EFFECT OF A CAREER DECISION-MAKING COURSE ON THE CAREER MATURITY OF FIRST SEMESTER COLLEGE FRESHMAN STUDENTS

By

SUZAN CRESAP GREENWOOD

Bachelor of Arts
Jamestown College
Jamestown, North Dakota
1976

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1980

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of the Oklahoma State University
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Thesis Approved:

Alfred J Carlozzi
Thesis Adviser

Judith E. Dobson

Kenneth P Sandvold

Joe M Willard

Norma Jo Campbell

Norman N Durham
Dean of the Graduate College

PREFACE

This study is concerned with the effect of a career decision making course on the career maturity of first semester college freshman students. The primary objective is to determine whether there is a difference between career maturity scores of students who completed a career decision making course and career maturity scores of students who did not take the course.

The author wishes to express gratitude to the director of this study, Dr. Al Carlozzi, for his invaluable guidance and assistance. Also, special thanks to the Chairperson of the committee and my major advisor, Dr. Judy Dobson, who has provided advisement and support throughout both of my graduate programs. Appreciation is also expressed to the other committee members, Dr. Jo Campbell, Dr. John Dillard, and Dr. Julia McHale, for their assistance in the finalization of this manuscript.

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CHAPTER I

INTRODUCTION

It seems apparent that although schools are introducing students to career opportunities at the elementary and secondary levels, many students entering college are still feeling a need for assistance in career decision making (American College Test Service, 1978; Bergeson, Roost, & Phillips, 1975; Goodson, 1981; Prediger, Roth & North, 1974). There has been a call for career courses to be offered by colleges and universities in order to provide assistance to students who are 1) undecided majors; 2) declared majors who are questioning their choice (Brown, 1972; Krupka & Vener, 1978). Studies indicate that between the percentage of students entering college undecided (estimated to be from 22-50%), and the percentage of those who change their declared major (estimated to be 50-60%), there is a need for career planning assistance (Astin, 1977; Baird, 1967; Gordon, 1981). It has also been contended that students who are satisfied with their chosen field of study are in need of occupational information (Ard & Hyder, 1978; Goodson, 1981; Walters & Saddlemire, 1979).

Perry (1968), in his study of the cognitive development of Harvard College students, discovered an unfolding process

in the way students think and go about making decisions. His schema consists of a reversible, wave-like process whereby individuals grow from a dualistic, externally controlled way of thinking, to an internally controlled level of commitment. This idea is consistent with the viewpoint that career development is a life long process and that individuals pass through various stages (Ginzberg, Ginsburg, Axelrod, & Herma, 1951; Super, 1953; Tiedeman & O'Hara, 1963).

A description of the process and pattern called "career" has been devised by Salomone and Palmer (1978). They modified and combined several definitions in order that the term "career" be used in the following context:

> A career reflects one's total lifestyle, including both horizontal job changes and vertical mobility. Career would incorporate the various patterns of choice at any given time - education, work, community service, personal affiliations or avocational activities. It would also include choice as a continuing process though which a person engages in several sequences of developmental tasks necessary for personal, vocational, and psychological growth (p. 296).

Applying the above definition of "career" to a study of the career development of freshman college students, it seemingly would be safe to assume that students arrive on the college campus at various stages in this developmental process. The extent of involvement and success experienced in the developmental activities for college age individuals, should be an indication of the career maturity of the students. College career planning courses therefore, should

be designed to meet individual needs related to career development as well as provide students with effective career planning strategies.

It would be important to note at this point, that due to the somewhat interchangeable use of the terms "vocational maturity" and "career maturity" throughout the career literature, the researcher chose to employ the term "career maturity" throughout the text of this manuscript. Career maturity is used in the context of a measure of the thus far accomplished developmental tasks which are on the continuum of the process "career" which has previously been defined in this section.

Background of Study

Some colleges and universities have provided a special place, a separate college in some cases (Goodson, 1981; Krupka & Vener, 1978), for students who are undecided about a major. Once these students are enrolled, the process of assisting them in making a decision regarding a major field of study begins. In some cases, students continue to enroll each semester in a variety of courses, hoping they will find an area of interest to pursue as a major. Some are assisted by advisors in making a decision, some enroll in courses taught by career counselors, and others seek individual career counseling when such opportunities are available.

While students who enter the university undecided about a major find themselves in a dilemma, so do students who

have declared a major and later question the reality of their choice. Both students with undeclared majors and students with declared majors, have been found to express the need for assistance in choosing an occupation (Goodson, 1981).

Career counselors, psychologists and theorists continue to seek explanations for the undecided students' inability to make a decision about a major (Gordon, 1981). Lewis and Gilhousen (1981) pointed out the various myths underlying career decision making which inhibit students in their career development process. The idea that an individual's career plan involves a single decision which once made is susceptible to either of two mutually exclusive categories, success or failure, serves to perpetuate indecision and provoke anxiety. The student may tend to view a decision about a major similar to the way Havighurst (1953) defines a developmental task:

> . . . a task arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks (p. 2).

When students view the choice of a major as having total impact on the success or failure of their lives, the overwhelming power of this kind of idea tends to create an inhibiting anxiety. Hornak and Gillingham (1980) termed career indecision as a "self defeating behavior" (p. 252). Students who allow their misconceptions about career decision making to continue, only perpetuate a cycle of non-decision,

anxiety and arrested action towards change.

Some career specialists have attempted to tie the ideas of the motivation theorists to career decision-making (Festinger, 1957; Osipow, 1973). In higher education, studies have tested the hypothesis that students who have declared majors will achieve higher grade point averages than those students who have not declared majors. Results reported in these students have been conflicting (Abel, 1966; Ashby, Wall, & Osipow, 1966; Chase & Keene, 1981). The basis for these studies was the theory of Tolman's (1932) purposive psychology which when applied to college students would imply that students who view a college degree as a necessary factor in attaining a desired lifestyle, occupation, or status, will be motivated towards choosing a major. Likewise, students who see a purpose for their academic efforts, i.e., a degree in their chosen major, will be motivated to do better than those who feel they are enrolled in courses that may or may not be relevant to the occupational choice they eventually hope to make.

Maslow's theory (1968) of needs expresses that once individuals become aware of a need, they will act to satisfy that need. Some students entering college may not feel the need to decide on a major at that time. Colleges and universities usually do not require students to declare a major during their freshman year. However, pressure from advisors, family, and peers often seems to throw the undecided student into a state of conflict. External

pressures directing the student to declare a major (parents, advisors, peers) are often in direct opposition to the student's internal state which does not feel prepared to make such a decision. Gordon (1981) restates the concept of foreclosure which was developed by Erikson (1959):

> . . . Foreclosure occurs when students make decisions before exploring their values and needs. By making decisions prematurely, students concede to socially acceptable pressures before they have an opportunity to work through normal, developmental stages associated with decision making (p. 433).
>
> . . . Large numbers of students change their original choice of a major, thus it seems obvious that more than information deficits are involved (p. 434).

It seems that whether students enter college as undecided majors or declared majors, many are in need of skills and knowledge about their career planning and development process.

According to Super (1957), vocational maturity is an ongoing life process which takes the individual through a series of stages: Growth (0-14 years), Exploration (14-24 years),Establishment (25-44 years), Maintenance (45-65 years), and Decline (65+). Super's schema of vocational life stages describes general developmental tasks which may occur through several life stages, and specific tasks which are relevant to a particular stage. Freshman college students typically fall within the Exploration stage of career development. During this stage, individuals should

recognize the need to make career decisions. They also should become aware of their interest and abilities in relation to the world of work. Information gathering and decision making skills are major tasks of this stage along with involvement in developing skills for occupational entry.

Students trying to make a decision about a major or an occupation, need to have successfully accomplished certain developmental tasks before they will be able to make a satisfying choice. Tiedeman (1961) states that the process of making current decisions is based on the decision processes of earlier developmental stages. Therefore, if students perceive past decisions concerning the accomplishment of developmental tasks as successful, they should be ready to pursue the tasks currently confronting them with some amount of confidence. If the students are not prepared for the tasks at hand, then it can be assumed that some earlier tasks have not been successfully completed, and that the tasks are prerequisite for continuation of development in a positive manner.

Super (1953) states that "development through the life stages can be guided" (p. 190). In order to do this, the career counselor must make an assessment as to the skills and behavior the student currently exhibits. As Osipow (1973) states in his discussion of Super's theory, "vocational maturity allows the observer to assess the rate and level of an individual's development with respect to career maturity" (p. 137). This can be done by comparing the student's

developmental behavior to the behavior expected for that chronological life stage described by the career theorists (Ginzberg, Ginsburg, Axelrod, & Herma, 1951; Super, 1957; Tiedeman & O'Hara, 1963). In this way, the career specialist will have an idea of what the student needs to accomplish in order to continue forward movement through the developmental stages.

Because career development is a continuous process an intervention during the process can either impede or add to the synthesizing and integration of new information. It seems that clarification of the ideas students have about themselves, knowledge about the world of work, and the perception students hold about their role in the environment, will be supportive factors in the developmental process. The addition of decision making skills and occupation exploration skills, should begin to help students feel increased confidence about career planning.

Significance of Study

Ganster and Lovell (1978) have pointed out the primary deficiencies of previous evaluations of career development programs. One such deficiency consists of the use of dependent measures with no known reliability or validity. Many evaluations have been based on subjective reports and evaluative questionnaires completed by participants. The need for evaluating the relative effectiveness of career courses has also been stated by others (Babcock & Kaufman,

1976; Walters & Saddlemire, 1979).

The purpose of this study was to explore the influence of a career decision making course on the career maturity of college freshmen. Super (1963) has defined career maturity as a lifelong process which includes a series of sequential stages. Each stage is defined according to chronological age and identifiable attitudes and behaviors. The attitudes and behaviors described by Super (1963) are combined under the term "developmental tasks." Successful performance of the developmental tasks for one stage is essential in order for the individual to begin dealing with those of the next stage.

The following is a list of the attitudes and behaviors typical for individuals between the ages of 18 and 21 years.

Awareness of the need to specify
Use of resources in specification
Awareness of factors to consider (about self and occupations of interest)
Awareness of contingencies which may affect goals
Differentiation of interests and goals
Awareness of present-future relationships
Specification of an occupational preference
Consistency of preference
Possession of information concerning the preferred occupation
Planning for the preferred occupation

Wisdom of the occupational preference

Confidence in a specific preference (Super, 1963 p. 82).

The focus of this study was to determine the possible influence of a career decision making course on the degree to which individuals actively employ behaviors and attitudes indicative of career maturity. This research will contribute information regarding the effectiveness of a career decision making course to the career development literature. This study may be viewed as distinct from many of those done previously in this area by its use of instruments with known reliability and validity.

Statement of the Problem

The study was designed to examine the following question: Will students show increased scores on indices of career maturity after taking a career decision making course?

This question was based on the hypothesis made by Super, Crites, Hummer, Moser, Overstreet, and Warnath (1957):

> . . . by developing greater vocational maturity as chronological age increases and as life stages change, the individual improves his chances of attaining an integrative adjustment. It has been further hypothesized that by making integrative vocational adjustments in dealing with developmental tasks, the individual increases his possibility of continuing normal vocational development (p. 69-70).

It was the contention here, then, that a career decision making course would influence students to become actively involved in career developmental tasks typical for their age. Whether the tasks are accomplished during the course or at a later date, students may gain information relevant to skills and attitudes necessary for making vocational adjustments upon the occurrence of life changes.

Hypotheses

An alpha level of .05 is specified as needed in order to reject the following hypotheses:

I--There is no difference in career development attitudes as measured by the Career Development Inventory (Career Development Attitude Scale), between freshman students with undecided majors who participated in a career decision-making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure are controlled.

II--There is no difference in career development knowledge and skills as measured by the Career Development Inventory (Career Development Knowledge and Skills Scale), between freshman students with undecided majors who participated in a career decision-making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure are controlled.

III--There is no difference in career orientation as measured by the Career Development Inventory (Career Orientation Total Scale), between freshman students with undecided majors who participated in a career decision-making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure are controlled.

IV--There is no difference in career decisiveness as measured by the Career Maturity Inventory, Attitude Scale (Decisiveness in Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure are controlled.

V--There is no difference in involvement in career decision making as measured by the Career Maturity Inventory, Attitude Scale (Involvement in Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure are controlled.

VI--There is no difference in independence in career decision making as measured by the Career Maturity Inventory, Attitude Scale (Independence in Career Decision Making Subscale), between Freshman students with undecided majors

who participated in a career decision-making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure are controlled.

VII--There is no difference in orientation to career decision making as measured by the Career Maturity Inventory, Attitude Scale (Orientation to Career Decision Making Subscale), between Freshman students with undecided majors who participated in a career decision-making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure are controlled.

VIII--There is no difference in compromise in career decision making as measured by the Career Maturity Inventory, Attitude Scale (Compromise in Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision-making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure are controlled.

Limitations

The sample of this study was limited to students enrolled at Oklahoma State University who were first semester freshmen with undecided majors and who had previously had no formal career decision making courses. The students in the sample composed two groups: those enrolled in the career decision

making course and those not enrolled in the course who were volunteers. Random assignment of students into the two groups was not possible due to ethical considerations regarding course enrollment procedures of the university. Because the sample of participants selected for this study was drawn from a single university, it was not necessarily representative of students in other higher education settings.

Analysis of covariance was chosen as the most appropriate method of statistical analysis for the data collected in this research. As the assumptions for randomization were not met, the analysis of covariance was used with caution and results must be reviewed with this in mind.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Surveys have shown that high school seniors and college students are concerned about their lack of exploratory and decision making skills (American College Test Service, 1978; Ard & Hyder, 1978). Many are unaware of the types of information needed in making career decisions.

The following sections in this chapter will review 1) the common components of career decision making courses and their relation to one another, and 2) review the evaluations of career courses which have incorporated these components.

Common Components of Career Decision Making Courses

Self-Knowledge

Fine (1974) has described three types of skills that are necessary for an individual to possess in relation to the world of work. These are: functional skills which the individual uses in relating to data, people and things in some combination according to personal preference and the ability to handle each; specific content skills which are

the competencies that one must possess in order to perform a certain job; and adaptive skills which refer to the manner in which the individual relates and adjusts to the environment.

These three areas can be incorporated into what Holland terms "self knowledge" which he says is essential in career exploration. Osipow (1973) discusses Holland's definition of self knowledge in relation to the world of work:

> . . . the adequacy of occupational choice is largely a function of the adequacy of self-knowledge and occupational knowledge. The greater the amount and accuracy of information the individual has about each, the more adequate is his choice (p. 46).

Self knowledge in relation to career decision making, refers to the awareness individuals have about their interests, skills, abilities and values. Considering this information in combination with information about the world of work, individuals can gain insight as to which kinds of occupations will fit most closely with the types of personalities they possess. Holland and Nichols (1964), in studying National Merit finalists, found that students tended to choose fields which were compatible with their personalities. Results from this study suggested that a focus on self-knowledge is beneficial to students who are undecided about a major field of study.

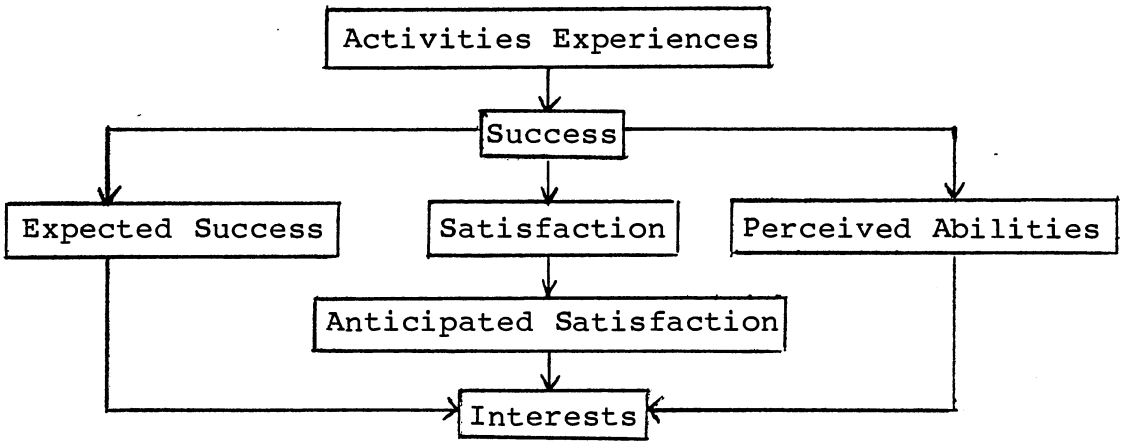
Interest assessment has been used by career counselors and educators who support the belief that people tend to express their self concept (Super, Crites, Hummel,

Moser, Overstreet, & Warnath, 1957) or personality (Holland, 1976; Weinrach, 1980) through their vocational choices. According to Holland (1976) people who choose the same vocation share similar personality characteristics in that they interact with their environment in generally the same manner. He redefines interest inventories as personality inventories. In his studies of people who were satisfied in their work environments, Holland found distinct abilities and personality traits within different occupational areas. Holland's theory encompasses the idea that work satisfaction and achievement are a reflection of the compatibility of the environment and the personality.

Super and Crites (1962) have stated that there are four types of interests: expressed interests are those that an individual states verbally; manifest intersts are exhibited through the activities in which the individual participates; inventoried interests are those found by taking an interest inventory which consists of responses of likes and dislikes to various activities; and tested interests which are those exhibited under controlled conditions. Cottle (1950) described interests as being bipolar: an interest or like for one type of activity correlates with a lack of interest or dislike for a contrary activity. Applying this idea to occupational choice, individuals should be able to distinguish between those occupations that they would consider and those they would not.

Studies have shown that a relationship between interests and job satisfaction exists (Barak & Meir, 1974; Crites, 1969; Holland, 1973). Barak (1981) formulated a model of the development and modification of interests which shows the relationship between success, satisfaction perceived abilities and interests.

According to Barak (1981), individuals will assess their interests according to the abilities, success and satisfaction experienced with previous activities. Knowledge about this kind of information as well as those activities manifested in the present will aid in the consideration of how the individual might experience future work activities.



Source: Barak (1981, p. 10)

Figure 1. Barak's Model

Healey (1982) defines ability as "the capacity to perform successfully." Aptitude on the other hand, is dependent on genetic factors and pertains to a person's potential to acquire an ability. Research indicates that people tend to choose activities that they perceive themselves as having performed successfully in the past (Barak, 1981). As abilities are acquired through the combination of aptitude and experience (Healy, 1982) the predictions of whether or not an individual will have ability to perform certain tasks in the future can be judged according to what has been done in the past. Approaching this idea from another standpoint, individuals can compare abilities in one area with those in another, and determine in which the most success has been experienced. Generalizing abilities required for activities in the past to other yet unexperienced activities, the individual can predict the likelihood of success in the future.

Healy (1982) describes two types of work values: those which define desirable work goals and those which describe feelings about work and acceptable ways in which to work. The later may also be called intrinsic work values and has been linked to the broader terms of personality (Isaacson, 1978).

Other researchers have identified values as being motivating factors of people toward certain types of work (Katz, 1963; Peterson, 1970; Super, 1970). Peterson (1970) has differentiated values from other personality factors

(needs, goals, beliefs, attitudes, interests) by defining values as those things which are perceived by the individual to be desirable. Applying the information individuals have about their values of occupational information, assessments can be made as to whether or not desirable factors are present in specific occupations.

Spranger (1928) proposed that people could be classified according to their values and that there are six basic categories: theoretical, economic, aesthetic, social, political and religious. Super (1970) in his Work Values Inventory has identified fifteen value constructs that are work related. These are: altruism, esthetic, creativity, intellectual stimulation, achievement, independence, prestige, management, economic returns, security, surroundings, supervisory relations, associates, way of life and variety.

Decision Making

Decision making in relation to career planning, involves the gathering of information about self (as previously described in this chapter) and occupations. As researchers seek to explain the ways in which individuals make vocational choices, they commonly agree that there is a period of exploration in which the individual engages in various information seeking activities (Ginzberg, 1951; Super, 1953; Tiedman, 1963). This stage of development which ranges from late adolescence through early adulthood takes on a number of

exploratory characteristics each of which is on a continuum which Jordaan (1963) has described as follows:

Intended	<------->	Fortuitous
Systematic	<------->	Random
Recognized by the subject as exploration	<------->	Not so recognized
Self oriented	<------->	Environment oriented
Self initiated	<------->	Other initiated
Contemporaneous	<------->	Retrospective
Motor	<------->	Mental
Self described	<------->	Empirically determined/ clinically inferred
Intrinsic	<------->	Extrinsic
Behavior modifying	<------->	Fruitless
Vocationally relevant	<------->	Vocationally irrelevant

Source: Jordaan (1963)

Figure 2. Jordaan's Continuum of Exploratory Characteristics

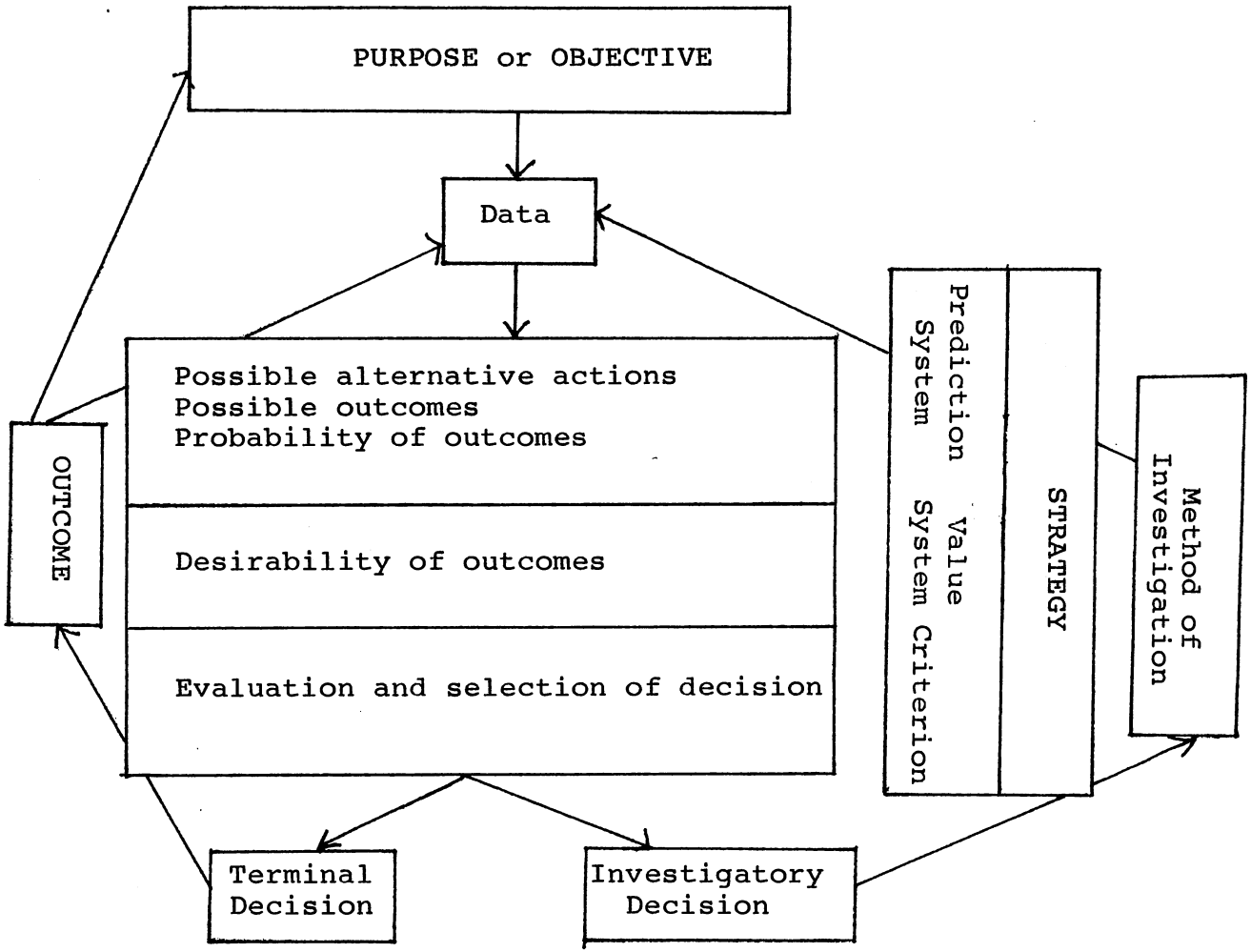
Applying these characteristics to Perry's schema (1968) of decision making development, it can be assumed that students possess a variety of decision making behaviors. These behaviors are based on previous experiences, developmental levels and knowledge of decision making

skills.

Literature pointing to the need for decision making training (Gelatt, 1962; Ginzberg, 1972) supports the idea that many individuals do not know how to go about making satisfying and effective decisions. The definition for decision making incorporates the process of predicting outcomes, making value judgements as to what is desirable, and deciding on a course of action. Gelatt (1962, p. 243) (see Figure 3) has designed a model to be used by individuals as a frame of reference in not only career decision making, but for use in every day decisions. Gelatt describes decision making counseling as a process whereby students learn about themselves (self-knowledge) and their environment. This process takes on a cyclical nature that continuously involves the gathering of new information. This accumulation of information and its use in the decision making model, gives the individual a sense of control regarding decisions made, as well as an awareness of responsibility for those decisions.

Occupational Information

Studies investigating the change of majors by college students and the uncertainty felt by seniors regarding postgraduation plans, point to a lack of students' information concerning college majors and related occupations (Krupka & Vener, 1978; Walters & Saddlemire, 1979). It appears that students are often lacking knowledge of both



Source: Gelatt (1962, p. 242)

Figure 3. The Sequential Decision-Making Process

specific and realistic information about the occupational area they have chosen to study.

In the previous section of this chapter entitled self-knowledge, the importance of assessing information about the individual was discussed. Equally important is the knowledge about various majors and occupations that are of interest to a student, so that a determination can be made as to whether the characteristics of the occupational interest area match the expectations of the student. On the other hand, students not having any idea as to what types of occupations might match their interests and abilities are in need of skills that can assist them in acquiring this information.

Career decision making courses that incorporate occupational exploration as a part of their curriculum, can assist the student in developing occupational research skills. Students should develop a list of useful resources from which they can obtain both general and specific occupational information. These resources might be individuals on the campus or in the community, national and/or local agencies, career libraries, and various university and college services and organizations. Students seem to often lack ideas as to where they can go for career information (Gordon, 1981; Walters & Saddlemire, 1979).

Another important element in researching occupational information, entails the kind of information the student needs in order to begin assessing whether there is value in continuing to include a particular interest area as a career

possibility. Thus, specific information which addresses the following areas is important for the student to use as a guideline in occupational research:

> Work Description - what is the daily routine of an individual in this occupation?
>
> Personal Requirements - what type of personality and physical characteristics are best suited for the type of work being investigated?
>
> Training/Educational/Experience Requirements.
>
> How does an individual enter this type of occupation, i.e., via appointment, advancement, etc.?
>
> What are the amount of hours required to be at work and what are the earnings? How is money accumulated, i.e., hourly wage, commission, salary?
>
> What are both advantages and disadvantages to a job such as the one being investigated?
>
> What is the employment outlook for individuals in this occupation, i.e., how many job openings are predicted for the time employment will be sought?
>
> How do you and the occupation fit?
>
> What other type of work is related to this particular occupation that would entail similar interests, abilities, and skills.
>
> Where are other resources that can provide additional information about this occupational area? (Adapted from U.S. Department of Labor, 1982).

Obtaining answers to the above questions, along with gaining knowledge of the requirements regarding major fields of preparation necessary for occupational entry, allow students to gain some feelings of confidence and control in their career decision making. This kind of exploration also brings the student to a more realistic viewpoint concerning

the type of work that has previously been considered or not considered due to a lack of knowledge about the occupation.

Summary

Career decision making involves the combination of self-knowledge, occupational information and effective decision making skills. As many students seem unclear about their interests, values and abilities, they first need to clarify this information about themselves before they can meaningfully analyze occupational information as it relates to their expectations of the world of work. Individuals who have not developed an effective decision making strategy might benefit from training which involves knowledge and practice of skills involving this process. Through development of a systematic decision making strategy, individuals might gain a greater sense of control over the decisions they make as well as the knowledge that the responsibility for those decisions lies within the individual.

Effectiveness of Career Decision Making

Ganster and Lovell (1978) define career development or maturity as encompassing the consistency of career choice over time; the attitudes the individual has about work; the involvement and independence of the individual in the decision making process; and the individual's self knowledge as it pertains to the world of work. This definition put

into action incorporates the process of gathering information about self, the world of work, analyzing the data and developing a plan of action.

In a study reviewing the personal needs of college freshmen regarding career planning, Walters and Saddlemire (1979) found that of 2,507 students surveyed, the perceived needs concerning career planning were ranked in this order: 1) information on the occupations; 2) knowledge of resources on campus that could assist in career planning; 3) more direct experiences with jobs the student is considering (part-time jobs; interviews); 4) better self knowledge (values, goals, life-style preference); 5) assistance in planning a college curricula that will provide more flexibility in choosing among different occupations (Walters & Saddlemire, 1979, p. 228).

The study revealed that those freshmen who were undecided about a major indicated a greater need for self knowledge and occupational flexibility. The concern for flexibility in the choice among different occupations can be linked to Super's (1964) description of individuals who find it difficult to choose among various attractive options. These people, who Super terms "generalists", enjoy and do a variety of things, and in seeking occupations, they look for those in which they can experience as many of these interests as possible.

Heppner and Krause (1979) studied the results of a two credit hour course based on career development theory

and a survey of students perceived needs concerning career planning. The goals of the course consisted of the following: a) students would be able to assess their own values, interests, skills, self-concept and self-defeating behaviors; b) students would become aware of a wide range of occupational information and the world of work; c) students would gain problem-solving skills; d) students would be able to generalize the process used in career planning to situations at any time in their lives.

Heppner and Krause evaluated the course using four types of data collection: 1) student self-evaluation; 2) individual interviews with students; 3) formal written feedback regarding the course; 4) informal verbal feedback in a large group format.

In terms of the self assessment, 100% of the students felt they had gained significantly regarding self-knowledge; 100% felt they had increased their knowledge about the world of work; 89% felt they had improved their decision making skills; 89% felt an increase in self-confidence and 78% felt their ability to establish goals had increased.

Babcock and Kaufman (1976) studied 77 female upperclassmen at Cornell University. They sought to find whether students would demonstrate greater gain on a career development scale after completing a career course than students not taking the course. The sample was divided into three groups. 1) Those taking the career course; 2) those served by career counselors on a walk-in basis; 3) a control

group receiving no type of career counseling.

The career course focused on the topics of values clarification, theories of occupational choice, job satisfaction, sources of occupational information, work power projections and career planning. Group discussions as well as observations and interviews with persons working in jobs students were considering were an integral part of the seven week credit bearing course.

The walk-in group received a number of counseling sessions related to the number of times they chose to meet with a counselor during the seven week period. The mean number of sessions was 1.3, with one out of 23 students seeing a counselor three times. Content for each session was determined by the student.

Two instruments were used to evaluate the relative effectiveness of the course and the counseling sessions. The first instrument was a self report questionnaire adapted from the format of Super's Career Development Inventory. The second instrument, a counseling assessment form was a rating scale on which students reported whether or not they had received assistance in certain areas and to what extent the information was useful.

Results of the study supported the research hypothesis that students in the class would demonstrate significantly greater gain on all the criteria than students in the walk-in or control groups. Criteria were self-knowledge and its relation to the world of work, career planning, and

questionnaire scores. Likewise, the means for the support for the walk-in group were higher than those of the control group which showed support for the second hypothesis. The study showed evidence to support that a formal career course is more effective in facilitating career development than individual counseling on a walk-in basis and no counseling.

Ganster and Lovell (1978) used Holland's theory (Holland, 1973) as a basis for a career course. The experimental group participated in a career development seminar for sixteen weeks while a control group met in a managerial class for the same amount of time. For the career course students received regular credit with course topics including the following: Holland's Self Directed Search (Holland, 1972) with interpretation; a discussion of the influence of significant others and where they fit in Holland's typology of personalities; and the use of the Dictionary of Occupational Titles.

The researchers found significant main effects in the predicted direction at the .001 and .01 levels, in the career maturity scores of students participating in the course as measured by the Career Maturity Inventory (Attitude Scale and Competence Test) (Crites, 1978). Students in the course were more able to identify their skills and abilities as well as assess their weaknesses after completing the course. Regarding decision making, students in the career course showed improvement in problem solving skills related to career choice and were better able to specify individual

career goals.

Tiller and Hutchins (1979) evaluated the effects of a career exploration program on 160 first semester freshmen at a private four year liberal arts college. Of these, 25.6% were undecided about a major. The researchers divided the students into four groups. One group served as a control group receiving no type of career counseling, while the others received individual or combined components of the model. Two components were used in this model: 1) the Hall Occupational Orientation Inventory (Hall & Tarrier, 1976) and an orientation to the decision making theory on which the inventory is based; 2) interviews with alumni at work locations that were of interest to the individual students. Group One of the three groups received the first component only, Group Two received the second component only, and Group Three received both components of the model.

The researchers sought to measure an increase in career decidedness due to the individual and combined components of the career exploration program. The model was evaluated using the Assessment of Career Decision Making Form B, an unpublished instrument by Harren, 1976. Career decidedness was defined as placement on the continuum of the first four stages (exploration, crystallization, choice, clarification) of career development (Tiedman & O'Hara, 1963). The results showed that the group receiving both components of the program exhibited the greatest change. This group showed the highest scores in the stages of choice and clarification of all

groups in the study. All three groups showed greater career decidedness at the end of the study, but the group benefiting from the study of self in relation to the world of work (self assessment of attitudes, needs, values) in conjunction with visiting the alumni on the job, showed the greatest increase in scores on the post-test.

Bartsch and Hackett (1979) studied the effectiveness of a credit bearing course on personal-career decision making using both control and experimental groups. The treatment consisted of a 10 week credit bearing course which included: the presentation of decision making models; topics on goal setting, mental sets and constraining beliefs; clarification of values, interests and abilities; assertiveness and self-management and decision making skills.

Results from their study indicated that students taking the course had significantly higher internal locus of control scores than students in the control group, and better understanding of themselves in relation to the world of work and an understanding of the career decision making process. Students who had taken the course also exhibited more involvement in their career decision making plans than those who had not taken the course. This study supports the findings of Johnson and Bukacek (1979) that life planning programs facilitate goal setting and behavioral plans of action towards those goals.

Summary

Although there is a limited amount of quasi-experimental research concerning the accountability of career decision making courses, those existing in the literature show support for an increase in individual career development by students enrolled in such courses. The studies also identify the importance of self-knowledge and decision making training as prerequisites to the research of occupational information.

Studies relying on subjective evaluation are limited by their lack of scientific support, however, they need not be overlooked in the determination of the accountability of career decision making courses. Students often have identified for themselves their perceived needs as to career decision making and it can be assumed that they enter career decision making courses with expectations that these needs will be satisfied. In view of these needs and expectations, subjective responses in effect, are critiques as to quality of content of the courses and the amount of increased need satisfaction experienced by the student.

This study will contribute to the literature a systematic evaluation of the effectiveness of a career decision making course on the career maturity of college freshman students. Although the study was quasi-experimental due to lack of randomization in the sample, it employed the use of other techniques used in experimental research, i.e., the use of a treatment, a control group,

and evaluative instruments with researched validity and reliability measures. It offered comparative information regarding measures of career maturity of college freshman students who have taken a career decision making course and of those who have not taken the course.

Hypotheses

An alpha level of .05 is specified as needed in order to support the following hypotheses:

I--There is a difference in career development attitudes as measured by the Career Development Inventory (Career Development-Attitude Scale), between freshman students with undecided majors who participated in a career decision-making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure are controlled.

II--There is a difference in career development knowledge and skills as measured by the Career Development Inventory (Career Development Knowledge and Skills Scale), between freshman students with undecided majors who participated in a career decision-making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure are controlled.

III--There is a difference in career orientation as measured by the Career Development Inventory (Career Orientation Total Scale), between freshman students with

undecided majors who participated in a career decision-making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure are controlled.

IV--There is a difference in career decisiveness as measured by the Career Maturity Inventory, Attitude Scale (Decisiveness in Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure are controlled.

V--There is a difference in involvement in career decision making as measured by the Career Maturity Inventory, Attitude Scale (Involvement in Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure are controlled.

VI--There is a difference in independence in career decision making as measured by the Career Maturity Inventory, Attitude Scale (Independence in Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision-making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test

scores on the measure are controlled.

VII--There is a difference in orientation to career decision making as measured by the Career Maturity Inventory, Attitude Scale (Orientation to Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision-making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure are controlled.

VIII--There is a difference in compromise in career decision making as measured by the Career Maturity Inventory, Attitude Scale (Compromise in Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision-making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure are controlled.

CHAPTER III

METHODOLOGY

This chapter provides a description of the sample used in the study, a description of the instruments and means by which data was collected, and the procedures followed in analyzing the data.

Participants

The participants for the present study were students who were first semester freshman undecided majors at Oklahoma State University and enrolled in the first eight week sections of ABSED 1110 World of Work, and first semester freshman undecided majors who were not enrolled in ABSED 1110 World of Work. Ten of the subjects were males and twenty-four were females. Twenty-nine of the thirty-four participants had some type of previous work experience and fourteen of the participants came from homes where at least one parent was employed in an occupation requiring a college degree.

All students in ABSED 1110 were tested but only data obtained from those meeting the following criteria were used in this study: 1) first semester freshman, and 2) previously had not taken a career course. The students not enrolled in ABSED 1110 also were required to meet the

above criteria and were volunteers. The total number in the sample included seventeen students randomly selected from 109 students enrolled in ABSED 1110 and seventeen volunteers who were not enrolled in ABSED 1110 and enrolled in A&S 1111, a freshman orientation course which was also scheduled for the first eight weeks of the semester.

Instrumentation

The following is a description of the instruments which were used to measure indices of career maturity. The Career Development Inventory (Super, Thompson, Lindeman, Jordaan & Myers, 1979) was chosen to assess the overall career maturity of the participants in this study. The Attitude Scale of the Career Maturity Inventory (Crites, 1978a) was used as a supplement to the Career Development Inventory to assess more specifically and thoroughly, specific attitudes of the participants.

The Career Development Inventory (College and University Form)

The College and University Form of the Career Development Inventory (CDI) was developed at Teacher's College, Columbia University by Super, Thompson, Lindeman, Jordaan, and Myers (1981). Designed to assess the career maturity of college students, it has been recommended for use by the authors (Thompson, Lindeman, Super, Jordaan & Myer, 1981) for the following purpose:

> . . . for assessing the readiness of entering college students to make career decisions and thus for identifying those who need arousal, decision-making training, exploratory attitudes, occupational exploration in breadth or indepth exploration of a preferred field (p. 1).

The CDI consists of eight scales, five of which measure specific aspects of career development, two measure two group factors (conative and cognitive) and one scale combines these two to provide a composite score. Only three of the CDI scales were used in this study. These were the Career Orientation Total (COT), a composite measure with a reliability coefficient of .91, and the Career Development Attitudes Scale and Career Development Knowledge and Skills Scale which provide measures with reliability coefficients of .86 and .74 respectively (Thompson, Lindeman, Super, Jordan, & Myers, 1982).

The Career Orientation Total (COT) combines four of the eight Career Development Inventory Scales to provide a composite score which "approaches a measure of career maturity" and measures four of the five dimensions of Super's model (Thompson et al., 1981, p. 3). The following provides a brief description of the four scales which compose the Career Orientation Total Scale:

Career Planning (CP) is comprised of questions concerning how and to what extent the student has been active in career planning; assesses attitudes and reported planfulness.

Career Decision Making (DM) measures ability to apply knowledge and insight to career planning and decision making. Students are given sketches of individuals making decisions (identity of sex is concealed) and asked to solve career problems.

Career Exploration (CE) is a self report measuring quality of exploratory attitudes by having students rank sources of career information and the usefulness of that information.

World of Work Information (WW) assess knowledge of career development tasks described by Super (1957) that comprise the Exploratory and early Establishment stages in the theory of career development; assesses occupational information also.

The Career Development-Knowledge and Skills scale (CDK) combined the DM and WW scales to assess intercorrelated knowledge of the world of work and its use in making career decisions. This scale was used in this study to assess specifically and separately the ability to utilize world of work information with decision making.

Subgroup differences (sex, year, major) and the factor structure of the Career Development Inventory (Super et al., 1979) form the basis for the validity of the College and University Form. The research on the norm group showed consistency between the theoretical constructs and the results from the data of the various subgroups. Norms for the College and University Form were based on a total

group of 1176 university and college students: 526 freshman, 278 sophomores, 166 juniors and 232 seniors. Majors of the students in the sample were grouped as follows: business and office; life sciences; psychology, social science and government; mathematics, physical science, computer and information science, engineering; arts, education, language and communication, philosophy and religion.

Content validity for the CDI is based on how well the items on the inventory measure the dimensions of Super's (1957) career theory. Examination of the inventory shows the items specifically relate to four of the five dimensions of the theory. The fifth dimension, Realism, cannot be assessed by this instrument alone, as other information about the student (i.e., aptitude, grades), would need to be included in order to determine a measure of reality regarding a specific career choice.

Evidence of construct validity is shown in comparing the raw score means of the School Form with those of the College and University Form. As items on both forms are closely parallel, some being identical, it was expected by the researchers that means on the College and University Form would be higher than those on the School Form. A comparison of the results of the norm groups showed the College and University Form means to be at least one half standard deviation higher on all five scales with means on the CE, DM, an PO scales about 1.0 standard deviation higher. These results provide support for the construct validity of

the College and University Form. Data from the sample showed coefficients of .74 for the CDK and .91 for the COT.

Data from the answer sheets for the CDI are provided on a computer printout which is divided into four parts for scoring reporting purposes. The first part called the Individual Report, gives individual students's standard scale scores using a mean of 100 and a standard deviation of 20, and percentiles for each of the eight CDI scales. The second part of the report form called the Group Roster, alphabetically lists students' names, each individual's scores, occupational preference, grade, sex, school and means of the group and the standard deviation.

Career Maturity Inventory (Attitude Scale, Counseling Form B-1)

The Attitude Scale, Counseling Form B-1 of the Career Maturity Inventory (CMI) (Crites, 1978a) is designed to measure the maturity of an individual's attitudes in relation to career decision making. Scores relate the maturity of the individual's career choice attitudes and ideas as compared to other individuals who are the same age or at the same grade level.

The Attitude Scale has been found to have sufficient "ceiling" for use with college sophomores and juniors and some seniors (mostly those who are undecided about a career choice). The Attitude Scale is applicable for those reading at a minimum of a sixth grade level to those who are seniors

in college. It is equally applicable to both males and females (Crites, 1978b, p. 5).

The Attitude Scale, Counseling Form was constructed using 50 items from the previous Attitude Scale Form A-1 and 25 items from interviews gathered from clients in career counseling and other real life situations. The responses from the 75 items are divided into subscales measuring decisiveness, involvement, independence, orientation and compromise as related to career decision making. Item selection was based on a rational-empirical method which sought to define the variables. Definitions of the variables and sample items are given below:

Dimension	Definition	Sample Item
Decisiveness in career decision making	Extent to which an individual is definite about making a career choice	"I keep changing my occupational choice."
Involvement in career decision making	Extent to which an individual is actively participating in the process of making a career choice	"I'm not going to worry about choosing an occupation until I'm out of school."
Independence in career decision making	Extent to which an individual relies upon others in the choice of an occupation	"I plan to follow the line of work my parents suggest."

Orientation to career decision making	Extent to which an individual is task or pleasure oriented in his or her attitude toward work and the values he or she places upon work	"I have little or no idea of what working will be like."
Compromise in career decision making	Extent to which an individual is willing to compromise between needs and reality	"I spend a lot of time wishing I could do work I know I can never do."

Source: (Crites, 1978c. p. 10)

Figure 4. Variables in the Attitude Scale

From research using a sample of 7,000 students, factor analysis was used to determine item assignment to the subscales. The relationship of all items on the scale to the various subscales was tested and the results showed that each item correlated higher with its own subscale than with any other (Crites, 1978c).

The Kuder-Richardson Formula 20 internal consistency estimates for the Counseling Form range from .50 to .72 among the subscales. As the scale is nonintellectual, these measures are acceptable, even though they are lower than those desired for aptitude and achievement tests (Crites, 1978c).

Although there is still further research to be done on the Counseling Form of the Attitude Scale, thus far it appears to closely parallel the data from the extensively researched Attitude Scale Form A-1. This would probably be due to the 50

items that were taken directly from Form A-1 and used as the nucleus for the new Counseling Form. Previous research on the Attitude Scale has found it to correlate significantly with several criterion variables. Bathory (1967) correlated the Attitude Scale with a measure of realism of aspirations and obtained r's of .39 ($p<.01$) and .31 ($p<.05$). Hollender (1964) correlated the Attitude Scale with consistency, decision and realism in career choice and found significant covariation of career attitude maturity with all of these criterion variables. Walsh and Osipow (1973) and Walsh and Hanley (1975) found uniform indications that college students with career choices congruent with Holland's theory (1973) showed higher means.

Two questionnaires devised by the author were used to gather additional information about the participants in this study. The Student Profile (see Appendix A) questionnaire was given to the student as part of the pretest. Demographic information as well as work history and identification of any previous formal career decision making training was obtained from the Student Profile. The Final Questionnaire (see Appendix B) was given to students completing the posttests. This questionnaire assessed whether students had participated in any types of career counseling or explorations extraneous to this study.

Procedures

Data was collected during the Fall 1982 academic semester by means of a pretest and a posttest. The pretest and the posttest included the administration of the Career Development Inventory and the Attitude Scale of the Career Maturity Inventory. During the second week of the semester, all students enrolled in the first eight week session of ABSED 1110, World of Work course, and those participants who were volunteers enrolled in A&S 1110, Freshman Orientation, and not enrolled in ABSED 1110, were given a short Profile Questionnaire devised by the author and the pretest. All students were given a consent form (see Appendix C) to be read and signed before completing the Profile Questionnaire and the pretest. The consent form gave a brief description of the nature and procedure of the activity in which the students would be participating.

From the 109 ABSED 1110 students who completed the pretest and also met the qualifications for this study, twenty were randomly selected to take the posttest. This number of students matched the number of volunteers from the A&S 1111 course. However, due to some of the students not returning to take the posttests and one incomplete test, the final number of each group was seventeen.

Objectives for students enrolled in ABSED 1110, World of Work, were described in the course syllabus (see Appendix D). Students participated in small group discussions dur-

ing class periods and also were given the opportunity to research occupational information in the Career Information and Learning Resource Center. The Harrington O'Shea Career Decision Making System (Harrington & O'Shea, 1982) was used in assessing individual interests and the text Coming Alive from Nine to Five (Michelozzi, 1980) was used as a resource and workbook.

Small group discussions focused on topics such as career interests, abilities, work values, decision making strategies and interviewing skills. Students were taught strategies for researching career information and were expected to interview at least three individuals who were employed in occupations that were of interest and under consideration by the individual students. A sheet describing specific assignments and expectations for the students in the course was distributed along with the syllabus during the first class meeting (see Appendix D).

Grading for the course was based on class attendence, completion of class assignments, individual portfolios and a final exam. The portfolio was to be compiled for use in future planning and was to include the following: 1) work autobiography, 2) resume, 3) letter of application, 4) career investigations, 5) three interviews, 6) any other assignments designated by the instructors. The Final Exam was used to determine how well students applied their self knowledge and occupational information to the decision making process which was taught in the course (see Appendix E). Class

sections were taught by four instructors who met on a weekly basis to plan how specific activities would be conducted. All sections of ABSED 1110 followed the same activity schedule and used the same textbook and supplementary materials.

Volunteers in this study were not requested to participate in any activities other than the pretest and posttests. Any career counseling or exploration would be strictly at their own discretion and was neither suggested or prohibited.

During the eighth week of the semester, participants were asked to complete the posttests and Final Questionnaire (Appendix B) on a walk-in basis at the University Counseling Service. Eighteen of the twenty ABSED 1110 participants returned for the posttest, however one posttest was not completed and therefore could not be used for the study. Seventeen of the twenty volunteers returned for the posttest. A total of thirty-four participants completed the pretest and posttest.

The Final Questionnaire was given with the posttest to determine if during the period of their involvement in this study, participants had been engaged in any type of formal career exploration activities other than those planned in this study. None of the students reported such activities. Volunteers did not report any extent of career exploration activity that would invalidate their participation in this study, i.e., two or more hours spent with a career counselor or participation in a career exploration group. All students

who completed any of the tests, whether pretest only or both pretest and posttest, were given the opportunity at the end of the eight week period, to be given an interpretation of the tests. Using this information, students were given suggestions by the career counselor as to how they might further proceed in their career exploration.

Analysis

The study investigated the effect of a career decision making course on the career development of Freshman undecided majors. The posttest scores of freshman students with undecided majors who were enrolled in ABSED 1110, World of Work, were compared with posttest scores of freshman students with undecided majors who were not enrolled in the course by use of the statistical technique analysis of covariance. Prior to using the analysis of covariance for each of the eight hypotheses, multiple regression was used to determine whether there was a significant difference between the regression coefficients for the two groups using a significance level of .05. No significant differences were found for any of the eight regression analyses, thus the assumption of homogeneity of regression coefficients of the groups was not violated and the use of the statistical technique, analysis of covariance, was considered appropriate for this study.

The instruments used for collection of data, were the Attitude Scale, Counseling Form (B-1) of the Career

Maturity Inventory developed by John Crites (1978a) and the Career Development Inventory developed by Super, Thompson, Lindeman, Jordaan and Myers (1981). A Student Profile Questionnaire and a Final Questionnaire devised by the researcher were used to gather demographic data and to determine whether students had participated in any form of career counseling or career exploration extraneous to this study during the first eight weeks of the semester.

CHAPTER IV

ANALYSIS AND PRESENTATION OF DATA

Following the conclusion of the data collection, the data from the Career Development Inventory and the Career Maturity Inventory were recorded and analyzed using the analysis of covariance procedure. This statistical procedure allowed for the statistical control of any initial differences in pretest scores of the participants that might create false differences between the groups. Preliminary multiple regression analyses were performed for each pair of means in order to determine if the assumptions of homogeneity of regression was tenable. The .05 level of significance was selected for all analyses performed. Chapter IV consists of the presentation of the data for each of the eight hypotheses tested.

Terminology

Throughout Chapter IV, for reference convenience, the three scales from the Career Development Inventory and the five subscales from the Attitude Scale of the Career Maturity Inventory will be abbreviated in the following manner: Career Development-Attitudes (CDA), Career Development Knowledge and Skills (CDK), Career Orientation

Total (COT), Decisiveness in career decision making (Dcd), Involvement in career decision making (Iv), Independence in career decision making (In), Orientation to career decision making (Ocd), and Compromise in career decision making (Ccd). The two sample groups will be referred to in the following manner: Group I (students who participated in the career decision making course), and Group II (students who did not participate in the course).

Hypothesis I

There is a significant difference in career development attitudes, as measured by the Career Development Inventory (Career Development-Attitudes Scale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pretest scores on the measure are controlled.

Prior to using the analysis of covariance procedure on the data, a check was made on the homogeneity of the regression coefficients of the two groups for the variable CDA posttest scores. An $F=.9351$ was found not to be significant at the .05 level, thus permitting use of the conventional analysis of covariance. Data from the analysis of covariance is presented in Table I.

The results in Table I indicate a significant ($p<.001$) difference between the attitudes of freshman students who had participated in the career decision making course and

the attitudes of freshman students who did not participate in the course. The students in the course had an adjusted mean posttest score of 122.3 while the students not taking the course had a mean of 99.8 Therefore, Hypothesis I was supported.

TABLE I

RESULTS OF AN ANALYSIS OF COVARIANCE OF MEAN SCORES ON THE POSTTEST CAREER DEVELOPMENT ATTITUDES SCALE USING PRETEST CAREER DEVELOPMENT ATTITUDES SCALE MEAN SCORES AS THE COVARIATE

Source	df	MS	F
Groups	1	4235.3221	24.4651*
Residual	31	173.1169	

*$p < .001$

Hypothesis II

There is a significant difference in career development knowledge and skills, as measured by the Career Development Inventory (Career Development Knowledge and Skills Scale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pre-test scores on the measure

are controlled.

A preliminary test conducted to check the homogeneity of the regression coefficients of the two groups for the CDK posttest scores produced and F=.9351 which was not significant at the .05 level. Thus, analysis of covariance was appropriate for use in analyzing the data. Results are presented in Table II.

TABLE II

RESULTS OF AN ANALYSIS OF COVARIANCE OF MEAN SCORES ON THE POSTTEST CAREER DEVELOPMENT KNOWLEDGE AND SKILLS SCALE USING PRETEST CAREER DEVELOPMENT KNOWLEDGE AND SKILLS SCALE AS THE COVARIATE

Source	df	MS	F
Groups	1	22.7634	.6417
Residual	31	35.4714	

Data results in Table II indicate no statistical significant difference between the adjusted mean scores of freshman students who had participated in the career decision making course and freshman students who did not participate in the course. The results of the statistical analysis do not support Hypothesis II.

Hypothesis III

There is a significant difference in career orientation, as measured by the Career Development Inventory (Career Orientation Total Scale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pretest scores on the measure are controlled.

The preliminary test conducted to check the homogeneity of the regression coefficients of the two groups for career orientation total scores, found an F=3.7461 which was not significant at the .05 level, thus permitting the application of analysis of covariance to the data. Results of the analysis are presented in Table III.

TABLE III

RESULTS OF AN ANALYSIS OF COVARIANCE OF MEAN SCORES ON THE POSTTEST CAREER ORIENTATION TOTAL SCALE USING PRETEST CAREER ORIENTATION TOTAL SCALE MEAN SCORES AS THE COVARIATE

Source	df	MS	F
Groups	1	1760.0260	27.131*
Residual	31	64.8903	

*$p < .0001$

Data results in Table III indicate a statistically significant difference ($p<.0001$) between adjusted mean scores of freshman students who had participated in the career decision making course and freshman students who did not participate in the course. Adjusted mean posttest scores for freshman students in the course were 124.3447, and 109.3023 for freshman students not in the course, producing a difference of 15.0424, with Group I having the higher mean scores. The results of the statistical analysis show support for Hypothesis III, revealing a significant difference between scores of the two groups on the COT scale.

Hypothesis IV

There is a statistically significant difference in career decisiveness as measured by the Career Maturity Inventory Attitude Scale (Decisiveness in Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pretest scores on the measure are controlled.

The test to check the homogeneity of the regression coefficients of the two groups for scores on the Dcd subscale, yielded an F=.0007 which was not significant at the .05 level. Analysis of covariance was applied to the data and results are presented in Table IV.

TABLE IV

RESULTS OF AN ANALYSIS OF COVARIANCE OF MEAN SCORES ON THE POSTTEST DECISIVENESS IN CAREER DECISION MAKING SUBSCALE USING PRETEST CAREER DECISION MAKING SUBSCALE MEAN SCORES AS THE COVARIATE

Source	df	MS	F
Groups	1	49.2990	1.3270
Residual	31	37.1494	

Data results in Table IV indicate no significant difference at the .05 level between adjusted mean scores of freshman students who had participated in the career decision making course and freshman students who did not participate in the course. The results of the statistical analysis do not show support for Hypothesis IV, revealing no significant difference at the .05 level between the adjusted mean scores for the two groups on the Dcd subscale.

Hypothesis V

There is a significant difference in involvement in career decision making as measured by the Career Maturity Inventory Attitude Scale (Involvement In Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pretest scores

on the measure are controlled.

The initial test to check the homogeneity of the regression coefficients of the two groups for scores on the Iv subscale, found an F=.0186 which was not significant at the .05 level. Analysis of covariance was applied to the data and results are presented in Table V.

TABLE V

RESULTS OF AN ANALYSIS OF COVARIANCE OF MEAN SCORES ON THE POSTTEST INVOLVEMENT IN CAREER DECISION MAKING SUBSCALE USING PRETEST INVOLVEMENT IN CAREER DECISION MAKING SUBSCALE MEAN SCORES AS THE COVARIATE

Source	df	MS	F
Groups	1	128.0210	3.1289
Residual	31	40.9156	

Data results in Table V indicate no significant difference at the .05 level between adjusted mean scores of freshman students who had participated in the career decision making course and freshman students who did not participate in the course. The results of the statistical analysis do not show support for Hypothesis V, revealing no significant difference at the .05 level between the adjusted mean scores for the groups on the Iv subscale.

Hypothesis VI

There is a significant difference in independence in career decision making as measured by the Career Maturity Inventory Attitude Scale (Independence in Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pretest scores on the measure are controlled.

The initial test to check the homogenity of the regression coefficients of the two groups for scores on the In subscale, found an F=.0829 which was not significant at the .05 level. Analysis of covariance was applied to the data and results are presented in Table VI.

TABLE VI

RESULTS OF AN ANALYSIS OF COVARIANCE OF MEAN SCORES ON THE POSTTEST INDEPENDENCE IN CAREER DECISION MAKING SUBSCALE USING PRETEST CAREER DECISION MAKING SUBSCALE MEAN SCORES AS THE COVARIATE

Source	df	MS	F
Groups	1	23.7903	.4750
Residual	31	50.0832	

Results presented in Table VI indicate no significant difference at the .05 level between mean scores of freshman students who had participated in the career decision making course and freshman students who did not participate in the course. The results of the statistical analysis do not show support for Hypothesis VI, revealing no significant difference at the .05 level between the adjusted mean scores for the two groups on the In subscale.

Hypothesis VII

There is a statistically significant difference in orientation to career decision making, as measured by the Career Maturity Inventory Attitude Scale (Orientation to Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pretest scores on the measure are controlled.

The initial test to check the homogeneity of the regression coefficients of the two groups for scores on the Ocd subscale, found an F=2.2694 which was not significant at the .05 level. Analysis of covariance was applied to the data and results are presented in Table VII.

Data results in Table VII indicate no significant difference at the .05 level between adjusted mean scores of freshman students who had participated in the career decision making course and freshman students who did not participate

in the course. The results of the statistical analysis do not show support for Hypothesis VII, revealing no significant differences at the .05 level between the adjusted mean scores for the two groups on the Ocd subscale.

TABLE VII

RESULTS OF AN ANALYSIS OF COVARIANCE OF MEAN SCORES ON THE POSTTEST ORIENTATION TO CAREER DECISION MAKING SUBSCALE USING PRETEST ORIENTATION TO CAREER DECISION MAKING SUBSCALE MEAN SCORES AS THE COVARIATE

Source	df	MS	F
Groups	1	27.9172	.5692
Residual	31	49.0459	

Hypothesis VIII

There is a significant difference in compromise in career decision making as measured by the Career Maturity Inventory Attitude Scale (Compromise in Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pretest scores on the measure are controlled.

The preliminary test to check the homogeneity of the regression coefficients of the two groups for scores on the Ccd subscale, found an F=.2526 which was not significant at the .05 level. Analysis of covariance was applied to the data and results are presented in Table VIII.

TABLE VIII

RESULTS OF AN ANALYSIS OF COVARIANCE OF MEAN SCORES ON THE POSTTEST COMPROMISE IN CAREER DECISION MAKING SUBSCALE USING PRETEST COMPROMISE IN CAREER DECISION MAKING SUBSCALE MEAN SCORES AS THE COVARIATE

Source	df	MS	F
Groups	1	22.7634	.6417
Residual	31	35.4714	

Data results in Table VIII indicate no significant difference at the .05 level between adjusted mean scores of freshman students who had participated in the career decision making course and freshman students who did not participate in the course. The results of the statistical analysis do not show support for Hypothesis VIII, revealing no significant differences at the .05 level between the adjusted mean scores for the two groups on the Ccd subscale.

Summary

This chapter relates findings from the statistical analyses performed to test the eight research hypotheses. Differences in posttest scores between the two groups were analyzed, with differences in pretest scores controlled using analysis of covariance. This statistical procedure allowed for the statistical control of any initial differences in the participants that might create false differences in posttest scores between the groups. The .05 level of significance was selected for all analyses.

The results yielded by the data analysis supported two of the eight hypotheses. Statistically significant differences were found between adjusted posttest mean scores for the two groups on the scales Career Development-Attitudes (CDA) and Career Orientation Total (COT) of the Career Development Inventory. No significant differences were found in posttest mean scores on the Career Development Knowledge and Skills Scale (CDK) between the two groups. No significant differences were found for any of the subscales of the Attitude Scale of the Career Maturity Inventory.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was designed to answer the following question: Is there a difference in the career maturity of first semester college freshman students who are undecided majors and have participated in a career decision making course and first semester freshman students who are undecided majors and have not participated in the course? The following results were reported:

1. There was a significant difference in scores measuring career development attitudes, as measured by the Career Development Inventory (Career Development-Attitudes Scale), with undecided freshman students who participated in a career decision making course scoring higher than freshman undecided students who did not participate in the course, when differences in pretest scores on the measure were controlled.

2. There was no difference in career development knowledge and skills, as measured by the Career Development Inventory (Career Development Knowledge and Skills Scale), between freshman students with undecided majors who participated in a career decision making course and freshman

students with undecided majors who did not participate in the course, when differences in pretest scores on the measure were controlled.

3. There was a difference in career orientation, as measured by the Career Development Inventory (Career Orientation Total Scale), with freshman undecided students who participated in a career decision making course scoring higher than freshman undecided students who did not participate in the course, when differences in pretest scores on the measure were controlled.

4. There was no difference in decisiveness in career decision making, as measured by the Career Maturity Inventory Attitude Scale (Decisiveness in Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pretest scores on the measure were controlled.

5. There was no difference in involvement in career decision making, as measured by the Career Maturity Inventory Attitude Scale, (Involvement in Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pretest scores on the measure were controlled.

6. There was no difference in independence in career decision making as measured by the Career Maturity Inventory Attitude Scale (Independence in Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pretest scores on the measure were controlled.

7. There was no difference in orientation to career decision making, as measured by the Career Maturity Inventory Attitude Scale (Orientation to Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pretest scores on the measure were controlled.

8. There was no difference in compromise in career decision making, as measured by the Career Maturity Inventory Attitude Scale (Compromise to Career Decision Making Subscale), between freshman students with undecided majors who participated in a career decision making course and freshman students with undecided majors who did not participate in the course, when differences in pretest scores on the measure were controlled.

Conclusions

The data reflected differences in scores on selected measures of indices of career maturity between first semester freshman students with undecided majors who participated in a career decision making course and first semester freshman students with undecided majors who did not participate in the course. On the basis of the results, the following conclusions are offered:

1. Results indicated that freshman students who had participated in a career decision making course scored higher on a measure of career development attitudes (the CDA scale of the Career Development Inventory), than did students who had not participated in the course. Scores of the students in the course suggested greater degrees of engagement in their career planning and knowledge regarding occupation interest areas. They also demonstrated a greater degree of knowledge regarding the usefulness of resources for career information. Students in the course were not only introduced to various career information resources but were required to apply the information they obtained in their career exploration activities, to the knowledge they had about themselves and their career planning. Although the same career exploration resources were available to students not in the course, lower scores on the CDA Scale seem to imply that these students were not as active in their career planning and exploration activities as those students in the course. As many of the

attitudes on the Career Development Inventory CDA Scale are described behaviorally, for example, "I am talking about career plans with an adult friend," it might be concluded that the career decision making course heightened the behavioral activity and therefore the attitudinal awareness of students in the course.

Interestingly, there were no significant differences found in scores obtained from the two groups on any of the subscales of the Attitude Scale of the Career Maturity Inventory. Although both the CDA and the Attitude Scale purport to measure "attitudes," upon examination of these two scales, it is evident that the Career Development Inventory measures attitudes according to behaviors the student has demonstrated or would choose, whereas the Attitude Scale of the Career Maturity Inventory presents statements concerning what the student thinks about regarding work and career planning rather than what has been exhibited behaviorally, for example, "working is much like going to school." Therefore, conclusions might be that there were differences in attitudes as defined by behaviors, between students who took the course and students who did not take the course, but there were no differences in attitudes as defined by what students think about regarding career planning as measured by the Career Maturity Inventory Attitude Scale.

2. The data revealed no difference in knowledge of how to make career decisions utilizing world of work information between the two groups. This information seems to imply that

although both groups had similar knowledge of how to go about making career decisions, only those who were in the class reported active engagement in the process as reflected in the CDA scores.

3. Results indicated that students in the career decision making course showed higher levels of career maturity according to a composite score (COT) which measures four of the important aspects of career maturity according to Super's (1974) model. This however should be viewed with caution, as further investigation shows that this scale combines the two scales that have previously been discussed in this section. The two scales which make up the Career Development-Attitudes Scale, (Career Planning and Career Exploration) and the two scales that compose the CDK scale (Decision Making and World of Work Information) are all combined to form the COT scale. At first glance, the COT scores appear to reflect that students who had participated in the career decision making course scored higher on each of the dimensions of the career maturity model on which the COT scale is based (Thompson et al., 1981). However, because there were only significant differences between the two groups on the CDA scale and no significant differences on the CDK scale, conclusions are that differences in the COT scores are due to the differences in the involvement in career exploration and planning activities between the two groups and not to any differences in knowledge of how to make career decisions. Therefore, it would be a false conclusion

to state that the students who had participated in the course scored significantly higher in all of the aspects of career maturity as measured by the COT scale. This important factor is supported by the researchers of the CDI (Thompson et al., 1981, p. 9).

4. As stated previously in this section, no differences were found in attitudes toward career decision making as measured by the Attitude Scale of the Career Maturity Inventory between the two groups. Consistently, the data has supported the idea that the students in both groups had similar knowledge and attitudes about career decision making and that any differences were due to differences in behavioral activities.

5. It must be stressed that due to the lack of randomization in this study and the small number of participants, the conclusions drawn from the data must be viewed cautiously and considered generalizable only to other groups having the same characteristics as the groups utilized in this study.

Information gained from this study indicates that although both groups of students had similar attitudes and knowledge concerning career decision making, those students in the career decision making course were presented with and required to utilize career information resources which influenced them to become actively involved in the career decision making process. This might imply that motivation was a major factor in the activity level of the students in

their career decision making. Both groups had access to the same career information resources, however students in the course were required to utilize these resources in order to complete assignments for the course. No requirements were made of the volunteers to seek out career information that could assist them in making career choices.

Initial enrollment in the course might be considered to be a measure of motivation of those students in the course, however, other aspects regarding the course would have to be considered before any conclusions regarding motivation could be made. For example, information concerning whether the course had a reputation for an "easy grade" and whether students enrolled in the course were motivated towards the credits earned and less towards assistance in their career decision making would provide useful data regarding the students' reasons for enrolling in the course. Also, an important consideration, is whether students not in the course might later decide to enroll in the course and/or will increase activity levels in their career decision making at a later date.

Implications of the Study

The results of this study provide tentative support for the idea that career maturity development can be facilitated (Super,1953). Information gathered in this study related that students in the career decision making course become actively involved in their career decision making. Implications

here, are that career decision making courses may facilitate students' active involvement and application of skills to the career development process. It seems reasonable to suggest that the earlier individuals begin actively seeking information pertaining to the world of work and how it relates to them, the more effective they will become in terms of making career decisions when it is time to do so. Students who either delay making a decision as to a choice of a major, or choose a major early and later change, often do so because of a lack of information. College surveys have related that students feel a need for career information (Goodson, 1981). However, at the same time, as indicated in this study, students may have access to career information resources and not necessarily seek them out.

This appears to imply that students who are not involved in career exploration either 1) do not feel a need for this information, 2) are not motivated to become involved in their career decision making, and/or 3) may have a resistence to researching the information. Students who do not feel a need for career information may feel comfortable with a decision they have already made regarding their career plans. This could be due to exploration that has already taken place, or to an unrealistic or unknowledgeable view of career decision making. It would be difficult to draw any conclusions about these students as they are not likely to be seen by career counselors. Students who are not motivated towards gathering career information may likely be those who are waiting for

someone to tell them what they should do as far as choosing a major. This, as Perry (1968) describes, is a stage in the developmental process where individuals have not yet developed an internal locus of control and are still reliant on others or outside factors to make decisions for them. These individuals are reacting passively to the career decision making process and could possibly benefit from a course which teaches an effective career decision making model.

Students who are resistant to researching career information may fear that the information will conflict with the expectations they have for themselves or expectations others have for them. Students who fear that their abilities may not match those required by their chosen area, often wait until their experiences make a choice for them, i.e., failing in their classes. It may be argued that these students are those who do not face their career decision making realistically nor with an internal locus of control. Individual counseling might be a recommendation for these students, however they could also learn the skills and knowledge for making realistic career decisions from a course comparable to the one in this study.

Students in the career decision making courses in this study demonstrated greater involvement in their career decision making activities. This is indicative of gaining greater levels of control and maturity in their decision making (Bartsch & Hackett, 1979; Perry, 1968). The career decision making course emphasized areas that are necessary

for making satisfactory career choices: knowledge about self, knowledge about the world of work, and effective decision making strategies. The fact that students in the course were required to actively research and apply these major components of career decision making, seems to define the role of the course. Whether the students in the course would have, at some point, become active in the same manner or to the same degree without the course, remains a question for further research.

Recommendations for Future Research

A similar study which utilizes randomization of subjects into treatment and control groups would yield a study with greater internal validity. A similar study involving a larger and random sample might yield results having greater external validity. In research utilizing posttesting of volunteers, allowances for attrition should be made so as to retain a sizeable sample.

A similar study involving freshmen undecided majors representative of various university settings would yield more generalizable information regarding the effect of career decision making courses on the career maturity of college freshman. Including other variables not addressed in this study such as gender, socioeconomic background, education levels of parents, population of home town community and size of high school graduating class would allow further insight into variables possibly contributing to career maturity.

Longitudinal studies on students who have completed a career decision making course as compared to students not taking the course could provide possible verification as to the long range effects of the course on career maturity. The synthesizing and use of the knowledge and skills gained from the course may continue long after students have completed the course. A study which determines at which point students become actively involved in career exploration on their own, taking into account motivation variables, would be useful in determining the effects of the intervention of a career decision making course on the timing of this activity.

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APPENDIX A

STUDENT PROFILE QUESTIONNAIRE

STUDENT PROFILE

NAME_____TODAY'S DATE_____
(Last) (First) (Initial)

STUDENT I.D.#_____ SEX: M F AGE____ BIRTHDATE_____

HIGH SCHOOL FROM WHICH YOU GRADUATED_____
Name City State

HOW MANY HOURS ARE YOU ENROLLED IN THIS SEMESTER?_____

NUMBER OF STUDENTS
IN YOUR GRADUATING CLASS_____ GRADUATION DATE_____

POPULATION OF YOUR HOME TOWN:
____Above 100,000; ____50,000 to 100,000; ___25,000 to 50,000;
____10,000 to 25,000; ____5,000 to 10,000; ___Below 5,000.

MARITAL STATUS: Single Married HIGH SCHOOL GPA_____

ACT SCORE_____

FATHER'S OCCUPATION_____MOTHER'S OCCUPATION_____

Have you previously held a part-time or summer job? Please list jobs beginning with the most recent:

1. _____
Job Title Place Employed Dates
2. _____
Job Title Place Employed Dates
3. _____
Job Title Place Employed Dates

Have you previously taken a career decision making course?____

If yes, please answer the following:

Name of course:_____Where Taken_____Date_____

Did you attend a Career Exploration Workshop here at OSU last spring?_____

Have you previously talked with a career counselor?_____

School advisor?_____, if yes, when?_____

Where?_____

How many times did you visit with this person to discuss career concerns?_____

Do you have a major or occupation in mind at this time?_____

If yes, please specify_____

Has anyone encouraged you toward a specific occupation or area of study?_____

If so, what relation is this person to you?_____

APPENDIX B

FINAL QUESTIONNAIRE

FINAL QUESTIONNAIRE

NAME_____ DATE_____

STUDENT I.D.#_____AGE_____BIRTH DATE_____

SEX M F

I am currently completing this test for:

_____ABSED 1110 World of Work _____A&S Orientation Course

During this eight weeks of the semester have you participated in any of the following? Please check.

_____Individual career counseling; if yes, please give number of sessions_____

_____A career course

_____A career seminar; if yes, please give type of seminar_____

_____Taken an interest inventory

_____Visited the Career Information Center located in the CALL Center

_____Other related to choosing a major or occupation. Please specify_____
_____

_____Talked with your advisor about choosing a major

_____None of the above

I would like information pertaining to: (please check)

_____Career courses offered here at OSU

_____Majors offered here at OSU

_____Occupational information

_____When I can talk with a career counselor

_____Resources on campus that can assist me in making decisions about a major/occupation

_____Assistance in assessing my interests and what I personally want from a career

APPENDIX C

VOLUNTEER CONSENT FORM

I am a doctoral student at Oklahoma State University. In my research I am studying some of the characteristics of college students and would appreciate your participation in helping me collect information. In order for the information to be complete, you will be asked to complete a questionnaire at this time regarding some background information about yourself. You will then be asked to complete some tests, that will take approximately 50 minutes to complete.

During the seventh week of this semester you will be asked to complete another questionnaire and some tests again. The time for this will take approximately 50 minutes. You will have the choice of attending one of two scheduled sessions, whichever is most convenient for you. You will be notified close to this time, so that schedule arrangements can be made.

At the end of this eight weeks and after you have completed the tests discussed here, you will be given the opportunity of an interpretation of the tests and information will be given to you on how this information can be used to your benefit. At that time any questions you might have regarding the tests will be answered. All information pertaining to you as an individual will be kept confidential.

* * * * * * * * *

I have read the above information and agree to participate in this activity. Upon doing so, I realize that I must complete a questionnaire and 2 tests (which will take approximately 50 minutes each) during a scheduled session in the seventh week of this semester. I will then have the opportunity to schedule a time to ask questions and gain information about the tests.

_____

Student's Signature

APPENDIX D

ABSED WORLD OF WORK

COURSE SYLLABUS

World of Work ABSED 1110
(2 credit hours)

Course Coordinator
Dr. Martha L. Jordan
310 Student Union
Phone: 624-5472

Instructor:
Phone:
Office:
Office Hours:

TEXT: Coming Alive From Nine to Five: The Career Search Handbook
by Betty Neville Michelozzi

Fees in Addition to Tuition: $3.00 for career testing.

Students in this course develop skills and strategies for making career related decisions. Skills in investigation of career materials and resources along with self assessment are applied to decisions about academic major, career selection, and career planning for necessary experience in a chosen field.

Objectives:

Develop an awareness of self in relation to the world of work through self assessment of abilities, interests, and values.

Become familiar with the resources available for investigating careers and concerns relative to the world of work.

Improve decision making skills evidenced by implementation of a strategy for career investigation during the period of the course.

Practice positive group interaction skills through experience of helping self and others examine self-awareness and career possibilities.

Begin career planning portfolio.

Requirements:

ABSED 1110 is a 2 credit hour letter-graded course. Minimum standards for receiving a passing grade include:

1. Attend class regularly throughout the semester. Work missed through absence must be made up and becomes the responsibility of the student.

2. Complete the text assignments in Coming Alive From Nine to Five. Acceptance level of work will be determined by your instructor.

3. Compile a Career Planning Portfolio which is usable for future planning and includes:

   a. Work Autobiography
   b. Resume
   c. Letter of Application
   d. Career Investigations
   e. Three Interviews

4. Demonstrate acceptable levels of competence in using career information resources and in interacting with others in group activities.

5. Demonstrate an acceptable level of competence in decision making on the final exam.

6. Complete any additional requirements designated by your instructor.

WORLD OF WORK ABSED 1110

FALL 1982

Career Planning Portfolio - Due Wed. October 6 or Thurs. October 7

This portfolio should begin a useful collection of information designed by you as an aid in preparing resumes, letters of application, and other materials to support your application for activity participation, honors, scholarships, applications to professional schools, or eventually for a professional job search. Materials from this class along with additional information will help you maintain an organized career plan.

Include in your Portfolio now:

I. Resume

Identify your work and activity experiences with descriptions of activities, skills and responsibilities.

II. Personal Interests, Abilities, Skills and Values

Complete all assignments in the text. Special attention will be given to the Final Analysis on pages 169-178.

III. Interviews

Meet with a person in three areas of career investigation and tape record or write a report about each interview.

IV. Three Career Investigations

Use the following outline or special instructions from your teacher. You should be clearly well informed on the occupations.

A. A statement of important reasons for this career choice.
B. Advantages and disadvantages for you.
C. Skills and abilities involved.
D. Necessary training or education involved. Identify related OSU departments and faculty advisers or contacts.

E. Identify necessary qualifications (such as license, acceptance to program, etc.).
F. Employment outlook.
G. Information sources for this job.
H. Other information.

V. Other materials required by your instructor.

ABSED 1110 - WORLD OF WORK
Grading Policy
Fall 1982

Requirements:

ABSED 1110 is a 2 credit hour letter-graded course. Minimum standards for receiving a passing grade include:

1. Attend class regularly throughout the semester. Work missed through absence must be made up and becomes the responsibility of the student.

2. Complete the text assignments in Coming Alive From Nine to Five. Acceptance level of work will be determined by your instructor.

3. Compile a Career Planning Portfolio which is usable for future planning and includes:

   a. Work Autobiography
   b. Resume
   c. Letter of Application
   d. Career Investigations
   e. Three Interviews

4. Demonstrate acceptable levels of competence in using career information resources and in interacting with others in group activities.

5. Demonstrate an acceptable level of competence in decision making on the final exam.

6. Complete any additional requirements designated by your instructor.

Your letter grade will be arrived at using this scale:

100 - 90	A
90 - 80	B
80 - 70	C
70 - 60	D
Below 60	F

Factors in your grade:

Attendance	25%
Class Assignments	25%
Portfolio	35%
Final Exam	15%

Instructors may use individualized information to raise a grade.

APPENDIX E

ABSED 1110 WORLD OF WORK FINAL EXAM

Final

ABSED 1110 World of Work
Fall 1982

Using the knowledge and skill you have developed, respond briefly to the following questions. Use the objectives you stated at the beginning of the course or identify another decision related to your career and/or educational planning.

1. Identify and state your decision:

2. What information have you gotten to proceed with this decision?

3. What information do you still need?

4. Identify several alternatives you are considering or might consider:

5. What values or factors will you weigh in choosing among alternatives?

6. What is your next step with this decision?

7. What action will you take next with this decision?

8. When will you take that action?

Read the steps in career decision making again and check the step which describes you now:

EXPLORATION_____

TENTATIVE CHOICE_____

REALITY APPRAISAL_____

IMPLEMENTATION_____

VITA

Suzan Cresap Greenwood

Candidate for the Degree of

Doctor of Philosophy

Thesis: EFFECT OF A CAREER DECISION MAKING COURSE ON THE CAREER MATURITY OF FIRST SEMESTER COLLEGE FRESHMAN STUDENTS

Major Field: Applied Behavioral Studies

Biographical:

Personal Data: Born in Helena, Montana, the daughter of Paul and Ellen Cresap, children: Tina Jo and Staci Sue.

Education: Attended public schools, Sidney, Montana. Graduated from Sidney Senior High School in May, 1970; received Bachelor of Arts degree with major in elementary education and minor in psychology from Jamestown College, Jamestown, North Dakota, in April 1976; received the Master of Science degree in Student Personnel and Guidance - Community Counseling Specialist at Oklahoma State University in July, 1980; completed requirements for the Doctor of Philosophy degree at Oklahoma State University in July, 1983.

Professional Experience: Employed as graduate assistant, University Counseling Service, Oklahoma State University, 1979-1982; employed as Counseling Psychologist Intern, Student Counseling Service, Texas A&M University, August, 1982 to August, 1983.

Professional Organizations: American Psychological Association, The Academy of Management, American Personnel and Guidance Association, American College Personnel Association.