THE EFFECTS OF A CAREER PLANNING AND DECISION-MAKING COURSE ON CAREER INDECISION AND SELF-CONCEPT

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Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF PHILOSOPHY
May 1990

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ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to all the individuals who made this study possible. Dr. Judy Dobson, committee chairperson and dissertation advisor, provided support, encouragement, and expertise throughout the process. Her guidance, concern and counsel was invaluable. Dr. Martha Jordan provided her students as subjects and added additional support on a continual basis. Dr. Katye Perry provided insight and understanding for Chapter IV. I am grateful to the other members of my committee who gave of their time and energy to this project.

I also would like to express my appreciation to the students who help score the seemingly mountains of tests, Kerry Hammonds-Tilley, Kristin Knox, Elizabeth Luecke, Lori Salisbury, and Nicolle Ware.

I would like to extend a special thank you to all the students who volunteered to be subjects in this study from the Introduction to Sociology course and the World of Work course.

Finally, I want to thank my husband Doug who provided continuous support and encouragement throughout the process. Without his love and caring I would not have attained this goal.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

The need for a career planning and decision-making course has been confirmed by numerous college and vocational school faculty and administrators (Babcock & Kaufman, 1976; Barker, 1981; Bartsch & Hackett, 1979; Carver & Smart, 1985; Davis & Horne, 1986; Goodson, 1981; Fretz, 1981; Rayman, Bernard, Holland & Barnett, 1983; Remer, O'Neill, & Gohs, 1984; Roberts, 1983). Career education can lead to self-direction and presumably to the improvement of self-concept (Super, 1953). For many years, educationally and vocationally undecided students have been a focus of concern among college administrators, faculty, counselors, academic advisors, and parents (Gordon, 1984). The largest group appears to be the traditional-aged freshmen who enter college unable, unready, or unwilling to commit themselves to a specific academic direction. They are often the easiest group to approach with career education (Gordon, 1984).

Higher education is being called upon to assume greater responsibility in providing career education for all students (Barker, 1981). Gordon (1984) discusses three important issues regarding the undecided college student:

(a) Of the students entering college, 20-50 percent have an undecided major; (b) undecided students tend to drop-out more frequently if no help is offered; and (c) students who are contemplating a change in major also are at risk for dropping out during the transition period.

Career development spans a life time and career education is essential for individuals to gain the tools they need to reach immediate and future goals. As students continue their education, they recognize the importance of career decision-making. An American College testing Program survey of 33,000 students found that career planning was an area in which students wanted assistance (College Placement Council, 1975).

Selecting and preparing for the world of work continues to be a major task for college students. There is an increase in college students seeking career counseling services in colleges and universities as job competition continues to grow (Walters & Saddlemire, 1979). Many college students are looking to explore options that may be available to them.

Career education can be a tool to help individuals plan for their futures by decreasing career indecision and by developing higher self-concept (Barrett & Tinsley, 1977). An important aspect in career decision-making is a person's general orientation or self-concept. A positive self-concept can enhance effective problem-solving (Bartsch &

Hackett, 1979) and higher levels of self-concept also improve rates for continuing education (Walker, 1979). In the United States today, education beyond high school is becoming a necessity (Jesser, 1983). According to retention studies, lack of a career goal is stated as the most important reason for not pursuing a college degree (Beal & Noel, 1980).

The purpose of this study is to determine if participation in a career decision-making course by lower division university students will significantly decrease participants' career indecision and increase self-concept. The "World of Work" course, at one comprehensive university in the southwest, was designed to help students gain a greater understanding of themselves in relation to work and help them acquire career planning and decision-making skills.

Theoretical Base

The concept of career or vocational indecision has been evaluated and studied by many authors in the field of career and developmental counseling (Cooper, 1986; Cooper, Fuqua & Hartman, 1984; Fuqua, Blum & Hartman, 1988; Fuqua & Hartman, 1983a; Fuqua, Newman, & Seaworth, 1988; Gelatt, 1962; Gordon, 1981, 1984; Hartman & Fuqua, 1983; Holland, Gottfredson, & Power, 1980; Holland & Holland, 1977; Hornak & Gillingham, 1980; Osipow, Carney, & Barak, 1976; Osipow &

Reed, 1985; Robbins, 1987; Taylor & Betz, 1983; Tiedeman, 1961; Tiedeman & O'Hara, 1963; Van Matre & Cooper, 1984). Career development is a life long process of choosing and making choices from among the many occupations available (Super, 1957). There are several factors that influence this process including one's family, one's personal values and abilities, and their societal context (Super, 1980).

Holland's Determinants of Career Choice

Career choice can be viewed from several perspectives. Holland (1973) believes that people choose work with job requirements that are consistent with their personality traits. He believes that peoples' interests are of great importance in choosing a career. Interests are divided into six different areas; Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The realistic individual prefers activities involving the manipulation of tools or machinery while the investigative person tends to be analytical, curious, precise, and methodical. The artistic individual tends to be expressive, nonconforming, creative, and introspective and the social individual prefers working with and helping people. Enterprising persons enjoy activities that entail managing and organizing others to obtain goals while the conventional types enjoy occupations that involve the manipulation of data, filing records, and following set procedures. Holland

conceptualizes the work world into these same six interest areas. His theory is structural-interactive, providing a link between the individual and the world of work. Holland's approach treats everyone alike, without regard to their age, sex, or race (Weinrach, 1986).

Super's Self-Concept Theory

Super's (1957) theory of career development identifies developmental stages that occur throughout the life span. He emphasizes the importance of the self-concept in the selection and implementation of career choice, and he believes that it is essential to explore oneself as well as one's career options. How individuals view themselves impacts their career decision. Super (1986) discusses his 12 propositions in the development of career choice.

> The process of career development is essentially that of developing and implementing self-concept; it is a synthesizing and compromising process in which the self-concept is a product of the interaction of inherited aptitudes, physical make-up, opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows (p. 195).

Super's self-concept theory emphasizes the individuals' self-concept in career decision-making. Individuals must

compare their attributes with the required attributes of all relevant occupational choices. Super suggests that it is important to help clients recognize the need to engage in career exploration. "Career development theory has provided a theoretical orientation for career education in schools and colleges" (Super, 1986, p.223). He continues that maturation of abilities and interests, reality testing, and the development of self-concept are the only relevant criteria for career decision-making. There is a differentiation of the ego that can result from either internal or external forces. This differentiation leads to decision-making, implementation, and reintegration (Super, 1986).

Tiedeman and Miller-Tiedeman's Model

Tiedeman and Miller-Tiedeman (1963) incorporate developmental concepts into their career decision-making model. Career decision-making is characterized by a continuous interaction between self and environmental expectations. Tiedeman and Miller-Tiedeman's model is focused primarily on teaching the decision-making process. They presume that there is an ineffective decision-making style, inadequate ego identity, and lack of awareness of personal reality. Through education these can be corrected and individuals can then make the appropriate decisions.

"Experience related to present and prior decisions influences development of later events. Considering one's past experiences and imagining future experiences are important to the concept of self in the stages of crystallization and reintegration" (Tiedeman & Miller-Tiedeman, 1986, p. 291). Tiedeman and Miller-Tiedeman (1986) conceptualize the career development process from the metaphorical perspective of the sailing vessel. They believe a career is an exciting journey rather than a goal-oriented task imposed on individuals by society.

Tiedeman and O'Hara's Approach

Tiedeman and O'Hara's (1963) research indicates that a person's career choice is influenced by personality, values, and interests rather than abilities and aptitudes (Super, 1953). Tiedeman and O'Hara suggest that career development is a process of organizing and identifying with work through the interaction of the individual's personality with society. A key aspect of Tiedeman and O'Hara's theory emphasizes the relationship between the individual's personality and the career which develops over the life span (Isaacson, 1986). According to Tiedeman and O'Hara, decision-making is the crucial element in career development.

Erikson's (1959) psychosocial theory of ego identity is used by Tiedeman & O'Hara as the developmental framework for

understanding the various aspects individuals experience during their career development. They place two restraints on career decision-making. First, they introduce the following institutionalized restraint on the career: "The career affords both opportunity for expression of hope and the desire and limitation upon life" (Tiedeman & O'Hara, 1963, p.iv). The second restraint was that "Career development refers to those aspects of the continuous unbroken flow of a person's experience that are of relevance to (personal) fashioning of an identity at work" (Tiedeman & O'Hara, 1963, p. 2). They held that the aim of career counseling is to help people better understand the process of career development. When one's language is consistent with one's action regarding career decision-making, then specific career decisions can become personal reality.

Statement of the Problem

Career indecision and self-concept are two factors that can be affected by a career planning and decision-making course (Barrett & Tinsley, 1977; Resnick, Fauble, & Osipow, 1971; Super, 1980). Career indecision is experienced by many individuals of all ages from adolescence through adulthood (Champagne, 1987). This study focuses on undecided lower division university students and the importance of career decision-making for them. Several authors discuss the importance of career decision-making

courses (Babcock & Kaufman, 1976; Goodson, 1981; Heppner & Krause, 1979; Jesser, 1983; Tiedeman, 1961; Rayman et al., 1983; Walters & Saddlemire, 1979). Babcock & Kaufman (1976) indicate that students participating in a career decision-making course showed a significantly greater gain in self-knowledge and the relation of that knowledge to occupations than students who did not participate in such a course. They also noted that students in the career decision-making course reported having (a) engaged in a greater number of planning activities to become informed about careers; (b) a greater gain in changes in expressed occupational choice; and (c) reported assistance in making a comprehensive self-appraisal.

Self-concept is a second variable that can play a significant role in an individual's process of choosing a career. A career planning and decision-making course can have a significant impact on the individual's self-concept according to Walker (1979).

Ginsberg, Ginsberg, Axelrad, & Herma (1951), Super (1957), and Tiedeman (1961) state that choosing an occupation is part of a process that is on-going throughout an individuals life. Career planning and decision-making courses can help individuals learn more about themselves, decision-making, life planning, occupational flexibility, and the world of work. With individuals changing jobs five times over their life time and careers three times, the need

for career planning and decision-making courses has become a necessity (Walters & Saddlemire, 1979).

There is a need for data regarding the relative effectiveness of career courses (Babcock & Kaufman, 1976). With a large increase in the number of career development programs in higher education over the past 10 years and only 10% of the literature in the field of career counseling focused on the evaluation of career development interventions, more research is needed (Carver & Smart, 1985). This study is designed to help meet that need and to answer the following question: Will participation in a career planning and decision-making course influence an individual's career indecision and self-concept?

Significance of the Study

Through continued research in the area of career planning and decision-making, the abilities of counselors, faculty, and student personnel administrators can be enhanced to meet the increased demand for education in this growing area (Gillingham & Lounsbury, 1979). The importance for courses in career planning and decision-making are not only to provide students with increased knowledge and direction for their immediate future but, also help them learn how to cope with changes that may occur throughout their life time. "After 20 years of relative neglect, career development has made a definite comeback in higher

education" (Carver & Smart, 1985, p. 37). The changing work environment has challenged colleges and universities to develop new career exploration courses and provide enhanced career exploration opportunities for students (Carver & Smart, 1985). Current literature focuses on several aspects related to careers and career development. Two of those aspects are career indecision and self-concept. Carver & Smart (1985) suggest that more research is needed in area of career indecision and self-concept to determine the significant affect of a career planning and decision-making course on these two variables.

This study focuses on career development for lower division university students with particular emphasis on career indecision and self-concept. Several aspects of career indecision have been studied in the past and career indecision has been linked with several variables (Fuqua & Hartman, 1983b; Gordon, 1984; Holland & Holland, 1977). Another aspect of career planning is the individual's self-concept. Participation in a career planning and decision-making course can have a significant affect on self-concept (Super, 1957). As the individual's self-concept increases many positive outcomes occur including the type of careers he/she considers (Super et al., 1963).

Results of this study may help professionals evaluate and improve career education opportunities for students as well as help determine the usefulness career planning and

decision-making courses have for individuals. Career planning and decision-making courses may help faculty, administrators, and student personnel staff address issues surrounding advising and retention. Higher education institutions have the task of educating those who enroll. An increase in understanding of students and their career needs, seems to precede the ability of higher education institutions to meet those needs.

Definition of the Terms

The following section presents the definition of terms pertinent to this study.

Career Education

Career education is defined as the "World of Work" course offered at one comprehensive southwestern university. Included in the course is self-exploration, career planning, and improving decision-making skill development. The goal of this course is to help students integrate and apply an understanding of self and the environment in making the most appropriate career decisions and adjustments.

Career Indecision

Undecided students are those who have not made a firm career decision. Tentative choices may be made but, students may still feel a need for additional confirming

reassurance. For the purpose of this study, the level of career indecision is defined by the score on the Career Decision Scale (Osipow, Carney, Winer, Yanico, & Koschier 1987). The scale consists of 19 items with two sub-scales. The first scale measures the degree of certainty and the second scale measures career indecision. Scores range from 1 to 8 on the first two items and 1 to 60 on items 3 through 18. The mean score for the certainty scale is 6.19 for males and 5.87 for females. The mean score for the indecision scale is 26.83 for males and 26.88 for females. The indecision scale score was the only score used in this study.

Self-Concept

Self-concept is defined as how students feel about themselves physically, morally and ethically, personally, socially, and within their families. These are the sub-categories on the Tennessee Self Concept Scale (Fitts, 1965). For the purposes of this study the total Positive score (P) which ranges from 90 to 450 is used to measure self concept. The mean score reported is 345.57 for the total P scale. The standardization group from which the norms were developed was a sample of 626 people. Ranging in age from 12 to 68, with approximately equal numbers of both sexes. Educational levels ranged from 6th grade through the Ph.D degree.

Lower Division University Student

Lower division university students are defined as students who have completed 60 semester credit hours or less.

Limitations

The following limitations are inherent in the study.

1. Subjects in the treatment group were students who selected the "World of Work" career planning and decision-making course for the Spring 1989, semester. These students may have a higher than average level of motivation in making a career choice.

2. The students who were subjects for this study are from one comprehensive southwestern university. Results may not generalize to all university students across the country.

3. Random assignment of students into two groups, lower division university students in a career planning and decision-making course and lower division university students not enrolled in the course, was not possible due to the ethical considerations regarding enrollment procedures of the university.

Research Hypotheses

An alpha of .05 was selected to test the following hypotheses:

1. There is no mean difference in career indecision as measured by the Career Decision Scale (Osipow et al. 1987) between lower division university students who participate in a career planning and decision-making course and lower division university students who do not participate in the course, when differences in pretest scores on the measure are controlled.

2. There is no mean difference in self-concept as measured by the Tennessee Self Concept Scale's (Fitts, 1965) total P score, between lower division university students who participate in a career planning and decision-making course and lower division university students who do not participate in the course, when differences in pretest scores on the measure are controlled.

Organization of the Study

The introduction and rationale of the study were presented in this chapter. Also included was the theoretical foundation and the purpose of the study that indicate the importance for additional research in career education. Chapter II is a review of the relevant literature. Chapter III presents a discussion of the method of the study. The results of the study are presented in

Chapter IV. Chapter V includes a summary, conclusions, and recommendations for further study in the area of career indecision and self-concept as related to a career planning and decision-making course.

CHAPTER II

REVIEW OF THE LITERATURE

The area of career education continues to come to the forefront in the literature as college students request assistance in making career decisions (Hornak & Gillingham, 1980; Walters & Saddlemire, 1979). Studies include many factors and discuss several benefits (Babcock & Kaufman, 1976; Barrett & Tinsley, 1977; Carver & Smart, 1985; Davis & Horne, 1986; Rayman et al., 1983; Resnick et al., 1971). For the purpose of this study the focus is on the significance of career education, the "World of Work" course, on career indecision and self-concept of lower division students enrolled at one comprehensive university in the southwest. The following sections in this chapter focus on literature relative to (a) career development, (b) components common of career planning and decision-making courses, (c) career indecision in college students, and (d) self-concept development.

Career Development

The desired outcome of career education according to Super's (1953) career development theory is self-concept clarification and implementation, and handling the

developmental tasks. Super (1963) lists five career developmental tasks (a) crystallizing a vocational preference, (b) specifying a vocational preference, (c) implementing a vocational preference, (d) stabilizing a vocational preference, and (e) consolidating status and advancing in a vocation. He continues by listing attitudes and behaviors constituting typical development that occurs in middle and late adolescent years (ages 18 to 21). These are; (a) awareness of the need to specify, (b) use of resources in specification, (c) awareness of factors to consider about self and occupations of interest, (d) awareness of contingencies which may affect goals, (e) differentiation of interest and goals, (f) awareness of present-future relationships, (g) specification of an occupational preference, (h) consistency of preference, (i) possession of information concerning the preferred occupation, (j) planning for the preferred occupation, (k) wisdom of the occupational preference, and (l) confidence in a specific preference.

Super (1983) emphasizes that individuals need to understand their readiness relative to making career decisions. Being aware of the various developmental tasks is the beginning of career education. Individuals who choose a career planning and decision-making course generally are ready to begin the task of career planning.

"The set of decisions and the context of relevance for the anticipation and implementation of each constitutes the essence of vocational development" (Tiedeman, 1961, p. 15). Tiedeman continues by suggesting that there are several decisions involved with regard to school, work, and life which people make as they mature. He divides career development into two periods: (a) The period of anticipation includes the stages of exploration, crystallization, and choice, and (b) the period of implementation and adjustment involves induction, transition, and maintenance stages. Career development occurs within the context of the various decisions in each stage. The goal of career education, therefore, is to enhance this dynamic process of career development.

Career Planning and Decision-making Course

Career education is a topic that needs serious consideration. Career counseling is "...the process of helping a person to develop and accept an integrated and adequate picture of himself and his role in the world of work, to test this concept against reality, and to convert it into a reality with satisfaction to himself and benefit society" (Super, 1951, p. 92). The concept of career education and its use as a tool in enhancing the total educational process is discussed by Jesser (1983). He states that employment statistics indicate a need for

effective career education. He quotes the Council of Chief State School Officers, a prestigious Washington based educational organization:

> Career education extends the academic world to the world of work... A complete program of career education includes an awareness of self and world of work, broad orientation to occupations (professional and non-professional), in-depth exploration of selected (occupational) clusters, career preparation, and understanding of the economic system of which jobs are a part, and placement for all students (Jesser, 1983, p. 71).

The academic content of career education courses has ranged from helping students to actually obtain a position to teaching career and self-exploration. Roberts (1983) points out that career education needs to be more than giving job information and arranging placement. Career education that involves self-exploration, decision making, and occupational exploration can provide several benefits. According to Remer et al. (1984), career education seems effective in increasing information as well as helping participants adopt a more rational decision-making style. Researchers have found other benefits of career education including increased vocational maturity (Perovich & Mierzwa, 1980), independent and responsible behavior (Bartsch & Hacket 1979), changing sex role stereotyping in careers and

self-concept (Kimbrough, 1981; Weist, 1980). Remer et al. (1984) hypothesize that participants in a life career development course would be more internally controlled, have a more rational decision-making style, be more certain about their choices of major and occupation, have a more crystallized vocational self-concept, have collected more career information, and have chosen more often a change agent to career barriers than they would prior to participation. The results of their study show that the course was effective in increasing participants career information but there was no significant difference relating to locus of control.

McWhirter, Nichols, and Banks' (1984) study on undergraduates students seeking to enroll in teacher education, included information about participants in a small group program (CASE groups) for self-assessment. CASE is a required course for undergraduates seeking to enter the university teacher education program. Self-esteem is considered a central issue in teacher performance and because the CASE groups were designed to build on participants strengths, the students own self-esteem issues were highlighted. McWhirter et al. (1984) report "...close to 90% of undergraduate participants have cited the CASE groups as being particularly meaningful. Some of the most common reasons given for this positive evaluation were that the course helped in decision-making, provided a support

group, and aided in development of positive self-esteem" (p. 581).

In a career course curriculum, life stages and developmental tasks, self-knowledge, occupational information, and decision-making are important concepts to be included. The following sections present a literature review relative to each of these curriculum aspects.

Self-Knowledge

An understanding of self is the beginning of career exploration, for career development is self development (Hansen, 1972). Hansen discusses the process of developing and implementing a self-concept satisfying both the individual and society. She emphasizes the need to attend to strategies for the change process. Knowledge about the changing nature of individuals and their values is an important part of the total career development process.

Interests, abilities, and values can provide key information for self-knowledge. Interest assessments are used by career counselors and educators to help individuals gain increased insight into their personalities and provide direction for vocational identity (Rayman et al., 1983). Holland's (1973) definition of self-knowledge includes the concept that occupational choice is largely a function of the adequacy of self-knowledge and occupational information. The greater the amount and accuracy of the information

individuals gain about each, the more adequate are their choices. The use of assessment tools may help individuals gain insight into their interests. Holland's (1970) Self Directed Search has provided the field of career education with a tool to measure interests related to careers. Individuals gain insight into their interests as well as matching occupations to their interests. Holland (1976) found distinct personality traits and abilities related to different occupational areas. His theory encompasses the notion that work satisfaction and achievement are directly related to the compatibility of the person and the environment.

Individuals' thoughts about themselves in relation to study, work, and life need to be acknowledged as important aspects of career development (Tiedeman, 1961). Tiedeman also addresses the need for self-knowledge in career exploration. Without the knowledge of self, an individual is unable to make satisfying choices about future occupational roles.

Barak (1981) discusses how individuals assess their interests according to the abilities, success, and satisfaction experienced in previous activities. Knowledge gained is added to information individuals already have and may be utilized in making future decisions about work activity. Barak's model explains the development of interests individuals experience in four stages: "...(a)

Differential activities and experiences; (b) Differential success and satisfaction; (c) Mediating cognitions; and (d) Differential interests" (Barak, 1981, p.10). Cognitions are defined as perceived abilities, expected success, and anticipated satisfaction. Cognitive variables have a high degree of significance and may prove useful in explaining the career development process and outcome.

Ability is defined by Healy (1982) as the capacity to perform successfully, while aptitude is the potential to acquire an ability. According to research, individuals tend to choose activities they perceive themselves being successful in (Barak, 1981). How individuals perceive their abilities are important in their self-assessments. Predicting success or failure in future activities is therefore based on individuals assessment of their abilities.

Work values is a third area that plays an important role in self-knowledge. Individuals are motivated towards specific occupations by the values that are implicit in those occupations (Peterson, 1970). He continues that it has become necessary for individuals to seek a feeling of significance through employment as well as a feeling of significance in leisure aspects of life.

ACT's DISCOVER program (Rabush, 1986) lists nine work related values. The first is creativity which is described as discovering, designing, or developing new things, and/or

being inventive in your job, and/or finding new ways to make or do things. Economic security is a second value which is described as having a job where layoffs are rare, and/or working in a field where a qualified worker can usually find a job. The value of helping others is described as helping people live more satisfying lives, and/or working to make a better society, and/or doing something for others. Individuals who prize recognition seek jobs where being recognized and respected by colleagues is evident. Being able to move up in the career because of the knowledge and skill obtained is another part of job recognition. Earnings is another work value. The question is: What level of income is acceptable for a career? Independence and variety also are important values to consider. Independence means working without supervision, at one's own pace and/or choosing the hours one prefers. Responsibility includes deciding what should be done, planning work, and/or being accountable for the success of one's work. Variety in an occupation includes varying tasks, and/or using different ways to do a job, and/or working in varied environments. The final value considered by Rabush (1986) is working with people. Occupations including this value are those where dealing with the public frequently, and/or regularly working on tasks with others are part of the work environment.

Occupational information

Gaining knowledge of the working world is a career planning need of college freshman (Walters & Saddlemire, 1979). Many college freshman choose majors without the information they need and may discover later that they would have chosen an alternative had they known about the opportunities it provided (Walters & Saddlemire, 1979). ACT's DISCOVER (Rabush, 1986) program provides detailed information about occupations. Students receive information in 16 areas which include the following categories: a) work tasks, (b) work location, (c) work setting, (d) necessary tools and equipment, (e) related occupations/specialties, (f) training pathways, (g) important courses of study, (h) special licensing/certification, (i) necessary personal qualities, (j) necessary skills, (k) worker's likes and dislikes, (l) salary range (national), (m) promotion opportunities, (n) employment outlook (national), (o) effect of economic conditions, and (p) seasonal/geographic limitations (Rabush, 1986).

Decision-Making

The process of decision-making according to Tiedeman and O'Hara's (1963) paradigm is divided into two aspects, anticipation and accommodation. The anticipation aspect of decision-making includes two parts on which individuals focus. The first is called the pieces, which include facts,

alternatives, options, and possible consequences of decisions. The second is the affective context; for example, the aspirations, hopes, expectations, and constraints which determine the outcome of the decision. There are three stages in the anticipation aspect. The first is exploration where awareness of the need to solve a problem becomes evident. A number of different alternatives or possible goals may be considered at this stage. The next step is crystallization. In crystallization students consider the personal costs of several goals in relation to the positive outcomes each may provide. The final stage within the anticipation aspect is choice. Following is the definition of choice.

> With choice, a particular goal, and its relevant field...orients the behavioral system of the person to relevance for his problem...This goal may be elected with varying degrees of certainty and its degrees of clarity, complexity, and freedom generally available to the person in the solution of this problem and in the pursuit of the indicated decision will also affect the motivation power of the resulting resolution of alternatives (Tiedeman & O'Hara, 1963, p.42).

The second aspect of Tiedeman and O'Hara's (1963) paradigm is accommodation, the implementation or adjustment part of decision making. Accommodation includes three

stages; induction, reformation, and integration. Induction is described as an understanding, giving up of an aspect of self to group purpose. Reformation occurs when individuals become emersed in a relevant group and have strong sense of self, actively participating for the good of the group. In the integration stage, a synthesis occurs in which individuals have a new sense of identification and is integrated with the larger field.

Gelatt (1962) conceptualizes decision-making for students as the process of learning about themselves and their environment. As this information is related to the decision and by participating in the decision-making process, students can learn to make decisions more independently and accept responsibility more readily. The period of exploration where the individual actively seeks information is a common element in career decision-making theories (Ginzberg et al., 1951; Super, 1953; Tiedeman, 1961). Harris-Bowlsbey, Spivack, and Lisansky (1982) include the following steps for planning decision making; (a) identify the decision to be made, (b) gather relevant information, (c) identify alternatives, (d) weigh evidence, (e) choose among alternatives, (f) take action, and (g) review decision and consequences. Other decision-making strategies that may not be very effective and that individuals may use include; agonizing, being impulsive, acting intuitively, delaying, being fatalistic and

compliant, or becoming paralyzed, unable to accept responsibility to put the decision-making process into motion (Harris-Bowlsbey et al., 1982).

Literature supports the idea that there is a need for decision-making training (Gelatt, 1962; Ginzberg, 1986). Many individuals do not know how to go about making effective and satisfying decisions. Gelatt's model (1962) conceptualizes decision-making not only in career decision making, but for use in everyday living. The model provides a frame of reference for decision-making counseling by using the process whereby students learn about themselves and their environment. Decision-making is a continuous process involving the gathering of information and assessing and assimilating it into the decision-making process.

Career Indecision

Several authors discuss career indecision (Ashby, Wall, Osipow, 1966; Cooper, 1986; Fuqua & Hartman, 1983a; Gordon, 1981; Holland, 1973; Osipow & Reed, 1985). Gordon (1981) describes undecided students as those who are not committed to an educational or career direction. Research on indecision describes the differences between decided and undecided students and conceptualizes treatments to facilitate undecided students toward becoming decided (Gordon, 1981). The origin of indecision and

characteristics of undecided students are two important aspects to consider.

Osipow (1983) considers four origins of misdirected career development or indecision and describes characteristics common to undecided students. First, career choices may be inconsistent with the individual's self-information. Individuals may not have enough self-knowledge to make appropriate career choices. The second reason includes students who are not at the same level developmentally as their peers. Individuals develop at different rates and undecided students may be at a different developmental level than their peers. The third reason is emotional instability. Individuals who are emotionally unstable have difficultly making decisions in all areas of their lives and a career choice is only one aspect of that. The fourth reason for undecidedness is inability to choose between two desirable choices. Individuals may find themselves drawn toward two occupations and not be able to decide which alternative to choose. Osipow (1983) notes that slower rates in development cause the greatest difficulty.

Holland (1973) is direct about origins of indecision in career choice. "Difficulties in career decision-making fall into one or more of the following categories: (a) problems of vocational identity, (b) lack of information or training,

(c) environmental or personal barriers, or (d) no problem" (Holland et al. 1980, p.1191).

Robbins (1987) suggests that self constructs, such as self-concept and self-esteem, play a central role in understanding the origins of career indecision. A self-psychology perspective may serve as a means of tying together new research on the role that psychological characteristics have in predicting change in career indecision. Career development intervention can be the catalyst to bring about this change.

Hartman and Fuqua (1983) conceptualize career indecision from a multidimensional perspective. They describe characteristics that include factors such as anxiety, identity, and locus of control. Students who are chronically undecided may be experiencing psychological dysfunction with indecision merely a symptom.

Grites (1983) states that undecided students suffer higher attrition rates than decided students. Additional research in the area of career indecision may help to reduce the numbers of students who remain undecided and improve the college attrition rate. In reviewing the literature relative to undecided students, he states that the "...research is clear that uncertainties about one's identity and self-concept add to the confusion in choosing a career" (Grites, 1983, p. 348).

Characteristics of students who describe themselves as undecided vary. Ashby et al. (1966) conducted a study dealing with career indecision in college freshmen and categorized their subjects into three types; decided, tentatively decided, and undecided. There were 81 male and 27 female Decided S's, students who expressed certainty about their educational and vocational plans. A total of 26 males and 3 females comprised the Undecided group, students enrolled in a program for undeclared majors. There were 79 males and 12 females categorized as Tentatively decided. They possessed some educational-vocational goals but had reservation about their goals.

Prior to enrollment in the university, students who were Undecided and Tentatively decided completed inventories and tests which provided considerable data. Of that information the following were chosen for comparison; Strong Campbell Interest Blank (SVIB), the Bernreuter Personality Inventory (BPI), selected items on the Personal Information Blank (PIB), Pennsylvania State University (PSU) Academic Abilities Test, PSU English Placement Test, the PSU Mathematics Test, size of the students high school class, students grade-point average (GPA) through 11th grade, SAT verbal and quantitative scores, parents' income, father's and mother's education, and first term GPA at one university. In addition, students rated themselves according to a set of six personality descriptions based on

Holland's codes. Several important differences appear to exist between these three groups. Academic superiority of the decided and undecided groups over the tentative group was clearly validated. The undecided group showed greater dependency than did the decided or tentatively decided groups.

Holland and Holland's (1977) study attempted to clarify the controversy regarding attributes of students who are decided or undecided about career goals. Their sample consisted of 1005 high school juniors and 692 college juniors. Personality, decision-making ability, interests, and vocational attitude were assessed using the Life Plans Inventory, which included the Vocational Attitude and Occupational Information scales from Crites (1973) Career Maturity Inventory (CMI), the Interpersonal Competency Scale (Holland & Baird, 1968), the Anomy Scale (McClosky & Shaar, 1965), and the Identity Scale (Holland, Gottfredson, & Nafziger, 1975). All students also took the Self-Directed Search (SDS, Holland, 1970). Their results indicate that students who consider themselves undecided do not differ in any group of personality characteristics except in terms of their own sense of identity and career maturity.

Career planning and development courses have been designed to address the needs of the undecided college student. Interventions included in the courses are; (a) achievement motivation, (b) self-assessment techniques, (c)

career resource learning centers, (d) career development curriculum, (e) decision-making training, (f) media approaches, including audiovisual materials and computerized programs, and (g) values clarification techniques.

Career indecision is viewed from several perspectives; psychological antecedents, characteristics of undecided students, and manner of decision-making. "The research on undecided students, while voluminous, has yielded little in characterizing this heterogenous group in specific terms" (Gordon, 1984, p.17). With information in each of these areas perhaps development of effective interventions and programs can increase for the undecided student.

Self-Concept

Many studies have focused on the improvement of self-esteem and self-concept. Super (1951) defines self-concept as the product of interaction between inherited aptitudes which includes manual dexterity and perceptual speed, glandular factors affecting physical energy, opportunity in the form of chances to observe and try out a given type of activity with a given kind of competition, and impressions of the extent to which the results of trying something meet with the approval of superiors and peers.

Crouch and Straub (1983) states that there is a need for more research and services in the area of self-esteem. They discuss means for female students to develop

competencies for increasing and maintaining self-esteem. Locus of control can have an affect on self-esteem. When individuals feel as if they have power over their lives there is a greater sense of internal locus of control. Attempts to enhance self-esteem also may focus on self-concept, what the individual thinks of self, or on self-esteem, how the individual feels about what he or she thinks of self. By encouraging individuals to adjust self-expectations and perceptions, negative thoughts and feelings can be dispelled.

Covington and Omelich (1984) discuss the importance of self-esteem and its affect on an individual's success and failure. They examine the individual's experiences, and how the outcome affects their feelings of self-worth and self-concept. They attempt to resolve areas of conflict around the self-worth theory of achievement motivation. They discuss the double edged sword students face when they expended high effort and experience low achievement. Low achievement with high effort implies low ability. Ability, then becomes critical to self-definition.

Crook, Healy, and O'Shea (1984) link work achievement to self-esteem, career maturity, and college achievement. Their study implies that career counseling interventions help improve self-esteem as well as career maturity. They questioned whether self-esteem and mature career attitudes related to one another in predicting academic and work

achievement. There were 174 undergraduate college students who participated in the study, 113 women and 61 men. The Tennessee Self Concept Scale was used to measure self-esteem and the Attitude Scale of Career Maturity Inventory was administered to measure attitudes regarding working and preparing for work. Correlations were computed to discover whether self-esteem relates to career maturity attitudes, college achievement, and work achievement, and whether mature attitudes relates to college achievement and work achievement. The correlations showed that self-esteem and vocational maturity related modestly with the other variables as they had hypothesized.

Several authors have examined the link between career education and self-concept (Berghult-Stewart, 1984; Healy, Baily, & Anderson, 1973; Kimbrough, 1981; Reilly, 1981; Weist, 1980). These studies indicate some increase in self-concept scores after participation in a career education course. None, however were statistically different. Walker (1979) found that there was a significant link between career education and self-concept. Several measures were administered to the 70 participants including a longitudinal questionnaire, a self-Esteem Inventory, and the Strong Campbell Interest Inventory. Posttests were conducted at the end of fall semester and again at the end of spring semester. The increase was significant in self-esteem

scores for the experimental group but not for the control group over the period of one academic year.

Tiedeman and Miller-Tiedeman (1986) use the concept of the "I" empowered person. People who are "I" empowered possess the following eight characteristics.

> ....1) become ever more conscious of themselves in order to cooperate repeatedly with their own evolution or development; 2) ordinarily live more dynamically in the present, as opposed to the past and future; 3) gradually recognize their planning style and use it; 4) eventually wake up to making their lives happen rather than sleeping and letting them drift by; 5) grow to trust themselves in order to tolerate anxiety when they become uncertain; 6) develop a sensitivity to others as they in turn gain "I" power - not power over, but power with and among people and power with a concern for the welfare of others; 7) come to recognize and discard old ways of thinking from time to time activating self and remembering processes; and 8) are honest with themselves much of the time (Tiedeman & Miller-Tiedeman, 1986, pp.309-310).

Self-concept influences the nature and progress of individuals through various developmental tasks (Resnick et al., 1979). Negative self-concept may affect the progress

through vocational developmental tasks as well. Students who exhibit lower levels of self-esteem may have more difficulty in decision-making skills and motivation. They may judge themselves as undesirable or having little worth (Mair & Herman, 1974). They investigated the relationship of levels of vocational decidedness with the variables of self-esteem and dogmatism. A total of 61 freshmen students enrolled in introductory English literature participated in the study. The Rokeach Dogmatism Scale Form E (Rokeach, 1960) was used to measure dogmatism and the Total P score from the Tennessee Self Concept Scale (Fitts, 1965) was used to measure individuals positive attitudes toward self.

Summary

The significance of a career planning and decision-making course has for change in self-knowledge, occupational information, career indecision and self-concept is indicated in the studies reviewed in this chapter. Career development is a process which individuals face and career education can be a source to enhance that development. Career planning and decision-making courses offer a broad range of experiences. Courses include information in three major areas: Self-knowledge, which includes interests, abilities, and work values; occupational information, including ways to research occupations to gain knowledge of those occupations;

and decision-making, which help individuals learn how to make decisions appropriate for themselves.

Career indecision is an often-experienced phenomenon for many students. There are several reported reasons for career indecision. Studies report characteristics that undecided individuals may exhibit including personality characteristics, anxiety level, dogmatism, and lack of self-direction. Career education has been suggested as an effective intervention for undecided students.

Self-concept also can be affected by career education. Self-concept influences various aspects of an individual's life including career development. Through career education, individuals have the opportunity to explore and gain knowledge of themselves.

A review of the literature and evaluation of career education courses provide essential information for understanding career development. The present study contributes an evaluation of the effectiveness of a career planning and decision-making course on career indecision and self-concept of undecided lower division college students.

CHAPTER III

METHOD

This chapter contains descriptions of the sample and the instruments used in this study. The method of data collection and the statistical procedure used in analyzing the data also are discussed.

Subjects

The sample (N=169) was selected from a population (N=424). The subjects selected were second semester lower division university students who attend one comprehensive southwestern university. Not all students tested met the criterion. Criterion included being classified a lower division university students, 60 semester hours or less, and no previous participation in a career planning and decision-making course. More students were tested from the control group, therefore subjects' scores were randomly deleted to obtain more equivalent group size. A total of 255 subjects were deleted. Subjects' ACT scores were compared to determine if there was a significant difference between the groups initially. The results indicated no statistical difference between the control and treatment groups. Students in the control group, Introduction to Sociology,

were underclassmen fulfilling a general education requirement.

The sample of 169 students were obtained from two courses consisting of 74 students enrolled in ABSED 1112, World of Work course, while the remaining 95 students were randomly selected from students enrolled in Sociology 1113, Introduction to Sociology (Table 1). The 169 subjects were divided into four groups. Group 1 was composed of students (N=41) in the World of Work course who received the pretest and posttest; Group 2 was composed of students (N=33) in the World of Work course who received the posttest only; Group 3 was students (N=43) enrolled in Introduction to Sociology who received the pretest and posttest; and Group 4 was students (N=52) enrolled in Introduction to Sociology who receive the posttest only. All students in the ABSED 1112, World of Work (WOW) course were tested as part of the class curriculum. Only those students who met the criteria and signed the consent form were selected for the study. The criteria used for selecting students in the study included; (a) being classified as a lower division student with 60 semester hours or less, and (b) not having previously taken a career course. Volunteer subjects who also meet the criteria, were selected from the Sociology 1113, Introduction to Sociology (SOC) course.

Table 1

Demographic Information

Group	Gender		Year		n
	Male	Female	Freshman	Sophomore	
1	12	29	34	7	41
2	18	15	22	11	33
1 & 2 Total	30	44	56	18	74
3	22	21	40	3	43
4	27	25	39	13	52
3 & 4 Total	49	46	79	16	95

Group 1 - WOW Pre-test/Posttest
Group 2 - WOW Posttest
Group 3 - SOC Pre-test/posttest
Group 4 - SOC Posttest

Instrumentation

Career Decision Scale (CDS)

The Career Decision Scale (Osipow et al., 1987) is composed of 19 items, the first 18 require self-rating. These 18 items are answered on a Likert-type rating scale ranging from 1 to 4, with a rating of 1 indicating low similarity to individuals' decisions and 4 to high similarity. Item 19 is an open-ended question that states "None of the above describe me. The following would describe me better:" (Osipow et al., 1987, p.3).

Norms. The scale was normed with 417 college students. Other groups also have been used including high school students (N=738), adults seeking continuing education (N=81), and women returning to college (N=67). Trends are indicated in the area of age, grade, and sex differences so tables incorporate both age and sex categories to generate percentile scores (Osipow et al., 1987).

Factors Measured by the CDS. The Certainty Scale, composed of items 1 and 2, measures the degree of certainty a student feels, having made a decision about a major or career. Items 3 through 18 constitutes the Indecision Scale, a measure of career indecision. Item 19 is an open ended question allowing students to list other barriers not represented on the scale items.

Development of the CDS. The original Career Decision Scale (Osipow et al., 1976) consisted of 16 items reflecting qualities of career indecision. These items were compiled from surveying records of students seeking career counseling. The present scale includes these 16 items plus two items which constitutes the Certainty Scale and an open ended question.

Reliability. Osipow et al. (1976) report two test-retest correlations of .90 and .82 for the Indecision Scale using two separate samples of college students (N = 50, N = 59, respectively). Correlations for the items for the

Certainty and Indecision Scales ranged from .34 to .82 with the majority of the correlations falling in the .60 to .80 range. Another study examined test-retest reliability over a six week period for the Certainty and Indecision Scale items (Slaney, Palko-Nonemaker, & Alexander, 1981). The results from the study indicated item correlations ranging from .19 to .70, with total Career Decision Scale scores correlated .70.

Concurrent Validity. Osipow and Schweikert (1981) explored the relationships of scores between the Career Decision Scale and the Assessment of Career Decision Making (ACDM) (Buck & Daniels, 1985). Items measured by the ACDM relate to identified factors on the CDS. A negative relationship was predicted consistent with what was expected between the CDS and Planfulness on the ACDM scale. An overall significant correlation was found between Indecision scores on the Career Indecision Scale and the Dependence Scale on the ACDM (r = -.265, p>.004). The correlations tentatively indicate that both instruments describe overlapping career decision events, attesting to modest concurrent validity of the Career Decision Scale.

Content Validity. Osipow et al. (1976) examined the Career Decision Scale's responsiveness to various career counseling interventions. The comparisons were made of groups' pretest and posttest scores with varying intervening

activities. The results support the hypothesis that groups exposed to treatment for vocational indecision would be less undecided than before treatment. The posttest scores were lower for treated groups than for non-treated groups. The CDS, therefore, may be used for identifying changes brought about through interventions designed to reduce career indecision.

Construct Validity. Limburg (1980) surveyed college students about career decision and indecision. She found that the Career Decision Scale differentiated decided and undecided students. She also noted that students who sought assistance at a Career Center or through a career planning class scored higher on the Career Decision Scale which reflects greater career indecision initially, than those who did not seek out assistance.

Tennessee Self Concept Scale (TSCS)

The Tennessee Self Concept Scale consist of 100 self-descriptive statements (Fitts, 1965). Subjects respond on a five-point scale (1=completely false, 2=mostly false, 3=partly true, 4=mostly true, and 5-completely true). While the counseling form, which was used in this study, consists of several scores, the Positive Score (P) is the scale on which this study focuses. The score reflects the overall level of self-esteem. People with high scores tend to like themselves, feel that they are of value and worth, have

confidence in themselves, and act accordingly. Individuals with low scores are doubtful about their own worth; see themselves as undesirable; often anxious, depressed, and unhappy. They may have little faith or confidence in themselves (Fitts, 1965).

Norms. The norm group consists of a broad sample of 626 people from various parts of the country and age ranges (12 to 68 years). The ratio between the sexes were approximately equal and there was representation of all social, economic, and intellectual levels. Educational levels represented were from 6th grade through Ph.D. degree. The subjects (N=626) were obtained from high schools, colleges, employers at state institutions, and various other sources (Fitts, 1965).

Factors Measured by the TSCS. The Tennessee Self Concept Scale's P scale is divided into 3 Row scores and 5 Column scores. These combine to form the total Positive Score. Row 1 P Score is identity. Items include "what I am" statements that describes individuals to themselves. Row 2 P Score comes from the items where individuals describe how they feel relative to their perceived selves. Row 3 P Score is derived from the items that speak to what individuals do or the way they behave and how they perceive the way they function. Column A score is a measure of individuals' views of their physical appearances, skills,

and sexuality. Column B score describes individuals' moral-ethical frame of reference, their satisfaction with religion or lack of it. The third column score is C which reflects individuals' sense of self-worth. It includes evaluation of personality apart from the body, and of feelings of adequacy as people. Column D score reflects individuals' feelings of adequacy, worth, and value as family members. The final column score is the E score. This is another self-as-perceived-in-relation-to-others category but pertains to others in a more general way. Feelings of social adequacy in interactions is reflected in this score. This study used the Total P score.

Development of the TSCS. The development of TSCS scale began with the Tennessee Department of Mental Health in 1955. Its original purpose was to provide a research instrument which might contribute to defining problems mental health research addressed. Since its development, the TSCS has proved useful for many other purposes. The original pool of items was derived from a number of other self-concept measures (Fitts, 1965).

Reliability. Fitts (1965) reports reliability coefficients between .80 to .90 based on a test-retest study which consisted of 60 college students over a two week period. He describes other evidence of reliability in the similar profile patterns he found through repeated measures

of the same individuals over longer periods of time. Through various types of profiles, Fitts demonstrated that the distinctive features of individual profiles remain for most individuals a year or more. Congdon (1958) used a shorten version of the TSCS in a study with psychiatric patients who were being treated with drug therapy. He reported a reliability coefficient of .88 with test-retest administration.

Concurrent Validity. The Tennessee Self Concept Scale (Fitts, 1965) correlates highly with other measures of personality functioning including the Minnesota Multiphasic Personality Inventory (MMPI) and the Minnesota Attitude Inventory. The correlations were based on tests from 102 psychiatric patients. The Total P scale is correlated to the various scores on the MMPI ranging from .28 on the ? scale to .70 ($p>.05$) on the Pa scale. Individual scores on the TSCS are correlated to individual scores on the MMPI and are reported in detail by Fitts (1965). Other measures of personality are correlated with the TSCS and reported in the Tennessee Self Concept Scale Manual (Fitts, 1965).

Content Validity. Each of the 90 self-concept items was included in the TSCS only if seven clinical psychologists, who acted as the panel of judges, could agree totally on its location in one of three rows: identity, self-satisfaction, and behavior; and one of the five Self

columns: physical, moral-ethical, personal, family, and social (Wylie, 1974). Each item was judged for its classification to the category it was in. Gellen and Hoffman (1984) analyzed the content of the TSCS in their study using adults enrolled in graduate classes during 1971-1982 (N = 743). They found that the scale does measure a variety of self-concept facets. They continue that it can be an extremely useful instrument in helping counselors confirm or disconfirm certain impressionistic hypotheses developed during counseling interviews.

Construct Validity. Ashcraft and Fitts (1964) studied two groups of patients in psychotherapy. The experimental group were 30 patients who had been in therapy for an average of six months and the control group were 24 patients who had been waiting for therapy for an average of 6.7 months. All subjects were measured on a test-retest basis with the TSCS. The results showed that the therapy group changed significantly in the expected positive direction on 18 of the 22 variables, while the control group changed in only 2 variables. Individual predictions were made and a significant proportion of changes were predicted for 25 of the 30 subjects. Of the five remaining subjects, four were judged independently by their therapist not to have improved in therapy.

Final Questionnaire

The final questionnaire (see appendix A) includes five questions that determined the type of career assistance and if any subject received career assistance during the semester. The information obtained from this questionnaire was used to exclude subjects in the control group who receive extensive career counseling during the semester.

Procedure

Objectives for students enrolled in the ABSED 1112, World of Work course, are described in the course syllabus (see Appendix B). The ABSED 1112, World of Work course includes participation in a variety of activities; group discussions, in-class activities, DISCOVER Career Program, and assignments. Also available was the opportunity to research career information from materials in the DISCOVER Career Information Center. The text, Take Hold of Your Future (Harris-Bowlsbey et al., 1982), was used as a resource and workbook during the course. Course activities and requirements included work autobiography, resume, letter of application, career investigations, and career interviews. Students received a course description along with course requirements at the beginning of the semester. Grading for the course was based on the completion of the assignments, class attendance, individual Career Planning

Portfolio, designated assignments by the instructor, and the final exam.

Class sections were taught by four instructors who met weekly to plan specific activities for each week. All sections of ABSED 1112, World of Work, followed the same course outline, text, and supplementary materials. All students participating in the study signed a consent form (see appendix C) and completed an Individual profile form (see appendix D). Students in the ABSED 1112, World of Work course completed the tests and data from only those subjects who volunteered and met the requirements were used in the study.

Data were collected during the Spring 1989, academic semester. The pretest was administered with 41 students meeting the qualifications in the experimental group, ABSED 1112, World of Work course and 43 students in the control group, Sociology 1113, Introduction to Sociology. The pretest included the Individual Profile, Tennessee Self Concept Scale, and Career Decision Scale. The pretest was administered the second week of the spring semester to ABSED 1112, World of Work course students and volunteer students in Sociology 1113, Introduction to Sociology. The consent form given to and signed by each participant, briefly describes the nature and procedure of the study.

The posttest was administered during week the 15th week of the semester to the original 41 volunteers as well as 33

students in the ABSED 1112, World of Work course who had not taken the pretest. The original 43 students from Sociology 1113, Introduction to Sociology course plus an additional 52 students who volunteered for the study also were given the posttest which included the Tennessee Self Concept Scale and Career Decision Scale. Students who did not take the pretest also were given consent forms and the Individual Profile Form. The Sociology students were given the Final Questionnaire (see appendix A). It was administered to determine if any of the students had participated in formal career exploration activity during the semester of this study. All students who completed any of the tests were given the opportunity to receive information on the outcome of the study.

The ABSED 1112, World of Work students participated in a group interpretation of the Tennessee Self Concept Scale and the Career Decision Scale. A discussion followed on how results could benefit the career exploration process.

Design

Because a pure random assignment of subjects to groups was not possible a causal - comparative research design was selected for purposes of this study. Under these circumstances, it was necessary to show that the control and treatment groups were not significantly different initially, therefore, a form of a Solomon Four-Group design was used.

The treatment group included 74 students who met the criteria and volunteered to participate in the study from the ABSED 1112, World of Work course. The control group was 95 students who met the criteria and volunteered to participate in the study from the Sociology 1113, Introduction to Sociology course. Approximately half of each group was pretested to determine if groups were significantly different. A total of 41 volunteer students enrolled in ABSED 1112, the World of Work course and 43 volunteer students enrolled in Sociology 1113, Introduction to Sociology, were pretested. All (N=169) subjects were posttested.

Statistical Analyses

Two steps were used to examine the data of this study. Data were analyzed using a two-by-two between subjects analysis of variance (ANOVA). The two independent variables were treatment (World of Work Course, treatment group and Introduction to Sociology, control group) and pretesting (pretesting and no pretesting). Each of the two dependent variables, career indecision and self-concept were compared to each independent variable and the interaction treatment by pretesting.

SYSTAT (Wilkinson, 1988) ANOVA was used for the analyses with sequential methods which adjusted for unequal

sample sizes. The order of the independent variables was pretesting, treatment, and pretesting by treatment.

The assumption of normality was met since there were more than 20 cases per cell. ACT scores were correlated with treatment and no treatment. No significant correlations existed between the groups.

Step 1 - An analysis of variance was preformed using the posttest scores on the Career Decision Scale as the dependant variable. The independent variables were pretest and treatment.

Step 2 - A second analysis of variance was preformed using posttest scores on self-concept as the dependent variable. Independent variables were pretesting and treatment.

CHAPTER IV

RESULTS OF THE STUDY

The purpose of this chapter is to present the results of the statistical analyses utilized to test the two hypotheses. The study examined the effect of a career planning and decision-making course on lower division university students' career indecision and self-concept. Group 1 (N=41) was made up of students in the World of Work course who received the pretest and posttest. Group 2 (N=33) was comprised of students in the World of Work course who received the posttest only. The comparison groups were students in Introductory Sociology. Group 3 (N= 43) was made up of students who received the pretest and the posttest and group 4 (N=52) was comprised of students who received the posttest only (see Table 2). A discussion of each research hypothesis presented in Chapter I, the statistical test used to test the hypothesis, and the research findings are presented.

An analysis of variance was performed to test for the main effects of pretest and treatment and their interaction effect with the dependent variable career indecision.

Table 2

Means and Standard Deviations of the Dependent Variable by Groups

		Dependent Variables			
		Career Indecision		Self-Concept	
Groups	n	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1 WOW Pre-test	41	36.878	7.705	330.537	37.204
Posttest	41	33.195	10.390	330.805	37.204
2 WOW Posttest only Group	33	32.758	9.080	355.636	39.247
WOW Posttest (Both Groups) 1 & 2	74	33.000	9.764	341.878	39.851
3 SOC Pre-test	43	28.674	8.706	337.047	35.116
Posttest	43	26.419	8.697	339.116	35.131
4 SOC Posttest only Group	52	30.750	9.665	336.519	34.556
SOC Posttest (Both Groups) 3 & 4	95	28.789	9.443	337.695	34.655

WOW = World of Work (Treatment)
SOC = Sociology (Control)
n = number of subjects
$\bar{X}$ = Mean
S.D. = Standard deviation

Results Related to Research Hypotheses

Research Hypothesis 1

Hypothesis 1 stated that there is no mean difference in career indecision as measured by the Career Decision Scale (Osipow et al. 1976) between lower division university students who participate in a career planning and decision-making course and lower division university students who do not participate in the course, when differences in pretest scores on the measure are controlled.

An analysis of variance was performed to test for the main effects of pretest and treatment and the interaction effect pretest by treatment, with the dependent variable career indecision. The results of the ANOVA F statistic indicate there is a significant relationship between career indecision and treatment, World of Work $F(1,165) = 8.794$, $p = 0.003$ (see Table 3). The overall strength of association resulted in Eta squared = .074. The students in the World of Work course significantly lowered their level of career indecision when compared to students who did not participate in the course. Posttest means for each group of the dependent variable career indecision were Group 1 (World of Work pretest-posttest) 33.195, Group 2 (World of Work posttest only) 32.758, Group 3 (Sociology pretest-posttest) 26.419, and group 4 (Sociology posttest only) 28.789 (see Table 2). Hypothesis 1 was rejected based on the

significant relationship found between treatment and career indecision.

Table 3

Summary Table: Two-Way Between-Subjects ANOVA with the Dependent Variable Career Indecision

Independent Variable	Sum of Squares	Degrees of Freedom	Mean Square	F	Significance of F
Pre-Test	156.021	1	156.021	1.728	0.190
Treatment	793.995	1	793.995	8.794	0.003*
Pre-Test by Treatment	234.028	1	234.028	2.592	0.109
Error	14896.715	165	90.283		
Total	16080.759	168	1274.37		

* = p <.05

Research Hypothesis 2

Hypothesis 2 stated that there is no mean difference in self-concept as measured by the Tennessee Self Concept Scale's (Fitts, 1965) total P score, between lower division university students who participate in a career planning and decision-making course and lower division university students who do not participate in the course, when differences in pretest scores on the measure are controlled.

A second analysis of variance was performed to test for the main effects of pretest and treatment and the interaction effect pretest by treatment with the dependent variable self-concept. The results indicated there was no significance difference between the two groups and the main effects pretest and treatment with self-concept. The interaction effect was significant ANOVA F (1,165) = 5.876, p = 0.016 (see Table 4). Tukey's test for specific comparisons results determined a significant interaction effect between the group who received the pretest and treatment, World of Work course (p = 0.006). When analyzing the posttest means for the dependent variable self-concept, group 1 (World of Work pretest-posttest) was 330.805. Group 2 (World of Work posttest only) mean was 355.636. The mean for group 3 (Sociology pretest-posttest) was 339.116. The mean for group 4 (Sociology posttest only) was 336.519. The combined mean for the World of Work groups was 341.878 and for the Sociology groups was 337.695 (see Table 2). After analyzing the results, the researcher fails to reject Hypothesis 2.

Table 4

Summary Table: Two-Way Between Subjects ANOVA with the Dependent Variable Self-Concept

Independent Variable	Sum of Squares	Degrees of Freedom	Mean Square	F	Significance of F
Pretest	5087.167	1	5087.167	3.861	0.051
Treatment	1201.523	1	1201.523	0.912	0.341
Pretest by Treatment	7741.568	1	7741.568	5.876	0.016*
Error	217391.475	165	1317.524		
Total	231421.733	168	15347.782		

* = p <.05

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this research was to determine if participation in a career planning and decision-making course influences individuals' career indecision and self-concept. Current research has addressed career decidedness and maturity (Davis & Horne, 1986), the undecided student (Gordon, 1984), and the effects of a career education course for undecided students. Babcock and Kaufman (1976) stated a need for data regarding the relative effectiveness of career courses. The literature did not offer conclusive evidence concerning career planning and decision-making courses and the two variables of career indecision and self-concept. This study was designed to enhance the research by focusing specifically on these two variables in relationship to participation in a career planning and decision-making course.

Data were collected from 424 subjects who were students enrolled in either Sociology 1113 or ABSED 1112. From this subject pool, 169 students were selected and included in one of four groups; pretest control group, no pretest control

group, pretest treatment group, and no pretest treatment group. The remaining 255 subjects' data were deleted because it did not meet the criterion for the study or was randomly deleted due to an imbalance in group sizes.

A total of 84 of the 169 subjects were given the pretest the second week of the 1989 Spring semester. Included in the pretest were the Career Decision Scale (Osipow et al. 1987), Tennessee Self Concept Scale (Fitts, 1965), an Individual Profile form to obtain demographic data, and a consent form explaining the study and assuring confidentiality. All the 169 subjects were given the posttest the fourteenth or fifteenth week of the 1989 Spring semester. The posttest included the Career Decision Scale and the Tennessee Self Concept Scale. Subjects who had not taken the pretest also were given the Individual Profile form and the Consent form. Subjects in the Sociology 1113 course also were given the Final Questionnaire to determine if they had participated in any significant career exploration during the semester.

A two-by-two analysis of variance (ANOVA) was used to analyze the data and test the two hypotheses. The independent variables were pretest and treatment. The dependent variables, career indecision and self-concept were each tested to determine if there was a significance relationship with the independent variables.

The results indicate that a significant relationship exists between career indecision and the independent variable treatment, therefore Hypothesis 1 was rejected. The ANOVA indicates that students who participate in a career planning and decision-making course had less career indecision than students who do not participate in the course.

Hypothesis 2 was not rejected after the analysis indicated no significant difference between self-concept and the main effect, treatment. There was a significant interaction effect between the two independent variables, but it did not affect the hypothesis conclusion.

Conclusions

The results of the study lead to the following conclusions.

1. This study determined that students who participated in a career planning and decision-making course had a significant decrease in career indecision. Two of the groups were compared on their pretest scores to determine if there were any significant differences in the groups initially. All groups were compared on their ACT scores to further determine if the groups were homogeneous. All comparisons revealed no significant differences between the groups. The differences in the posttest scores were attributed to the independent variable, treatment. These

results strengthen the previous studies of career development courses related to career indecision. Educators need to continue to address the need for career planning and decision-making courses in colleges and universities. The findings support earlier research which evaluated the effect of a career and self-exploration course on career indecision (Carver & Smart, 1985). The researcher concluded that participation in a career planning and decision-making course can significantly lower students career indecision. Universities must consider the role of career planning and decision-making courses for such courses may play a vital role in retaining undecided students who often leave the university because they lack educational and career goals.

2. No significant difference in self-concept was found between subjects who participated and those who did not participate in the career planning and decision-making course. Previous research (Barrett & Tinsley, 1977) indicated that the place of self-esteem in career development is important. Although the results of this study did not show any significant effect on self-concept, additional research using specific scale scores may produce different results. Crouch & Straub (1983) note that self-concept is resistant to change. The short time period between pre and post testing may not have been long enough to allow any significant self-concept changes. Also, the Tennessee Self Concept Scale total P score may not be

sensitive enough to pick up minor self-concept changes. The results of this study do indicated a significant interaction effect between pretest and treatment on the variable of self-concept which may be important to note in future research involving self-concept.

Recommendations

The following recommendations are presented as a result of this study:

1. Future researchers are encouraged to evaluate career planning and decision-making courses using a more diverse population. Although this research supports the hypothesis that a career planning and decision-making course significantly affects career indecision, data were collected from students at one comprehensive southwestern university. A broad national sample may produce different results.

2. A true random assignment of subjects to groups would enhance the reliability of future studies. Researchers could randomly assign subjects who expressed a desire to participate in a career planning and decision-making course, to one of the four groups. All students could be considered as having the similar levels of motivation in making a career choice.

3. Future researchers may want to randomly select subjects within a specific decidedness level, adding greater homogeneity to the study.

4. Pretesting was shown to significantly affect self-concept in the treatment group. Future studies may want to use an alternate instrument when pretesting to determine initial differences between groups on self-concept.

5. Research in the area of the interaction effect between self-concept and career indecision may provide additional information that would enhance a career planning and development course curriculum in the area of self-concept.

6. Self-concept is made up of several variables. This study only addressed the overall self-concept. One or more of the sub categories may have been significantly affected by a career planning and decision-making course. Future research should focus on specific scores to determine changes that may occur in self-concept, particularly Row 2 - Self-Satisfaction, Row 3 - Behavior, Column C - Personal Self, and Column E - Social Self.

8. Career indecision has several dimensions. By investigating the different aspects specifically, career planning and development courses may be able to address areas more specifically.

9. A longitudinal study of the subjects who participated in a career planning and decision-making course may indicate whether participants not only made career choices but were able to continue with successful decision-

making in future career decision-making five or ten years later.

11. This study did not address the age of subjects. Future research may want consider differences between traditional-age lower division college students and the growing population of non-traditional college students.

12. The Career Decision Scale (CDS) is a relatively new instrument for measuring career decidedness and career indecision. Additional use of the CDS is recommended for further validation.

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APPENDIXES

APPENDIX A

FINAL QUESTIONNAIRE

FINAL QUESTIONNAIRE

Social Security number_____

I am currently enrolled in:

_____ABSED 1112 World of Work
_____SOC 1113 Introduction to Sociology

During Spring semester 1989 have you participated in any of the following or seen any of the following? Please check.

_____A career seminar or group:
if yes please state type_____

_____Visited the DISCOVER Career Information Center

_____Academic advisor

_____Career Counselor

_____None of the above

APPENDIX B

ABSED 1112 WORLD OF WORK

COURSE OUTLINE

ABSED 1112
WORLD OF WORK
Spring, 1989 (2 credit hours)

Course Coordinator:
Office:
Phone:

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 by learning to investigate and assess careers in relation to personal choices.

Practice positive group interaction skills through experience of helping self and others learn about self-concept and career possibilities.

Some assignments may be different for upper division students who have chosen an academic major or career field in order that they may approach career planning appropriately.

REQUIREMENTS:

Minimum standards for receiving a passing grade include:

1. Attend class regularly. Work missed through absence becomes the responsibility of the student. Some class activities or assignments may not be made up.

2. Complete assignments and in-class activity assignments. Acceptance level of work will be determined by your instructor.

3. Compile a Career 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. Career interviews
f. Other materials designated by your instructor

4. Demonstrate acceptable levels of competence in using career information resources for career investigation and personal assessments.

5. Demonstrate an acceptable level of understanding for concepts of career decision making on the Final Examination.

6. Complete any additional requirements designated by your instructor.

7. A grade of "I" (Incomplete) will be awarded until resources used in the Discover Career Center are accounted for.

GRADING POLICY:

Your letter grade for the course will be arrived at using this scale:

100 - 90	A
89 - 80	B
79 - 70	C
69 - 60	D
Below 60	F

Factors in your grade:

Attendance	10%
Class Assignments and quizzes	20%
Career Investigations	25%
Career Interviews	15%
Resume and Letter of Application	10%
Final Exam	20%

Academic honesty in this course requires:
(a) All class work and out-of-class assignments are the original work of the individual claiming credit for the work.

(b) Reference materials used in written reports are properly cited.

(c) Career interviews may involve more than one student participating in the interview, however, each student's written report must be original. Interview sources are to be fully cited.

(d) Not removing career resources from the DISCOVER Career Information Center.

Situations of academic dishonesty will result in lowered grade or failure of an assignment, test, or the course.

APPENDIX C

INFORMED CONSENT FORM

Oklahoma State University
Informed Consent for Participation
in Research Project

I,_____, voluntarily agree to participate in this study entitled Career Development. The information from this research will be used by Carolyn W. Kern, a doctoral student at Oklahoma State University, as partial fulfillment of her degree requirements. The results of her research may be helpful to individuals that are making career decisions.

I will answer each item as accurately as I can in order to maximize the usefulness of the results.

I understand that the information will be confidential and no other person will have access to these forms which identify me personally, including the instructor for my course. Neither the research nor the report of the research shall contain any information that could identify me specifically. I will use the last five digits of my social security number on the tests and I understand that the tests and the Individual Profile form will be kept separate to insure my confidentiality.

I will be completing the Individual Profile questionnaire regarding background information, the Tennessee Self Concept Scale, and the Career Decision Scale. It will take me approximately 50 minutes to complete the tests and questionnaire. My participation is fully voluntary, and I may refuse to participate without penalty at any time.

If I have any questions regarding this research I can contact Carolyn W. Kern at 744-5472, Dr. Judith E. Dobson, Professor in ABSED at 744-6036 or the University Research Services, Oklahoma State University, 001 Life Sciences East, 744-9991.

I have read this informed consent document. I understand its contents and freely consent to participate in this study under the conditions described in this document.

_____ _____
Signature Witness

_____ _____
Date Date

_____ Check here if you want feedback regarding the results of the study when they are available. Include your mailing address below.

_____

_____
Address

APPENDIX D

INDIVIDUAL PROFILE FORM

INDIVIDUAL PROFILE

Name_____
(Last) (First) (M.I.)

Social Security #_____Sex: M F Age_____
College credit hours completed_____

Classification:
Fr._____So._____Jr._____Sr._____Grad._____

College: _____Agriculture
_____Arts & Science
_____Business
_____Education
_____Engineering
_____Freshman Programs & Services
_____Home Economics
_____Technology
_____University Assessment Program

ACT Score_____

Student Status this semester:
Full time (12 hours or more)_____
Part time (11 hours or less)_____

Marital Status: Single Married

Number in your High School graduating class_____

Year of H.S. Graduation_____

Population of Your Home Town:
_____Above 100,000
_____50,000 to 999,999
_____25,000 to 49,999
_____10,000 to 24,999
_____ 5,000 to 9,999
_____ Below 5,000

Have you previously taken a Career Decision-making Course?
Yes_____ No_____
If yes, please answer the following:

Name of course:_____

Location where taken_____Date taken_____

Have you seen any of the following persons for career concerns?

_____High School Counselor
_____Academic Advisor
_____Career Counselor

VITA

Carolyn Wood Kelpe Kern

Candidate for the Degree of

Doctor of Philosophy

Thesis: THE EFFECTS OF A CAREER PLANNING AND DECISION MAKING COURSE ON CAREER INDECISION AND SELF CONCEPT

Major Field: Applied Behavioral Studies in Education

Biographical:

Personal Data: Born in St. Louis, Missouri, February 20, 1952, the daughter of Robert Frederick and Doris Jean Wood Kelpe. Married to Douglas Alden Kern on June 2, 1979.

Education: Graduated from Shawnee Mission South High School, Shawnee Mission, Kansas, May, 1970; received Bachelor of Science Degree in Education from University of Kansas, Lawrence, Kansas in May, 1974; received a Master of Science degree in Counseling from Emporia State University, Emporia, Kansas in July, 1982; completed requirements for the Doctor of Philosophy degree at Oklahoma State University in May, 1990.

Professional Experience: Instructor, Education, January 1983 to May 1983; Career Counselor, University Placement Service at Fort Hays State University, Hays, Kansas, September 1983 to June 1984; School Counselor and Teacher at Ellis High School, Ellis, Kansas, August 1984 to June 1986; Residence Hall Director at Oklahoma State University, August 1986 to July 1988; Practicum Experience, Payne County Youth Services, Stillwater, Oklahoma, August 1986 to May 1987; Clinical Counselor, University Counseling Center at Oklahoma State University, August 1988 to July 1989; Counseling Internship at University Counseling Service, Oklahoma State University, August 1989 to July 1990.

Professional Organizations: American Association of Counseling and Development, American Association of Counselor Education and Supervision, National Career Development Association, Oklahoma Association of Counseling and Development, Oklahoma Association of Counselor Education and Supervision, Oklahoma College and Student Personnel Association.