equipment was decided upon and ordered, and personnel were chosen.

Purpose of the Study

The purpose of this study was to determine the perceptions of the effectiveness of the Mobile Career Unit program in serving students and adults in the thirteen counties of southeastern Oklahoma.

Statement of the Problem

In vocational technical education, no one has compared the perceptions between students and adults who have been counseled in southeastern Oklahoma by the career specialists in the Mobile Career Development Unit to determine the effectiveness of the program in serving both clientele.

Objectives

The following related objectives were investigated:

1. Were adults familiar with the Mobile Career Unit, and its services?
2. Were students (ages 15-18 years) familiar with the Mobile Career Unit and its services?
3. Does the Career Mobile Unit succeed in providing viable career services to the adult population of its clientele in southeastern Oklahoma?
4. Does the Mobile Career Unit successfully furnish students (ages 15-18 years) with viable vocational and career guidance and counseling?

Limitations of the Study

The study was limited in that it focused on the effectiveness of the Career Mobile Unit in Southeastern Oklahoma. The population included high school students and adults who utilize the unit in that area.

The study was limited to the opinion of those individuals who utilized the Unit. It was also limited by the accuracy of materials involved, and forms completed and returned.

Definition of Terms

The following terms are defined as used in this study:

Career Mobile Unit: A mobil structure housing career and vocational resource materials to include slides, cassettes, filmstrips, and up-to-date microfiche cards showing job openings in particular field.

Career Specialist: Individual educators who counsel students regarding career activities.

Students: This incorporates individuals from the ages from 15-18 years old who are interested in a vocation.

Southeastern Oklahoma: Includes the thirteen southern and eastern counties of the State of Oklahoma. The specific high schools of this area are as follows; Boswell High School; Bokchito High School; Caddo High School; Hugo High School; Hugo Vo-Tech; Grant High School; Eufaula High School; Fort Towson High School; Checotah High School; Indianola High School; Poteau Voc-Tech; Spiro Skill Center; Panama High School; Spiro High School; Idabel High School; Haworth

High School; Soper High School; Broken Bow High School; McAlester Voc-Tech; Eastern Oklahoma State University.

Methods and Procedures of the Study

This study was conducted through the collection of data from 331 adults and students of Southeastern Oklahoma who had access to the Mobile Career Unit.

The Data Gather Instrument

The instrument used for gathering data for this study was an 18 question opinionnaire designed by the researcher. The opinionnaire design was based on a study of other data-gathering instruments and the objectives of this study. The instrument was then field tested by the program director, and three career specialists in southeastern Oklahoma for clarity of instructions, format and content. A copy of the final opinionnaire is included in the Appendix.

Data Collection Procedure

The opinionnaires were delivered to the eight career specialists working in the Mobile Career Units in the southeastern part of Oklahoma in which the study was conducted. The data was then collected by the career specialist of each Unit who asked the visitors of the Unit to fill out the instruments before leaving, therefore a return rate of near 82% was received. This procedure was administered through the weeks of February 15 through March 15, 1981.

Sample Selection

To obtain the sample for the study, students and adults were randomly selected to respond to the opinionnaire from the service area of the Mobile Career Unit. Four hundred opinionnaires were distributed to the first 400 visitors by the career specialist of the four Mobile Units. Of the 400 opinionnaires given out, 331 were returned. Of this number, 56 were adults and 275 were between 15 and 18 years of age. Each individual was asked to respond to the opinionnaire. Responses were recorded on answer sheets, and transferred to a master file.

Analysis of Data

To analyze the data collected from students and adults, the researcher compiled the responses of each group. The obtained data was then organized and analyzed according to age and opinionnaire responses, then presented using a percentage comparison of responses to items of the survey. Information was sub-divided into three categories; contacted, affirmative, and negative.

Organization of the Study

Chapter I contains the background, purpose of the study, statement of the problem, definition of terms, and procedures of the study. Chapter II presents the review of literature and Chapter III contains the analysis of data. Chapter IV presents the summary, conclusions, and recommendations for further research and practice.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature was conducted to determine what information was available to the author that related, either directly or indirectly, to the Mobile Career Development Program. This chapter reviews literature in the following areas: (1) Career Development, (2) Vocational Counseling, and (3) the Mobile Career Unit Program.

Career Development

Man has some degree of control over his destiny and his career development depends on how hard he is willing to work; his effort to secure vocational training; and his willingness to assume risks in decisions. Career development is closely related to the factors which motivate decisions and may be conceived of as a decision-making process which creates two trends (a) narrowing the range of possibilities, and (b) strengthening the possibilities which remain. Through the successive refinement of these trends, events are experienced, and acted upon until a career choice is arrived at (Tolbert, 1966).

As used in the Mobile Career Development Program, Career Development is a presentation of facts and figures related to the various occupations analyzing the students' or adults' interest and/or abilities, and sending him or her off in the right direction for training or employment (Tiedman, 1963).

Although simply stated, this is a complex and enormous task. We are dealing with individuals at all levels of education, intelligence, ability, and motivation. Each individuals interests and talents need to be brought out, his abilities utilized, and his energy channeled toward a career that would be most profitable to him economically, socially, psychologically (Thoroman, 1968). In today's rapidly changing technology, we must do away with the old adage "you can't teach an old dog new tricks" since it is estimated that a man or woman will change vocations two or three times, often requiring retraining.

Ideally, Career Development should begin in the primary grades and continue through life. An image of work being honorable, meaningful, rewarding, and satisfying should be promoted.

Vice President Spiro Agnew's address on February 16, 1972 to the American Association of School Administrators' Convention in Atlanta City, New Jersey, included the following remarks:

". . . While our present system of education does teach our young people to think, even to care, it is not adequately preparing the majority of them to earn a living commensurate with their desires, their interest, their talents, or the nation's needs. Last year about 1.7 million young people left schools and colleges before getting their diplomas. Another 750,000 were graduated from high school with general curriculum credits. All 2,450,000 became eligible to enter the labor market with few if any marketable skills. Career education is a way to provide career awareness in the early grades and career preparation in the upper grades that continues at an ever increasing level of sophistication until every student is equipped to enter the occupation of his choice - limited only by his choice - limited only by his

personal ability" (Mobile Career Development Program, 1972).

Vocational Counseling

Vocational counseling is a fusion of educational and vocational concern for assisting students to locate themselves vocationally in the future and at the same time make use of present educational experiences. Listed below are the steps for true vocational guidance. First, a clear understanding of yourself, aptitude, abilities, interests, resources, limitations, and other qualities. Second, a knowledge of the requirements and conditions of success, advantages, disadvantages, compensation, opportunities, and prospects in different lines of work. Third, true reasoning on the relations of these two groups of facts (Peters, 1966). Vocational counseling is a helping profession and a trade lies not only in the levels of training but in the fact that becoming a professional demands an active involvement of the self.

Vocational counseling is not concerned solely with vocations in the traditional sense of the word. Although the emphasis is on occupational adjustment, vocational counseling also embraces the educational aspects of growth, attitudes, feelings, and anxieties that revolve around the problems of work, occupational status, job satisfaction, security and many other facts of earning a living vocational counseling has no other justification for existence than to assist people in their occupational adjustments. To attain this objective, the vocational counselor will utilize his interviewing skills and his knowledge regarding occupations. In addition to his professional training the counselor will also convey to the client that he is interested in his problems, that he tries to understand his needs,

and that he respects the clients' right to differ with him. The professionally disciplined counselor has no other interest in the client than to help him with the problem under consideration.

Mobile Career Development Unit

The Mobile Career Development Unit has two career specialists assigned to each of the four Mobile Units which move from community to community throughout the school year. Each unit contains two offices, a reception area, conference-projection rooms, and storage space. The units are equipped with appropriate audiovisual equipment, slides, cassettes, filmstrips and film loops which describe careers, aspects of the world of work, or show facilities and programs in operation at public schools, junior colleges and colleges.

Many brochures with job information, training requirements, and general recruitment literature are available. Brochures of all area vocational-technical schools, college and training centers in or near the project area are available in the unit.

The personnel of the Career Development Program provide services to over 25,155 school age children. Career Specialists work extensively with junior high students, high school student, and adults. Unit personnel provide information on job opportunities and on where to obtain the particular training needed for these jobs.

After presenting an overview of the world of work and interviews with students in small groups and on an individual basis, staff specialists are able to recommend a program of vocational or technical training, on-the-job training or academic training suitable for each

individual. Staff personnel can also refer students and adults to other cooperating agencies, area vocational-technical schools, colleges or technical training facilities. This program was designed to enable young people to more intelligently select an occupation when they are graduating seniors and provide opportunities for jobs, and to shorten the time for placement of the unemployed and underemployed.

Personnel from the Mobile Units work extensively with the instructional staff at each school they visit. Emphasis is given to the immediate needs of students for career information and for long-range needs by providing workshops and in-service training for the instructional staff.

Last year, Mobile Career Development counselors distributed 28,487 brochures depicting career opportunities through vocational technical training. They worked actively with 95 percent of the high school students of the twelfth grade students. Sixty-five percent of the high school students were counseled on an individual basis. Counseling sessions were provided for 42 adult groups during the year.

The activities of the project are best depicted from the following summary figures for the past year's operation (OK St. Div. Vo-Tech Ed, 1980):

Individuals counseled:

Youths	25,155
Adults	2,489
Contact with Businessmen	545
Contacts with Educators	3,944

Contacts with
Governmental Agencies 103

Total contacts for the year were 32,236 with 305
training referrals and 121 employment referrals.

The number to be served through this program is limitless. As one graduating class after another finds its way into the world of work through further education, industrial training, or employment, another group of eager, interested students are on their way up. By the same token, as technology continues to change, obsolete workers will find themselves needing retraining, and there will always be a need for locating new positions and new training.

CHAPTER III

ANALYSES OF DATA

Responses to question 1 are presented in Table I below. Of the total population the mobile counselor had contacted 82% of the adult population and 85% of the student population. Of the population, the mobile counselor did not counsel 18% of the adult population and 15% of the student population.

The percentage of adult and student with affirmative reaction is a strong indication that the program's existing framework is reaching a sizeable percent of the judgement area. Secondly, that they were successful in placing emphasis on contacts with adults in equal percentage points to the high school students.

TABLE I
NUMBERS COUNSELED
BY M.C.U.

	Adults	Students
Numbers	56	275
Affirmative	46 (82%)	233 (85%)
Negative	10 (18%)	42 (15%)

Responses to question 2 are presented in Table II below.

Affirmative answers to this question were adults, 68% with students being 58%. Negative responses were adult, 32% and student, 42%.

It appears that adults are in more of a decision-making status than that of students.

TABLE II
DID COUNSELING ON THE CAREER UNIT
HELP YOU MAKE A DECISION CON-
CERNING YOUR VOCATION?

	Adults	Students
Numbers	56	275
Affirmative	38 (68%)	160 (58%)
Negative	18 (32%)	115 (42%)

Responses to question 3 are presented in Table III below. Ninety one percent of the adult population replied in the affirmative when asked whether they would have liked access to the Mobile Unit with 86% of the student population saying yes to this question. Adult population was 9% replying negatively to this question with student population replying negatively 14%.

Adults wanted more information and appreciated counseling more than students. Question 3 is a continuation of the apparent

decision making mode of the adults versus high school students exemplified in question 2.

TABLE III
WOULD YOU HAVE LIKED ACCESS
TO THE MOBILE UNIT?

	Adults	Students
Numbers	56	275
Affirmative	51 (91%)	237 (86%)
Negative	5 (9%)	38 (14%)

Responses to question 4 are presented in Table IV below. When asked whether they preferred a man or woman counselor, the majority of both adult and student population that either male or female would be suitable.

Students seem to be more liberal in their outlook of traditional educational patterns. Both adults and students are acclimated to person

Responses to question 5 are presented in Table V below. To this question 97% of the adult population felt that information received was worth the time spent and 92% of the student population replied in the affirmative. Three percent of the adult population did not feel the information was worth time spent as opposed to 8% of the student population.

TABLE IV
WOULD YOU PREFER A MAN
OR WOMAN COUNSELOR?

	Adults	Students
Numbers	56	275
Man	4 (7%)	12 (4%)
Woman	9 (16%)	50 (18%)
Either	43 (77%)	213 (78%)

TABLE V
DO YOU FEEL THE INFORMATION
OBTAINED ON THE UNIT
WORTH THE SPENT
TIME?

	Adults	Students
Numbers	56	275
Yes	54 (97%)	254 (92%)
No	2 (3%)	21 (8%)

Adults felt it more worth their time than did students; adults have more competition for their time, therefore felt the counseling was a needed service. Students generally are perceived as not knowing where they are going and adults generally are thought to know where

they are doing this question and the responses may cast some doubt on such assumptions. Adults come to the career unit of their own free choice; students do so through school programs, etc, this may mean that adults need to make more use of the unit.

Responses to question 6 are presented in Table VI below. Eighty-four percent adults and 75% student population feel they were helped to relate their own abilities and goals to educational and vocational planning while 16% adult and 24% population said they were not helped to relate.

Adults have more abilities and have formulated more goals having substantially higher percentages than in the previous question. Adults are in a better position to know they have been helped. They have a better idea of what they need to focus on due to experience.

TABLE VI
WERE YOU HELPED TO RELATE YOUR OWN
ABILITIES AND GOALS TO
EDUCATION AND VOCA-
TIONAL PLANNING?

	Adults	Students
Numbers	56	275
Yes	47 (84%)	209 (76%)
No	9 (16%)	66 (24%)

Responses to question 7 are presented in Table VII below. Ninety-eight percent of the adult population would recommend a visit to the career unit to others; 2% of the adult population would not recommend career unit. Of the student population 94% would recommend career unit, 6% would not.

Affirmative replies in both adults and students indicate the success of the Mobile Career Unit in the perceived career needs of the participants.

TABLE VII
WOULD YOU RECOMMEND A VISIT TO THE
CAREER UNIT TO OTHERS?

	Adults	Students
Numbers	56	275
Yes	55 (98%)	259 (94%)
No	1 (2%)	16 (6%)

Responses to question 8 are presented in Table VIII below. Of the adult population, 98% replied in the affirmative and 2% replied negatively. Of the student population, 96% replied in the affirmative and 4% replied negatively. High level of affirmative answers in both adults and students indicates success of the career development program.

TABLE VIII
WOULD YOU RECOMMEND THE CDP BE CONTINUED
IN YOUR SCHOOL DISTRICT?

	Adults	Students
Numbers	56	275
Yes	55 (98%)	264 (96%)
No	1 (2%)	11 (4%)

Responses to question 9 are presented in Table IX below. Thirty-nine percent of the population plan on attending college, 50% plan on attending vo-tech, 5.5% are planning on both, and 5.5% are either undecided or do not plan on furthering their education. Of the student population 57% plan on college, 33% vo-tech, 2% both and 8% undecided or do not plan on furthering education.

It is interesting to note that of the sampling the 57% of high school students are planning on college while 39% of the adults plan on college, this indicates that adults are thinking in terms of career opportunities in terms of previous experience or on-the-job training. Adults realize their inability to attend college as opposed to the accessibility of vo-tech based on this study.

Responses to question 10 are presented in Table X. To this question 82% of the adult population indicated they are aware of the training available in the field of interest as opposed to 18% who do not. Of the student population 84% know where training is available with 16% of the students not knowing.

It appears that the high school students have access to educational and training information of a current nature through formats other than the career development program, i.e., existing public school programs. This might account for the difference between the high school and adult population in terms of knowing of training available in the field of interest.

TABLE IX

DO YOU PLAN ON FURTHERING
YOUR EDUCATION?

	Adults	Students
Numbers	56	275
College	22 (39%)	158 (57%)
Vo-Tech	28 (50%)	90 (33%)
Both	3 (5.5%)	4 (2%)
None (Undecided)	3 (5.5%)	23 (8%)

Responses to question 11 are presented in Table XI. The services that both students and adults found most useful were Scholarships, Vocational schools and college catalogs. Where there were substantial differences, this is indicative of maturity versus youth as would be expected.

TABLE X

DO YOU KNOW WHERE TRAINING IS AVAILABLE
IN YOUR FIELD OF INTEREST?

	Adults	Students
Numbers	56	275
Yes	46 (82%)	232 (84%)
No	10 (18%)	43 (16%)

TABLE XI

IN THE FOLLOWING LIST, WHICH GUIDANCE
SERVICES DID YOU FIND MOST USEFUL?

	Adults	Students
Numbers	56	275
Scholarship	10 (18%)	45 (16%)
Academic Problems	4 (7%)	4 (1.5%)
Personal Problems	2 (3.5%)	17 (6%)
College Catalogs	7 (12.5%)	45 (16%)
Technical Schools	5 (9%)	14 (5%)
Vocational Schools	9 (16%)	33 (12%)
Career Change	1 (2%)	7 (2.5%)
Part-Time Employment	2 (3.5%)	25 (9%)
Summer Employment	2 (3.5%)	25 (9%)
Occupational Lit.	4 (7%)	26 (9.5%)
Infom. on Military	0	17 (6%)
Other Schools	0	1 (.03%)
Class Scheduling	0	6 (2%)
Career Retraining	2 (3.5%)	2 (.07%)
No Opinion	5 (9%)	11 (4%)

Responses to question 12 are presented in Table XII. To this question, 98% of the adults responded with 88% of the students which shows a higher percentage of students say that Vo-Tech is no importance to them compared to the adults. The mobile career programs needs strengthening in this area. The highest percent responded with answers number 18 and 21 for adults and the students responded highest with numbers 1 and 3.

Responses to question 13 are presented in Table XIII. Of the adults, 92% responded, while 79% of the students population responded. The response to XIII shows that Vo-Tech might want to put more emphasis on video presentations for adults. These are more acceptable to adults versus high school students. Perhaps different sets of information are needed for each group.

Responses to question 14 are presented in Table XIV. Responses show that persons feel there is not enough time at the facility, and they feel counselors need to spend more time with participants.

Responses to question 15 are presented in Table XV. The high rate of no responses of both students and adults means one of two things; the participants do not have the expertise to make suggestions to improve facilities or the program is set up adequately for their needs. It should be noted that the high school students showed a higher level of maturity in that they wanted a wider range of careers to investigate, while adults felt that career choices were comprehensive.

Responses to question 16 are presented in Table XVI. Responses show a need to make Mobile Career Units more accessible to adults for facilities and materials. Response number 3 is the highest percent for students and adults.

TABLE XII
WHAT ARE THE WEAKNESSES OF THE
MOBILE CAREER SERVICES?

	<u>Students</u>		<u>Adults</u>	
	110 - 40% No Response 165 - 60% Responded		23 - 41% No Response 33 - 59% Responded	
<u>10 Areas of Response</u>	<u>Students</u>		<u>Adults</u>	
	No.	%	No.	%
1. It is not stationed long enough at any one school.	28	17	3	9
2. There are not enough people to help and assist you.	14	8	0	0
3. Not big enough.	7	4	0	0
4. Students' don't have enough individual time with the counselor.	12	7	5	15
5. Not enough information. Information is not up to date. Go into more detail of what you can do with a degree in Ex: a certain science there is more than just one opportunity for a degree.	13	8	1	3
6. You need more counselors to help more students at a time. You could use more pamphlets and materials on the different areas of work.	25	15	5	15
7. Not enough time.	62	38	11	33
8. Not enough information on various military jobs.	2	1	0	0
9. No national, only state figures on income possibilities.	2	1	0	0
10. No weakness.	0	0	8	24

TABLE XIII

WHAT ARE THE STRENGTHS OF THE
MOBILE CAREER SERVICES?

	<u>Students</u>		<u>Adults</u>	
	58 - 21% No Response 217 - 79% Responded		7 - 8% No Response 49 - 92% Responded	
<u>18 Areas of Response</u>	<u>Students</u>		<u>Adults</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
1. Help you to find a job.	7	3	0	0
2. Help you select a career.	43	20	5	9
3. Gives people a general idea about how to create goals.	15	7	0	0
4. Help you get information on the field you may be interested in and what vo-techs offer these fields.	35	16	7	13
5. Personal counseling.	16	7	6	11
6. It has lots of good information on just about all the jobs that you can think of and it has a counselor to help you.	22	10	4	7
7. Giving you facts about advantages and disadvantages of the career you want and choosing which is best for you.	25	12	6	11
8. To show the opportunities of different jobs.	16	7	3	5
9. Allows a person to become more familiar with what is expected of him in a career.	6	3	1	2
10. It gives you an opportunity to see the different positions in business.	12	6	0	0
11. To let you know what all vo-tech has to offer.	5	2	0	0
12. It is guidance in helping you see what training you might need for a certain job.	10	5	5	9
13. The people who work it.	5	2	0	0
14. Helping choose where to go to college and what your best choice is.	13	6	3	5
15. Able to work with a person on a one to one level.	5	2	0	0

TABLE XIII (Continued)

<u>18 Areas of Response</u>	<u>Students</u>		<u>Adults</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
16. You get a chance to see how different kinds of jobs are managed and what education you need to achieve that job.	12	6	0	0
17. Occupational literature, counselors, and job experience films.	21	10	15	27
18. To motivate students into looking into the future-career wise.	8	4	1	2

TABLE XIV
WHAT DOES VO-TECH TRAINING
MEAN TO YOU

	<u>Students</u>		<u>Adults</u>	
	33 - 12% No Response 242 - 88% Responded		1 - 2% No Response 55 - 98% Responded	
<u>22 Areas of Response</u>	<u>Students</u>		<u>Adults</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
1. A chance to start training in what you want to do.	28	12	3	5
2. It is something like college you can go to instead of college it helps you pick one certain thing you might want to do.	12	5	3	5
3. Job training for someone who does not plan on furthering their education.	26	11	3	5
4. A place to get an education in your career field without college requirements.	13	5	3	5
5. It means getting your training or what you need in a field instead of wasting your time and money at a college or university.	11	5	0	0
6. A beginning of the career of which you have chosen and a breaking in of the job of your interest.	9	4	2	4
7. Teaching a mechanical, nursing, and secretarial skill.	8	3	1	2
8. pre-career training.	13	5	3	5
9. It is a good way to learn a skill while gaining credit toward your diploma or if you are already out of school it gives you on the job training.	10	4	4	7
10. Learning more about things that I know and about things I don't know anything about.	5	2	3	5
11. It helps me to understand my abilities and to know my responsibilities.	6	2	2	4
12. It will help you to grow and understand what the working world is all about.	5	2	3	5

TABLE XIV (Continued)

22 Areas of Response	Students		Adults	
	No.	%	No.	%
13. It helps to prepare me for my career and shows you what it is going to be like. It helps you decide what your occupational objective is going to be.	7	3	0	0
14. It means that I can get a start on my career, training, and learnership. It makes me feel important and needed.	4	2	2	4
15. An education for future employment.	12	5	3	5
16. A school that trains you for a job in a year or two.	7	3	4	7
17. It means training a person vocationally as well as technically. It means preparing for something of the future.	15	6	3	5
18. Helping me achieve my goals and have better job opportunities.	12	5	5	9
19. Getting training in an area where the person lives.	6	2	0	0
20. Give me a chance in life I would never have had. Help pay my way to college.	6	2	2	4
21. Learning a skill or trade which will support me and possibly a family for the rest of my life. Coordinating hand and mind.	18	7	5	9
22. Gives ample opportunity to explore and develop and use freedom of talent.	8	3	2	4

TABLE XV

HOW CAN THE MOBILE CAREER SERVICES MORE
EFFECTIVELY SERVE ADULTS IN
VOCATIONAL EDUCATION

	<u>Students</u>		<u>Adults</u>	
	140 - 51% No Response 135 - 49% Responded		25 - 45% No Response 31 - 55% Responded	
<u>16 Areas of Response</u>	<u>Students</u>		<u>Adults</u>	
	No.	%	No.	%
1. To have more information on advanced careers.	4	3	2	6
2. Most adults don't even know what it is; I think it needs to be advertised.	14	10	4	13
3. Have a unit in which adults can go to for information on things such as where to get some certain type of schooling.	38	28	6	19
4. In getting more literature and things like that.	1	1	0	0
5. By letting them know where a mobile career unit is near their area and how long it is scheduled to stay in that particular area.	1	1	2	6
6. To help them choose and think out just what kind of jobs they really will be interested in.	8	6	2	6
7. There should be a program for the adults who have not made a career choice or who are without a job.	24	18	0	0
8. To show adults the occupation to start; what kind of jobs are in demand.	5	4	0	0
9. Open house to all adults one day.	2	1	0	0
10. When they are ready for a career change they could help them plan for something else.	7	5	2	6
11. Go to different towns and open it to the public after school.	1	1	0	0
12. Give them ideas to get training for better and more pleasant jobs.	4	3	2	6

TABLE XV (Continued)

<u>16 Areas of Response</u>	<u>Students</u>		<u>Adults</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
13. Help them learn about career information they would have trouble having access to because they're out of high school.	10	7	4	13
14. Offer the mobile unit at night.	4	3	1	3
15. Select more obvious places to set up than in the school parking lot; such as store parking lots, libraries, the hospital, etc.	11	8	6	19
16. Help them to know what to study for on a GED test and when and where the test will be given.	1	1	0	0

TABLE XVI

DO YOU HAVE ANY SUGGESTIONS WHICH WOULD MAKE THE
CAREER DEVELOPMENT SERVICES MORE VALUABLE?

<u>Students</u>		<u>Adults</u>			
184 - 67% No Response 91 - 33% Responded		37 - 66% No Response 19 - 34% Responded			
<u>13 Areas of Response</u>		<u>Students</u>		<u>Adults</u>	
		No.	%	No.	%
1.	Yes, a wider variety of career choices and more information on each career.	9	10	0	0
2.	Get more people to help and a few more catalogs from colleges and vo-techs.	5	5	0	0
3.	Just come more often because a person can change his mind and can't find out enough just by asking who have been there.	20	22	7	37
4.	Have charts showing which jobs are best for a career.	1	1	0	0
5.	Tell more about the different colleges and how to pick a school.	3	3	1	10
6.	Explain the purpose of the career lab before students ever enter it. Try to get the students excited about careers that are similar to their interest.	1	1	0	0
7.	More mobile career services, more time spent in junior highs and high school, and services available to anyone.	39	43	6	30
8.	National information and current statistics on salaries.	7	8	2	11
9.	Experienced technical workers on unit.	1	1	0	0
10.	Have more information on agriculture careers.	1	1	0	0
11.	Maybe more information on getting started in your area of interest and some places in your area where you would get on-the-job training.	1	1	0	0
12.	Come into the classrooms, talk to the teachers, and more individual attention to students.	3	3	1	10
13.	No changes	0	0	2	11

Responses to question 17, additional comments, are presented in Table XVII. Differences indicate that adults' information is oriented to more mature thinking. Both students and adults enjoyed the visit to the unit, and considered it very worthwhile.

Opinionnaires were recieved from 331 students and adults in southeastern Oklahoma through the weeks of February 15-March 15. Specific information on the respondents is presented in Table XVIII. Of these respondents, the highest percentage of age groups for the adults were 19 and 20 year old, and the students 17 and 18 years old. Sex of the respondents for the adult age group was 61% female and 39% male. Student figures show that 55% were female and 45% male. Figures for number of visits to the unit show that most adults were counseled for one or two times and students for the three or four times. Sixty-three percent of the adults heard about the program through their home school as did 71% of the students. Fifty-two percent of the adults are currently attending Vocational-Technical classes or employed with Vo-Tech and 51% of the students were currently high school juniors.

Summary

Over half of the adults formed opinions in one or two visits whereas high school students over half needed three to four visits. The facilities are more accessible to high school students. The adult population surveyed is more receptive to career guidance than are students. As would be generally expected the Mobile Career Unit is addressing in a profound way the needs of both adults and high school students the complex issue of career development and/or career selection, it further reflects that the program design is comprehensive

TABLE XVII
ADDITIONAL COMMENTS

Students		Adults		
220 - 80% No Response 55 - 20% Responded		36 - 64% No Response 20 - 36% Responded		
15 Areas of Response	Students		Adults	
	No.	%	No.	%
1. I have really enjoyed visiting the mobile unit. It was extremely worthwhile.	14	25	7	36
2. It is good help to kids who don't know what work they want. This unit shows them all types of jobs they could do.	9	16	3	15
3. It should come more often.	5	10	2	10
4. Have one set up where it can be used anytime.	7	13	1	5
5. Make more interesting to students so they will pay attention instead of just getting out of class.	1	2	0	0
6. I find the career lab informative but not specific enough. Also, I have never had personal counseling. I also find Ms. Wood very pleasant.	1	2	1	5
7. People in the unit should try to be more personal.	4	7	0	0
8. It was very interesting and educational to find out more about the career I was considering.	2	4	1	5
9. Need more time.	3	5	1	5
10. Would help if you had a list of occupations that correspond to each different college major.	3	5	1	5
11. Keep up-to-date examples of job openings and especially the costs of education. More emphasis on grants, financial aid, etc. Keep data on the financial aspects of the popular schools in our area such as: Okmulgee Tech, Canadian Valley Vo-Tech, etc.	0	0	0	0
12. The lady that worked with us was extremely nice and helpful. She didn't mind putting out extra help and time.	0	0	1	5

TABLE XVII (Continued)

<u>15 Areas of Response</u>	<u>Students</u>		<u>Adults</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
13. They should have them at a school longer than a few weeks.	1	2	0	0
14. I am very glad we have a service like this to help us with our future.	4	7	2	10
15. Keep a file on each student. This would call for a lot of paperwork but if there were some way to keep track of the students' choices, I feel it would help.	1	2	0	0

TABLE XVIII
DEMOGRAPHIC INFORMATION

<u>Adults</u>			<u>Age</u>	<u>Students</u>		
Age	No.	%		Age	No.	%
15	-	-		15	10	4
16	-	-		16	42	15
17	-	-		17	139	51
18	-	-		18	84	31
19	18	32		19	-	-
20	19	34		20	-	-
21	6	11		21	-	-
22-50	13	23		22-50	-	-

Sex of Respondents

<u>Adults</u>			<u>Students</u>		
Sex	No.	%	Sex	No.	%
Male	22	39	Male	124	45
Female	34	61	Female	151	55

Number of Unit Visits

<u>Adults</u>			<u>Students</u>		
No. of Visits	No.	%	No. of Visits	No.	%
1	15	27	1	52	19
2	14	25	2	43	16
3	8	14	3	62	23
4	13	23	4	70	25
5	2	3	5	33	12
6-15	4	7	6-15	15	5

TABLE XVIII (Continued)

<u>How Did You Hear of Mobile Career Unit</u>					
<u>Adults</u>			<u>Students</u>		
<u>Source</u>	<u>No.</u>	<u>%</u>	<u>Source</u>	<u>No.</u>	<u>%</u>
Teacher	20	36	Teacher	68	25
Counselor	-	-	Counselor	9	3
Newspaper	1	2	Newspaper	1	.03
Bulletin Bd.	-	-	Bulletin Bd.	1	.03
Home School	35	63	Home School	196	71

<u>Current Position of Grade Level</u>					
<u>Adults</u>			<u>Students</u>		
<u>Grade Level</u>	<u>No.</u>	<u>%</u>	<u>Grade Level</u>	<u>No.</u>	<u>%</u>
H.S. Freshman	-	-	H.S. Freshman	10	4
H.S. Sophomore	-	-	H.S. Sophomore	42	15
H.S. Junior	-	-	H.S. Junior	139	51
H.S. Senior	-	-	H.S. Senior	84	31
Vo-Tech	29	52	Vo-Tech	-	-
GED	12	21	GED	-	-
Housewife	1	2	Housewife	-	-
College	13	23	College	-	-
Secretary	1	2	Secretary	-	-

in nature and reflects adequately realms of career opportunities to further most all academic and vocational career advancements in the work force of today's market.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes and discusses the results of the study. A summary of the study is first presented, followed by the researcher's conclusions based on these findings. Recommendations for research and practice are discussed in the final part of the chapter.

Summary

The purpose of this study was to determine the perceptions of the effectiveness of the Mobile Career Unit Program in serving students and adults in the thirteen counties of Southeastern Oklahoma. Data was collected from 331 adults and students of Southeastern Oklahoma who had access to the Mobile Career Development Unit. Opinionnaires to individuals utilizing the Mobile Career Units during the weeks of February 15 through March 15, 1981.

The study yielded data that the mobile career unit does provide viable vocational and career guidance information and orientation.

The first four questions on the survey relate to the respondents, initial contact with the Mobile Career Unit. It was learned that access to the unit was highly desired by all respondents, both in the adults surveyed and in the responses of students surveyed. Over 85% of each group desired access to the unit. Secondly a high percentage of

respondents indicated the career guidance procedures helped in determining a vocational choice. This percentage was higher in adults who were counseled by the career counselor. Students and adults surveyed indicated overwhelmingly that access to the Mobile Center Unit was a positive force in relating vocational avenues to them. Finally, in this area, it was determined through the survey that the sex of the counselor did not matter to either adults or students. The basic need in this area for students was for qualified and efficient specialists.

The second group of items on the questionnaire related specifically to the effectiveness of the Mobile Career Unit in the perceptions of the respondents. This section was sub-divided into two groupings: specific worth of the unit to the individual, and general worth of the Mobile Career Unit, to all who might have need of vocational guidance.

In the area of specific worth to the individual, adults stated by a 97% margin that the time in the Mobile Career Unit was well spent, and 94% indicated that counseling and guidance by unit personnel definitely gave them viable information for their vocational planning. Their high school counterparts responded equally positive in this section of the survey. The overview of this section indicates that the orientation provided by the counselors produces positive career planning results in the respondents, both adult and student.

Concerning general worth of the unit, adults and high school students surveyed stated that the program definitely is beneficial and should be continued. Ninety-eight percent of the adults surveyed, and ninety-six percent of the students surveyed viewed the unit as beneficial and recommend the program to others.

The final section of the survey was designed to determine what percentage of respondents planned further education, where they planned to receive this education, and in what areas had they received services pertaining to education from the Mobile Career Unit.

Respondents indicated that the two prime sources of continuing education were college and vocational education with approximately 50% indicating college and approximately 35% indicating vocational education. Approximately 5 - 8% of each grouping of respondents were undecided.

The same respondents, after counseling on the Mobile Career Unit (MCU), viewed themselves confident in knowing where to find the training they desired. Students and adults indicated they received valuable and needed information in 14 areas. These areas ranged from personal counseling of vocational fields to financial data. Both adults and students indicated that financial information received was a much needed service. Also, location of schools of further education, and course offerings was a highly recognized need. The fact that information was provided in 14 individual areas indicates the Mobile Career Unit is delivering a broad-scoped service of providing students and adults with the orientation they need to intelligently select a vocation and/or career training that best suits their abilities, interest and career needs.

Conclusions

The following is a succinct summary of the major conclusions of the study:

1. In regard to vocational education, the survey pointed out that students and adults in the southeastern part of the state have the following attitudes. First, vocational education is viewed as a viable option to a college degree. Secondly, the students perceived vocational training as a needed link for providing career training. Thirdly, vocational training is viewed by some as pre-career training. Finally, vocational education is perceived as a second chance area for success for adults who do not have a viable vocation.

2. In relation to the study, it is also imperative to view the strength of the Mobile Career Unit as it provides information in regard to vocational and career training. Students perceived the following strengths of the MCU. First, it is a definite asset in providing clientele with the necessary information to select a career. Secondly, it orients students to advantages and disadvantages of particular vocations. Finally, it allows students who need an avenue for help to receive personal counseling about a variety of problems.

3. The study identified only one primary weakness of the Mobile Career Unit. This was the need to increase the services of the unit to serve more people, and to be able to be in a particular area for a longer amount of time. In addition, concentrating more on the adult population would expand the MCU effectiveness which dealt with suggestions for improvement of the Mobile Career Unit.

Recommendations

The following recommendations are made based on the results of this study.

1. Emphasis should be placed on recruitment approaches aimed

toward adults who need information concerning career opportunities.

2. Long range follow-up research should be conducted to determine the impact of services of the program.

3. Additional visits and longer time with specialists are needed with junior high level students.

4. With proper funding an additional unit would be beneficial to the program of this area.

5. Return visits should be conducted by the unit to supply additional counseling to students.

6. Teachers need additional information about the MCU to encourage student participation in the program.

7. Specialist could initiate plans to contact and increase services to junior colleges, civic groups, businesses, industries and similar establishments.

8. Specialists could initiate plans to contact college-bound students, and implement programs which would orient these students to a wider variety of career options.

The opinionnaire indicated that the Mobile Career Unit is a needed educational endeavor, and its services are needed by its clientele. The leadership, enthusiasm, and efficiency of the program counselors and leaders add to its usefulness and viability. The clientele indicated a strong need for the program as it exists and a desire for the expansion of the program if this could be possible in the future.

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APPENDIX

Mobile Career Unit

Please provide the following information:

Age _____ Sex _____ Number of times to unit _____

Last grade completed _____ How did you hear of Mobile Unit? _____

Current position or grade level _____

We would like your opinion of the Mobile Career Unit activities. Please respond to each question listed below. Your sincerity in filling out this form is most appreciated.

1. Has the Career Specialist ever counseled with you in the Mobile Unit? Yes ___ No ___
2. Did counseling on the career unit help you make a decision? Yes ___ No ___
3. Would you like access to the Mobile Unit more often? Yes ___ No ___
4. Would you prefer a man or woman counselor? Please circle: man, woman, doesn't matter
5. Do you feel the information obtained on the Unit was worth the time you spent visiting the Unit? Yes ___ No ___
6. Were you helped to relate your own abilities and desired goals to your educational and vocational planning? Yes ___ No ___
7. Did counseling on the career unit help you make a decision? Yes ___ No ___
8. Would you recommend a visit to the career unit to others? Yes ___ No ___
9. If you were asked, would you recommend that the Career Development Program be continued in your school district? Yes ___ No ___
10. Do you plan on furthering your education? College ___ Vo-Tech ___
11. Do you know where training is available in the field in which you are interested? Yes ___ No ___
12. In the following list, please number in the order of importance those guidance services which you found the most useful to you:

___ 1. Scholarships and loans	___ 8. Part-time employment
___ 2. Academic problems	___ 9. Summer employment
___ 3. Personal problems	___ 10. Occupational literature
___ 4. College catalogs	___ 11. Information on military service
___ 5. Technical schools	___ 12. Other schools
___ 6. Vocational schools	___ 13. Class scheduling
___ 7. Career change	___ 14. Career retraining

13. What does vo-tech training mean to you? _____

14. In your opinion, what are the strengths of the Mobile Career Units? _____

15. In your opinion, what are the weaknesses of the Mobile Career Units? _____

16. Do you have any suggestions which you think might make the Career Development Services more valuable? If so, please list below.

17. How can the mobile career units more effectively serve adults in vocational education?

18. Any additional comments: _____

VITA²

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