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A STUDY OF THE JOB ACQUISITION METHODS EMPLOYED BY SELECTED POST-SECONDARY VOCATIONAL-TECHNICAL SCHOOL PROGRAM COMPLETERS

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Patricia Chism Land

May 1991

ACKNOWLEDGMENTS

In the course of dissertation research, a number of people have assisted me generously. In particular I am indebted to Professors Roger Haskell, Walter Cameron, Randal Pierce, and Siegfried Dietz, who served as my director and committee respectively. With their consultation, criticism, and encouragement, I was able to achieve results otherwise impossible.

A multitude of advisers and behind-the-scenes cheerleaders provided me with the encouragement needed to complete this project. These included colleagues and supervisors at Roane State Community College, as well as fellow graduate students. I am also appreciative of the support provided by my family, particularly by my husband, whose infinite patience and encouragement enabled me to attain this goal.

ABSTRACT

This study described the job acquisition methods used by selected 1985 - 1988 graduates of the Electronics, Licensed Practical Nurse, Machine Shop and Office Occupations programs from four State Area Vocational-Technical Schools in East Tennessee. The Job-Seeking Methods Questionnaire, developed by Phillips (1980), was mailed to 566 graduates; from these, 244 usable completed questionnaires were returned. This study also investigated the graduates' awareness of selected job acquisition methods and assessed the effectiveness of the use of these methods in obtaining training-related employment. The graduates' age, gender and vocational programs were used as variables in evaluating their job search activities.

Over 80% of the respondents located their first full-time jobs within three months of program completion. LPNs (93%) were significantly more likely to find employment sooner than those in the other three vocational programs. Over 70% of the respondents indicated that their first full-time job was related to their vocational training. Females (80%) were significantly more likely to find training-related

employment than were males (63%) although this finding might have been skewed due to the gender-specific programs in this study. LPNs were significantly more likely (96%) to find related employment than were those from any of the other three programs. Electronics graduates were the least likely (50%) to find employment related to their vocational program. More than 65% of the respondents (63% males; 69% females) retained their first full-time jobs longer than one year. By program, Office Occupations had the highest percentage (72%) and Machine Shop the lowest (55%) percentage of graduates who retained their jobs longer than one year. Respondents from all four vocational programs used Personal Contacts to find their first full-time job significantly more than any other job acquisition method. Only 7% of the graduates indicated they relocated to find employment. Of those who moved, over 70% located training-related employment.

Because there was no statistical significance in the job acquisition methods and job search techniques that all ages of graduates used to find employment, the development of special job placement programs for various age groups may not be warranted. For those programs whose graduates had low rates of training-related employment (e.g., Electronics, 50%) it would be helpful

to study the job seeking behaviors of others who have been more successful (e.g., LPNs' use of Letters of Inquiry). Due to the significant role that the use of Personal Contacts played in finding the first full-time job for all study participants, care should be given to include its application in vocational curricula.

Although low cell sizes prohibited some post hoc analysis, it was apparent that the program graduates used different approaches to employment even though market demand for employees in the four occupations may have varied. For example, Electronics and Office Occupations students could improve their skill using Personal Contacts, including increased practice in interviewing and making telephone calls. There was some significance in the fact that of those who moved to find employment, the rate of training-related employment was extremely high. In the future, educators should insure that graduates realize that relocating may increase their opportunity to find related employment in the event that such jobs are not readily available .

While the participants in this study did well in their search for employment, future research should be conducted to determine the link among the students' vocational training programs and training for the employment process. The contribution of vocational

teachers to program completers' placement should be recognized as a critical part of the process. The present study should be replicated for use with more program completers in a wider geographic area, including an urban population, and should be expanded to include two groups of program completers, those who had participated in formal job search training programs and those who had not.

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CHAPTER I

INTRODUCTION

Today's labor market offers fewer jobs for an ever increasing number of students who complete post-secondary vocational programs. The competition for existing jobs is complicated by a growing number of displaced workers seeking re-entry into the workforce. To meet the demand of rising employment problems, a variety of placement services has been made available to job-seekers.

State agencies, institutional placement offices and proprietary employment services provide job seekers with employment counseling and information on job openings. A barrage of how-to literature and career planning guides offers advice to the recent college graduate in how to obtain his or her desired job. The typical job search almost always involves identifying employment possibilities, submitting a letter of application and well-organized resume, and participating in a job interview.

The average length of time needed to complete a job search is 6 to 18 weeks, although the actual length

of time spent will vary by job level, local economic conditions and applicant qualifications. An applicant's knowledge of accepted job-seeking practices and employer expectations can do much to lessen this time (Bolles, 1987).

The organizational structure of the State Area Vocational-Technical Schools in Tennessee allows students to enter a program when a vacancy occurs and progress at their own rate until program competencies are met. An underlying philosophy of these institutions is to go beyond the attainment of specific skills and knowledge to include the development of desirable employee characteristics in every program completer.

The information detailed above indicates there is a need to investigate the relationship between job acquisition methods, job search techniques, and the program completers' success in finding a position related to their vocational major. Specifically, further information is needed about the methods by which program completers find their first full-time jobs after leaving a State Area Vocational-Technical School.

Statement of the Problem

Historically, vocational educators have not provided curricular support to learn job search skills and specifically, the job acquisition methods that may be most effective in assisting program completers in finding a position related to their vocational majors. While competency-based education programs are directed toward the attainment of specific, job-related technical skills, similar competencies are unavailable that assess the student's ability to find related employment. Therefore, research is needed on the job acquisition methods that are critical to the attainment of the students' vocational goals, which is obtaining employment related to their major.

Limited information is available about the methods State Area Vocational-Technical School program completers employ to locate their first full-time jobs after leaving their training programs. School personnel will be able to better assist their students in finding employment related to their vocational majors if effective job acquisition methods can be identified.

Finally, job placement counselors do not have sufficient data to use in advising program completers as to which job acquisition skills are most effective.

Specifically, counselors need to know if there is a difference between the skills used by program completers of various ages; those employed by males or females; and whether there is a difference in the use and awareness of skills employed by program completers of various vocational programs.

Purpose of the Study

The purpose of this study was to describe the job acquisition methods employed by selected State Area Vocational-Technical School program completers and to assess the effectiveness of the use of these methods in obtaining employment related to the program completers' vocational program.

The secondary purpose of this study was to identify selected characteristics of program completers which might affect their success in finding training related employment. These attributes included age, gender and/or vocational program.

This study also attempted to identify potential areas for future research regarding the relationship of job acquisition methods to State Area Vocational-Technical School program completers' success in finding employment related to their vocational programs.

Objectives of the Study

The objectives of this study included the following:

1. To compare the awareness, use and effectiveness of particular job acquisition methods and job search techniques on the basis of age, gender and/or vocational program.

2. To compare on the basis of age, gender and/or vocational program the training relatedness of program completers' first full-time jobs after leaving school.

3. To compare on the basis of age, gender and/or vocational program the length of time in which program completers found and held their first full-time jobs and whether or not they moved to accept them.

Hypotheses

To attain Objective One, the following null hypotheses were tested:

1. There is no significant difference between program completers' age, gender and/or vocational program and the lack of awareness; awareness of and lack of use; or awareness and use of general job acquisition methods.

2. There is no significant difference between the use of specific job search techniques and the program completers' age, gender and/or vocational program.

3. There is no significant difference between the methods of job acquisition used by program completers to find their first full-time jobs and their age, gender and/or vocational program.

To attain Objective Two, the following null hypothesis was tested:

4. There is no significant difference between the training relatedness of the program completers' first full-time jobs and their age, gender and/or vocational program.

To attain Objective Three, the following null hypotheses were tested:

5. There is no significant difference between the length of time required for program completers to find their first full-time jobs and their ages, gender and/or vocational program.

6. There is no significant difference between whether or not program completers moved to accept their first full-time jobs after leaving school and their success in finding employment related to their vocational program.

7. There is no significant difference between the length of time program completers held their first full-time jobs after leaving school and their age, gender and/or vocational program.

Rationale

There is little information available about the relationship between awareness and use of job acquisition methods and job search techniques and the success in locating employment related to program completers' vocational majors. The findings of this descriptive study provides information as to the relationship between these skills and the length of time needed to locate employment related to program completers' vocational majors. This study provides data about the job acquisition skills and job search techniques of program completers by type of training program completed.

Until successful skills are identified, performance standards for the job search process can not be adequately developed. It was critical that information be provided so that job search skills training can be incorporated into the State Area Vocational-Technical School curricula.

Limitations of the Study

The limitations of this descriptive study were as follows:

1. The population of the study was limited to program completers of four State Area Vocational-Technical Schools: Harriman, Crossville, Oneida and Jacksboro.

2. The study was limited to the investigation of the experiences of program completers in the following vocational programs: Electronics, Licensed Practical Nurse, Machine Shop and Office Occupations.

3. The study was limited to the investigation of the awareness and use of specific job acquisition methods by the program completers as described above.

4. The study was limited to the description of the employment seeking experiences of the program completers as described above.

Definition of Terms

State Area Vocational-Technical Schools: Post-secondary vocational training institutions which are members of the State University and Community College

System of Tennessee. For purposes of this descriptive study, the Harriman, Crossville, Jacksboro and Oneida Area Vocational-Technical Schools were employed as research sites.

Area Vocational-Technical School Program Completers: Students who have met all program requirements as certified by their respective schools. These students included both diploma and certificate program completers in these vocational programs: Electronics, Licensed Practical Nurse, Machine Shop and Office Occupations.

Employed Related: The program completer is currently working in the same or nearly the same occupation for which he or she was trained.

Employed Unrelated: The program completer is currently working in an occupation nearly or totally unrelated to that for which he or she was trained.

Job Acquisition Method: A broad term to describe several employment search techniques using similar skills, e.g. using personal contacts or written communications.

Job Search Technique: A specific skill or action that a participant may have used to locate employment, e.g. making a telephone call or completing a job application.

Organization of the Study

Chapter II presents a review of the theoretical and empirical literature as it applies to the job search process. It also includes a review of contemporary literature that is available to assist the job seeker in planning a search for employment.

Chapter III provides a description of the methodology of the descriptive study.

Chapter IV discusses the results of the data analysis.

Chapter V presents the summary, findings, conclusions and recommendations derived from this research study.

CHAPTER II

REVIEW OF THE LITERATURE

Organization of the Literature

The review of literature is organized in five sections. The first section describes the theoretical approach to the job search process as found in contemporary economic and career development theory. In addition, the concepts of placement readiness and employability are discussed. Section two presents current research on applicant characteristics. The two primary variables for the purpose of this study, age and gender of the applicants, are covered in detail. A third section covers the various job acquisition methods and job search techniques that are included on the survey instrument. These include employment interviews, resumes, and formal and informal job search methods. A fourth section contains a review of contemporary self-help literature designed to assist the job seeker in planning a search for employment. Included in this section is a discussion of the structure of formal job search training programs. Section five is a summary.

Theoretical Approach to the Job Search Process

Research based upon theoretical constructs about the development of job search skills was not widely available. The literature contained extensive research on career planning, counseling and career development, yet little on the employment search itself. Conceptual models dealing with job placement success had been proposed by Stevens (1963, 1973, 1986) and Rosove (1982).

The concept of placement readiness was first proposed by Stevens (1973) and defined as "crystallization and specification of goals, purposeful and goal-directed behavior, as well as realistic selection of goals..." (p. 210).

An instrument called the Placement Readiness Scale was developed by Stevens in order to assist counselors with the evaluation of a client's readiness for the job search process. The instrument rated a client's level of functioning in the following areas: career field, job desired, job requirements, geographic locale, salary, job application procedures, job campaign and references (1963, 1973, 1986). A job applicant's score on the instrument was used as a predictor of placement success (Stevens, 1986).

A second theory expounded on the idea of employability. Rosove (1982) suggested that employable persons must meet criteria in five areas:

1. An individual must be able to pick an occupation that he or she is likely to find satisfying.
2. The individual must possess all of the skills and qualifications required of workers in his or her chosen occupation.
3. The individual must be able to perform an effective job search.
4. The individual must be able to demonstrate attitudes and behaviors congruent with the expectations of employers.
5. The individual must be able to cope with personal issues such as transportation, care of dependents, physical disabilities and others in order to be ready and able to succeed on the job. (p. 115)

Brown and Kottler (1979) used the term job preparation to describe a state of employment search readiness. Those persons most likely to succeed in the job search process were those who had mastered the ability to: overcome feelings of failure; increase frustration tolerance; resist procrastination; and sell oneself.

Applicant Characteristics

There was a significant relationship between an individual's personality characteristics and his or her pattern of job-seeking behavior (Schneider, 1971). Job

seekers who were tough-minded and independent generally had specific job goals. Individuals who were sensitive and dependent generally had vague employment goals and exhibited more passive job-search behavior. Job-seekers who were exploring a variety of career options frequently expressed a combination of personality characteristics (Stevens, 1973). Because of the link between an applicant's personality and his or her job-seeking behavior, the search for employment was viewed as a continuous personal development process (Stevens, 1986).

The Eight Keys to Employability were defined as:

1. Personal Values Decision-Making Skills
3. Relations with Other People
4. Communication Skills
5. Task-related Skills
6. Maturity
7. Health and Safety Habits
8. Commitment to the Job

(Buck & Barrick, 1987, p. 31)

The identification of specific areas such as these employability skills were used as a basis for developing competencies to be used in a formal pre-employment training program (Buck & Barrick, 1987).

Those who were the most successful job hunters were frequently those who had positive references and higher grade point averages in the vocational major than did their classmates (Marshall, 1985). Qualifications other than technical skills should therefore be acknowledged in

order to inform students better about what factors could affect their subsequent employability.

Age and Gender as Employment Variables

In the last twenty years, the face of the American labor force has significantly changed. The percentage of married women working outside the home or who actively seek work and who have pre-school children increased from less than 19% in 1960 to nearly 52% in 1984 (William T. Grant Foundation, 1988). The percentage of women in the total labor force grew from 39% in 1972 to 45% in 1986 (Fullerton, 1987). Seven of every 10 women were in the total labor force in 1986; this was expected to increase to eight of every ten by the year 2000 (Fullerton, 1987). Between 1970 and 1980, the percentage of women in professional and managerial jobs essentially doubled (Hodgkinson, 1985).

However, the sparse participation of women in many occupations suggested the need for continued efforts by career development counselors to reduce occupational and gender stereotyping. At least 75% of jobs in the higher paying professions continue to be held by men. The college educated woman in 1983 did not receive as much pay as a man with only a high school diploma. Women continued to be overrepresented in occupations growing

most slowly, and underrepresented among those growing fastest (Kutscher, 1987).

In projecting the nature of the workforce in the year 2000, Hoyt (1989) indicated that:

> ...five of every six new labor market hopefuls between 1986 and 2000 will be women, minority persons, or immigrants....A total of 90% of the 21 million new jobs will be in service-producing, not goods-producing, industries. The greatest numbers of jobs will be available in low wage occupations such as cooks, maids, sales clerks, and janitors. It is these jobs that are most likely to be available to women and minority persons. (p.209)

These data add to the probability that these population subgroups will continue to be paid at lower wage rates.

Personnel specialists who evaluated characteristics of male and female workers of varying ages, suggested that stereotypical views detailing persistent employment problems of older workers still exist. Workers older than 50 and younger than 25, as well as women in general, were considered difficult to place in times of economic recession. Females were stereotyped as being more likely than males to be frequently absent from work and less likely than their male counterparts to have the skills an employer would want in a potential employee (Britton & Thomas, 1973).

Britton and Thomas (1973) also indicated that some employment interviewers held an unfair view of female

workers and also a similarly unfavorable attitude toward those job seekers of disparate ages. Women were also frequently seen as less serious toward making a career commitment. Both very old and very young males as well as females of all ages were seen as having greater than average employment problems; conversely, 25 to 35 year olds had the fewest difficulties in locating employment.

While career preference may still be influenced by the student's gender, confirmation of age stereotyping in performance appraisals was not evident in a study conducted to assess the evaluation practices of both old and young supervisors. Older employment managers gave older clerical workers lower evaluations than those given to similarly skilled younger secretaries, indicating that the amount of job experience had little impact on the outcome (Schwab & Heneman, 1978). Older and younger workers in similar positions generally were rated as having equal performance levels despite the generally stronger work experience the older employees possessed (Schwab & Heneman, 1977).

The candidate's gender may no longer have as strong an effect on hiring as in the past, due to affirmative action programs. Hiring authorities in two matched groups made recommendations to interview or reject candidates for a school principal's position without apparent gender bias (Darson, 1984). The fact that

education had long been a field in which women were overrepresented may have limited the applicability of this study to the general workforce, however.

Whether or not men and women differed in their career patterns has been explored as a means of expanding prevailing knowledge on the job movements of workers in the American labor force (Lassalle & Spokane, 1987). As might be predicted, the more consistent and wide the applicant's labor force participation was, the greater the respondent's occupational advancement. Data gathered from interviews of a sample of those participating in the 1980 National Longitudinal Surveys of Labor Market Research further indicated that a woman's attachment to the labor force tended to be either strong or almost nonexistent. Less than 2% of the 1,000 respondents were in patterns in which labor force participation were interested in part-time or intermittent employment.

Formal career development programs tended to improve the mobility of women, as indicated in a study based on U.S. Department of Agriculture training programs (Kingdon & Blimline, 1987). The two comparison groups were similar in educational and employment background. Some in the non-participant group were later selected for inclusion in subsequent training programs. During the programs, participants were trained and evaluated and then received feedback on decision making; decisiveness;

oral communications; perception and analytical ability; planning and organizational ability; and persuasive ability. Those who completed the program generally pursued continuing education, received more promotions, and had higher scores on scales measuring a variety of management skills than did those who were not chosen to participate in the program.

Women and men held generally similar outlooks with respect to home life and a career, but women rated both home and career values slightly higher than men (Leviton & Whitely, 1981). Job-seeking patterns of women were contrasted to men in that men sought greater numbers of jobs and therefore tended to obtain more offers than did women. Yet, at the same time, the data suggested that these women were working on jobs that had the same potential for success as their male counterparts.

The fact that women often did not select the increased number of technological employment opportunities available to them was identified in a study of Armed Forces personnel (Wiggins & Soldwedel, 1989). The data indicated that women were underrepresented in occupational specialities classified as science, engineering, or technical positions.

Female workers in professional levels of employment were more autonomous, were involved in more intellectually challenging work, had more options for

promotion, and were usually paid more than female clerical or technical people (Lottinville & Scherman, 1988). Women in particular seemed to place high value on interpersonal relationships and challenge in the work setting.

In the job search process, younger applicants tended to rely more heavily on personal contacts than did their older counterparts, who tended to make greater use of resumes, and other routes beyond their immediate personal contacts (Dayton, 1981).

College major choice places limits, to a certain extent, on an individual's future career options. That limitation may also be critical to the future earning power of the individual if college major choice, like career choice, is found to be related to gender role socialization. A study of college students indicated that women continue to overselect the traditionally feminine areas of study (Gianakos & Subich, 1988).

There was some evidence that men and women searched for employment in dissimilar manners. Males used Help from a Friend and Teacher significantly more likely than did females. Females, however, tended to use Newspaper Help Wanted Ads and Telephone Solicitation more than did males (Phillips, 1980).

Gerstein, Lichtman, and Barokas (1988) studied how career development theory advancements had influenced the

career plans of adolescent females and males, with findings contrary to those of Gianakos and Subich (1988). They found that the number of males and females who planned to enter professional and managerial positions had increased. Over two-thirds of all women studied planned to enter either "professional occupations or those previously designated as male-dominant, as opposed to 55% who had similar plans in 1972" (p. 227). Women who seek to enter these occupations should not assume that their occupational plans can be easily realized, because the changing needs and continuing biases of the labor market control entry into certain occupational categories.

A concept of the relational component of identity has expanded career development theory for women. Forrest and Mikolaitis (1986) defined this component as "a relational component of identity representing an internal psychological construct, that is, a feeling, attitude, or commitment to relationships with others" (p. 79). Because vocational theory has included the assumption that a career is the vehicle or opportunity leading to a realization of self, it is imperative that women understand their relational attitudes.

As the population of the American workforce ages, outdated biases against older workers will be eliminated by necessity. Job-search training programs to teach

self-confidence to older applicants should be a necessary part of vocational training programs (Cahill & Salomone, 1987). Currently, many so-called retirees are simply workers who have chosen to take advantage of corporate incentive programs designed to reduce personnel, with as many as two-thirds employed more than part-time (Hatcher, 1988).

Job Search Acquisition Methods

Employment Interviews

The manner in which individuals are selected for jobs has long been an area of concern for counselors interested in the vocational placement of their clients. Little effort has been expended to establish the predictive validity of the applicant characteristics considered desirable in the employment interview. Employment interviewers seemed to operate on their own intuition rather than using a consistent method of evaluation (Clowers & Fraser, 1977).

Many research projects have indicated a need for job applicants to have good communication skills (Austin & Grant, 1981; Rogers, 1979; Hollandsworth, Dressel, & Stevens, 1977) and assertive behavior (Tessler & Sushelsky, 1978; Hollandsworth, Kazelskis, Stevens, &

Dressel, 1979; Onoda & Gassert, 1978). However, most research has been limited to the four-year college graduate, as opposed to the clerical/technical or manual labor job applicant.

A decade ago, the question of the reliability and validity of the employment interview was frequently questioned, although recent research has shown interviewers to be less biased. Interviews conducted by a board or panel appeared to be promising as a vehicle for enhancing reliability and validity (Arvey & Campion, 1982).

Interviewers tended to use information from interviews in significantly different ways, causing substantial disagreement about how applicants should be rated (Valenzi & Andrews, 1973). In part, differences resulted from errors in how the information should have been and actually was used.

Despite continuing controversy, the interview is still used as a primary selection tool. The employment interview is considered a primary component of the job search process, along with employment applications, telephone conversations and letters of inquiry. Persistence in using the interview for applicant selection may be because:

1. The interview is "really" valid
2. The interview is not valid but certain practical considerations make it the popular choice
3. The interview may not be valid but certain psychological processes act to maintain great faith in the selection tool
4. The interview is not valid but it does other things, such as selling the candidate on the job or other public relations functions.

(Arvey & Campion, 1982, p. 314)

Interviews may not be objective and outcomes may vary because of interviewer biases and position type or level (Carlson, 1967). Greater reliability has been found using a structured interview compared to interviews conducted without a guide (Carlson, Thayer, & Mayfield, 1971).

The following recommendations have been made as ways to improve interviewing:

1. Reliability can be increased with more structure added to the interview format.
2. Interviews should be structured according to job analysis.
3. Interviewers should be trained in conducting accurate interview sessions.
4. A panel of interviewers will provide more reliability in most given situations.
5. Interviewers should receive subsequent evaluations of the employees that they have hired. (Landy, 1976, p. 196)

General appearance, approach and communication skills made positive impressions during the interview.

This may have been due to the fact that hiring determinations were often made during the first four minutes of the interview process (Clowers & Fraser, 1977).

First impressions in the interview have had a considerable effect on corporate recruiters and more formal training on avoiding this influence would be beneficial to both applicants and organizations (Drake, Kaplan, & Stone, 1972). The importance of job interview behavior has been noted in the literature (Drake, Kaplan, & Stone, 1972; Young & Beier, 1977; Cissna & Carter, 1982; Onoda & Gassert, 1978; Tessler & Sushelsky, 1978). Estimates of the relative contributions of communication skills indicated that appropriateness of content was the single most important variable. In a study of campus recruiters, fluency of speech and composure were ranked as second and third in importance, respectively. Eye contact, body posture, loudness of voice, and personal appearance also contributed to employment decisions, but much less strongly than the three variables (Hollandsworth, et al., 1979).

Self-confidence has been attributed to applicants who presented a high status background in response to the interviewers' questions, as compared to when a low status background was also presented (Tessler & Sushelsky, 1978). Applicants were seen as least self-confident when

they did not maintain eye contact during the interview. However, eye contact had no effect on self-confidence ratings when applicants presented themselves as low in social status.

Job training workshops should be designed to teach assertive behaviors for use in the introductory segment of the interview; the body of the interview; and the conclusion and follow-up phase (Onoda & Gassert, 1978). Pinto (1979) used specific behaviors to train rehabilitative job seekers for a more successful interview. These behaviors included using direct eye contact; improving voice, pitch, and posture; and making positive statements about personal qualifications. A similar workshop was designed by Cissna and Carter (1982) to focus on communication skills rather than job search methods. Previous job search research had not investigated the difference between physical appearance and written data on an interviewer's final evaluation of an applicant (Carlson, 1967).

If job applicant attributes could be assessed in the early stages of the interview, a job seeker could direct the progress of the interview by performing specific behaviors known to produce positive results (Hakel & Schuh, 1971). These attributes were studied by various career fields, yielding different results for each employment area. Some of the attributes evaluated

included: cooperativeness, dependability, trustworthiness, responsibility, stability, self-control and conscientiousness. Non-verbal signals given in the interview may affect the applicant's acceptance by the interviewer, indicating a need for training in this method of communication as well as coaching in dress and social skills (Young & Beier, 1977).

While Bolles (1987) indicated that assertiveness training was helpful in planning for the job search, others believed that exhibiting this behavior was not helpful. In a study conducted by Cianni-Surridge and Horan (1983), no difference in assertiveness by male and female applicants apparently affected the interviewer's employment decision.

Teaching persuasion skills has been considered important, when students can be taught the specific behaviors associated with creating perceptions of expertness, attractiveness, and trustworthiness. Regardless of the anxiety level of the participant, persuasion skills training seemed to help in teaching the behaviors that enhance the adolescent's ability to persuade the employer that he or she was the right person for the job (Wild & Kerr, 1984).

Mathews, Whang, & Fawcett (1981) developed a behaviorally-based textbook designed to teach job seekers the skills needed to locate and obtain employment. In a

subsequent test of the materials, Mathews (1984) found that posttraining levels of performance for behavioral program participants was higher than for those who did not participate in training.

Resumes

Research concerning resume preparation covered content and format. Stephens, Watt, and Hobbs (1979) found that the resume most likely to receive a positive response was neatly-prepared and contained no typographical errors. The writing style was specific and contained considerable information, but was also concise. The researchers also discovered that the manner in which the information was positioned on the page and the type styles used were relatively insignificant. This directly contradicts what Bolles (1987) suggested was the appropriate way to prepare a resume.

Other details that were found not to have an effect on the quality of the resume were type and color of paper, the use of abbreviations and unusual organizational styles (Stephens, Watt, & Hobbs, 1979; Feild & Holley, 1976). The generally preferred order of presentation of content items was personal data, education, work experience, awards and achievements,

affiliations and references (Stephens, et al., 1979; Hutchinson, 1984; Hakel, Dobmeyer, & Dunnette, 1970).

Empirical studies of personnel managers' preferences for resume contents indicated that the resume should present a complete, detailed history of the individual and it should focus on the important highlights of an individual's past activities, particularly as they related to work experience and education (Feild & Holley, 1976).

The inclusion of a professional objective to support the applicant's employment application was considered of primary importance (Hutchinson, 1984). Special aptitudes and interests that applied to the professional objective were considered not as important as details of previous, related work experience (Hutchinson, 1984).

The resume format has been described as crucial to the content itself (Bolles, 1987), however, it has been found that the chronological resume and the functional resume formats were equally useful in the employment process. The use of a functional resume format could be more valid for male than for female applicants for general use. This is in addition to special career situations in which a functional resume format would be expected to be particularly useful. When research findings such as this contradicted commercial

publications that provide career advice, such materials should clearly label advice as speculative (Ryland & Rosen, 1987).

Hakel, et al. (1970) studied the relative importance of a variety of job applicant information by asking professional employment specialists to evaluate resumes. The content of scholastic standing, business experience and interests and activities was presented in a standard resume format. Participants were asked to give each candidate a favorable or unfavorable evaluation which provided disparate results. Although an interviewer's task may be to combine all of the available information and make a decision, in practice that decision may be based on only one or maybe two kinds of information. In this investigation, only scholastic standing played a major role in interviewers' decisions.

Formal and Informal Job Search Methods

The literature dealing with job applicants and placement success consisted primarily of surveys of employers, surveys of job seekers and models for pre-employment training programs. The job search process literature has been reviewed with attention to studies involving employment interviews, resumes, applicant characteristics and job search training programs.

Job seekers can obtain information about jobs in three basic ways: formal means, personal contacts, and direct application. Formal means included the college placement office; a private placement agency or search firm; the state employment service; and advertisements in newspapers or trade journals. Personal contacts were through personal references from friends, relatives, or teachers. The direct application category was composed of job applicants who reported their first contact with an employer was the result of a phone call or an unsolicited letter.

Experts disagreed about whether job seekers experienced more success by employing formal or informal job search methods (Latham, 1987). The formal methods included completing applications, responding to employment advertisements and working with private or public employment agencies. The informal methods included using information interviews, making unsolicited calls on employers and networking for job opportunities with personal contacts. Phillips (1980) found that most secondary vocational graduates found their first jobs by making their own contacts or through the assistance of those employed by the school system.

Allen and Keaveny (1980) found that those using informal job sources were more likely to work in blue collar positions whereas a larger proportion of the

graduates relying on formal job sources were initially employed in white collar occupations. Further, those relying on formal means initially worked in positions at least highly related to their studies, whereas 60% of those using personal contacts were employed in jobs perceived to be slightly or wholly unrelated to their two-year studies. Not to limit the effectiveness of informal methods, the authors suggested that the effective use of informal job sources required a network of contacts that recent graduates may not possess.

Mathews, Whang, and Fawcett (1981) studied thirteen job search skills of unemployed and employed adults. The job related tasks were divided into two categories, social and non-social interaction skills. Social interaction skills involved contact with other persons, e.g. employment interviews. Non-social interaction skills included such tasks as written employment inquiries. Employed adults generally role played better than unemployed adults in the following job seeking situations:

1. Getting a Job Lead
2. Writing a Letter in Response to an Ad
3. Making Telephone Inquiries
4. Interviewing Techniques
5. Writing Follow-up Letters (p. 6)

Palma and DeVantier (1976) studied career planning activities at an Area Vocational-Technical School and

found counselors had a difficult time meeting student needs as they related to job-search training. They found that existing theories of career development were helpful in testing job search ideas, but unfortunately did not provide sufficient support for counselors who were not well versed in the job search process.

Wegman, however, supported the argument that both formal and informal means were important to the job search process (1979). It was found that the ability to use both of these methods could be improved by the addition of skill-specific learning activities to existing job search training programs.

The activities of displaced workers at a manufacturing plant in England were observed in order to classify their job search methods as either formal or informal. Informal methods involved a highly structured and logical job search strategy, but because of their random nature, they were often criticized as being wasteful or inefficient. Multiple job changers showed a much greater tendency to use informal methods, and in doing so they managed to find jobs that were considerably better than their original stop-gap jobs. Evidence showed that those finding jobs by informal methods were no worse off in terms of frictional unemployment, wages or job preference (Reid, 1972).

From an economist's point of view, the importance of lines of communication and information networks in labor markets showed that informal job search methods were not as productive as formal means (Rees, 1966). As a means to further explain the relationship between unemployment and job demand, Barron (1975) developed a model of job search that incorporated the elements affecting an individual's acceptance of a job offer. The resulting formula made it possible to compute the probability that a job seeker would accept a wage offer in relation to the duration of the person's unemployment.

The traditional function of the college placement office has been to maintain liaisons with potential employers, offer career counseling to students, and process information regarding the job market. Whether or not these functions were perceived as significant by corporate recruiters was studied to evaluate the effectiveness of these services (Jackson, Sampson, & Loesch, 1977). The five services receiving the highest ratings by recruiters were: campus interview coordination; maintenance of employer information files; publicizing job openings; maintenance of student information files; and career education. Both recruiters and directors apparently placed high value on transcripts, resumes, and grade reports. Character

references and test scores were apparently perceived by both groups as having much less value to recruiters.

Only 27% of small business owners called upon a placement office for assistance in filling jobs (Hostettler & Swift, 1987). Even those who indicated they used the placement office indicated they used it less than once a year because of limited hiring needs. This contradicted reports that placement offices were helpful in locating employment (Bolles, 1987).

In a study of southern rural job seekers, it was found that most applicants found employment by direct application to the hiring authority and networking with friends or relatives (Rungeling, Smith, & Scott, 1976). This research supported the suggestions provided in Bolles' (1987) self-help manual. Phillips (1980) found that secondary vocational graduates visited places of employment more than any other job search technique.

Networking has been suggested as one of the most effective informal job search methods (Jones & Azrin, 1973). The role of informants was dominant in securing employment, particularly if the informant had a personal relationship with the applicant. Their survey attempted to determine the extent to which job seekers rely on the information, influence, and assistance of personal associates to locate and to secure jobs.

Contrary to what might be believed, successful job seekers did not report using significantly more resources in their job search activities than did unsuccessful job seekers (Kjos, 1988). Perhaps greater information is needed on unskilled workers, dislocated workers, and skilled workers.

Job Search Training Programs

Job search training programs that have been developed were generally characterized as being results oriented (Bolles, 1987). Both group and individual training programs have been available, but not widely offered, as part of the regular vocational education curriculum. While traditional placement offices concentrated on assisting employers in identifying viable candidates, today's efforts seem to emphasize the preparation of students to initiate their own contacts and to communicate directly with employers (Bachhuber, 1977).

The responsibility for job placement should be placed on the individual in order to fully utilize the self-directed job search. Jacobson (1984) found that an integrated curriculum that contained a combination of instruction in vocational and job seeking skills could provide students not only with the knowledge required to

obtain their own jobs, but also the confidence to develop strategies for a successful job search.

Students received occupational skills training in the classroom and then, at the conclusion of the training program, experienced frustration when they found they had the skills to perform a job, but did not have the skills to obtain a job (Buck & Barrick, 1987). However, motivation for developing an effective job search process may have been as much of an economic issue as it was a curricular issue (Jacobson, 1984).

Self-assessment and career decision-making skills, job hunting knowledge and job hunting skills were considered most important to job hunters during the job search process (Yates, 1987). Occupational information was considered to be of medium importance to job hunters during the job search process. Regional training or educational information was considered least important for applicants involved in job hunting.

Counselors who assessed the types of information considered important to job hunters found the following to be most critical:

1. Ability to identify one's aptitudes
2. Ability to identify one's skills
3. Ability to identify one's interests
4. Knowledge of the importance of personal appearance and hygiene in getting a job
5. Ability to sell one's skills to get a job
6. Awareness of the importance of a properly completed application

7. Ability to relate one's skills, interests, aptitudes and values to jobs
8. Knowledge of how to participate in a job interview

Considered to be least important were the following:

1. Knowledge of military information
2. Knowledge of labor organizations
3. Knowledge of the regional history of employment changes and attitudes
4. Knowledge of how the natural environment influences the jobs that are available

(Helwig, 1987, pp. 186-187)

Although knowledge of skills, interests, and aptitudes was important, Helwig (1987) indicated that simple knowledge of these factors was not sufficient to ensure successful job hunting, however. The ability to relate skills, interests, and aptitudes to jobs was also significantly related to job search success. Properly completed applications, preparation for job interviews, and the ability to sell oneself to employers were considered critical skills as well.

Hollandsworth, et al. (1977) formed two treatment groups to study methods of job training programs; behavioral and discussion groups. The behavioral workshops consisted of a series of exercises that presented skill areas one at a time. In the discussion groups, participants read and discussed articles concerning various job search skills. Their findings suggested that neither a straight behavioral nor a

straight discussion model was most effective in training for interview skills. The discussion group produced significant gains in length of speaking, ability to explain personal skills, and expression of feelings and opinions on matters relevant to the interview. The researchers suggested that behavioral groups be used as a means to teach modeling and role playing.

The concept of video models, modeling and role playing and videotape feedback has been one of the more contemporary methods of job search training (Bolles, 1987). In a study designed to determine the effectiveness of these methods, a significant increase from pretest to posttest scores on self-evaluation, assertiveness, and interview performance resulted from using video feedback and modeling (Austin & Grant, 1981), particularly when used with those exhibiting unsophisticated social behavior and poor verbal skills.

The interview preparation has been divided into four phases: Developing realistic expectations; developing interviewing skills; using effective training procedures; and preparing for "rejection shock" (Galassi & Galassi, 1978). Two important determinants of that crucial first impression were the applicant's attire and communication skills (Drake, et al., 1972). A training program may increase the client's comfort and teach the applicant strategies for coping with rejection shock.

Repeated rehearsal not only improved skills but also reduces anxiety (Galassi & Galassi, 1978).

Job search training has been used to avoid feelings of inferiority (Hamilton, 1987). In particular, Hamilton suggested a training format that included perceptualization; conceptualization; application; and processing with significant opportunities for student interaction.

Beyond a schedule or system for seeking employment is the need for a decision-making, problem solving, planning model that could assist the counselor in organizing student information and helping the student sequence job search tasks (Goalder & Mann, 1981). Brenna (1974) found that the placement rate for counseled applicants was found to be almost twice that of uncounseled applicants in a study of clients from state employment security offices. Applicants referred for counseling typically had more employment barriers than applicants not referred, however. The need for formal job training programs was enhanced if clients had been previously laid off.

The pain and trauma connected with job loss was lessened by job-finding training and job-lead identification (Schlossberg & Leibowitz, 1980). Students who enrolled in career development courses were more knowledgeable in the relationship of self to occupations

and were more aware of occupational choices (Babcock & Kaufman, 1976).

In selecting participants for a federally-sponsored program, Manuele, Warner and Sharar (1986) found that those more likely to complete each phase of the program were those who had a higher number of dependents and those whose vocabulary and mathematics tests scores were higher. Counselor predictions did not differentiate as highly as the above two indicators.

Support groups, often called job clubs, have given employment seekers the support of their peers. Participants no longer felt alone, and the group became a buffer against daily rejection. This, in conjunction with structured worksheets, was a viable alternative to the traditional job skills class (Kimeldorf, 1986). Group job search workshops also exposed clients to a full range of employment opportunities in addition to openings listed by public and private agencies (Trimmer, 1984). The key elements for success were:

Full-time effort
Use of personal contacts
Standard scripts
Material and facility support
Buddy system
Unpublished job leads
Telephone
Emphasis on personal and social skills
Shared job leads
Information interview
Emphasis on placement, not vocational counseling
Inherent support system

Possibility of re-entry
Goal-oriented placement
Individuals becoming their own job developers
(p. 107)

The overall level of performance of job-finding skills increased for every student who completed a seminar in job-finding skills (Mathews, Damron, & Yuen, 1985).

The participation in career exploration activities consistently predicted self-perceptions of interview readiness. Career exploration variables also predicted a corporate recruiter's rating of an applicant, but generally did not predict the applicant's self-rating of interview outcomes (Stumpf, Austin, & Hartman, 1984).

The most effective format for training programs varied with the population. The traditional lecture format for interview training failed to affect performance in the job interview (Riggio & Throckmorton, 1987). The performance errors exhibited by the applicants were consistent with those described in many of the popular guidelines for appropriate applicant behavior in job interviews (Bolles, 1987). Social skills training was effective in increasing the vocational interpersonal skills of a client who had frequent job changes attributed to interpersonal conflicts in the workplace (Black, Muehlenhard, & Massey, 1985). Students who had participated in career exploration programs had greater knowledge of occupations, higher self-esteem, and

greater achievement motivation than those who did not (Otte & Sharpe, 1979).

For those involved with employment counseling, a relationship must be developed that develops trust and the person must be committed to helping those without jobs. This was enhanced through information sources, interview gaining techniques, personal presentation skills and job retention skills (Pryor & Ward, 1985).

Summary

The review of literature investigated the Theoretical Approach to the Job Search Process; Applicant Characteristics; Job Search Acquisition Methods and Job Search Training Programs. The development of employability skills was crucial to job seekers being able to effectively market themselves. It is also important to determine the appropriate time and method for formal training in these activities in order to meet the needs of the individual.

The literature and research review validated that job seekers' chances of obtaining employment are improved by developing a variety of qualifications. Characteristics considered to be an asset include personal and social skills, as well as communication skills.

The placement success of job seekers depended not only on how impressive their qualifications and personal characteristics were, but also on how effectively these attributes were brought to the attention of potential employers. There were a multitude of methods by which job seekers located employment. These included employment interviews, resumes, and the use of formal and informal job search methods.

The resources available to assist job seekers in their employment search were many and varied. Both private and public agencies offered counseling and job search training programs.

The literature supported the view that the majority of research on job seeking methods was more descriptive than experimental, utilizing interviews and questionnaires. More experimental research has been conducted on applicant characteristics that influence selection.

In addition, the literature revealed many articles that signified the importance of job search training programs. Before vocational school personnel can provide thorough job search training, they must know the methods of which their graduates are aware, which methods they use, and which skills are most productive in locating employment. The literature review documented the most recent research in employment theory. Yet, there is a

scarcity of research and appropriate instruments for assessing graduates' use of job search methods. Therefore, there is a need for a study that adequately describes the employment search behavior of vocational school program completers.

CHAPTER III

RESEARCH METHOD

Population

Students completing programs at the Harriman, Crossville, Jacksboro and Oneida Area Vocational-Technical Schools during the 1985 - 1986, 1986 - 1987, and 1987 - 1988 academic years were the subjects in this study. It was the purpose of the researcher to select a sample of students who had sufficient time after completing their programs to actively pursue employment related to their vocational program.

It was further anticipated that many of these students had held more than one position since program completion, although a small percentage were employed prior to completion of their program. Counselors at the four State Area Vocational-Technical Schools estimated that less than 10% of the students had been previously employed in a field related to the vocational program in which they entered.

The four programs selected for this study, Electronics, Licensed Practical Nurse, Machine Shop and Office Occupations, were unanimously identified by the State Area Vocational-Technical School Directors as having strong and consistent enrollment histories. Not

all of the schools offered the same inventory of vocational training programs and enrollment in many areas varied from location to location. It was for these reasons that the above four programs were selected for this study.

Participants in the study were selected through a stratified random sample. A list of the graduates of the four vocational programs from the 1985 - 1988 academic years was the basis of the selection. The following method was used to select a stratified sample:

1. All students who completed a program in Electronics, Licensed Practical Nurse, Machine Shop or Office Occupations during the 1985 - 1986, 1986 - 1987, and 1987 - 1988 academic years were identified. This provided a total of approximately 800 students from which the sample was drawn.

2. Students were classififed into sub-groups by vocational major.

3. A sample of students from each of four majors was randomly selected using a table of random numbers. The number of students in the final sample was as follows:

	Elect.	M.Shop	LPN	O.Occ.	Total
Oneida	13	15	19	34	81
Crossville	26	18	27	41	112
Harriman	51	43	60	45	199
Jacksboro	23	49	62	40	174

N = 566

Permission to obtain the names and addresses of program completers was obtained through the respective school directors: Jim Purcell, Crossville; Ferrell Kennedy, Harriman; Coy Gibson, Jacksboro; Arvis Blakley, Oneida.

The researcher also worked closely with the student service counselors at each of the four schools to gain background information about the student population, the school's curricula and the orientation of students toward the job search process. The cooperation of the school directors and counselors, along with the information they provided to the researcher, was invaluable in the completion of this research project.

Instrumentation

The Job-Seeking Methods Questionnaire was first developed by Phillips (1980) and used to study job acquisition methods of vocational high school graduates

in Ohio. The questionnaire was developed through a lengthy process in which the author catalogued a number of job acquisition methods and developed twenty-two brief descriptions of each technique.

The questionnaire was designed so that the respondent could indicate his or her knowledge and experience with each job seeking method by circling a letter. (A) indicated that he or she was not aware of the method of looking for a job; (B) indicated that he or she was aware of but never used that method in looking for a job; and (C) indicated that he or she had used the method in looking for a job.

Other demographic questions gathered data about the length of time it took to find a job, how long the job was held, the relatedness of the job to the training program, career plans of the respondent and parental influence in the selection of the vocational program.

The original format of the Job-Seeking Methods Questionnaire was pilot tested by Phillips (1980) on thirty-four vocational high school graduates for the purpose of assessing its clarity. A total of eighteen questionnaires was returned for evaluation by the researcher. It was noted by the author that all instruments were adequately completed and no confusion on the part of the respondents was detected. In an attempt to further insure the questionnaire was adequate, a

telephone survey was conducted with pilot study participants as a means to further assess the clarity and completeness of the instrument.

For the purpose of this study the Job-Seeking Methods Questionnaire was refined. The format of the job seeking methods portion of the instrument was altered to condense the methods under five general headings: Advertisements, Written Communications, Personal Contacts, Networking and Employment or Placement Agency. Each general heading contained three specific skills used as examples. The scoring format from the original instrument remained the same except that respondents were asked to indicate their awareness and/or use of the five general headings.

The demographic questions remained on the survey form. Because of the age of the population studied in this project, questions regarding parental influence were deleted. It was anticipated that the average age of this population would be older and those questions would therefore not be as appropriate as they were for the high school population for which the questionnaire was originally developed.

A panel of experts was asked to review the revised instrument for completeness of content, clarity and structure. Members of the panel included: Bob Creswell, Director of Admissions and Financial Aid, Roane State

Community College, Supervisor of Cooperative Education and Student Employment; Sherry Hoppe, President, Roane State Community College, author of textbook on Outplacement and Career Development; and Vickie Watts, Director, Roane County Department of Employment Security.

Each member of the panel indicated that the questionnaire covered a broad range of job acquisition methods, was clear in design and the directions were easy to understand.

Procedure

Pilot Study

A sample of 10 students from each of the four State Area Vocational-Technical Schools was selected from 1985 - 1988 program completers who were not part of the random sample. Participants in the pilot study were mailed a packet containing a cover letter, questionnaire and pre-addressed return envelope. Each of the 40 participants in the pilot study was sent through first class mail a packet containing a cover letter signed by the State Area Vocational-Technical School Director and/or the vocational program teacher, a questionnaire and a pre-addressed return envelope.

The cover letter explained the purpose of the research project and requested that program completers provide school administrators with valuable information

that could be used to assist future students. The cover letter also assured the participant of the confidentiality of any information supplied to the researcher on the survey instrument.

Each survey form was coded with a number that allowed the researcher to identify each participant. As surveys were received, the corresponding numbers of those returned were recorded. The coded numbers of the surveys not received by the dates indicated in the time schedule were used to identify non-respondents. This same procedure was followed in subsequent follow-up administrations of the instrument.

After three weeks, non-respondents were sent a second first class mailing. These packets included the same items as found in the first mailing with the exception that the cover letter indicated that this was a subsequent request for the survey information. At the end of three weeks, those participants not responding to the follow-up survey received an additional first class mailing. These packets included the questionnaire, the pre-addressed return envelope and a final cover letter urging compliance with the research project.

Response to the survey procedure after the third follow up mailing was 70 percent. After three weeks, each survey administration was followed by a letter requesting the participant's response, another copy of

the instrument and pre-paid envelope. Only four packets were returned for insufficient address; subsequent contact with the appropriate area school did not provide more current information.

Returned questionnaires were evaluated by the project director as to their completeness and indication of clarity. Several respondents augmented their answers by writing in additional data about their job search or employment status. The pilot study survey period was August through October, 1989. For the purpose of this pilot study, survey results were hand tallied and contingency tables were constructed. Due to the small number of participants in the pilot study, limited calculations were performed. However, a review of responses revealed that the structure of the instrument led to conflicting responses in that some respondents indicated they were not aware of a job acquisition method yet elsewhere indicated they had used it in the job search process.

As a result of the pilot study and subsequent analysis, the instrument was revised to include Part II, an indication of awareness of methods and Part III, an indication of use of specific techniques. To facilitate data entry, the instrument was revised to employ numbers instead of letters for responses to the questions in Part II.

The number of participants in the pilot study (40) was significantly less than the number in the final project (566), and some contingency tables had empty cells. All of the tables comparing the variables based upon vocational programs showed low numbers due to the small number of people involved in the pilot study.

Final Study

Each of the 566 participants was sent through first class mail a packet containing a cover letter signed by the State Area Vocational-Technical School Director (Appendix A), a questionnaire (Appendix B) and a pre-addressed return envelope. The cover letter explained the purpose of the research project and requested that program completers provide school administrators with valuable information that could be used to assist future students. The cover letter also assured participants of the confidentiality of any information supplied to the researcher on the survey instrument.

Each survey form was coded with a number that allowed the researcher to identify each participant. As surveys were received, the corresponding numbers of those returned was recorded. The coded numbers of the surveys not received by the dates indicated in the time schedule

were used to identify non-respondents. This same procedure was followed in subsequent follow-up administrations of the survey instrument.

After three weeks non-respondents were sent a second first class mailing. These packets included the same items found in the first mailing with the exception that the cover letter (Appendix C) indicated that this was a subsequent request for the survey information.

At the end of three weeks, those participants not responding to the follow-up survey were sent an additional first class mailing. These packets included the questionnaire, the pre-addressed return envelope and a final cover letter urging compliance with the research project. Three weeks after the third mailing, a total of 277 questionnaires had been received. Of these, one was marked with a refusal to participate in the research project. A total of 32 respondents indicated they had not searched for employment and were disqualified from data analysis. This left a total of 244 (43%) usable responses for analysis.

Research Controls

In order to avoid or minimize error in this study, the following techniques were used:

1. Subjects were randomly selected.
2. Every subject received the same type of instrument and an identical cover letter.
3. A random sample of non-respondents was contacted.

Comparison With Non-Respondents

To determine if the data from the respondents were representative of the sample to which the questionnaires were mailed, a random sample of 68 non-respondents was selected. Each of the non-respondents was contacted by telephone and asked to answer the items on the instrument. The telephone survey yielded 29 usable responses to the survey and two refusals to participate in the project. Twenty-nine did not answer the telephone after three separate attempts; one number had been changed to an unpublished listing; and seven numbers had been disconnected with no other listing available.

The chi-square analysis was used to compare the respondents' and non-respondents' responses to the questionnaire. In comparing the two samples, there was no significant difference between respondents and non-respondents in terms of their age, gender or vocational program.

Table 1 indicates the results of the analyses of the comparison of data given by respondents to that given by non-respondents. The chi-square values for respondents and non-respondents were significantly different on six of the twelve comparisons. Due to low cell sizes on several of the contingency tables, it may be more appropriate to refer to frequency counts for use in drawing conclusions from the data.

This comparative analysis indicated that the respondents may not be representative of the total sample for the following variables: Use of Advertisements (χ^2 = 30.15; $p < .05$); Use of Employment or Placement Agency (χ^2 = 6.49; $p < .05$); Use of Help Wanted Ads (χ^2 = 13.38; $p < .05$); Use of State Employment Service (χ^2 = 13.38; $p < .05$); Use of Resumes (χ^2 = 3.79; $p < .05$); and Most Helpful Job Acquisition Method (χ^2 = 13.71; $p < .05$).

Data Analysis

The Statview Software program was used to perform some of the calculations and hand calculations of chi-square values were used to test the computer generated results. Post hoc analyses were conducted to determine where the area of significance was by studying

TABLE 1

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN RESPONDENTS AND NON-RESPONDENTS

Variable	Sample: Respondents # Resp.	Respondents %	Non-Respondents # Resp.	Non-Respondents %	Chi-Square
Using Advertisements	147	60	6	21	30.15[2]
Using Employment/Placement Agencies	115	47	9	31	6.49[2]
Newspaper Help Wanted Ads	138	57	6	21	13.38[1]
Placing Job Wanted Ads	15	6	0	0	1.89
Help from Teacher	89	36	11	38	.02[1]
Using the State Employment Service	98	40	6	21	4.17[1]
Using the School Placement Office	41	17	8	28	2.05
Sending Letters of Inquiry	48	20	9	31	2.03[1]
Distributing Resumes	139	57	11	38	3.79[1]
Using Commercial Employment Agencies	47	19	5	17	.07[3]
Most Helpful Method: Personal Contacts	132	54	8	28	21.76
Training-Relatedness: Exactly/Nearly	174	71	18	62	1.91

Respondents = 244; Non-Respondents = 29

[1] $\chi^2_{.05}$ (1df) = 3.48; $p < .05$
[2] $\chi^2_{.05}$ (2df) = 5.99; $p < .05$
[3] $\chi^2_{.05}$ (4df) = 9.49; $p < .05$

the contingency cell contributions or using a comparison of proportions. To achieve the purposes of this study seven research hypotheses were tested.

CHAPTER IV

RESULTS

This study presents information about the job acquisition methods and job search techniques used by Area Vocational-Technical School program completers. A questionnaire to assess which methods graduates employed to find their first full-time job after completing their vocational program investigated the awareness and utilization of a variety of job search skills.

This chapter presents the results of the statistical analyses for the seven null hypotheses. Throughout the chapter, comparisons are made using the three variables of respondents' age, gender, and/or vocational program.

Findings

Seven null hypotheses were tested using the chi-square procedure at the .05 level of significance. The following is a presentation of the results:

Hypothesis 1: There is no significant difference between program completers' age, gender and/or vocational program and the lack of awareness; awareness of and lack of

use; or awareness and use of general job acquisition methods.

Analysis of this hypothesis utilized the results regarding whether respondents were unaware; were aware, but did not use; or used general job acquisition methods. Initial review of the data indicated that less than 3% of the respondents were unaware of Advertisements, Written Communications, Personal Contacts, Networking, and Employment/Placement Agency. Due to the resulting low cell sizes, the three categories were collapsed into two: 1) Not Aware; Aware, But Not Used, and 2) Used. Also due to low cell sizes, the three responses on the instrument that indicated the program completers' age were collapsed into two fields: 1) 17 - 29, and 2) 30+.

The resulting data for the awareness and use of Advertising as a job acquisition method were not statistically significant for the variables of age or gender at the .05 level. Table 2 shows the nonsignificant chi-square value (χ^2 = 2.97; n.s.) for age and Table 3 shows the nonsignificant chi-square value ($\chi 2$ = 1.23; n.s.) for gender.

The variable of vocational program was significant ($\chi 2$ = 13.60) at the .05 level. Table 4 shows that Office Occupations and Electronics graduates were significantly more likely to use Advertisements than were LPNs and

TABLE 2

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE AWARENESS AND USE OF ADVERTISEMENTS IS INDEPENDENT OF AGE

	Age				
	17 - 29		30+		
Advertisements	#Resp.	%	#Resp.	%	Total
Not Aware; Aware, Not Used	61	44	35	33	96
Used	77	56	70	67	147
N	138		105		243

$\chi^2_{.05}$ (1df) = 3.48; χ^2_O = 2.97; n.s.

TABLE 3

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE AWARENESS AND USE OF ADVERTISEMENTS IS INDEPENDENT OF GENDER

	Gender				
	Female		Male		
Advertisements	#Resp.	%	#Resp.	%	Total
Not Aware; Aware, Not Used	61	42	35	35	96
Used	83	58	64	65	147
N	144		99		243

$\chi^2_{.05}$ (1df) = 3.48; χ^2_{O} = 1.23; n.s.

TABLE 4

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE AWARENESS AND USE OF ADVERTISEMENTS IS INDEPENDENT OF VOCATIONAL PROGRAM

	Vocational Program								
	Electronics		LPN		Mach. Shop		Office Occ.		
Advertisements	#Resp.	%	#Resp.	%	#Resp.	%	#Resp.	%	Total
Not Aware; Aware, Not used	11	27	37	53	27	47	21	28	96
Used	30	73	33	47	30	53	54	72	147
N	41		70		57		75		243

$\chi^2_{.05}$ (3df) = 7.81; χ^2_O = 13.60; $p < .05$

Machine Shop graduates. Post hoc analysis failed to reveal any other significant differences.

The data for the awareness and use of Written Communications were not statistically significant for the variables of age, gender and/or vocational program. Tables 5, 6 and 7 respectively show the nonsignificant chi-square values. The frequency counts indicated that over 70% of all respondents used Written Communications as a job acquisition method.

There was no significant difference between the awareness and use of Personal Contacts and the age, gender and/or vocational program of the respondents. Nonsignificant chi-square values are reported in Tables 8, 9 and 10. The frequency counts indicated that over 80% of all respondents used Personal Contacts as a job acquisition method.

The data for the awareness and use of Networking as a job acquisition method were not statistically significant for any of the three variables. Table 11 indicates the nonsignificant chi-square value for the variable of age and Table 12 shows the data for the variable of gender. Frequency counts showed that over 70% of the respondents used Networking. Table 13 shows the nonsignificant chi-square value for the variable of vocational program. Frequency counts by program differed

TABLE 5

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE AWARENESS AND USE OF WRITTEN COMMUNICATIONS IS INDEPENDENT OF AGE

	Age				
	17 - 29		30+		
Written Communications	#Resp.	%	#Resp.	%	Total
Not Aware; Aware, Not Used	33	24	21	20	54
Used	105	76	83	80	188
N	138		104		242

$\chi^2_{.05}$ (1df) = 3.48; χ^2_O = .52; n.s.

TABLE 6

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE AWARENESS AND USE OF WRITTEN COMMUNICATIONS IS INDEPENDENT OF GENDER

	Gender				
	Female		Male		
Written Communications	#Resp.	%	#Resp.	%	Total
Not Aware; Aware, Not Used	31	22	23	23	54
Used	112	78	76	77	188
N	143		99		242

$\chi^2_{.05}$ (1df) = 3.48; χ^2_O = .10; n.s.

TABLE 7

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE AWARENESS AND USE OF WRITTEN COMMUNICATIONS IS INDEPENDENT OF VOCATIONAL PROGRAM

	Vocational Program								
Written Communications	Electronics #Resp.	%	LPN #Resp.	%	Mach. Shop #Resp.	%	Office Occ. #Resp.	%	Total
Not Aware; Aware, Not Used	9	22	21	30	14	25	10	13	54
Used	32	78	48	70	43	75	65	87	188
N	41		69		57		75		242

$\chi^2_{.05}$ (3df) = 7.81; χ^2_O = 6.28; n.s.

TABLE 8

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE AWARENESS AND USE OF PERSONAL CONTACTS IS INDEPENDENT OF AGE

	Age				
	17 - 29		30+		
Personal Contacts	#Resp.	%	#Resp.	%	Total
Not Aware; Aware, Not Used	21	15	15	14	36
Used	117	85	91	86	208
N	138		106		244

$\chi^2_{.05}$ (1df) = 3.48; χ^2_O = .09; n.s.

TABLE 9

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE AWARENESS AND USE OF PERSONAL CONTACTS IS INDEPENDENT OF GENDER

	Gender				
	Female		Male		
Personal Contacts	#Resp.	%	#Resp.	%	Total
Not Aware; Aware, Not Used	22	15	14	14	36
Used	123	85	85	86	208
N	145		99		244

$\chi^2_{.05}$ (1df) = 3.48. χ^2_O = .08; n.s.

TABLE 10

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE AWARENESS AND USE OF PERSONAL CONTACTS IS INDEPENDENT OF VOCATIONAL PROGRAM

	Vocational Program								
	Electronics		LPN		Mach. Shop		Office Occ.		
Personal Contacts	#Resp.	%	#Resp.	%	#Resp.	%	#Resp.	%	Total
Not Aware; Aware, Not Used	4	10	9	13	11	19	12	16	36
Used	37	90	62	87	46	81	63	84	208
N	41		71		57		75		244

$\chi^2_{.05}$ (3df) = 7.81; χ^2_O = 1.60; n.s.

TABLE 11

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE AWARENESS AND USE OF NETWORKING IS INDEPENDENT OF AGE

	Age				
	17 - 29		30+		
Networking	#Resp.	%	#Resp.	%	Total
Not Aware; Aware, Not Used	33	24	28	27	61
Used	104	76	75	73	179
N	137		103		240

$\chi^2_{.05}$ (1df) = 3.48; χ^2_O = .31; n.s.

TABLE 12

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE AWARENESS AND USE OF NETWORKING IS INDEPENDENT OF GENDER

	Gender				
	Female		Male		
Networking	#Resp.	%	#Resp.	%	Total
Not Aware; Aware, Not Used	36	26	25	25	61
Used	105	74	74	75	179
N	141		99		240

$\chi^2_{.05}$ (1df) = 3.48; χ^2_O = .02; n.s.

TABLE 13

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE AWARENESS AND USE OF NETWORKING IS INDEPENDENT OF VOCATIONAL PROGRAM

	Vocational Program								
	Electronics		LPN		Mach. Shop		Office Occ.		
Networking	#Resp.	%	#Resp.	%	#Resp.	%	#Resp.	%	Total
Not Aware; Aware, Not Used	10	24	25	37	13	23	13	18	61
Used	31	76	43	63	44	77	61	82	179
N	41		68		57		74		240

$\chi^2_{.05}$ (3df) = 7.81; χ^2_O = 7.25; n.s.

from other tables in that over 80% of Office Occupations graduates used Networking in their search for employment.

Data analysis of the awareness and use of Employment/Placement Agency showed no statistical significance for the variables of age (Table 14) and gender (Table 15). The variable of vocational program was statistically significant ($\chi^2 = 60.56$; $p < .05$) as shown in Table 16. Post hoc analysis showed that Office Occupations, Electronics and Machine Shop graduates were significantly more likely to use Employment/Placement Agencies than were LPNs. Frequency counts indicated that 73% of Office Occupations graduates, 61% of Electronics graduates, and 53% of Machine Shop graduates used this method in comparison with 10% of LPNs. Post hoc analysis failed to reveal any other significant differences.

Hypothesis 2: There is no significant difference between the use of specific job search techniques and the program completers' age, gender and/or vocational program.

Initial analysis of the data from the survey instrument indicated that the variable of age was not statistically significant at the .05 level. Due to the low cell sizes obtained using the original design, the three response categories on the instrument that indicated the program completers' age were collapsed into two fields: 1) 17 - 29, and 2) 30+. All of the values

TABLE 14

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE AWARENESS AND USE OF EMPLOYMENT/PLACEMENT AGENCIES IS INDEPENDENT OF AGE

	Age				
	17 - 29		30+		
Employment/Placement Agencies	#Resp.	%	#Resp.	%	Total
Not Aware; Aware, Not Used	73	53	52	51	125
Used	65	47	50	49	115
N	138		102		240

$\chi^2_{.05}$ (1df) = 3.48; χ^2_O = .09; n.s.

TABLE 15

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE AWARENESS AND USE OF EMPLOYMENT/PLACEMENT AGENCIES IS INDEPENDENT OF GENDER

	Gender				
	Female		Male		
Employment/Placement Ag.	#Resp.	%	#Resp.	%	Total
Not Aware; Aware, Not Used	80	56	45	46	125
Used	62	44	53	54	115
N	142		98		240

$\chi^2_{.05}$ (1df) = 3.48; χ^2_O = 1.97; n.s.

TABLE 16

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE AWARENESS AND USE OF EMPLOYMENT/PLACEMENT AGENCIES IS INDEPENDENT OF VOCATIONAL PROGRAM

	Vocational Program								
	Electronics		LPN		Mach. Shop		Office Occ.		
Employment/Placement Ag.	#Resp.	%	#Resp.	%	#Resp.	%	#Resp.	%	Total
Not Aware; Aware, Not Used	16	39	62	90	27	47	20	27	125
Used	25	61	7	10	30	53	53	73	115
N	41		69		57		73		240

$\chi^2_{.05}$ (3df) = 7.81; χ^2_O = 60.56; $p < .05$

were then recalculated and similar statistical results were obtained.

Table 17 shows that there was no statistical significance between the two age groups and respondents' use of specific job search techniques. More than three-fourths of respondents in both age groups Completed Job Applications (82%) and Visited Places of Employment (77%) in an effort to find employment. Respondents did not generally utilize the following techniques: Sending Letters of Inquiry (20%); Using a Commercial Employment Agency (19%); Use of the School Placement Office (17%); Help from a Current Employer (15%); School Visits by Prospective Employers (11%); Magazine/Trade Publication Advertisements (9%); and, Placing Job Wanted Ads (6%).

Table 18 shows that there was only one area in which male and female respondents indicated a significant difference ($\chi 2 = 8.93$; $p < .05$) in the use of specific job search techniques. Males (52%) were significantly more likely to use the State Employment Service than were females (32%).

Table 19 shows the results of the chi-square analyses with regard to vocational program. Because it was not possible to collapse cells the low cell sizes for the four vocational programs may have affected the statistical results for some of the comparisons.

TABLE 17

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE USE OF SPECIFIC JOB SEARCH TECHNIQUES IS INDEPENDENT OF AGE

Job Search Technique (Rank Ordered)	Use of Method by Age					
	17 - 29		30 +		Total Used	
	# Resp.	%	# Resp.	%	(% of N)	Chi-Square
Completing Job Applications	110	80	90	85	200 (82)	1.09
Visiting Places of Employment	106	77	83	78	189 (77)	.08
Help from a Friend or Relative	84	61	56	53	140 (57)	1.58
Distributing Resumes	81	59	58	55	139 (57)	.39
Newspaper Help Wanted Ads	76	55	62	58	138 (57)	.29
Telephone Calls of Inquiry	71	51	55	52	126 (52)	.01
Using the State Employment Service	57	41	41	39	98 (40)	.17
Help from a Teacher	50	36	39	37	89 (36)	.01
Sending Letters of Inquiry	31	22	17	16	48 (20)	1.57
Using Commercial Employment Agencies	26	19	21	20	47 (19)	.04
Use of the School Placement Office	21	15	20	19	41 (17)	.57
Help from an Employer	25	18	12	11	37 (15)	2.15
School Visits by Prospective Employers	14	10	12	11	26 (11)	.09
Magazine/Trade Publication Advertisements	13	9	9	8	22 (09)	.06
Placing Job Wanted Ads	8	6	7	7	15 (06)	.07

Sample: 17 - 29 = 138; 30 + = 106; N = 244

$\chi^2_{.05}$ (1df) = 3.48

TABLE 18

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE USE OF SPECIFIC JOB SEARCH TECHNIQUES IS INDEPENDENT OF GENDER

Job Search Technique (Rank Ordered)	Use of Method by Gender: Female # Resp.	Female %	Male # Resp.	Male %	Total Used (% of N)	Chi-Square
Completing Job Applications	122	84	78	79	200 (82)	1.14
Visiting Places of Employment	110	76	79	80	189 (77)	.52
Help from a Friend or Relative	79	54	61	62	140 (57)	1.22
Distributing Resumes	77	53	62	63	139 (57)	2.18
Newspaper Help Wanted Ads	78	54	60	61	138 (57)	1.11
Telephone Calls of Inquiry	72	50	54	55	126 (52)	.56
Using the State Employment Service	47	32	51	52	98 (40)	8.93*
Help from a Teacher	54	37	35	35	89 (36)	.09
Sending Letters of Inquiry	28	19	20	20	48 (20)	.03
Using Commercial Employment Agencies	25	17	22	22	47 (19)	.94
Use of the School Placement Office	26	18	15	15	41 (17)	.33
Help from an Employer	23	16	14	14	37 (15)	.14
School Visits by Prospective Employers	19	13	7	7	26 (11)	2.25
Magazine/Trade Publication Advertisements	11	8	11	11	22 (10)	.89
Placing Job Wanted Ads	9	6	6	6	15 (06)	.08

Sample: Female = 145; Male = 99; N = 244

*$\chi^2_{.05}$ (1df) = 3.48; $p < .05$

TABLE 19

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE USE OF SPECIFIC JOB SEARCH TECHNIQUES IS INDEPENDENT OF VOCATIONAL PROGRAM

Job Search Technique (Rank Ordered)	Use of Method by Program										Chi-Square
	Electronics		LPN		Mach. Shop		Off. Occ.		Total Used		
	#Resp.	%	#Resp.	%	#Resp.	%	#Resp.	%	(% of N)		
Completing Job Applications	34	83	57	80	46	81	63	84	200	(82)	.43
Visiting Places of Employment	35	85	55	77	46	81	53	71	189	(77)	3.79
Help from a Friend or Relative	27	66	32	45	36	63	45	60	140	(57)	6.59
Distributing Resumes	30	73	19	27	35	61	55	73	139	(57)	39.47*
Newspaper Help Wanted Ads	31	76	25	35	29	51	53	71	138	(57)	26.05*
Telephone Calls of Inquiry	23	56	34	48	32	56	37	49	126	(52)	1.35
Using the State Employment Service	27	66	1	1	27	47	43	57	98	(40)	66.06*
Help from a Teacher	15	37	15	21	22	39	37	49	89	(36)	12.68*
Sending Letters of Inquiry	5	12	8	11	11	19	24	32	48	(20)	11.84*
Using Commercial Employment Agencies	13	32	1	1	10	18	23	31	47	(19)	25.02*
Use of the School Placement Office	12	29	2	3	7	12	20	27	41	(17)	20.55*
Help from an Employer	5	12	7	10	8	14	17	23	37	(15)	5.17
School Visits by Prospective Employers	3	7	10	14	6	11	7	9	26	(11)	1.5
Magazine/Trade Publication Advertisements	5	12	3	4	5	9	9	12	22	(10)	3.31
Placing Job Wanted Ads	3	7	2	3	1	2	9	12	15	(06)	7.82*

Sample: Electronics = 41; LPN = 71; Machine Shop = 57; Office Occupations = 75; N = 244

* $\chi^2_{.05}$ (3df) = 7.81; $p < .05$

A significant difference did occur among programs for Distributing Resumes ($\chi 2$ = 39.47; $p < .05$). Electronics and Office Occupations majors were significantly more likely than LPNs to Distribute Resumes. Post hoc analysis failed to reveal any other areas of significant difference.

A significant difference also occurred among programs for Using Newspaper Help Wanted Ads ($\chi 2$ = 26.05; $p < .05$). Post hoc analysis indicated that Office Occupations, Machine Shop and Electronics majors were significantly more likely to Use Help Wanted Ads than were LPNs. Post hoc analysis also revealed that Electronics and Office Occupations graduates were significantly more likely to use this technique than were Machine Shop program completers.

A significant difference ($\chi 2$ = 66.06; $p < .05$) also occurred among programs for the Use of the State Employment Service. Low cell sizes prevented post hoc analysis, although frequency counts indicated that Electronics (66%), Machine Shop (47%) and Office Occupations (57%) graduates used this technique significantly more than LPNs (1%).

Office Occupations majors were significantly more likely ($\chi 2$ = 12.68; $p < .05$) to Use Help from a Teacher than were Electronics graduates or LPNs. Machine Shop graduates were significantly more likely to use this

technique than were LPNs. Post hoc analysis failed to reveal any other areas of significance.

A significant difference ($\chi 2$ = 11.84; $p < .05$) occurred among programs for the Use of Letters of Inquiry. Office Occupations graduates were significantly more likely to Send Letters of Inquiry than were completers of Electronics and LPN programs. Post hoc analysis failed to reveal any other areas of significance.

A significant difference ($\chi 2$ = 25.02; $p < .05$) occurred among programs for the Use of Commercial Employment Agencies. Low cell sizes prevented post hoc analysis, although frequency counts indicated that less than 20% of respondents used this technique. Office Occupations (31%) and Electronics (32%) graduates used Commercial Employment Agencies more than those from the other two programs.

A significant difference ($\chi 2$ = 20.55; $p < .05$) occurred among programs for the Use of the School Placement Office. Low cell sizes prevented post hoc analysis, although frequency counts indicated that over 80% of all respondents did not use this technique. However, 29% of Electronics and 27% of Office Occupations graduates indicated they Used the School Placement Office.

Although a significant chi-square value ($\chi 2$ = 7.82; $p < .05$) for Placing Job Wanted Ads was found, low cell sizes prevented post hoc analysis. Over 90% of the respondents did not Place Job Wanted Ads in their search for employment. It was most used by Office Occupations (12%) and Electronics (7%) program completers; least used by LPNs and Machine Shop respondents (less than 3%).

Hypothesis 3: There is no significant difference between the methods of job acquisition used by program completers to find their first full-time jobs and their age, gender and/or vocational program.

Initial analysis of the data from the survey instrument indicated that the variables of age and gender were not statistically significant at the .05 level. The job acquisition method used to find the first full-time job was found to be significant by vocational program ($p < .05$), however.

Due to the low cell sizes obtained, the three age categories on the instrument were collapsed into two fields (17 - 29 and 30+) to more closely equate the size of the groups being compared and to eliminate low cell sizes. Table 20 shows the nonsignificant chi-square value ($\chi 2$ = 4.13; n.s.) for the variable of age. Using the five job acquisition methods, it was not possible to collapse cells for the variables of gender and vocational

TABLE 20

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE MOST HELPFUL JOB ACQUISITION METHOD USED TO FIND INITIAL EMPLOYMENT IS INDEPENDENT OF AGE

	Age				
	17 - 29		30+		
Job Acquisition Method	#Resp.	%	#Resp.	%	Total
Advertisements	12	9	5	5	17
Written Communications	12	9	7	8	19
Personal Contacts	72	55	60	65	132
Networking	23	18	10	11	33
Emp. or Placement Agency	12	9	11	12	23
N	131		93		224

$\chi^2_{.05}$ (4df) = 9.49; χ^2_O = 4.13; n.s.

program. Table 21 shows the nonsignificant chi-square value for the variable of gender ($\chi 2$ = .30; n.s.).

Table 22 shows the significant chi-square value for the variable of vocational program ($\chi 2$ = 30.19; $p < .05$). Analysis of frequency counts indicated that respondents from all four vocational programs were significantly more likely to use the method of Personal Contacts to find their first full-time jobs than any other method. The numerous low cell sizes prevented post hoc analysis, but a review of frequency counts revealed some differences among the four vocational programs. LPNs and Machine Shop graduates indicated Personal Contacts (70%) as the one most helpful method used to find employment. While Electronics and Office Occupations majors also indicated that Personal Contacts was the most helpful method, less than 50% of these latter two respondent groups utilized this job search method. Electronics (16%), Machine Shop (19%), and Office Occupations (19%) graduates selected Networking as a helpful job acquisition method, while LPNs (12%) utilized Advertisements.

Overall, 80% of the respondents from Electronics, Machine Shop and Office Occupations utilized the three methods of Personal Contacts, Networking and Employment/Placement Agencies. Over 90% of LPNs used Personal Contacts, Advertisements and Written Communications.

TABLE 21

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE MOST HELPFUL JOB ACQUISITION METHOD USED TO FIND INITIAL EMPLOYMENT IS INDEPENDENT OF GENDER

	Gender				
	Female		Male		
Job Acquisition Method	#Resp.	%	#Resp.	%	Total
Advertisements	11	8	6	7	17
Written Communications	12	9	7	8	19
Personal Contacts	79	58	53	61	132
Networking	21	15	12	14	33
Emp. or Placement Agency	14	10	9	10	23
N	137		87		224

$\chi^2_{.05}$ (4df) = 9.49; χ^2_O = .30; n.s.

TABLE 22

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE MOST HELPFUL JOB ACQUISITION METHOD USED TO FIND INITIAL EMPLOYMENT IS INDEPENDENT OF VOCATIONAL PROGRAM

	Have Used								
	Electronics		LPN		Mach. Shop		Office Occ.		
Job Acquisition Method	# Resp.	%	# Resp.	%	#Resp.	%	# Resp.	%	Total
Advertisements	3	9	8	12	1	2	5	7	17
Written Communications	3	9	7	10	3	6	6	9	19
Personal Contacts	14	44	48	70	37	70	33	47	132
Networking	5	16	5	7	10	19	13	19	33
Emp. or Placement Agency	7	22	1	1	2	4	13	19	23
N	32		69		53		70		224

$\chi^2_{.05}$ (12df) = 21.03; χ^2_O = 30.19; $p < .05$

Hypothesis 4: There is no significant difference between the training relatedness of the program completers' first full-time jobs and their age, gender and/or vocational program.

Due to the low cell sizes obtained, the four response categories on the instrument that addressed the training relatedness of the program completers' employment were collapsed into two: 1) Exactly/Nearly the Same, and 2) Little/None the Same. The three age categories on the instrument were collapsed into two fields (17 - 29 and 30+) to more closely equate the size of the groups being compared and to eliminate low cell sizes.

Table 23 shows that there was no significant difference between the two age groups and the training relatedness of program completers' first full-time jobs ($\chi 2 = 1.30$; n.s.). More than 70% of all respondents were found to be employed in jobs that were related to their vocational training program.

Table 24 shows that females were significantly more likely ($\chi 2 = 9.46$; $p < .05$) to find employment that was related to their vocational training than were males. A review of frequency counts indicated that over 80% of the female respondents found employment that was exactly or

TABLE 23

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE TRAINING RELATEDNESS OF THE FIRST FULL-TIME JOB IS INDEPENDENT OF AGE

	Age				
	17 - 29		30+		
Training Relatedness	#Resp.	%	#Resp.	%	Total
Exactly/Nearly the Same	104	77	69	70	173
Little/None the Same	31	23	29	30	60
N	135		98		233

$\chi^2_{.05}$ (1df) = 3.48; χ^2_O = 1.30; n.s.

TABLE 24

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE TRAINING RELATEDNESS OF THE FIRST FULL-TIME JOB IS INDEPENDENT OF GENDER

	Gender				
	Female		Male		
Training Relatedness	#Resp.	%	#Resp.	%	Total
Exactly/Nearly the Same	114	81	59	63	173
Little/None the Same	26	19	34	36	60
N	140		93		233

$\chi^2_{.05}$ (1df) = 3.48; χ^2_O = 9.46; $p < .05$

nearly the same as their vocational training. Only 63% of the males found training-related employment.

Table 25 shows that LPNs (96%) were significantly more likely ($\chi 2 = 30.22$; $p < .05$) to find employment related to their vocational training than Electronics (50%), Machine Shop (71%), or Office Occupations (66%) graduates. Post hoc analysis failed to reveal any other areas of significance.

Hypothesis 5: There is no significant difference between the length of time required for program completers to find their first full-time jobs and their age, gender and/or vocational program.

Due to the low cell sizes obtained using the original design, the four response categories on the instrument that addressed the length of time needed for the job search were collapsed into two: 1) Less than three months, and 2) More than three months. This method of collapsing was supported by the fact that 80% of the respondents found employment within three months.

Analysis of the data from the survey instrument indicated that the variables of age and gender were not statistically significant at the .05 level. Table 26 shows the nonsignificant chi-square value for the variable of age ($\chi 2 = 2.21$; n.s.) when calculated using the collapsed age groups. Table 27 shows the

TABLE 25

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE TRAINING RELATEDNESS OF THE FIRST FULL-TIME JOB IS INDEPENDENT OF VOCATIONAL PROGRAM

	Vocational Program								
Training Relatedness	Electronics #Resp.	%	LPN #Resp.	%	Mach. Shop #Resp.	%	Office Occ. #Resp.	%	Total
Exactly/Nearly the Same	17	50	68	96	40	71	47	66	172
Little/None the Same	17	50	3	4	16	29	24	32	60
N	34		71		56		71		232

$\chi^2_{.05}$ (3df) = 7.81; χ^2_O = 30.22; $p < .05$

TABLE 26

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE LENGTH OF TIME NEEDED TO FIND FULL-TIME EMPLOYMENT IS INDEPENDENT OF AGE

Length of Time to Find Employment	Age				
	17 - 29		30+		
	#Resp.	%	#Resp.	%	Total
< 3 Months	104	79	76	83	180
> 3 Months	28	21	16	17	44
N	132		92		224

$\chi^2_{.05}$ (2df) = 5.99; χ^2_O = 2.21; n.s.

TABLE 27

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE LENGTH OF TIME NEEDED TO FIND FULL-TIME EMPLOYMENT IS INDEPENDENT OF GENDER

Length of Time to Find Employment	Gender				
	Female		Male		
	#Resp.	%	#Resp.	%	Total
< 3 Months	112	81	68	79	180
> 3 Months	26	19	18	21	44
N	138		86		224

$\chi^2_{.05}$ (1 df) = 3.48; χ^2_O = .87; n.s.

nonsignificant chi-square value for the variable of gender ($\chi 2$ = .87; n.s.).

The length of time required to locate the first full-time job was significant by vocational program ($\chi 2$ = 12.59; $p < .05$) as shown in Table 28. Post hoc analysis was based on frequency counts due to some low cell sizes and indicated that LPNs were significantly more likely to find employment sooner than were those in the other programs. No other areas of significant difference were found.

Hypothesis 6: There is no significant difference between whether or not program completers moved to accept their first full-time jobs after leaving school and their success in finding employment related to their vocational program.

Due to the low cell sizes obtained, the four response categories on the instrument that addressed the training relatedness of the program completers' employment were collapsed into two fields: 1) Exactly/Nearly the Same, and 2) Little/None the Same. Analysis of the data at the .05 level as shown in Table 29 indicated that there was no significant difference between program completers' mobility and the training relatedness of their first full-time jobs.

TABLE 28

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE LENGTH OF TIME NEEDED TO FIND FULL-TIME EMPLOYMENT IS INDEPENDENT OF VOCATIONAL PROGRAM

Length of Time to Find Employment	Vocational Program								
	Electronics		LPN		Mach. Shop		Office Occ.		Total
	#Resp.	%	#Resp.	%	#Resp.	%	#Resp.	#	
< 3 Months	23	72	66	93	43	81	47	70	179
> 3 Months	9	28	5	7	10	19	20	30	44
N	32		71		53		67		223

$\chi^2_{.05}$ (6df) = 12.59; χ^2_O = 14.57; P < .05

TABLE 29

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE TRAINING RELATEDNESS OF THE FIRST FULL-TIME JOB IS INDEPENDENT OF MOVING TO ACCEPT EMPLOYMENT

	Moving to Accept Employment				
	No		Yes		
Training Relatedness	#Resp.	%	#Resp.	%	Total
Exactly/Nearly the Same	162	76	12	71	174
Little/None the Same	52	24	5	29	57
N	214		17		231

$\chi^2_{.05}$ (1df) = 3.48; χ^2_O = .02; n.s.

Hypothesis 7: There is no significant difference between the length of time program completers held their first full-time jobs after leaving school and their age, gender and/or vocational program.

Due to the low cell sizes obtained using the original design, the four response categories on the instrument that addressed how long the job was held were collapsed into two fields: 1) Less than one year, and 2) Longer than one year. This method of collapsing cells was supported by the fact that sixty-six percent of the respondents held their jobs longer than one year.

No statistical significance for any of the three variables was found at the .05 level. Table 30 shows the nonsignificant chi-square value for the variable of age ($\chi 2$ = .07; n.s.); Table 31 shows the chi-square value for the variable of gender ($\chi 2$ = .81; n.s.); and Table 32 shows the results of the analysis for vocational program ($\chi 2$ = 1.30; n.s.).

Summary

The descriptive study addressed seven hypotheses and the appropriate statistical tests were utilized. A summary of the research findings and appropriate conclusions and recommendations appear in Chapter V.

TABLE 30

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE LENGTH OF TIME THE FIRST FULL-TIME JOB WAS HELD IS INDEPENDENT OF AGE

Length of Time Job Held	Age				
	17 - 29		30+		
	#Resp.	%	#Resp.	%	Total
< 1 Year	44	34	30	32	74
> 1 Year	84	66	62	68	146
N	128		92		220

$\chi^2_{.05}$ (1df) = 3.48; χ^2_O = .07; n.s.

TABLE 31

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE LENGTH OF TIME THE FIRST FULL-TIME JOB WAS HELD IS INDEPENDENT OF GENDER

Length of Time Job Held	Gender				
	Female		Male		
	#Resp.	%	#Resp.	%	Total
< 1 Year	42	31	32	37	74
> 1 Year	92	69	54	63	146
N	134		86		220

$\chi^2_{.05}$ (1 df) = 3.48; χ^2_O = .81; n.s.

TABLE 32

THE CHI-SQUARE TEST APPLIED TO THE HYPOTHESIS THAT THE LENGTH OF TIME THE FIRST FULL-TIME JOB WAS HELD IS INDEPENDENT OF VOCATIONAL PROGRAM

Length of Time Job Held	Vocational Program								
	Electronics		LPN		Mach. Shop		Office Occ.		
	#Resp.	%	#Resp.	%	#Resp.	%	#Resp.	%	Total
< 1 Year	12	38	24	36	19	36	19	28	74
> 1 Year	20	62	43	64	34	55	48	72	145
N	32		67		53		67		219

$\chi^2_{.05}$ (3df) = 7.81; χ^2_O = 1.30; n.s.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes a review of the descriptive study, the findings which emerge from the collected data, and conclusions which seem warranted based on the findings. In addition, recommendations for future research and for involving job search techniques and job acquisition methods in the Area Vocational-Technical School curriculum are presented.

Summary

The Purpose

The primary purpose of this study was to describe the job acquisition methods employed by selected State Area Vocational-Technical School program completers and to assess the effectiveness of the use of these methods in obtaining employment related to the completers' vocational program. The secondary purpose of this study was to identify selected characteristics of program completers which might affect their success in finding training related employment. This study also attempted to identify potential areas for future research regarding

the relationship of job acquisition methods to State Area Vocational-Technical School program completers' success in finding employment.

Methods and Procedures

This descriptive study focused on the 1985 - 1988 academic year graduates of four State Area Vocational-Technical Schools located in East Tennessee. A packet was mailed to 566 participants who had been selected by stratified random sample. The packet contained a cover letter signed by the State Area Vocational-Technical School Director, a questionnaire and a pre-addressed return envelope. Two additional first-class mailings were sent to non-respondents. A telephone survey of a sample of non-respondents was conducted to determine if their responses significantly differed from respondents. The chi-square calculation was used to analyze the data, with post hoc analysis conducted on those areas in which statistical significance was indicated.

Findings

The major findings of this descriptive study as they related to the seven null hypotheses were:

1. Over 80% of the respondents located their first full-time jobs within three months after program completion. Over 70% indicated that this job was also related to their vocational training. More than 65% retained their first full-time job longer than one year. In Phillips' study (1980), two-thirds of the graduates acquired training related employment, and over half located employment within a month after completing their program.

2. LPNs (93%) were significantly more likely to find employment sooner than those in the other three vocational programs involved in this study.

3. Females were significantly more likely to find employment related to their vocational training than were males. Over 80% of the female respondents found employment that was exactly or nearly the same as their vocational training as compared to 63% of the males. Gianakos and Subich (1988) found that women overselected stereotyped career choices. Since the subjects and programs involved in this study supported this finding, care should be given when developing future research. However, the vocational programs represented in this study tended to be gender-specific and the finding should be viewed cautiously.

4. LPNs were significantly more likely (96%) to find employment related to their vocational training than

those from any of the other three occupational groups. Respondents completing the Electronics program were the least likely to find employment related to their vocational training (50%).

5. The majority of program completers (63% males; 69% females) held their first full-time job longer than one year. By program, Office Occupations had the highest percentage (72%) and Machine Shop the lowest (55%) percentage of program completers who held their jobs longer than one year. Over one-third of those in Phillips' study (1980) held their job more than twenty months.

6. Only 7% of the program completers indicated they had relocated to find employment. Of these, however, over 70% located employment related to the training received in their vocational program. Less than 8% of those in Phillips' study (1980) moved to find employment.

7. Program completers were generally aware of the five general job acquisition methods. Less than 3% of all the respondents were unaware of Advertisements, Written Communications, Personal Contacts, Networking, and Employment/Placement Agencies and their application to an employment search.

8. Respondents from all four vocational programs were significantly more likely to use the method of

Personal Contacts especially that of Visiting Places of Employment, to find their first full-time jobs than any other method.

This differs somewhat from the findings of Jones and Azrin (1973) who suggested that Networking was one of the most effective informal job search methods. Rungeling, Smith and Scott (1976) found that most applicants found employment by making application to the hiring authority and Networking with friends or relatives. However, Phillips (1980) found that over two-thirds of the graduates found employment through the use of methods "requiring...their own initiative" (p.98).

9. Although over 80% of all respondents used Personal Contacts in their search for employment, LPNs (70%) and Machine Shop (70%) graduates found significantly more jobs through this method than did those from Electronics (44%) or Office Occupations (47%).

10. In general, less than 50% of Electronics and Office Occupations respondents found their first full-time jobs by using Personal Contacts. Both of these programs also had the lowest rate of training related employment, 50% and 66% respectively. Allen and Keaveny's research (1980) indicated that 60% of the applicants who used Personal Contacts were employed in unrelated jobs. Kjos (1988) did not find that successful

job seekers used more informal resources in their job search activities than did unsuccessful job seekers.

11. Frequency counts in this study indicated that 55% of those aged 17 - 29 and 65% of those over 30 used Personal Contacts. Only 55% of those over 30 and 59% of those aged 17-29 Distributed Resumes. This differs from research conducted by Dayton (1981), who found that younger applicants tended to rely more heavily on Personal Contacts and older applicants tended to make greater use of Resumes.

12. Office Occupations (72%) and Electronics (73%) graduates were significantly more likely to use Advertisements as a job acquisition method than were LPNs (47%) and Machine Shop (53%) graduates. However, only 8% of all respondents indicated that the use of Advertisements was helpful in locating their first full-time job.

13. Over 70% of all respondents reported they had used Written Communications as a job acquisition method. However, only 8% of all respondents indicated that the use of Written Communications was helpful in locating their first full-time job.

14. Over 60% of all the respondents used a form of Networking as a general job acquisition method. However, only 15% indicated that Networking actually helped them locate their first full-time job.

15. Office Occupation graduates (73%) were significantly more likely to use Employment/Placement Agencies than were LPNs (10%). Electronics and Office Occupations graduates found approximately 20% of their first full-time jobs through Employment or Placement Agencies.

16. Electronics and Office Occupations majors were significantly more likely than LPNs and Machine Shop graduates to use Commercial Employment Agencies; the School Placement Office; and the State Employment Service.

17. Respondents of all ages indicated they had used the techniques of Job Applications (82%) and Visits to Employers (77%), but generally did not employ: the Use of Job Wanted Ads (6%), School Visits by Employers (11%), Magazine/Trade Publication Advertisements (9%) and Help from Current Employers (15%). This finding generally supported the Phillips' research (1980) which found that Visiting Places of Employment was used more than other job search techniques.

18. Only 17% of respondents used the School Placement Office in their search for employment. The research of Hostettler and Swift (1987) indicated that businesses did not register job openings with placement offices and therefore were not effective sources of employment information.

19. Males (52%) were significantly more likely to use the State Employment Service than were females (32%).

20. Office Occupations (71%) and Electronics (76%) majors were significantly more likely to Use Newspaper Help Wanted Ads than were LPNs (35%) and Machine Shop (51%) graduates.

21. Office Occupations majors (49%) were significantly more likely to use Help from a Teacher than were program completers in the other three programs involved in this study.

22. Electronics (73%) and Office Occupations majors (73%) were significantly more likely to Distribute Resumes than were LPNs (27%) and Machine Shop (61%) graduates.

23. Office Occupations majors (12%) were significantly more likely to Place Job Wanted Ads than were Electronics (7%), LPNs (3%), or Machine Shop (2%) graduates.

24. Office Occupations majors (32%) were significantly more likely to Send Letters of Inquiry than were Machine Shop (19%), LPN (11%) and Electronics (12%) graduates.

Conclusions and Recommendations

To the extent that the program completers in this study were representative of program completers from other Area Vocational-Technical Schools, the following conclusions and recommendations seem warranted:

1. The age of the graduates does not impact on the use of job acquisition methods or job search techniques. Therefore, the development of special job placement programs for various age groups may not be warranted. The limitations of this study may encourage future research in this regard, however.

2. Females find training related employment more than males. Because of the disproportionate number of females in the sample of this study (60%), future research should be conducted using an equated number of males and females. Due to the fact that the programs in this study were gender-specific majors, it can not be assumed that gender alone impacted the likelihood of training related employment. Future research should attempt to utilize programs have more equal numbers of males and females.

3. Graduates from the various vocational programs use different approaches to locating employment. Electronics and Office Occupations students in particular should improve their skill using Personal Contacts,

including increased practice in interviewing and making telephone calls.

4. The selection of vocational programs to be included in the study should be broadened. In the East Tennessee area, the employability of LPNs and Office Occupations graduates has been stronger than average and may have impacted on the results of the study.

5. For those programs whose completers have low rates of training related employment, (e.g. Electronics, 50%) it would be helpful to study the job seeking behaviors of other program completers who have been more successful (e.g. LPNs' use of Letters of Inquiry).

6. Those who move to accept employment, generally locate training related jobs. In the future, educators should insure that program completers realize that relocation may increase their opportunity to locate training-related employment.

7. The job acquisition method that is most helpful to all vocational school graduates in locating employment is Personal Contacts. Therefore, care should be given to include its application in the vocational curriculum. Activities in which students would increase self-confidence through interview role playing and telephone practice could augment the use of this job search method.

8. Area Vocational-Technical School graduates generally succeed in finding training related employment. However, future research should be conducted to determine the link among the students' vocational training programs and training for the employment process. The contribution of vocational teachers to program completers' placement should be recognized as a critical part of the process.

9. The present study should be replicated for use with more program completers in a wider geographic area, including an urban population.

10. The present study should be expanded to include two groups of program completers, those who had participated in formal job search training programs and those who had not.

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APPENDIXES

APPENDIX A

COVER LETTER

STATE AREA VOCATIONAL-TECHNICAL SCHOOL
120 Eli Lane
Oneida, Tennessee 37841
Phone: (615) 569-8338

Dear Vocational School Graduate:

One of the most important concerns of vocational schools is that graduates find employment related to their training programs. Your success and your experience in the job market are measures of the program you have completed. In order to improve future vocational programs we need your help.

Will you please share your valuable experience with us? We are assisting in a research project to determine successful ways for vocational graduates to find jobs. The enclosed questionnaire contains a number of methods of looking for jobs that have been used by others. We would like to know about your job-seeking experiences as a vocational school program completer.

No information will be compiled about any one individual. Locating data on all students will only be kept to verify that surveys have been returned. The questionnaire will become part of a volume of surveys that will provide the valuable information necessary for the success of this research.

Thank you very much for taking part in this project.

Sincerely,

Arvis G. Blakley
Director

pb

APPENDIX B

QUESTIONNAIRE

JOB-SEEKING METHODS QUESTIONNAIRE

PART I:

Please answer the following questions by *circling* the choice that BEST represents your personal experience in school and during the job search process:

1. Did you actively seek employment after completing your vocational program?
   1. Yes
   2. No*

   ***If you circled "NO" to this answer, it is not necessary to answer any further questions. Please return your survey in the enclosed envelope; your response is an important part of this study.**

2. How long did it take you to acquire your first *full-time* job after leaving school?
   1. Less than 3 months
   2. 3 to 6 months
   3. 6 months to 1 year
   4. Longer than 1 year
   5. Have not yet found a job

3. How long did you hold your first *full-time* job after leaving school?
   1. Less than 3 months
   2. 3 to 6 months
   3. 6 months to 1 year
   4. Longer than 1 year
   5. Have not yet found a job

4. Was the work on this first *full-time* job the same as the work you learned to do in your vocational program?
   1. Exactly the same
   2. Nearly the same
   3. Only a little of it was the same
   4. None of it was the same

5. Did you move in order to accept your first *full-time* job after leaving school?
   1. No
   2. Yes

6. Are you:
   1. Female
   2. Male

7. What is your current age?
   1. 17 - 21
   2. 22 - 29
   3. 30 or over

NOTE: After answering the questions, please return your completed survey in the enclosed postage-paid envelope immediately. Remember that all replies will be kept confidential. Your participation in this research project is very important--thank you for providing information that can help other vocational students!

PART II:

Please indicate your experience with the following general methods of looking for a job by circling the letter corresponding to the description that *BEST* indicates your experience with each general category of job search methods:

1. I was not aware of this method of looking for a job.
2. I am aware of this method but I have never used it.
3. I have used this method of looking for a job.

	NOT aware	AWARE of but NOT used	HAVE used
8. **Advertisements**, such as Newspaper Help Wanted Ads; Magazine/Trade Publication Ads; Placing Job Wanted Ads	1	2	3
9. **Written Communications**, such as Sending Letters of Inquiry; Completing Job Applications; Distributing Resumes	1	2	3
10. **Personal Contacts**, such as Visiting Places of Employment; Telephone Calls of Inquiry; School Visits by Prospective Employers	1	2	3
11. **Networking**, such as Help from a Friend or Relative; Help from a Teacher or an Employer	1	2	3
12. **Employment or Placement Agency**, such as Using the State Employment Service; Using a Commercial Employment Agency; Assistance by School Placement Office	1	2	3

13. Using the above descriptions, mark the one general type of job search method that was *most* helpful to you in finding your first *full-time* job after leaving school:

_____ 8. Advertisements
_____ 9. Written Communications
_____ 10. Personal Contacts
_____ 11. Networking
_____ 12. Employment or Placement Agency

PART III:

Place an "X" in the blank next to all of the following job search methods you used in the search for employment after completing your vocational program. Mark as many methods as needed.

____ Newspaper Help Wanted Ads
____ Placing Job Wanted Ads
____ Completing Job Applications
____ Visiting Places of Employment
____ School Visits by Prospective Employers
____ Help from a Teacher
____ Using the State Employment Service
____ Assistance by School Placement Office
____ Magazine/Trade Publication Ads
____ Sending Letters of Inquiry
____ Distributing Resumes
____ Telephone Calls of Inquiry
____ Help from a Friend or Relative
____ Help from an Employer
____ Using a Commercial Employment Agency

APPENDIX C

FOLLOW-UP LETTER

State Area Vocational Technical School
U.S. Hwy. 27N, P.O. Box 1109
HARRIMAN, TENNESSEE 37748

Dear Vocational School Graduate:

Will you please share your experience with us? Several weeks ago you received a survey form about the job search process but our records indicate that your questionnaire has not been returned.

Remember, no information will be compiled about any one individual. Your survey will be combined with hundreds of others to provide the valuable information necessary for the success of this research.

We would appreciate your filling out the survey form and returning it in the enclosed postage-paid envelope.

Thank you for taking part in this research.

Cordially,

Farrell W. Kennedy
Director

VITA

Patricia Chism Land was born in Tampa, Florida and was graduated from Hillsborough High School in June 1971. The following September she entered the University of Florida, and in March 1975 she received a Bachelor of Science degree in Secondary Education. In the fall of 1975 she began study at the University of Florida toward a Master's degree in Education that was awarded in June 1976.

After teaching for two years in the Florida public school system, she moved to Tennessee and joined the administrative staff of Roane State Community College. She entered The Graduate School of the University of Tennessee, Knoxville, in September 1984 and received the Doctor of Education degree with a major in Vocational-Technical Education.