RELATIONSHIP OF CAREER EXPLORATION

BEHAVIOR OF COLLEGE GRADUATES

TO JOB-RELATED VARIABLES

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CHAPTER I

INTRODUCTION

Career decisions have a tremendous effect on an individual's quality of life. According to Yost and Corbishley (1987) one's career decision has the potential for affecting all aspects of the person's existence. Career decisions contribute to one's social and economic status, determine place of residence, and influence life-style, productivity, and psychological well-being. The complexity of and specialization within our society, along with expanding opportunities and equal employment legislation, have created a bewildering variety of career paths for individuals to investigate. The complexity of career choices has become a salient issue for many individuals.

The importance of career exploration in career development, career decision-making, and employee turnover have been recognized by many researchers (Holland, 1973; Pitz & Harren, 1980; Schein, 1978; Stumpf, Austin, & Hartman, 1984; Super & Hall, 1978). Research in career exploration suggests that individuals who are aware of their job demands, the climate of the work environment, and the positive and the negative aspects of the job are generally more satisfied and less likely to leave the job (Stumpf & Austin, 1983). This is a desired end result since turnover can be costly and disruptive to both the individual and the organization.

Significance

One of the most crucial stages in an individual's career is the transition from college to the work environment (Super & Hall, 1978). Participation in exploratory activities can help students learn more about themselves and the work environment, choose occupations to pursue (Greenhaus, Hawkins, & Brenner, 1983), and develop effective job search skills (Stumpf et al., 1984; Stumpf, Colarelli, & Hartman, 1983). Career exploration has also been found to help individuals develop more realistic job expectations, leading to greater job satisfaction, longer tenure, and less intention to leave the job (Stumpf & Austin, 1983; Stumpf & Hartman, 1984).

Research suggests that individuals who proceed without the benefit of exploration are less likely to participate in successful career decision-making and job implementation behaviors (Grotevant, Cooper, & Kramer, 1986; Phillips & Strohmer, 1983; Stumpf et al., 1984) and are less likely to acquire positive decisional and developmental outcomes (Greenhaus & Sklarew, 1981; Phillips, 1982). Numerous research projects have been designed to study how individuals develop occupational preferences and decide upon a given vocational choice. However, few studies have addressed the relationship of exploration to job-related variables or to the process by which individuals explore, enter, become committed to, or leave organizations.

Theoretical Framework

The Developmental Self Concept Theory (Super, 1963) characterizes career development as a synthesizing process between a person's self-concept and the external realities of the work environment. The basic premise of the theory is that individuals choose occupations which permit them to function in a

role consistent with their self-concept. The self-concept is considered to be a function of each person's developmental history. Individuals are considered to have multipotentiality with respect to careers due to their range of capabilities and the latitude within occupations.

Stages of Development

Behaviors people engage in to implement their self-concept vocationally are functions of their stage of career development, with individuals mastering increasingly complex tasks at different life stages. To specify further the process of career development, Super (1963) identified two major life stages: the exploratory stage and the establishment stage. These stages suggest that individuals address vocational concerns in a gradual nature, from tentative probes and questions in late childhood to educational and vocational decisions in adolescence and early adulthood.

Vocational decisions are evaluated, modified, and crystallized, leading to a mature stage of elaboration of one's vocational behavior. This process occurs by means of six vocational developmental tasks: in the exploratory stage-- crystallization, specification, and implementation of a vocational preference; and in the establishment stage--stabilization, consolidation, and advancement in one's occupation.

Both internal and external factors within these stages influence choices made by the individual. These factors contribute to the narrowing of options the individual considers, with an emphasis on vocational convergence and greater specificity in behavior.

The first task, crystallization of vocational preference, requires the individual to develop occupational and self-concepts that aid in making

educated decisions about tentative vocational choices. It is during the next task, specification of a vocational preference, that individuals narrow their career direction and commit to a specific type of work or a specialized program of education or training. The third task involves actual implementation of one's vocational preference. Stabilization, the fourth developmental task, is characterized by behavior that reflects the settling into of one's chosen field of work and the use of his/her talents in an appropriate manner toward that decision. The final vocational developmental task, consolidation of status and advancement, occurs when the worker firmly establishes himself/herself, generating a secure and comfortable vocational position. These developmental tasks provide insight into the development of an individual's abilities, interests and values, and how they interact with their environment (Super, 1990).

Role and Self

Central to a theory of career development are the processes involved in the formation of one's self-concept, the translation of the self-concept into occupational terms, and its implementation. Also included are self-concept modifications and adjustment processes that occur over one's life span. The formation process of one's self-concept involves self and environmental exploration, differentiation of self from others, identification with others who serve as role models, and the playing or reality testing of these selected roles.

The translation of self-concepts into occupational terms occurs when one establishes identification with a role model, is given experience in a role, or learns that one's attributes are conducive to a certain occupation. The implementation process occurs when the individual obtains the necessary education or training needed for one's chosen occupation. An individual

considering an occupation develops a concept of occupational role by considering the expectations of others with regard to a certain position. Modifications take place after entry and further adjustments occur as capacities and role expectations change.

Role and Organizations

Role theory provides an understanding of the behavior of individuals in organizations. Katz and Kahn (1978, p. 219) propose that role concepts are "the major means for linking the individual and organizational levels of research and theory; it is at once the building block of social systems and the summation of the requirements with which such systems confront their members as individuals."

As outlined by Kahn, Wolfe, Quinn, and Snoek (1964), role theory proposes that individuals in work organizations occupy positions; and that associated with these positions are expected activities, including interactions with others, that constitute the role of the individual who occupies that position. Since an organization is a system of interdependent activity and of mutual social constraint, roles of individuals and their activities are determined by the demands and expectations of others in their role set. These other members of the organization constitute one's role set and define role expectations for appropriate behavior. These behaviors are communicated to the individual and may lead to role stress.

Role Stress

Role and role pressures have been viewed as sources of tension and psychological stress in organizations. In a set of studies widely recognized as

the pioneering work on job stress, Kahn et al. (1964) proposed role theory as a framework for thinking about stress and investigated two particular role stressors: role conflict and role ambiguity.

His research identified the following forms of role conflict: (1) intra-sender conflict, in which the demands of a single member of the role set are incompatible; (2) inter-sender conflict, in which the pressures from one member are incompatible with the pressures from other members; (3) inter-role conflict, in which the demands on one role occupied by an individual conflict with the demands of another role; and (4) person-role conflict, in which the needs and values of the individual conflict with the demands of the role. The first three conflicts – intra-sender, inter-sender, and inter-role – are a result of the expectations of others, while person-role conflict is a result of one's own expectations.

Role theory postulates that when behaviors expected of an individual are inconsistent, role conflict will occur, causing the individual to experience stress, become dissatisfied, perform with less effectiveness, and increase intent to leave the organization.

Role theory likewise postulates that role ambiguity occurs when an individual is uncertain of the behavior required to fulfill one's role (Kahn et al., 1964). This stress brought on by a lack of information about one's occupational position, often results in negative consequences for the individual. According to role theory, ambiguity concerning the content, duties, authority, and criteria of one's role increases the probability that the individual will experience anxiety, dissatisfaction, reality distortion, and lessened performance.

Purpose of the Study

The purpose of this longitudinal study was to examine the extent of career exploration of graduating college students and the relationship of career exploration to selected variables once the individuals were employed in their chosen career. Career exploration was examined in relation to role conflict, role ambiguity, met expectations, job satisfaction, organizational commitment, and intent to leave the organization. Differences according to gender and college of the individuals were also examined.

Objectives

The specific objectives were:

1. To determine the extent of involvement in the career exploration process by participants;

2. To determine whether degree of participant involvement in the career exploration process was related to role conflict and role ambiguity;

3. To determine whether degree of participant involvement in the career exploration process was related to met expectations, job satisfaction, organizational commitment, or intent to leave;

4. To determine whether the career exploration process, role conflict, role ambiguity, met expectations, job satisfaction, organizational commitment, and intent to leave differ with respect to gender; and

5. To determine whether the career exploration process, role conflict, role ambiguity, met expectations, job satisfaction, organizational commitment, and intent to leave differ according to the participant's college.

Hypotheses

The following hypotheses were tested in the study.

1. There is an inverse relationship between the extent of involvement by the participant in the career exploration process and the degree of role conflict on the job.

2. There is an inverse relationship between the extent of involvement by the participant in the career exploration process and the degree of role ambiguity on the job.

3. There is a direct relationship between the extent of involvement by the participant in the career exploration process and the degree of met expectations on the job.

4. There is a direct relationship in the extent of involvement by the participant in the career exploration process and the degree of job satisfaction.

5. There is a direct relationship between the extent of involvement by the participant in the career exploration process and the degree of organizational commitment.

6. There is an inverse relationship between the extent of involvement by the participant in the career exploration process and the degree of intent to leave the organization.

7. There are no significant differences in the scores of male and female participants on the measures of the career exploration process, role conflict, role ambiguity, met expectations, job satisfaction, organizational commitment, and intent to leave.

8. There are no significant differences among scores of individuals from the Colleges of Arts and Sciences, Business, and Home Economics on the

measures of the career exploration process, role conflict, role ambiguity, met expectations, job satisfaction, organizational commitment, and intent to leave.

Conceptual Definitions

Career Exploration – "Purposive behavior and cognitions that afford access to information about occupations, jobs or organizations that was not previously in the stimulus field" (Stumpf et al., 1983, p. 192).

Job Satisfaction – "A pleasurable affective condition resulting from one's appraisal of the way in which the experienced job situation meets one's needs, values, and expectations" (Dawis & Lofquist, 1984, p. 72).

Met Expectations – Met expectations refers to expectations that individuals bring to the job situation that are met (Porter & Steers, 1973).

Intent to Leave – "One's behavioral intention to withdraw, as distinguished from an 'attitude' (e.g., satisfaction)" (Wunder, Dougherty, & Welsh, 1982, p. 297).

Organizational Commitment – Organizational commitment refers to an individual's strong belief in and acceptance of the goals and values of the organization, a willingness to exert considerable effort accomplishing organizational goals on behalf of the organization, and a strong desire to maintain organizational membership (Mowday, Steers, & Porter, 1979).

Role Ambiguity – Role ambiguity occurs when the nature of the expected role behavior is not clearly defined (Leigh, Lucas, & Woodman, 1988).

Role Conflict – Role conflict is "the simultaneous occurrence of two or more role expectations such that compliance with one would make compliance with the other more difficult" (Katz & Kahn, 1978, p. 204).

Employee Turnover – The movement of an individual across the membership boundary of an organization (Price, 1977).

Organization of the Chapters

The significance of the problem, a theoretical framework, and the objectives and hypotheses of the study have been discussed in this chapter. A review of the literature that relates to each of the research variables is presented in Chapter II. Chapter III describes the research methodology, including the research design, population and sample, methods of data collection, and instrumentation. A manuscript based on the findings for the objectives will be found in Chapter IV. Chapter V includes additional findings and summarizes the research with implications and recommendations for further study.

CHAPTER II

LITERATURE REVIEW

Career exploration is a major construct in theories of career development, career decision-making, and employee turnover. The importance of career exploration as antecedent behaviors and cognitions to many constructs in organizational behavior has been documented in numerous studies. The results of career exploration range from proximal outcomes (e.g., acquisition of and satisfaction with information acquired) to distal outcomes (e.g., the effectiveness of one's career decision, job satisfaction, and turnover) (Stumpf et al., 1983).

Research on career exploration can help identify ways individuals can optimize the person-job congruence in their job search efforts and prevent turnover (Stumpf & Austin, 1983). The literature review is organized into four sections that relate to the variables chosen for this study. Theories of career development are discussed in the first section, followed by an overview of career exploration. Variables that influence turnover – met expectations, job satisfaction, organizational commitment, and intent to leave – are discussed next. The fourth section explores organizational stressors – role conflict and role ambiguity.

Theories of Career Development

Career development theories in the United States date back to the early nineteen hundreds when Frank Parsons (1909) advanced his trait-factor approach to vocational counseling. The trait-factor approach emphasized the importance of self-knowledge and occupational knowledge in achieving satisfactory outcomes. Parsons believed that the adjustment to the world of work was a function of the agreement between an individual's capacities and characteristics to the demands of the occupation. This theory of matching personal traits to job characteristics dominated vocational thinking and practices through the early 1950s. Since that time numerous researchers have developed and refined several major career theories.

<u>Ginzberg's Theory</u>

Ginzberg, Ginsburg, Axelrad, and Herma (1951) developed the first formal model of vocational behavior based on developmental life stages. This theory was built on the premise that the process of occupational decision-making occurs in three distinct developmental periods – the fantasy period, the tentative period, and the realistic period. The fantasy period (up to age 11) is characterized by an individual's unrealistic career interests. It is during the tentative period (age 11 to 17) that individuals define and clarify their work-related interests, skills and abilities, and the values they attach to work. As self-awareness and maturation increase, the necessity to make vocation decisions becomes more important, with vocational choices being narrowed down somewhat. The realistic period (later adolescence-early adulthood) is defined by the exploration, crystallization, and specification of chosen vocational interests. It is during these stages that individuals narrow down their vocational

choices even further, selecting a career and preparing themselves for that career choice.

Super's Theory

Ginzberg's theory was considered by many to have serious shortcomings because it failed to explain how career development occurs within each stage or how an individual advances from stage to stage (Yost & Corbishley, 1987). The theory also ignored information that was available concerning educational and career development (Osipow, 1983). To address those concerns, Super (1957, 1969) proposed a career development model based on one's self-concept. According to Super's self-concept theory, individuals develop a view of their roles, personality traits, and abilities as they grow up. Based on this self-view and what is known about various occupations, individuals attempt to translate their self-concept into an occupational concept. Super maintained that individuals organize their vocational choices to find select occupations that will best allow them to express their self-concept (values, interests, abilities, and personality characteristics).

The developmental aspects of Super's model are based on the stages of a person's lifetime. People play various roles throughout these stages and assign different salience to these roles at various points. Life is viewed as a process of change, characterized by multiple decision points. Career selection is seen not as a one time stable choice but as the cumulative result of past decisions, subject to change if satisfaction is not achieved.

Super also recognizes the importance of career maturity, the extent to which stage-appropriate career developmental tasks have been completed by an individual in relation to their peers. Individuals who show high levels of

career maturity are more ready to make a career choice than a peer with less awareness of and interest in careers.

Jordaan's Theory

Jordaan (1963) attempted to define the concept of exploratory vocational behavior so that it might be studied empirically. He defined career exploration as a set of activities undertaken for the purpose of acquiring information about one's self or environment necessary for the selection, preparation, entry into, adjustment, and progression of an occupation. He also identified ten dimensions that characterize vocational behavior. They are: intended or fortuitous, systematic or random, recognized or not recognized as exploration, self- or environment-oriented, self- or other-initiated, contemporaneous or retrospective, motor or mental, intrinsic or extrinsic, behavior-modifying or fruitless, and vocationally relevant or irrelevant. Jordaan proposed that a complex relationship exists between a person's exploratory behavior and self-knowledge. He suggested that in order for career exploration to be meaningful it should be explicit, systematic, overt, and self-initiated. Thus, exploratory activities are more beneficial if they are purposeful and have external aspects than if they are random and exist only in the mental process.

According to Jordaan, certain personal traits and environmental conditions make exploratory behavior easier to engage in. For example, individuals are more likely to engage in profitable exploration if they are able to handle the uncertainty, stress, frustration, and insecurity prior to making a decision. Exploration is also more useful if it is non-threatening and opportunities for exploration are available.

Holland's Theory

Holland (1959) outlined a theory of vocational selection which he expanded to the theory of vocational behavior (1966) and subsequently to the theory of careers (1973). Holland's theory is based on the belief that vocational preferences and interests are expressions of people's personality and that certain personality traits are attracted to and better suited for jobs with certain specific characteristics (Holland, 1985). He believes that individuals can be categorized into six personality types or some combination of the six types, and that work environments can also be described according to these six types. The theory proposes that people seek and make job choices based on the type of environment that is congruent with their personality.

The six personality types identified by Holland are realistic, investigative, artistic, social, enterprising, and conventional. Realistic personality individuals are attracted to job environments that involve mechanical, manual, technical, or agricultural skills. Investigative personalities require work that involves scientific and mathematical abilities and intellectual problem solving. An artistic individual prefers jobs that allow the use of creative skills in a non-structured environment. A person with the social personality type seeks jobs that require social, educational, and therapeutic skills while an enterprising individual seeks work that involves persuasive, manipulative, and leadership skills. Conventional personality types seek an environment that involves the systematic organization and manipulation of data. His model of the six types are arranged in a hexagon shape with closely related personality types placed next to each other. Opposite or less related personality types are positioned diametrically across from each other.

According to Holland (1985), five additional concepts important to this theory are: (1) consistency – within an individual or an environment, some pairs of types have more in common than others; (2) differentiation – some individuals or environments are more defined than others; (3) identity – the clarity and stability of an individual or environment; (4) congruence – different personality types require different environments; and (5) calculus – the relationship within and between types and environments according to the hexagon model. This theory also suggests that the development of vocational interests is a result of environment modeling and reinforcing certain behaviors.

An Overview of Career Exploration

Career exploration is the "purposive behavior and cognitions that afford access to information about occupations, jobs or organizations that was not previously held in the stimulus field" (Stumpf et al., 1983, p. 192). It is the process of collecting and evaluating career-related information. Although career exploration occurs across a wide age range (Super, 1957, 1969), it is particularly important during an individual's college years when career decisions are being made.

Individuals who engage in career exploratory behavior are believed to acquire the information about themselves and the work environment essential for wise career decisions (Jordaan, 1963). Participation in exploratory activities results in a better understanding of one's self and environment which enables individuals to develop more realistic vocational goals and plans (Sugalski & Greenhaus, 1986). According to Greenhaus and Sklarew (1981), students who have engaged in extensive exploration are more satisfied with their career decisions than students who have participated in relatively little exploration.

This is based on the supposition that exploration yields useful information about oneself and occupational choices. The quantity and quality of information obtained during the exploration process affects subsequent career outcomes such as number of job offers received, job expectations, work motivation, and satisfaction with one's chosen career (Steffy, Shaw, & Noe, 1989; Stumpf et al., 1984; Stumpf & Hartman, 1984). According to Rosenbaum (1979), the status and earnings attained in later career positions is greatly influenced by an individual's first position. The effective search for and procurement of the best initial placement is highly advantageous to overall career advancement.

A Model of Career Exploration

Stumpf et al. (1983) engaged in research to further theory development of career exploration; and to examine the effect of exploration on career development, career decisions, and job outcomes. The researchers investigated the dynamics of the exploration process and developed an instrument, the Career Exploration Survey (CES), to measure several aspects of career exploration; based on an integrative conceptual framework. The conceptual framework for the CES is derived from theories of exploration, stress, motivation, and career preference. A process model (Stumpf et al., 1983) of these variables is depicted in Figure 1. The model consists of three components: the exploration process, reactions to exploration, and beliefs about exploration.

The first component, the exploration process, involves four parts: where one explores, how one explores, how much one explores, and what one explores. The two major sources from which information is obtained are the environment and oneself. Individuals may choose to explore themselves and
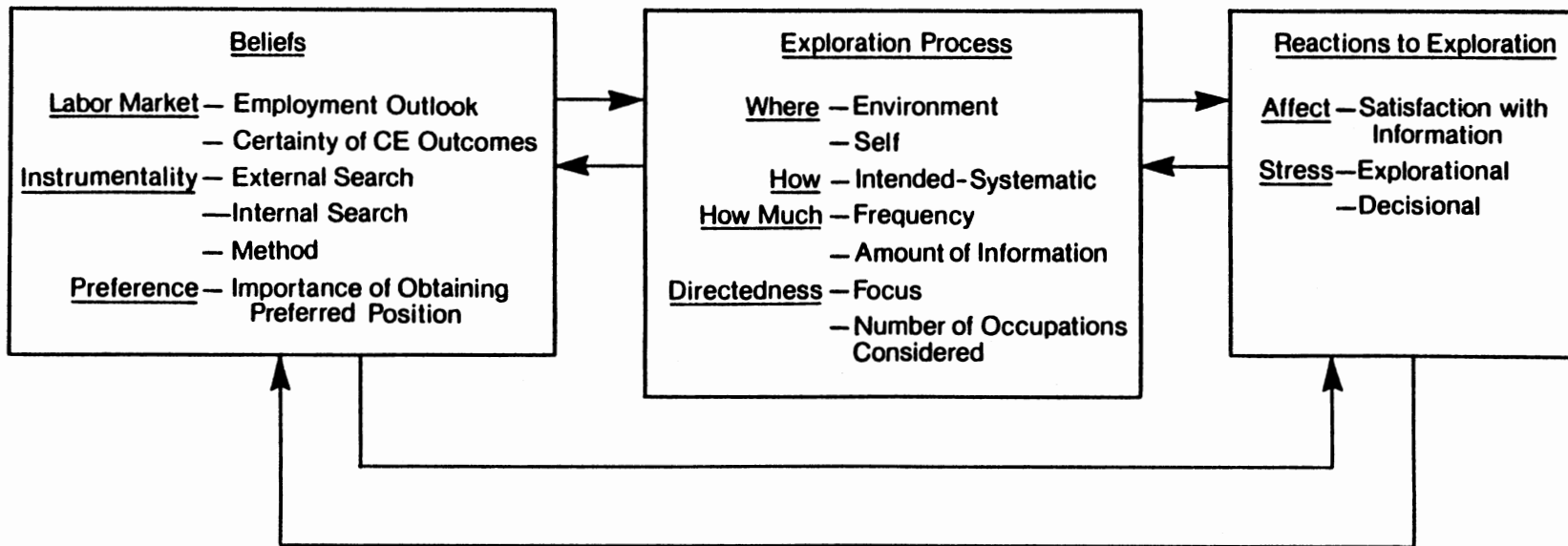
Figure 1. A Process Model of Career Exploration (Stumpf, Colarelli, & Hartman, 1983)

the environment in an intended and systematic manner--or in a fortuitous and random approach. Also important to the process is the frequency of exploration, the amount of information obtained, and the directedness of the exploration.

Reactions to exploratory behavior, the second component of the model, is the result of how one feels about the information acquired during exploration. This reaction may include satisfaction, anxiety, or stress. The third part of the conceptual model, beliefs about exploratory behaviors, addresses the individual's perceptions of the labor market and the expectations of attaining one's career goal.

Career Exploration Survey

The Career Exploration Survey contains sixteen dimensions of career exploration (Figure 2) based on the conceptual model (Figure 1). The instrument consists of seven measures of the exploration process, three reactions to exploration, and six beliefs about exploration. The development of the instrument by Stumpf et al. (1983) was outlined in four studies that provided instrument dimensionality, reliability, and validity data.

The first study consisted of the generation of items that were included in the Career Exploration Survey (CES). Items for the dimensions were generated by the authors and then pretested and revised through interviews with students who were involved in the job search process. A questionnaire was developed and administered to 252 business students enrolled at a large northeastern university. Theoretical considerations, internal consistency estimates, and factor analysis were utilized to determine the final items to be included in the instrument.

Exploration Process

Environmental Exploration. The extent of career exploration regarding occupations, jobs, and organizations within the last 3 months.

Self-Exploration. The extent of career exploration involving self-assessment and retrospection within the last 3 months.

Number of Occupations Considered. The number of different occupational areas on which one is acquiring information.

Intended-Systematic Exploration. The extent to which one acquires information on oneself and the environment in an intended or systematic manner (e.g., experimented with different career activities).

Frequency. The average number of times per week that one seeks career information over a 2-month period.

Amount of Information. The amount of information acquired on occupations, jobs, organizations, and oneself.

Focus. How sure one feels in his/her preference for a particular occupation, job, and organization.

Reactions to Exploration

Satisfaction with Information. The satisfaction one feels with the information obtained regarding occupations, jobs, and organizations relative to one's interests, abilities, and needs.

Explorational Stress. The amount of undesirable stress, relative to other significant life events, with which one has to contend, felt as a function of the career exploration process.

Decisional Stress. The amount of undesirable stress, relative to other significant life events, with which one has to contend, felt as a function of the career decision making process.

Beliefs

Employment Outlook. How favorable the employment possibilities look in one's career area.

Certainty of Career Exploration Outcomes. The degree of certainty one feels that he/she will attain a desired position.

External Search Instrumentality. The probability that exploring the environment for career opportunities will lead to obtaining career goals.

Internal Search Instrumentality. The probability that reflection on past career behavior and retrospection will lead to obtaining career goals.

Method Instrumentality. The probability that being intended and systematic in one's career exploration will lead to obtaining career goals.

Importance of Obtaining Preferred Position. The degree of importance placed on obtaining one's career preference.

Figure 2. Dimensions of Career Exploration (Stumpf, Colarelli, & Hartman, 1983)

The second study assessed the construct validity of the CES by comparing data at two points in time and across two groups of subjects. The third study examined the dimensionality of the instrument, and the fourth study examined correlates of various CES dimensions.

Career Exploration – A Motivational Process

Stumpf and Lockhart (1987) investigated career exploration in two longitudinal studies of college business students. Their findings suggest that career exploration is as much a motivational process as a behavioral one. In their first study they observed that gender, work-role salience, and work preferences had small but consistent effects on beliefs about exploration.

Women were found to view environmental and self-exploration as more instrumental than men. In their second study, work-role salience and work preferences were found to be related to beliefs about exploration. Individuals who consider work to be more salient see exploration as more instrumental and have stronger preference for their particular jobs.

Blustein (1988) examined the motivational process associated with career exploration. He found that autonomy and control orientations, which are associated with intrinsic and extrinsic sources of motivation, have a positive relationship to self-exploration and beliefs in the instrumentality of career decision-making exploration. The study revealed that highly motivated individuals explore themselves and believe in the instrumentality of activities to facilitate career decision-making. Results from another study by Blustein (1989a) lends support to the proposition that participating in exploratory activity is linked to internal motivational processes. The study found that individuals who are given a defined set of characteristics will tend to initiate exploratory

activities. The research indicates that self-efficacious beliefs about career decision-making and, to a lesser degree, goal directedness are associated with participation in environmental exploration and self-exploration.

Blustein and Phillips (1988), interested in understanding why some individuals in late adolescence were motivated to explore more than others, designed a study to look at individual and contextual factors that contribute to exploratory activity. The factors examined in this study were: the differences in decision-making style (an individual's behavior and approach to decision-making situations) and contextual anxiety (anxiety produced from stress associated with career decisions). Their findings suggest that individuals who are more thinking oriented and systematic in their decision making approach are more likely to explore and search for information about themselves and the environment. Results also suggest that exploratory stress (anxiety), such as the need to acquire information about educational and vocational alternatives, may provide the necessary incentive to engage in career exploration. In a study by Stumpf et al. (1983), results concluded that engaging in systematic exploration when exploring career alternatives lead to a greater acquisition of information and with more satisfaction with the information acquired.

Work-Role Salience

Work-role salience is defined as the perceived importance of work in an individual's life (Greenhaus & Sklarew, 1981). Individuals who report high work-role salience and high self-esteem have been found to view their preferred occupation more favorably (Greenhaus & Simon, 1976) and explore themselves and their work opportunities in greater detail than those with low

work-role salience (Greenhaus & Sklarew, 1981; Sugalski & Greenhaus, 1986).

Greenhaus and Sklarew (1981) examined factors that influenced college students' participation in career exploration and the role that anxiety played in the exploration process. The sample for the study consisted of 161 undergraduates from two New York metropolitan colleges. Their study concluded that the work-role salience held by the student was positively related to participation in self-exploration and work-related exploration. This suggests that when work is a salient part of one's self-concept, there is a real incentive to acquire work-related information. Individuals with high work-role salience were found to explore themselves and their work opportunities in greater detail than those with low work-role salience.

Upon examining anxiety, self-related exploration was positively related to satisfaction with the occupational decision of low anxiety students but was negatively related to satisfaction among high anxiety students. Low anxiety students are those individuals who typically attend to the demands of the task at hand. High anxiety individuals, in contrast, tend to direct their attention internally to their anxiety rather than to the task demands.

Low anxiety students who were dissatisfied with their occupational decision were more likely to engage in future work-related exploration than high anxiety students. Although gender was not strongly related to the variables studied, females reported a somewhat higher level of work-related exploration, work-role salience, and trait anxiety than males.

Sugalski and Greenhaus (1986) also lend support to the fact that high levels of work-role salience seem to trigger career exploration. In their examination of career exploration and goal setting among managerial employees, they found that high work-role salience and the perceived

opportunity for job mobility was associated with extensive participation in career exploration. Managers who attach substantial importance to the work role seem motivated to acquire additional career-related information. Moreover, managers who aspire to different positions in the organization engage in more career exploration than managers who intend to remain in their current positions. Exploration, however, did not seem to help managers select a career goal or become more certain about their goal.

<u>Interview Outcomes</u>

Stumpf et al. (1984) conducted a longitudinal study to examine the effects of career exploration on student interview readiness, performance, and outcomes. The three aspects of career exploration examined – environmental exploration, self-exploration, and amount of information acquired – were found to have a significant relationship to interview performance and obtaining job offers. Career exploration was found to enhance one's ability to share with the recruiter information that was of value to the recruiter, such as well planned career interests and goals. These findings underscore the critical importance of career exploration activities and interview readiness in generating career opportunities.

In a similar study, Steffy et al. (1989) evaluated the personal antecedents of job search behaviors on interview and placement outcomes of college seniors seeking employment. Antecedents hypothesized to influence level of job search included gender, behavior type, and school performance. The influence of search on recruitment, interview performance, jobs offers, and job placement outcomes were also explored. Correlational analysis suggests that being male and possessing Type A behavior characteristics (heightened

ambitiousness and competitiveness) is moderately related to conducting a more focused, systematic, and more comprehensive job search with more certainty in obtaining search goals. Though men indicated a greater focus and certainty in search outcomes, gender was not predictive of either the level of intended-systematic search or environmental exploration. Type A behavior was predictive of focus and intended systematic search. Individuals with high grade point averages had greater certainty in search outcomes, but their GPA did not influence their search behaviors. In contrast to the findings by Stumpf et al. (1984), this study concluded that job search behaviors did not consistently influence interview and placement outcomes. There was, however, minimal influence by environmental exploration and one's confidence on the number of campus interviews. Individuals who engaged in less environmental exploration experienced more stress with the search process and were less certain that they would have positive placement outcomes.

Career Decisions

Stumpf and Hartman (1984) examined the sequential process of exploration → organizational entry → socialization → commitment or withdrawal using path analysis. Career exploration was found to predict organizational entry and socialization variables. Results suggest that an individual's career exploration activities prior to and after organizational entry are important in understanding the processes that lead up to organizational commitment or withdrawal. Person-job congruence, the extent to which the person and job are perceived as being compatible, appears to be an important, intervening variable in the organizational entry to socialization process. Organizational commitment and job satisfaction were found to have a negative

relationship with intent to leave. A negative relationship was also found between organizational commitment and turnover. Environmental exploration had a positive indirect effect on organizational commitment based on the choice and socialization process, but the overall effect for the organization was negative. This suggests that the turnover process may be affected by exploration in subtle, complex ways. There was a significant negative relationship between realistic expectations and turnover, suggesting that realistic expectations about the organization may reduce turnover.

Blustein (1989b) conducted a study to identify the role of career exploration in the career decision-making process. Selected scales from the Career Exploration Survey as well as measurements of vocational planning and commitment were administered to 103 college students. Environmental exploration was found to be significantly associated with vocational commitment. Their findings suggest that students who have developed a career plan and are committed to that plan engage in exploratory activities that are environmentally focused. Beliefs in the utility of self-exploration were inversely related to vocational commitment (as assessed by the internal search instrumentality variable). However, individuals involved in the planning phase of the career decision process expressed positive beliefs about the usefulness of self-exploration.

Greenhaus et al. (1983) examined the relationship between career exploration and the development of and satisfaction with a career decision. The sample for the study consisted of 284 college students attending a southeastern university. Results indicated that occupational exploration, self-exploration, and being involved in part-time employment were positively related to the development of a career decision. Self-exploration was found to be positively related to satisfaction with the chosen career decision.

Greenhaus and Sklarew (1981) examined the effects of exploration on occupational satisfaction. Their results indicated that a person's level of trait anxiety may determine the impact of self-related exploration on satisfaction. Self-related exploration of low anxiety individuals resulted in satisfaction with the occupational decisions. There was a negative relationship between self-related exploration and occupational satisfaction among highly anxious individuals. According to the researchers, these results can be explained by the fact that highly anxious persons may not acquire information from self-exploration, may base their decision on information that is distorted, and/or react negatively to self-data.

<div align="center">Variables That Affect Turnover</div>

Employee turnover is the movement of an individual across the membership boundary of an organization (Price, 1977). This process of individuals leaving one organization for another is costly and disruptive to both the employer and the employee. Affective and behavioral variables that influence the turnover process are met expectations, job satisfaction, organizational commitment, and intent to leave. An examination of turnover models and these variables follows.

Turnover Models

Several models of the turnover process appear in organizational literature. One that receives much attention is Mobley's (1977) intermediate linkage's model (Figure 3). This model attempts to explain the mediating steps between job satisfaction and turnover by including the cognitive and behavioral processes that link the two. Job dissatisfaction was proposed to simulate
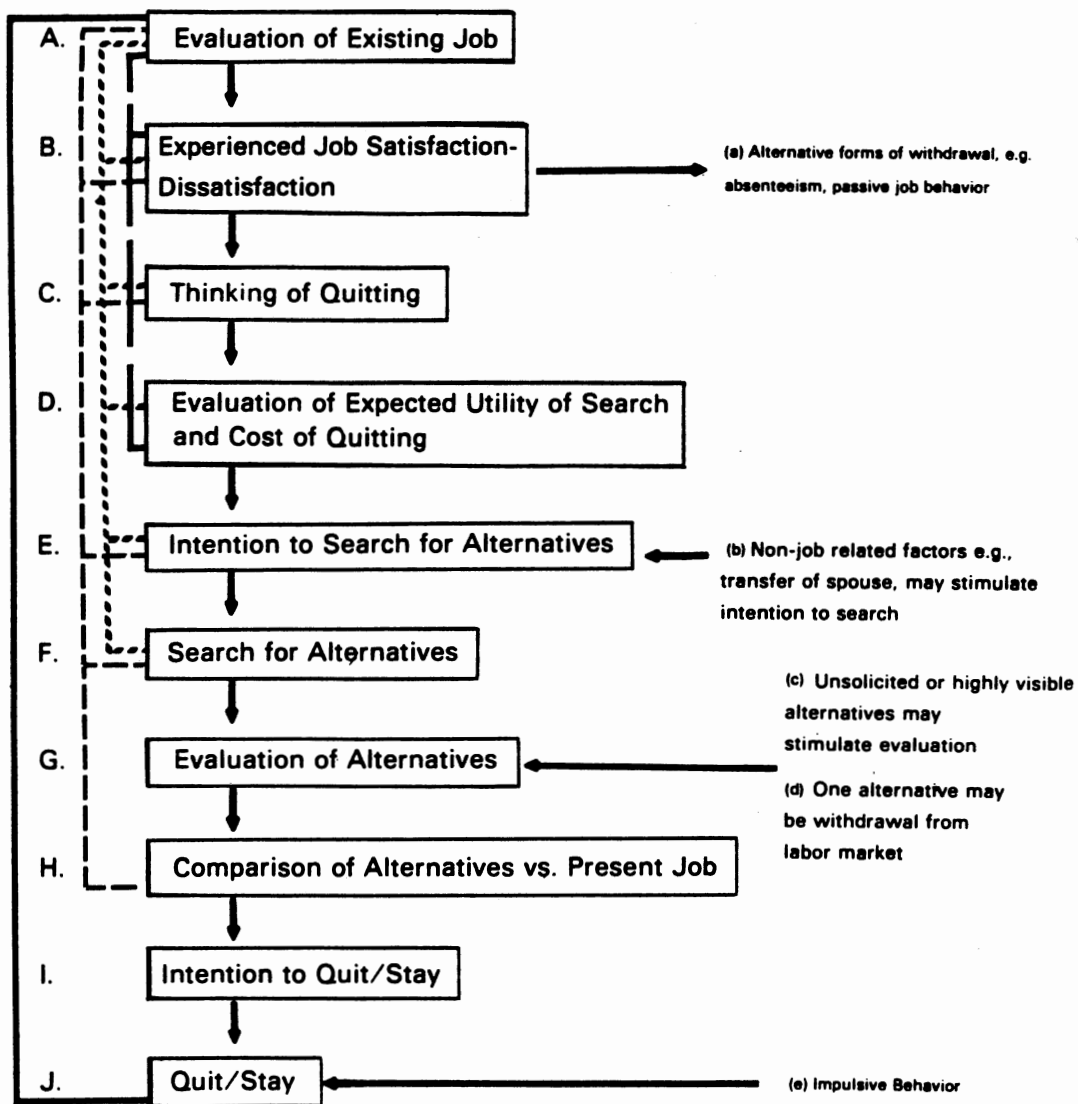
Figure 3. Intermediate Linkages Model (Mobley, 1977)

thoughts of quitting, leading to an evaluation of the utility of searching for an alternative job, to search behaviors, to the evaluation of job alternatives, to intentions to quit, and finally to turnover. Mobley identified intention to quit as the variable that immediately precedes turnover.

Mobley, Horner, and Hollingsworth (1978) tested a reduced form of the intermediate linkages model using correlation and regression analysis. The relationship of job satisfaction to the variables thinking of quitting, intention to search for an alternative job, intention to quit present job, and actual turnover were studied. Individual survey data were collected from 203 hospital employees. Turnover data were collected 47 weeks later to see who had quit and who had stayed. The results supported Mobley's model revealing that the best predictor of turnover was indeed intention to quit. Results also suggested that the effect of job satisfaction was on thinking of quitting and intention to quit rather than on actual turnover itself. Mobley's et al. (1978) findings also support the importance of search related variables and the probability of finding acceptable job alternatives in explaining turnover. Miller, Katerberg, and Hulin (1979) and Mowday, Koberg, and McArthur (1984) have also done research that lends support to the intermediate linkage's model.

A more comprehensive and expanded turnover model (Figure 4) was proposed by Mobley, Griffeth, Hand, and Meglino (1979). The researchers incorporated elements of Mobley's (1977) model as well as organizational, individual, and economic-labor variables associated with turnover. Specific factors within each of these three broad classes of variables were hypothesized to influence intention to search, intentions to quit, and actual turnover. No empirical analysis of this expanded model was found in the literature. According to Mobley (1982a) and Michaels and Spector (1982), the complexity
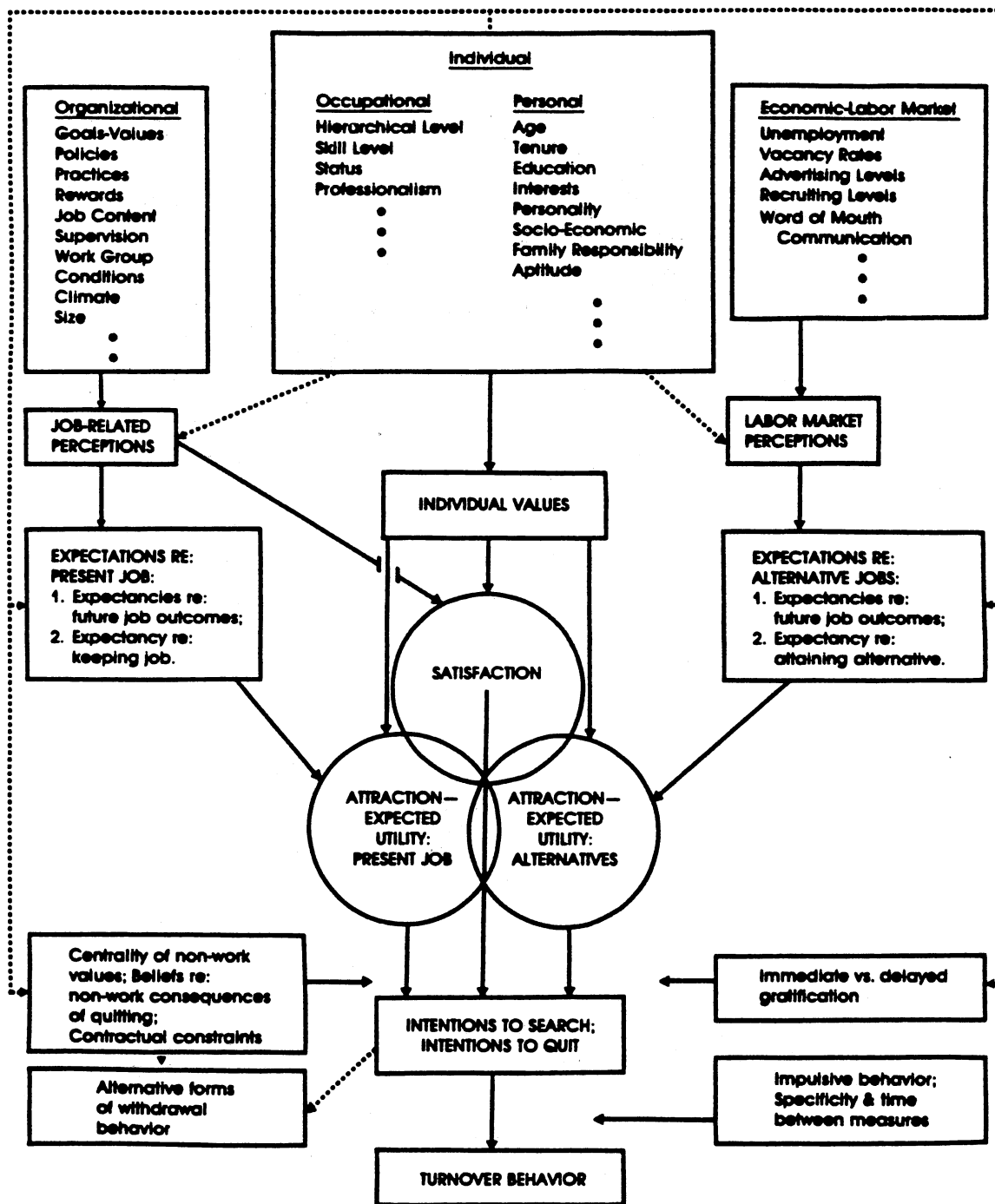
Figure 4. Expanded Model of the Employee
Turnover Process (Mobley, Griffeth,
Hand, & Meglino, 1979)

of the model makes it unlikely that any one study would be able to adequately evaluate it.

Michaels and Spector (1982) did, however, test selected variables from the model using multivariate analysis. Two additional variables, confirmed expectancy (job is like what one thought it would be) and organizational commitment were also included as contributors to the turnover process. The expectancy variable did emerge to the turnover process as an antecedent of total satisfaction and of intention. Organizational commitment was found to improve the predictability of intent to leave, although satisfaction was the strongest predictor of intent to leave. Intent to leave was found to be the most direct predictor of turnover.

Met Expectations

Porter and Steers (1973) proposed the met expectation theory as a framework for explaining major findings of turnover research. The met expectation theory is based on the premise that each individual brings to a new job or occupation his or her own unique set of expectations for a broad variety of job attributes such as the nature of the work, the supervision, and the likely outcomes. It is important that these expectations be met if the individual is to feel that staying with the organization is worthwhile. Unmet expectations may result in job dissatisfaction and turnover (Dunnette, Arvey, & Banas, 1973; Wanous, 1973, 1980).

The decision to participate or withdraw from an organization is seen as a process of balancing received or potential rewards with desired expectations. This met expectations theory is also implicit in the theoretical framework of Steers and Mowday (1981) and has created conceptual linkages in a number of

other studies (Campion & Mitchell, 1986; Dugoni & Ilgen, 1981; Wanous, 1977).

Dunnette et al. (1973), in a study of turnover of Ford Motor Company managers, found that members who left their organizations did so because their jobs were not what they had anticipated. Researchers found that of the job characteristics considered most important by the managers (salary, interesting work, opportunity to advance, accomplishment, and able to use one's abilities), the largest discrepancies occurred between expectations and the employee's actual experiences with the organization. The researchers also found that the greatest conflict in expectations occurs for one's first job, rather than for later jobs held within the same organization.

Bray, Campbell, and Grant (1979) found a similar tendency for new employees to hold unrealistic positive expectations about the job and organization. Attitudes fell from high, positive levels initially to lower levels over the first eight years for all employees. This change can be attributed to a more realistic assessment of their life and opportunities and a less positive outlook concerning their career.

According to Wanous (1977), the expectations held by outsiders of an organization are almost always inflated, with the exception being those expectations that are concrete such as pay, working hours, etc. Increasing experience in a new organization is associated with a less favorable view of it. Perceptions of the present and expectations of the future seem to drop for those who have recently joined the organization and continue to do so for at least a year. The realistic portrayal of the organization to new members has been shown to reduce the turnover for a wide variety of organizations.

The importance of met expectations to turnover is reconfirmed in a study by Campion and Mitchell (1986). The sample for the study consisted of former and

current managers of a large southern electronics firm. Former managers, when compared to current managers, described their jobs not only lower on motivation and satisfaction features, but they also reported a greater degree of transition and adjustment problems with more unmet expectations and greater job stress.

Job Satisfaction

Job satisfaction is an affective state representing a person's overall like or dislike for the work position occupied (Lofquist & Dawis, 1984). Lofquist and Dawis (1969) and their associates in the Work Adjustment Project at the University of Minnesota participated in a study of job satisfaction and worker adjustment with implications for career development theory. From this study came the theory of work adjustment which has been revised and modified. According to Dawis and Lofquist (1984), individuals possess certain abilities that can be used to fulfill work requirements. Individuals also possess certain needs that they expect to have fulfilled at work. The interaction between the work personality and the work environment is defined as "correspondence." The effort of the individual to achieve and maintain "correspondence" with the work environment is called "work adjustment" and can systematically be related to job effectiveness, satisfaction, and tenure.

Job satisfaction is a major variable in the theory of work adjustment. Satisfaction is an indicator of the degree of success an individual achieves in maintaining correspondence with the work environment. Lofquist and Dawis (1984) define job satisfaction as a "pleasurable affective condition resulting from one's appraisal of the job situation in terms of one's needs, values and expectations" (Lofquist & Dawis, 1984, p. 72).

The theory of work adjustment is further made operational by the development of a number of instruments including the Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Dawis, England, and Lofquist (1967) for the assessment of numerous organizational features. According to Roberson (1990), this scale is one of the most frequently used instruments of job satisfaction.

Interest in the consequences of job satisfaction has generated a tremendous volume of research (Locke, 1983). Studies have revealed support for the positive effects of job satisfaction on a variety of individual and organizational effectiveness variables. Gruneberg (1979) identified factors that relate to job satisfaction from a review of literature. Factors that were found to relate to the job itself include success, recognition, application of skill (specialization, job variety, job autonomy, and task identity), and job involvement. Context factors found to relate to job satisfaction are pay, security, workgroups, supervision, participation, role conflict and ambiguity, organizational structure, and organizational climate.

The positive effect of job search on job satisfaction has been documented in studies by Feldman (1976) and Stumpf and Hartman (1984). Gutteridge and Ullman (1973) found that search extensiveness and search intensiveness were positively correlated with job satisfaction and tenure on an individual's first job. Students who collected detailed information on a large number of firms expressed greater satisfaction with their job search, made faster career progress, and had longer tenure on their initial job.

Smart, Elton, and McLaughlin (1986) lend support to the proposition that job satisfaction is positively related to the congruence between an individual's personality type and their organizational environment. This is consistent with

Holland's theory that congruence between one's personality type and environmental type is positively correlated with satisfaction.

Satisfaction has also been shown to play a significant role in absenteeism and turnover (Mobley, 1982a; Mobley, 1982b; Mobley et al., 1978; Porter & Steers, 1973; Steers & Rhodes, 1978) with dissatisfied employees being more likely to leave than satisfied ones. Individuals who are highly dissatisfied with their jobs are more willing to expend the energy necessary to facilitate career change than will those whose job satisfaction is high. Taylor and Weiss (1972) studied employees of a discount chain in Minnesota to compare the effectiveness of satisfaction and biographical data in predicting turnover. They found that satisfaction was a better predictor of individuals who leave their jobs than age, number of dependents, education, and sex.

Organizational Commitment

Commitment has been identified as an important variable in understanding the work behavior of employees in organizations. Findings suggest that organizational commitment may be a better predictor of turnover than job satisfaction (Koch & Steers, 1978; Porter, Steers, Mowday, & Boulian, 1974). Organizational commitment is characterized by the slow, consistent development of a relationship between an employee and the organization. Job satisfaction, on the other hand, reflects more immediate and unpredictable reactions to specific aspects of the work environment. Porter, Crampon, and Smith (1976) and Steers (1977) suggest that commitment is a consequence of job satisfaction and a precursor of an individual's intent to leave or stay with an organization.

Organizational commitment has been characterized by a diversity of definitions in the empirical literature. Mowday et al. (1979) defined commitment as a strong belief in and acceptance of organizational goals and values, a willingness to exert considerable effort toward the accomplishment of organizational goals, and a strong desire to maintain organizational membership. According to Reichers (1986), this definition of commitment and the Organizational Commitment Questionnaire developed by Mowday et al. (1979) have become synonymous with commitment and have provided consistency to the study of organizational commitment and its antecedents.

Mowday et al. (1979) developed and validated the Organizational Commitment Questionnaire (OCQ) to provide researchers with a good commitment measure. In their study, they collected validity and reliability data for various types of employees in different work environments, administering the instrument to more than 2,500 employees. Their findings suggest commitment is as good as satisfaction, if not better, in predicting turnover. The Organizational Commitment Questionnaire was found to be a homogeneous measure, that is relatively stable over short periods of time. Consistent relationships were found between commitment and measures of employee turnover, absenteeism, tenure in the organization, and performance on the job. The theory underlying the commitment construct suggests that highly committed employees will perform at higher levels than less committed employees and will be less inclined to leave their jobs.

Steers (1977) proposed a commitment model of the antecedents and consequences of organizational commitment to aid in future research endeavors. The antecedents identified for the study were personal characteristics, job characteristics, and work experiences. Personal characteristic variables included such areas as achievement, age, and

education. Job characteristic variables included task identity, opportunities for social interaction, and feedback. Work experience variables included extent individuals' expectations were met on the job, personal investment and worth to the organization, group attitudes toward the organization, and the organization's commitment to the employees. These antecedents were found to be significantly related to commitment, with work experience having the highest correlation. Commitment was found to be positively related to the behavioral outcomes of desire and intent to remain with the organization but negatively related to actual turnover. Steer's (1977) model further suggests that the nature and quality of one's work experience in the organization has a direct influence on an individual's attachment and commitment to the organization.

Intent to Leave

Research has suggested that behavioral intentions to stay with or leave an organization is a strong predictor of turnover (Mobley et al., 1979; Porter & Steers, 1973). In fact, several studies have shown intentions to be more predictive of turnover than job satisfaction.

Intentions are defined as statements regarding the specific behavior of interest (in this case turnover) which captures the individual's perceptions and evaluation of alternatives (Mobley et al., 1979). Intentions are determined mainly by the satisfaction, attraction, and expected utility of one's present job in relation to the attraction and expected utility of alternative jobs. These determinants can be moderated by one's work values and the non-work consequences of quitting.

Mobley et al. (1978) studied intent to quit along with several other variables to predict turnover among hospital employees. The other variables

examined included age, tenure, satisfaction, thoughts of quitting, intention to search, probability of finding another job, and actual turnover. They concluded that intention to quit was the only variable that had a direct effect on turnover. Job dissatisfaction was found to have an effect on thinking of quitting and intention to search rather than turnover itself.

Miller et al. (1979) conducted research to evaluate the empirical validity of the Mobley et al. (1978) turnover model. The seven variables were collapsed into four general constructs: withdrawal behavior (turnover), withdrawal cognitions (intention to quit, intention to search, thinking of quitting), job satisfaction, and career mobility (age, tenure, probability of finding an acceptable alternative). Results indicated that turnover was influenced by job satisfaction and career mobility only through withdrawal cognitions. Their findings are consistent with those of Mobley et al. (1978) and lend support to the model's validity and internal consistency.

Intent to quit was found to be the direct result of organizational commitment and job satisfaction in a study by Stumpf and Hartman (1984). Data were collected from business graduates over an eighteen-month period. Career exploration data were collected two to three months prior to organizational entry, organizational socialization data were collected two or three months after organizational entry, and withdrawal data were collected eight to nine months after entry. Organizational commitment was found to be a stronger predictor of intent to leave than job satisfaction. These findings were also consistent with those of Wunder et al. (1982) in a study that tested a causal model of role stress and turnover of marketing managers and professionals. Path analysis was used to support the satisfaction → commitment → intention sequencing of variables. Organizational commitment was found to have a strong negative direct effect on intent to quit.

Organizational Role Stressors

Role theory has been suggested as a framework in which to examine the behavior of individuals in organizations. Kahn et al. (1964) utilized role theory as a framework for examining job stress and role stressors, in particular role conflict and role ambiguity. According to Leigh et al. (1988), much of the research and theoretical development of role theory has concentrated on these two role stress constructs.

Role conflict and role ambiguity are the result of individuals and organizations that are dysfunctional. Role conflict occurs when the behaviors expected of an individual are inconsistent. Individuals experiencing this stress become dissatisfied, resulting in decreased job performance, individual satisfaction, and organizational effectiveness (Rizzo, House, & Lirtzman, 1970).

Role ambiguity develops when job responsibilities and accompanying tasks are not clearly defined. Individuals who are unclear or do not know how to proceed with critical tasks in the organization often experience stress. The resulting behavior of the employee can include dissatisfaction with one's role, anxiety, distortion of reality, and lowered job performance (Kahn et al., 1964).

Individuals experiencing role conflict and role ambiguity are likely to avoid the work situation by numerous absences or by leaving the organization (Kahn et al., 1964). According to many researchers, role conflict and role ambiguity are positively related to emotional distress, job dissatisfaction, and withdrawal behaviors.

Rizzo et al. (1970) developed and tested questionnaire measures of role conflict and role ambiguity. The two constructs were found to be factorially identifiable and independent. They found that role conflict and role ambiguity correlated with measures of organizational and managerial practices,

leadership behavior, and with member satisfaction, anxiety, and propensity to leave the organization. In their study, role conflict and role ambiguity measures correlated negatively with job satisfaction, organizational practices, and leadership behaviors; and weak but positive with anxiety and propensity to leave. Role ambiguity exhibited a higher correlation with the satisfaction variable than did role conflict.

Schuler, Aldag, and Brief (1977) examined the role conflict and ambiguity scales developed by Rizzo et al. (1970) on data collected from six samples in four different organizations. The researchers evaluated psychometric properties of the scales and measured correlations with additional attitudinal and behavior variables. Factor analysis and coefficients of congruency validated the two scales developed by Rizzo et al. (1970). Findings also suggest that high levels of conflict and ambiguity may prevent employees from believing that their tasks are high in identity, autonomy, or feedback. High levels of organizational conflict and ambiguity may also result in lowered levels in employees' effort-performance and reward-performance probabilities.

Hackman and Oldham (1975) found role conflict and ambiguity to be valid constructs in organizational behavior research. Their findings suggest that role conflict and ambiguity are associated with lowered job involvement and job satisfaction, lowered expectations, and lesser task motivation.

The consequences of stress and the precursors of voluntary turnover were examined in a study by Wunder et al. (1982). Their findings suggest role stressors can lead to employee turnover through a sequence of intervening variables. The causal sequence of their model included the precursors of turnover-role conflict, role ambiguity, and role overload extending through job satisfaction, organizational commitment, intention to resign, and actual turnover. Path analysis was used to support the linkages from role stressors to employee

resignation. Each of the role stressors were found to have a direct, negative effect upon job satisfaction. Organizational commitment had a strong, negative effect upon intent to quit and intent to quit had a direct effect upon turnover.

CHAPTER III

METHODOLOGY

The purpose of the study was to examine the extent of career exploration of graduating college students and the relationship of career exploration to selected variables once the individuals were employed in their chosen career. Career exploration was examined in relation to role conflict, role ambiguity, met expectations, job satisfaction, organizational commitment, and intent to leave the organization.

A review of the current literature yielded few studies that addressed the relationship of exploration to job-related variables or to the overall process by which individuals explore, enter, become committed to, or leave organizations. There were, however, many studies which examined a portion of the process.

In this chapter the research design utilized for this study is discussed in the first section, followed by a description of the population and sample. The methods of data collection are discussed in the third section, followed by a description of the research instruments. The fifth section addresses statistical analysis employed in the study.

Research Design

The sample survey was the research design utilized for this study. Survey research involves the collection and quantification of data. Sample survey methods are used for the study of a portion or sample of a population for the

purpose of making estimated assertions about the nature of the total population from which the sample was selected (Babbie, 1973).

Population and Sample

The population for the study consisted of those undergraduate Oklahoma State University students who graduated in May and July of 1988 and were seeking employment. A volunteer sample was utilized to fulfill the objectives of the study. Students who had registered with the University Placement Service were selected as the sampling frame. The placement service was considered a good source for identifying students who were actively seeking employment.

Students were asked to respond to a career exploration survey near their time of graduation from college. After one year on the job, the graduates who had responded to the first survey were sent a second survey measuring their job attitudes and expectations.

Methods of Data Collection

In order to meet the objectives of the study, data were collected at two points: (career exploration was measured as students completed their college degrees and searched for jobs,) and job attitudes and expectations were measured after they had been on the job for approximately one year.

Names, addresses, and phone numbers were obtained for all students listed with the Oklahoma State University Placement Service. Data collection for the first survey began April 1988 and was completed in August 1988. Questionnaires were printed and mailed to all students on the placement service list (Appendix A). Each questionnaire was coded with a five-digit number for follow-up purposes. The first page of the questionnaire consisted of

a cover letter explaining the purpose of the study. A self-addressed stamped return envelope was also included with each questionnaire.

Students were given three weeks to return the questionnaire. Those not responding were mailed a second questionnaire with an insert encouraging them to respond and another return envelope. After three weeks, the researcher made two attempts to contact each non-respondent by phone. Students were encouraged to complete and return the questionnaire. Additional questionnaires were sent to those individuals who had lost or misplaced theirs.

Individuals responding to the first questionnaire on career exploration were sent a job attitudes and expectations questionnaire approximately one year later (Appendix B). Data collection for the second survey began in June 1989 and was completed in August 1989. Included with each questionnaire were a cover letter from the researcher and a self-addressed stamped return envelope. The same follow-up procedures used for the first questionnaire were also employed for the second questionnaire.

Instrumentation

A review of the literature was conducted to select appropriate measurement instruments that would address the objectives of the study. Instruments chosen had been previously tested and were found to be valid and reliable measures of career exploration (Stumpf et al., 1983), met expectations (Campion & Mitchell, 1986), role conflict/role ambiguity (Rizzo et al., 1970), job satisfaction (Weiss et al., 1967), organizational commitment (Mowday et al., 1979), and intent to leave (Mitchel, 1981). A description of the selected instruments and reliability coefficients for each measure is discussed below.

Career Exploration

The Career Exploration Survey was developed by Stumpf et al. (1983) for the purpose of measuring exploratory behavior. The survey is made up of 59 items that measure 16 dimensions of career exploration. These dimensions are grouped into three categories: the Career Exploration Process, Reactions to Exploration, and Beliefs About Exploration. The Career Exploration Process measures career search behaviors and consists of seven scales: Environmental Exploration, Self-Exploration, Intended-Systematic Exploration, Amount of Information, Focus, Frequency, and Number of Occupations Considered. The second category, Reactions to Exploration, included three scales: Satisfaction with Information, Explorational Stress, and Decisional Stress. And the third category, Beliefs About Future Exploration, includes six scales: Employment Outlook, Certainty of Career Exploration Outcomes, External Search Instrumentality, Internal Search Instrumentality, Methods Instrumentality, and Importance of Obtaining Preferred Position.

The questionnaire was part of a larger study. In this study, only the seven scales of the Career Exploration Process (CEP) were used. These included: Environmental Exploration (six items), Self-Exploration (five items), Intended-Systematic Exploration (three items), Amount of Information (three items), Focus (five items), Frequency (one item), and Number of Occupations Considered (one item).

Scale reliabilities for the CEP, as calculated by Cronbach's alpha, were reported from .74 to .88 (Stumpf et al., 1983). The single items measuring frequency and the number of occupations considered were not included. The 24 items that make up the CEP are listed in Appendix C. Students responded on a five-point Likert-type scale that utilized several anchor labels depending

on the question/statement format. The item responses in each of the scales were summed. An overall career exploration process score was obtained by summing all 24 items.

Role Conflict and Role Ambiguity

Role expectation knowledge was measured by levels of role conflict and role ambiguity using a scale developed by Rizzo et al. (1970) (Appendix C). Kuder-Richardson internal consistency reliabilities ranged from .816 to .820 for role conflict and from .780 to .808 for role ambiguity. The use of this scale is supported by Schuler et al. (1977). Their findings suggest the scale exhibits concurrent validity and has an internal consistency reliability greater than .75. The 28-item scale is composed of 15 role conflict items and 13 role ambiguity items. The original scale had 14 role ambiguity items, but one item (I am corrected or rewarded when I really do not expect it) was deleted after factor analysis was performed. Individuals responded to a seven-point Likert-type scale ranging from "very false" (1) to "very true" (7). Responses were summed to obtain a score for role conflict and a score for role ambiguity.

Met Expectations

A 14-item job dimension scale refined by Campion and Mitchell (1986) and based on measures by Dunnette et al. (1973) was used to examine participant job expectations (Appendix C). Campion and Mitchell (1986) reported an internal consistency score greater than .85 using Cronbach's alpha. Subjects responded to a three-point Likert-type scale ranging from "did not meet expectations" (1) to "fully met expectations" (3). Responses to the 14 items were summed to obtain a met expectations score.

Job Satisfaction

Job satisfaction was measured by the short form of the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967). According to Scarpello and Campbell (1983), the MSQ is one of the most researched satisfaction instruments available. The MSQ (Appendix C) measures 20 dimensions of job satisfaction: ability utilization, achievement, activity, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision-human relations, supervision-technical, variety, and working conditions. Response choices for each MSQ item range from "very dissatisfied" (1) to "very satisfied" (5). The 20 items are summed to yield a general satisfaction score. The Hoyt reliability coefficients ranged from .87 to .92. Construct validity is derived from the MSQ performing according to theoretical expectations of the Theory of Work Adjustments. Studies of occupational group differences support concurrent validity.

Organizational Commitment

The organizational commitment variable was measured using 11 items from Mowday's et al. (1979) 15-item measure (Appendix C). Items in the Mowday et al. (1979) scale regarding intention to quit were not utilized in this study. Other researchers have criticized these statements and have chosen to use the scale without them (Stumpf & Hartman, 1984). Coefficient alpha estimates of reliability in the Stumpf & Hartman (1984) study were .93. Subjects responded to a seven-point Likert-type format ranging from "strongly disagree" (1) to "strongly agree" (7). Responses to the 11 items were summed to obtain an organizational commitment score.

Intent to Leave

The intent to leave measure was developed by Mitchel (1981). In his study, the coefficient alpha reliability was .64. Subjects responded to a five-point Likert-type scale ranging from "not accurate at all" (1) to "extremely accurate" (5). In the present study a seven-point response format was used with anchors suggested by Good (1987), "strongly disagree" (1) to "strongly agree" (7). The seven-point scale allows the researcher to intersperse the intent to leave items with the organizational commitment items. Responses to the four items were summed to obtain an intent to leave score. The Cronbach's alpha reliability coefficient for Good's (1987) study was .81.

Statistical Analysis of the Data

The demographic data were summarized using descriptive statistics. Frequencies were calculated for the following variables: gender, age, work experience, marital status, number of children, college, and salary.

Pearson product-moment correlation analyses were used to investigate the relationship between the extent of involvement by the participant in the career exploration process and role conflict, role ambiguity, met expectations, job satisfaction, organizational commitment, and intent to leave (hypotheses 1-6). Correlational analysis was used to describe the nature and strength of relationships between variables. Pearson product-moment correlation coefficient is a parametric technique requiring continuous data (Huck, Cormier, & Bounds, 1974).

Multivariate analysis of variance (MANOVA) and analysis of variance (AOV), inferential statistics, were used to test hypotheses 7 and 8. MANOVA is used to compare groups and determine if there are differences between the

groups when more than one dependent variable is involved (Huck et al., 1974). If significant overall differences are found one-way AOV is performed for each dependent variable. Analysis of variance is designed to determine if the means between two or more groups are different enough to be attributed to something other than sampling error (Huck et al., 1974). MANOVA's using Wilks' Lambda Criterion were performed to evaluate the effect of gender and college on the eight career exploration variables and six job-related variables. The career exploration MANOVA was found to be significant, requiring further analysis to determine which selected variables contributed to this significance. Gender was treated as the independent variable and one-way AOV tests were performed for each of the dependent variables of amount of information, focus, intended-systematic exploration, environmental exploration, self-exploration, frequency, number of occupations, and the career exploration process (hypothesis 7). The procedure was repeated with college serving as the independent variable (hypothesis 8). When significant differences occurred using AOV, Tukey's post hoc test was utilized to determine where the differences actually occurred.

Factor analysis was utilized on each scale to determine the dimensional stability of the items that comprise the scale. Internal consistency reliabilities were calculated for each scale using Cronbach's alpha coefficients (Cronbach, 1951).

CHAPTER IV

RELATIONSHIP OF CAREER EXPLORATION BEHAVIOR OF COLLEGE GRADUATES TO SUBSEQUENT JOB-RELATED VARIABLES

Manuscript

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Abstract

The purpose of the study was to examine the extent of career exploration of graduating college students and its relationship to subsequent job attitudes and behaviors. Career exploration was examined in relation to role conflict, role ambiguity, met expectations, job satisfaction, organizational commitment, and intent to leave the organization. Gender and major in college were also considered. The research design utilized sample survey techniques and employed previously tested, valid, and reliable measures. Data were collected at two points: career exploration was measured as students completed their college degrees, while job attitudes and expectations were measured after the graduates had been on the job for approximately one year. Pearson product-moment correlation, MANOVA, and analysis of variance were utilized. Findings indicated that focus during career exploration was significantly related to job satisfaction ($p<.05$). There were significant differences due to gender and college for career exploration variables but not for job-related variables.

Introduction

The transition from college to the work environment is one of the more critical stages in an individual's career. Rapid social, economic, and technological changes in the work place have made successful entry into the work environment a salient issue for many college students. Students participate in career exploration activities to assist them in making career decisions in this transition stage. The relationship of career exploration participation to subsequent job attitudes and behaviors is the focus of the study.

Career exploration involves activities undertaken for the purpose of obtaining information that will aid in the selection of, preparation for, and entry into organizations (Jordaan, 1963). According to Stumpf et al. (1983), the exploration process involves where an individual explores, how an individual explores, how much an individual explores, and what an individual explores.

The two major sources from which information is obtained are the environment and oneself. Environmental exploration has been found to have a positive effect on receiving job interviews and job offers (Stumpf et al., 1984) and with commitment to one's career choice (Blustein, 1989b). Self-exploration

is positively associated with obtaining job offers (Stumpf et al., 1984) and with satisfaction with one's career decision (Greenhaus et al., 1983). According to London and Stumpf (1982), in order for individuals to compete effectively for career opportunities they need to assess their skills, interests, and potential work-roles; and they should identify career objectives based on self-knowledge.

The manner in which individuals explore themselves and the environment is also important. Individuals may choose to explore in an intended and systematic manner or in a random unplanned fashion. Osipow (1983) suggests that in order for career exploration to be useful, it should be explicit, systematic, and self-initiated.

Also important to the career exploration process is the frequency of exploration, amount of information obtained, and the directedness of the exploration (Stumpf et al., 1983). According to Stumpf and Hartman (1984), obtaining more information leads to a more accurate and realistic view of jobs, organizations, and labor market conditions. Amount of information is also positively related to job-related outcomes, including increased interview performance, and increased callback interviews (Stumpf et al., 1983). Blustein (1989b) suggests that students who are clear about their career plans and committed to them tend to participate in exploratory activities that are environmentally focused.

Career development theory suggests that career exploration activities are instrumental in helping individuals to obtain the self-awareness and occupational knowledge needed to specify and implement their career choices (Stumpf et al., 1983; Stumpf & Hartman, 1984). Career exploration that precedes entry into an organization influences job-related decisions, attitudes, and commitment to that organization (Mowday, Porter, & Steers, 1982). This

process by which individuals explore, enter, become committed to, or leave organizations is of concern to both the individual and organization since turnover can be costly and disruptive.

Career exploration has been found to help individuals develop more realistic job expectations, leading to greater job satisfaction, longer tenure, and less intention to leave the job (Stumpf & Austin, 1983; Stumpf & Hartman, 1984). Research suggests that individuals who proceed without the benefit of exploration are less likely to participate in successful career decision-making and job implementation behaviors (Grotevant et al., 1986; Phillips & Strohmer, 1983; Stumpf et al., 1984). Successful career decisions are important since one's job will have a tremendous effect on the individual's quality of life; influencing their economic status, productivity, lifestyle, and psychological well-being.

Method

A longitudinal study was utilized to examine the extent of career exploration of graduating college students and the relationship of career exploration to selected variables once the individuals were employed in their chosen careers.

In order to meet the objectives of the study, data were collected at two points: career exploration was measured as students completed their college degrees and searched for jobs, and job attitudes and expectations were measured after the graduate had been on the job for approximately one year. Data were collected by mail questionnaire, with three follow-up attempts made for non-respondents. The volunteer sample consisted of all undergraduate students who were registered with the on-campus placement service of a large

south central university. Of the 533 students mailed the questionnaire, 14 could not be reached and 19 were not seeking employment. From the remaining 500, 218 (44%) responded.

The characteristics of the sample are presented in Table I. Approximately 57 percent of the respondents were females and almost half (46.3 percent) of the respondents were 22 years old. With respect to work experience, 52.1 percent had less than 1 year, with almost 32 percent having from 1-3 years experience. The majority of the respondents were single (83.5 percent) with no children (97.2 percent). The largest group of participants were in the College of Business (67.4 percent) followed by the College of Arts and Sciences (16.0 percent) and the College of Home Economics (14.7 percent). The Colleges of Agriculture and Education were represented by less than 2 percent combined. Of the 97 participants who responded to the optional salary question, 34 percent indicated a salary range of $15,000 - $20,000, while 35 percent indicated a higher salary range of $20,001 - $25,000.

Those 218 individuals who responded to the first questionnaire measuring career exploration were mailed a second questionnaire after they had been on the job for approximately one year. Eighteen of these individuals were not utilized in the sample (nine could not be reached and nine were unemployed), leaving a total of 200. Of this 200, 154 (77%) responded.

Measures

The study utilized previously tested, valid, and reliable instruments. The instruments and the researchers who devised and tested them are career exploration (Stumpf et al., 1983), met expectations (Campion & Mitchell, 1986), role conflict/ambiguity (Rizzo et al., 1970), job satisfaction (Weiss et al., 1967),

TABLE I

SAMPLE CHARACTERISTICS

Characteristics	Frequency	%
Gender		
Female	124	56.9
Male	94	43.1
Age		
20 and under	3	1.4
21	43	19.7
22	101	46.3
23	43	19.7
24 and over	28	12.9
Work Experience		
None	40	18.4
Less than 1 year	73	33.7
1-3 years	69	31.8
4 or more years	35	16.1
Marital Status		
Single	182	83.5
Married	25	11.5
Other	11	5.0
Children		
None	212	97.2
1 or more	6	2.8
College		
Arts & Sciences	35	16.0
Home Economics	32	14.7
Business	147	67.4
Agriculture	3	1.4
Education	1	0.5
Salary (n = 97)		
Below $15,000	15	15.5
$15,001 - 20,000	33	34.0
$20,001 - 25,000	34	35.0
$25,001 - 30,000	15	15.5

organizational commitment (Mowday et al., 1979), and intent to leave (Mitchel, 1981). Factor analysis was employed to check the item structure of the instruments. Internal consistency reliabilities measured by Cronbach's alpha are also presented for each scale.

Career Exploration

Career exploration can be defined as "purposive behavior and cognitions that afford access to information about occupations, jobs or organizations that was not previously in the stimulus field" (Stumpf et al., 1983, p. 192). Stumpf et al. (1983) constructed a set of scales that measure career exploration behaviors. The career exploration process is comprised of the following components: environmental exploration (six items), self-exploration (five items), intended-systematic exploration (three items), focus (five items), amount of information (three items), number of occupations considered (one item), and frequency (one item).

Sample items of the environmental exploration scale include "Went to various career orientation programs" and "Obtained information on specific jobs or companies." Examples of self-exploration scale items are "Reflected on how my past integrates with my future career" and "Been retrospective in thinking about my career." Sample items of the intended-systematic exploration are "Experimented with different career activities" and "Sought opportunities to demonstrate skills." Individuals responded to these three scales (environmental, self and intended-systematic) by indicating their extent of exploration on a five-point Likert response scale ranging from "little" (1) to "a great deal" (5).

Individuals responded to the amount of information scale on a five-point Likert format, an example being "I currently have a moderate amount of

information on how I'll fit into various career paths" (1) to "I have thoroughly explored myself and know what to seek and what to avoid in developing a career path" (5).

Individuals responded to items in the focus scale on a five-point Likert scale ranging from "not too sure" (1) to "very sure" (5). Example items include: (how sure are you) "That you know the type of job that is best for you" and "That you know the type of organization you want to work for?"

Subjects were also asked to respond to two questions concerning the frequency that one sought career information in the last few months and the number of occupations considered. Frequency was measured by the question, "On the average, how many times per week have you specifically sought information on careers within the last few months?" Individuals were asked to respond on a five-point Likert scale ranging from "5 or less" (1) to "21+" (5). Number of occupations considered was measured by the question, "How many occupational areas are you investigating?" Individuals responded on a five-point Likert scale ranging from "1" (1) to "5 or more" (5). The Cronbach coefficient alphas were: .78 for the amount of information scale, .90 for the focus scale, .72 for the intended-systematic scale, .81 for the environmental exploration scale, and .84 for the self-exploration scale.

Met Expectations

Met expectations refers to expectations that individuals bring to the job situation that are met (Porter & Steers, 1973). The 14-item expectation scale used for this study was refined by Campion and Mitchell (1986) and based on measures by Dunnette et al. (1973). Subjects indicated the degree to which their jobs had met their expectations by responding to a three-point Likert-type

format. Answers ranged from "did not meet expectations" (1) to "fully met expectations" (3). Examples of scale items are: "To have interesting work" and "To have a high level of responsibility." The Cronbach coefficient alpha was .92.

Role Conflict and Role Ambiguity

Role conflict occurs when there are inconsistent expectations between role demands and an individual's personal needs and values (Leigh et al., 1988). Role ambiguity results when the nature of the expected role behavior is not clearly defined (Leigh et al., 1988). These two role stressors were assessed by a role conflict/ambiguity scale developed by Rizzo et al. (1970). The scale is comprised of 15 role conflict items and 13 role ambiguity items. The original scale had 14 role ambiguity items, but one item (I am corrected or rewarded when I really do not expect it) was deleted after factor analysis was performed and it failed to load in the unrotated matrix. Individuals were asked to respond to the extent to which each statement described the condition that existed in their jobs. The seven-point Likert-type scale ranged from "very false" (1) to "very true" (7). Sample role conflict statements include "I have enough time to complete my work" (reverse scored) and "I work under incompatible policies and guidelines." Examples of role ambiguity items include "I know what my responsibilities are" (reverse scored) and "I am uncertain as to how my job is linked to others." Cronbach coefficient alphas were .80 for role conflict and .76 for role ambiguity.

Job Satisfaction

Job satisfaction is the "positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1983, p. 1300). Job satisfaction was measured using the 20-item short form of the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967). This instrument was selected because of its demonstrated psychometric properties. Respondents indicated their satisfaction or dissatisfaction with each statement on a five-point Likert-type scale. Responses ranged from "very dissatisfied" (1) to "very satisfied" (5). Sample items included in the scale were: "The chance to do something that makes use of my abilities" and "The feeling of accomplishment I get from the job." The MSQ Cronbach coefficient alpha for this study was .91.

Organizational Commitment

Organizational commitment is one's feelings of identification with and loyalty to a particular organization. This variable was measured using 11 items from Mowday's et al. (1979) 15-item measure of organizational commitment. The four items that measured intent to leave were not utilized due to the selection of another intent to leave instrument. Subjects indicated their agreement or disagreement with each item on a seven-point Likert-type scale ranging from "strongly disagree" (1) to "strongly agree" (7). Sample items included, "I am proud to tell others that I am part of this organization" and "For me, this is the best of all possible organizations for which to work." The Cronbach coefficient alpha for this study was .92.

<u>Intent to Leave</u>

Intent to leave, one's behavioral intention to withdraw, was measured using a four-item scale developed by Mitchel (1981). Subjects rated their agreement or disagreement to each statement on a seven-point Likert-type scale ranging from "strongly disagree" (1) to "strongly agree" (7). Example statements include: "I plan to be with this company for a while" (reverse scored) and "Sometimes I get so irritated I think about changing jobs." Intent to leave items were distributed among the organizational commitment items. The Cronbach coefficient alpha for this study was .88.

Hypotheses

The following hypotheses were addressed.

1. There is an inverse relationship between the extent of involvement by the participant in the career exploration process and the degree of role conflict on the job.

2. There is an inverse relationship between the extent of involvement by the participant in the career exploration process and the degree of role ambiguity on the job.

3. There is a direct relationship between the extent of involvement by the participant in the career exploration process and the degree of met expectations on the job.

4. There is a direct relationship in the extent of involvement by the participant in the career exploration process and the degree of job satisfaction on the job.

5. There is a direct relationship between the extent of involvement by the participant in the career exploration process and the degree of organizational commitment on the job.

6. There is an inverse relationship between the extent of involvement by the participant in the career exploration process and the degree of intent to leave the organization.

7. There are no significant differences in the scores of male and female participants on the measures of the career exploration process, role conflict, role ambiguity, met expectations, job satisfaction, organizational commitment, and intent to leave.

8. There are no significant differences among scores of individuals from the Colleges of Arts and Sciences, Business, and Home Economics on the measures of the career exploration process, role conflict, role ambiguity, met expectations, jobs satisfaction, organizational commitment, and intent to leave.

Results

Table II presents the characteristics of the scales used in this study. Included are the number of items, observed range of scores, means, standard deviations, and coefficient alphas. The coefficient alphas were computed using Cronbach's alpha technique to determine the internal consistency reliabilities. The range of reliabilities as previously discussed were from a low of .72 for the intended-systematic exploration scale to a high of .92 for the organizational commitment scale and .92 for the met expectations scale. According to Nunnally (1978) reliabilities of .70 or higher are acceptable for this type of research.

TABLE II

INSTRUMENT CHARACTERISTICS

Scales	N	Number of Items	Observed Range	Mean	SD	Coefficient Alpha
Instrument 1 - at graduation						
Career Exploration Process	218	24	18-102	69.95	14.25	.88
Amount of Information	217	3	3-15	8.15	2.62	.78
Focus	218	5	5-25	15.22	5.12	.90
Intended-Systematic Exploration	217	3	3-15	6.93	2.68	.72
Environmental Exploration	217	6	6-30	18.71	5.05	.81
Self-Exploration	217	5	5-25	17.22	4.40	.84
Frequency	213	1	1-5	1.51	0.82	--
Number	203	1	1-5	2.66	1.01	--
Instrument 2 - one year later						
Job Satisfaction	154	20	20-98	74.67	12.63	.91
Organizational Commitment	154	11	19-77	56.49	12.95	.92
Intent to Leave	154	4	3-28	15.02	6.97	.88
Met Expectations	154	14	14-42	30.62	7.11	.92
Role Conflict	154	15	21-73	49.51	12.58	.80
Role Ambiguity	154	13	20-69	42.79	10.29	.76

Table III presents the Pearson product-moment correlation matrix for the variables investigated. The findings for each hypothesis are discussed below.

TABLE III

PEARSON CORRELATION COEFFICIENTS
AMONG STUDY VARIABLES

Variables	AI	F	ISE	EE	SE	FR	NO	CEP	IL	OC	RC	RA	JS	ME
Amount of Information (AI)	--													
Focus (F)	.49**													
Intended-Systematic Exploration (ISE)	.35**	.32**												
Environmental Exploration (EE)	.51**	.33**	.53**											
Self-Exploration (SE)	.19*	.04	.29**	.39**										
Frequency (FR)	.07	.17*	.22**	.27**	.02									
Number of Occupations (NO)	-.12	-.26**	.09	-.00	.22**	.04								
Career Exploration Process (CEP)	.66**	.62**	.68**	.82**	.60**	.28**	.05							
Intent to Leave (IL)	.02	-.09	.07	.02	.15	.02	.06	.06						
Organizational Commitment (OC)	.06	.09	-.04	-.01	-.05	-.05	-.05	-.00	-.82**					
Role Conflict (RC)	.03	-.02	.10	.13	-.01	.07	.01	.07	.49**	-.52**				
Role Ambiguity (RA)	-.04	-.14	-.01	-.04	-.12	.01	-.04	-.10	.35**	-.44**	.68**			
Job Satisfaction (JS)	.02	.17*	.03	.02	-.06	.07	-.07	.04	-.66**	.70**	-.44**	-.46**		
Met Expectations (ME)	.05	.12	.04	.02	-.01	.03	-.01	.06	-.70**	.69**	-.35**	-.34**	.75**	--

n = 152 to 154 due to missing responses.
*p < .05
**p < .01

Career Exploration and Role Conflict

The first research hypothesis maintained that there would be an inverse relationship between the participant's involvement in the career exploration process and the role conflict experienced on the job. The relationships between career exploration components and role conflict are shown in Table III. None of the variables correlated significantly ($p < .05$). However, there was a slight direct relationship between environmental exploration and role conflict that approached significance ($r=.13$, $p=.09$). Individuals who participate in more environmental exploration may experience more role conflict once on the job.

Career Exploration and Role Ambiguity

The second research hypothesis postulated that there would be an inverse relationship between extent of involvement by the participant in career exploration and role ambiguity on the job. There were no variables that correlated significantly ($p < .05$). Focus and role ambiguity approached significance with a slight negative relationship ($r=-.14$, $p=.09$). This suggests that greater focus during career exploration might result in less role ambiguity on the job.

Career Exploration and Met Expectations

The third research hypothesis proposed that there would be a direct relationship between extent of involvement in the career exploration process and met expectations on the job. This was not supported by the study. No relationship was found to exist between career exploration components and met expectations.

Career Exploration and Job Satisfaction

The fourth research hypothesis predicted that there would be a direct relationship in the extent of involvement in career exploration and job satisfaction experienced on the job. One component of the career exploration process, focus, was found to have a significant direct relationship with job satisfaction ($r=.17$, $p=.04$). This suggests that being focused during career exploration was related to greater satisfaction on the job.

Career Exploration and Organizational Commitment

The fifth research hypothesis maintained that there would be a direct relationship between involvement in career exploration and organizational commitment on the job. This was not supported by the study. No relationship was found between career exploration components and organizational commitment.

Career Exploration and Intent to Leave

The sixth research hypothesis proposed that there would be an inverse relationship between career exploration participation and intent to leave one's job. The study found no significant inverse relationship between variables ($p<.05$). There was, however, a direct relationship that approached significance between self-exploration and intent to leave ($r=.15$, $p=.07$). This suggests that students who participated in more self-exploration may have a greater intent to leave the organization.

<u>Differences Due to Individual's Gender with</u>

<u>Respect to Career Exploration Components</u>

<u>and Job-Related Variables</u>

Multivariate analysis of variance (MANOVA) and analysis of variance (AOV) were performed to examine the seventh research hypothesis: there are no significant differences between male and female scores with regard to the career exploration process, role conflict, role ambiguity, met expectations, job satisfaction, organizational commitment, and intent to leave. MANOVA's using Wilks' Lambda Criterion were calculated to determine the effect of gender on the career exploration variables (F=2.06, p=.05) and on the job-related variables (F=.42, p=.87). The significant result for the career exploration variables indicated the use of AOV to determine exactly which variables were contributing to this significance. The AOV results are shown in Table IV. Only one study variable, intended-systematic exploration, was found to have a significant difference due to gender (F=8.54, p=.00). Females had higher intended-systematic exploration scores than males.

<u>Differences Due to Individual's College with</u>

<u>Respect to Career Exploration Components</u>

<u>and Job-Related Variables</u>

The eighth research hypothesis maintained that there would be no significant differences among individuals' scores from different colleges, Business, Home Economics, and Arts and Sciences, with respect to the career exploration and job-related measures. (The Colleges of Agriculture and Education were not included because there were not enough responses to analyze.) MANOVA's using Wilks' Lambda Criterion were calculated to

TABLE IV

ANALYSIS OF VARIANCE WITH RESPECT TO GENDER

| Variable | Mean (N) | | F | Probability of F | Adjusted R^2 |
	Male	Female			
Amount of Information	8.08 (93)	8.21 (124)	0.14	0.71	-.00
Focus	15.06 (94)	15.34 (124)	0.16	0.69	-.00
Intended-Systematic Exploration	6.32 (93)	7.38 (124)	8.54	0.00	.03
Environmental Exploration	18.34 (93)	18.99 (124)	0.88	0.35	-.00
Self-Exploration	16.76 (93)	17.56 (124)	1.73	0.19	.00
Frequency	1.59 (94)	1.45 (119)	1.36	0.24	.00
Number of Occupations	2.73 (89)	2.60 (114)	0.88	0.35	-.00
Career Exploration Process	71.26 (94)	68.21 (124)	2.47	0.12	.01

determine the effect of college on the career exploration variables (F=2.27, p=.01) and the job-related variables (F=.85, p=.60). Table V presents the results of the AOV for career exploration.

Several findings indicated significant differences between career exploration components and colleges. These components include amount of information, focus, intended-systematic exploration, environmental exploration, and number of occupations considered. Amount of information obtained during career exploration was significant (F=3.07, p=.05) with respect to college but due to the conservative nature of the Tukey test no specific differences were

TABLE V

ANALYSIS OF VARIANCE WITH RESPECT
TO COLLEGE

Variable	College[a]	M[b]	N	F	Probability of F	Adjusted R^2
Amount of Information	AS	7.63	(35)	3.07	0.05	.02
	HE	9.13	(32)			
	B	8.04	(146)			
Focus	AS	14.69	(35)	6.29	0.00	.05
	HE	18.06	(32)			
	B	14.65	(147)			
Intended-Systematic Exploration	AS	7.63	(35)	5.32	0.01	.04
	HE	7.94	(32)			
	B	6.53	(146)			
Environmental Exploration	AS	17.71	(35)	3.11	0.05	.02
	HE	20.59	(32)			
	B	18.57	(146)			
Self-Exploration	AS	17.20	(35)	2.52	0.08	.02
	HE	18.84	(32)			
	B	16.95	(146)			
Frequency	AS	1.54	(35)	0.07	0.93	-.00
	HE	1.47	(30)			
	B	1.51	(144)			
Number of Occupations	AS	2.94	(35)	2.99	0.05	.02
	HE	2.31	(26)			
	B	2.65	(139)			
Career Exploration Process	AS	69.34	(35)	6.14	0.00	.05
	HE	77.81	(32)			
	B	68.37	(147)			

[a]Colleges include: AS=Arts & Sciences; HE=Home Economics; and B=Business.

[b]The brackets point to the significantly different pairs of means as determined by the Tukey post hoc test.

declared. Focus was found to be different by college (F=6.29, p=.00). The post hoc test revealed that home economics students were more focused in their career exploration than business or arts and sciences students. Intended-systematic exploration also revealed significant differences by college (F=5.32, p=.01). Home economics majors were found to explore their career options in a more intended and systematic manner than business majors.

Environmental exploration differs significantly by college (F=3.11, p=.05). Home economics students were found to engage in more environmental exploration than arts and sciences students. Number of occupations considered also revealed differences by college (F = 2.99, p = .05). Arts and sciences majors had investigated more occupational areas than home economics majors.

Examining all of the components of the career exploration process combined reveals a total score that differs by college (F=6.14, p=.00). The Tukey test indicated that home economics majors had higher total career exploration process scores than business and arts and sciences students.

Discussion

The first hypothesis predicted that there would be an inverse relationship between the extent of career exploration involvement and role conflict experienced on the job. Of the seven components in the career exploration process, no relationships were significant (p<.05); however, environmental exploration was approaching significance (p=.09) and was directly, not inversely, related to role conflict. This suggests that students who participated in more environmental exploration may experience more role conflict once employed. Although current research does not provide us with explanations for this outcome, Steffy et al. (1989) contend that individuals who have several alternative job choices may experience greater tension and conflict six to twelve months after they have accepted a position over whether they chose the best job offer. According to Mowday et al. (1982) and Stumpf and Hartman (1984), increased environmental exploration provides individuals with alternative job

possibilities that may result in job offers several months after individuals have accepted employment, precipitating conflict and turnover.

The second hypothesis predicted that there would be an inverse relationship between the extent of career exploration involvement and role ambiguity experienced on the job. None of the career exploration components were significant ($p<.05$); however, focus was inversely related to role ambiguity ($p=.09$) which approached significance. Results suggest that greater focus during career exploration may result in less role ambiguity on the job. Role theory (Kahn et al., 1964) postulates that individuals experience stress, role ambiguity, when they are uncertain of the behavior required to fulfill their job. Being focused about one's career might help one to accumulate information about one's occupational position, thus reducing role ambiguity. The more focused individuals are about their career choice, the more effort they can put into learning about the job duties and responsibilities of the job role.

A third hypothesis predicted a direct relationship between the extent of career exploration involvement and met expectations on the job. No significant relationship was found. This is contrary to Wanous' (1980) findings that expectations regarding one's job and organization are influenced by information obtained during exploration.

The fourth hypothesis predicted a direct relationship between the extent of career exploration involvement and job satisfaction experienced on the job. Focus was the only career exploration component that was significantly related to satisfaction ($p=.04$). Results maintain that greater focus during the exploration process was related to greater satisfaction on the job. Greenhaus et al. (1983) found exploration activities to be positively related to satisfaction with the career decision.

The fifth hypothesis predicted a direct relationship between the extent of career exploration involvement and organizational commitment experienced on the job. No significant relationship was found. This is contrary to the findings of Stumpf and Hartman (1984) who found that environmental exploration had a direct effect on organizational commitment. Blustein (1989b) also found environmental exploration to be significantly associated with commitment to a career decision.

The sixth hypothesis predicted an inverse relationship between the extent of career exploration involvement and intent to leave the organization. No significant relationship was found (p<.05); however, self-exploration had a relationship with intent to leave that was approaching significance (p=.07), but it was a direct, not an inverse relationship, as predicted. The results suggest that persons who participated in more self-exploration may have more intent to leave the organization. These findings were not expected since self-exploration helps individuals identify their strengths and weaknesses, aiding in the selection of a compatible job. However, Sarason (1972) contends that highly anxious individuals tend to distort and/or misinterpret job information. They found that the greater the self-exploration of anxious individuals, the greater the amount of distorted information that these individuals utilized to choose occupations, resulting in inappropriate decisions and intent to leave.

The seventh hypothesis predicted no significant differences between male and female responses to career exploration components, role conflict, role ambiguity, met expectations, job satisfaction, organizational commitment, and intent to leave. No significant differences were found by gender regarding job-related variables. However, one career exploration component, intended-systematic exploration, was found to have a significant difference due to gender (p=.00). This is contrary to results by Steffy et al. (1989) who found that men

had greater focus and certainty in the job search, but gender was not significant with intended-systematic exploration or environmental exploration. Stumpf and Hartman (1984) found that gender correlated weakly but significantly with some career exploration variables.

The eighth hypothesis predicted no significant differences among students' scores by college (Business, Home Economics, and Arts and Sciences), with respect to career exploration and job-related measures. Significant differences ($p \leq .05$) were found by college for the career exploration variables but no differences were found by college for any of the job-related variables. Home economics students were more focused during career exploration than business or arts and sciences students. Home economics students also had participated more in intended-systematic exploration than had business students and more in environmental exploration than arts and sciences students. Arts and sciences students had, however, investigated more occupational areas than home economics students. Examining all the career exploration components combined revealed that home economics majors had higher scores than business and arts and sciences majors. These findings were consistent with Stumpf's et al. (1983) findings that there were differences in the scores of CES dimensions by academic major. In their study, focus was found to vary the most by major.

The findings of this study suggest the importance of focus during career exploration on subsequent job outcomes. Focus seemed to reduce role ambiguity and increased job satisfaction. According to Stumpf et al. (1983), the focus of exploration is the extent to which individuals know the type of job, occupation or organization they want to pursue for employment purposes. These results suggest that career exploration opportunities that would help individuals become focused or directed in their exploration process should be a

major consideration. Opportunities to explore career fields can be provided to students through guest speakers, study trips, mentorship programs, and occupational information. Colleges should continue to incorporate work experiences into their curriculum through the placement of students into internship programs. Student support services should also provide tests and measures to assist individuals in defining and narrowing their career interests.

According to Greenhaus and Connolly (1982), colleges need to provide students with opportunities for constructive career exploration so that students might better understand themselves and available career opportunities. A greater understanding of career exploration and its relationship to job-related variables should strengthen the student's career planning process.

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CHAPTER V

SUMMARY, ADDITIONAL FINDINGS, IMPLICATIONS,

AND RECOMMENDATIONS

Numerous research studies have been conducted on how individuals develop occupational preferences and decide upon a given vocational choice. However, few studies have addressed the relationship of exploration to job-related variables or to the process by which individuals explore, enter, become committed to, or leave organizations.

The purpose of the current study was to examine the extent of career exploration of graduating college students and the relationship of career exploration to selected variables once the individuals were employed in their chosen career. Career exploration was examined in relation to role conflict, role ambiguity, met expectations, job satisfaction, organizational commitment, and intent to leave the organization. Differences according to gender and college of the students were also examined.

The objectives of the study were: 1) to determine the extent of involvement in the career exploration process by participants; 2) to determine whether degree of participant involvement in the career exploration process was related to role conflict and role ambiguity; 3) to determine whether degree of participant involvement in the career exploration process was related to met expectations, job satisfaction, organizational commitment, or intent to leave; 4) to determine whether the career exploration process, role conflict, role ambiguity, met

expectations, job satisfaction, organizational commitment, and intent to leave differ with respect to gender; and 5) to determine whether the career exploration process, role conflict, role ambiguity, met expectations, job satisfaction, organizational commitment, and intent to leave differ according to the participant's college.

Summary of Procedures

Participants in the study were undergraduate students completing their college degrees and registered with the Oklahoma State University Placement Service. Data were collected at two points: 1) career exploration was measured as the students completed their college degrees and searched for jobs and 2) job attitudes and expectations were measured after the graduates had been on the job for approximately one year.

A career exploration questionnaire was mailed to 533 students of which 500 were applicable to the study. Students not responding in three weeks were mailed a follow-up questionnaire, followed by two telephone attempts. A total of 218 (44%) usable questionnaires were received.

Approximately one year later a job attitudes and expectations questionnaire was mailed to the 218 individuals who had responded to the first questionnaire. Eighteen of the 218 were not usable, leaving a total of 200. The same follow-up procedures were utilized for this questionnaire, resulting in 154 (77%) total respondents.

Pearson correlations, multivariate analysis of variance utilizing Wilks' Lambda Criterion, analysis of variance, and Tukey post hoc tests were employed to test the hypotheses.

Summary of Findings

Frequency analysis indicated that the sample was predominantly single (83.5%), 21-22 years old (66%) with slightly more females (56.9%) than males.

Cronbach's coefficient alpha was utilized to measure scale reliabilities. Reliabilities for scales used in this study were deemed acceptable with a range from .72 to .92. The first through sixth research hypothesis utilized Pearson correlation to examine the extent of career exploration and its relationship to subsequent job attitudes and behaviors. The first research hypothesis maintained that there would be an inverse relationship between the participant's involvement in the career exploration process and the role conflict experienced on the job. The study found no significant inverse relationship (p<.05). However, a slight direct relationship between environmental exploration and role conflict that approached significance (r=.13, p=.09) was noted. This suggests that environmental exploration may be related to role conflict once on the job; however, additional study is needed in this area.

The second research hypothesis postulated that there would be an inverse relationship between extent of involvement by the participant in career exploration and role ambiguity on the job. The researcher found no significant inverse relationship (p<.05). There was, however, a slight negative relationship that approached significance between focus and role ambiguity (r=-.14, p=.09). This suggests that greater focus during career exploration might result in less role ambiguity on the job.

The third research hypothesis proposed that there would be a direct relationship between extent of involvement in the career exploration process and met expectations on the job. The researcher found no significant direct relationship (p<.05).

The fourth research hypothesis predicted that there would be a direct relationship in the extent of involvement in career exploration and job satisfaction experienced on the job. Focus was found to have a direct significant relationship with job satisfaction (r=.17, p=.04). This suggests that being focused during career exploration is related to greater satisfaction on the job.

The fifth research hypothesis maintained that there would be a direct relationship between involvement in career exploration and organizational commitment on the job. The researcher found no significant direct relationship.

The sixth research hypothesis proposed there would be an inverse relationship between career exploration participation and intent to leave one's job. The researcher found no significant inverse relationship (p<.05). However, there was a direct relationship between self-exploration and intent to leave that approached significance (r=.15, p=.07). This suggests that students who participate in more self-exploration may have a greater intent to leave the organization; however, more testing is needed in this area.

The seventh and eighth research hypotheses were tested by multivariate analysis of variance utilizing Wilks' Lambda Criterion, analysis of variance, and the Tukey post hoc test. The seventh research hypothesis postulated there would be no significant differences between male and female scores with regard to the career exploration process, role conflict, role ambiguity, met expectations, job satisfaction, organizational commitment, and intent to leave. A significant difference due to gender was identified for intended-systematic exploration (F=8.54, p=.00).

The eighth research hypothesis of the study maintained that there would be no significant differences among individuals' scores from the different colleges of Business, Home Economics, and Arts and Science, with respect to

the career exploration and job-related measures. Five career exploration variables were found to be significant ($p \leq .05$): amount of information (F=3.07, p=.05), focus (F=6.29, p=.00), intended-systematic exploration (F=5.32, p=.01), environmental exploration (F=3.11, p=.05), and number of occupations considered (F=2.99, p=.05). The Tukey post hoc test revealed that home economics students were more focused in their career exploration than business or arts and sciences students, explored their career options in a more intended-systematic manner than business majors, and engaged in more environmental exploration than arts and sciences students. Arts and sciences majors had investigated more occupational areas than home economics majors. Home economics majors had higher total career exploration process scores than business and arts and sciences students.

Additional Findings

Factor analysis, using Principal Components technique with varimax rotation, was employed to check the item structure of the instruments used in this study. The results are presented below.

Career Exploration

The career exploration process variables from Stumpf's et al. (1983) Career Exploration Survey were factor analyzed. The single items measuring frequency and number of occupations considered were not included. The factor analysis, Table VI, extracted five factors--focus, self-exploration, environmental exploration, amount of information, and intended-systematic exploration. All items loaded appropriately and consistently with Stumpf's et al. (1983) research. The five factors explained 64.5 percent of the variation in the data.

TABLE VI

FACTOR ANALYSIS OF CAREER EXPLORATION

Item	Factor 1 Focus	Factor 2 Self-Exploration	Factor 3 Environmental Exploration	Factor 4 Amount of Information	Factor 5 Intended-Systematic Exploration	h^2
How sure are you that you know the type of job that is best for you	.78					.72
How sure are you that you know the type of organization you want to work for	.82					.71
How sure are you that you know exactly the occupation you want to enter	.82					.74
How sure are you in your preference for a specific organization	.81					.71
How sure are you in your preference for a specific position	.82					.76
Reflected on how my past integrates with my future career		.76				.65
Focused my thoughts on me as a person		.76				.59
Contemplated my past		.81				.67
Been retrospective in thinking about my career		.73				.59
Understood a new relevance of past behavior for my future career		.76				.62
Investigated career possibilities			.61			.51
Went to various career orientation programs			.62			.50
Obtained information on specific jobs or companies			.80			.67
Initiated conversations with knowledgeable individuals in my career area			.53			.47

TABLE VI (continued)

Item	Factor 1 Focus	Factor 2 Self-Exploration	Factor 3 Environmental Exploration	Factor 4 Amount of Information	Factor 5 Intended-Systematic Exploration	h^2
Obtained information on the labor market and general job opportunities in my career area			.66			.62
Sought information on specific areas of career interest			.68			.67
How much information do you have on what one does in the career area(s) you have investigated				.61		.52
I currently have a **moderate** amount of information on jobs, organizations, and job market / I currently have **a lot** of information on jobs, organizations and job market				.78		.74
I currently have a **moderate** amount of information on how I'll fit into various career paths / I have **thoroughly explored** myself and know what to seek and what to avoid in developing a career path				.81		.77
Experimented with different career activities					.76	.65
Sought opportunities to demonstrate skills					.69	.65
Tried specific work roles to see if I liked them					.76	.65
Percent total explained variation	16.8	14.2	14.0	10.2	9.3	64.5
Percent common explained variation	26.0	22.0	21.7	15.8	14.4	

Varimax rotation was used to determine factor structure.

Note: h^2 indicates communality estimate.

Common variation, the percentage of the total explained variation for each factor, appears in the table. Also reported are the communality (h^2) estimates, the amount of explained variation by factor, for each item.

Job Satisfaction

The short form of the Minnesota Satisfaction Questionnaire (Weiss et al., 1967) was factor analyzed yielding five factors – extrinsic, intrinsic, authority, value, and security satisfaction. Results of the analysis appear in Table VII. The five factors explained 63.2 percent of the variation in the data.

Research by Weiss et al. (1967) had confirmed the presence of two factors -- extrinsic and intrinsic satisfaction. In this study, the first factor, Extrinsic Satisfaction, explained 20.4 percent of the total variation and 32.3 of the common variation. Factor I resembles Weiss et al. (1967) extrinsic factor. Factors 2-5 corresponded to Weiss et al. (1967) intrinsic factor, together explaining 42.8 percent of the total variation and 67.8 percent of the common variation.

Organizational Commitment

Table VIII indicates that two factors were extracted for the organizational commitment scale (Mowday et al., 1979). The first factor, Organization Commitment, explains 44.3 of the 66.3 percent total variation explained. Factor 2 contained items (labeled Organizational Satisfaction) that explained only 22.0 percent of the total explained variation. Several items loaded on both factors and are placed in parentheses.

TABLE VII

FACTOR ANALYSIS OF JOB SATISFACTION

Item	Factor 1 Extrinsic Satisfaction	Factor 2 Intrinsic Satisfaction	Factor 3 Authority Satisfaction	Factor 4 Value Satisfaction	Factor 5 Security Satisfaction	h^2
The way my supervisor handles his/her workers	.73					.64
The competence of my supervisor in making decisions	.71					.69
The way company policies are put into practice	.74					.59
My pay and the amount of work I do	.55					.38
The way my co-workers get along with each other	.56					.58
The praise I get for doing a good job	.68					.50
The working conditions	.56			(.44)		.59
The chances for advancement on this job	.59				(.48)	.72
The freedom to use my own judgment	(.43)		.70			.75
The chance to try my own methods of doing the job	(.44)	(.34)	.62			.75
The feeling of accomplishment I get from the job	(.37)	.53	(.44)			.63
Being able to keep busy all the time		.63			(.43)	.62
The chance to do different things from time to time		.67				.59

TABLE VII (Continued)

Item	Factor 1 Extrinsic Satisfaction	Factor 2 Intrinsic Satisfaction	Factor 3 Authority Satisfaction	Factor 4 Value Satisfaction	Factor 5 Security Satisfaction	h^2
The chance to be "somebody" in the community		.64				.56
The chance to do something that makes use of my abilities		.73				.74
The chance to do things for other people			.72			.65
The chance to tell people what to do			.74			.61
The chance to work alone on the job				.77		.68
Being able to do things that don't go against my conscience				.69		.65
The way my job provides for steady employment					.73	.72
Percent total explained variation	20.4	13.7	13.5	8.7	6.9	63.2
Percent common explained variation	32.3	21.7	21.4	13.8	10.9	

Varimax rotation was used to determine factor structure. Items which loaded on more than one factor are placed in parentheses.

Note: h^2 indicates communality estimate.

TABLE VIII

FACTOR ANALYSIS OF ORGANIZATIONAL COMMITMENT

Item	Factor 1 Organizational Commitment	Factor 2 Organizational Satisfaction	h^2
I am willing to put a great deal of effort beyond that normally expected in order to help this organization be successful	.68		.57
I talk up this organization to my friends as a great organization to work for	.80		.77
I am proud to tell others I am a part of this organization	.81		.71
I am extremely glad that I chose this organization to work for over others that I was considering at the time I joined the company	.81		.71
For me, this is the best of all possible organizations for which to work	.84		.74
I really care about the fate of this organization	.78		.65
This organization really inspires the very best in me in the way of job performance	.72	(.42)	.69
I find that my values and the organization's values are very similar	.56	(.49)	.56
Deciding to work for this organization was a definite mistake on my part (R)	(.46)	.62	.60
I feel very little loyalty to this organization (R)		.71	.59
Often, I find it difficult to agree with this organization's policies on important matters relating to its employees (R)		.83	.70
Percent total explained variation	44.3	22.0	66.3
Percent common explained variation	66.8	33.2	

Varimax rotation was used to determine factor structure. Items which loaded on more than one factor are placed in parentheses.

Note: (R) indicates item was reverse scored
h^2 indicates communality estimate

Intent to Leave

The Intent to Leave Scale (Mitchel, 1981) contained four items which loaded on one factor, making varimax rotation impossible to do. This factor explained 74.1 percent of the total variation (Table IX), suggesting that the measure has discriminate validity.

TABLE IX

FACTOR ANALYSIS OF INTENT TO LEAVE

Item	Factor 1 Intent to Leave	h^2
I plan to be with this company for a while (R)	.90	.81
Sometimes I get so irritated I think about changing jobs	.73	.54
I plan to be with this company five years from now (R)	.91	.83
I would turn down an offer from another company if it came tomorrow (R)	.89	.79
Percent total explained variation	74.1	
Percent common explained variation	100.0	

Varimax rotation was not possible with one factor.

Note: (R) indicates item was reverse scored
   h^2 indicates communality estimate

Role Conflict

The Role Conflict scale (Rizzo et al., 1970) measured four dimensions of role conflict: 1) conflict between the time, resources, or capabilities of the focal person and the defined role behavior; 2) conflict between the focal person's internal standards or values and the defined role behavior; 3) conflicting expectations and organizational demands in the form of incompatible policies, conflicting requests from others, and incompatible standard of evaluation; and 4) conflict between several roles for the same person which require different or incompatible behaviors or changes in behavior as a function of the situation. In general, the analysis supported the four dimensions set forth by Rizzo et al. (1970), explaining 54.3 percent of the total variation in role conflict (Table X). Factor 1, Resource Conflict, contributed 18.9 percent of this total.

Role Ambiguity

The results of factor analysis of Rizzo's et al. (1970) Role Ambiguity scale appears in Table XI. Rizzo et al. (1970) defined two dimensions of role ambiguity that should be present in the instrument: 1) the predictability of the outcomes or responses to behavior and 2) the existence of clarity of behavioral requirements. However, in this study four factors emerged, explaining 54.9 percent of the total variation. Many of the items loaded on several factors indicating weak loading for items. There was one item, "I am corrected or rewarded when I really do not expect it", that did not load on Factor I in the unrotated matrix. This item was deleted from the scale.

TABLE X

FACTOR ANALYSIS OF ROLE CONFLICT

Item	Factor 1 Resource Conflict	Factor 2 Person-Role Conflict	Factor 3 Conflicting Requests	Factor 4 Inter-Role Conflict	h^2
I have enough time to complete my work (R)	.71				.66
I receive an assignment without the manpower to complete it	.67				.58
I have to buck a rule or policy in order to carry out an assignment	.65				.54
I receive an assignment without adequate resources and materials to execute it	.62				.46
I am able to act the same regardless of the group I am with (R)	.47		(.25)	(.44)	.48
I work on unnecessary things	.56	(.41)			.52
I perform work that suits my values (R)	(.40)	.47			.41
I perform many tasks that are too easy or boring		.82			.67
I have to do things that should be done differently		.55			.37
I work with two or more groups who operate quite differently			.79		.69
I receive incompatible requests from two or more people			.65		.55
I do things that are apt to be accepted by one person and not accepted by others			.65		.58
I work under incompatible policies and guidelines	(.40)	(.30)		.53	.53
I receive assignments that are within my training and capability (R)				.65	.49
I have just the right amount of work to do (R)				.75	.63
Percent total explained variation	18.9	13.1	11.2	11.1	54.3
Percent common explained variation	34.8	24.1	20.6	20.4	

Varimax rotation was used to determine factor structure. Items which loaded on more than one factor are placed in parentheses.

Note: (R) indicates item was reverse scored.
       h^2 indicates communality estimate.

TABLE XI

FACTOR ANALYSIS OF ROLE AMBIGUITY

	Factor 1 Clarity of Behavioral Requirements	Factor 2 Certainty Predictability of Outcomes	Factor 3 Clarity of of Outcomes	Factor 4 Job Requirements	h^2
There is a lack of policies and guidelines to help me	.64				.63
I have to work under vague directives or orders	.74				.58
I do not know if my work will be acceptable to my supervisor	.60				.43
I have to "feel my way" in performing duties	.62			(.34)	.55
Explanation is clear as to what has to be done (R)	.46		(.28)		.38
I am told how well I am doing my job (R)	(.33)	.43	(.33)		.41
There are clear, planned goals and objectives for my job (R)		.78			.63
I know what my responsibilities are (R)	(.28)	.53		(.52)	.63
I know exactly what is expected of me (R)	(.28)	.48	(.39)	(.34)	.57
I am uncertain as to how my job is linked to others	(.28)		.39	(.33)	.45
I feel certain about how much authority I have (R)			.74		.56
I feel certain how I will be evaluated for a raise or promotion (R)			.79		.67
I know that I have divided my time properly (R)				.76	.62
Percent total explained variation	17.7	13.3	13.0	10.9	54.9
Percent common explained variation	32.2	24.2	23.7	19.9	

Varimax rotation was used to determine factor structure. Items which loaded on more than one factor are placed in parentheses.

Note: (R) indicates item was reverse scored.
h^2 indicates communality estimate.

Met Expectations

The met expectations scale (Campion & Mitchell, 1986) is basically a one dimensional scale. The two factors that emerge after analysis are presented in Table XII. The first factor, which I labeled Job Expectations, explains 32.4 percent of the total variation. The second factor, labeled Job Status and Advancement, explains 26.6 percent of the total variation.

Implications

The results of this study provide implications for individuals involved in career exploration activities, as well as for educators and organizations. The study concluded that focus (knowing the job, occupation, or organization you want to work for) during the exploration process reduced role ambiguity and increased job satisfaction once the individual was employed.

These results suggest that career exploration opportunities that would help individuals become focused or directed in their exploration process should be a major consideration. Opportunities to explore career fields can be provided to students through guest speakers, study trips, mentorship programs, and occupational information. Student support services should also provide tests and measures to assist individuals in defining and narrowing their career interests. Colleges should continue to incorporate work experiences into their curriculum through the placement of students into internship programs. Organizations can become involved by acting as a partner with educators providing information, opportunities, support, sponsorship, and funding for these programs.

TABLE XII

FACTOR ANALYSIS OF MET EXPECTATIONS

Item	Factor 1 Job Expectations	Factor 2 Job Status & Advancement	h^2
To have interesting work	.80		.68
To have variety in the job	.68		.52
To have a challenging job	.84		.76
To have feelings of accomplishment	.80		.71
To have opportunities to use your abilities	.80		.71
To have a high level of responsibility	.60	(.39)	.52
To have opportunities to use your ideas	.67	(.44)	.64
To have a good manager	(.35)	.36	.25
To be recognized for good work	(.42)	.53	.45
To have an opportunity for advancement	(.34)	.64	.52
To have a good salary		.71	.53
To have high status and prestige		.81	.75
To have influence on the organization		.70	.57
To have visibility to higher level management		.80	.66
Percent total explained variation	32.4	26.6	59.0
Percent common explained variation	54.9	45.1	

Varimax rotation was used to determine factor structure. Items which loaded on more than one factor are placed in parentheses.

Note: h^2 indicates communality estimate.

Recommendations

The following recommendations for future research are suggested:

1.   Repeat the study with a population of job seekers other than college students.

2.   Carry this study one step further to collect actual turnover data.

3.   Investigate methods on how to best increase one's focus during career exploration to obtain clear career goals and strategies.

4.   Investigate other variables such as perceived opportunity costs associated with exploration, the effects of career counseling, individual differences in resources, and labor market conditions.

5.   Investigate organizational factors such as size, climate, and organizational culture to measure the impact on career behaviors. Do they affect participation in exploration?

6.   Investigate the consequences of adult exploration on career outcomes.

7.   Investigate the relationship of realistic job previews (RJP) with job-related attitudes. Examine types of career exploration that facilitate the development of more realistic expectations regarding type of work, work hours, etc.

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APPENDIXES

APPENDIX A

CAREER EXPLORATION QUESTIONNAIRE

OSU

Oklahoma State University

CENTER FOR APPAREL MARKETING & MERCHANDISING
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
HOME ECONOMICS WEST 306
(405) 624-7469

Dear OSU Student,

As a registrant with the OSU Placement Office, you have entered the job search stage in your career exploration process. I am interested in examining the process which leads from career exploration to organizational entry, to organizational socialization, and finally commitment to the organization.

This study will require my surveying you at three points in time: Time 1 data will be collected before you leave the OSU campus and will address individual career exploration. Time 2 will be collected four months after beginning your new position and will address job attitudes and expectations. Time 3 data will be collected nine months after you begin your position and will also address job attitudes and expectations.

Participation in this survey is voluntary, however, I do hope you will participate. Your responses to the questionnaires will be <u>strictly confidential</u> and no information will be shared with your employer. Questionnaires will be returned directly to the researcher.

All data collected will be in aggregate form and will not be personally identifiable. I will have to maintain a master list consisting of your name and an assigned code number so that subsequent mailings can be made. However, once a mailing has been made, the only identification is a confidential code number.

I appreciate your cooperation in completing this questionnaire and the subsequent questionnaires. When the study is completed, you will receive a summary of the results which should aid you in future job exploration activities. **Please return the enclosed questionnaire by May 6, 1988.**

Sincerely,

Linda K. Good
Associate Professor

CENTENNIAL DECADE
1980 • 1990

CAREER EXPLORATION SURVEY

As part of the process of assisting college students in career exploration, we are collecting information that will help us understand how people make choices about their careers. It is important that you **answer each** question below by circling the appropriate response. Thank you.

1. How much information do you have on what one does in the career area(s) you have investigated?

     1 little   2 some   3 a moderate amount   4 a great deal   5 a tremendous amount

For the following 2 questions, respond on a continuum of 1-5 with 1 being the statement on the left and 5 being the statement on the right. If your response is somewhere between the two statements, circle the appropriate number.

2. I currently have a **moderate** amount of information on jobs, organizations, and job market.

     1   2   3   4   5

   I currently have **a lot of** information on jobs, organizations and job market.

3. I currently have a **moderate** amount of information on how I'll fit into various career paths.

     1   2   3   4   5

   I have **thoroughly explored** myself and know what to seek and what to avoid in developing a career path.

How **satisfied** are you with the information you have on:	Not Satisfied				Very Satisfied
4. The **specific** job in which you are interested?	1	2	3	4	5
5. The types of organizations that will meet your personal needs?	1	2	3	4	5
6. The **specific** occupation in which you are interested?	1	2	3	4	5
7. Jobs that are congruent with your interests and abilities?	1	2	3	4	5
8. The **specific** organization in which you are interested?	1	2	3	4	5
9. The occupations that are related to your interests and abilities?	1	2	3	4	5

How **sure** are you:	Not Too Sure				Very Sure
10. that you know the type of job that is best for you?	1	2	3	4	5
11. that you know the type of organization you want to work for?	1	2	3	4	5
12. that you know exactly the occupation you want to enter?	1	2	3	4	5
13. in your preference for a specific organization?	1	2	3	4	5
14. in your preference for a specific position?	1	3	3	4	5

Using the scale below, indicate to what extent you have behaved in the following ways over the last 3-4 months with respect to your career.

1	2	3	4	5
Little	Somewhat	A Moderate Amount	A Substantial Amount	A Great Deal

15.	Experimented with different career activities.	1	2	3	4	5
16.	Sought opportunities to demonstrate skills.	1	2	3	4	5
17.	Tried specific work roles to see if I liked them.	1	2	3	4	5
18.	Investigated career possibilities.	1	2	3	4	5
19.	Went to various career orientation programs.	1	2	3	4	5
20.	Obtained information on specific jobs or companies.	1	2	3	4	5
21.	Initiated conversations with knowledgeable individuals in my career area.	1	2	3	4	5
22.	Obtained information on the labor market and general job opportunities in my career area.	1	2	3	4	5
23.	Sought information on specific areas of career interest.	1	2	3	4	5
24.	Reflected on how my past integrates with my future career.	1	2	3	4	5
25.	Focused my thoughts on me as a person.	1	2	3	4	5
26.	Contemplated my past.	1	2	3	4	5
27.	Been retrospective in thinking about my career.	1	2	3	4	5
28.	Understood a new relevance of past behavior for my future career.	1	2	3	4	5

29. How many occupational areas are you investigating?

1	2	3	4	5 or more

How do the **employment possibilities** look for:	Not Good				Very Good
30. the job(s) you prefer?	1	2	3	4	5
31. the organization(s) you prefer?	1	2	3	4	5
32. the occupation(s) you prefer?	1	2	3	4	5

How **certain** are you that you will begin work upon graduation	Not Certain				Very Certain
33. at the specific job you prefer (e.g., a CPA accountant)?	1	2	3	4	5
34. for the specific company or organization you prefer?	1	2	3	4	5
35. in the specific occupation you prefer (e.g., accounting, marketing, etc.)?	1	2	3	4	5

36. On the average, how many times **per week** have you specifically sought information on careers within the last few months?

    (1) 5 or less   (2) 6-10   (3) 11-15   (4) 16-20   (5) 21+

What is the probability that each of the following activities will result in **attaining your career goals?**

1 ---------------- 2 ---------------- 3 ---------------- 4 ---------------- 5				
Very Low Probability	Low Probability	Moderate Probability	High Probability	Very High Probability

		Very Low	Low	Moderate	High	Very High
37.	Planning my job search in detail.					
38.	Developing a specific process for investigating firms.	1	2	3	4	5
39.	Developing questions to ask at interviews.	1	2	3	4	5
40.	Systematically investigating the key firms in my career area.	1	2	3	4	5
41.	Assessing myself for the purpose of finding a job that meets my needs	1	2	3	4	5
42.	Learning more about myself.	1	2	3	4	5
43.	Understanding a new relevance of past behavior for my future career.	1	2	3	4	5
44.	Focusing my thoughts on me as a person.	1	2	3	4	5
45.	Obtaining information on the labor market and general job opportunities in my career area.	1	2	3	4	5
46.	Initiating conversations with friends and relatives about careers.	1	2	3	4	5
47.	Initiating conversations with several other students about their career interviews.	1	2	3	4	5

How **important** is it to you at this time to:		Not Important				Very Important
48.	work at the job you prefer?	1	2	3	4	5
49.	become established in a specific organization?	1	2	3	4	5
50.	work in the occupation you prefer?	1	2	3	4	5
51.	become established in a specific position?	1	2	3	4	5
52.	work in the organization you prefer?	1	2	3	4	5

Answer the following statements in terms of the **amount of undesirable stress** each has caused you **relative** to other significant issues with which you have had to contend.

```
1-------------2-------------3-------------4-------------5-------------6-------------7
Insignificant compared to        About equal to other        One of the most stressful
other issues with which I        significant issues          issues with which I have
have had to contend                                          had to contend
```

		1	2	3	4	5	6	7
53.	Exploring specific jobs.	1	2	3	4	5	6	7
54.	Deciding what I want to do.	1	2	3	4	5	6	7
55.	Interviewing with specific companies.	1	2	3	4	5	6	7
56.	Looking for a job.	1	2	3	4	5	6	7
57.	Deciding on an occupation.	1	2	3	4	5	6	7
58.	Deciding on a specific job.	1	2	3	4	5	6	7
59.	Deciding on a specific organization.	1	2	3	4	5	6	7

Please provide the following **background information:**

1. You are: (circle one number)   1 Male   2 Female

2. How old were you on your last birthday? _____ years

3. Full time work experience: (circle one number)

    1 none   2 less than 1 year   3 1-3 years   4 4-6 years   5 7-9 years   6 10 or more years

4. What is your present marital status? (circle one number)

    1   single, never married
    2   divorced/separated
    3   widowed
    4   married
    5   living with a partner

    >5. Is your spouse/partner presently: (circle one number)

        1   employed full time for pay
        2   employed part time for pay
        3   not working outside the home for pay
        4   unemployed
        5   retired
        6   other (please specify) _____

6. How many children, if any, are living in your household? Please indicate the number for each age group listed below. (If "none", write "0".)

    Number of children:

    _____ under 5 years of age
    _____ 5 to 10 years of age
    _____ 11 to 15 years of age
    _____ 16 years of age and over

4

7. Anticipated date of graduation: Month _____ Year 19_____

8. What is your major   department? _____

              college?   _____

9. Please provide an address and phone number where you can be reached Summer 1988.

    Address   _____

                   _____

    City/State/Zip _____

    Phone No.   _____

10. Please complete the following if you have accepted a permanent position for post-graduation:

    Name of Company   _____

    Title of Your Position _____

    Address of Company   _____

                         _____

    City/State/Zip   _____

11. What is the starting date of your new job? _____

12. OPTIONAL:

    Please circle the number representing your starting salary range:

    1   below $15,000   5 $30,001 – 35,000
    2   $15,001 – 20,000   6 $35,001 – 40,000
    3   $20,001 – 25,000   7 $40,001 – 45,000
    4   $25,001 – 30,000   8   over $45,000

    Please take minute and check back over the questionnaire to make sure that you have **answered every question.**

THANK YOU FOR YOUR PARTICIPATION !!!   *Please return survey in the enclosed envelope to:*

Your contribution to this study is greatly appreciated.   *Linda K. Good*
Thank you for your cooperation.   *HEW 306*
                                                          Oklahoma State University
_____ This number is for follow-up purposes only.   *Stillwater, OK   74078-0377*

APPENDIX B

JOB ATTITUDES AND EXPECTATIONS

QUESTIONNAIRE

Oklahoma State University

DEPARTMENT OF CLOTHING, TEXTILES & MERCHANDISING
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
HOME ECONOMICS WEST 312
(405) 624-5034

Dear OSU Graduate:

Your help is needed in completing this study!

In the Spring and Summer of 1988 you completed a Career Exploration Questionnaire. Thank you very much! That questionnaire was the first part of an on-going study of career exploration and entry into a professional position.

The enclosed survey addresses job attitudes and expectations. Your participation is extremely important to this study. Your responses will be strictly confidential and no information will be shared with your employer. Questionnaires will be returned directly to the researcher.

Your cooperation in completing this second questionnaire is greatly appreciated. Please return the enclosed questionnaire by May 15.

Sincerely,

Cora LeGrand
Cora LeGrand
Research Associate

Lynn Sisler, Professor
and Head of Department

CENTENNIAL
1890 • 1990

Celebrating the Past . . . Preparing for the Future

JOB ATTITUDES/EXPECTATIONS

Instructions:
Please **respond to each** item on the questionnaire. Thank you.

The following are statements about your <u>present</u> job.
Ask yourself: How satisfied am I with this aspect of my job?

       Very Sat. means I am very satisfied with this aspect of my job.
       Sat. means I am satisfied with this aspect of my job.
       N means I can't decide whether I am satisfied or not with this aspect of my job.
       Dissat. means I am dissatisfied with this aspect of my job.
       Very Dissat. means I am very dissatisfied with this aspect of my job.

Please circle the response to the far right indicating how you feel about each item.

On my present job, this is how I feel about...	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Being able to keep busy all the time	1	2	3	4	5
2. The chance to work alone on the job	1	2	3	4	5
3. The chance to do different things from time to time	1	2	3	4	5
4. The chance to be "somebody" in the community	1	2	3	4	5
5. The way my supervisor handles his/her workers	1	2	3	4	5
6. The competence of my supervisor in making decisions	1	2	3	4	5
7. Being able to do things that don't go against my conscience	1	2	3	4	5
8. The way my job provides for steady employment	1	2	3	4	5
9. The chance to do things for other people	1	2	3	4	5
10. The chance to tell people what to do	1	2	3	4	5
11. The chance to do something that makes use of my abilities	1	2	3	4	5
12. The way company policies are put into practice	1	2	3	4	5
13. My pay and the amount of work I do	1	2	3	4	5
14. The chances for advancement on this job	1	2	3	4	5
15. The freedom to use my own judgment	1	2	3	4	5
16. The chance to try my own methods of doing the job	1	2	3	4	5
17. The working conditions	1	2	3	4	5
18. The way my co-workers get along with each other	1	2	3	4	5
19. The praise I get for doing a good job	1	2	3	4	5
20. The feeling of accomplishment I get from the job	1	2	3	4	5

Please circle the response to the far right of the statement indicating the degree of agreement or disagreement with respect to your own feelings about your company.	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
21. I find that my values and the organization's are very similar.	1	2	3	4	5	6	7
22. This organization really inspires the very best in me in the way of job performance.	1	2	3	4	5	6	7
23. I am willing to put a great deal of effort beyond that normally expected in order to help this organization be successful.	1	2	3	4	5	6	7
24. I talk up this organization to my friends as a great organization to work for.	1	2	3	4	5	6	7
25. I plan to be with this company for a while.	1	2	3	4	5	6	7
26. Deciding to work for this organization was a definite mistake on my part.	1	2	3	4	5	6	7
27. I feel very little loyalty to this organization.	1	2	3	4	5	6	7
28. Sometimes I get so irritated I think about changing jobs.	1	2	3	4	5	6	7
29. I am proud to tell others that I am part of this organization.	1	2	3	4	5	6	7
30. I am extremely glad that I chose this organization to work for over others that I was considering at the time I joined the company.	1	2	3	4	5	6	7
31. I plan to be with this company five years from now.	1	2	3	4	5	6	7
32. I would turn down an offer from another company if it came tomorrow.	1	2	3	4	5	6	7
33. Often, I find it difficult to agree with this organization's policies on important matters relating to its employees.	1	2	3	4	5	6	7
34. For me, this is the best of all possible organizations for which to work.	1	2	3	4	5	6	7
35. I really care about the fate of this organization.	1	2	3	4	5	6	7

Please indicate to what degree your job has met your expectations by circling the appropriate response.

	Did Not Meet Expectations	Moderately Met Expectations	Fully Met Expectations
36. To have a good manager	1	2	3
37. To have a good salary	1	2	3
38. To be recognized for good work	1	2	3
39. To have a high level of responsibility	1	2	3
40. To have interesting work	1	2	3
41. To have an opportunity for advancement	1	2	3
42. To have variety in the job	1	2	3
43. To have a challenging job	1	2	3
44. To have feelings of accomplishment	1	2	3
45. To have opportunities to use your abilities	1	2	3
46. To have opportunities to use your ideas	1	2	3
47. To have high status and prestige	1	2	3
48. To have influence on the organization	1	2	3
49. To have visibility to higher level management	1	2	3

Please circle the response to the far right of the statement indicating the degree to which the condition exists for you in your job.	Very False	False	Slightly False	Neutral	Slightly True	True	Very True
50. I have enough time to complete my work.	1	2	3	4	5	6	7
51. I feel certain about how much authority I have.	1	2	3	4	5	6	7
52. I perform many tasks that are too easy or boring.	1	2	3	4	5	6	7
53. There are clear, planned goals and objectives for my job.	1	2	3	4	5	6	7
54. I have to do things that should be done differently.	1	2	3	4	5	6	7
55. There is a lack of policies and guidelines to help me.	1	2	3	4	5	6	7
56. I am unable to act the same regardless of the group I am with.	1	2	3	4	5	6	7
57. I am corrected or rewarded when I really do not expect it.	1	2	3	4	5	6	7
58. I work under incompatible policies and guidelines.	1	2	3	4	5	6	7
59. I know that I have divided my time properly.	1	2	3	4	5	6	7
60. I receive an assignment without the manpower to complete it.	1	2	3	4	5	6	7
61. I know what my responsibilities are.	1	2	3	4	5	6	7
62. I have to buck a rule or policy in order to carry out an assignment.	1	2	3	4	5	6	7
63. I have to "feel my way" in performing duties.	1	2	3	4	5	6	7
64. I receive assignments that are within my training and capability.	1	2	3	4	5	6	7
65. I feel certain how I will be evaluated for a raise or promotion.	1	2	3	4	5	6	7
66. I have just the right amount of work to do.	1	2	3	4	5	6	7
67. I work with two or more groups who operate quite differently.	1	2	3	4	5	6	7
68. I know exactly what is expected of me.	1	2	3	4	5	6	7
69. I receive incompatible requests from two or more people.	1	2	3	4	5	6	7
70. I am uncertain as to how my job is linked to others.	1	2	3	4	5	6	7
71. I do things that are apt to be accepted by one person and not accepted by others.	1	2	3	4	5	6	7
72. I am told how well I am doing my job.	1	2	3	4	5	6	7
73. I receive an assignment without adequate resources and materials to execute it.	1	2	3	4	5	6	7
74. Explanation is clear as to what has to be done.	1	2	3	4	5	6	7
75. I work on unnecessary things.	1	2	3	4	5	6	7
76. I have to work under vague directives or orders.	1	2	3	4	5	6	7
77. I perform work that suits my values.	1	2	3	4	5	6	7
78. I do not know if my work will be acceptable to my supervisor.	1	2	3	4	5	6	7

79. Your current employer:

    Name of Company _____

    Title of Your Position _____

    Address of Company _____

    _____

    City/State/Zip _____

    Length of employment _____

80. Please circle the number representing your salary range (optional):

1	below $15,000	5	$30,001 - 35,000
2	$15,001 - 20,000	6	$35,001 - 40,000
3	$20,001 - 25,000	7	$40,001 - 45,000
4	$25,001 - 30,000	8	over $45,000

Please take a minute and check back over the questionnaire to make sure that you have **answered every question.**

THANK YOU FOR YOUR PARTICIPATION!!

Your contribution to this study is greatly appreciated.
Thank you for your cooperation.

_____ This number is for follow-up purposes only.

Please return survey in the enclosed envelope to:

Cora LeGrand
HEW 315
Oklahoma State University
Stillwater, OK 74078-0377

APPENDIX C

INDIVIDUAL INSTRUMENT

ITEMS

CAREER EXPLORATION SCALE
Stumpf, Colarelli, and Hartman (1983)

Environmental Exploration
(6 Items)

To what extent have you:

1. Investigated career possibilities.
2. Went to various career orientation programs.
3. Obtained information on specific jobs or companies.
4. Initiated conversations with knowledgeable individuals in my career area.
5. Obtained information on the labor market and general job opportunities in my career area.
6. Sought information on specific areas of career interest.

Self-Exploration
(5 Items)

To what extent have you:

1. Reflected on how my past integrates with my future career.
2. Focused my thoughts on me as a person.
3. Contemplated my past.
4. Been retrospective in thinking about my career.
5. Understood a new relevance of past behavior for my future career.

Intended-Systematic Exploration
(3 Items)

To what extent have you:

1. Experimented with different career activities.
2. Sought opportunities to demonstrate skills.
3. Tried specific work roles to see if I liked them.

Frequency
(1 Item)

1. On the average, how many times per week have you specifically sought information on careers within the last few months?

Response format for environmental exploration, self-exploration, and intended-systematic exploration: (1) little, (2) somewhat, (3) a moderate amount, (4) a substantial amount, (5) a great deal.
Response format for frequency: (1) 5 or less, (2) 6-10, (3) 11-15, (4) 16-20, (5) 20+.

Amount of Information
(3 Items)

1. How much information do you have on what one does in the career area(s) you have investigated?
2. "I currently have a moderate amount of information on jobs, organizations, and job market" (coded 1) to "I currently have a lot of information" (coded 5).
3. "I currently have a moderate amount of information on how I'll fit into various career paths" (coded 1) to "I have thoroughly explored myself and know what to seek and what to avoid in developing a career path" (coded 5).

Number of Occupations Considered
(1 Item)

1. How many occupational areas are you investigating? (Response format: 1-5 with 5 = 5 or more.)

Focus
(5 Items)

How sure are you:

1. That you know the type of job that is best for you?
2. That you know the type of organization you want to work for?
3. That you know exactly the occupation you want to enter?
4. In your preference for a specific organization?
5. In your preference for a specific position?

Response format for first amount of information question: (1) little, (2) some, (3) a moderate amount, (4) a great deal, (5) a tremendous amount.
Response format for focus: 1-5 (Not Too Sure - Very Sure).

MET EXPECTATIONS SCALE
Campion and Mitchell (1986)
(14 Items)

Degree expectations have been met:

1. To have a good manager.
2. To have a good salary.
3. To be recognized for good work.
4. To have a high level of responsibility.
5. To have interesting work.
6. To have an opportunity for advancement.
7. To have variety in the job.
8. To have a challenging job.
9. To have feelings of accomplishment.
10. To have opportunities to use your abilities.
11. To have opportunities to use your ideas.
12. To have high status and prestige.
13. To have influence on the organization.
14. To have visibility to higher level management.

Response format: 1=Did Not Meet Expectations; 2=Moderately Met Expectations; 3=Fully Met Expectations

ORGANIZATIONAL COMMITMENT SCALE
Mowday, Steers, and Porter (1979)
(11 Items)

Indicate the degree of agreement or disagreement:

1. I find that my values and the organization's values are very similar.
2. This organization really inspires the very best in me in the way of job performance.
3. I am willing to put a great deal of effort beyond that normally expected in order to help this organization be successful.
4. I talk up this organization to my friends as a great organization to work for.
5. Deciding to work for this organization was a definite mistake on my part. (R)
6. I feel very little loyalty to this organization. (R)
7. I am proud to tell others that I am part of this organization.
8. I am extremely glad that I chose this organization to work for over others that I was considering at the time I joined the company.
9. Often, I find it difficult to agree with this organization's policies on important matters relating to its employees. (R)
10. For me, this is the best of all possible organizations for which to work.
11. I really care about the fate of this organization.

INTENT TO LEAVE SCALE
Mitchel (1981)
(4 Items)

Indicate the degree of agreement or disagreement:

1. I plan to be with this company for a while. (R)
2. Sometimes I get so irritated I think about changing jobs.
3. I plan to be with this company five years from now. (R)
4. I would turn down an offer from another company if it came tomorrow. (R)

Response format: 1=Strongly Disagree; 2=Disagree; 3=Slightly Disagree; 4=Neutral; 5=Slightly Agree; 6=Agree; 7=Strongly Agree

JOB SATISFACTION SCALE
Weiss, Dawis, England, and Lofquist (1967)
(20 Items)

This is how I feel about:

1. Being able to keep busy all the time.
2. The chance to work alone on the job.
3. The chance to do different things from time to time.
4. The chance to be "somebody" in the community.
5. The way my supervisor handles his/her workers.
6. The competence of my supervisor in making decisions.
7. Being able to do things that don't go against my conscience.
8. The way my job provides for steady employment.
9. The chance to do things for other people.
10. The chance to tell people what to do.
11. The chance to do something that makes use of my abilities.
12. The way company policies are put into practice.
13. My pay and the amount of work I do.
14. The chances for advancement on this job.
15. The freedom to use my own judgment.
16. The chance to try my own methods of doing the job.
17. The working conditions.
18. The way my co-workers get along with each other.
19. The praise I get for doing a good job.
20. The feeling of accomplishment I get from the job.

Response format: 1=Very Dissatisfied; 2=Dissatisfied; 3=Neutral; 4=Satisfied; 5=Very Satisfied.

ROLE AMBIGUITY SCALE
Rizzo, House, and Lirtzman (1970)
(13 Items)

Degree the condition exists in your job:

1.   I feel certain about how much authority I have. (R)
2.   There are clear, planned goals and objectives for my job. (R)
3.   There is a lack of policies and guidelines to help me.
4.   I know that I have divided my time properly. (R)
5.   I know what my responsibilities are. (R)
6.   I have to "feel my way" in performing duties.
7.   I feel certain how I will be evaluated for a raise or promotion. (R)
8.   I know exactly what is expected of me. (R)
9.   I am uncertain as to how my job is linked to others.
10. I am told how well I am doing my job. (R)
11. Explanation is clear as to what has to be done. (R)
12. I have to work under vague directives or orders.
13. I do not know if my work will be acceptable to my supervisor.

ROLE CONFLICT SCALE
Rizzo, House, and Lirtzman (1970)
(15 Items)

Degree the condition exists in your job:

1.   I have enough time to complete my work. (R)
2.   I perform many tasks that are too easy or boring.
3.   I have to do things that should be done differently.
4.   I am able to act the same regardless of the group I am with. (R)
5.   I work under incompatible policies and guidelines.
6.   I receive an assignment without the manpower to complete it.
7.   I have to buck a rule or policy in order to carry out an assignment.
8.   I receive assignments that are within my training and capability. (R)
9.   I have just the right amount of work to do. (R)
10. I work with two or more groups who operate quite differently.
11. I receive incompatible requests from two or more people.
12. I do things that are apt to be accepted by one person and not accepted by others.
13. I receive an assignment without adequate resources and materials to execute it.
14. I work on unnecessary things.
15. I perform work that suits my values. (R)

Response format: 1=Very False; 2=False; 3=Slightly False; 4=Neutral;
          5=Slightly True; 6=True; 7=Very True

VITA

Cora A. LeGrand

Candidate for the Degree of

Doctor of Philosophy

Thesis: RELATIONSHIP OF CAREER EXPLORATION BEHAVIOR OF COLLEGE GRADUATES TO JOB-RELATED VARIABLES

Major Field: Home Economics

Area of Specialization: Design, Housing, and Merchandising

Biographical:

Personal Data: Born in Elk City, Oklahoma, May 15, 1954, the daughter of Frank E. and E. Alberta LeGrand.

Education: Graduated from Stillwater High School, Stillwater, Oklahoma, in May 1972; received Bachelor of Science degree in Clothing, Textiles, and Merchandising from Oklahoma State University in 1976; received the Master of Science degree in Clothing, Textiles, and Merchandising from Oklahoma State University in 1978; completed requirements for Doctor of Philosophy degree at Oklahoma State University in December 1992.

Professional Experience: Graduate Teaching Assistant, Clothing, Textiles, and Merchandising, Oklahoma State University, 1978; Graduate Teaching Associate, Home Economics University Extension, 1987-88; Graduate Research Associate, Clothing, Textiles, and Merchandising, 1988; Graduate Teaching Associate, Clothing, Textiles, and Merchandising, Oklahoma State University, 1988-1991.

Professional Organizations: Phi Upsilon Omicron and Kappa Omicron Nu, home economics honorary societies; American Home Economics Association; International Textile and Apparel Association.