

This Thesis is  
dedicated to my dear and loving mother  
the late Ruby Rhoden,  
my husband Mike, and my children  
Michael, Leighton and Carey

A FOLLOW-UP STUDY OF SELECTED GRADUATES OF THE  
FAMILY RELATIONS AND CHILD DEVELOPMENT  
DEPARTMENT AT OKLAHOMA STATE  
UNIVERSITY

By

DELORES ELAINE SMITH

#

Bachelor of Science in Home Economics

Oklahoma State University

Stillwater, Oklahoma

1984

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF SCIENCE  
July, 1986

Thesis  
1986  
Sb45f



A FOLLOW-UP STUDY OF SELECTED GRADUATES OF THE  
FAMILY RELATIONS AND CHILD DEVELOPMENT  
DEPARTMENT AT OKLAHOMA STATE  
UNIVERSITY

Thesis Approved:

A handwritten signature in cursive script, appearing to read "Joseph A. Webb".

Thesis Adviser

A handwritten signature in cursive script, appearing to read "Merna Lane".

A handwritten signature in cursive script, appearing to read "Joseph A. Webb".

A handwritten signature in cursive script, appearing to read "Norman N. Durham".

Dean of the Graduate College

1259954

## ACKNOWLEDGMENTS

I wish to express sincere gratitude and appreciation to Dr. James Moran, my major adviser, for his guidance, advice, unceasing patience, and help throughout this research project. Without his leadership this project could not have been realized. Appreciation is also expressed to Dr. Joseph Weber and Ms. Mona Lane for their timely advice, instruction and knowledge I gained from them through contact both in and out of the classroom. I am also grateful to them for serving on my advisory committee. Special thanks is extended to Mr. Robert Jackson for his help with the computer analysis of the data.

I am greatly indebted to the many family members and friends who have been of immeasurable value to me. Special thanks to my mother-in-law, Mrs. Inez Smith and my uncle, Norris, for their continued love, understanding and support even though we have been separated by distance. Deep appreciation is also in order for a dear friend, Dr. Joyce Rhoden, for her encouragement and moral support throughout the period of my studies.

Sincere love and appreciation are extended to my husband Michael for his devotion, encouragement, sacrifices, and support over the years. His special caring and belief in me has made this project possible. My precious children Michael Jr., Leighton, and Carey deserve all the love that can be extended to them. They were undoubtedly deprived of much attention and have made many sacrifices during this period of my life.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION. . . . .	1
Introduction . . . . .	1
Statement of Research Problem. . . . .	2
Purpose of the Study . . . . .	3
Assumptions of the Study . . . . .	4
Limitations of the Study . . . . .	5
II. REVIEW OF LITERATURE. . . . .	6
Follow-up Studies. . . . .	6
Significance of Career Satisfaction. . . . .	10
Career Mobility. . . . .	13
Summary. . . . .	15
III. METHODS AND PROCEDURES OF STUDY . . . . .	17
Description of Sample. . . . .	17
Instrumentation. . . . .	18
Procedure. . . . .	18
Data Coding. . . . .	19
IV. RESULTS AND DISCUSSION. . . . .	21
Description of Respondents . . . . .	21
Employment Data. . . . .	21
Primary Hypothesis . . . . .	22
Research Question Number One. . . . .	27
Research Question Number Two. . . . .	30
Research Question Number Three. . . . .	37
Research Question Number Four . . . . .	37
Research Question Number Five . . . . .	37
Research Question Number Six. . . . .	41

Chapter	Page
V. SUMMARY, FINDINGS, AND RECOMMENDATIONS. . . . .	45
Purpose of the Study . . . . .	45
Objectives of the Study. . . . .	45
Summary of the Findings. . . . .	46
Conclusions. . . . .	47
Recommendations. . . . .	48
Recommendations for Further Research. . . . .	48
A SELECTED BIBLIOGRAPHY. . . . .	50
APPENDIXES . . . . .	55
APPENDIX A - FRCD SURVEY OF GRADUATES . . . . .	56
APPENDIX B - LETTER TO GRADUATES. . . . .	63
APPENDIX C - FREQUENCY COUNTS FOR ITEMS NOT INCLUDED IN THESIS . . . . .	66
APPENDIX D - SUPPLEMENTARY TABLES. . . . .	77

LIST OF TABLES

Table	Page
I. Personal Characteristics of Respondents. . . . .	23
II. Area of Specialization by Undergraduate/Graduate Degree. .	24
III. Full-time Employed Respondents Salary Ranges By Degree . .	25
IV. Salary Ranges of Full-time Employed Respondents With Bachelors Degree By Area of Specialization. . . . .	26
V. Current Positions of Respondents With Bachelors Degrees By Area of Specialization . . . . .	28
VI. Current Positions of Respondents With Graduate Degrees By Area of Specialization. . . . .	29
VII. Mean Rating of Job Satisfaction of Full-time Employed By Undergraduate Major . . . . .	33
VIII. Mean Rating of Job Satisfaction of Full-time Employed By Degree. . . . .	35
IX. Respondents' Perception of Professional Advancement By Area of Specialization for Full-time Employed . . . . .	39
X. Respondents' Perception of Professional Advancement By Academic Degree of Full-time Employed . . . . .	40
XI. Distribution of Respondents who Plan to Change Jobs Due to Lack of Advancement By Undergraduate Degree . . . . .	78
XII. ANOVA Summary for Job Satisfaction and Area of Specialization for Full-time Employed. . . . .	79
XIII. ANOVA Summary for Job Satisfaction and Area of Specialization for All Employed Respondents. . . . .	80
XIV. Tukey's HSD Test of Job Satisfaction for All Employed respondents By Area of Specialization . . . . .	81
XV. ANOVA Summary Table for Relationship Between Job Satisfaction and Career Mobility of Full-time Employed Respondents . . . . .	82



Table	Page
XVI. Tukey's HSD Test for Full-time Employed Respondents. . . . .	83
XVII. ANOVA Summary of Job Satisfaction and Career Mobility for Full-time Employed Respondents . . . . .	84
XVIII. Pearson Correlation of Job Satisfaction and Career Mobility for Full-time Employed respondents. . . . .	85
XIX. Spearman Correlation of Job Satisfaction and Career Mobility for Full-time Employed Respondents. . . . .	86
XX. Pearson Correlation of Job satisfaction and Income for Full-time Employed Respondents . . . . .	87
XXI. Spearman Correlation of Job Satisfaction and Income for Full-time Employed Respondents . . . . .	88

## CHAPTER I

### INTRODUCTION

Family Relations and Child Development (FRCD) is one of the six departments of the College of Home Economics at the Oklahoma State University. The department works closely with the other areas of the college to reflect the mission of Home Economics which is to provide a comprehensive and holistic approach to building and improving the quality of life of individuals and families. It also seeks to discover and satisfy the changing needs of people as they interact in their environments. A degree from the Department of Family Relations and Child Development at Oklahoma State University prepares students to work with individuals of all ages, and to work with families in a variety of situations. The major aims of the programs in this department are to study theories of growth, development, and human relationships, and to learn to apply these theories to everyday living experiences (Careers in FRCD, 1984).

The areas of specialization open to students in the department are child development, early childhood education, elementary education, family services, and gerontology. Graduate study is available with programs of study leading to M.S and Ph.D degrees. The degrees prepare professionals for research positions, teaching in institutions of higher education, management and director positions, consulting and employment in other social service agencies. FRCD graduates have the potential for

employment in a variety of fields and occupations including management, communication, counselling, teaching, marketing, and research. Places of employment include the following: business/industry, cooperative extension, public and private education, university, and government.

For the department to continue effective preparation of professionals in a rapidly changing world, curriculum planners need to maintain a valid data base. They need to make accurate assessments of the effectiveness of the curriculum as well as career placement and satisfaction. With increasingly rapid social change, the FRCD curriculum must be kept up to date to meet the needs of present and future students. A well designed follow-up study of FRCD graduates will help meet this need. Additionally, it is important to assess the ability of FRCD for providing satisfactorily for its graduates. This latter emphasis focuses not only on curriculum, but on the public sector. Recent reports (Holmes group, 1986) have suggested radical changes in the teaching profession. Issues relating to job satisfaction and career mobility bear directly on this question.

#### Statement of Research Problem

For an educational institution to maintain its status as a leader in the field, it must constantly assess and evaluate the overall effectiveness and relevancy of its program's aims and objectives. There is currently the need for such an evaluation in the Department of Family Relations and Child Development of the College of Home Economics at the Oklahoma State University. A follow-up study is needed to obtain feedback from selected recent graduates of the college, with regard to their perceptions of the program's adequacy and effectiveness in their

career and professional preparation and their general satisfaction with the careers for which they are being prepared.

#### Purpose of the Study

The present study is designed to conduct an evaluative follow-up survey study of selected recent graduates of the Department of Family Relations and Child Development at Oklahoma State University. This study will survey alumni who completed their program in the academic years 1980, 1981, 1982, 1983, and 1984. A similar study done in 1980 in this college surveyed alumni who completed their graduate program in the years 1974, 1976 and 1979. A more recent and up-to-date study is appropriate at this time.

This project has two overriding goals: (1) To obtain information pertinent to the direct revision of departmental curriculum, and (2) to investigate the variables related to job satisfaction of its graduates which might have indirect influences on the focus of the department. It is the latter goal which will primarily be dealt with within this paper, whereas the former will be used internally by the department. It is hoped that the information gathered will aid in program assessment and evaluation in the Department of Family Relations and Child Development at Oklahoma State University. It is recognized that graduates of a program are in a reliable position to provide feedback concerning their experience in the program and subsequent job placement, satisfaction and success. The specific objectives of the study are to:

1. identify the types of positions recent graduates are securing.
2. assess the level of career satisfaction of these recent graduates.

3. determine the adequacy and effectiveness of professional preparation as perceived by the graduates.
4. assess the degree to which recent graduates are experiencing upward career mobility.

To serve as guidelines for the study, the following research questions were formulated and will provide the focus of the remaining discussion.

1. What kinds of positions, have recent graduates obtained?
2. Is there a difference in the degree of job satisfaction between FRCD graduates of the three areas within the department (Family Services/Relations, Child Development, and Early Childhood/Elementary Certification)?
3. Is there a difference in the degree of satisfaction between full-time and part-time employed respondents and between undergraduates and graduates?
4. Is there a relationship between job satisfaction and income of the graduates?
5. What are the graduates' perception of opportunities for upward career mobility in their present occupation?
6. Is there a relationship between job satisfaction and career mobility of the graduates?

#### Assumptions of the Study

1. That based on graduates' judgements of the program, the current follow-up study will produce authentic and reliable findings to aid in the evaluation of the FRCD program.

2. The overwhelming majority of FRCD graduates are currently employed in the labor market.
3. FRCD graduates are employed in occupations closely related to their major area of professional preparation.
4. The degree of occupational competency is dependent on the professional preparation received by graduates of the FRCD program.
5. The degree of job satisfaction is related to occupational competency, values and self perceptions.
6. Each FRCD graduate has the ability for success in a diversity of occupational positions.

#### Limitations of Study

1. Only the FRCD graduates currently domiciled in the United States were contacted.
2. The study is limited to graduates of the FRCD program who graduated in the academic years 1980, 1981, 1982, 1983, and 1984
3. The information gathered is limited to the kinds that can be obtained through a mail survey.
4. The information obtained may be biased by unmeasurable differences between those who returned the survey and those who did not.

## CHAPTER II

### REVIEW OF LITERATURE

The organization of this review is aimed at providing clarity in the study. It has been directed toward the following three specific areas: (a) follow-up studies; (b) job satisfaction; and (c) career mobility

#### Follow-up Studies

Follow-up studies have long been used as assessment and evaluation tools but their use in recent times appear to be rapidly increasing. Walsh and Reynolds (1977) suggested that regular attention be paid to such studies as a major part of any ongoing evaluation. Several researchers have indicated that follow-up studies can serve as a valuable source of information and provide data relating to placement, student assessment, career satisfaction of former students and graduates, and the overall value of a program to past, present and future students (Darcey, 1980; Gilli, 1975; Pritz et al., 1981; Walsh & Reynolds, 1977). In addition, follow-up studies can prove useful in the determination of demographic data, job characteristics and recruitment practices (McFarlane & Claudy, 1981).

In examining the value of student follow-up studies Brashears (1980), Darcey (1980), and Pritz et al. (1981) concluded that data from such sources can be used in the justification, revision, modification or

endorsement of an existing program, for the evaluation and update of instructional methods; and in providing a source for improvement as well as for use in decision making. In addition Pritz et al. (1981) found such studies helpful: (a) in identifying the number and kinds of employment of former participants of a program, their geographic and occupational mobility; (b) to determine employment trends and outlook; and (c) to determine whether training, knowledge and skills are actually relevant to job practices and job satisfaction. Scott and Chapman (1981) favored student follow-up data as an effective means of measurement of success or failure of a program. It can and should help to identify strengths and weaknesses and provide clues for improvement.

Certainly more and more importance is being placed on the value of follow-up studies and their uses as evaluative tools. In the discussion of the reasons for the importance being placed on educational assessment and evaluation, Branther (1975) and Darcey (1980) agreed that foremost among these are:

1. legislation has dictated in many cases of public education that evaluations be carried on;
2. schools being held accountable for expending taxpayers funds in a manner that will ensure maximum benefits to society; and
3. increased pressure on state government to show accountability for their public education.

Such evaluations then can serve to assure all concerned that the programs are beneficial, relevant and cost effective. Furthermore follow-up studies conducted for the purposes of helping their graduates acquire skills for the world of work and life satisfactions are in themselves accountability tools (Branther, 1975).



Findings of follow-up studies are utilized in varying ways depending on the circumstances or need. For example, Scott and Chapman (1981) found that the results of the Kentucky State Department of Education follow-up of students was primarily used in justifying funding and planning rather than for program improvement, while findings of studies done by Darcey (1980), Fain (1981), Goyen (1981), Hughes (1981), and Phillips and Brunner (1981), provided information on the present status of graduates and their perceptions of their professional preparation and graduate experiences. These follow-up studies also served to provide tools for program assessment and evaluation. Results of the study by Schmitz (1981) at the University of Missouri-Columbia showed among other things, employment trends and outlook for graduates of the Department of Counseling and Personnel Services.

Although the general percentages of return are disappointingly low, follow-up studies continue to be conducted on a large scale (Krueck 1975). Duff and Dold (1973) conducted a follow-up study of graduates of the University of Illinois. It yielded only 43% after an initial and two follow-up questionnaires. Fain (1981) had a 50% rate of return on her survey of selected Home Economics graduates of the Oklahoma State University. Goyen (1981) reported a 55% return rate on his study of graduates of Adult Education at the University of the District of Columbia. However, higher rates of return were realized by others. Nicklas, Teeter and Cross (1975) had a 73% rate from graduates of North Texas State University. Abbott (1981) reported 67 % response rate from the Nazarene Colleges and Darcey (1980) had a 71% response rate from graduates of Texas A & M. Since a perfect response rate is unlikely,

Krueck (1975) maintained that it is reasonable to strive for a better than 60% response to ensure a valid basis of recommendation and action.

In comparing the methods of data collection of a follow-up study researchers seem to have conflicting biases. Krueck (1975) indicated that the telephone survey technique was significantly more effective than either the mailed questionnaire or the interview methods. Both McKinney and Oglesby (1971) and McFarlane and Claudy (1981) concluded that personal interviews although expensive and time consuming are more desirable. Unfortunately, both these methods are often too costly to be implemented with a national survey of a large number of potential respondents. As a result, the mail questionnaire is the most frequently used (McFarlane & Claudy, 1981; McKinney & Oglesby, 1971) but the problem of non-respondents is a major limitation.

In suggesting procedures for conducting mail questionnaires, McKinney and Oglesby (1971) also suggested the following mailing pattern at one week intervals for optimum response:

- First Mailing - "Alert card".
- Second Mailing - follow-up instrument, cover letter and  
return envelope stamped and addressed.
- Third Mailing - first thank you-reminder card.
- Fourth Mailing - second request follow-up instrument and  
return envelope stamped and addressed.
- Fifth Mailing - second thank you-reminder card.

It is also further recommended that the cover letters have letterheads and envelopes with return addresses with which the former students can identify.

### Significance of Career Satisfaction

The satisfaction of workers with their jobs is one of growing concern and interest to society. In recent times, job satisfaction has been the focus of many researchers (Anderson, Hohenshil, & Brown, 1984; Chapman, 1983; Fain, 1981; Kirk & Walters, 1981; Lowther, Stark, & Chapman, 1984; Sweeny, 1981) but still there is confusion as to what job satisfaction really means. Bullock (1952) vividly described job satisfaction as an attitude which results from a balancing and summation of many likes and dislikes experienced in connection with the job. He further explained that this attitude is a manifestation of evaluation of the job and of the employing organization. Hence an individual might be satisfied with some aspects of his or her job and dissatisfied with others. Holland (1973) contended that job satisfaction is dependent on the agreement between one's work environment and one's personality. Shaffer (1953) stated that states of tension or dissatisfaction are aroused when one is unable to satisfy certain needs. Shaffer cited two specific determinants of job satisfaction:

1. the strength of one's needs or drives; and
2. the extent to which one can perceive and utilize opportunities in the situation for the satisfaction of those needs.

Research on job satisfaction has traditionally been focused on workers in the industrial setting (Anderson et al., 1984) but some shift is now being made to look at jobs of other professionals. For example, Kirk and Walter (1981) in a review of literature, maintained that there is an increasing trend for teachers to drop out of the teaching

profession and to later experience mental health problems. They further maintained that teachers are indeed experiencing professional isolation and loneliness. An opinion poll conducted by the National Education Association (NEA, 1981) showed that one-third of the nation's public school teachers were dissatisfied with their jobs. A survey (Sparks, 1979) of teachers attending a "teacher-stress" workshop indicated that 46% were dissatisfied with their jobs and over 50% maintained that they would change jobs soon. In studying job satisfaction among school psychologists on the other hand, Anderson et al. (1984) reported that this group is overall satisfied with most aspects of their jobs. Based on these findings, we might suggest that graduates who are in areas which carry status and have mobility such as that of the psychologist, will show more satisfaction than their teaching counterparts.

Researchers agree that the overall emotions that individuals express towards their jobs are composite indices of many sub-factors (Anderson et al., 1984; Shaffer, 1953). Other researchers have reported differential determinants of job satisfaction by race (Konar, 1981; Moch, 1981), values and professional accomplishment (Chapman, 1983), job mobility prospects (Lowther et al., 1984), age (Sweeny, 1981), and professional preparation and responsibility perception (Fain, 1981). Lowther et al. (1984), in comparing work-related conditions among teachers and non-teachers, reported that teachers were dissatisfied because they perceived themselves as "locked in" in their jobs both vertically and horizontally in terms of advancement. In this same study, however, non-teachers, representing a diversity of occupations, reported high opportunity for vertical advancement. We might, therefore, expect graduates who perceive greater chances for mobility to

be more satisfied with their jobs and child development/family studies majors to show greater satisfaction than those from the early childhood education/elementary education options.

According to Bullock (1952) and Gruenberg (1975), obtaining measures of job satisfaction of adequate reliability and validity is a complex matter. Lofquist and Davis (1975) explained that job satisfaction can be expressed in two ways: general satisfaction and specific satisfaction. General satisfaction has to do with one's satisfaction with the overall job while specific pertains to satisfaction with parts or aspects of the job and work environment. Specific satisfaction may relate to working condition, coworkers, type of work, pay, policies, practices and supervision (Fain, 1981; Lofquist, 1975; Lowther et al., 1984). Dissatisfaction might then result from a lack of concordance between expectations and reality. To diminish the likelihood of such occurrence, Burke et al. (1982) made the following recommendations which could have far reaching implications for any professional preparation program:

1. that students know more about the kinds of jobs in which they are interested and the kinds that are likely to be open to them, and
2. that they know what the workers actually do in these jobs and what they like or dislike about the job.

Based on these recommendations, the present survey of graduates should give some indication of how well the program has prepared its graduates for the world of work.

### Career Mobility

Occupational mobility and attainments has been the focus of many researchers in recent times. Skvoretz (1984) suggested that the movement of an individual in a system depends on the opportunity for movement that the system provides - the more opportunities, the greater the movement. He identified three opportunity differentials which might affect one's career: the positional, the historical and the resource factors. Further explanation revealed that some positions or places offer more opportunities than others; so, being in the right place or position can aid mobility. Historical periods may also provide more opportunities than others; so, anyone's career that happens to fall in an opportune period is afforded more movement opportunity. One's personal characteristics exemplify the resource variation in opportunity. In short, the right person, being in the right place at the right time has greater mobility.

Felmlee (1982) maintained that occupational mobility is dependent on whether the shift occurs within the organization or between employers. It has been documented that occupational movement within an organization does have advantages over other types of job changes (Kalleberg & Hudis, 1979). The literature (Ault, Rutman, & Stevenson, 1982; Blau & Duncan, 1979; Burke & Weir, 1982; Felmlee, 1982; Halaby, 1982; Kerchoff, 1981; Porter, 1979; Semyonov, 1984) also suggests that education affects mobility. For example, Ault et al., (1982) in a study of job mobility of academic economists found that the quality of one's education was a primary determinant of employment opportunities.

Felmlee (1982) posited that the greater the individual's educational

resources the greater the positive effects of job mobility. Burke and Weir (1982) found in their study of occupational lock-in (immobility) that, among other things, occupational lock-ins were less intelligent than their peers. They also found correlations between personality and immobility. Individuals reporting greater immobility were

. . .less competitive and achievement oriented, had a greater belief that their fates and futures were influenced by external factors beyond their control, and were more submissive, subdued, conservative, introverted, anxious and emotional than their peers (p.182).

Overall, these individuals expressed more dissatisfaction with their lives. The detrimental effects of self-perceptions of powerlessness or immobility on performance have also been documented (Wiley & Eskilson, 1983).

Much of the literature has focused on sex differences and the effects on occupational mobility and attainment status at the workplace (Bhola, 1982; Felmler, 1982; Fligsten & Wolf, 1978; Halaby, 1982; Jones & Montenegro, 1982; Markam, Macken, Bonjean & Corder, 1983; Roos, 1983; Tolbert, 1982; Wiley & Eskilson, 1983). These studies have implications for the FRCD profession which is overwhelmingly represented by females. Felmler (1982) and Markam et al. (1983) maintained that individual constraints including marital status, number of children and husband's income, all affected women's job mobility. Felmler explained that employers may be hesitant in hiring or promoting married women because their commitment to the labor force is perceived as being low. Women's flexibility when job hours conflict with child care demands, and a spouse's high income may make it less crucial for a woman to change her position, hence she becomes satisfied with little or no mobility. Halaby (1982) in studying job shift differences between men and women in

the workplace, found that the stratification system showed a large measure of segregation along sexual lines. He confirmed that women were confined to positions which offered a narrower range of rewards than do the positions of men. In discussing the disadvantages of women in the workplace, Wiley and Eskilson (1983) postulated that women with equivalent education to men do not obtain comparable rewards. There is also evidence in Wiley and Eskilson's study to show that men were expected to have greater success and thus were promoted over women. However, even when both sexes performed equally, upward mobility was based on gender. Skvoretz (1982), in explaining sex differences in mobility, speculates that the disparity may occur as a result of men being placed in positions that provided more opportunities than is afforded by the positions occupied by women. This may have some implications for the present study of professionals who are overwhelmingly females.

#### Summary

The review of literature focused on the following areas: follow-up studies, job satisfaction, and career mobility. The literature indicated that educational institutions are responsible for preparations relevant to various occupations and the public expects and deserves nothing less. As a result, follow-up studies of past students are gaining in popularity and constitute one of the most reliable techniques for evaluating educational endeavors. Satisfaction of the individual in the workplace formerly had been centered around workers in an industrial setting. In recent times attention has shifted to the jobs of other professionals. There is evidence that job satisfaction is closely



related to perceived career mobility and professional preparation. Perceived career mobility is seen to be linked to a number of variables including sex and education.

Since professional preparation plays such an important role in job satisfaction and career mobility, the current study could have implications for obtaining information from and about former students and about their assessment of their professional preparation program. It could also assist the FRCD department in evaluating its programs for relevancy and adequacy in meeting the needs of prospective FRCD professionals.

## CHAPTER III

### METHODS AND PROCEDURES OF STUDY

The overall goal of this study was to conduct an evaluative follow-up survey of selected graduates from the Family Relations and Child Development Department (FRCD) at the Oklahoma State University (OSU) to determine: (1) the types of positions graduates are securing; (2) degree of job satisfaction; (3) the adequacy and effectiveness of the professional preparation as perceived by the graduates; and (4) degree of career mobility among graduates.

#### Description of the Sample

All alumni receiving a bachelors, masters, or doctoral degree in FRCD at OSU during the academic years 1980 through 1984 and residing in the United States and for whom current addresses were available were selected for this study. In order to secure a list of these graduates, the graduation records of the FRCD Department and the College of Home Economics were utilized. The current addresses of the target population were obtained through the offices of the FRCD Department, the Home Economics Alumni Association, and the Oklahoma State University Foundation. From these records a sample of 291 persons were obtained.

## Instrumentation

The content and format of the instrument for this study were based primarily on similar studies done by Brashears (1980) and Fain (1981).

A self-administered questionnaire was compiled consisting of demographic data, employment information, opinions about professional preparation, and opinions of the FRCD Department. Also included, was the Minnesota Satisfaction Questionnaire (MSQ) Short Form designed to measure an employee's satisfaction with several different aspects of the work environment. The MSQ is a reputable instrument which is known for its reliability and validity.

The response choices in the MSQ are measured on a five point Likert scale, the extent to which respondents rated their satisfaction with the job on a range from not satisfied to very satisfied. The scale is such that the higher the number of the response, the more satisfied the respondent. All response values were summed and a mean determined. Responses of no opinion or those not applicable were not calculated in the mean.

The instrument was then presented to the investigator's advisory committee which reviewed and gave suggestions for improvements. These improvements were adopted after which a final draft was compiled. A copy of the questionnaire is included in Appendix A.

## Procedure

The instrument was mailed to 291 subjects who graduated from FRCD in 1980 through 1984 and for whom current addresses were available. Included in the instrument which was mailed first class, was a cover

letter (Appendix B) requesting graduates participation in the study and assuring them of anonymity. Also enclosed was a stamped, addressed returned envelope. The deadline designated for the return of the questionnaire was 14 days following the first mailing. Completed questionnaires were returned by 125 subjects by the deadline, yielding an initial response rate of 44 %. Eight letters were returned undelivered.

A follow-up first class letter was sent one week later to the graduates, requesting the return of the completed questionnaires from nonrespondents to the first mailing. Another 16 surveys were received prior to the final date of three weeks after the second mailing. This brought the number of responses to 141 or 50 % of 283 deliverable questionnaires. Three additional questionnaires were received following data analysis and were not included in the report.

#### Data Coding

Data obtained from the questionnaires were individually hand coded onto COBOL coding forms . The data analysis was done utilizing the Statistical Analysis System (SAS) programs at the Oklahoma State University Computer Center.

For the purposes of all analyses, Gerontology as an undergraduate option was combined with Family Services since this relatively new option yielded only a single respondent. A copy of the frequency counts for items not detailed in the study is included in Appendix C. The data relevant to determining the adequacy and effectiveness of professional preparation as perceived by the graduates, are to be used by the FRCD

Department for internal assessment, whereas this study focussed on issues related to job satisfaction and career mobility.

## CHAPTER IV

### RESULTS AND DISCUSSION

#### Description of the Respondents

The data collected (Table I) indicated that 96 % of the respondents were females and 4 % were males. Twenty-eight subjects (20 %) were 24 years old or younger, 81 (57 %) ranged from 25 to 29 years, with the remaining 23 % over 30 years old. One hundred and eleven (79 %) respondents had earned a bachelors' degree from the Oklahoma State University FRCD program, 22 (16 %) a masters degree, and 8 (6 %) had received a doctorate.

Data reported in Table II indicate the areas of specialization in FRCD of the responding graduates. Most of the undergraduates majored in Early Childhood Education - both certification and non-certification options (49 %) or Family Services (38 %). Fifteen of the graduates (50 %) specialized in Family Relations while ten (34 %) majored in Child Development.

#### Employment Data

Of the 141 respondents, 119 (84.4 %) were currently employed. Seventy six percent of the currently employed held full-time positions (40 hours or more per week). Only four of the unemployed reported that they were actively seeking employment. The vast majority of respondents (71 %) were employed in Oklahoma. The remaining were distributed

throughout the United States with no particular geographical area of concentration.

Respondents reported a wide range of salaries which are summarized in Tables III and IV. The data showed that of all the full-time employed undergraduates (N = 66) 50 % earned over \$16,000 while seven reported a salary of less than \$8,000. Over two thirds of those employed full time with graduate degrees (N = 24) earned more than \$20,000. One person with a graduate degree earned less than \$8,000 however. Salaries of less than \$8,000 are of some concern since one would generally assume that a college degree would provide for more opportunity. Nearly all of those with salaries in this range were employed as preschool teachers although one described herself as a director of a preschool, another as a volunteer, and yet another as an Educational Therapist. Of those in the \$8 - 12,000 range, about half were preschool teachers, the others were in unrelated areas such as secretary, receptionist or clerk.

#### Primary Hypotheses

Of primary interest in this study, was the relationship between job satisfaction, career mobility, and income. These data were analyzed by analysis of variance, correlational and t-test statistics. The six main research questions will be presented separately in this section. For all these analyses, only employed subjects were used and often only those employed full time (N = 90) were included. Where relevant, distinctions between part-time and full-time employed are detailed. It should be noted that sample sizes may vary slightly from question to question since some respondents did not answer every question.

TABLE I  
PERSONAL CHARACTERISTICS OF RESPONDENTS

N = 141

Characteristics	Classification	N	Percent
Sex	Male	6	4.26
	Female	135	95.74
Age	Under 24 years	28	19.96
	25 - 29 "	81	57.45
	30 - 34 "	9	6.38
	35 - 39 "	6	4.25
	40 - 45 "	8	5.67
	Over 45 "	9	6.38
Degree	B.S	111	78.72
	M.S	22	15.60
	Ph.D	8	5.67



TABLE II  
 AREA OF SPECIALIZATION BY UNDERGRADUATE/GRADUATE DEGREE

Degree	Child Dev		ECE Cert		ECE Non-Cert <sup>a</sup>		Elem Educ <sup>a</sup>		Fam Serv	
	N	%	N	%	N	%	N	%	N	%
Under-										
grad.	8	7.38	41	37.61	10	9.17	8	7.34	42	37.50
Grad.	10	34.33	5	16.66					15	50.00

<sup>a</sup>Not offered in FRCD at the graduate level

TABLE III  
 FULL-TIME EMPLOYED RESPONDENTS SALARY RANGES BY DEGREE

Range	Undergrad Degree		Graduate Degree	
	N	%	N	%
7,999 or below	8	12.70	1	4.34
8,000 - 11,999	7	11.11	0	0
12,000 - 15,999	18	28.57	1	4.34
16,000 - 19,999	20	31.75	2	8.70
20,000 - 23,999	6	9.52	9	39.13
24,000 or above	4	6.35	10	43.48

TABLE IV  
 SALARY RANGES OF FULL-TIME EMPLOYED RESPONDENTS WITH BACHELORS DEGREE  
 BY AREA OF SPECIALIZATION

Range	Child Dev	ECE Cert	ECE Non-cert	Elem Educ	Fam Serv	Total
7,999 or below	2	3	1	0	1	7
8,000 - 11,999	0	2	1	0	4	7
12,000 - 15,999	1	8	1	1	7	18
16,000 - 19,999	0	8	0	7	5	20
20,000 - 23,999	1	3	0	0	4	8
24,000 or above	2	1	0	0	2	5

### Research Question Number One

This question was included to obtain information on what types of job recent graduates have been able to secure. The graduates reported being employed in a wide range of positions. Over twenty positions were reported. These positions are categorized and are presented in Table V. The largest number of FRCD related positions currently held by respondents in the undergraduate group were in the areas of teaching, social work, and counseling. Among the graduates, positions most often represented were college instructor/professor and child development specialists.

Undergraduates in FRCD unrelated fields indicated positions such as flight attendants, secretaries, bookkeepers, and medical assistants. As might be expected, the vast majority of early childhood education certification majors with undergraduate degrees (86 %) were currently employed as teachers and 100 % of the elementary education majors also had teaching positions. Respondents with advanced degrees, who indicated their present positions, were all employed in FRCD-related fields. It should be noted that due to the recency of graduation the majority of these positions appeared to be entry-level positions.

One finding which is clearly evident from this data is that over half of the family service undergraduate majors have jobs in unrelated fields whereas only 8 % of all other majors do. Several explanations for this finding can be posited, some of which may have important curricula implications. First, we might suggest that this major is constructed such that it is less focused on specific vocational training than are the other majors. This option might be considered to be good general training for any profession which might deal with interacting

TABLE V  
CURRENT POSITIONS OF RESPONDENTS WITH BACHELORS DEGREE  
BY AREA OF SPECIALIZATION

Position	Child Dev	ECE Cert	ECE Non Cert	Elem Edu	Fam Serv	Total
Teacher	3	36	5	8	2	54
Extension	0	0	0	0	2	2
Minister/Counselor	1	0	0	0	4	5
Social Worker	2	0	0	0	6	8
Unrelated Fields	0	4	0	0	16	20

TABLE VI  
CURRENT POSITIONS OF RESPONDENTS WITH GRADUATE DEGREES  
BY AREA OF SPECIALIZATION

Position	Child Dev	ECE	Fam	Rel	Total
College Professor/Instructor	1	3	8		12
Child Development Specialist	3	0	3		6
Administration	1	1	0		2
Church Minister	1	0	0		1
Social Worker	0	0	3		3

with others. Though one can see clear differences between this major and the certification options, the perceived faculty intent of this option is to provide skills appropriate for employment in FRCD-related areas. Thus one conclusion might be that the major, as constructed, is not fulfilling that intent. This may be for a number of reasons which this study cannot answer. It may be that curriculum revision is necessary because graduates cannot find employment in FRCD areas due to inadequate preparation. It may also be that, given the constricting social service job market, few jobs for persons with these skills are available. The students themselves of course may never really have intended to enter the FRCD job market due to other considerations. They simply may have used the option to provide them with general skills, including those dealing with people. Finally, it is possible that the students in this major were not qualified due to student rather than program characteristics. Minimum grade point average (GPA) requirements (i.e, 2.50) and proficiency examinations in the certification options necessitate that all students demonstrate basic skills required in their profession. Such requirements do not exist in the family service option and employers in FRCD area may simply choose not to hire some of the candidates for those positions because they have low GPAs which are not competitive given the restricted job market. Which of these explanations contributes most to this difference in the options is a question for further study.

#### Research Question Number Two

Research question number two solicited responses to assess the extent to which graduates were satisfied with their present careers.

The data compiled from the twenty statements from the Minnesota Satisfaction Questionnaire (MSQ) short form which measures job satisfaction.

As a group, the overall mean job satisfaction score for the full time employed respondents was 3.59 while the mean score for undergraduates employed full-time was 3.61. The mean ratings of job satisfaction by area of specialization and degree earned are illustrated in Tables VII and VIII.

A comparison of the areas by undergraduate majors indicated that the mean scores ranged between 3.50 and 4.60, with early childhood education/certification registering the lowest mean and early childhood education/non-certification registering the highest. In comparing undergraduates and graduates, the mean score for respondents with graduate degrees was not significantly different from that of respondents with undergraduate degrees. Overall, all full-time employed FRCD respondents showed at least some satisfaction with their current jobs, as scores were consistently 3.00 or above. Such a finding is in concordance with dissonance theory, of course, since if the job satisfaction was too low we would expect the respondents to have changed jobs. Across all groups, ratings for items 1, 3, 7, 8, 9, 18, 19 and 20 were consistently 3.50 or above. Since the majority of the respondents were teachers, perhaps it is not surprising that these items which focus on keeping busy; chance to do different things from time to time; doing things which are in agreement with one's conscience; provision for steady employment; chance to serve others; getting along with co-workers; praise received for doing a good job and accomplishment received higher ratings. However, the lowest ratings for items 18 and



19 (which deal with the recognition for doing a good job and relationship with co-workers) were from the early childhood certification and elementary education groups, which are overwhelmingly represented by teachers. As indicated by items 8 and 9, it would appear that the respondents report themselves generally satisfied with opportunities for steady employment and the chance to do things for other people. Both items had a mean rating of approximately 4.0 across all areas of specialization. As might be expected, items 12, 13 and 14 which deal with company policies, pay and advancement received the lowest mean ratings across majors and degrees.

To determine if there was a difference between job satisfaction and area of specialization of the respondents, the Analysis of Variance (ANOVA) test was used. In order to obtain an adequate number of responses in each category, the program areas were combined into three groups based on full-time employed only. Combined areas were child development and early childhood education non-certification (Group A), early childhood education certification with elementary education (Group B), and family services with gerontology (Group C). The analysis using only full-time employees was non-significant,  $F(2,87) = 1.59$ , n.s. The ANOVA summary is located in Appendix D. The same ANOVA procedure used to test the difference between program area and job satisfaction for all employed respondents, was statistically significant  $F(2,116) = 4.08$ ,  $p < .05$ ). A Tukey's Honest Significant Difference test was performed and indicated that the mean score for the certification group (3.81) was significantly higher than the mean of the child development group (3.34). However, the mean score for the family services options (3.44) did not differ from either of these groups. This probably reflects the

TABLE VII  
 MEAN RATING OF JOB SATISFACTION OF FULL-TIME EMPLOYED  
 BY UNDERGRADUATE MAJOR

Job Sat. Item No.	Child Dev N = 6	ECE Cert N = 25	ECE Non-cert N = 3	Elem Edu N = 8	Family Serv N = 24	Overall Mean
1	4.16	3.96	4.66	4.62	3.52	3.93
2	4.16	3.88	4.66	3.87	3.91	3.95
3	4.50	3.92	4.66	4.75	3.91	4.03
4	3.66	3.60	4.33	3.50	3.15	3.45
5	3.83	3.20	5.00	3.87	3.00	3.34
6	4.33	3.20	5.00	3.37	3.15	3.38
7	4.00	3.68	4.33	3.50	4.05	3.85
8	4.16	3.84	4.00	3.50	3.83	3.74
9	4.16	4.00	5.00	3.75	3.97	4.01
10	4.33	3.32	4.33	3.25	3.65	3.37
11	4.66	3.56	5.00	3.75	3.75	3.81
12	2.50	2.88	5.00	3.00	3.00	3.00
13	3.00	2.64	4.00	2.62	2.95	2.84
14	3.83	2.88	3.33	2.62	3.86	3.31
15	4.83	3.76	5.00	3.25	4.32	4.05
16	4.50	3.68	5.00	3.62	4.32	4.04

TABLE VII (Continued)

Job Sat.	Child	ECE	ECE	Elem	Family	Overall
Item No.	Dev	Cert	Non-cert	Edu	Serv	Mean
	N = 6	N = 25	N = 3	N = 8	N = 24	
17	4.00	3.40	4.66	3.50	3.41	3.52
18	4.50	3.44	4.33	3.50	4.36	3.91
19	4.33	3.32	4.66	3.50	4.23	3.82
20	4.16	3.76	4.66	3.87	3.69	3.82
Total						72.17
Grand Mean						3.61

TABLE VIII  
 MEAN RATING OF JOB SATISFACTION OF  
 FULL-TIME EMPLOYED BY DEGREE

Job Satis.	BS	MS	Ph.D
Item No.	N=66	N=17	N=7
1	4.10	4.00	4.14
2	3.92	3.94	3.42
3	4.09	4.05	4.14
4	3.51	3.94	4.00
5	3.36	3.58	3.00
6	3.46	3.52	3.00
7	3.86	3.94	3.85
8	3.77	3.52	3.28
9	4.01	4.29	4.71
10	3.45	3.23	4.42
11	3.74	4.23	4.14
12	3.03	2.64	3.14
13	2.84	2.76	2.85
14	2.90	2.52	2.85
15	3.83	4.00	3.57
16	3.81	4.11	3.85

TABLE VIII (Continued)

Job Satis.	BS	MS	Ph.D
Item No.	N=66	N=17	N=7
17	3.66	3.41	2.85
18	3.74	3.41	3.28
19	3.57	3.23	3.28
20	3.72	3.52	3.57
Total	72.37	71.84	71.34
Mean	3.61	3.59	3.57

perception of job stability (i.e statement number 8) which is generally prevalent among the certification group.

#### Research Question Number Three

Research question number three is a comparison of mean scores on job satisfaction between full-time and part-time respondents. A  $t$ -test was used for this analysis. The analysis was found to be statistically significant,  $t(117) = -2.41$ ,  $p < .05$ , indicating that the mean score for full-time respondents (3.61) was higher than the mean score for part-time respondents (3.21). Similarly, the  $t$ -test was used to compare the mean job satisfaction score for graduates with that for undergraduates. Only respondents who were full time employed were used in this analysis. No difference were found,  $t(88) = .5$ , n.s., between the mean score for undergraduates (3.67) and that for graduates (3.54).

#### Research Question Number Four

This question sought to ascertain whether a linear relationship existed between the income of respondents and their job satisfaction. Only full-time employed respondents ( $N = 90$ ) were used for this analysis. Analysis of the data indicated that the Pearson correlation between job satisfaction and income was nonsignificant,  $r = .12$ , n.s. It would therefore appear that respondents' income was not a major contributor to their level of job satisfaction.

#### Research Question Number Five

This question concerned the perceptions of former students with regard to career mobility and professional advancement. Graduates were

asked to respond "much", "some", "none", or "unsure" indicating whether their current job provided opportunities for professional advancement. Subjects were classified by their responses on perceived career mobility. Of the full time employed, 16 respondents indicated much mobility, 45 some mobility, and 17 indicated "none". The eight subjects who responded "unsure" were omitted from the subsequent analysis. Career mobility appeared important to the sizeable minority (21 %) who indicated that they planned to change jobs in the next two years due to lack of opportunities for advancement. As might be expected 100 % of subjects with a doctoral degree perceived at least some mobility compared to 71 % of those with a bachelors degree. Tables IX and X illustrate the complete results of research question number five pertaining to perceived career mobility. The majority of FRCD respondents in the survey indicated that they were teachers in public or private institutions. Over 70 % of all full time employed respondents perceived themselves as having at least some career mobility. Given the recent criticism of the teaching profession with respect to the lack of upward mobility (Holmes Group, 1986; Lowther, et al., 1984) the perception of career mobility by teachers is rather surprising. Several possibilities exist to explain this finding. The teachers themselves may have misinterpreted the concept and considered that ability to change schools might be advancement or be indicative of career mobility. This naivete about the field from novice professionals could also be a product of expectations that they could move to principal levels within the school system. Additionally, they could be defining their field rather broadly and believe that they could, if they choose, move out of teaching, perhaps return to graduate school and move onward. At this

TABLE IX

RESPONDENTS' PERCEPTION OF PROFESSIONAL ADVANCEMENT BY AREA OF  
 UNDERGRADUATE SPECIALIZATION FOR FULL-TIME EMPLOYED

Degree of Perception	Child Dev.	ECE Cert.	ECE Non-cert.	Elem. Edu.	Family Serv.	Total
Much	1	4	3	2	5	15
Some	4	18	3	4	19	48
None	2	12	1	2	7	24
Unsure	0	3	0	0	1	4



TABLE X  
 RESPONDENTS PERCEPTION OF PROFESSIONAL ADVANCEMENT  
 BY ACADEMIC DEGREE FULL-TIME EMPLOYED

Degree of Perception	BS		MS		Ph.D		Total	
	N	%	N	%	N	%	N	%
Much	12	19.05	2	11.76	2	33.33	16	18.60
Some	33	52.38	8	47.06	4	66.67	45	52.33
None	14	22.22	3	17.65	0	0	17	19.77
Unsure	4	6.35	4	23.53	0	0	8	9.30

time we simply do not know why the teachers perceived career mobility, when recent reports suggest the lack of mobility is one of the major problems in public education today (Holmes Group, 1986).

#### Research Question Number Six

This question was included in the study to investigate whether a relationship existed between job satisfaction and career mobility. The data examined the relationship for full-time employed only. Subjects were divided into three groups based on their responses to the career mobility question (i.e, much, some, none). These groups were compared on the job satisfaction scores.

The analysis showed that those who perceived more career mobility also indicated more job satisfaction,  $F(2,79) = 6.25, p < .005$ . The mean job satisfaction scores for those who perceived much, some, or no mobility were 3.94, 3.63, and 3.13 respectively. The Tukeys' Honest Significant Difference test indicated that the mean score for the group that perceived either "much" (3.94) or "some" (3.63) mobility were significantly higher than the mean for those who perceived "none" (3.13). However, the mean score for "much" did not differ from that of "some". Summary tables for these analyses are included in Appendix D. A correlational analysis for all employed (both part-time and full-time) also demonstrated that mobility was related to job satisfaction,  $r = .66, p < .001$ . Additional data relevant to this question are included in Appendix D. This finding is consistent with the Lowther et al. (1984) study which indicates that perceived career mobility is an important factor of job satisfaction.

The relationship between perceived mobility and job satisfaction is especially important given the recent suggestions for altering careers in the teaching and helping professions (Holmes Group, 1986).

Throughout the last few years there have been repeated calls by state legislators and special commissions to upgrade these professions. This concern has become critical due to the overwhelming trend among college students (especially, the better students) to enroll in the more technological fields (business, computer sciences, engineering) rather than those associated with social service (including FRCD). Much of the emphasis in upgrading the professions has focused on salary increases. Certainly, with 21 % of those graduating with a bachelors degree making less than \$12,000 it is difficult not to lament the inadequate salaries in the field. Yet it should be noted that income was not correlated to job satisfaction. Given the general restraints on increasing funding to social service agencies today (e.g., Gramm-Rudman-Hollings Bill; the federal deficit, the record budget shortfall projected for Oklahoma for 1986), it may be that attention should be directed to other means of increasing job satisfaction, such as focusing on career mobility and responsibility.

Enhancing job satisfaction does appear to be important for improving the quality of those employees in the social service and teaching profession. Perhaps the funding problems have made it even more important to attract high quality professionals who have the ability, ingenuity and sensitivity to perform well with less resources, available. Since retraining of staff is a costly endeavor, the retention of personnel (i.e, reduction of turnover rates) may also prove to be important. Lowther et al. (1984) as well as the report of the

Holmes Group (1986) refer to teacher "burnout" as a problem. The Holmes Group clearly cites the lack of career mobility as a reason for this burnout, suggesting that the model for careers in teacher education (and also most likely applying to other social service fields) has not evolved over the past century with the changing nature of society. One has to wonder about the the possible disillusionment faced by those elementary education majors who now perceive themselves as having much mobility, when five years from now they find themselves doing the same things once again, perhaps this time with a little less care and attention than before. Enhanced job satisfaction may not only increase retention but may also draw additional qualified persons into the field because they would perceive current employees as being excited about their field. For more of today's college students, potential income is important in selecting a field of study (Chronicle of Higher Education, 1986). Yet, infusion of monies to make careers in social service equal in pay to comparable careers in other fields is unlikely within the next decade. Thus the focus should be on enhancing job satisfaction through other areas, such as enhanced career mobility and responsibility.

The lowest ratings for job satisfaction among the FRCD graduates were on items related to pay, chances for advancement, and the way policies are put into practice (although Ph.D graduates also tend to rate their working conditions and supervisor's performance lower than other items). Proposals for career steps in the field (such as those recommended by the Holmes Group) appear to be appropriate. If we use the model of higher education, movement in rank may need to be accompanied only by changes in responsibility and job security (see Holmes Group) with rather minimal (e.g. 3 %) salary increments. This is

especially pertinent since it appears from this study that career mobility is more important than income in determining job satisfaction.

## CHAPTER V

### SUMMARY, FINDINGS, AND RECOMMENDATIONS

#### Purpose of the Study

The purpose of the study was to gather specific information from former students of the Department of Family Relations and Child Development at Oklahoma State University about their current employment, perceived career mobility and job satisfaction.

#### Objectives of the Study

The objectives of the study were as follows:

1. to identify the kinds of positions that recent graduates have obtained;
2. to determine the degree of job satisfaction that graduates are experiencing in their present career;
3. to determine the level of job satisfaction of full-time employed versus the part time employed and undergraduates versus graduates;
4. to determine the relationship between job satisfaction and income of the graduates;
5. to ascertain the graduates' perception of opportunities for career mobility in their present occupation; and
6. to determine the relationship between job satisfaction and career mobility.

### Summary of the Findings

The major findings relevant to the stated objectives are reported as follows:

#### 1. Characteristics of Employment.

- a. A total of 119 (84.4 %) were currently employed, with only 4 of the unemployed actively seeking employment (a 3 % unemployment rate).
- b. The respondents were employed in a variety of positions. The occupation most often represented was teaching. Over half of the undergraduate family service majors were employed in unrelated fields.
- c. The salary range for the responding graduates varied considerably, with the majority of those with an undergraduate degree being in the \$12,000 to \$19,999 range. For respondents with an advanced degree, the majority earned over \$24,000 per year.

#### 2. Job Satisfaction.

- a. The overall level of the job satisfaction of the respondents ranged between "satisfied" and "very satisfied".
- b. The job satisfaction level of full-time employed respondents was higher than that of part-time respondents.
- c. The difference in job satisfaction between undergraduates and graduates was not significant.

#### 3. Career Mobility.

- a. The majority of full time employed perceived at least "some" mobility in their current occupation. Twenty-three percent planned to change jobs due to perceived lack of job mobility.

- b. All graduates with doctoral degrees perceived at least some mobility, while 21 % of those with B.S. degrees perceived none.
4. Job Satisfaction Relationships.
    - a. There is a significant relationship ( $r = .66$ ,  $p < .001$ ) between perceived career mobility and job satisfaction.
    - b. No relationship between income and job satisfaction was found.

### Conclusions

A careful analysis of the data led to the following conclusions:

1. Since it was indicated that most graduates find employment, it would appear that the graduates received adequate training to secure employment in related fields and unrelated fields.
2. The greater proportion of FRCD graduates had chosen not to seek an advanced degree. It would appear that these graduates do not perceive an advantage in studies beyond a first degree.
3. Overall, respondents indicated favorable satisfaction with their present jobs. However, the specific aspects of the jobs which had the least favorable responses, were opportunities for advancement, income and company policies.
4. Job satisfaction appeared to be related to perceived career mobility. Those respondents who perceived more mobility also indicated more job satisfaction, while those who had lower mobility perceptions also had lower job satisfaction ratings.
5. Respondents who were employed full-time appeared to be more satisfied with their jobs than their part-time counterparts.
6. Income appeared not to be significantly related to job satisfaction.



7. Graduates seemed to perceive at least "some" degree of professional advancement. Those who perceived "much" advancement constituted a small minority.

#### Recommendations

As a result of the conclusions drawn from examining the data and findings of this survey, the following recommendations are made:

1. The FRCD Department at Oklahoma State University should make a concerted effort to actively recruit males into the program since males are underrepresented in the Department.
2. Since the number of graduates with an advanced degree constituted a very small minority, it is recommended that the Department focus on its graduate programs rather than the undergraduate programs for growth potential.
3. The salary information obtained from the study should be used in student recruitment and advisement. Since the salary range for most graduates with a bachelors degree is \$12,000 to \$19,999 and for those with an advanced degree, over \$24,000 an advanced degree does have clear income advantages.
4. Recruits should be made aware of the variety of positions available upon graduation. Most of the graduates of the study are in teaching, but many find employment in varied fields.

#### Recommendations For Further Research

Based on the findings of this study, the following recommendations for additional research are proposed:

1. A periodical follow-up of graduates of the Department to assess changing needs of students and to obtain feedback from graduates about their professional preparation.
2. In an effort to increase the response rate to future mail surveys, a telephone follow-up should be utilized instead of second mailings.
3. Research to determine factors, other than those included in this study, which are related to job satisfaction of FRCD graduates.
4. Research to ascertain reasons for graduates with a first degree not pursuing an advanced degree.
5. Research to determine why the majority of family service majors are employed in unrelated fields.

## SELECTED BIBLIOGRAPHY

- Abbott, M. K. (1981). A follow-up study of the Nazarene Colleges' home economics graduates. Unpublished doctoral dissertation, Oklahoma State University.
- Anderson, W. T., Hohenshil, T. H., & Brown, D. T. (1984). Job satisfaction among practising school psychologists: A national study. School Psychology Review, 13, 225-230.
- Ault, D. E., Rutman, G. & Stevenson, T. (1982). Some factors affecting mobility in the labor market for academic economists. Economic Enquiry, 20, 104-130.
- Bhola, J. T. (1982). Occupational mobility and earnings of male workers: Metro and non-metro comparisons. San Francisco, CA: Paper presented at the Annual Meeting of the Rural Sociological Society. (ERIC Document Reproduction Service No. ED 220 255).
- Blau, P. M. & Duncan, O. D. (1967). The American occupational structure. New York: John Wiley and Sons.
- Bower, C. P., & Renkiewicz, N. K. (1977). A handbook for using the student outcome questionnaires. Field Review Edition. Western Interstate Commission for Higher Education, Boulder, CO: National Center for Higher Management Systems. (ERIC Document Reproduction Service No. ED 147 330).
- Brantner, S. T. (1975). Follow-up studies: Who benefits? American Vocational Journal, 50, 26-27.
- Brashears, C. K. (1980). An evaluative follow-up study of Master's degree alumni of the Family Relations and Child Development Department at Oklahoma State University. Unpublished master's thesis, Oklahoma State University, Stillwater.
- Bullock, R. P. (1952). Social factors related to job satisfaction. Bureau of Business Research, Ohio State University, Columbus, Ohio.
- Burke, R. J., & Weir, T. (1982). Occupational locking-in: some empirical findings. The Journal of Social Psychology, 118, 177-185.
- Careers in Family Relations and Child Development (1984). College of Home Economics, Oklahoma State university, Stillwater, OK.
- Chapman, D. W. (1983). Career satisfaction of teachers. Educational Research Quarterly, 7, 41-50.

- Darcey, C. L. (1980). Follow-up of mechanized agriculture graduates at Texas A & M University. Unpublished doctoral dissertation, Oklahoma State University, Stillwater.
- Duff, F. L. & Dold, C. (1973). A follow-up survey of the 1972 graduates of the University of Illinois. Champaign, IL: Illinois University, Bureau of Institutional Research. (ERIC Document Reproduction Service No. ED 095 791).
- Fain, N. C. (1981). Professional preparation and employment status of selected Oklahoma State University Home Economics graduates: a follow-up study. Unpublished doctoral dissertation, Oklahoma State University, Stillwater.
- Felmlee, D. H. (1982). Women's job mobility processes within and between employers. American Sociological Review, 47, 142-151.
- Fligstein, N. & Wolf, W. (1978). Sex similarities in Occupational status attainment: are the results due to the restriction of the sample to employed women? Social Science Research, 7, 192-212.
- Gilli, A. C. Snr. (1975). Follow-up means feedback. American Vocational Journal, 50 25.
- Goyen, L. F. (1981). 1980 follow-up study of the graduates of the Department of Adult Education of the University of the District of Columbia. Washington, DC: District of Columbia University. (ERIC Document Reproduction Service, No. ED 209 500).
- Gruenberg, M. M. (1979). Understanding Job Satisfaction. New York: John Wiley and Sons.
- Halaby, C. N. (1982). Job-shift differences between men and women in the workplace. Social Science Research, 11, 1-29.
- Holland, J. L. (1973). Making vocational choices: A theory of careers. Englewood Cliffs, NJ: Prentice Hall.
- Holmes Group (1986). Text of Education-School's Deans' Report on Reforms in Teacher Training: Chronicle of Higher Education, XXXII, No. 6, May 9, 1986.
- Hoppock, R. (1975). Reminiscences and comments on job satisfaction. Vocational Guidance Quarterly, 24, 107-115.
- Hughes, G. E. (1981). Report of a follow-up study of Associate of Applied Science degree graduates at Mississippi County Community College, 1977-1981. Blytheville, AR: Mississippi County Community College. (ERIC Document Reproductive Service, No. ED 212 317).
- Jones, E. H. & Montnegro, X. P. (1982). Climbing the career ladder: A research study of women in school administration. American Association of School Administrators, Arlington, VA. Office of

- Minority Affairs, National Institute of Education, Washington, DC.  
(ERIC Document Reproduction Service, No. ED 220 984.)
- Kallenberg, A. & Hudis P. (1979). Wage change in the late career: A model for the outcomes of job sequences. Social Science Research, 8, 16-40.
- Kerckhoff, A. C. (1981). The status attainment process: Socialization or allocation? Social Forces, 55, 368-381.
- Kirk, W. & Walter, G. (1981). Teacher support group serve to minimize burnout: Principles for organizing. Education, 102, 147-150.
- Konar, E. (1981). Explaining racial differences in job satisfaction: a reexamination of the data. Journal of Applied Psychology, 66, 522-524
- Krueck, T. G. A. (1975). A comparison of three methods of conducting a follow-up study. Washington, DC: Paper presented at the annual meeting of the American Educational Research Association. (ERIC Document Reproduction Service No. ED 109 339).
- Lofquist, L. H. & Davis, R. V. (1975). Vocational needs, work reinforcers and job satisfaction. Vocational Guidance Quarterly, 24, 132-139.
- Lowther, M. A., Stark, J., & Chapman, D. (1984). Perceptions of work-related conditions among teachers and persons in other occupations. Journal of Educational Research, 77, 277-284.
- Markham, V. T., Macken, P. O., Bonjean, C. M. & Corder, J. (1983). A note on sex, geographic mobility and career advancement. Social Forces, 61, 1139-1146.
- Malcolm, L. A., Stark, J. S., & Chapman, D. W. (1984). Perceptions of work-related conditions among teachers and persons in other occupations. Journal of Education Research, 77, 277-282.
- McFarlane, C., & Claudy, C. (1981). Conducting follow-up studies and communicating evaluation results. Vocational Education Curriculum Specialist, Module 13. American Institute for Research in Behavioral Sciences, Palo Alto, CA; Washington State University, Pullman. (ERIC Document Reproduction Service, No. ED 215 129)
- McKinney, F. L., & Oglesby, C. (1971). Developing and conducting follow-up studies of former students. Lexington, KY: Kentucky Research Coordinating Unit. (ERIC Document Reproduction Service. No. ED 056 240).
- Mishler C. J. (1983). Adults' perceptions of the benefits of a college degree. Research in Higher Education,
- Moch, M. K. (1980). Racial differences in job satisfaction: Testing four common explanations. Journal of Applied Psychology, 65, 299-306.

- National Education Association Research. (1981). Teacher opinion poll: job satisfaction. Today's Education, 70, 65.
- Nicklas, W. L., Teeter, C. R., & Cross, J. C. (1975) Research on teacher education graduates of North Texas State University, (ERIC Document Reproduction Service No. ED 180 999).
- Phillips, H. E., & Brunner, E. (1974). Past student follow-up survey. Lake City, FL: Lake City Community College. (ERIC Document Reproduction Service, No. ED 099 044).
- Porter, J. N. (1974). Race, socialization and mobility in educational and early occupational attainment. American Sociological Review, 39, 303-314.
- Pritz, S. and others (sic) (1981). Follow-up and follow-through in employment and training programs. An action planning guidebook. Columbus, OH: Ohio State University, National Center for Research in Vocational Education, September. (ERIC Document Reproduction Services, No. ED 213 996)
- Roos, P. A. (1983). Marriage and womens' occupational attainment in cross-cultural perspective. American Sociological Review, 48, 852-864.
- Schaffer, R. H. (1953). Job satisfaction as related to need satisfaction. Psychological Monographs, 364.
- Shmitz, C. D. (1981). Baccalaureate programs in counseling: follow-up and implications. Counselor Education and Supervision, 21, 17-21.
- Scott, G., & Chapman, A. (1981). Research: Detailed and selective follow-up of students for improvement of programs/program components in business and office education and marketing and distributive education. Final Report. Murray State University, KY: Northern Kentucky University, Highland Heights. (ERIC Document Reproduction Service No. ED 208 234).
- Semyonov, M., Hoyt, D., & Scott, R. (1984). Place, race and differential occupational opportunities. Demography, 21, 259-269.
- Skvoretz, J. (1984). The logic of opportunity and mobility. Social Forces, 63, 72-97.
- Sparks, D. (1979). A biased look at teacher job satisfaction. Clearing House, 9, 447-449.
- Sweeny, J. (1981). Teacher dissatisfaction on the rise: Higher level needs unfulfilled. Education, 102, 203-208
- Tolbert, C. M., II, (1982). Industrial segmentation and men's career mobility. American Sociology Review, 47, 457-477.

Walsh, E. M., & Reynolds, R. J. (1977). A college degree for the vo-tech student: How valuable? American Vocational Journal, 50, 49-51.

Wiley, M. G., & A. Eskilson. (1983). Scaling the corporate ladder: Sex differences in expectations for performance, power and mobility. Social Psychology Quarterly, 46, 351-359.

## APPENDIXES



APPENDIX A

FRCD SURVEY OF GRADUATES

## FRCD SURVEY OF GRADUATES

## Part I: Demographic Data

Place an (X) in the blank to indicate the category which applies to you for items 1 through 5.

1. Sex:
  - Male
  - Female
2. Age Group:
  - 1. Under 24 years
  - 2. 25-29 years
  - 3. 30-34 years
  - 4. 35-39 years
  - 5. 40-45 years
  - 6. Over 45 years
3. Area of Specialization in Undergraduate Program
  - 1. Child Development
  - 2. Early Childhood Education/Certification
  - 3. Early Childhood Education/Noncertification
  - 4. Elementary Education
  - 5. Family Services
  - 6. Gerontology
4. Area of Specialization in Graduate Program
  - 1. Child Development
  - 2. Early Childhood Education
  - 3. Family Relations
  - 4. Gerontology
5. Please indicate the degree in FRCD earned at OSU.
  - 1. B.S.
  - 2. M.S.
  - 3. Ph.D.
6. Please specify if you had a minor or double major.
  - \_\_\_\_\_ Minor
  - \_\_\_\_\_ Double Major

## Part II: Employment Data

7. Place an (X) in the blank to indicate your current employment status.
  - 1. Employed part-time (less than 20 hours per week)
  - 2. Employed part-time (20-40 hours per week)
  - 3. Employed full-time (40 hours or more per week)
  - 4. Non-employed/seeking employment
  - 5. Non-employed/not seeking employment
  - 6. Other (specify) \_\_\_\_\_
8. Place an (X) in the blank to indicate the state where employed:
  - 1. Oklahoma
  - 2. Other (specify) \_\_\_\_\_

9. Please provide current employment information

Job Title: \_\_\_\_\_

(For example, Early Childhood Teacher, Director, etc.)

Place an (X) in the blank to indicate your annual salary. 1. \$7,999 or below 2. \$8,000-\$11,999 3. \$12,000-\$15,999 4. \$16,000-\$19,999 5. \$20,000-\$23,999 6. \$24,000 or above

When did you start working in this position? \_\_\_\_\_

Month/Year

## 10. Please rank in order of importance the top three reasons for accepting your current position (e.g., 1 for most important, 2 for next most important, etc.)

 1. Salary and fringe benefits 2. Convenient work hours 3. Geographic location 4. Individually challenging and/or rewarding 5. Opportunities for advancement 6. Prefer outside employment to homemaking responsibilities 7. Supplement family income 8. Sole provider for self and/or dependents 9. Only job offer 10. To follow spouse 11. Other (specify) \_\_\_\_\_

## 11. Does your current job provide opportunities for career or professional advancement?

 1. much 2. some 3. none 4. unsure

## 12. Do you plan to change jobs in the next two years because of lack of professional advancement?

 1. yes 2. no

Do you plan to change jobs in the next two years because of other reasons?

 1. yes. List reasons \_\_\_\_\_ 2. no \_\_\_\_\_

## 13. How did you locate your first position after graduation?

 1. OSU Placement Service 2. Faculty contact 3. Contacts made through

FRCD Practicum/Internship

 4. Job announcement 5. Own contact 6. Other (Specify) \_\_\_\_\_

14. Please provide past employment information, if employed (full- or part-time) prior to your present status.  
 a. Most recent position prior to current employment status (if none, indicate not applicable-NA)

Job Title \_\_\_\_\_ Setting \_\_\_\_\_ Dates Began/End \_\_\_\_\_  
 (e.g., Director                      Preschool                      10/83-12/84)

- b. Next most recent position prior to current employment status. (if none, indicate not applicable-NA)

Job Title \_\_\_\_\_ Setting \_\_\_\_\_ Dates Began/End \_\_\_\_\_

15. Place an (X) in the appropriate column blank to indicate your satisfaction with each of the following aspects of your job.

On My present job, this is how I feel about:

	Not Satisfied	Only Slightly Satisfied	Satisfied	Very Satisfied	Extremely Satisfied
1. Being able to keep busy all the time . . . . .	—	—	—	—	—
2. The chance to work alone on the job. . . . .	—	—	—	—	—
3. The chance to do different things from time to time . . . . .	—	—	—	—	—
4. The chance to be "somebody" in the community . . . . .	—	—	—	—	—
5. The way my supervisor handles his/her employees. . . . .	—	—	—	—	—
6. The competence of my supervisor in making decisions . . . . .	—	—	—	—	—
7. Being able to do things that don't go against my conscience . . . . .	—	—	—	—	—
8. The way my job provides for steady employment . . . . .	—	—	—	—	—
9. The chance to do things for other people . . . . .	—	—	—	—	—
10. The chance to tell people what to do . . . . .	—	—	—	—	—
11. The chance to do something that makes use of my abilities . . . . .	—	—	—	—	—
12. The way company policies are put into practice . . . . .	—	—	—	—	—
13. My pay and the amount of work I do . . . . .	—	—	—	—	—
14. The chances for advancement on this job. . . . .	—	—	—	—	—
15. The freedom to use my own judgment . . . . .	—	—	—	—	—

	<i>Not Satisfied</i>	<i>Only Slightly Satisfied</i>	<i>Satisfied</i>	<i>Very Satisfied</i>	<i>Extremely Satisfied</i>
16. The chance to try my own methods of doing the job . . . . .	—	—	—	—	—
17. The working conditions . . . . .	—	—	—	—	—
18. The way my co-workers get along with each other . .	—	—	—	—	—
19. The praise I get for doing a good job . . . . .	—	—	—	—	—
20. The feeling of accomplishment I get from the job .	—	—	—	—	—

Part III: Personal/Professional Development Data

16. Place an (X) in the appropriate column blank to indicate your feelings on each of the following statements.

I feel that the FRCD programs at OSU contributed to my personal/professional development in the following areas:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Not Applicable</i>
1. Relationships with employer and co-workers . . . . .	—	—	—	—	—
2. Relationships with family members and others . . .	—	—	—	—	—
3. Ability to organize and manage . . . . .	—	—	—	—	—
4. A workable philosophy of life . . . . .	—	—	—	—	—
5. Self-concept and self-confidence . . . . .	—	—	—	—	—
6. Flexibility in meeting and changing situations . .	—	—	—	—	—
7. Ability to make decisions . . . . .	—	—	—	—	—
8. Ability to think and act upon convictions . . . . .	—	—	—	—	—
9. Ability to assume leadership roles and responsibilities . . . . .	—	—	—	—	—
10. Preparation for marriage and/or family life . . . . .	—	—	—	—	—
11. Preparation for work on advanced degree . . . . .	—	—	—	—	—

17. Place an (X) in the appropriate column to indicate your feelings on each of the following statements about the FRCD Department

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Not Applicable</i>
1. The instruction provided by the faculty presented an up-to-date view of subject matter in FRCD and related fields . . . . .	—	—	—	—	—
2. The faculty encouraged development of students' own ideas and creativity . . . . .	—	—	—	—	—
3. The faculty encouraged professional attitudes and activities among students, including the publication of research reports in professional journals and participation in appropriate professional societies . . . . .	—	—	—	—	—
4. The faculty was available for individual counseling for students, to assist them in adapting programs to their needs, interests, and skills . . . . .	—	—	—	—	—
5. You were made aware of counseling services available on academic and personal matters . . . . .	—	—	—	—	—
6. Your adviser was attentive to your progress in completing your program of study . . . . .	—	—	—	—	—
7. The department assisted you in appropriate professional placement upon completion of your degree . . . . .	—	—	—	—	—
8. The curriculum in the FRCD Department offered you the possibility to tailor your program to your individual needs and desires . . . . .	—	—	—	—	—
9. The curriculum provided for increasing the depth of your knowledge . . . . .	—	—	—	—	—
10. The curriculum fulfilled your goals and requirements for the positions you have held . . . . .	—	—	—	—	—
11. The curriculum offerings in FRCD were extensive enough to allow you the opportunity for choice among the offerings, to meet your needs . . . . .	—	—	—	—	—
12. The courses motivated you to review the literature beyond the range of any textbook used, and to relate this knowiddge to practical, theoretical, and academic problems . . . . .	—	—	—	—	—
13. The courses in FRCD were conveniently scheduled for working, commuting, or married students . . . . .	—	—	—	—	—

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
14. The courses were designed to provide an opportunity for students to collate, present, interpret, and defend conclusions from relevant publications . . . . .	—	—	—	—	—
15. The research methods, design, and statistics courses met your needs in writing your thesis . . .	—	—	—	—	—
16. You had substantial experience which provided for student initiative and creativity in selecting a research problem for a thesis, for an in-depth study, or for a project . . . . .	—	—	—	—	—
17. You had adequate laboratory space and equipment to conduct your research project/s . . . . .	—	—	—	—	—
18. The services and budget provided for data processing were adequate for your research project/s . . . . .	—	—	—	—	—

18a. If you had a chance to start over, would you choose to do your program of study at OSU?  
 \_\_\_ 1. Yes  
 \_\_\_ 2. No  
 If your response is No explain why \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

18b. Would you again choose FRCD as your major?  
 \_\_\_ 1. Yes  
 \_\_\_ 2. No  
 If your response is No explain why \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Part IV: Your Comments

19. Please feel free to make any comments and/or suggestions which could assist the FRCD Department at OSU as we continuously seek to provide the best possible experiences for our students. (If more space is needed, please use back page of questionnaire.)

THANK YOU for completing this questionnaire. Please return the completed questionnaire in the postage paid envelope provided. Return to: Central Mailing Services, Oklahoma State University, Stillwater, OK 74078

NOTE: Please forward your current address to the FRCD Department if it is not the one listed on the envelope.

APPENDIX B

LETTERS TO GRADUATES





Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS  
AND CHILD DEVELOPMENT

STILLWATER, OKLAHOMA 74078  
241 HOME ECONOMICS WEST  
(405) 624-5057

February 1986

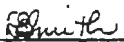
Dear Graduate:

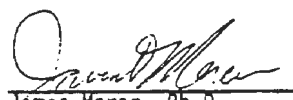
The Department of Family Relations and Child Development at Oklahoma State University is attempting to ensure that the curriculum provides a meaningful experience for all its students. We feel that graduates are in a most reliable position to provide feedback concerning their experience in the program. As a result, the department is in the process of conducting an evaluative survey of selected graduates of its program to assess the adequacy and effectiveness of the program in the professional preparation of its graduates.

The enclosed questionnaire is designed to obtain information on your occupation, your evaluation of the department, and your evaluation of your curriculum studies. As a participant your anonymity is guaranteed.

We appreciate your willingness to participate in this important project and request that you return the completed questionnaire in the enclosed postage-paid envelope by February 27, 1986. Thank you for your cooperation. We look forward to your prompt response.

Sincerely,

  
Delores Smith  
Investigator

  
James Moran, Ph.D.  
FRCD Head and Supervisor  
of the study

Enclosures





Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS  
AND CHILD DEVELOPMENT

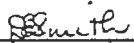
STILLWATER, OKLAHOMA 74078  
241 HOME ECONOMICS WEST  
(405) 624-5057

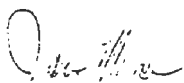
March 1986

Dear Graduate:

We are anxious to begin summarizing the results of the FRCO Alumni Survey but note that some questionnaires have not yet been returned. For this evaluation to be successful it is important that the survey reflect the opinions of as many graduates as possible. Your response is extremely important. If you have not yet returned your completed questionnaire your promptness in responding will be greatly appreciated.

Sincerely,

  
Delores Smith  
Investigator

  
James Moran, Ph.D.  
Department Head and  
Supervisor of the Study

  
CENTENNIAL  
DECADE  
1980 • 1990

APPENDIX C

FREQUENCY COUNTS FOR ITEMS NOT INCLUDED IN THESIS

HOW GRADUATES LOCATED THEIR FIRST POSITION  
AFTER GRADUATION (ITEM 13)

<u>How Located</u>	<u>Frequency</u>	<u>Percent</u>
O. S. U. Placement Service	13	9.2
Faculty Contact	10	7.1
Contacts Made Through FRCD		
Practicum/Internship	8	5.7
Job Announcement	9	6.4
Own Contact	78	55.3
Other	9	6.4

TOP THREE REASONS FOR ACCEPTING CURRENT  
POSITION (ITEM 10)

IMPORTANCE 1

Statements <sup>a</sup>	Frequency	Percent
1	14	9.9
2	11	7.8
3	10	7.1
4	44	31.2
5	3	2.1
6	3	2.1
7	8	5.7
8	12	8.5
9	5	3.5
10	6	4.3
11	4	2.8
12	21	14.9

<sup>a</sup>See Appendix A for statements corresponding to numbers

## TOP THREE REASONS FOR ACCEPTING CURRENT POSITION

## IMPORTANCE 2

Statements <sup>a</sup>	Frequency	Percent
1	16	11.3
2	24	17.0
3	14	9.9
4	23	16.3
5	7	5.0
6	1	0.7
7	12	8.5
8	12	8.5
9	4	2.8
10	2	1.4
11	4	2.8
12	22	15.6

<sup>a</sup>See Appendix A for statements corresponding to numbers

## TOP THREE REASONS FOR ACCEPTING CURRENT POSITION

## IMPORTANCE 3

Statements <sup>a</sup>	Frequency	Percent
1	12	8.5
2	4	2.8
3	44	31.2
4	10	7.1
5	6	4.3
6	4	2.8
7	5	3.5
8	15	10.6
9	7	5.0
10	1	0.7
11	6	4.3
12	27	19.1

<sup>a</sup>See Appendix A for Statements corresponding to numbers

## FREQUENCY FOR PERSONAL/PROFESSIONAL DATA (ITEM 16)

Statements <sup>a</sup>		Frequency				
		SD	D	A	SA	NA
1	N	1	16	73	42	9
	%	0.7	11.3	51.8	29.8	6.4
2	N	0	9	68	60	4
	%	0	6.4	48.2	42.6	2.8
3	N	2	17	63	57	2
	%	1.4	12.1	44.7	40.4	1.4
4	N	2	13	72	53	1
	%	1.4	9.2	51.1	37.6	0.7
5	N	1	10	69	61	0
	%	0.7	7.1	48.9	43.3	0
6	N	2	12	74	52	1
	%	1.4	8.5	52.5	36.9	0.7
7	N	3	13	84	41	0
	%	2.1	9.2	59.6	29.1	0



## FREQUENCY FOR PERSONAL/PROFESSIONAL DATA CONTINUED

Statements	Frequency					
	N	SD	D	A	SA	NA
8		4	15	82	39	1
	%	2.8	10.6	58.2	27.7	0.7
9	N	3	26	60	51	1
	%	2.1	18.4	42.6	36.2	0.7
10	N	1	8	64	62	6
	%	0.7	5.7	45.4	44.0	4.3
11	N	6	18	69	35	13
	%	4.3	12.8	48.9	24.8	9.2

<sup>a</sup>See Appendix A for statements corresponding to numbers

## FEELINGS ABOUT THE FRCD DEPARTMENT (ITEM17)

Statements <sup>a</sup>		Frequency				
		SD	D	A	SA	NA
1	N	1	3	79	58	0
	%	0.7	2.1	56.0	41.1	0
2	N	2	11	64	64	0
	%	1.4	7.8	45.4	45.4	0
3	N	4	16	68	48	5
	%	2.8	11.3	48.2	34.0	3.5
4	N	3	12	52	74	0
	%	2.1	8.5	36.9	52.5	0
5	N	7	38	56	35	5
	%	5.0	27.0	39.7	24.8	3.5
6	N	7	14	46	74	0
	%	5.0	9.9	32.6	52.5	0

## FEELINGS ABOUT THE FRCD DEPARTMENT CONTINUED

Statements <sup>a</sup>		Frequency				
		SD	D	A	SA	NA
7	N	32	38	32	20	19
	%	22.7	27.0	22.7	14.2	13.5
8	N	7	16	67	48	3
	%	5.0	11.3	47.5	34	2.1
9	N	2	12	67	59	1
	%	1.4	8.5	47.5	41.8	0.7
10	N	10	20	63	40	8
	%	7.1	14.2	44.7	28.4	5.7
11	N	4	32	59	41	5
	%	2.8	22.7	41.8	29.1	3.5
12	N	5	17	65	49	5
	%	3.5	12.1	46.1	34.8	3.5

## FEELINGS ABOUT THE FRCD DEPARTMENT CONTINUED

Statements <sup>a</sup>		Frequency				
		SD	D	A	SA	NA
13	N	1	12	57	33	28
	%	0.7	8.5	47.5	23.4	19.9
14	N	2	20	71	34	14
	%	1.4	14.2	50.4	24.1	9.9
15	N	0	4	23	12	105
	%	0	2.8	16.3	8.5	74.5
16	N	1	6	33	20	81
	%	0.7	4.3	23.4	14.2	57.4
17	N	1	7	28	19	86
	%	0.7	5.0	19.9	13.5	61.0
18	N	1	3	19	13	105
	%	0.7	2.1	13.5	9.2	74.5

<sup>a</sup>See Appendix A for statements corresponding to numbers

SD = Strongly Disagree

D = Disagree

A = Agree

SA = Strongly Agree

NA = Not Applicable

## WOULD RESPONDENTS AGAIN CHOOSE O.S.U? (ITEM 18a)

Response	Frequency	Percent
Yes	120	85.1
No	18	12.8

## WOULD RESPONDENTS AGAIN CHOOSE AN FRCD MAJOR? (ITEM 18b)

Response	Frequency	Percent
Yes	102	72.3
No	37	26.2

APPENDIX D

SUPPLEMENTARY TABLES

TABLE XI  
 DISTRIBUTION OF RESPONDENTS WHO PLAN TO CHANGE JOBS  
 DUE TO LACK OF ADVANCEMENT BY UNDERGRADUATE DEGREE

Plan to Change	BS		MS		Ph.D		Total	
	N	%	N	%	N	%	N	%
Yes	26	23.4	4	18.1	2	25	32	22.7
No	66	59.5	15	68.2	6	75	87	61.7

TABLE XII

ANOVA SUMMARY FOR JOB SATISFACTION AND AREA OF  
SPECIALIZATION FOR FULL-TIME EMPLOYED

---

Source	df	SS	MS	F
Between	2	1.62	0.81	1.59
Within	87	44.25	0.50	
Total	89	45.87		

---



TABLE XIII

ANOVA SUMMARY FOR JOB SATISFACTION AND AREA OF  
SPECIALIZATION FOR ALL EMPLOYED

---

Source	df	SS	MS	F
Between	2	4.21	2.10	4.08*
Within	116	59.71	0.51	
Total	118	63.92		

---

\*  
 $p < .05$

TABLE XIV  
TUKEYS' HSD TEST OF JOB SATISFACTION FOR ALL  
EMPLOYED RESPONDENTS BY AREA  
OF SPECIALIZATION

---

Area of Specialization	Absolute Difference
Group A vs Group B	.4667*
Group A vs Group C	.0974
Group B vs Group C	.3692

---

\*  
 $p < .05$

TABLE XV

ANOVA SUMMARY TABLE FOR RELATIONSHIP BETWEEN  
JOB SATISFACTION AND CAREER MOBILITY  
OF FULL-TIME EMPLOYED RESPONDENTS

---

Source	df	SS	MS	F
Between	2	6.01	3.00	6.25*
Within	79	38.22	0.48	
Total	81	44.23		

---

\*  
 $p < .01$

TABLE XVI

## TUKEYS' HSD TEST FOR FULL-TIME EMPLOYED RESPONDENTS

---

Career Mobility Comparisons	Absolute Differences
Much vs Some	.3052
Much vs None	.8104*
Some vs None	.5052*

---

\*  
 $p < .05$

TABLE XVII

ANOVA ANALYSIS OF JOB SATISFACTION AND CAREER MOBILITY  
FOR FULL-TIME EMPLOYED RESPONDENTS

---

Source	Degree of Freedom	Sum of Squares	Mean Square	F
Between	2	11.28	5.64	11.88*
Within	108	51.29	.47	
Total	110	62.57		

---

\*  
 $p < .0001$

TABLE XVIII

PEARSON CORRELATION OF JOB SATISFACTION AND CAREER MOBILITY  
FOR FULL-TIME EMPLOYED RESPONDENTS

---

	Job Satisfaction	Career Mobility
Job Satisfaction	1.00	-.362*
Career Mobility	-.362	1.00

---

\*  
 $p < .001$

TABLE XIX

SPEARMAN CORRELATION OF JOB SATISFACTION AND CAREER MOBILITY  
FOR FULL-TIME EMPLOYED RESPONDENTS

---

	Job Satisfaction	Career Mobility
Job Satisfaction	1.00	-.369*
Career Mobility	-.369	1.00

---

\*  
 $p < .001$

TABLE XX  
PEARSON CORRELATION OF JOB SATISFACTION AND INCOME  
FOR FULL-TIME EMPLOYED RESPONDENTS

---

	Job Satisfaction	Income
Job Satisfaction	1.00	.117
Income	.117	1.00

---



TABLE XXI  
SPEARMAN CORRELATION OF JOB SATISFACTION AND INCOME  
FOR FULL-TIME EMPLOYED RESPONDENTS

---

	Job Satisfaction	Income
Job Satisfaction	1.00	.106
Income	.106	1.00

---

VITA

Delores Elaine Smith

Candidate for the Degree of

Master of Science

Thesis: A FOLLOW-UP STUDY OF SELECTED GRADUATES OF THE FAMILY RELATIONS  
AND CHILD DEVELOPMENT DEPARTMENT AT OKLAHOMA STATE UNIVERSITY

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Ginger Hill, Jamaica, the daughter of the  
late Ruby Rhoden. Married to Michael O. Smith.

Education: Graduated from May Pen Senior School, May Pen, Jamaica,  
in July 1967; received a Trained Teacher Certificate from the  
Mico Teachers' College, Jamaica, July, 1972; received Bachelor  
of Science in Home Economics degree from Oklahoma State  
University in December 1984; completed requirements for the  
Master of Science degree in Family Relations and Child  
Development at Oklahoma State University in July, 1986.

Professional Experience: Teaching Internship, Grove Town Primary  
School, Manchester, Jamaica, September, 1971 to July, 1972.  
Primary School Teacher, Ministry of Education, Jamaica,  
September, 1972 to July 1979. Social Studies Teacher, Elim  
Agricultural School, Jamaica, August, 1979 to July, 1981.  
Teaching assistant, Child Development Laboratory, Oklahoma  
State University, August 1984 to December 1984. Graduate  
Assistant, Child Development Laboratory, Oklahoma State  
University, January 1985 to May 1986.

Professional Organizations: Phi Kappa Phi; Omicron Nu; Jamaica  
Teachers Association.