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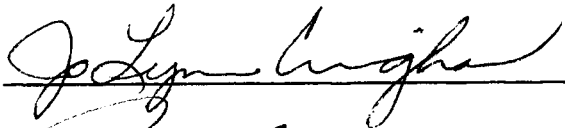
I am submitting herewith a dissertation written by Anita A. Stamper entitled "Relationship of Occupational Information and Career Maturity Characteristics of Students Majoring in Clothing Merchandising." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Home Economics.

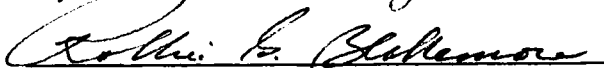


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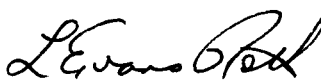
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Vice Chancellor
Graduate Studies and Research

RELATIONSHIP OF OCCUPATIONAL INFORMATION AND CAREER
MATURITY CHARACTERISTICS OF STUDENTS MAJORING
IN CLOTHING MERCHANDISING

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

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ABSTRACT

The study was designed to evaluate the relationships among selected sociodemographic variables and specific career information, career maturity, and career decidedness of college students majoring in Clothing Merchandising.

The sample consisted of 94 students enrolled in the Clothing Merchandising program at the University of Southern Mississippi during Spring semester, 1980. The sample contained 14 freshmen, 24 sophomores, 25 juniors, and 30 seniors; 4 students were male, and 90 were female.

A personal information sheet was used to collect data about age, classification, credit hours in the major and minor fields, and work experience. Specific occupational information in the field of clothing merchandising was measured by a 50-item test designed specifically for the study. The Career Development Inventory, College Form III was used to measure career maturity. Career decidedness was measured by the Career Decision Scale.

Multiple regression analysis utilizing the stepwise maximum R^2 improvement technique was used to analyze the relationship between specific occupational information and age, classification, credit hours in the major and minor, and work experience. The same set of independent variables with the addition of specific occupational information were

analyzed in relation to both career maturity and career decidedness.

The single best predictor of specific occupational information was classification. All of the specified variables were related to specific occupational information with a total R^2 value of .23. The single best predictor of career maturity was specific occupational information. All specified variables were related to career maturity with an R^2 value of .49. For career decidedness, only age and credit hours in the major and minor were related, and the R^2 value of the predictive model was only .13.

It was concluded that students should have access to occupational information directly related to their field of interest as soon as possible in their college career, before extensive investments of time and money in a field are made. In that way, persistence in an academic field could be based on more accurate perceptions of the eventual career opportunities. The relationship of specific occupational information to career mature behavior was emphasized by the results of the study. Further, the theoretical position that career maturity in college students is developmental and increases with class level was supported. Contrary to expectation, however, specific occupational information had no relationship to career decidedness, and in general that construct remained relatively unexplained by the variables included in the study.

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CHAPTER I

INTRODUCTION

Education, as an instrument for the perpetuation and improvement of society, is necessarily responsive to the needs of the society in which it is imbedded. . . . Whether educators consciously sense needs and respond to them or whether they wait until unexorable pressures force change, education does change. (Dressel, 1963, p. 22)

Throughout its development in the United States, higher education has been characterized by its ability to respond to the needs of the American society. In the years since 1950, however, the pressures affecting higher education have been increased by the exponential changes in the society itself and also by demands for more immediate responsiveness to student and societal needs (Dressel, 1963). As a result, the structure, purposes, functions, and thus the curricula of most institutions of higher education in the United States have undergone considerable self-examination and subsequent alteration. In many instances, however, planned and goal-directed change has been concerned more with organizational matters and with the formal curricula—the time and credit structure—than with reexamination of purpose and function and their relation to program and course content (Ewing, 1974). An examination of curriculum development in the past reveals that the pattern of curricular change has been one

of increasing specialization as knowledge and technology have increased and as the value base of higher education has shifted from socioreligious elitism to a more egalitarian and pragmatic approach to education for life and work (Dressel, 1963).

Two major forces are credited by Rudolph (1977) with influencing this change in curricular patterns. The academic department structure, established by George Tinknor at Harvard in 1825 and formalized in 1919, strengthened the role of subject matter specialists in defining the course of study. Both Mayhew in 1971 and the Carnegie Foundation in 1978 reasserted the importance of faculty in determining the curricula in higher education. Although administrative policies do affect curricula, as do agencies external to the university, the major curricular force within the college and university today is the academic department and, consequently, the faculty. This also means that the primary responsibility for the quality of effort devoted to curriculum development and evaluation rests with that same body.

The second major influence noted by Rudolph (1977) is the study body: "If in the nineteenth century the curriculum defined the market for higher learning, in the twentieth the market defined the curriculum" (p. 247). In most instances, students have a very limited formal role in curriculum decisions. Their influence is nonetheless considerable and

is exerted indirectly through enrollment patterns in institutions, in academic units within the institutions, and in individual courses (Levine, 1978). Students "vote with their feet" (Carnegie Foundation, 1978, p. 87). In a time when higher education faces contracting financial support and a no-growth situation in enrollments (Raskin, 1979), these student votes count very much. This can be seen in current advertising and recruitment efforts of institutions and academic units (Hallenbeck, 1978). Dressel noted this force in his statement that the college and university program is "molded to a great extent by the demands of the supporting clientele" (p. 17).

One demand of the supporting clientele which has been felt increasingly in the history of higher education is that the college and university curriculum reflect the known fact that work is one aspect of life. Students who expect their life's work to contribute to their total well-being and who expect to be able through their life's work to contribute to the well-being of others look to the curriculum as one means by which they can prepare themselves to fulfill their expectations (Carnegie Commission, 1973; Carnegie Foundation, 1978; Ivens, 1975).

Popularized by Sidney P. Marland, Jr., United States Commissioner of Education during the early 1970s, the concept of career education has received support by numerous educators

and government agencies as a means to answer the occupational needs of students and of the society in which they live and to do so in a manner which does not neglect the total educational needs of the individual (Harris & Grede, 1977). Career education has been seen by its proponents as a way of harmonizing general education and occupational preparation with the aim of "preparing well-developed individuals for careers that are built upon liberal learning and occupational fulfillment" (Marland, 1978, p. 23).

The supporting clientele of higher education has shown a need and a desire for education related to life and work. The federal government has demonstrated support for such an effort (Nystrom, 1973). Additionally, many administrative bodies governing institutions of postsecondary education have moved privately and publicly toward the linking of education and career (Harris & Grede, 1977). There is, however, one remaining critical factor:

Teaching faculty ultimately will determine whether or not the career education concept is to be effectively implemented no matter how ardent the expression of institutional policy. (Marland, 1978, p. 24)

Brocksbank (1978) suggested that faculty members who are committed to career education begin the implementation process by making a thorough investigation of work related to their disciplines in order to counsel more effectively with students and to build a knowledge base from which career information can be integrated into the curriculum.

Although adjunct service units in the institution are of considerable value in the career education effort, information resources there are usually more general in nature. Frequently they are very limited for academic fields or occupational areas which are comparatively small in terms of enrollment or employment, which are quite diverse or interdisciplinary by nature, and/or which are related to the "emerging professions" and thus have little historical precedent (Anderson, 1974). Home economics is a case in point. Nationwide college enrollments are relatively small. The field itself is quite interdisciplinary, with most specific interest areas within the field additionally interdisciplinary (Polson, 1971). Finally, although home economics has a sound historical background, many of the occupations currently open to majors are new and could be regarded as emerging (Calhoun & Finch, 1976). The limited number of persons working in a counseling center or in a career-planning center cannot be expected to have in-depth knowledge of the hundreds of careers in which college students might be interested. The major responsibility, then, for organizing and using career information effectively in teaching, advising, and curriculum development and for understanding the role such information plays in the students' development of appropriate career-oriented behavior rests at the departmental level, with faculty members who have made that field their specialty.

Theoretical Framework

Prior to the 1950s, the major theoretical construct unifying the field of vocational counseling research and practice was the trait-and-factor approach. This technique involved matching persons to jobs by comparing the aptitudes and interests of individuals to those of certain occupational groups to find the best "fit." Although acknowledging the contributions of the trait-and-factor approach to a broader understanding of vocational choice processes, Donald Super, writing in 1957, called for a more comprehensive theory of vocational behavior, one not limited to a single frame of reference. The rather loose theoretical framework initially proposed by Super and its many subsequent refinements has received widespread critical and research attention as the theory of vocational development. Many revisions of the early concepts were provided by results of the ongoing Career Pattern Study, a longitudinal research effort by Super and several associates. The Career Pattern Study was initiated in 1951 with 142 8th-grade boys and 134 9th-grade boys in Middletown, New York, serving as subjects. Data collection, which consisted of periodic assessment as well as the initial testing and interview schedule, was not completed until 1974, making this study one of the most enduring in the history of vocational psychology.

The Career Pattern Study was based on what Super (1957) called Vocational Maturity II, which he defined in the following manner:

It is the behavioral repertoire which the individual has available for coping with the developmental tasks with which he is dealing, regardless of whether they are the tasks considered appropriate for his age and expected life stage.
(p. 57)

Vocational Maturity I relies more on the concept of statistical normality, as an individual could be described as vocationally mature or immature on the basis of comparison with the majority of persons in the same chronological age group. Six years after the onset of the Career Pattern Study, Super (1957) suggested five general dimensions of career behavior: (a) orientation of vocational choice, (b) information and planning about preferred occupations, (c) consistency of vocational preferences, (d) crystallization of traits, and (e) wisdom of vocational preference. He also offered the following propositions as a framework for future research:

1. Vocational development is an ongoing, continuous, and generally irreversible process.
2. Vocational development is an orderly, patterned process and thus predictable.
3. Vocational development is a dynamic process of compromise and synthesis.
4. Self-concepts begin to form prior to adolescence, become clearer in adolescence, and are translated into occupational terms in adolescence.
5. Reality factors . . . play an increasingly important part in occupational choice with increasing age, from early adolescence to adulthood.

6. Identification with a parent or parent substitute is related to the development of adequate roles, their consistent and harmonious interrelationships, and their interpretations in terms of vocational plans and eventualities.

7. The direction and rate of the vertical movement of an individual from one occupational level to another is related to his intelligence, parental-socioeconomic level, status needs, values, interests, skill in interpersonal relationships, and the supply and demand conditions in the economy.

8. The occupational field which the individual enters is related to his interests and values, the identification he makes with parental or substitute role models, the community resources he uses, the level and quality of his educational background, and the occupational structure, trends, and attitudes of his community.

9. Although each occupation requires a characteristic pattern of abilities, interests, and personality traits, the tolerances are wide enough to allow both some variety of individuals in each occupation and some diversity of occupations for each individual.

10. Work satisfactions depend upon the extent to which the individual can find adequate outlets in his job for his abilities, interests, values, and personality traits.

11. The degree of satisfaction the individual attains from his work is related to the degree to which he has been able to implement his self-concept in his work. (Super, 1957, pp. 89-96)

In constructing what was described as the "outline of a theory," a "framework for research," and a set of "working principles," Super and his associates drew from the work of Ginzberg and other developmental psychologists. The result was an extension of focus on the career choice process to encompass the entire life span of an individual. The following five life stages, each with an appropriate set of direct and indirect vocational behaviors, were suggested:

1. Growth Stage (Birth to 14 years): During this period, the emphasis is upon vocational behaviors which are only indirectly related to eventual vocational choice—development of self-concept, role playing, and identification with significant others.

2. Exploration Stage (Age 15 to 25 years): At this time, activities become related more directly to the world of work and include self-examination, role tryouts, and occupational exploration. As this is the stage most pertinent to college and university students, the substages and major developmental tasks are given also. The first substage, Tentative (age 15 to 17 years), is a period of self-examination followed by tentative choice. The major developmental task is the crystallization of vocational preference, although this task may continue throughout later substages. Transition (age 18 to 24 years) is the second substage. During this period, behavior becomes more realistic, and entry into either the labor force or into an advanced training program is typical. The major developmental task is specification of vocational preference, in which a generalized choice is converted to a specific choice, and a commitment to implement that choice is made. In the third substage, Trial (age 22 to 24 years), the beginning job is taken and "tried out" for its potential as a life work. The major developmental task is implementation of vocational preference, although this

task is also quite pertinent to the Transition Substage in that selection of the college major is also a means of implementing the vocational preference.

3. Establishment Stage (age 25 to 44 years): Although some trial may continue into the early years of this stage, the primary emphasis is upon making a place for oneself in the chosen field.

4. Maintenance Stage (age 45-64 years): Security needs are emphasized during this period, with the major concern of maintaining what was established previously.

5. Decline Stage (age 65 years and above): The pace and possibly even nature of the work change, and then eventually cease altogether.

During each of these stages, the successful completion of the appropriate developmental tasks is essential before forward movement can occur (Super, 1957; Super, Starishevsky, Matlin, & Jordaan, 1963). Super also delineated more specific attitudes and behavior continua for each of the general developmental tasks. For the specification task, the following attitudes and behaviors were considered pertinent:

1. Awareness of the need to specify a vocational preference
2. Use of resources in specification
3. Awareness of factors to consider
4. Awareness of contingencies which may affect goals
5. Differentiation of interests and values
6. Awareness of present-future relationships
7. Specification of a vocational preference

8. Consistency of preference
 9. Possession of information concerning the preferred occupation
 10. Planning for the preferred occupation
 11. Wisdom of the vocational preference
 12. Confidence in a specific preference.
- (Super, 1963, p. 88)

Early research efforts were directed primarily at investigating these structural components of vocational maturity. In 1974, however, Super published a model of vocational maturity which contained the structural elements in a developmental format. The model uses correlation coefficients which are "estimated 'true' correlations," that is they are believed to represent true relationships among the variables. They are "based on theory and data but are not actual observed correlations of any one study" (Super, 1976, p. 15). A condensed version of that model is presented in Table 1. Although the model does not extend past grade 14, the implications are that the trends in evidence would continue throughout the remaining two college years.

The importance of occupational information in the developmental process is evident in the model. Six first-order factors related to occupational information are presented. These six factors show almost constant rate of increase from the time they first are deemed appropriate considerations. Super (1963) elaborated on the changes in information requirements as an individual progresses from one stage to another:

Table 1

A Theoretical Developmental Model of Vocational Maturity:
Correlations with Appropriately Varying
Criteria at Age 25 Years

First order factor	Grade						
	8	9	10	11	12	13	14
<u>Planfulness or time perspective</u>							
Distant future	.25	.25	.25	.30	.35	.35	.40
Intermediate future	.05	.10	.15	.15	.20	.25	.25
Present	.20	.20	.25	.25	.30	.30	.35
<u>Exploration</u>							
Querying	.25	.25	.25	.30	.30	.35	.40
Resources	.25	.25	.25	.30	.35	.35	.40
Participation	.20	.20	.25	.25	.30	.35	.40
<u>Educational and occupational information</u>							
Education and training	.15	.20	.25	.25	.30	.35	.40
Entry requirements	.05	.10	.15	.20	.25	.30	.35
Duties	.05	.10	.15	.20	.25	.30	.40
Supply and demand	.05	.10	.15	.20	.25	.30	.35
Conditions	0	0	0	.15	.25	.25	.30
Advancement	0	0	0	0	.10	.15	.20
<u>Decision making</u>							
Principles	.15	.20	.25	.25	.30	.35	.40
Practice	.10	.15	.20	.25	.30	.35	.40
<u>Reality orientation</u>							
Self-knowledge	.10	.10	.15	.15	.20	.25	.30
Realism	0	0	0	.15	.20	.20	.25
Consistency	0	0	0	.15	.20	.10	.25
Crystallization	0	0	0	.20	.20	.20	.25
Work experience	0	0	0	.15	.20	.25	.25

Note. From Super, D. E. Vocational maturity theory. In D. E. Super (Ed.), Measuring vocational maturity for counseling and evaluation. Washington, D.C.: Personnel and Guidance Association, 1974, p. 18.

True crystallization can hardly take place without some understanding; perhaps one difference between crystallization and specification is that the latter is characterized by a greater variety of relevant information, greater accuracy of information, and a higher degree of understanding. (p. 87)

During the college years, the exposure to relevant and accurate occupational information would be expected to increase as the student accumulates credit hours in the academic major and has the opportunity for work experience.

One additional concept which is important to a discussion of career maturity is decidedness, or the certainty with which the student views his or her choice of a career field. Although reluctance to make a commitment to a specific career might be the most appropriate choice for a college freshman still exploring the available options, juniors and seniors, particularly in a career-specific field, would be expected to exhibit a higher degree of commitment or decidedness, in that one phase of the implementation process is nearly completed. Super (1963) summarized the precise expectations in terms of class level:

The college sophomore is expected to specify the major field in which he will study, the graduating college student is expected to have a specific type of job or of graduate education in mind as his next goal. (p. 82)

Based on the theoretical constructs presented, Figure 1 is an illustration of the precise set of relationships investigated in the present study. Courses in the academic

field and work experience are seen as being related to specific occupational or career information, which in turn is related to both career decidedness and career maturity. The latter two variables are also viewed as being related to age, classification, and work experience.

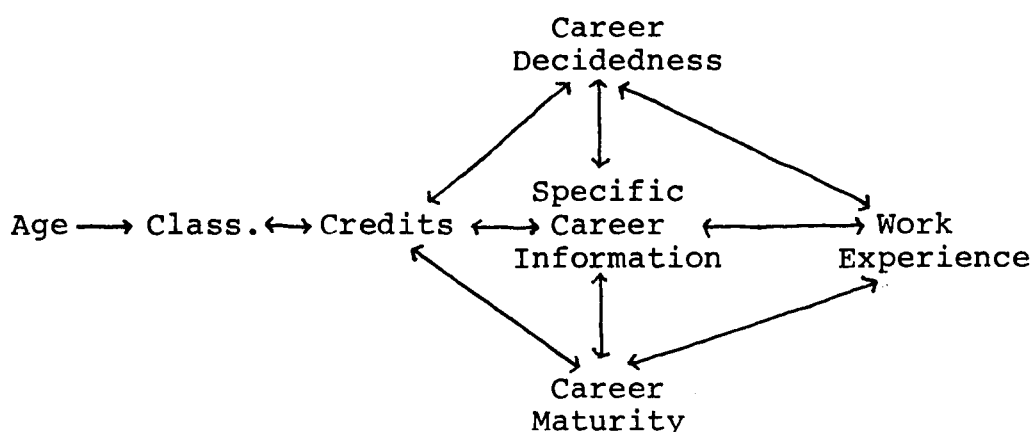


Figure 1. Schematic representation of the variables studied and their hypothesized relationships. (Class refers to college classification; credits refers to the number of credit hours earned in the major field and in the minor field. The arrows indicate positive relationships).

Rationale for the Study

In a study of ACT profiles for 19,000 freshmen entering the University of Southern Mississippi, Wallace (1979) found that 36.4% of those students expressed a desire for assistance with educational and career planning. In similar but smaller studies at other universities, the percentages of students expressing need in this area were even larger (Kramer, Berger,

& Miller, 1974, 54%; Monson, 1978, 54%; Walters & Saddlemur, 1979, 68%). At most universities, however, these same students usually feel considerable personal and parental as well as institutional pressure to declare academic majors either upon or shortly after admission. All too often, counseling efforts have been directed at incoming students who have not decided upon a major. The apparent assumption has been that students who have declared a major, particularly in a career-specific field, have fairly well-defined career goals. Additional career counseling concerning the specifics of the chosen field is left to the departments in which these students enroll. In most departments, that counseling has not been a structured procedure.

Faculty members who also act as academic advisors are one source of career information for students in a field. Courses required for the chosen major also may provide such information. In institutions that require a basic core, however, students typically defer most requirements for the major until the junior and senior years. If at that point a student realizes that the choice of course field was based on a misconception of the career potential, the costs in terms of both time and money are quite high to correct the mistake by fulfilling the requirements for a different major.

The importance of providing students with every opportunity to make an informed career choice cannot be overlooked in light of the critical role which employment

plays in meeting complex individual needs far beyond those of basic security or material goods (Crites, 1969; Morse & Weiss, 1955). Elizur and Tziner (1977) were able to show that the greater the congruence of occupational needs with job rewards, the higher the level of job satisfaction tends to be. Smart (1976) drew the following conclusion from his study:

College students are likely to seek long-term careers in occupations they perceive will encourage use of their distinctive competencies, support their dominant values, and permit them to assume agreeable occupational roles. (p. 317)

The key word in the above statement is "perceive." Given the fact that information influences occupational perceptions (Langdale & Weitz, 1973; Osipow, 1962; Remenyi & Frazer, 1977; Weitz, 1956), the student who declares and persists in a major on the basis of inaccurate or inadequate information about careers related to that major has only a chance probability of obtaining job satisfaction. Departments and institutions which represent their programs as career related are faced with ethical as well as legal implications for substantiating those claims to students' satisfaction (Franklin, 1979; John, 1977; "The Spector," 1978). The obvious starting point is an assessment of the need for additional occupational or career information in the field in question as well as a determination of those factors which are most instrumental at present in supplying such information.

Theory and research in the area of career behavior, particularly the developmental theory of Super, have been instrumental in providing guidance for the establishment and evaluation of career education programs throughout the high school years, but many aspects of the theory remain to be clarified for students at the college level. Studies attempting to link career maturity to classification and/or age in college students have been inconclusive or contradictory (Crites, 1978; Lee, 1979; Moore, 1977; Tilden, 1978).

One possible explanation for the lack of conclusive findings on college students' career maturity is the lack of instrumental sensitivity in current measures. The few such measures which exist rely primarily upon the assessment of general occupational information for a measure of the cognitive aspects of career maturity. College students who have declared a major in a career-specific field would be expected, however, to acquire and use increasingly specific information related to their field of interest. If an existing measure of career maturity cannot be shown to differentiate among students who have varying levels of such information, then the implications for continued use of that measure alone, without input or modification from the career field, as a means of assessing a primary outcome in career education in general and in experimental studies in particular would be considerable.

Setting for the Study

The present study was conducted at the University of Southern Mississippi, located in southcentral Mississippi at Hattiesburg. The school was established in 1910, as Mississippi Normal College. In 1924, the name was changed to Mississippi State Teachers College, and in 1940, to Mississippi Southern College. University status was awarded by the State Legislature in 1962, at which time the present name was effected ("USM Bulletin," 1978). During the 1979-80 school year, the University consisted of five colleges and five schools, with a total enrollment of 10,084.

In the fall of 1974, Dr. Charles Moorman, Academic Dean of the University, introduced the concept of career education in his annual address to the faculty. Since that time, the University has consciously projected the image of a "career university," as evidenced by a publicity release in which the University was described as "a career university, moving forward to educate men and women so they might make meaningful and profitable lives for themselves." The release further stated that the purpose of the University is to prepare "professionals with a solid liberal arts background and specific skills in one or more areas of business, industry, education or private enterprise" (Kirkpatrick, 1977, p. 7f).

The School of Home Economics, established in 1966 and departmentalized in 1971, reflects the career orientation of the University: "The curricula in the School of Home Economics are planned to place major emphasis on careers and on improving family life" ("USM Bulletin," 1978, p. 109). Site visitors for the American Home Economics Association noted in their initial report that two of the four departments, Institution Administration and Environmental Design, were committed almost entirely to career Preparation (Deal, 1967). Table 2 provides a breakdown of the four departments and 12 majors for the School of Home Economics at the beginning of Spring semester, 1980.

The Department of Environmental Design, with the largest enrollment in the School, was the specific setting for the study, which was focused on selected career attributes of students majoring in Clothing Merchandising. (A catalogue description of that major appears in Appendix A.)

Statement of the Problem

The general purpose of this study was to clarify the relationship of specific career information to Clothing Merchandising students' collegiate and work experiences and to the broader concepts of career maturity and career decidedness. The study was designed to answer the following major research question: What is the relationship between

Table 2
Spring 1980 Enrollments in the School of
Home Economics, USM

Major	Enrollment
<u>Department of Environmental Design</u>	
Clothing Merchandising	101
Clothing and Textiles	30
Interior Design	51
<u>Department of Home Economics Education</u>	
Home Economics Education	46
Home Economics in Equipment	3
<u>Department of Institution Administration</u>	
Food and Nutrition	1
Hotel and Restaurant Administration	54
Institution Management	21
Dietetics	19
<u>Department of Family Life Services</u>	
Child Development	49
Family Living	1
Marriage and Family Life	4

Note. Reprinted from student enrollment data, School of Home Economics, Spring term, 1979-80. Hattiesburg, Miss.: Bureau of Institutional Research, University of Southern Mississippi, February 1, 1980.

classification, age, work experience, credit hours earned in the major and minor fields, career decidedness, career maturity, and specific career information of Clothing Merchandising majors at the University of Southern Mississippi?

Definition of Terms

Career or vocational maturity was defined by Super (1957) in two ways. The first, Vocational Maturity I, is based on a comparison of actual to expected life stage. The second, Vocational Maturity II, formed the measurement basis Super used for the development of the Career Development Inventory (Super, Forrest, Jordaan, Lindeman, Myers, & Thompson, 1976) and is therefore more pertinent to the present study. An evaluation of Vocational Maturity II is based on the ability with which an individual copes with the developmental tasks necessary for successful movement from one developmental level to the next. Coping behavior rather than chronological age is used as the index of Vocational Maturity II.

A career-specific field was described by Tilden (1976) as one which is characterized by an explicit career relationship. Tilden used accounting, premedicine, and home economics as examples of career-specific fields, whereas humanities and social sciences were examples of nonspecific fields. It might be noted, however, that within the field of home economics some majors are more career specific than others.

Interior design and clothing merchandising are quite career specific, but in most institutions clothing and textiles is less so.

Specific career information is that which is particular to a given career field. According to Super (1957), career information for decision making should include the training required; the physical, mental, and economic requirements; the duties and equipment used; the physical and psychological working conditions; the monetary rewards; any seasonal or cyclical fluctuations; and the opportunities in the field, including job locations, entry means, advancement possibilities, and economic trends.

In the present study, no distinction was made in the terms vocational, occupational, and career oriented. All three terms are used to indicate a relationship between educational activities and subsequent employment. In the field of education, distinctions commonly are made among these terms, but in the field of vocational or counseling psychology, they more often are used interchangeably.

Assumptions

One of the assumptions underlying the present study was that career maturity is a developmental process. It was further assumed that the process can be observed and the observations used to differentiate accurately among

individuals of varying career maturity. Measures of career decidedness and specific career information were assumed to be accurate measures of those variables. It was assumed that subjects' responses on all measures were honest and accurate indications of their attitudes and knowledge. Interpretation of the results was based on the assumption that the sample used in the study was representative of future populations of students majoring in Clothing Merchandising at the University of Southern Mississippi.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The first two sections of the literature review provide background information on the interdisciplinary setting for the study. The field of vocational psychology has been somewhat isolated from the rest of the higher education academic community in the past. The current emphasis on career preparation, however, creates an atmosphere in which such a separation is not feasible. It is now important for departments and individual faculty members to contribute knowledge to the field of vocational psychology and to apply knowledge from that field to their specific academic situations. The remaining sections present research studies which have direct bearing on the theoretical framework and on the formation of the major hypotheses of the study.

Career Education

The Morrill Act of 1862 and the Smith-Hughes Act of 1917 were instrumental in establishing vocational education as a definite, although separate, part of the American educational system. Previously, higher education had been concerned primarily with academic values and objectives and

had been structured to promote the acquisition of broad-based liberal education concepts, with subject matter concentrated in the humanities and sciences. The new vocational programs which resulted from these Acts placed more emphasis upon skill development as related to a specific job or job cluster (Burkett, 1973). There followed a pattern of distinct separation between these two educational aspects in terms of philosophy, goals, funding, faculties, and even physical facilities. Such a separation did not contribute to rapport between the persons involved in either of the two areas, however, and frequently there was distinct animosity (Herrick, 1974). Career education is a means of unifying the underlying principles of both academic education and vocational or occupational training with the result of more options to all students.

The term "career education" was used first by Sidney P. Marland, then Commissioner of Education, in an address to the National Association of Secondary School Principals on January 21, 1971 (Marland, 1974). Although initial response to Marland's address was concentrated at the kindergarten through 12th-grade levels, Marland emphasized that career education is a continuous educational process beginning at the very early grades but continuing throughout postsecondary institutions. It is a process which adds relevance to academic learning by providing for students'

needs to relate that learning to life situations, a very substantial number of which involve work (Marland, 1971).

In an effort to clarify the concept of career education, Hoyt (1973) noted its "emerging" status which makes precise definition difficult. However, he presented several areas of consensus which he derived from 13 state agency definitions and from several other sources: (a) it is a conscious effort, not just a point of view, and will require the expenditure of resources; (b) it extends throughout the educational experience from kindergarten through adult education; (c) it is intended to serve all individuals, rather than a single segment of the population; and, (d) the emphasis is upon education for work.

Marland (1974) stated as one of the precepts of career education that all persons should be ready immediately upon leaving the educational system "to enter satisfying and useful employment in a field of the individual's choice" (p. 15). He saw the responsibility of the schools and colleges as extending to facilitation of the job search and follow-up attention after placement. He did not equate career education with vocational education, which he regarded as narrower, less intellectual, and more oriented to simple skill mastery. Marland noted the obsolescence factor of all occupations, even those which are relatively new today, and then argued for a sound educational base underlying all

specific skill training. He saw as necessary increased student exposure to the world of work as well as a significant increase in collaborative efforts among schools, businesses, organized labor, and industry. In discussing implications of career education at the college level, Marland (1974) advocated a "new harmony between academic learning and occupational development" (p. 215).

A similar position is evident in Fite's (1973) call for balance in occupational and academic orientation with merging of the best points of each.

Universities need to remove the dichotomy that has existed for so long between a liberal and a career-oriented education and strike a sensible balance that will preserve the best in all of post secondary education. (p. 365)

Banathy (1973) also saw career education as a potential factor in ending separation of educational domains into academic, vocational, and general education and in facilitating an educational system which restructures the separate domains, "melding the positive aspects of each into a viable alternative to traditional education" (p. 258).

Harris and Grede (1977) noted several factors which have increased the interest postsecondary educational institutions have shown in career education. The tremendous diversity of occupations which has resulted from technological change has considerably lessened the value of a college education per se in obtaining employment. In 1975, hundreds

of thousands of college graduates were unemployed, and as early as 1972 there were problems:

Nearly 40 percent of recent college graduates were employed, if at all, in jobs having no direct relation to their major field of college study; among social science majors, the figure was 67 percent. (Harris & Grede, 1977, p. 7)

Not only do more occupations today require specialized training, the composition of the college population is changing also, as more women, adults, and disadvantaged students return to the campus either full or part time. Although junior and community colleges were the first to show acceptance of the career education idea, many 4-year colleges and universities are developing and implementing career education programs to meet the changing needs of the occupational system and of the new student populations.

In discussing methods by which the concept of career education is incorporated into an educational system, Gillie (1973) noted that there is not a single preferred model but rather a diversity of models developed according to local needs and resources. Gillie stressed, however, that a functional model of career education should provide individuals with a maximum number of employment opportunities and with sufficient knowledge about the world of work to make sound occupational decisions.

Coster, Morgan, and Dane (1971) delineated the extended nature of career education from the early grades through

higher education. In their model, exit and reentry at any level as well as simultaneous participation in both the educational system and the occupational system are options. Information from the occupational system provides a constant input into the educational system where it influences employment counseling and curriculum decisions:

The changing attributes of the occupational demand structure dictate that new curriculums must constantly be developed and inserted into the school system if the system is to be an effective agent in preparing individuals for the contemporary world of work. (p. 91)

According to Patterson (1973) one of the most vital aspects of any educational plan or program is that it provide for developing people who can cope with the future, people who will continue to learn and who are open to change long after they leave the formal educational system. The major purpose of education as he saw it is the development of self-actualizing persons who are essential to a healthy and healthful society. Although some critics see career education as antithetical to the type of humanistic education envisioned by Patterson, preparation for the world of work does not have to be in conflict with such philosophies but rather is one aspect of an individual's self-actualization in that provision of one's basic needs is considered by many psychologists as a prerequisite to the achievement of higher level needs (Marland, 1974). Harris and Grede (1977) noted that the challenges of providing both a humanistic and a career-oriented

education within postsecondary institutions are demanding and complex, but they call upon the faculty and administration to meet those challenges for the millions of students whose "central purpose in going to college is the expectation of a satisfying career" (p. 42).

The Field of Home Economics

The Morrill Land Grant Act of 1862 played an important role in establishing home economics as a field of study in higher education institutions. The law granted tracts of land to be used by the states for building colleges to teach agriculture and the mechanical arts (East, 1980). The law thus provided for the education of large numbers of young people who could not have afforded an advanced education otherwise, but the law also provided for a different type of education than was then commonly available at expensive private universities. The law specified the teaching of practical, useful—vocational—subjects. When coeducation became a fact, home economics was added to the list of subjects covered under the Act. Thus began a long association of home economics and land-grant colleges.

The first college-level courses which East classifies as home economics were begun at Iowa State and Kansas State in 1873 and were concerned primarily with cooking and sewing. In 1875, these same two colleges and Illinois State instituted the first four-year curricula in what was called "domestic

science." The name home economics was not adopted until 1899 at the first Lake Placid Conference.

Most of the early home economics courses were designed to prepare women for their expected roles as homemakers. Very little attention was given to the vocational aspects of the subject until the Smith-Hughes Act of 1917 allocated some funds to those home economics programs which prepared students for employment. Today, at least at the collegiate level, the primary focus is occupational. Fast (1980) saw education for family living as a relatively minor purpose except for some service courses offered mainly to nonmajors. She made the following statement: "College departments are designed to train professional home economics. We have accepted the vocational model" (p. 33).

As the vocational, or occupational, model of home economics assumed increasing importance at the college level, other changes in the field were occurring, most notably in the content area. Although home economics may have had its start in cooking, needlework, and finishing schools, respected college curricula were founded upon the basic principles of the sciences (first chemistry and biology, later the social sciences as well) and included the more complete aspects of family life and home management. As the field grew in numbers and in knowledge, the general home economics degree gradually was supplanted by degrees or majors in one of

several specialized curricular areas such as foods, clothing, child development and family living, housing, consumer economics, and home economics education. The exact breakdown of home economics units into these areas varies considerably, but all typically are included today in institutions granting home economics degrees. Many of the curricular areas have become further specialized, containing several majors within each general area. The Vocational Education Act of 1963 did much to emphasize these specialties while strengthening the vocational orientation of the field. The Act allocated funds for preparing students for careers in child care, garment manufacturing, food service, nursing homes, and hospitals (Christen, 1975).

Although precise data on a nationwide level are not readily available to delineate the growth of specialization in home economics (Gorman & Harper, 1970; Harper, 1975), in general, college majors have tended to develop around emerging occupational settings. Whereas once home economists engaged primarily in direct service to families, most professionals today serve in an intermediary position, as "middlemen in some sense between the home and the merchant or manufacturer" (East, 1980, p. 4). As the household changed from a relatively self-sufficient production unit to a more dependent consuming unit, the careers of home economists also changed, meeting family needs in new and different ways.

In the content area of clothing, or clothing and textiles, one important trend in recent years has been the preparation of students for careers in merchandising. Expanding career opportunities in this area (Fields, Light, & Phillips, 1978), the increasing importance of a college education as a prerequisite to advancement in retailing (Swerdlow, 1978), and the large element of fashion in much that is merchandised are three factors which have contributed to the popularity of fashion, or clothing, merchandising as an academic and career option in the clothing and textile area of many home economics units in higher education.

Home economics in general and the clothing or fashion merchandising option in particular are currently very compatible with the main precepts of career education at the college level. What is presently in order is more attention to the methodology by which individuals at the college level can be given adequate preparation for a career within the framework of a sound, general education and with sufficient information to make intelligent academic and career decisions.

Career Maturity Research

Career Maturity and Age or Grade Level

Numerous studies involving high school students have substantiated Super's theoretical postulate that career maturity is a developmental process which increases with

age and/or grade level (Crites, 1965; Flake, Roach, & Stenning, 1975; Herr & Enderlein, 1976; Super & Overstreet, 1960; Walls & Gulkos, 1974). Studies attempting to show increase in college grade level related to career maturity have not been, however, as consistently successful, especially when general measures of career maturity were used as the primary indices of the variable. In a study of 200 college students, Tilden (1978) found a relationship between class level and the attitude scale of the career Development Inventory (Super, 1972) but not between class level and the cognitive scales of that instrument, except between the freshman and sophomore years. Tilden suggested that career maturity in college students might be discontinuous and thus that the monotonic criterion should not be applied to career maturity tests at that level. He did not consider that the cognitive portion of the test might be measuring information no longer relevant in the career development process.

Authors of three other descriptive studies also reported lack of relationship between class level and career maturity. Lee (1978) used the Adult Vocational Maturity Inventory (Sheppard, 1971) and the Career Decision-Making Inventory (developed for the study) as indices in her study of 527 University of Florida undergraduates. Moore's (1977) sample included 422 University of Alabama undergraduates whom he tested with the Career Maturity Inventory: Attitude Scale

(Crites, 1973). He recommended that the scale be standardized on college students. Gable, Thompson, and Glanstein (1976) used volunteers in their study and measured only the attitudinal dimension of career maturity.

In contrast with the previous studies, Fun (1978) did find a relationship between career maturity and number of credits earned. A sample of 130 University of Minnesota undergraduates was measured on 12 career maturity variables in that study. Graves (1975), in a comparison of 300 university sophomores and juniors on career maturity and career planning variables, found that juniors were more mature than sophomores.

Personal and Demographic Characteristics and Career Maturity

Several authors reported relationships between individual theoretical constructs of career maturity, such as consistency, realism, and specificity, and general measures of that variable. Walsh and Hanle (1975) found that college students whose occupational choices were consistent with their personal characteristics were more vocationally mature than inconsistent students. In a study involving similar variables, Walls and Gulkus (1974) found that vocationally mature students tended to have a more realistic match between what they desired and what they expected and to have greater vocational aspirations and expectations than vocationally

immature students. The authors concluded that consonance between aspiration and expectation results from past successes and failures, education, and consequent vocational maturity.

Results of two studies supported the theoretical postulate that career maturity involves increasing specificity of occupational goals. Miller (1974) studied the relationship of vocational maturity and work values in community college students and concluded that "the process of vocational maturation involves the development of work values which proceed from a global to a differentiated structure" (p. 370). Stevens (1973) studied university students using a placement center and concluded that job-seeking behavior is one aspect of vocational development, with mature individuals having specified job goals and self-actualized behavior. Stevens described vocational development for the psychologically healthy person as being in the direction of "greater differentiation, so that there is movement from vaguely defined fantasy goals toward specification of job goals with ever increasing consideration of reality factors" (p. 217).

Titley, Titley, and Wolff (1976), however, reported results which are in conflict with Miller's and Steven's conclusions. Titley et al. found that college students who changed majors were more specific about their new major than about their old, but ability to be specific about either major declined, contrary to theoretical expectation, as

college grade level increased. The sample of 808 was limited to college students who had changed their majors. As the investment in a college education increases with continued academic advancement, major changing might be indicative of adjustment problems not typical of the general college population, a position supported by Graves (1975).

Only one of three researchers found a relationship between college program area and career maturity. Tilden (1978) found no difference in career maturity of college students in career-specific majors and those majoring in the humanities and social sciences. Anderson (1977) also found no differences in career maturity related to program enrollment for the 322 freshmen community college students in his study. In contrast is Eun's (1978) study in which the sample of 130 was classified into three groups: occupational program students, nonoccupational program students with fewer than 40 credits, and nonoccupational program students with at least 40 credits. Discriminant analysis was used on the data, and prediction of membership into three groups for a crossvalidating sample of 64 was 65.5%, or 14.1% greater than the highest chance probability. Students in the occupational group had higher career maturity than students in either of the nonoccupational groups.

Of the researchers who used gender of subjects as a variable, Lee (1978) and Anderson (1977) found no relationship

between gender and career maturity. Graves (1975) reported differences only for the juniors in that study, with junior females more career mature than junior males.

Experimental Studies of Career Maturity

Although descriptive studies of career maturity in college students have not produced consistent results, several experimental studies have utilized career maturity as a major outcome variable. From her experimental study of the effects of a career-planning seminar on the career maturity of college students, Jones (1978) concluded that career maturity is amenable to intervention methods. Significant gains were reported for University of Michigan students in the areas of self-understanding, self-confidence about career decision making, level of career decision making, the number of career-planning activities undertaken, and attitudes about careers. Jones also concluded that gains in these areas were greater for students who were more certain of their career choices and who had previous work experiences. The sample for the study was drawn from students who voluntarily expressed an interest either in the career planning seminar or in obtaining assistance from the career-planning office which sponsored the seminar.

Harshman (1978) reported a relationship between work experience and career maturity. In that study, 1,465 St. Louis University sophomores, juniors, and seniors were

measured with both the attitude scale and the competence test of the Career Maturity Inventory following participation in an internship program.

Dinnuzzo (1978) reported increases in vocational maturity, self-esteem, self-confidence, and personal integration for 65 female undergraduates above age 25 as a result of participation in a career/life-planning workshop which included self-assessment, occupational information, decision making, and job skills development. Schenk (1977), in a study of 68 freshmen and sophomore volunteers at the University of Missouri-Columbia, also reported increases in career maturity as a result of exposure to career group experiences. The Career Development Inventory was used to measure the dependent variable.

Burson (1977) used volunteers for her experimental study of the effects of affective, cognitive, and affective-cognitive career exploration treatments on freshmen women. No differences in career maturity were found for the three groups compared with each other or with a control group. The study was based only on posttest design, however, and had only the attitude scale of the Career Maturity Inventory as the measurement device, despite the fact that cognitive treatment was involved.

Devine (1975) also conducted an experimental study which examined career maturity in college students. Devine, using

the Career Maturity Inventory and a questionnaire developed specifically for the study, did not find increased career maturity as a result of exposure to a computer-based guidance program. There was a tendency for students either to change or to become less decided about their career choices as a result of treatment, and Devine hypothesized that this might have resulted from increased awareness of occupational possibilities stemming from exposure to the treatment. Devine's sample was drawn from students attending a course which was required of all Santa Fe Community College students in the university parallel (transfer) program but was not required of students in the vocational-technical programs at the college.

Career Decidedness

Personal Characteristics of Decided and Undecided Students

In his career-decidedness study of 1,600 college students, Lunneborg (1975) found that 25% were feeling some degree of indecisiveness about their career plans. Despite such a large incidence of indecision in students of this age, attempts to categorize undecided students as a distinct, definable population have not been altogether successful. Slaney (1980) was able to discriminate among 846 college students who were categorized into three groups: students with a first choice of career, students with a first choice

and some alternatives, and students having no career choices. Scores on the Career Decision Scale (Osipow, Carney, Winer, Yanico, & Koschier, 1976) provided the basis for comparison. Studies comparing the abilities and interests of decided and undecided college students have resulted, however, in a somewhat inconsistent picture.

Greenhaus and Simon (1977) studied the relationship among career salience, work values, and career decidedness. For the 153 community college students involved, career indecision was higher in the low career-salience group but did not differ between students of medium and high career salience. Relationships between decidedness and work values were mixed for the three groups. Undecided students with low and medium career salience valued extrinsic work characteristics, whereas undecided students with high career salience showed a preference for intrinsic work characteristics.

Maier and Herman (1974) related lack of vocational decidedness to dogmatism and low self-esteem in their study of 141 freshmen students at the University of Calgary. Results of their study were similar to the findings of Resnick, Fauble, and Osipow (1970), who reported a positive relationship between vocational decidedness and self-esteem.

In another study of personality differences and decidedness, Sheppard (1971) found that decided college

freshmen had more vocational orientation and extrinsic career motivation than did undecided college freshmen. Ashby, Wall, and Osipow (1966) found undecided students to be more dependent, and Marr (1965) found less self-direction in students who were undecided. Harman (1973) found few personality differences. Rose and Elton (1971) conducted a longitudinal comparison of decided and undecided college students and found that those who were undecided as freshmen but persisted to graduate were not different from students who were decided as freshmen on the variables of personality and ability.

In studies involving academic standing or ability, results were mixed. Lunneborg (1976) found undecided students to be less able and to have lower academic achievement than decided students. His study involved recent college graduates who still were vocationally undecided, however, and it is probable that such a population has characteristics not typical of decided college graduates or of students still in college, whether decided or not. Ashby, Wall, and Osipow (1966), Baird (1967), and Sheppard (1971) found no differences in academic achievement for decided as compared to undecided students.

Career Maturity and Career Decidedness

According to the theory of vocational development, college juniors and seniors would be expected to have a

greater degree of commitment to a career field than freshmen and sophomores. As similar expectations are theorized for the career maturity of college students, it seems reasonable to believe that there would be a relationship between the career maturity and the career decidedness of college students. Lee (1978) did find that decided students show greater career maturity than undecided students, and this differential is greater at higher class levels. The one exception was the sophomore group, which contained the lowest number of decided students but had the second highest career maturity scores after seniors. Lee attributed this to increasing realism: Students develop more understanding of themselves and of society during their first year of college, leading them to abandon unrealistic choices and enter a period of indecision while considering new, more realistic options for themselves. In one additional study, Graves (1975) also reported a relationship between career maturity and career commitment.

In contrast to the previous studies, McGowan (1977) did not show that career indecision and indecisiveness were related differentially to vocational maturity or to anxiety. He was able, however, to reduce indecision in more than 50% of his treatment group by using Holland's Self Directed Search (1970) and by providing access to occupational information.

Measurement of Career Decidedness

Although most researchers reporting career decidedness studies treated decidedness as a dichotomous variable (decided or undecided), Greenhaus and Simon (1977) interpreted their somewhat mixed results as indicative of the need for more precise measurement techniques. They suggested that vocational indecision has more than one dimension and might best be investigated as a continuous variable in future studies. An instrument designed to provide such a measure, the Career Decision Scale (Osipow et al., 1976) was described by Osipow, Carney, and Barak (1976). The scale provides measures of four factors of career indecision: (a) need for structure, (b) perceived external barriers, (c) positive choice conflict, and (d) personal conflict. A stepwise regression analysis of item content revealed need for information to be the major contributor to both major choice and career choice indecision.

Occupational Information and Career Decision Making

Information and Career Decidedness

Remenyi and Fraser (1977) noted the almost universal acceptance of the need for occupational information as a critical element of informed career decision making but emphasized the relative absence of research on its use and effects, in particular on the type of information which should be disseminated, in what manner it should be

disseminated, and what role it plays in career decision making. Barak, Carney, and Archibald (1975) concluded that occupational information "may be crucial for many individuals in their career decision making, but its role may be more one of helping to produce better informed decisions than stimulating decisions per se" (p. 157). Consequently, they suggested that decidedness should be used as a desirable outcome only cautiously, for some students may have legitimate reasons for retaining as many options as possible. It should be noted, however, that in their study of 391 university freshmen Barak et al. did not measure gains in information but rather in information-seeking behavior, which was assessed by having respondents indicate the number of times they had engaged in the specific activities listed on a checklist. Responses were then scaled from one to six. No relationship was shown between vocational information-seeking behavior and career decidedness. Pitz and Harren (1980) noted that information-seeking behavior is only one element in the very complex role which information plays in career decision making. They emphasized that understanding, remembering, and using information must be considered, as well as whether the information is being sought as a means of postponing rather than of facilitating career decision making.

In one experimental study, exposure to career information from employed persons was related to an increase in career

decidedness. In that study, Tillar (1978) examined the effects of a career exploration program on 160 college freshmen, and career decidedness was a major outcome variable.

Studies of Occupational Information

Information and Occupational Perceptions

Results from several studies support the position that occupational information has a definite influence upon the accuracy of individuals' perceptions of occupations. Whether the career decision making is rational and systematic or irrational and haphazard, occupational perceptions still form the basis for the decisions that are made. In one early study involving a single job, Weitz (1956) found that insurance agents who had a high degree of information about the job field prior to employment tended to remain in their jobs much longer than agents with limited job information. The relationship of occupational information to consistency of occupational choice thus was supported.

In two related studies, Osipow (1962) and Remneyi and Fraser (1977) examined the relationship between occupational information and job perceptions. Osipow's study included 96 university students who were asked to react to the job titles "building superintendent" and "janitor" in the absence and in the presence of job information. Occupational information had a leveling effect on occupational perceptions,

with reactions to the two job titles more closely aligned after job descriptions were provided. In an extension of that investigation, Remneyi and Fraser used nine job titles and a sample of 173 school and university students and teachers. Major results supported Osipow's findings that occupational information influences occupational perceptions, but differential effects were noted for the three groups responding and for the different occupations. The school students' perceptions were quite different from the less favorable perceptions held by the other two groups. Changes in perceptions of job titles for all groups showed that familiar occupations such as scientist and airline steward tend to be stereotyped sharply and thus more stable in the face of additional occupational information than were more unfamiliar job titles. The authors recommended additional study of the relationship between occupational perceptions and both chronological age and vocational maturity.

The relationship of occupational information to realism of career choice (choice which is consistent with an individual's aptitudes or interests) was studied by Oliver (1974) with results comparable to those reported in the previous studies. Exposure to occupational information increased career choice realism for the 24 male undergraduates in the study. Oliver concluded that insufficient occupational information, as well as inaccurate self-appraisal or inadequate decision-making skills, contributes to unrealistic

career choices. There is, then, some evidence to support the conclusions that occupational information forms the basis of job perceptions and that a person with accurate job perceptions is more likely to make a mature and satisfactory career choice.

Occupational Information and Career Maturity

Accuracy and extent of occupational information is one dimension of career maturity in Super's theoretical description of that construct. The measurement of such information is assumed to provide a partial index to a person's career development. This position is supported by Edwards, Nafziger, and Holland (1974), who used responses on the Vocational Preference Inventory as a measure of occupational perceptions (and thus, indirectly of occupational information). The study included 946 4th- to 6th-graders, 1431 rural high school seniors, 7,263 college freshmen, 200 employed salesmen, and 328 employed women. Using latent root and minimum residual factor analyses, they found that "more factors are required to account for occupational perceptions of older groups, and the variation among factors is more uniform for the older samples" (p. 316). The authors concluded that occupational perceptions could be used to estimate a person's vocational maturity.

A positive relationship between occupational information and career maturity was reported by Loesch, Rucker, and Shub

(1978). They administered the Job Knowledge Survey (Loesch, 1971), a cognitive test designed to sample a much more extensive job population than that included as a part of standard vocational maturity measures, to a sample of 332 community college students. A relationship with age was noted for five of the Job Knowledge Survey scales, and all 10 scales were related to scores on the Adult Vocational Maturity Inventory.

The relationship of age and occupational information also was supported by Kohen and Breinich (1975). For a sample of 5,225 males between the ages of 14 and 24 years, class level and work experience were related positively to occupational information. The authors summarized the important function of career information in the career decision-making process: "A youth's knowledge of occupational alternatives is a determinant of curriculum choice which, in turn, limits the types of opportunities than can be pursued" (p. 133).

Summary of Related Research

Research studies related to Super's theory of vocational development for college-level populations have not been conclusive. As the number of such studies is few, it seems more appropriate at this point to question technique or measurement rather than the theoretical framework, particularly as several experimental studies resulted in career

maturity increases after treatment. Most investigators of career maturity in college students used the Career Maturity Inventory as the primary measure. Only one study used the Career Development Inventory, and none used the most recent form of the latter. Additionally, none of the studies reviewed included provisions for testing the relationship between career maturity and a specific cognitive component related to a career field.

Although results of research studies have not provided a conclusive picture of career decided and undecided college students, there does seem to be a relationship between decidedness and self-concept. Of more importance, however, is the indication that decidedness is multidimensional; therefore, studies which treat decidedness as a dichotomous variable may obscure some very real differences. Also, causes, or antecedents, of vocational indecision are as important as degree of decision in understanding the phenomenon. For example, if lack of decidedness is based on insufficient information, then the most appropriate and mature behavior is to remain undecided until the necessary information has been obtained. Failure to consider source or degree of indecision may be responsible for the inability of some studies to show a relationship between career decidedness and career maturity.

In the area of occupational information, research indicates a relationship between information and realism,

a component of vocational maturity. Additionally, most vocational maturity measures contain a sampling of general occupational information to indicate one cognitive dimension of vocational development. No research studies were found, however, in which specific occupational information in a particular career field was investigated.

CHAPTER III

METHODOLOGY

Research Hypotheses

In the present study, three research hypotheses, derived from theory and previous research, were tested using data collected from students majoring in Clothing and Merchandising at the University of Southern Mississippi during spring semester, 1980. These hypotheses are listed below:

1. There is a positive relationship between the criterion variable specific career information and the independent variables age, classification, credit hours in the major and minor fields, and work experience.

2. There is a positive relationship between the criterion variable career maturity and the independent variables specific career information, age, classification, credit hours in the major and minor fields, and work experience.

3. There is a positive relationship between the criterion variable career decidedness and the independent variables specific career information, age, classification, credit hours in the major and minor fields, and work experience.

Sample

The subjects included in the study were students enrolled as Clothing Merchandising majors in the School of Home Economics at the University of Southern Mississippi during spring semester, 1980. (See Appendix A for a program description.) The students were asked to verify their major prior to data collection. Of the 101 students listed on advisee lists for the Department of Environmental Design as majoring in Clothing Merchandising, 96 participated in the study. Two students were doing their internships in other cities and were unavailable for testing. Two students declined to participate initially, and another withdrew from the study after the first session of data collection. The remaining students attended both testing sessions, but two tests had to be excluded from the study because of response errors.

Of the 94 students included in the study, 14 were freshmen, 24 were sophomores, 26 were juniors, and 30 were seniors. There was 1 student who was age 17 years, 10 who were age 18 years, 19 who were age 19 years, 32 who were age 20 years, 23 who were age 21 years, 5 who were age 22 years, 2 who were age 23 years, 2 who were age 24 years, and 1 who was age 28 years. There were 4 males and 90 females.

Measurement

Three tests and a personal information sheet were used in data collection. A test of specific career information was designed for use in the study (Appendix B). Tests of career maturity (Appendix C) and career decidedness (Appendix D) were research editions used with permission of the authors. The personal information sheet (Appendix E) was used to determine the remaining variables.

Specific Career Information Test: Clothing Merchandising

Test development. The specific career information test was developed to measure college merchandising students' levels of information acquisition in the career field of clothing merchandising. The information sampled for test construction was selected according to suggestions found in Hoppock's (1976) Occupational Information. Hoppock listed several areas of job information to which students should have access to make sound career decisions: (a) general economic conditions as they affect job opportunities, (b) job titles, activities, entrance criteria, and performance criteria, (c) advancement possibilities, (d) salary ranges, (e) potential employers in the field, (f) literature in the field, (g) associations, and (h) processes of applying for jobs. To simplify sampling of information for inclusion

in the test, these job information areas were combined into the following five categories: job titles and descriptions, entrance and performance criteria, working conditions, potential employers, and terminology in the field.

Information about job titles and descriptions is covered by eight test items. Construction of these items began with a list of job titles and descriptions found in the Glossary of Packard, Winters, and Axelrod's (1976) work on the fashion industry. This is the same Glossary which is compiled and published by the National Retail Merchants Association, the leading association for this career field. The Glossary contains 44 job titles and descriptions. Of these, 24 were selected as having the most relevance to the job cluster associated with a clothing merchandising career. Eight titles were selected randomly and used as correct responses, with the job descriptions from the Glossary reworded for continuity of form. The remaining job titles were used as distractors.

The remainder of the test covers information more directly related to the jobs typically filled by persons with some college experience. Background for construction of the remaining items consisted, in part, of the following: interviews held with college recruiters from five major department stores in the Southeast and from two national discount chains, an interview with a representative of the

Career Advisement Center at the University of Southern Mississippi, and an interview with the director of the Placement Center at USM.

Entry and performance criteria are covered in 17 test items. In one series of such items, respondents are required to classify five job titles into a typical career ladder, beginning with entry-level positions and advancing to jobs requiring more experience and entailing more responsibilities. The career ladder upon which this item is based is found in Packard et al. (1976, p. 151). The original ladder was revised from seven entries to five, and one title was reworded to avoid confusion. The shortened form is assumed to be an accurate representation of career steps, although each store might have slightly different actual progression, depending upon store size and organizational plan.

Four items deal with competencies required for a buyer. Not all clothing merchandising students will be or even desire to be buyers as final career goals; however, the buying function is the most common route to advancement to higher level management positions, and an understanding of this function is important to adequate functioning in these positions. Packard et al., Troxell and Judelle (1971), and Greenwood (1972) were used as sources for these items and for the two items which concern skills required for various job activities.

Working conditions are covered by 10 items. These items require information about what functions a retail operation involves, earnings, typical work week, where work is done frequently, psychological conditions of the job, seasonal and economic variables affecting merchandising jobs, and salary ranges for a starting position. These items were constructed following personal interviews with recruiters in the field. Packard et al. was used as a reference in verifying the information.

Potential employers were identified with the aid of recruiting forms kept at the Placement Bureau at USM, sources listed in College Placement Annual 1979, personal interviews, and information provided in Packard et al. Store type, geographical location, as well as specific store names were used in these questions. Six items are included in this section, and there is some overlap into the following section.

Terminology in the clothing merchandising field is covered in the final section, which includes 10 items. The Glossary mentioned previously was used for this section as well. A list of terms most common to middle management and buying-related activities was compiled from the Glossary. From this list, 10 correct and 20 distractors were chosen randomly.

Test review. Four persons who had both business and teaching experience in clothing merchandising evaluated the accuracy and representativeness of item content during test construction and again following completion of the first form. The first form was administered to 20 students at a local community college to determine completion time and possible difficulties with reading the items and instructions or in marking answers. The test was revised according to their suggestions and reviewed a second time.

Validity and reliability. Because the specific career information test was designed as a cognitive measure of a particular body of knowledge, content validity seemed the most appropriate type of validity to consider. The sources and methods used to compile and select the information covered in the test and the use of experts in the field to review this information were designed to insure content validity (Wiersma, 1969). A reliability analysis of the test was conducted using scores of 48 students at the University of Texas, Austin. The analysis yielded a Cronback's alpha of .63. As this figure was quite close to the commonly required .70, no items were deleted at this point. A second reliability analysis was conducted using data collected for the present study. In the initial analysis with 95 subjects and all 50 items, alpha was calculated to be .58. The statistical package used (SPSS

Update, 1977) provided a listing of the scale alpha if each item were deleted. Test itmes were ranked from highest to lowest alpha-if-item-deleted. Reliability analysis was repeated with the first four items deleted, then subsequently with the next item from the ranked list also deleted until the alpha value was .70. Eight items were deleted.

The Career Development Inventory

The initial form of the Career Development Inventory was an outgrowth of the 20-year career follow-up study initiated by Super in collaboration with numerous associates. Indices of career maturity resulting from interviews, tests, and questionnaires were grouped into six dimensions. Form III of the Career Development Inventory is a result of those original data plus data from additional studies using Forms I and II. For III is "broader in coverage, more penetrating in specific types of knowledge, and more diagnostic of the cognitive aspects of vocational maturity" (Super, Jordaan, Thompson, Lindeman, & Myers, 1979, p. 2). Differences between the high school and the college forms are mainly semantic.

College Form III was used in data collection. It is a 197-item instrument designed to measure six dimensions of career development, each represented by a separate scale. Scale 1, Extent of Planning, contains 34 items which require self-rating by the individual. Response values for each

item range from 1 to 5. The second scale, Use and Evaluation of Resources, contains 32 items. Subjects are asked to select the best answer, with response values ranging from 1 to 5. The last 5 items require a correct/incorrect response. Items have variable weights, and scale scores range from 88 to 490. Scale 3, Career Decision Making, assesses knowledge and use of career decision-making principles. Responses for this and the following two scales are of the correct/incorrect type, for a scale range of 0 to 30. Scale 4, Career Development Information, has 30 items which assess information about the exploration and establishment stages of career development. Scale 5, World of Work Information, measures general occupational information. The last scale, Information and Preferred Occupation, contains 41 items which assess information about the occupational group selected by the respondent as being of the greatest interest. Although the same questions are used regardless of occupational group selected, correctness of the responses varies, and separate scoring keys are provided for each of the 20 possible groups. The scale range is 0 to 41.

Super and Thompson (1979) offer evidence of the internal consistency and the validity of the Career Development Inventory. Alphas for the six scales are given as .90, .79, .72, .86, .77, and .70, respectively. Content validity was

based in large part on results of the Career Pattern Study, but additional reviews were conducted on Form III using experienced vocational psychologists and specialists in career development theory and research. Additionally, factor analyses of the six scales showed a 2-factor structure with the attitudinal scales (1 and 2) in one cluster and the cognitive scales (3 through 6) in the other.

Career Decision Scale

The Career Decision Scale was developed by Osipow, Carney, Winer, Yanico, and Koschier (1976) as part of a modular self-counseling system. The scale contains 19 items. The first two items allow the respondent to indicate career and academic certainty. Items 3 to 18 are based on a list of antecedents to career indecision and require the respondent to indicate the degree to which each statement is indicative of career decision difficulties. The final item is an open-ended question which allows the respondent to list any additional barriers not represented in the scale items. Responses on items 1 to 18, which are self-descriptions, are scaled from 1 to 4, with 4 being the most accurate description of the respondent. Individual scores are computed by summing the values circled in response to items 3 through 18, for a minimum score of 16 and a maximum, indicating a high degree of indecision, of 64.

In the preliminary manual to the scale, Osipow reported the results of two reliability studies done on the scale. Test-retest reliability figures were .902 and .819 on samples of 56 and 59 subjects, respectively. Additional studies of the scale indicated the presence of four factors: need for structure, perceived external barriers, positive choice conflict, and personal conflict (Osipow, Carney, & Barak, 1976; Osipow, 1979). There were strong indications that the scale is sensitive to changes brought about by interventions designed to reduce career indecision (Osipow, 1979).

Validation studies have generally upheld both the construct and the concurrent validity of the Career Decision Scale. Comparisons of scores on the scale with scores on the Career Maturity Inventory: Attitude Scale, on a vocational information-seeking checklist, and on an assessment of career decision making have shown significant relationships (Osipow, 1979).

Norms for high school students, undecided college freshmen, and college students imply decreasing levels of indecision through high school. No differences according to gender or field of study were found (Osipow, 1979).

Personal Information Sheet

The remaining variables in the study were assessed by means of an information sheet. Students were requested to indicate age, classification, courses taken in the major

and minor fields, and work experience. A checklist of courses required for the major and courses recommended for the minor (almost without exception the minor was in marketing) was provided on the sheet, and students were instructed to check only those courses which they had completed, not those in which they were enrolled. This information was the basis for three variables used in the data analysis—number of credit hours in the major, number of credit hours in the minor, and number of credit hours in both the major and minor. The question on work experience was left open-ended, with students requested to indicate employer, job title, and length of employment for each job.

Work experience. The information provided by the students as to their work experience was used to derive three separate measures of that variable. The first, number of jobs, was a simple count of all jobs listed. The second, length of employment, was derived by summing the months of employment in all jobs. Employment of less than a month was assigned the minimum length of one month. Summer jobs were treated as constituting a three-month span unless otherwise noted. No distinction was made for part-time jobs. A third measure was derived from the preceding measures, with the addition of factors indicating the relatedness of the position(s) held to the field of clothing merchandising.

The first part of the relatedness measure was derived by multiplying the number of jobs held by a factor based on how related that job seemed to be to the career field. The factors and their descriptions are presented in Table 3. In the second part of this measure, length of employment was coded into seven categories, each with an assigned value: less than a month = 1; 1-3 months = 2; 4-6 months = 3; 7-12 months = 4; 1-2 years = 5; 2-4 years = 6; and more than 4 years = 7. These values were multiplied by the factors described in Table 3. The final value was obtained by adding the two parts of the measure: (number of jobs) (factor) + (length of employment) (factor) = job relatedness.

Table 3
Factors and Descriptions Used in
Rating Job Relatedness

Descriptions	Factor
Nonrelated (waitress, counselor, secretary, bank teller, etc.)	0
Slightly related (clerk in general discount store or gift shop, etc.)	1
Closely related (salesperson in a department or clothing store)	2
Most related (manager or supervisor in a department or clothing store)	3

Data Collection

Data collection took place during the first month of the spring semester. Computer printouts of class enrollments are provided regularly to instructors by the second week of classes, and these lists were used to determine the number of student majors in each class and to eliminate some classes from the testing schedule if all students could be tested in other classes. In instances where only one or two majors were in one class but not in any others, arrangements were made for those students to take the tests with another class. In all, eight classes were used in the data collection, each for two class periods. Nine students agreed to cooperate in the testing even though they were not enrolled in any Departmental classes at the time. Five of these were accommodated during regularly scheduled data collection, and the four remaining came in individually as their schedules permitted. All data collection was conducted by the researcher and attended by the same auditor/witness.

At the beginning of the data collection, the purposes of the research were explained to the subjects (see Oral Presentation, Appendix G), and a period of time was allowed for questioning. Subjects were asked to verify their majors. Any nonmajor or any student not wishing to be included in the study was excused. At this time the test booklets containing all three tests and the personal information

sheet were distributed and instructions given for responding. Consent forms (see Appendix G) were attached to the cover of the test booklet, and students were requested to sign these prior to beginning the tests. As the testing was discontinuous, subjects were required to leave the signed consent forms attached to their test booklets at the conclusion of the first testing period. Tape was provided so that students could seal their test booklets until testing resumed. When data collection was completed, consent forms were removed and turned in separately from test booklets.

Data Reduction

As the tests required approximately two class periods to complete, students were not asked to mark their answers on separate scoring sheets, but were instructed to mark directly on the test booklets. Their responses were transferred to machine-scoring sheets. All answer sheets were checked against the original tests for accuracy. Scale 6 of the Career Development Inventory, which required the use of 13 different keys to score for the different occupational groups selected, was hand scored.

Raw scores were used as variable measures for each of the six scales of the Career Development Inventory, but the authors recommended converting these to standard scores before summing, because of the different point ranges.

Standard scores were summed to give an affective score, (Scales 1 and 2), a cognitive score (Scales 3 through 6), and a total score.

Data Analysis

Multiple regression techniques were used to determine the combined relationships of several independent variables on each dependent variable. The Stepwise Maximum R^2 Improvement technique, available as a program of the Statistical Analysis System, was used to provide the statistics for selection of the best set of predictor variables for each dependent variable. Another program in that same system, the General Linear Models program, was used to plot the residuals. An inspection of those plots revealed no serious deviations from linearity, so the use of linear regression techniques did not violate the assumption of linearity. Finally, beta weights, which were not provided on the computer printout of the maximum R^2 procedure, were calculated on the Regression program of the Statistical Package for the Social Sciences system. Computing centers at both The University of Tennessee, Knoxville, and the University of Southern Mississippi were used in the data analysis. The .05 level of significance was set for the evaluation of the research hypotheses.

CHAPTER IV

RESULTS OF THE STUDY

In the following section, results of the multiple regression analysis using maximum R^2 improvement techniques are presented as they related to the three major hypotheses of the study. The criterion for acceptance of a model at any stage of the analysis was that the addition of the last independent variable produce an increment of at least .010 to the R^2 value of the model. Analysis was terminated when a subsequent model failed to meet that criterion. The stepwise process up to and including the accepted model is summarized in Tables F-1 through F-15, Appendix F. In addition, summary descriptive statistics for all variables for both demographic variables and response variables grouped by classification and intercorrelations are presented in Tables F-16, F-17, F-18, and F-19, respectively, in Appendix F.

Results Relating to Hypothesis I

The first research hypothesis, that there is a positive relationship between the criterion variable specific career information and the independent variables age, classification, credit hours in the major and minor fields, and work experience, was accepted. Of the variables specified in the

hypothesis, age was not represented in the final model (Table 4). Individual correlations of age with specific career information and with classification were .30 and .56, respectively, indicating that much of the variance due to age was accounted for by classification.

Table 4
Maximum R^2 Improvement Model for Specific
Career Information Test Scores

Variable	B value	Beta	Std. error	<u>F</u>	<u>p</u>
Classification	1.703	.433	.628	7.35	.0080
Credit hrs. in minor	.321	.480	.168	6.62	.0604
Credit hrs. in major/minor	-1.36	-.479	.084	2.65	.1071
Number of jobs	.357	.139	.245	2.12	.1487
(Constant)	25.029				

Note. $R^2 = .231$, $F(5, 88) = 6.69$, $p = .0001$.

Classification was the best single predictor of scores on the specific career information test, accounting for 18% of the variance. Two variables in the model, credit hours in the major and minor and credit hours in the minor, were also correlated highly with classification (.81 and .73, respectively) and together increased the predictive power of classification by only 3%.

Altogether, the amount of variance in specific career information test scores accounted for by the independent variables was relatively low (23%), leaving much of the variance unexplained. Although it was expected that job relatedness (the value of which included number of jobs and months of employment as well as a factor indicated relatedness of employment to the clothing merchandising field) would be related highly to specific career information, this was not the case. Number of jobs was the single work experience variable included in the model. It would seem that variety of work experience is more important than either type or amount in relation to specific career information, although the very low predictive values associated with the last three variables in the model make strict interpretations of individual relationships somewhat dubious (Kerlinger & Pedhazur, 1973). Both job relatedness and number of jobs had individual correlations of .23 with specific career information.

Results Relating to Hypothesis II

The second research hypothesis of the study, that there is a positive relationship between the criterion variable career maturity and the independent variables specific career information, age, classification, credit hours in the major and minor, and work experience, was accepted.

Although the final model, shown in Table 5, did not contain either age or classification, two of the variables which were included were correlated with both age and classification. Credit hours in the minor was related to age ($\underline{R} = .41$) and classification ($\underline{R} = .56$). Credit hours in the major and minor was correlated with age ($\underline{R} = .42$) and with classification ($\underline{R} = .81$). Additionally, individual correlations of Career Development Inventory scores with classification was .28.

Table 5

Maximum $\underline{R}^2$ Improvement Model for Career Development Inventory Test Scores

Variable	B value	Beta	Std. error	$\underline{F}$	$\underline{p}$
Credit hrs. in minor	-.291	-.524	.115	6.38	.0133
Credit hrs. in major/minor	.093	.394	4.819	3.71	.0571
Job relatedness	.068	.180	2.927	5.34	.1232
Specific career information	.558	.672	6.882	65.80	.0001
(Constant)	-17.375				

Note. $\underline{R}^2 = .491$, $\underline{F}(4, 89) = 21.46$, $\underline{p} = .0001$.

Work experience was represented in the final model by only one variable, job relatedness. The best single predictor

was specific career information, which accounted for 42.5% of the variance of career maturity when entered first in the regression equation (see Table F-2, Appendix F). Inclusion of the remaining three variables increased the predictive value of specific career information by only 6.6%. The individual correlation of specific career information was .65, 30% higher than any other variable available for entry into the model.

Although Hypothesis II concerned career maturity as represented by total scores on the Career Development Inventory, additional analysis was conducted on the component parts of that measure to provide a better understanding of the relationships involved. Table 6 contains data on the total affective component of the test and on the two subtests which are summed for the affective score. The sequential process leading to each of the three models is shown in Tables F-3, F-4, and F-5 (see Appendix F).

For the total affective component, classification alone accounted for 11% of the variance. Addition of credit hour and work experience variables increased that figure to 22.8%. In the final, five-variable model, only classification and number of jobs were individually significant. For Scale 1, which measures the amount of planning in which the student engaged, the best single predictor was job relatedness. The final model contained number of jobs, credit hours in the

Table 6

Maximum R^2 Improvement Model for Career Development
Inventory Affective Test Scores

Variable	B value	Beta	Std. error	<u>F</u>	<u>p</u>
<u>Total affective component^a</u>					
Classification	.589	.373	.221	7.09	.0092
Credit hrs. in minor	.049	-.183	3.688	1.77	.1865
Number of jobs	.257	.248	.128	4.05	.0473
Months of employment	.010	-.144	8.389	1.55	.2170
Job relatedness	3.626	.200	1.959	3.42	.0676
(Constant)	-1.973				
<u>Scale 1^b</u>					
Credit hrs. in major	.506	.241	.197	6.58	.0120
Number of jobs	1.406	.118	1.260	1.25	.2674
Job relatedness	.650	.312	.218	8.84	.0038
(Constant)	102.996				
<u>Scale 2^c</u>					
Classification	17.099	.438	5.606	9.30	.0030
Credit hrs. in minor	-1.993	-.301	.944	4.45	.0376
Number of jobs	4.578	.179	1.563	3.19	.0775
(Constant)	249.490				

$$aR^2 = .228, F(5, 88) = 5.20, p = .0004.$$

$$bR^2 = .232, F(3, 90) = 9.08, p = .0001.$$

$$cR^2 = .138, F(3, 90) = 4.80, p = .0039.$$

major, and job relatedness, with the latter two individually significant. The model left more than 76% of the variance of Scale 1 unexplained, however. For Scale 2, which provided a measure of knowledge and use of occupational information sources, the best single predictor was classification, but with an R^2 value of only .067. The final model explained only 13.8% of the variance in this scale, indicating student's knowledge in this area is relatively independent of any of the variables included in the analysis.

For the cognitive component and all four subtests which comprise it, the best single predictor was specific career information (see Tables F-6 through F-10, Appendix F). The final model for the total cognitive scores contained two individually significant variables, specific career information and credit hours in the minor for an R^2 value of .465 (Table 7). It should be noted that for both the total cognitive component and for Scales 3 and 4, the beta weight for credit hours in the minor has a negative value. However, the individual correlation of credit hours in the minor and Career Development Inventory cognitive scores is positive, although low (.12) and not significant. Also, the correlation of credit hours in the minor with specific career information is positive (.37) and significant.

Specific career information and credit hours in the minor accounted for 30% of the variance of Scale 3, which

Table 7

Maximum R^2 Improvement Model for Career Development
Inventory Cognitive Test Scores

Variable	B value	Beta	Std. error	<u>F</u>	<u>p</u>
<u>Total cognitive component^a</u>					
Credit hrs. in minor	.098	-.217	3.760	6.87	.0103
Specific career information	.498	.732	5.628	78.43	.0001
(Constant)	-14.355				
<u>Scale 3^b</u>					
Credit hrs. in minor	-.144	-.262	5.198	7.66	.0069
Specific career information	.484	.589	7.780	38.79	.0001
(Constant)	6.503				
<u>Scale 4^c</u>					
Credit hrs. in minor	-.103	-.166	.055	3.49	.0651
Number of jobs	-.327	-.136	.203	2.59	.0001
Specific career information	.639	.685	.084	58.28	.0001
(Constant)	3.670				
<u>Scale 5^d</u>					
Number of jobs	.338	.170	.202	2.79	.0985
Months of employment employment	.023	.162	.014	2.64	.1077
Specific career information	.376	.488	.066	32.87	.0001
(Constant)	3.492				

Table 7 (continued)

Variable	B value	Beta	Std. error	<u>F</u>	<u>p</u>
Number of jobs	.338	.170	.202	2.79	.0985
Months of employment	.023	.162	.014	2.64	.1077
Specific career information	.376	.488	.066	32.87	.0001
(Constant)	3.492				
<u>Scale 6^e</u>					
Age	-.422	-.202	.226	3.48	.0654
Number of jobs	.288	.146	.210	1.89	.1726
Specific career information	.195	.254	.082	5.68	.0193
(Constant)	24.958				

$$a_{\underline{R}}^2 = .465, \underline{F}(2, 91) = 39.50, \underline{p} = .0001.$$

$$b_{\underline{R}}^2 = .300, \underline{F}(2, 91) = 19.50, \underline{p} = .0001.$$

$$c_{\underline{R}}^2 = .396, \underline{F}(3, 90) = 19.66, \underline{p} = .0001.$$

$$d_{\underline{R}}^2 = .383, \underline{F}(3, 90) = 18.80, \underline{p} = .0001.$$

$$e_{\underline{R}}^2 = .095, \underline{F}(3, 90) = 3.14, \underline{p} = .0287.$$

provides a measure of students' career decision-making skill. These same two variables with the addition of number of jobs were included in the final model for Scale 4, which provides a measure of students' ability to judge the appropriateness of selected career behavioral tasks. Specific career information was again the major contributor to explanation of variance (35%), with the remaining two variables adding another 4.6%. Scale 5 provided a measure of students' knowledge of various occupations. On this scale, specific career information, months of employment, and number of jobs were included in the final model, for a predictive value of 38.3%, of which 30% was attributed to specific career information when entered first. Scale 6, which is purported to measure information directly related to the students' preferred occupational group, had the lowest R^2 (.095) value of any scale, and the lowest relationship with specific career information of any cognitive scale.

Results Relating to Hypothesis III

Research hypothesis III, that there is a positive relationship between the criterion variable career decidedness and the independent variables specific career information, age, classification, credit hours in the major and minor fields, and work experience, was rejected (see Table 8). Although the final model for Career Decision Scale scores

Table 8
Maximum R^2 Improvement Model for Career
Decision Scale Scores

Variable	B value	Beta	Std. error	F	p
<u>Career Decision Scale (CDS) total^a</u>					
Age	-1.101	-.226	.529	4.33	.0403
Credit hrs. in minor	.955	.797	.319	8.97	.0036
Credit hrs. in major/minor	-.289	-.567	.136	4.50	.0366
(Constant)					
<u>CDS factor 1^b</u>					
Age	-.557	-.209	.306	3.46	.0662
Credit hrs. in minor	.443	.675	.175	6.40	.0132
Credit hrs. in major/minor	-.125	-.448	.7485	2.80	.0979
Number of jobs	-.397	-.157	.262	2.30	.1332
(Constant)	24.156				
<u>CDS factor 2^c</u>					
Age	-.124	-.120	.114	1.18	.2810
Credit hrs. in minor	5.009	.196	2.907	2.97	.0883
Job relatedness	2.468	.143	1.761	1.96	.1646
Specific career information	7.398	.194	4.211	3.09	.0824
(Constant)	3.918				

Table 8 (continued)

Variable	B value	Beta	Std. error	<u>F</u>	<u>p</u>
<u>CDS factor 3^d</u>					
Age	-.100	-.129	8.796	1.30	.2579
Credit hrs. in minor	2.907	.153	2.163	1.81	.1823
(Constant)	5.079				
<u>CDS factor 4^e</u>					
Age	-.425	-.281	.210	4.10	.0460
Classification	.432	.198	.425	1.03	.3123
Credit hrs. in minor	.224	.605	.104	4.65	.0339
Credit hrs. in major/minor	-.105	-.664	5.141	4.16	.2495
(Constant)	13.774				

Note. The higher the scores on the Career Decision Scale, the less decided were the respondents.

$$^a\text{R}^2 = .128, \text{F}(3, 90) = 4.38, p = .0064.$$

$$^b\text{R}^2 = .133, \text{F}(4, 89) = 3.42, p = .0119$$

$$^c\text{R}^2 = .125, \text{F}(4, 89) = 3.18, p = .0172.$$

$$^d\text{R}^2 = .024, \text{F}(2, 91) = 1.11, p = .3339.$$

$$^e\text{R}^2 = .094, \text{F}(5, 88) = 1.84, p = .1131.$$

contained age and two credit-hour variables, significant at .0064, the model accounted for slightly less than 13% of the variance of career decidedness. Work experience was not related to career decidedness. The best single predictor of career decidedness, credit hours in the minor (see Table F-11, Appendix F), represented a negative relationship.

Analysis of the components of the Career Decision Scale, Factors 1 through 4, revealed only two significant models (see Table 8). Factor 1 scores, which reflect lack of structure and confidence in the area of career decision making, were predicted best by number of jobs but for an R^2 value of only .033 (see Table F-12, Appendix F). Again, credit hours in the minor exerted a negative influence. For Factor 2, which indicates that students were encountering some external barrier in the choice process, only 12.5% of the variance was explained by the combined variables in the final model. No significant predictor or set of predictors was found for either Factor 3 (difficulty in choosing among equally attractive possibilities) or Factor 4 (personal conflicts).

Summary

Of the three research hypotheses of the study, two were accepted and one rejected. For Hypotheses I and II, all of the variables believed to be related to the dependent

variables either were included in the final model, related to one or more variables in the final model, or individually correlated with the dependent variables. This was not the case for Hypothesis III which was rejected for that reason and for the fact that the predictive model was quite weak, with one of the strongest relationships in the opposite direction from that hypothesized.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Specific Occupational Information

The importance of providing career information to students early in their academic careers was emphasized by the positive relationship of career information to age, length of college experience, and work experience. As all of these are cumulative, it is conceivable that students might be considerably advanced in their academic program before learning critical facts about their chosen career field. As classification seemed to have the strongest relationship with specific career information, it would seem that students learn about their field through informal sources, quite possibly through association and conversation with other students having similar interests and career goals. For this reason, establishment of a student chapter of the National Retail Merchants Association would seem to offer an excellent forum for the presentation of occupational information, especially if professionals in the field, including former graduates, could attend some of the meetings as guest speakers.

A more structured method of presenting occupational information, but one sure to be available to all students,

would be to provide a detailed written description of career potential and job requirements to each student at the time of enrollment in the program. This information would need to be updated at regular intervals and should include regular contacts with program graduates so that students will know exactly what kinds of jobs and with what employers are typically available.

The relationship of work experience to specific career information was positive, as expected, indicating that students should be encouraged to accumulate as much work experience as possible. This could be done in at least two ways. The establishment of a cooperative work-experience program would be one option. The University now has such a program for several career fields, so the administrative mechanism is available for such a program in Clothing Merchandising. Another possibility is to require some work experience as a prerequisite for enrolling in the Department's internship course.

Although several variables outside the scope of the present study (intelligence, academic ability, socioeconomic status, for example) would be expected to be related to a student's specific career information, the focus of the study was on those variables that were related more to the curricular environment of the student. Certain aspects of that environment can be altered so that students have

access to the maximum amount of information related to their career field, have that information presented in a variety of ways, and have access to it as early as possible in their programs.

Career Maturity

In general, the theoretical position that career maturity is developmental and thus incremental with age and/or grade level was supported, with grade level being the more important of the two. As with the results relating to specific career information, classification seemed to include experiential values associated with the college tenure and was thus a more explanatory variable than age alone. As predicted by theory, scores on the affective component and on Scale 2 increased regularly with classification. This was also true for the cognitive component and Scales 1, 4, and 5, with the exception that sophomores scored higher than juniors.

The variables included in the study were more effective in explaining cognitive career maturity scores than in explaining attitudinal characteristics of career maturity. The high relationship of specific career information test scores and career maturity cognitive scores indicates that they are measuring similar characteristics, that is, students who tend to be cognitively career mature know more about

their chosen field than students who have low cognitive maturity. The exception to this was Scale 6, which was supposed to measure the same information as the specific career information test; thus it should have had one of the highest relationships with that test. The fact that it did not suggests that the scale may be of minimum value in assessing information about preferred occupation. In devising questions and sets of answers that can be used with any preferred occupation, the authors of the test may have been too general, so that the scale has limited value, at least with some occupational groups such as clothing merchandising. Testing of other occupational groups may not reveal similar problems with the scale. For this particular group, however, substitution of the specific career information test for Scale 6 would seem to give a more realistic description of the students' cognitive career maturity.

Some question is also raised about the appropriateness of many of the items in Scale 2 for a college population enrolled in a career-specific field. It would seem that for a student to have used all of the sources covered, he or she would have been experiencing considerable career decision-making difficulty. Extensive searches for information usually are not undertaken except for specific reasons. The scale does seem appropriate for high school students or

for college freshmen having difficulty in making a career or academic choice, but less so for the group studied.

There was a strong relationship between decision-making skills (Scale 4) and specific career information. This seems reasonable in that students who have adequate decision-making skills would tend to recognize the necessity of acquiring certain occupational information to assure that their decisions are as informed as possible. Scale 5 also seemed to be operating much as expected, with students who had the most work experience also having the most information about a variety of jobs.

On the whole, the variables included in the present study leave a good deal about career maturity in college students to be explained. The emphasis in this study, however, was on the cognitive aspects, as those seemed to be those for which a program of study should be at least partially responsible. A question is raised about the appropriateness of career maturity measures for college students that contain only semantic differences from the measures of career maturity in adolescents. It would seem probable that knowledge, behavior, and attitudes typical of adolescents are different enough from those of college students that semantic changes are not sufficient to provide accurate measures in many areas.

Career Decidedness

The variables included in the present study provided very little insight into college students' commitment to their academic and career fields. The amount of information students had about their field seemed to make little difference. The number of hours earned in the minor field actually tended to increase career indecision. This result may be peculiar to the institutional setting, however, as students regularly report negative comments about the Clothing Merchandising major made by professors in the Marketing Department at the University. They also are reportedly encouraged by their professors in that area to change their majors to marketing. On an individual basis, this has caused several students considerable confusion and ambivalence about the "right" field in which to major, so it seems likely that the same influence is felt by many students. This negative influence would be reflected by increasing career indecision as they are exposed to more professors in more courses.

Recommendations for Further Study

The rather narrow score range of the specific career information test suggests the scope and depth of the test may need to be extended. A more detailed job analysis, at various job sites, of jobs typically taken by graduates

from the program should be undertaken for this purpose. It is recommended that a structured and regular follow-up of program graduates be established. Such a system would facilitate compiling some types of occupational information for student use and would provide a resource list of persons to act as guest speakers or consultants at career development functions.

One very important consideration at this point is the lack of a measure of career maturity in college students that has been developed specifically for that age group. This lack may be the reason that the theoretical constructs presented by Super have not been established definitely as existing in college students. The problem may be in the measurement. The present study does not offer evidence to the contrary. Career maturity measures for adolescents were derived from extensive investigations of students comprising that age group. A research effort similar to that involved in the Career Pattern Study (Super, 1957) but conducted within a shorter time span seems to be needed.

In light of the lack of significant relationships found to exist with career decidedness, it is suggested that additional research on that construct might be approached best from the standpoint of decision-making theory. Until the career decision-making process is more fully understood, it is not recommended that decidedness be used as a desirable

outcome for students in general but should be approached on an individual basis.

One very strong recommendation is that all three dependent variables used in this study be investigated in relation to eventual outcomes that are considered desirable. The only reason to work toward promoting career maturity or acquisition of career information is the belief that such achievements will lead to better choices, more satisfying employment, and/or better job performance. If these relationships cannot be demonstrated to hold, there is little reason to labor in producing the intermediate outcomes.

Limitations of the Study

A major limitation of the study was its restriction to a single university setting and major. A similar study involving several clothing merchandising programs and a larger sample would have broadened the applicability of the results. Another limitation, referred to earlier, was the use of a career maturity measure which was "adapted" for use with college students but was not developed specifically for that purpose. The fact that the majority of students in the study were female may be somewhat of a limitation in interpreting career maturity and career decidedness results, but such a large proportion of female to male students is currently typical of most clothing merchandising program enrollments.

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APPENDICES

APPENDIX A

CATALOGUE DESCRIPTION OF CLOTHING MERCHANDISING

MAJOR, UNIVERSITY OF SOUTHERN MISSISSIPPI

Clothing Merchandising

The clothing merchandising curriculum provides basic courses in clothing, textiles, economics, business, marketing, and field experience. With this background, graduates are prepared to move into executive training programs offered by large department stores throughout the country. Such training programs lead into positions as buyers, training supervisors, fashion coordinators, comparison shoppers, radio and television script writers, and numerous jobs involving some aspect of retailing.

Common Requirements for a Major in Clothing Merchandising

All students pursuing a major in Clothing Merchandising must complete the following requirements:

	Hours
General Core for the School of Home Economics.....	38
Science: FS or BIO(6 hours)	
Professional Requirements.....	36
CT 131,221,328,330,332,333,335,337,435,436,437,439	
Other Requirements.....	20
MFL 150, PSY 251, ECO 255,256, JOU 102, ACC 201, MGT 360	
Minor Requirements	
Marketing Minor.....	21
MKT 300,330,342,442	
Plus 3 of the following courses:	
MKT 355,365,428,430,455	
Business Minor.....	21
MKT 300,330,342,442	
Plus 3 of the following courses:	
MKT 355,365; MGT 364,454; FIN 320	
Electives to complete the 128 semester hour degree requirements. (USM Bulletin, 1978)	

APPENDIX B

SPECIFIC CAREER INFORMATION TEST:

CLOTHING MERCHANDISING

To the student: This test is designed to measure the amount of information you have about careers in your major field. You are not expected to be able to answer every item correctly, so do not become disturbed if you are unsure of some items. Work as quickly as possible, but read each item carefully and then make the best selection or selections you can and move on. Be sure to read the directions for each section.

Section I: In the following section each item will contain a summary of the major responsibilities for one of the jobs listed under the item. Select the job title which is best described and circle the letter of that job title.

1. Supervises the arrangement of promotional exhibits for windows and interior spaces:
 - a. display manager
 - b. stuffer
 - c. unit operator
2. Works in several departments or divisions while learning the terminology and responsibilities of store operations:
 - a. bridal consultant
 - b. executive trainee
 - c. receiving and marking manager
3. In large stores, has responsibility for training, supervision and effectiveness of salespersons:
 - a. sales manager
 - b. service manager
 - c. stock manager
4. Surveys and compiles reports on competitor's activities and merchandise:
 - a. comparison shopper
 - b. dispatcher
 - c. sorter

5. Is responsible for guarding a store's merchandise against shoplifting and employee theft:
 - a. research director
 - b. security manager
 - c. service superintendent
6. A middle management executive who is responsible for total merchandising activities in a group of related departments:
 - a. assistant buyer
 - b. branch manager
 - c. divisional merchandise manager
- *7. Acts in a service capacity to buyers from member stores in securing and presenting merchandise, in advising and assisting at market and in coordinating manufacturer/store promotional activities:
 - a. bridal advisor
 - b. manufacturer's representative
 - c. resident buyer
- *8. Is a member of the resident buying office who acts on behalf of buyers from member stores. Analyzes and reports on merchandise, expedites shipments of orders and reorders:
 - a. group manager
 - b. market representative
 - c. research director

Section II: In this section you will find five job titles listed on the right. Arrange the letters of the job titles in the blanks on the left side of the page so that when the job titles are ranked, the resulting career ladder will begin with the job requiring the least training and experience and progress to the job requiring the most. The resulting ladder presents a typical organizational structure.

- | | |
|--------------------------------|-----------------------------------|
| ___ 9. Entry level position | a. buyer |
| ___ 10. Second level position | b. salesperson |
| ___ 11. Third level position | c. general merchandise manager |
| ___ 12. Fourth level position | d. assistant buyer |
| ___ 13. Highest level position | e. divisional merchandise manager |

Section III: In the following section, each question will require more than one answer. Circle the appropriate number of blanks indicated by the question.

- 14.-16. What are the three major functions of any retail merchandise operation?
- a. advertising
 - b. buying
 - c. marking
 - d. planning
 - e. selling
 - f. supervising
- 17.-20. From the following list, select the four competencies which are most important for successful functioning as a buyer.
- a. anticipation of seasonal merchandise assortment
 - b. distribution of incoming merchandise to appropriate departments
 - *c. maintenance of cooperation and effectiveness of subordinates
 - d. making judgements based on analysis of past sales activities
 - e. maintenance and evaluation of customer credit files
 - f. perception and interpretation of merchandise trends
 - g. preparation of copy for advertisements
 - h. writing and editing training manuals and organizational literature
- 21.-24. From the following list select four statements which best describe a typical working environment in buying-related jobs in retail operations.
- *a. Earnings are based on a sales/profit formula which links salary to level of achievement.
 - b. Salaries for buyers in similar departments are uniform among types of stores and geographical locations.
 - c. The work involves considerable pressure and competition.
 - d. The majority of work is done in an office situation.
 - e. The typical work week is 40 hours.
 - f. The work flow is steady throughout the year.
 - g. The working hours are frequently irregular and may be longer than in other jobs or industries.
 - h. There is frequent opportunity for travel.

Section IV: In this section, a single answer is required for each question.

25. For a college graduate with a degree in Fashion Merchandising, the largest number of jobs utilizing the graduate's specialized knowledge would be found in which type of workplace?
 - a. government agency
 - b. media
 - c. retailing
26. For which position would the applicant probably be expected to have at least two years of college coursework?
 - a. buyer
 - b. dispatcher
 - c. salesperson
27. For which position would the applicant be expected to have the most retail work experience?
 - a. assistant buyer
 - b. branch manager
 - c. floor supervisor
28. Which position would involve supervising the largest number of subordinates?
 - a. advertising manager
 - b. department manager
 - c. fashion model
29. Which of the following should have more entry-level positions and more opportunities for advancement for college graduates majoring in Fashion Merchandising?
 - a. Edison Brothers Shoe Stores
 - b. Neiman-Marcus
 - c. Woolworth's
- *30. For which company would buyer selections for most apparel merchandise lines be made at least a year in advance of the season?
 - a. Dillard's
 - b. Neiman-Marcus
 - c. Sears-Roebuck
31. Which employer would be preferred if you wished to remain in your present geographical area?
 - a. Bloomingdale's
 - b. Carson Pirie and Scott
 - c. Neiman-Marcus

32. In which type of store would one person assume the responsibilities of several jobs?
 - a. branch store
 - b. large department store
 - c. small independent store
33. In which of the following would the buyer's duties be performed in a centralized buying office rather than in the store?
 - a. independent boutique
 - b. small, independent department store
34. In which of the following would the buyer need to be the most specialized?
 - a. small independent store
 - b. branch store
 - c. mail-order firm
35. In which of the following jobs would the total number of workers needed be affected soonest by a change in general economic conditions?
 - a. buyer
 - b. general merchandise manager
 - c. salesperson
36. For a college graduate with limited work experience, what would the expected beginning salary range be for a job as assistant buyer or executive trainee in the Southeast United States?
 - a. \$9,000 - \$15,999
 - b. \$16,000 - \$19,999
 - c. \$20,000 - \$25,000
37. If you have submitted an application for work to a company and are then asked to come for an interview, what will the interviewer probably be trying to determine during the interview?
 - a. previous work experience
 - b. scholastic record
 - c. verbal communication skills
38. Which of the following activities requires mathematical skills primarily?
 - a. dollar control
 - b. sales promotion
 - c. sales stock ratio
39. In which of the following activities are working effectively with other people of most importance?
 - a. sales analysis
 - b. source marking
 - c. vendor relations

Section V: In this final section, select the one term which best completes each partial statement.

40. The difference between original and subsequent, lower retail prices of merchandise is called:
 - a. gross margin.
 - b. initial unit.
 - c. markdown.
41. A type of budget which balances anticipated sales with estimated inventory needs is called:
 - a. an assortment.
 - b. a dollar of 6-month plan.
 - c. a spot check.
42. A national, voluntary trade group which functions in behalf of retail department, chain and speciality stores is the:
 - a. AATCC.
 - b. AMA.
 - c. NRMA.
- *43. A magazine which covers all types of merchandise and merchandising techniques and is written primarily for merchandising management is:
 - a. Daily News Record.
 - b. Retail Week.
 - c. Women's Wear Daily.
44. A system that records items of merchandise bought, sold, in stock and on order is called:
 - a. forward stock.
 - b. size lining.
 - c. unit control.
45. The minimum units of specific style numbers that should be on hand at all times throughout a season or year are called:
 - a. basic stock.
 - b. share of market.
 - c. soft goods.
46. When a buyer sets up detailed, technical descriptions which merchandise to be ordered must meet, these descriptions are called:
 - a. blind products.
 - b. check-outs.
 - c. merchandise specifications.

- 47. Bathing suits, outdoor furniture, Christmas ornaments and winter coats are examples of:
 - a. exclusive merchandise.
 - b. impulse merchandise.
 - c. seasonal merchandise.

- 48. All the ways a store uses to communicate its reputation and its merchandise to consumers is called:
 - a. sales promotion.
 - b. segmented merchandising.
 - c. store operation.

- 49. This situation is determined by subtracting cost figures from planned-purchase dollars:
 - a. dollar control.
 - b. open-to-buy.
 - c. sales plan.

*Item deleted prior to data analysis.

APPENDIX C

CAREER DEVELOPMENT INVENTORY

COLLEGE FORM III, MODULAR

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New York, New York
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Introduction

The questions you are about to read ask you about college, work, your future career, and some of the plans you may have made. Answers to questions like these can help you see what kind of help may be useful to you in planning and preparing for a job after graduation or for going to graduate or professional school and then pursuing an occupational career.

How to Answer

Indicate your answer to each question by circling the number of your choice. ANSWER ALL QUESTIONS. If you are not sure about an answer, guess. There is no set time limit, but work as rapidly as you can; the first answer that comes to you is often the best one. Select only one answer.

The First Step

Some of the questions concern the kind of work you would like to do when you complete your education. At this stage, you may not have definitely decided on a specific occupation but you probably can pick out a field of work you are considering.

To help you do this, we have included an Occupational Group Preference Form found on the following page. Follow the instructions at the top of that form and select one of the Occupational Groups (A to T). Then proceed with the test.

OCCUPATIONAL GROUP PREFERENCE FORM

FIRST STEP

Below are 20 groups of jobs and occupations. First, check each job or occupation that you would like when you go to work, paying no attention to the grouping. If you are particularly interested in an occupation which is not listed, find the group where it seems to belong, write it on the blank line for that group, and check the space in front of it.

GROUP A

MATH & PHYSICAL
SCIENCE RESEARCH

_____ Chemist
_____ Physicist
_____ Geologist
_____ Oceanographer
_____ Mathematician

GROUP C

MEDICAL & LIFE SCIENCES

_____ Medical Doctor
_____ Dentist
_____ Physiologist
_____ Soil Scientist
_____ Veterinarian

GROUP E

BUSINESS-ANALYTIC

_____ Appraiser
_____ Bursar or Controller
_____ Cost Accountant
_____ Credit Analyst
_____ Computer Programmer

GROUP B

ENGINEERING

APPLIED SCIENCE

_____ Engineer (Chemical,
_____ Electrical, Mechanical,
_____ Civil)
_____ Industrial Engineer
_____ Systems Analyst
_____ Applied Statistician
_____ Meteorologist

GROUP D

MEDICALLY RELATED

_____ Dental Hygienist
_____ Medical Technologist
_____ Nurse (Registered)
_____ Pharmacist
_____ Occupational Therapist

GROUP F

BUSINESS-ADMINISTRATION

_____ Bank Manager
_____ Business Manager
_____ Police Chief
_____ Transportation
_____ Superintendent
_____ Personnel Manager

GROUP G
BUSINESS-SALES
& PROMOTION

____ Account Executive
____ Broker
____ Buyer
____ Purchasing Agent
____ Sales Manager

GROUP I
LITERARY AND LEGAL

____ Book critic
____ Librarian
____ Editor
____ Lawyer
____ Reporter

GROUP K
EDUCATION HUMAN
WELFARE

____ School Teacher
____ College Professor
____ Guidance Counselor
____ Social Worker
____ Clinical Psychologist

GROUP M
CRAFTS AND TRADES

____ Auto Mechanic
____ Dressmaker
____ Electrician
____ Machinist
____ Plumber

GROUP O
MECHANICS AND OPERATORS

____ Bulldozer Operator
____ Bus Driver
____ Drill Press Operator
____ Handbag Assembler
____ Sewing Machine Operator

GROUP H
VISUAL AND
PERFORMING ARTS

____ Art Director
____ Commerical Artist
____ Musician
____ Interior Decorator
____ Stage Director

GROUP J
SOCIAL SCIENCES

____ Economist
____ Market Research Analyst
____ Political Scientist
____ Social Psychologist
____ Sociologist

GROUP L
TECHNICAL

____ Food and Beverage Analyst
____ Photoengraver
____ Air Traffic Controller
____ Surveyor
____ Engineering Technician

GROUP N
AGRICULTURE AND FORESTRY

____ Dairy Farmer
____ Farm Supervisor
____ Fish and Game Warden
____ Landscape Gardener
____ Horticulturist

GROUP P
ATTENDANTS, HELPERS,
LOADERS

____ Cannery Worker
____ Waiter/Waitress
____ Stevedore
____ Parking Lot Attendant
____ Ticket Taker

GROUP Q
CLERICAL

_____ Cashier
_____ File Clerk
_____ Bank Teller
_____ Stenographer
_____ Typist

GROUP S
SALES AND DISPLAY

_____ Car Rental Clerk
_____ Hi-Fi Salesperson
_____ Life Insurance
_____ Salesperson
_____ Office Machine
_____ Salesperson
_____ Sales Clerk

GROUP R
PERSONAL AND PROTECTIVE
SERVICES

_____ Cook
_____ Host or Hostess (restaur.)
_____ Hair Stylist
_____ Hospital Attendant
_____ Police Officer

GROUP T
SPORTS AND ENTERTAINMENT

_____ Actor or Actress
_____ Announcer
_____ Athlete
_____ Dancer
_____ Musical Entertainer

SECOND STEP

Now look again at the jobs and occupations listed above.
Decide which one of the GROUPS you like best. On the line
below encircle the letter of the GROUP you like best.

GROUP LIKED BEST: A B C D E F G H I J K L M

N O P Q R S T

PART I. PLANNING. Choose the one best answer to each question, that best tells what you have done.

How much think, inquiring, trying out and planning have you done in the following areas?

1. Finding out about educational and job possibilities by going to the library, sending away for information, or talking to somebody who knows about the possibilities.
I have
 1. not given any thought to doing this.
 2. given some thought to this, but haven't made any plans yet.
 3. some plans, but am still not sure of them.
 4. made definite plans, but don't know how to carry them out.
 5. made definite plans and know what to do to carry them out.
2. Talking about career plans with an adult who knows something about me. I have
 1. not given any thought to doing this.
 2. given some thought to this, but have no plans to do this yet.
 3. some plans to do this, but am still not sure of them.
 4. made definite plans to do this, but don't know how.
 5. made definite plans to do this, and know what to do.
3. Taking classes that will help me decide what line of work to go into when I leave college. I have
 1. not given any thought to doing this.
 2. given some thought to this, but have no plans to do this yet.
 3. some plans, but am still not sure of them.
 4. made definite plans, but don't know how to carry them out.
 5. made definite plans, and know what to do to carry them out.
4. Taking college courses which will help me later in college, in graduate school, in job training, or on the job. I have
 1. not given any thought to doing this.
 2. given some thought to this, but have no plans to do this yet.
 3. some plans, but am still not sure of them.
 4. made definite plans, but don't know how to carry them out.
 5. made definite plans, and know what to do to carry them out.

5. Taking part in school, college or community activities that will help me in college, in graduate school, in job training, or on the job. I have
 1. not given any thought to doing this.
 2. given some thought to this, but have no plans to do this yet.
 3. some plans, but am still not sure of them.
 4. made definite plans, but don't know how to carry them out.
 5. made definite plans, and know what to do to carry them out.
6. Taking part in school, college, or community activities (for example, science club, school newspaper, volunteer nurse's aide) which will help me decide what kind of work to prepare for or go into when I leave college. I have
 1. not given any thought to this.
 2. given some thought to this, but haven't made any plans yet.
 3. some plans, but am still not sure of them.
 4. made definite plans, but don't know how to carry them out.
 5. made definite plans, and know what to do to carry them out.
7. Getting a part-time or summer job which will help me decide what kind of work I might go into. I have
 1. not given any thought to this.
 2. given some thought to this, but haven't made any plans yet.
 3. some plans, but am still not sure of them.
 4. made definite plans, but don't know how to carry them out.
 5. made definite plans, and know what to do to carry them out.

CONTINUE. Choose the one best answer to each question.

How much thinking, trying out, and planning have you done in the following areas?

8. Getting money for college or job training. I have
 1. not given any thought to this.
 2. given some thought to this, but haven't made any plans yet.
 3. some plans, but am still not sure of them.
 4. made definite plans, but don't know how to carry them out.
 5. made definite plans, and know what to do to carry them out.

9. Working out problems that might make it hard for me to get the kind of training or the kind of work I would like. I have
 1. not given any thought to this.
 2. given some thought to this, but haven't made any plans yet.
 3. some plans, but am still not sure of them.
 4. made definite plans, but don't know how to carry them out.
 5. made definite plans, and know what to do to carry them out.
10. Getting the kind of postcollege training, education, or experience I will need to get the kind of work I want. I have
 1. not given any thought to this.
 2. given some thought to this, but haven't made any plans yet.
 3. some plans, but am still not sure of them.
 4. made definite plans, but don't know how to carry them out.
 5. made definite plans, and know what to do to carry them out.
11. Getting a job once I have finished my education and training. I have
 1. not given any thought to this.
 2. given some thought to this, but haven't made any plans yet.
 3. some plans, but am still not sure of them.
 4. made definite plans, but don't know how to carry them out.
 5. made definite plans, and know what to do to carry them out.
12. Doing things that will help me be good at my job, one who is most likely to be sure of a job, of having work to do. I have
 1. not given any thought to this.
 2. given some thought to this, but haven't made any plans yet.
 3. some plans, but am still not sure of them.
 4. made definite plans, but don't know how to carry them out.
 5. made definite plans, and know what to do to carry them out.
13. Getting ahead (more money, promotions, recognition, ect.) in work I choose. I have
 1. not given any thought to this.

2. given some thought to this, but haven't made any plans yet.
3. some plans, but am still not sure of them.
4. made definite plans, but don't know how to carry them out.
5. made definite plans, and know what to do to carry them out.

Students differ greatly in the amount of time and thought they give to making choices. How do you rate yourself?
Choose the one best answer.

14. Choosing school and college courses. Compared to my classmates, I
 1. give less time and thought than most.
 2. rate a little below average.
 3. rate about average.
 4. rate a little above average.
 5. give more time and thought than most.
15. Choosing school and college activities. I
 1. give less time and thought than most.
 2. rate a little below average.
 3. rate about average.
 4. rate a little above average.
 5. give more time and thought than most.
16. Choosing out-of-school and out-of-college activities. I
 1. give less time and thought than most.
 2. rate a little below average.
 3. rate about average.
 4. rate a little above average.
 5. give more time and thought than most.
17. Making decisions about a college major, branch of military service, wife or husband, etc. I
 1. give less time and thought than most.
 2. rate a little below average.
 3. rate about average.
 4. rate a little above average.
 5. give more time and thought than most.
18. Making decisions about postgraduate training, work, marriage, homemaking, etc. I
 1. give less time and thought than most.
 2. rate a little below average.
 3. rate about average.
 4. rate a little above average.
 5. give more time and thought than most.

19. Choosing an occupation for after college. I
1. give less time and thought than most.
 2. rate a little below average.
 3. rate about average.
 4. rate a little above average.
 5. give more time and thought than most.
20. Choosing a career in general. I
1. give less time and thought than most.
 2. rate a little below average.
 3. rate about average.
 4. rate a little above average.
 5. give more time and thought than most.
21. My plans for after college are
1. not at all clear or sure.
 2. not very clear.
 3. not clear for some things, clear for others.
 4. fairly clear.
 5. very clear, about decided.

Choose one of the five statements to show how much you know about the job or group of jobs in which you said you would like to work when you finish your education.

22. What people really do on the job. I know
1. hardly anything about it.
 2. a little.
 3. an average amount.
 4. a good deal.
 5. a great deal about it.
23. Different specialities in the occupation. I know
1. hardly anything about it.
 2. a little.
 3. an average amount.
 4. a good deal.
 5. a great deal about it.
24. Different places where people in this occupation might work. I know
1. hardly anything about it.
 2. a little.
 3. an average amount.
 4. a good deal.
 5. a great deal.
25. The abilities needed for the occupation. I know
1. hardly anything about them.
 2. a little.

3. an average amount.
 4. a good deal.
 5. a great deal about them.
26. The working conditions around such jobs. I know
1. hardly anything about them.
 2. a little.
 3. an average amount.
 4. a good deal.
 5. a great deal about them.
27. The education or training needed to get such a job. I know
1. hardly anything about it.
 2. a little.
 3. an average amount.
 4. a good deal.
 5. a great deal about it.
28. The courses offered in college that are best for that kind of occupation. I know
1. hardly anything about them.
 2. a little.
 3. an average amount.
 4. a good deal.
 5. a great deal about them.
29. The need for people in that kind of occupation in the future. I know
1. hardly anything about it.
 2. a little.
 3. an average amount.
 4. a good deal.
 5. a great deal about it.
30. Different ways of getting into that occupation. I know
1. hardly anything about the.
 2. a little.
 3. an average amount.
 4. a good deal.
 5. a great deal about them.
31. The starting pay for that occupation. I know
1. hardly anything about it.
 2. a little.
 3. an average amount.
 4. a good deal.
 5. a great deal about it.

32. The chances for advancing in that kind of job or occupation. I know
1. hardly anything about them.
 2. a little.
 3. an average amount.
 4. a good deal.
 5. a great deal about them.
33. What sort of working day and work week I might have in the occupation. I know
1. hardly anything about them.
 2. a little.
 3. an average amount.
 4. a good deal.
 5. a great deal about them.
34. What sort of friends I might have on and away from the job. I know
1. hardly anything about them.
 2. a little.
 3. an average amount.
 4. a good deal.
 5. a great deal about them.

End of Part I. Go on to Part II.

Part II. WHERE TO GET INFORMATION. Choose the one best answer to each question to show where you would go for information or help in making your job or college plans.

1. Father, mother, uncles, aunts, etc. I would
 1. definitely not go to them.
 2. probably not.
 3. -not sure.
 4. probably.
 5. definitely go to them.
2. Brothers, sisters, or cousins. I would
 1. definitely not go to them.
 2. probably not.
 3. -not sure.
 4. probably.
 5. definitely go to them.
3. Friends. I would
 1. definitely not go to them.
 2. probably not.
 3. -not sure.
 4. probably.
 5. definitely go to them.
4. Dormitory counselors. I would
 1. definitely not go to them.
 2. probably not.
 3. -not sure.
 4. probably.
 5. definitely go to them.
5. Coaches of college or other teams. I would
 1. definitely not go to them.
 2. probably not.
 3. -not sure.
 4. probably.
 5. definitely go to them.
6. Professors of faculty advisors. I would
 1. definitely not go to them.
 2. probably not.
 3. -not sure.
 4. probably.
 5. definitely go to them.
7. Counselors in the college counseling center or placement office. I would
 1. definitely not go to them.
 2. probably not.

3. -not sure.
 4. probably.
 5. definitely go to them.
8. Private consultants, employment counselors, etc. I would
1. definitely not go to them.
 2. probably not.
 3. -not sure.
 4. probably.
 5. definitely go to them.
9. Other adults who know things and can help people. I would
1. definitely not go to them.
 2. probably not.
 3. -not sure.
 4. probably.
 5. definitely go to them.
10. Books with the information I need. I would
1. definitely not use them.
 2. probably not.
 3. -not sure.
 4. probably.
 5. definitely use them.
11. Audio or visual aids like tape recordings, movies, or computers. I would
1. definitely not use them.
 2. probably not.
 3. -not sure.
 4. probably.
 5. definitely use them.
12. College or graduate and professional school catalogs. I would
1. definitely not use them.
 2. probably not.
 3. -not sure.
 4. probably.
 5. definitely use them.
13. People in the occupation or in the college department or graduate or professional school I am considering. I would
1. definitely not talk with them.
 2. probably not.
 3. -not sure.
 4. probably.
 5. definitely talk with them.

14. TV shows, movies, or magazines. I would
1. definitely not expect help from them.
 2. probably not.
 3. -not sure.
 4. probably.
 5. definitely expect help from them.

This time, show which people or sources listed below have already given you helpful information in making your job or college plans.

15. Father, mother, uncles, aunts, etc. have given me or directed me to
1. no useful information.
 2. very little useful information.
 3. some useful information.
 4. a good deal of useful information.
 5. a great deal of useful information.
16. Brothers, sisters, or other relatives have given me or directed me to
1. no useful information.
 2. very little useful information.
 3. some useful information.
 4. a good deal of useful information.
 5. a great deal of useful information.
17. Friends have given me or directed me to
1. no useful information.
 2. very little useful information.
 3. some useful information.
 4. a good deal of useful information.
 5. a great deal of useful information.
18. Dormitory counselors have given me or directed me to
1. no useful information.
 2. very little useful information.
 3. some useful information.
 4. a good deal of useful information.
 5. a great deal of useful information.

Choose the one best answer to each question to show which people or sources listed below have already given you helpful information in making your job or college plans.

19. Coaches of school or other teams have given me or directed me to
1. no useful information.
 2. very little information.
 3. some useful information.

4. a good deal of useful information.
 5. a great deal of useful information.
20. Professors of faculty members have given me or directed me to
1. no useful information.
 2. very little useful information.
 3. some useful information.
 4. a good deal of useful information.
 5. a great deal of useful information.
21. Counselors in a college counseling center or placement office have given me or directed me to
1. no useful information.
 2. very little useful information.
 3. some useful information.
 4. a good deal of useful information.
 5. a great deal of useful information.
22. Private consultants outside of college have given me or directed me to
1. no useful information.
 2. very little useful information.
 3. some useful information.
 4. a good deal of useful information.
 5. a great deal of useful information.
23. Books with the information I needed have given me
1. no useful information.
 2. very little useful information.
 3. some useful information.
 4. a good deal of useful information.
 5. a great deal of useful information.
24. Audio or visual aids like tape recordings, movies, or computers have given me
1. no useful information.
 2. very little useful information.
 3. some useful information.
 4. a good deal of useful information.
 5. a great deal of useful information.
25. College and graduate or professional school catalogs have given me
1. no useful information.
 2. very little useful information.
 3. some useful information.
 4. a good deal of useful information.
 5. a great deal of useful information.

26. People in the occupation or in the college department or graduate or professional school I am considering have given me or directed me to
1. no useful information.
 2. very little useful information.
 3. some useful information.
 4. a good deal of useful information.
 5. a great deal of useful information.
27. TV shows, movies, or magazines have given me
1. no useful information.
 2. very little useful information.
 3. some useful information.
 4. a good deal of useful information.
 5. a great deal of useful information.
28. Which of the following is the best source of information about job duties and opportunities?
1. The Encyclopedia Britannica
 2. World Almanac
 3. Business Week
 4. The Occupational Index
 5. The Occupational Outlook Handbook
29. Which one of the following would be most useful for detailed information about graduate or professional schools?
1. The World Book or Collier's Encyclopedia
 2. Publications of professional associations.
 3. Peterson's Guide
 4. Publications of the National Institute of Education
 5. The Education Index
30. The most detailed and complete information about recent employment trends is published in
1. Business Week.
 2. Advertising Age.
 3. The Wall Street Journal.
 4. The Monthly Labor Review.
 5. The National Review.
31. Current occupational trend information is published in
1. Change.
 2. The Occupational Outlook Quarterly.
 3. The Nation.
 4. The Congressional Record.
 5. The Futurist.
32. To find out about local business activities, one would go to the
1. Better Business Bureau.

2. City or Town Hall.
3. Public Library.
4. Chamber of Commerce.
5. A.F. of L.-C.I.O.

End of Part II. Go on to Part III.

Part III. WHAT TO CONSIDER AND DO. What should each of the following students do? Choose the one best answer for each case.

1. E. R. took some tests which show some promise for an accounting job. The student says, "I just can't see myself sitting behind a desk for the rest of my life. I'm the kind of person who likes variety. I think a traveling job would suit me fine." E. R. should
 1. disregard the tests and do what he or she wants to do.
 2. do what the tests say, since they know best.
 3. prepare for a job which requires accounting ability but does not pin one to a desk.
 4. ask to be tested with another test since the results of the first one are probably wrong.
2. J. D. might like to become a computer programmer, but knows little about computer programming, and is going to the library to find out more about it. The most important thing for J. D. to know now is:
 1. what the work is, what one does on the job.
 2. what the pay is.
 3. what the hours of work are.
 4. where one can get the right training.
3. A. M. is very good with skilled handwork and there isn't anybody in the class who has more mechanical aptitude or is better at art. Best grades are in math. A. M. likes all of these things. What should this entering student do?
 1. Look for an occupation which will use as many of these interests and abilities as possible.
 2. Pick an occupation which uses math since there is a better future in that than in art or in working with one's hands.
 3. Decide now on one of these activities because of ability or interest, and then pick an occupation that uses that kind of asset.
 4. Put off deciding about the future and wait until interest in some of these activities declines.
4. B. R. gets very good science grades but doesn't care too much about this subject. The subject liked best is art even though grades in it are only average. This student is most likely to do well in a future occupation if he or she
 1. forgets about interest in art since achievement is so much better in science.
 2. doesn't worry about the achievement in art, because if you like something, you can become good at it.

3. looks for an occupation which uses both art and science, but more science than art.
4. looks for an occupation which involves both science and art, but more art than science.
5. L. F. professes not to really care what kind of work is available on leaving college as long as it is working with people. If this is all this student cares about, he or she is likely to make a bad choice because:
 1. this kind of work usually requires a graduate degree.
 2. employers usually hire people with definite interests and objectives.
 3. people look down on those who work with people because such work usually doesn't pay as well as technical work.
 4. occupations in which one works with people can be very different from each other in the abilities and interests which are needed.
6. R. A. has good grades in all high school courses, wants to go to college, has parents' approval for going to college, but has no occupational plans. What is the best next step for R. A.?
 1. Delay college until occupational plans emerge.
 2. Choose a college major that is very difficult.
 3. Choose a college where exploring several majors is encouraged for the first two years.
 4. Find out about graduate and professional school requirements.
7. A. D. can't decide whether to become a trained airconditioning and refrigeration technician or a graduate engineer. In making the choice, to which of the following should A. K. pay the most attention?
 1. How much money A. K. wants to earn.
 2. How much education and training A. K. is likely to be able to get.
 3. What A. K.'s parents would prefer.
 4. Which occupation people respect most.
8. P. T. is a graduating high school senior with no education or vocational plans beyond high school. What would you recommend that P. T. do first?
 1. A thorough search of colleges to attend.
 2. An analysis of relevant personal characteristics such as abilities, interests, and values.
 3. An intensive study of information about occupations.
 4. A matching of P. T.'s abilities with job requirements.

9. E. R. has excellent school grades and very high scores on all ability tests, but no educational or vocational plans. What is the best advice one could give E. R.?
 1. Arrive at a definite goal as soon as possible.
 2. Not to be concerned about a goal or a plan because success is almost certain.
 3. Concentrate on selecting the right college major.
 4. Find out when important choices will have to be made and get the needed information.
10. An uncle has just told T. H. that his company is always looking for actuaries, pays them well and keeps them on the payroll even in bad times. T. H. is interested and wants to learn more about the occupation. What is the most important thing for T. H. to learn?
 1. Where actuaries work.
 2. How much training is required.
 3. What is the work actuaries do.
 4. What actuaries actually are paid.
11. L. F. has good grades and looks forward to studying physics in graduate school. What is the best advice to help L. F. plan a first-year college program?
 1. Be sure to schedule the best courses in math and physical science.
 2. Get all of the shop courses it is possible to take.
 3. Take a light load to get good grades.
 4. Allow time for a part-time job to learn what physicists do.
12. J. J., who has always dreamed of being either a lawyer or a business executive, cannot continue in college because of the cost. J. J.'s grades and test scores are good. What should be recommended for J. J. after dropping out?
 1. Find a job in a law office and go to law school at night.
 2. Get a job in a business concern that offers on-the-job training and other educational opportunities.
 3. Forget about law and business and work in a field that requires no education.
 4. Find a rewarding hobby.
13. M. J. is considering becoming either a research chemist or a lawyer. In choosing between the two, to which of the following should be given the most weight? Whether M. J.'s
 1. ability in science and grades in science courses are good enough.
 2. can afford to go to graduate school.

3. can get admitted to a graduate school.
 4. friends think the choice is a good one.
14. After careful thought E. K. has decided on business training after a college major in economics. However, deciding between accounting and marketing remains a problem for E. K. In exploring this problem, to what should be given the most weight?
1. The difference in training time required by the two majors.
 2. The chances of being admitted for training in the major.
 3. Which major requires the most work.
 4. Which major best fits E. K.'s abilities and interests.
15. J. F. is the best all around artist in the class, winning art competitions consistently. But academic subject matter comes hard to J. F., who is about to graduate in the bottom fifth of the senior class. Which is the most realistic educational plan for J. F.?
1. Seek admission to a university where one can combine art and regular college subjects to earn a Bachelor of Fine Arts.
 2. Forget about any education beyond high school.
 3. Forget about art and concentrate on doing well in academic subjects in college.
 4. Seek admission to an art school where poor academic grades will not be a handicap.
16. L. D. wants to be a newspaper reporter. Which of the following paths might lead to becoming a qualified newspaper reporter?
1. Working full-time on a newspaper and continuing education on a part-time basis.
 2. Earning a bachelors degree in Journalism.
 3. Taking a liberal arts degree first, followed by a graduate degree in Journalism.
 4. Any of the above.
17. B. D.'s interest in and skill at helping others has become the most important part of B. D.'s self-picture. Which occupation should B. D. probably not be considering?
1. Nurse's aide.
 2. Recreation worker.
 3. Salesperson.
 4. Teacher's aide.

18. R. R. gets B's in math and science but is failing firstyear college English, and gets D's in history. Which occupation makes the most sense for R.R.?
1. Engineering technician.
 2. Veterinarian.
 3. Civil engineer.
 4. Science and math teacher.
19. J. M. has high ability, excellent grades and the money to stay in college. J. M.'s only clear future goal is to make a great deal of money. What should J. M. do?
1. Pursue a career in medicine because that's where the money is.
 2. Arrive at an appropriate vocational goal and the money will take care of itself.
 3. Change goals because wanting a lot of money is not a good thing.
 4. Find out what wanting a lot of money really means to him.
20. A. S. has good tested ability but has poor high school grades, and has been turned down by three liberal arts colleges because of the high school record. A. S. thinks the problems that caused the low grades are now solved and wants to get more education. What is A. S.' best course of action?
1. Forget about college and seek a satisfying job.
 2. Repeat courses in high school in order to improve the grades.
 3. Find out about junior colleges and community colleges whose admission standards are less demanding.
 4. Get private tutoring in the weak subjects.

What is most important, what is best, in each of the following situations? Continue to choose the one best answer.

21. In deciding which colleges to apply to, what should be the most important consideration?
1. Does one have friends at that college?
 2. Does the college offer preparation for the occupational goal one has in mind?
 3. Are the physical surroundings of the college pleasant and agreeable?
 4. How far from home is the college?
22. Your French professor thinks you have exceptional talent in French and encourages you to think about majoring in French in college and in graduate school.

You like the idea, but know little about what studying French might lead to. What is the best first step to take?

1. Find out what courses French majors take.
 2. Talk to a counselor about what kind of information you need and how to get it.
 3. Find out about graduate school requirements for studying French.
 4. Investigate the demand for French teachers.
23. There are several steps in making good decisions and choices. Which is the first step?
1. Knowing there are choices you can or should make.
 2. Deciding what you want to do and finding out the best way of doing it.
 3. Doing the things that will help you achieve your goal.
 4. Not being afraid to change your mind if your decision doesn't work out.
24. The last step in good decision making is to
1. choose a goal and stick to it.
 2. figure out what your chances of success are.
 3. do the kinds of things which will get you where you want to be.
 4. do the things you need to do to achieve your goal, but change to something else if things don't work out.
25. If the goal you have set for yourself is realistic and reasonable, the most important thing is
1. to stick to it no matter what happens.
 2. not to be influenced by what other people think of your choice.
 3. to have good plans for achieving it.
 4. to forget about all other possibilities.
26. If you have an accurate picture of the kind of person you are, you are more likely to
1. make good decisions and choices.
 2. be able to sell yourself to an employer or college admissions officer.
 3. have confidence in yourself.
 4. end up in a high level job.
27. The reason why you should try yourself out in different courses and activities is that:
1. it looks good on your transcript and in your letters of reference.
 2. it helps you to discover your interests and abilities and your strengths and weaknesses.

3. your friends will think more highly of you.
 4. it is more satisfying to be active than idle.
28. The reason why it is a good idea to talk things over with your parents when you are choosing an occupation is that:
1. they know you better than anybody else and can give you good advice.
 2. their encouragement and backing are important to have.
 3. they may have contacts you don't know about.
 4. they may have other plans for you.
29. In the first year of college, plans about jobs and occupations should:
1. be clear.
 2. not rule out any possibilities.
 3. keep open the best possibilities.
 4. not be made at all.
30. Decisions about college courses can have an effect on:
1. the kind of job one gets.
 2. the kind of further training or education one can get after college.
 3. later occupational choices.
 4. all of these.

End of Part III.

PART IV. CAREER INFORMATION. Choose the one best answer to each of the following questions.

1. The career decisions we make are important because
 1. they can affect our lives and even our personalities.
 2. people judge us by the kinds of decisions we make.
 3. once it has been made, a decision is hard to change.
 4. if we make a bad decision, we pay for it the rest of our lives.
2. The things we learn in school and college, at home, and in everyday life have a lot to do with what we will do one day for a living and with how good we will be at it. Which of the following is most important?
3. An important part of growing up is finding out what we are like and what the world of work is like. Young people should therefore be encouraged to:
 1. explore widely.
 2. seek counseling.
 3. read a lot.
 4. go on trips.
4. First-year college students should be expected to know:
 1. exactly what occupation they want to go into.
 2. the kind of work but not necessarily the specific occupation they want.
 3. where to get the job they want.
 4. the different occupations open to a person with their interests and abilities.
5. When professors or counselors encourage students to explore themselves and the world about them, what they want them to do is to:
 1. be active in college affairs.
 2. go on field trips.
 3. try themselves out in a variety of situations and activities.
 4. take some aptitude tests.
6. Exploration is something which people should be encouraged to engage in:
 1. throughout their lives.
 2. when they become dissatisfied with the way things are.
 3. when they lose their jobs.
 4. when things start to go wrong.
7. It is hard to decide exactly what kind of work is best until one has:
 1. taken some tests.
 2. had certain kinds of experience.

3. gotten to know the right people.
 4. changed jobs several times.
8. The best way to find out about ourselves and the world around us is to:
1. read a lot.
 2. try ourselves out in different situations and activities.
 3. take some aptitude tests.
 4. ask other people what they think.
9. There are people who will never have steady jobs and who will go from one job or employer to another. Such persons should:
1. open a savings account.
 2. go to an employment agency.
 3. accept the fact that this is the way their lives are going to be and plan accordingly.
 4. go on welfare.
10. Many first-year college students have goals which their tests suggest may not be wise. This is:
1. alright provided they check them out and learn from it.
 2. bad because they are only asking for trouble.
 3. good because it is better to aim too high than to aim too low.
 4. nothing to worry about; it is only a stage they are going through.
11. As we go from childhood to adolescence, from adolescence to adulthood, and from adulthood to middle age and old age, the most important thing is that:
1. people expect more of us.
 2. we have new decisions and choices to make.
 3. the competition gets tougher.
 4. our lives get easier.
12. Which of the following will help college students most in thinking about a career?
1. Making the right contacts.
 2. Setting an occupational goal early and sticking to it.
 3. Finding out where the best opportunities for employment are.
 4. Finding out what activities and courses they like most and are best at.
13. The reason why many young people change college majors and jobs frequently between the ages of 18 and 25 is that:

1. they don't know when they are well off.
 2. they received wrong advice from their parents and teachers.
 3. they are maladjusted.
 4. they don't know enough about themselves or work to make good choices.
14. Once we have a job, getting ahead in our field is mostly a matter of:
1. being willing to work long hours.
 2. whom we know rather than what we know.
 3. having clear goals and knowing what to do to achieve them.
 4. doing what employer tells us to do.
15. It is usually not a good idea for first-year college students to set their minds on only one occupation and to rule out all other possibilities. The reason it is not a good idea is that:
1. they will be discouraged and disappointed if they don't get what they want.
 2. there may not be any jobs in that field by the time they graduate.
 3. most young people do not know enough about themselves or the world of work to be so sure of their choices.
 4. they may not have the money to get the training they need.
16. By age 25 most young men and women who work have stopped changing jobs and are ready to "settle down." This is because:
1. they have learned that they lose more than they gain by changing jobs.
 2. they realize that changing jobs only gives them a bad reputation.
 3. they now have a better picture of what they and the world of work are like.
 4. most employers won't hire people who have moved around a lot.
17. Suppose you know what kind of work you would like to do and also know about the many different occupations which can be found in that field. What information would you need to be able to pick out those occupations which are at the right level for you? (By field is meant the kind of work you would like to do, for example, scientific work, social service work, work involving machines and tools; by level is meant the amount of education and training you would need to get, and the amount of responsibility you would have to carry on the job.)

1. Information about your abilities.
 2. Information about educational and training requirements.
 3. Information about what it would cost to get the needed training and education.
 4. All of the above.
18. The most important thing about the courses we take in college or the jobs we take after we leave college is:
1. whether our parents approve of our choice.
 2. what they tell us about our interests and abilities.
 3. what our instructors or employers think of us.
 4. whether they are easy or difficult.
19. What is the best advice one can give high school and college students with regard to their future plans?
1. Evaluate and revise those plans in the light of experience.
 2. Stick to them no matter what.
 3. If at first you don't succeed, try, try, try again.
 4. Get to know key people; contacts are more important than grades or employers' ratings.
20. Being happy in a job is mostly a matter of:
1. being paid well.
 2. having interesting things to do when our day's work is done.
 3. knowing what we want from a job and getting it.
 4. receiving promotions and pay increases.
21. College students who want to go to graduate or professional school or to seek a particular kind of job when they leave college can improve their chances most by:
1. being active in college affairs.
 2. choosing appropriate college courses.
 3. getting along with their professors.
 4. choosing courses in which they know they will get good grades.
22. A college student who is thinking of going to a graduate or professional school should apply:
1. by the end of the sophomore year.
 2. by the end of the junior year.
 3. by the fall of the senior year.
 4. after graduation and all grades are in.
23. When about to leave college a student who plans to get a job should have:
1. a definite job lined up before leaving.
 2. a specific place in mind for applying for a job.

3. specific places and specific jobs in mind.
 4. specific places and types of jobs in mind.
24. In choosing an occupation, how quickly one learns things should be given:
1. no weight, as one can learn what one really wants to in time.
 2. some weight, because one may not have time to learn the things that come hard.
 3. a great deal of weight, because it is likely to indicate how easy or difficult things will be later.
 4. more weight than anything else.
25. Being interested in the kind of work one does generally:
1. leads to doing well in the work.
 2. leads to being satisfied with one's work.
 3. doesn't matter since one can learn to like almost anything.
 4. is unimportant, provided the pay, hours, etc. are good.
26. A student who, on leaving college, takes a construction job at a good wage instead of a trainee's job at lower pay:
1. gives up a better future for a better present.
 2. should work up to a higher level job easily enough.
 3. is probably following classmates' advice.
 4. is probably giving in to pressure from parents.
27. Which of the following changes of college major is the easiest to make? From
1. Business Administration to Biology.
 2. Physics to Business Administration.
 3. History to Physics.
 4. Engineering to Business Administration.
28. Changing majors or specialties, whether in college, or in the world of work, is
1. difficult, involves loss of time, money, and the respect of friends, with little benefit in the end.
 2. involves extra time and money, but is easy enough and provides variety that may be worth the trouble.
 3. difficult, involves time and money, but can result in special combinations of knowledge and skill that open up new opportunities.
 4. easy enough, but not likely to be of much benefit.
29. Most people begin to settle down in some type of work at about age:
1. 19.
 2. 22.

- 3. 25.
- 4. 28.

30. People who continue to work after they retire usually do so because they:
- 1. have to in order to get Social Security.
 - 2. like the work and the activity.
 - 3. are needed by their employers.
 - 4. don't know what else to do.

End of Part IV. Go on to Part V.

PART V. WORLD OF WORK INFORMATION. Choose the one best answer to each question.

1. Which one of the following occupations belongs to an occupational family or field of work which is different from that of the other four?
 1. Anthropologist.
 2. Sociologist.
 3. Ethnologist.
 4. Paliontologist.
 5. Demographer.
2. One of the things that great artists, musicians and professional athletes have in common is the desire to:
 1. make money.
 2. have large audiences.
 3. be the best there is at what they do.
 4. teach others to do what they do.
 5. have steady jobs.
3. Which one of the following is most likely to supervise other workers?
 1. Machinist.
 2. Mechanic.
 3. Millwright.
 4. Tool and die maker.
 5. Lathe operator.
4. Which one of the following is likely to have the highest net annual income?
 1. County Civil Engineer.
 2. Accountant in a Small Business.
 3. Corporation Lawyer.
 4. Architect in Architectural Firm.
 5. Insurance Salesman.
5. The energy crisis has revived:
 1. Bootlegging.
 2. Candlemaking.
 3. Charcoal burning.
 4. Coal mining.
 5. Scavenging.
6. The occupational fields expected to grow most rapidly during the next ten years are:
 1. Professional and service.
 2. Sales and crafts.
 3. Crafts and clerical.
 4. Labor and sales.
 5. Managerial and labor.

7. Bricklayers are generally trained in:
 1. community colleges.
 2. high school.
 3. apprenticeships or on the job.
 4. technical institutes.
 5. vocational high schools.
8. Dental technicians usually learn their jobs in:
 1. high schools.
 2. apprenticeships or on-the-job training.
 3. community colleges or technical schools.
 4. four-year colleges or universities.
 5. graduate or professional schools.
9. Family doctors (physicians) usually learn their jobs in:
 1. high schools.
 2. apprenticeships or on-the-job training.
 3. community colleges or technical schools.
 4. four-year colleges or universities.
 5. graduate or professional schools.
10. Lawyers usually learn their jobs in:
 1. high schools.
 2. apprenticeships or on-the-job training.
 3. community colleges or technical schools.
 4. four-year colleges or universities.
 5. graduate or professional schools.
11. Computer operators usually learn their jobs in:
 1. high schools.
 2. apprenticeships or on-the-job training.
 3. community colleges or business schools.
 4. four-year colleges or universities.
 5. graduate or professional schools.
12. Investment counselors usually learn their jobs in:
 1. high schools.
 2. apprenticeships or on-the-job training.
 3. community colleges or business schools.
 4. four-year colleges or universities.
 5. graduate or professional schools.
13. Nurses are most likely to use:
 1. splints.
 2. slide rules.
 3. plumb lines.
 4. calipers.
 5. stethoscopes.

14. Medical laboratory technicians are most likely to use:
 1. levels.
 2. clinical thermometers.
 3. log tables.
 4. tongue depressors.
 5. microscopes.
15. An artist is most likely to use:
 1. calcium.
 2. charcoal.
 3. heavy water.
 4. pitchblend.
 5. sodium.
16. A secretary using the most up-to-date equipment is most likely to use:
 1. litmus paper.
 2. tracing paper.
 3. punch cards.
 4. scotch tape.
 5. magnetic cards.
17. A stock broker is most likely to use:
 1. a calculator.
 2. calipers.
 3. forceps.
 4. a micrometer.
 5. ticker tape.
18. Accountants are most likely to use:
 1. sales slips.
 2. percentage tables.
 3. computer printout.
 4. slide rules
 5. cancelled checks.
19. Appraisers are most likely to use:
 1. calculators.
 2. price lists.
 3. want ads.
 4. credit ratings.
 5. sales records.
20. Which of the following is most likely to work late at night?
 1. Court reporter
 2. Drama critic
 3. Art editor
 4. Political reporter
 5. Society columnist

21. Which of the following is most likely to be able to forget about work after leaving the office?
 1. Business machines salesman
 2. District sales manager
 3. College professor
 4. Accountant
 5. Cardiologist
22. Equal employment opportunity legislation is now making more opportunities for:
 1. women.
 2. high school graduates.
 3. college graduates.
 4. old people.
 5. young people.
23. Recent trends in employment make it clear that from now on:
 1. almost all married women will work after marriage.
 2. more than half of the married women will work after marriage.
 3. almost half of the married women will work.
 4. few married women will work.
 5. very few married women will work after marriage.
24. Between 1910 and 1970, the industry employing the greatest number of workers changed from:
 1. agriculture to wholesale and retail trade.
 2. manufacturing to agriculture.
 3. wholesale and retail trade to manufacturing.
 4. agriculture to manufacturing.
 5. manufacturing to communications.
25. Waiters and waitresses are paid:
 1. monthly salaries.
 2. weekly salaries.
 3. hourly wages.
 4. wages and tips.
 5. tips only.
26. Which of the following is most likely to be paid on a commission basis?
 1. Commercial photographer
 2. Dime store clerk
 3. Department store furniture salesperson
 4. Lawyer in private practice
 5. Physician in private practice
27. Making good on one's first job depends mostly on:
 1. whom one knows.

2. putting up a good front.
 3. dependability.
 4. playing the game.
 5. doing what the boss says.
28. In starting a new job, it is most important to:
1. make sure the other workers like you.
 2. show the other workers that they can't put anything over on you.
 3. show that you are your own boss.
 4. be aware of how others feel about things.
 5. hide your own feelings from others.
29. In dealing with customers, clients, or other outsiders with whom your work brings you in contact, it is most important to:
1. show them that you know more about your work than they do.
 2. understand what they want and see if you can help them get it.
 3. make sure that you do only as you are told.
 4. do whatever brings in the most money.
 5. make your employer look good, no matter what.
30. Which of the following is most important in a job application interview?
1. Telling the interviewer you will do any work so long as the job is a good one.
 2. Knowing what salary or pay to ask for.
 3. Finding out whether you and the job are right for each other.
 4. Being polite and well-dressed.
 5. Being introduced by a mutual friend.

End of Part V. Go on to Part VI.

PART VI. KNOWLEDGE OF PREFERRED OCCUPATION. The following questions should be answered in terms of the Occupational Group you selected when filling in the Occupational Group Preference Form.

First, be sure you have circled the letter of the Preferred Occupational Group.

Now you are ready to answer the questions that follow. They list ways in which occupations differ from each other. In describing your Occupational Group, think of what is true for most of the Occupations in that Group. Mark the one best answer to each question.

Most occupations involve some combination of working with words, numbers, people, and things. In your preferred Occupational Group, the

- Occupational Group, and
1. most important is:
 1. words. 2. numbers. 3. people. 4. things.
 2. next most important is:
 1. words. 2. numbers. 3. people. 4. things.
 3. least important is:
 1. words. 2. numbers. 3. people. 4. things.
 4. The Occupational Group that you selected requires the use of:
 1. no special tools or equipment.
 2. hand tools, without real precision.
 3. hand tools, with real precision.
 4. equipment, with simple handling or adjustments.
 5. complex equipment requiring technical knowledge and skill.

Some people learn to do a new job more easily and more quickly than others. Think of how people differ in this kind of ability and rate your Occupational Group to show how much of the following abilities are required.

5. Verbal reasoning (understanding and working with words). On this ability, this Occupational Group is typically made up of:
 1. the top 10% of people in general.
 2. above average people.
 3. average, middle third of people in general.
 4. below average people.
 5. the bottom 10% of people in verbal reasoning.
6. Numerical ability (working with numbers and using them in solving problems). On this ability, this Occupational Group is typically made up of:
 1. the top 10% of people in general.

2. above average people.
 3. average, middle third of people in general.
 4. below average people.
 5. the bottom 10% of people in numerical ability.
7. Abstract reasoning (ability to see relationships among objects, patterns and designs). On this ability, this Occupational Group is typically made up of:
1. the top 10% of people in general.
 2. above average people.
 3. average, middle third of people in general.
 4. below average people.
 5. the bottom 10% of people in abstract reasoning.
8. Clerical speed and accuracy (speed and accuracy in comparing combinations of letters and numbers.) On this ability, this Occupational Group is typically made up of:
1. the top 10% of people in general.
 2. above average people.
 3. average, middle third of people in general.
 4. below average people.
 5. the bottom 10% of people in clerical speed and accuracy.
9. Mechanical reasoning (ability to understand mechanical principles and devices and to apply the laws of everyday physics). On this ability, this Occupational Group is typically made up of:
1. the top 10% of people in general.
 2. above average people.
 3. average, middle third of people in general.
 4. below average people.
 5. the bottom 10% of people in mechanical reasoning.
10. Space relations (ability to see things in relation to each other, to think in three dimensions, and to picture things in one's mind). On this ability, this Occupational Group is typically made up of:
1. the top 10% of people in general.
 2. above average people.
 3. average, middle third of people in general.
 4. below average people.
 5. the bottom 10% of people in space relations.
11. Spelling (knowing how to spell). On this ability, this Occupational Group is typically made up of:
1. the top 10% of people in general.
 2. above average people.

3. average, middle third of people in general.
 4. below average people.
 5. the bottom 10% of people in spelling.
12. Language usage (ability to recognize and use correct grammar, punctuation, and capitalization). On this ability, this Occupational Group is typically made up of:
1. the top 10% of people in general.
 2. above average people.
 3. average, middle third of people in general.
 4. below average people.
 5. the bottom 10% of people in language usage.
13. Verbal understanding. In this Occupational Group, workers must be able to:
1. read and remember complex passages involving special vocabularies.
 2. understand the meanings of words in general literary use.
 3. read ordinary newspapers and carry on conversations.
 4. understand simple instructions and answer simple questions.
14. How strong one must be. In this Occupational Group the work is generally:
1. sedentary, done sitting down and lifting only light objects.
 2. light, one may stand or walk but does not have to lift heavy objects.
 3. not more than moderately heavy, things to be lifted never weight more than 50 pounds and usually less than 25.
 4. heavy, with much standing, walking and lifting objects weighing up to 100 pounds in loading and moving equipment.
15. and 16. Below are 10 types of interests which people may have:
1. Outdoor - activities involving being outdoors
 2. Clerical - detail work calling for accuracy
 3. Computational - working with numbers, arithmetic, etc.
 4. Mechanical - working with things, machines, equipment
 5. Scientific - experimenting, laboratory research, understanding the how and why of things

- 6. Artistic - enjoying design, color, shape
- 7. Literary - working with words, stories, ideas
- 8. Musical - enjoying listening or playing music
- 9. Persuasive - influencing others personally or in writing
- 10. Social Service - helping people who are in need or in trouble

Most occupations involve at least two of the types of interests listed on the previous page. Pick out the two interests which are typical of most of the occupations in your Occupational Group. Circle the numbers of the two you choose.

Occupations differ in the extent to which they permit people in them to find what they want in life. In the following 15 questions, indicate how well the Occupational Group you picked provides opportunities for satisfying the values listed.

<u>Values</u>	<u>Opportunities for satisfying:</u>
17. Altruistic (helping people):	1. Poor 2. Average 3. Good
18. Artistic (enjoying beauty)	1. Poor 2. Average 3. Good
19. Creative (making new things or creating new ideas):	1. Poor 2. Average 3. Good
20. Intellectual (working with ideas and solving problems):	1. Poor 2. Average 3. Good
21. Independence (being free to be yourself):	1. Poor 2. Average 3. Good
22. Achievement (feeling you have really accomplished something):	1. Poor 2. Average 3. Good
23. Prestige (winning the respect of others):	1. Poor 2. Average 3. Good
24. Managing (planning work and supervising people):	1. Poor 2. Average 3. Good

25. Economic (making plenty of money and having good things): 1. Poor 2. Average 3. Good
26. Security (being sure of a job): 1. Poor 2. Average 3. Good
27. Surroundings (having a good place to work in): 1. Poor 2. Average 3. Good
28. Supervisory relations (having a good boss): 1. Poor 2. Average 3. Good
29. Companionship (having pleasant people to work with): 1. Poor 2. Average 3. Good
30. Variety (doing many different things or working in various places): 1. Poor 2. Average 3. Good
31. Way-of-life (living a good life in a nice place): 1. Poor 2. Average 3. Good
32. The amount of education required by your preferred occupational group is shown by a:
1. postgraduate degree (M.A. or Ph.D.) from a graduate school.
 2. professional degree (M.D., LLB., etc.) from a professional school.
 3. B.A. or B.S. from a college or university.
 4. A.A. or certificate from a two-year college.
 5. diploma from a business or technical school after high school.
 6. diploma from high school.
 7. lack of diploma or certificate requirements.
33. In your preferred Occupational Group, one needs,
1. no specialized training.
 2. special courses (for instance, commercial or vocational) in high school.
 3. an apprenticeship or more than a few days of on-the-job training.
 4. one or more short courses in business or technical school.
 5. a particular major in college.
 6. a postgraduate or professional degree in a special field.

34. The best single way to get one's first job in this Occupational Group is through:
 1. direct application to the employer.
 2. an examination that puts one on the eligible list.
 3. the union.
 4. one's school, or college, or professional school.
 5. an employment agency.
35. Occupations vary in their social and economic levels, that is, in how well the people working in them can live. How does the Occupational Group you have in mind compare with others in this way? It is:
 1. among the highest level occupations.
 2. above average.
 3. about average in how people can live.
 4. below average.
 5. among the lowest.
36. Some occupational fields are likely to change considerably in the nature of the work as a result of future developments in technology and science. The Occupational Group you are rating is likely to:
 1. become quite different in the knowledge and skills required.
 2. change somewhat.
 3. stay pretty much the same.
37. How steady is the work in your preferred Occupational Group:
 1. Even in bad times people are usually sure of a job and regular income once they are employed and qualified.
 2. Except in bad times, people are usually sure of a job and a regular income.
 3. Employment is affected by minor changes in the volume of business and there is some risk of brief periods of unemployment.
 4. Employment is affected by economic changes and the risk of unemployment is great.
38. How steady is the income from this kind of work:
 1. Income goes up and down with the performance of the worker, as in piecework, or commission, or fee-charging jobs.
 2. Income varies from week to week with overtime or temporary lulls.
 3. Income is steady as it is based on a fixed salary.
39. Annual incomes vary with the occupation. How well does this Occupational Group pay? It is:
 1. one of the highest paying fields.

2. above average.
 3. about average in how well it pays.
 4. below average.
 5. one of the lowest paying fields.
40. Most people in this Occupational Group work for:
1. government agencies: federal state, municipal, etc.
 2. private companies, organizations or institutions.
 3. both governmental and private organizations.
 4. themselves.
41. The hours of work in these occupations are generally:
1. regular, daytime, hours fixed by the organization.
 2. shift work, involving no change of shift.
 3. shift work, involving changing shifts at times.
 4. irregular, changing from day to day or week to week, as the situation demands.
 5. irregular, but under control of the individual.
 6. fixed, but under the control of the individual.

End of Part VI.

APPENDIX D

CAREER DECISION SCALE

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This questionnaire contains some statements that are commonly made by students about their educational and occupational plans. Some of the statements may apply to you; others may not. Please read through them and indicate how closely each item describes you in your thinking about a career or a college major by circling the appropriate number to the right of that item. An example is given below:

Sample Self-Description Item

Sample Answer

	Exactly like me	Very much like me	Only slightly like me	Not at all like me
I am excited about graduating and going to work.	④	3	2	1

If you were excited about going to work and felt no hesitation about it, you would circle "4" as it is circled above to indicate the description was exactly the way you felt. If the item is very close but not exactly the way you feel—for example, you're generally excited about going to work after you graduate but you are experiencing some minor concerns about it—you would circle the number "3." You would circle "2" if the item described you in some ways but in general it was more unlike than like your feelings; for example, if you were generally more concerned than excited about work after graduation. Finally, you would circle "1" if the item did not describe your feelings at all; that is, you were experiencing a great deal of concern and no excitement about graduation and work.

If you change your answer, please be sure that all previous marks are completely erased. Please give only one response to each item and respond to all items.

	Exactly like me	Very much like me	Only slightly like me	Not at all like me
1. I have decided on a career and feel comfortable with it. I also know how to go about implementing my choice.	4	3	2	1
2. I have decided on a major and feel comfortable with it. I also know how to go about implementing my choice.	4	3	2	1
3. If I had the skills or the opportunity, I know I would be a _____, but this choice is really not possible for me. I haven't given much consideration to any other alternatives, however.	4	3	2	1
4. Several careers have equal appeal to me. I'm having a difficult time deciding among them.	4	3	2	1
5. I know I will have to go to work eventually but none of the careers I know about appeal to me.	4	3	2	1
6. I'd like to be a _____ but I'd be going against the wishes of someone who is important to me if I did so. Because of this, it's difficult for me to make a career decision right now. I hope I can find a way to please them and myself.	4	3	2	1
7. Until now, I haven't given much to choosing a career. I feel lost when I think about it because I haven't had many experiences in making decisions on my own and I don't have enough information to make a career decision right now.	4	3	2	1

	Exactly like me	Very much like me	Only slightly like me	Not at all like me
8. I feel discouraged because everything about choosing a career seems so "ify" and uncertain; I feel discouraged, so much so that I'd like to put off making a decision for the time being.	4	3	2	1
9. I though I knew what I wanted for a career, but recently I found out that it wouldn't be possible for me to pursue it. Now I've got to start looking for other possible careers.	4	3	2	1
10. I want to be absolutely certain that my career choice is the "right" one, but none of the careers I know about seem ideal for me.	4	3	2	1
11. Having to make a career decision bothers me. I'd like to make a decision quickly and get it over with. I wish I could take a test that would tell me what kind of career I should pursue.	4	3	2	1
12. I know what I'd like to major in but I don't know what careers it can lead to that would satisfy me.	4	3	2	1
13. I can't make a career choice right now because I don't know what my abilities are.	4	3	2	1
14. I don't know what my interests are. A few things "turn me on" but I'm not certain that they are related in any way to my career possibilities.	4	3	2	1

	Exactly like me	Very much like me	Only slightly like me	Not at all like me
15. So many things interest me and I know I have the ability to do well regardless of what career I choose. It's hard for me to find just one thing that I would want as a career.	4	3	2	1
16. I have decided on a career but I'm not certain how to go about implementing my choice. What do I need to do to become a _____ anyway?	4	3	2	1
17. I need more information about what different occupations are like before I can make a career decision.	4	3	2	1
18. I think I know what I want to major in but feel I need some additional support for it as a choice for myself.	4	3	2	1
19. None of the above items describe me. The following would describe me better: (write your response below.)	4	3	2	1

APPENDIX E

PERSONAL INFORMATION SHEET

Age _____ Sex _____ Classification _____ (Fr. So. Jr. Sr.)

Work Experience: (Do not include internship here.)

Job title or description	Employer	Length of employment

Major/Minor courses completed: Please check those courses you have completed. Do not check courses in which you are now enrolled.

☐ CT 131: Beginning Clothing Construction

☐ CT 221: Modeling

☐ CT 328: Display

☐ CT 330: Textiles

☐ CT 332: Art Related to Home & Dress

☐ CT 333: Family Clothing

☐ CT 335: Clothes & Cultures

☐ CT 337: Quality Recognition

☐ CT 435: Fashion Fundamentals I

☐ CT 436: Fashion Fundamentals II

☐ CT 437: Apparel Design

☐ CT 439: Internship

- ___MKT 300: Principles of Marketing
- ___MKT 330: Professional Selling
- ___MKT 342: Principles of Retailing
- ___MKT 355: Principles of Advertising
- ___MKT 365: Consumer Behavior
- ___MKT 428: Marketing Management
- ___MKT 430: Sales Management
- ___MKT 442: Advanced Retailing
- ___MKT 455: Advanced Advertising

APPENDIX F

STATISTICAL TABLES

Table F-1

Sequential Maximum R^2 Improvement Analysis of
Specific Career Information Test Scores

Entry	<u>F</u>	<u>p</u>	<u>R²</u>	Increase in <u>R²</u>
<u>Best 1-variable model</u>				
Classification	20.30	.0001	.181	
<u>Best 2-variable model</u>				
Classification	16.95	.0001		
Job relatedness	2.20	.1412		
Total	11.38	.0001	.200	.019
<u>Best 3-variable model</u>				
Classification	8.29	.0050		
Credit hrs. in minor	3.68	.0583		
Credit hrs. in major/minor	2.63	.0182		
Total	8.12	.0001	.213	.013
<u>Best 4-variable model</u>				
Classification	7.35	.0080		
Credit hrs. in minor	3.62	.0604		
Credit hrs. in major/minor	2.65	.1071		
Number of jobs	2.12	.1487		
Total	6.69	.0001	.231	.018

Table F-2

Sequential Maximum R^2 Improvement Analysis of
Career Development Inventory Scores

Entry	<u>F</u>	<u>p</u>	<u>R</u> ²	Increase in <u>R</u> ²
<u>Best 1-variable model</u>				
Specific career information (SCIT)	67.95	.0001	.425	
<u>Best 2-variable model</u>				
Number of jobs	4.24	.0423		
SCIT	59.20	.0001		
Total	37.29	.0001	.450	.025
<u>Best 3-variable model</u>				
Credit hrs. in minor	3.61	.0606		
Number of jobs	5.18	.0253		
SCIT	63.63	.0001		
Total	26.78	.0001	.472	.022
<u>Best 4-variable model</u>				
Credit hrs. in minor	6.38	.0133		
Credit hrs. in major/minor	3.71	.0571		
Job relatedness	5.34	.1232		
SCIT	65.80	.0001		
Total	21.46	.0001	.491	.019

Table F-3

Sequential Maximum R^2 Improvement Analysis
of Affective CDI Scores

Entry	<u>F</u>	<u>p</u>	<u>R²</u>	Increase in <u>R²</u>
<u>Best 1-variable model</u>				
Classification	11.43	.0011	.110	
<u>Best 2-variable model</u>				
Classification	8.14	.0054		
Job relatedness	6.86	.0103		
Total	9.51	.0002	.173	.063
<u>Best 3-variable model</u>				
Classification	6.92	.0100		
Number of jobs	2.46	.1206		
Job relatedness	2.75	.1008		
Total	7.26	.0001	.195	.022
<u>Best 4-variable model</u>				
Classification	8.53	.0044		
Credit hours in minor	2.22			
Number of jobs	2.57	.1124		
Job relatedness	2.89	.0924		
Total	6.08	.0002	.214	.019
<u>Best 5-variable model</u>				
Classification	7.09	.0092		
Credit hours in minor	1.77	.1865		
Number of jobs	4.05	.0473		
Months of employment	1.55	.2170		
Job relatedness	3.42	.0676		
Total	5.20	.0004	.228	.014

Table F-4
Sequential Maximum $\bar{R}^2$ Improvement Analysis
of CDI, Scale 1 Scores

Entry	$\underline{F}$	$\underline{p}$	$\underline{R}^2$	Increase in $\underline{R}^2$
<u>Best 1-variable model</u>				
Job Relatedness	17.11	.0001	.157	
<u>Best 2-variable model</u>				
Credit hours in major	7.59	.0071		
Job relatedness	15.48	.0002		
Total	12.96	.0001	.222	.065
<u>Best 3-variable model</u>				
Credit hours in major	6.58	.0120		
Number of jobs	1.25	.2674		
Job relatedness	8.84	.0038		
Total	9.08	.0001	.232	.010

Table F-5
Sequential Maximum $\bar{R}^2$ Improvement Analysis
of CDI, Scale 2 Scores

Entry	<u>F</u>	<u>p</u>	<u>R</u> ²	Increase in <u>R</u> ²
<u>Best 1-variable model</u>				
Classification	6.62	.0117	.067	
<u>Best 2-variable model</u>				
Classification	10.73	.0015		
Credit hours in minor	4.13	.0450		
Total	5.49	.0056	.108	.041
<u>Best 3-variable model</u>				
Classification	9.30	.0030		
Credit hours in minor	4.45	.0376		
Number of jobs	3.19	.0775		
Total	4.81	.0039	.138	.030

Table F-6
 Sequential Maximum R^2 Improvement Analysis
 of Cognitive CDI Scores

Entry	<u>F</u>	<u>p</u>	<u>R</u> ²	Increase in <u>R</u> ²
<u>Best 1-variable model</u>				
Specific career information (SCIT)	67.79	.0001	.424	
<u>Best 2-variable model</u>				
Credit hours in minor	6.87	.0103		
SCIT	78.43	.0001		
Total	39.50	.0001	.465	.041

Table F-7
 Sequential Maximum R^2 Improvement Analysis
 of CDI, Scale 3 Scores

Entry	<u>F</u>	<u>p</u>	<u>R</u>	Increase in <u>R</u>
<u>Best 1-variable model</u>				
Specific career information (SCIT)	29.24	.0001	.241	
<u>Best 2-variable model</u>				
Credit hours in minor	7.66	.0069		
SCIT	38.79	.0001		
Total	19.50	.0001	.300	.059

Table F-8
Sequential Maximum $\bar{R}^2$ Improvement Analysis
of CDI, Scale 4 Scores

Entry	<u>F</u>	<u>p</u>	<u>$\bar{R}^2$</u>	Increase in <u>$\bar{R}^2$</u>
<u>Best 1-variable model</u>				
Specific career information (SCIT)	49.63	.0001	.350	
<u>Best 2-variable model</u>				
Credit hours in minor	4.11	.0454		
SCIT	54.78	.0001		
Total	27.71	.0001	.378	.028
<u>Best 3-variable model</u>				
Credit hours in minor	3.49	.0651		
Number of jobs	2.59	.1109		
SCIT	58.27	.0001		
Total	19.66	.0001	.396	.018

Table F-9
Sequential Maximum R^2 Improvement Analysis
of CDI, Scale 5 Scores

Entry	<u>F</u>	<u>p</u>	<u>R</u> ²	Increase in <u>R</u> ²
<u>Best 1-variable model</u>				
Specific career information (SCIT)	39.39	.0001	.300	
<u>Best 2-variable model</u>				
Number of jobs	9.27	.0031		
SCIT	32.29	.0001		
Total	26.10	.0001	.364	.064
<u>Best 3-variable model</u>				
Number of jobs	2.79	.0985		
Months of employment	2.64	.1077		
SCIT	32.87	.0001		
Total	18.60	.0001	.383	.019

Table F-10
Sequential Maximum R^2 Improvement Analysis
of CDI, Scale 6 Scores

Entry	<u>F</u>	<u>p</u>	<u>R²</u>	Increase in <u>R²</u>
<u>Best 1-variable model</u>				
Specific career information (SCIT)	4.92	.0289	.051	
<u>Best 2-variable model</u>				
Age	2.47	.1197		
SCIT	6.81	.0106		
Total	3.74	.0276	.076	.025
<u>Best 3-variable model</u>				
Age	3.48	.0654		
Number of jobs	1,89	.1726		
SCIT	5.68	.0193		
Total	3.14	.0287	.095	.019

Table F-11
 Sequential Maximum R^2 Improvement Analysis
 of Career Decision Scale Scores

Entry	<u>F</u>	<u>p</u>	<u>R</u> ²	Increase in <u>R</u> ²
<u>Best 1-variable model</u>				
Credit hours in minor	3.01	.0860	.032	
<u>Best 2-variable model</u>				
Credit hours in minor	7.89	.0061		
Credit hrs. in major/minor	5.36	.0228		
Total	4.26	.0171	.086	.054
<u>Best 3-variable model</u>				
Age	4.33	.0403		
Credit hrs. in minor	8.97	.0036		
Credit hrs. in major/minor	4.50	.0366		
Total	4.38	.0064	.128	.042

Table F-12

Sequential Maximum R^2 Improvement Analysis
of CDS, Factor 1 Scores

Entry	<u>F</u>	<u>p</u>	<u>R</u> ²	Increase in <u>R</u> ²
<u>Best 1-variable model</u>				
Number of jobs	3.18	.0777	.033	
<u>Best 2-variable model</u>				
Age	6.00	.0162		
Credit hours in minor	5.38	.0226		
Total	4.04	.0209	.082	.049
<u>Best 3-variable model</u>				
Age	5.19	.0251		
Credit hours in minor	6.39	.0132		
Credit hrs. in major/minor	2.97	.0881		
Total	3.74	.0139	.111	.028
<u>Best 4-variable model</u>				
Age	3.46	.0662		
Credit hours in minor	6.40	.0132		
Credit hrs. in major/minor	2.80	.0979		
Number of jobs	2.30	.1332		
Total	3.42	.0119	.113	.022

Table F-13

Sequential Maximum R^2 Improvement Analysis
of CDS, Factor 2 Scores

Entry	<u>F</u>	<u>p</u>	<u>R²</u>	Increase in <u>R²</u>
<u>Best 1-variable model</u>				
Specific career information (SCIT)	6.85	.0104	.069	
<u>Best 2-variable model</u>				
Credit hours in minor	2.51	.1167		
SCIT	3.44	.0671		
Total	4.74	.0110	.094	.025
<u>Best 3-variable model</u>				
Credit hours in minor	2.08	.1526		
Job relatedness	1.95	.1662		
SCIT	2.53	.1155		
Total	3.84	.0123	.113	.019
<u>Best 4-variable model</u>				
Age	1.18	.2810		
Credit hours in minor	2.97	.0883		
Job relatedness	1.96	.1646		
SCIT	3.09	.0824		
Total	3.18	.0172	.125	.012

Table F-14
 Sequential Maximum R^2 Improvement Analysis
 of CDS, Factor 3 Scores

Entry	<u>F</u>	<u>p</u>	<u>R</u> ²	Increase in <u>R</u> ²
<u>Best 1-variable model</u>				
Credit hours in minor		.3398	.010	
<u>Best 2-variable model</u>				
Age	1.30	.2579		
Credit hours in minor	1.81	.1823		
Total	1.11	.3339	.024	.014

Table F-15
Sequential Maximum R^2 Improvement Analysis
of CDS, Factor 4 Scores

Entry	<u>F</u>	<u>p</u>	<u>R²</u>	Increase in <u>R²</u>
<u>Best 1-variable model</u>				
Age	1.97	.1633	.021	
<u>Best 2-variable model</u>				
Age	3.36	.0702		
Months of employment	1.77	.1862		
Total	1.88	.1580	.040	.019
<u>Best 3-variable model</u>				
Age	2.17	.1440		
Credit hours in minor	5.13	.0259		
Credit hours in major/minor	4.19	.0436		
Total	2.39	.0725	.074	.034
<u>Best 4-variable model</u>				
Age	3.07			
Credit hours in minor	4.20	.0433		
Credit hrs. in major/minor	3.12	.0806		
Months of employment	.97	.3280		
Total	2.04	.0962	.084	.010
<u>Best 5-variable model</u>				
Age	4.10	.0460		
Classification	1.03	.3123		
Credit hours in minor	4.65	.0339		
Credit hours in major/minor	4.16	.0445		
Months of employment	1.34	.2495		
Total	1.84	.1131	.094	.010

Table F-16
Descriptive Statistics for All Variables

Variable	Mean	SD	Minimum	Maximum
Age	20.117	1.537	17.00	28.00
Classification	2.766	1.062	1.00	4.00
Hours in major	11.968	9.191	0	29.00
Hours in minor	5.106	6.250	0	21.00
Hrs. in major/minor	17.074	14.699	0	50.00
Number of jobs	2.053	1.622	0	6.00
Months of employment	23.138	23.142	0	120.00
Job relatedness	8.862	9.257	0	56.00
Specific career information	29.787	4.176	19.00	38.00
Career maturity	-0.044	3.469	-8.70	6.07
CDI, Affective	0.013	1.678	-5.54	3.58
CDI, scale 1	117.691	19.276	67.00	162.00
CDI, scale 2	296.011	41.439	171.00	407.00
CDI, Cognitive	-.013	2.841	-9.55	5.28
CDI, scale 3	20.202	3.435	11.00	30.00
CDI, scale 4	23.500	3.893	8.00	30.00
CDI, scale 5	15.926	3.224	6.00	22.00
CDI, scale 6	22.862	3.201	16.00	31.00
Career Decidedness	26.979	7.490	16.00	48.00
CDS, Factor 1	12.255	4.106	8.00	24.00

Table F-16 (continued)

Variable	Mean	SD	Minimum	Maximum
CDS, Factor 2	4.096	1.593	2.00	8.00
CDS, Factor 3	3.213	1.190	2.00	7.00
CDS, Factor 4	6.096	2.319	3.00	12.00

Note. N = 94.

Table F-17

Descriptive Statistics of Demographic
Variables Ordered by Class Level

Classification	N	Mean	SD	Minimum	Maximum
<u>Age</u>					
Freshman	14	18.50	1.40	17	23
Sophomore	24	19.71	1.88	18	28
Junior	26	20.23	.99	19	24
Senior	30	21.10	.80	20	24
<u>Credit hours in major</u>					
Freshman	14	2.21	3.28	0	11
Sophomore	24	4.92	3.80	0	14
Junior	26	12.88	6.84	0	26
Senior	30	21.36	5.92	3	29
<u>Credit hours in minor</u>					
Freshman	14	.21	.80	0	3
Sophomore	24	.75	1.33	0	3
Junior	26	3.81	3.85	0	15
Senior	30	12.00	5.73	3	21
<u>Number of jobs</u>					
Freshman	14	1.64	1.78	0	5
Sophomore	24	1.71	1.65	0	6
Junior	26	2.00	1.36	0	5
Senior	30	2.56	1.68	0	6
<u>Months of employment</u>					
Freshman	14	20.14	25.57	0	72
Sophomore	24	25.79	26.85	0	120
Junior	26	20.27	17.23	0	60
Senior	30	24.90	24.00	0	96
<u>Job relatedness</u>					
Freshman	14	4.71	8.15	0	26
Sophomore	24	8.12	7.12	0	30
Junior	26	9.46	8.94	0	32
Senior	30	10.87	11.08	0	56

Table F-18

Descriptive Statistics of Response Variables
Ordered by Class Level

Classification	<u>N</u>	Mean	SD	Minimum	Maximum
<u>Specific career information</u>					
Freshman	14	26.28	4.53	20.00	33.00
Sophomore	24	29.42	4.39	19.00	38.00
Junior	26	29.38	2.97	24.00	36.00
Senior	30	32.07	3.50	21.00	38.00
<u>Career maturity (CDI)</u>					
Freshman	14	-2.42	3.89	-8.48	5.68
Sophomore	24	.16	3.65	-8.70	4.54
Junior	26	-.23	2.73	-5.40	5.48
Senior	30	1.06	3.28	-8.18	6.07
<u>CDI, affective scores</u>					
Freshman	14	-1.06	1.80	-5.54	2.95
Sophomore	24	-.22	1.50	-3.15	2.71
Junior	26	.07	1.72	-2.62	3.18
Senior	30	.65	1.48	-2.92	3.58
<u>CDI, Scale 1</u>					
Freshman	14	104.36	23.67	67.00	162.00
Sophomore	24	117.71	18.86	77.00	152.00
Junior	26	116.35	16.01	89.00	138.00
Senior	30	125.07	17.13	80.00	160.00
<u>CDI, Scale 2</u>					
Freshman	14	280.43	38.36	171.00	323.00
Sophomore	24	284.38	35.52	220.00	354.00
Junior	26	301.88	44.04	242.00	397.00
Senior	30	307.50	42.16	203.00	407.00

Table F-18 (continued)

Classification	<u>N</u>	Mean	SD	Minimum	Maximum
<u>CDI, cognitive scores</u>					
Freshman	14	-1.35	3.06	-8.13	4.60
Sophomore	24	.56	2.72	-7.76	4.51
Junior	26	-.30	2.41	-6.70	4.04
Senior	30	.40	3.07	-9.55	5.28
<u>CDI, Scale 3</u>					
Freshman	14	19.43	3.54	11	26
Sophomore	24	20.83	3.07	13	26
Juniors	26	20.04	3.52	12	30
Seniors	30	20.20	3.66	11	27
<u>CDI, Scale 4</u>					
Freshman	14	22.50	5.21	8	28
Sophomore	24	23.67	3.75	12	29
Junior	26	23.19	3.95	10	30
Senior	30	24.10	3.29	11	30
<u>CDI, Scale 5</u>					
Freshman	14	14.14	2.80	9	18
Sophomore	24	16.12	3.39	9	22
Junior	26	16.00	2.21	13	22
Senior	30	16.53	3.81	6	21
<u>CDI, Scale 6</u>					
Freshman	14	22.07	4.29	16	30
Sophomore	24	23.67	3.22	19	31
Junior	26	22.00	2.83	16	27
Senior	30	23.33	2.78	17	29
<u>Career decidedness (CDS)</u>					
Freshman	14	26.57	7.59	17	44
Sophomore	24	26.92	8.59	16	43
Junior	26	27.12	5.28	17	35
Senior	30	27.10	8.45	16	48

Table F-18 (continued)

Classification	N	Mean	SD	Minimum	Maximum
<u>CDS, Factor 1</u>					
Freshman	14	12.50	4.38	8	21
Sophomore	24	12.50	4.50	8	21
Junior	26	12.00	2.88	8	17
Senior	30	12.17	4.70	8	24
<u>CDS, Factor 2</u>					
Freshman	14	3.71	.99	2	6
Sophomore	24	3.88	1.68	2	8
Junior	26	4.08	1.32	2	7
Senior	30	4.50	1.91	2	8
<u>CDS, Factor 3</u>					
Freshman	14	3.14	1.23	2	5
Sophomore	24	3.17	1.31	2	7
Junior	26	3.15	1.16	2	6
Senior	30	3.33	1.15	2	6
<u>CDS, Factor 4</u>					
Freshman	14	6.00	2.45	5	12
Sophomore	24	6.25	2.67	3	10
Junior	26	6.42	2.04	3	11
Senior	30	5.73	2.24	3	10

Table F-19
Intercorrelation Matrix

	Classification	Credit hours in major	Credit hours in minor	Credit hours in major/minor	Number of jobs	Months of employment	Job Relatedness	Specific Career Information	Career Development Inventory (CDI)	CDI, Affective Component	CDI, Scale 1	CDI, Scale 2	CDI, Cognitive Component	CDI, Scale 3	CDI, Scale 4	CDI, Scale 5	CDI, Scale 6	Career Decision Scale (CDS)	CDS, Factor 1	CDS, Factor 2	CDS, Factor 3	CDS, Factor 4
Age	.56**	.39**	.41**	.42**	.30**	.41**	.10	.30**	.18	.20	.22*	.14	.10	.02	.10	.26*	.08	-.14	-.16	-.03	-.06	-.14
Classification	--	.80**	.73**	.81**	.22*	.03	.21*	.42**	.28**	.33*	.31**	.26*	.13	.02	.11	.20	.05	.02	-.03	.18	.06	0.05
Credit hours in major	--	--	.80**	.97**	.18	-.01	.12	.29**	.18	.26*	.30**	.16	.05	-.06	.03	.13	.05	0	0	.14	.03	.11
Credit hours in minor	--	--	--	.93**	.17	.11	.18	.37**	.12	.15	.22*	.05	.06	-.04	.07	.17	.01	.18	.14	.24*	.10	.03
Credit hours in major/minor	--	--	--	--	.19	.04	.15	.34**	.16	.23*	.28**	.12	.07	-.05	.03	.16	.04	.08	.06	.19	.06	-.06
Number of jobs	--	--	--	--	--	.56**	.47**	.23*	.30**	.31**	.31**	.22*	.17	.03	-.01	.37**	.14	-.07	-.18	.08	0	-.01
Months of employment	--	--	--	--	--	--	.35**	.13	.15	.06	.18	-.07	.13	.02	.03	.32**	.06	-.07	-.17	.05	-.07	.06
Job Relatedness	--	--	--	--	--	--	--	.23*	.30**	.31**	.40**	.14	.16	.06	.02	.26	.12	.03	-.06	.21*	.01	-.01
Specific Career Information	--	--	--	--	--	--	--	--	.65**	.23*	.17	.22*	.65**	.49**	.59**	.55**	.22*	.04	.03	.26*	-.05	.06
Career Development Inventory (CDI)	--	--	--	--	--	--	--	--	--	.56**	.48**	.45**	.85**	.65**	.67**	.57**	.49**	-.02	-.10	.18	-.10	-.16
CDI, Affective Component	--	--	--	--	--	--	--	--	--	--	.84**	.83**	.07	.01	.01	.04	.07	-.32**	-.36**	-.02	-.18	-.30**
CDI, Scale 1	--	--	--	--	--	--	--	--	--	--	--	.14	.05	-.03	-.02	-.05	.09	-.40**	-.43**	-.08	-.27**	-.36**
CDI, Scale 2	--	--	--	--	--	--	--	--	--	--	--	--	.05	.05	.03	-.01	0	-.12	-.18	.06	-.06	-.12
CDI, Cognitive Component	--	--	--	--	--	--	--	--	--	--	--	--	--	.79**	.81**	.67**	.55**	.11	.11	.24*	.01	0
CDI, Scale 3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.60**	.41**	.22*	.08	.11	.20	-.08	-.03
CDI, Scale 4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.44**	.27**	.16	.15	.27**	.07	.03
CDI, Scale 5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.10	-.01	-.02	.11	-.02	-.05
CDI, Scale 6	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.10	.08	.12	.10	.04
Career Decision Scale (CDS)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.91**	.62**	.54**	.78**
CDS, Factor 1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.45**	.36**	.63**
CDS, Factor 2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.37**	.26**
CDS, Factor 3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.32**
CDS, Factor 4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*p < .05.
**p < .01.

APPENDIX G

HUMAN SUBJECTS MATERIALS

RELIABILITY STUDY OF CAREER INFORMATION TEST

CONSENT FORM

1. This project is concerned with determining the reliability of a test which has been developed to measure the amount of information which college Fashion Merchandising majors have about careers in their field. Participants will be asked to complete the fifty-item test to the best of their abilities. No identification of the participants in the study will be made at any time. The participants will be requested to indicate their major field of study and their classification.

2. No personal risk is involved in this project.

3. There is no direct, immediate benefit to participants.

4. Any questions regarding procedures will be answered by the test administrators.

5. Any participant is free to withdraw consent and to discontinue participation in the project at any time without penalty.

I have read and understood the above and am willing to participate in the project "Reliability Study of Career Information Test." I will complete the test items and indicate my major field and my classification.

Signature _____

Date _____

ORAL PRESENTATION

The investigation will require you to complete three tests: Specific Career Information Test, the Career Development Inventory and the Career Decision Scale. The results of the testing will be used to determine the relationship between the acquisition of knowledge about a specific career field, in this case Clothing Merchandising, and the more general constructs of career maturity and career decidedness. Additionally, you will be asked to provide four items of personal history: age, classification, work experience and major/minor courses taken. These data will be used to determine what factors affect the acquisition of specific career information.

Please respond to each test item as accurately as possible. Your name will not appear on the completed test booklets. During any break(s) in testing, please leave the signed consent form clipped to your test. Tests with this identification attached will be sealed and the seal initialed by you before they are collected. When testing resumes, the seal will be broken by you. At this time I will collect the signed consent forms and your name can in no way be connected with your test results. Give the test booklets, devoid of any identification, to me when you complete all items.

The results of this study will be used to strengthen understanding of the factors involved in making effective career decisions and to improve the Clothing Merchandising program.

If you have questions concerning the procedures or utilization of resulting data, please ask me and I will answer them.

You may withdraw from participation in the study at any time. If you decide to withdraw from the study, you will not be penalized in any way.

Signature of Person Obtaining the
Consent on Behalf of the
Institution

Date _____

Signature of Auditor-Witness

Date _____

CONSENT TO ACT AS HUMAN SUBJECT

Subject's Name: _____ Date: _____

Name of Project: A Study of the Relationship of Specific Career Information to Career Maturity and Career Decidedness of Clothing Merchandising Majors at the University of Southern Mississippi

I hereby consent to be a participant in the project named above. An explanation of the procedures to be followed, including an identification of those which are experimental, was provided to me by _____.

I was also provided with a description of the attendant discomforts and risks to be expected. I was also assured that any inquiries concerning the procedures would be answered. I was also assured and I understand that I am free to withdraw my consent and to discontinue participation in the project at any time without penalty.

Subject's Signature

Signature of Auditor-Witness
to Oral Presentation

VITA

Anita Miller Stamper was born in Cincinnati, Ohio, on February 1, 1945. She attended several rural elementary schools in Whitley County, Kentucky, and graduated from Clermont Northeastern High School in June 1961. She graduated from Morehead State University, Morehead, Kentucky, in June 1966 with a Bachelor of Arts degree in Elementary and Special Education.

After teaching remedial reading and special education in the Springdale, Arkansas, Elementary School System for five years, she entered the Graduate School of The University of Southern Mississippi. She graduated in November 1973 with a Master of Science degree in Clothing and Textiles. She entered the Graduate School, The University of Tennessee, Knoxville, in January 1974. Requirements for the Doctor of Philosophy degree in Home Economics with a concentration in Textiles and Clothing were completed in December 1980.

She is a member of the American Home Economics Association, the American Association of College Professors of Textiles and Clothing, the American Association of Textile Chemists and Colorists, and Phi Kappa Phi. She has been employed as an Assistant Professor in the Department of Environmental Design, School of Home Economics, The University of Southern Mississippi, since August 1975.