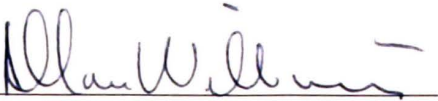


**EDUCATIONAL OPPORTUNITY CENTER PARTICIPANTS' ATTITUDES
AND EXPECTATIONS TOWARDS CAREER COUNSELING**

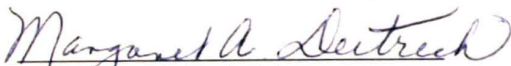
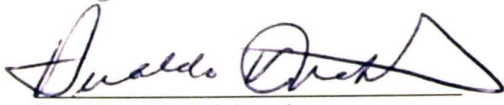
MARISSA E. CHANDLER

To the Graduate Council:

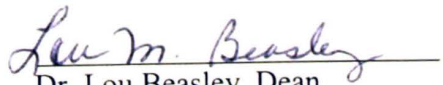
I am submitting herewith a field study written by Marissa E. Chandler entitled "Educational Opportunity Center Participants' Attitudes and Expectations Towards Career Counseling." I have examined the final copy of this field study for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Education Specialist.


Dr. Allan Williams, Major Professor

We have read this field study
and recommend its acceptance:


Dr. Margaret Deitrich
Dr. Herald Richards

Accepted for the Council:


Dr. Lou Beasley, Dean
College of Graduate Studies

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Marissa E. Chandler

Date May 6, 2003

EDUCATIONAL OPPORTUNITY CENTER PARTICIPANTS' ATTITUDES AND
EXPECTATIONS TOWARDS CAREER COUNSELING

A Field Study
Presented for the
Education Specialist Degree
Austin Peay State University
Clarksville, Tennessee

Marissa E. Chandler
Spring 2003

DEDICATION

This field study is dedicated to my mom, Myrta Arboe, who has always guided and supported me through out my entire educational career, my husband, Jerry Chandler, for always believing and inspiring me to reach all of my goals, and my son, Matthew Chandler for his unconditional love and understanding.

ACKNOWLEDGEMENTS

First of all, the author would like to thank committee members, Dr. Al Williams and Dr. Heraldo Richards, for their valuable guidance and support. Appreciation is also greatly extended to committee member, Dr. Margaret Deitrich, for her expertise, time, encouragement, and willingness to always listen.

The author would also like to sincerely thank all of the Educational Opportunity Center staff for their assistance and continuous support throughout this research process. The author would also like to thank Dr. Nell Rayburn for her guidance and support during the statistical analysis. In addition, many thanks to the author's family and friends for their love, patience and encouragement.

ABSTRACT

The purpose of this study was to investigate the Educational Opportunity Center's current approach towards career counseling among its low-income and first-generation participants. This research primarily focused on investigating the participants' attitudes and expectations towards career counseling and the Self-directed Search career inventory. The Self-directed Search was specifically examined in order to see if it was indeed effective in assisting participants in making sound career choices or reaffirming career goals. Group distinctions among age, gender, and educational background were also analyzed to see if any significant differences existed among attitudes. A total of 120 career counseling questionnaires were distributed. A total of 93 participants actually responded and participated in the study, resulting in a response rate of 78%. The results of the study found that 86% of the total participants sampled did possess a positive attitude towards the career counseling they received from the Educational Opportunity Center. Moreover, results from the study suggested that some significant differences in career counseling attitudes among age and educational background were also present. Further study which includes a larger sample size was also recommended by the researcher.

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CHAPTER I

INTRODUCTION

Importance of the Problem

The Educational Opportunity Center (EOC), located in the specific area studied, was established in 1988 to primarily assist adults in obtaining post-secondary education. The EOC is classified as one of the five types of Trio programs funded through the Department of Education. These programs assist students in overcoming social, class, and cultural barriers in post-secondary education. As a federally funded Trio program, the EOC is committed to providing at least 1,500 adults with information in the areas of admissions, financial aid, and career counseling. As mandated by the U.S. Congress, two-thirds of the EOC population must be low-income, first-generation college participants who reside in the targeted area. During the 2001-2002 project year, 83% of EOC participants met the eligibility criteria of both low-income and first generation. Moreover, 52% of EOC participants come from minority ethnic backgrounds (Springer, 2002).

Many Educational Opportunity Center participants like other college students are undecided about college majors or future career goals. According to Virginia Gordon (1995), approximately 20% to over 50% of college students are undecided about career choice or an academic major (p. 93). In particular, due to the background of EOC participants, these individuals often lack the knowledge and exposure of valuable career resources. As indicated, it is extremely vital for the Educational Opportunity Center to provide the finest and most beneficial career counseling resources available for its participants.

Statement of the Problem

The problem investigated in this field study was to examine the Educational Opportunity Center participants' attitudes and expectations towards career counseling. The intent of this study was to determine if the Self-directed Search career interest inventory was indeed effective in assisting Educational Opportunity Center participants in making sound career choices or reaffirming career goals.

Relationship of this study to the problem

In order to effectively career counsel EOC participants within the scope of this study, it was vital to conduct research to discover if the current career-interest inventory (SDS) was indeed beneficial to the specific needs of the clients. The effectiveness of any intervention program should undergo evaluation periodically in order to improve or enhance a program's success. Unfortunately, no extensive research or formal evaluative process of the SDS has occurred within the fifteen years of this particular Educational Opportunity Center's existence.

Research Questions

This study addressed the following questions:

1. To what extent did the age of EOC participants have on their attitudes towards career counseling?
2. To what extent did the gender of EOC participants have on their attitudes towards career counseling?

3. To what extent did the educational background of EOC participants have on their attitudes towards career counseling?

Null Hypotheses

Among Educational Opportunity Center participants, age has no influence on attitudes and expectations of career counseling.

Among Educational Opportunity Center participants, gender has no influence on attitudes and expectations of career counseling.

Among Educational Opportunity Center participants, educational background has no influence on attitudes and expectations of career counseling.

Definitions of Terms

The following terms were integrated throughout the study:

1. Self-directed Search (SDS): a career assessment developed by Dr. John Holland. The SDS is a career counseling tool, which is self-administered, self-scored and self-interpreted.

2. Dr. John L. Holland: originally developed the SDS in 1971. Holland's career counseling theory is based upon six different personality types.

3. Career counseling: a process that occurs when a counselor assists individuals in career exploration and decision-making.

4. Trio programs: student assistance programs funded through the United States Department of Education. These programs assist students in overcoming social, class, and

cultural barriers in post-secondary education. The EOC is classified as one of the five Trio programs throughout the nation.

5. Educational Opportunity Center (EOC): a federally funded Trio program, which provides adults with information about higher education. These centers assist individuals in the admissions process, financial aid process, and career counseling.

6. Post-secondary education: educational training beyond the high school diploma or GED.

7. First-generation student: a student who neither parent possesses a baccalaureate degree from a four-year institution. This is a primary characteristic of EOC participants.

8. Low-income student: as mandated by the Congress of the United States, a student whose family income is under \$24,000. This is a primary characteristic of EOC participants.

Assumptions

The following items were assumed for this research:

1. Each participant completed the same identical type of career assessment (SDS Form R/4th edition).
2. Each participant received the same questionnaire and demographic survey after the completion of the SDS.
3. Participants received an interpretation of their SDS results from a professional EOC counselor.
4. It was expected that participants answered all questions truthfully and the instruments were scored in a consistent manner.

Limitations

This study contained the following limitations:

1. The SDS career assessment was administered in different settings. Some participants chose to complete the inventory at home or in another private setting. Others individually completed the inventory in a small group setting.
2. The sample of individuals who participated in the study was limited to those who signed and returned the informed consent along with the questionnaire.
3. Participants were asked to individually evaluate their satisfaction of the SDS and career counseling on a Likert Scale. This did lead to difficulties in statistical observations due to each individual's degree of variance between the different Likert scale categories.

Delimitations

This field study contained the following delimitations:

1. A major delimitation of this study was the narrow and specific geographical location.
2. Data in this study was only collected from EOC participants who were either low-income students, first-generation college students or a combination of both characteristics.

Preview

In order to reach the goal of this study, it was proposed that an in-depth examination of the current career counseling modalities used in the Educational Opportunity Center be

conducted. Once the sample population was administered the Self-directed Search career inventory and experienced career counseling, participants were asked to complete a questionnaire in which this study further explored and evaluated. After thorough investigations of the compiled findings were examined, recommendations were assessed in determining the direct impact of career counseling and the SDS among EOC participants.

CHAPTER II

REVIEW OF LITERATURE

Career Counseling Overview

Career counseling plays an integral role in the overall development of college students. Many students, especially low-income and first generation college students have not experienced proper career guidance and support through out their lives. These students are particularly faced with the frustrating challenge of deciding on a college major and future career goals. Krumboltz (1985) found that choosing a future career was one of the most difficult tasks for college students. Current research has shown that there is a great need for effective career counseling throughout colleges and universities.

On the surface, most college students are somewhat familiar with the term career counseling. In turn, many career counseling professionals assume these students know what they are talking about when they refer to the career counseling process. Even though this term may seem easy to define, during the review of literature for this research, surprisingly a specific definition of career counseling was quite difficult to find. The procedure of defining career counseling definitely narrows its scope. Several authors seem to feel both career counseling literature and the career counseling practice are extremely narrow and the field as a whole must broaden its scope (Shirk, 2002).

Krumboltz (1985) bases his career counseling definition on his belief that the goal of career counseling is to facilitate client learning. He believes learning takes place in a variety of areas. These areas include: an individual's beliefs, skills, interests, values, and other ways that promote a satisfying work environment.

According to Oliver and Spokane (as cited in Shirk, 2002), an all encompassing definition of career counseling is one that incorporates both the uniqueness of the individual and the breadth of the field. Career counseling intends to enhance individual's career development or assist the person in making better career-related decisions.

Technology in the World of Work

As our society continues to advance in technology, so has the career counseling approach and its effect towards dealing with the world of work. Technology has flourished everywhere and is extremely vital in our everyday lives. The use of personal computers, electronic mail, and the Internet has become second nature to many individuals. However, there are still those who are afraid of technological change and its tremendous impact on the world of work.

According to Pelling (2002), the world of work has undergone many changes over the years and has successfully survived. For example, our society has gone from agriculture to industry and manufacturing to today's technological/information based way of thinking. The technological revolution we are currently experiencing according to Patterson and Hansen (as cited in Pelling, 2002) will survive and thrive as long as sufficient planning is involved. Sufficient planning is critical to place technology in a context for appropriate use or the benefits of using our technology may be minimized or even lost. This could be dreadfully true in the career counseling arena (Pelling, 2002).

Deciding on what is the proper use of technology in the counseling profession has always been a hot topic for debate. For example, Carl Rogers (1942) was the first therapist to record clients during counseling sessions. During this time, tape recorders and

audiotapes were considered new technology and were highly controversial. In the 1980's, the controversial use of computers in therapy for testing, scheduling, and interviewing continued to stir up many debates (Baron, 1985). The use of computer applications during the 1980's also increased with a primary concentration in developing software programs that would stimulate counselors (Baron, 1985).

According to Curtis (2001), computer-assisted career guidance systems (CACGS) incorporate both educational information and career decision-making software. The development of CACGS was due to the shortage of trained career counselors and the growing acceptance of the computer. An effective career counseling system intertwines both the computer and the counselor. Even though CACGS have continued to flourish throughout the career counseling field, they do not adequately discuss a multitude of complex issues in a caring and interactive manner with students.

Holland's Theory

Holland's theory of personality is one of the best-known theories in the career counseling arena. A primary reason for its popularity is the simplicity and practicability of this theory. Research based on Holland's theory has been extremely extensive throughout the years. Much research has been conducted to validate aspects of the theory and Holland's instruments. Recently, studies have focused on determining the validity of Holland's constructs for racial and cultural groups (Evans, Forney, & Guido-DiBrito, 1998).

According to Holland (1985/1992), people tend to know best what they want to do in life but need help translating their desires into the vocabulary of the work world.

Moreover, satisfaction in work comes from three sources: rewards for work, co-workers at work, and the tasks completed at work (extrinsic, interpersonal, and intrinsic).

Daydreams are often the best predictor of career themes; assuming the daydream is a healthy fantasy and not a product of poor development. In turn, work then consists of similar people doing enjoyable tasks for varying rewards. Individuals are drawn to work settings in which they find similar people doing interesting things for salient or relevant rewards. People search for environments that will let them exercise their skills and abilities, express attitudes and values, and take on problems and roles. An individual's behavior is determined by interaction between their personality and characteristics of environment.

Holland's (1985/1992) theory proposes that there are six pure work environments and six pure personality environments. Both people and work environments can be classified into six typological models: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). RIASEC theory postulates a person will more than likely be satisfied and persist in such an environment if that person and work environment share the same or similar codes (Wright, Reardon, & Peterson, 2000). The RIASEC theory explains how interests and personality function in the career decision-making process (Holland, 1985/1992).

Niles (1993a) studied the relationship between an individual's preference for career counseling and Holland's personality types. Niles noted many college students' personality types were consistent with the type of career counseling environments they preferred. This research can help career counselors develop counseling techniques and models most effective with a particular client's personality type.

Boyd and Cramer (1995) researched the structure of the counseling session and its causal factor in the overall success of a session. By using Holland's hexagonal RIASEC model to determine a student's personality type, a more direct approach on the individual was acquired. In other words, career counselors should modify counseling sessions in order to match personality types with each particular student.

Gordon (1995) proposes that many students do not separate academic major and career choices. Moreover, it is important for counselors to obtain knowledge of how occupations are grouped into clusters through various classification systems. According to Gordon (1995), John Holland's occupational environments may assist students in researching career information in a manageable and realistic fashion. Designing materials that cluster majors by career abilities, interests, and values, will help college students understand that (a) one major may lead to several career alternatives, (b) many occupations may be entered through one major, and (c) one career may be accessed through several majors.

According to Wright, Reardon, and Peterson (2000), helping individuals choose fields of study and occupations that lead to productive and fulfilling lives is extremely complex. However, Holland's RIASEC theory has proven to assist counselors in helping individuals become more effective decision makers and career problem solvers. Holland's vocational typology has become one of the most dominant theories through out career counseling research. Wright et al. (2000) considers Holland's RIASEC hexagonal model to be the cornerstone of career counseling.

Even though Holland's hexagonal model has received substantial research support over the years, Rounds, Tracey, and Hubert (1992) reviewed many studies examining the

hexagonal structure and found conflicting results. They argued that the various methods used to test the structure did not provide precise results. Based on a reanalysis of earlier data, Rounds et al. (1992) later reported Holland's calculus assumption does hold true, however, the sides of the hexagon are not equidistant.

According to Stark (2001), Holland's theory has enormous utility in helping people understand their personal and work characteristics. In turn, this clearer understanding will lead individuals to a more satisfying career. Holland's hexagonal model has become the favored theoretical approach for career counseling professionals.

Career Assessments and Self-directed Search (SDS)

In order to provide effective career counseling to students enrolled in post-secondary education, it is vital to discuss the essential role career assessments play through out this process. By using a variety of assessments, career counselors can support students in the decision-making process (Stark, 2001).

According to Stark (2001), assessments are based on students needs to identify personal attributes of their interests, abilities, and values. Moreover, the field of interest inventories has dominated the practice of career assessments. Interest inventories have recently experienced major growth, particularly on college campuses. In reality, the career interest inventory is many times the only instrument used by career counseling professionals.

Based on Holland's theory, the Self-directed Search (SDS) career interest inventory was originally developed in 1970. Even though this inventory has undergone three revisions over the years, the SDS continues to be widely accepted and used among career

counseling professionals as an effective tool (Spokane & Holland, 1995). The major goals of the SDS are to increase self-understanding as well as increase career exploration or increase reassurance about a current career aspiration (Holland, 1985/1992).

According to Spokane and Holland (1995), the SDS is unique because it can be self-administered, self-interpreted, and self-scored. Due to the fact that the SDS is self-scored and can be interpreted by many, it encourages active involvement in the career problem solving process. Overall, the Self-directed Search can be classified as an illuminating experience in its entirety.

Fouad and Sprea (as cited in Stark, 2001) have questioned the benefit of using interest inventories with U.S. ethnic minorities. These researchers have emphasized that race plays a critical role in the overall results of many inventories. It is often unclear if these inventories are valid with ethnic minorities when often times these inventories were only validated with majority groups. However, based on the Weinrach and Srebalus (1990) research review, they concluded that Holland's theory and Self-directed Search interest inventory are both effective and beneficial with diverse racial groups.

Holland, Powell, and Fritzsche (1994) reported that the SDS was successfully administered throughout diverse nations. The SDS career interest inventory demonstrated effectiveness in Australia, Israel, Hong Kong, Pakistan, the Netherlands and Nigeria. There have also been several published translations of the SDS. The French Canadian, Spanish, and Vietnamese editions are published in the United States (Spokane & Holland, 1995).

Feehan and Johnston (1999) conducted research involving the SDS and career self-efficacy. The study aimed to provide a better understanding of the SDS and current social

cognitive theory. Even though a relationship was found, it was noted that in order to truly establish validity of the SDS as a measure of self-efficacy, additional research would be required.

Wright, Reardon, and Peterson (2000) studied the Career Thoughts Inventory and the SDS. Their research found that certain RIASEC types might be more confused or anxious through out the career decision-making process. The SDS was a recommended interest inventory to administer to these particular college students.

Conclusion

Overall, career counseling and its effectiveness based on Holland's theory has thoroughly been researched over the years. Moreover, efficient and beneficial career counseling services are critical resources for all college students. In turn, it is extremely important to evaluate and interpret how low-income and first-generation students portray and utilize career counseling effectively. Unfortunately, no known research has been currently conducted on this particular student population. Through out the next chapter, this study examined and evaluated the Educational Opportunity Center participants' attitudes and expectations towards career counseling.

CHAPTER III

METHODOLOGY

Participants

Sample and selection. The sample for this study was selected from approximately 300 Educational Opportunity Center participants located in a specific state within the Southeastern region of the United States. All participants selected in this study previously completed the Self-directed Search career interest inventory. Approximately 120 adults ranging in ages from 18-55 were randomly selected to participate in the study. The homogenous group characteristics were first-generation college students, or low socioeconomic status students or a combination of both characteristics.

Safeguards. Permission from the Institutional Review Board at the sponsoring university was obtained prior to this study. The Institutional Review Board determined that the proposed study was ethical in its treatment of prospective participants. Permission was also obtained from the Educational Opportunity Center Director and the Executive Director of Extended Education. An informed consent form was distributed and completed by all participants in the study. The informed consent form is provided in Appendix A. In addition, participants were reassured of minimal risks during the study. All information obtained was kept confidential. While collecting data, a master list was generated and coded for confidentiality by the EOC staff. Data was stored and secured in a locked file cabinet in the EOC office. All data was destroyed after the study was complete.

Research Instruments

Published instrument. The Self-directed Search (SDS Form R/4th edition; Holland, 1994) was previously completed by all participants in this study. The SDS is widely accepted and used among college students, high school students, and business professionals. The major goals of the career assessment are to increase self-understanding as well as increase career exploration or increase reassurance about a current career aspiration (Holland, 1985).

According to Holland (1985), in developing a self-scored inventory, the SDS uses raw scores instead of normed scores. After thorough research, it was discovered that raw scores led to a simpler scoring and reporting scheme while normed scores produced a more complicated scheme. The use of raw scores has proven to be easier to comprehend and the scoring is easy to perform (p.33).

Experimental studies show this career assessment to be comparable with, and sometimes exceed, the predictive or concurrent validities of other interest inventories (Holland, 1985). The SDS Manual (Holland, 1985), Manual Supplement (Holland, 1987), and theory book (Holland, 1997), also present thorough evidence for the reliability and validity of the SDS assessment (Feehan & Johnston, 1999). The outcomes of the SDS on the test-taker have been documented by 22 experimental studies. The analysis of the SDS scales is also supported by the RIASEC typology (Spokane & Holland, 1995).

The SDS (Holland, 1994) is comprised of six scales of 38 items each. According to Holland's Manual Supplement (1985), the SDS typology is based upon seven different assumptions (pp. 3-5). They are:

1. In general, most individuals can be categorized as one of the six personality types (realistic, investigative, artistic, social, enterprising or conventional). However, the SDS will classify an individual into three of the personality types, which resemble them the most. Each participant will be assigned a three-letter summary code.
2. Six different environments exist within this assessment. They are: investigative, artistic, realistic, enterprising, social, or conventional.
3. Individual behaviors are determined by interactions between individual personality and environmental characteristics.
4. A person will explore environments that will allow him/her to carry out or demonstrate specific roles, abilities, skills, and express values/attitudes.
5. The degree of similarity between an individual and an occupation may be estimated by Holland's hexagonal model.
6. The degree of similarity within an individual or an environment may also be defined by implementing Holland's hexagonal model.
7. The degree of differentiation of an individual or an environment adjusts predictions made from the SDS profile, from an occupational code, or from their interaction. The degree of differentiation is defined on the SDS as the variation between the lowest and highest summary scores.

Unpublished instruments. The subsequent instruments examined in this study were a researcher-generated questionnaire and demographic survey. The questionnaire measured EOC participants' attitudes and expectations towards career counseling and the SDS. The career counseling questionnaire is provided in Appendix B. Each participant was asked to rate 16 items on a five-point Likert Scale. Two open-ended questions were also included

in the questionnaire. The scoring for the positively worded questions was as follows: (5) SA-strongly agree, (4) A-agree, (3) U-undecided, (2) D-disagree, and (1) SD-strongly disagree. The negatively worded questions were scored in reversed order as follows: (1) SA-strongly agree, (2) A-agree, (3) U-undecided, (4) D-disagree, and (5) SD-strongly disagree.

According to the questionnaire, a total score of 80-61 showed that the EOC participant had a positive attitude toward career counseling and the SDS. A score of 60-41 indicated that the EOC participant had somewhat of a positive attitude toward career counseling and the SDS. A score of 40-21 showed a somewhat negative attitude toward career counseling and the SDS. A score of 20-1 indicated a negative attitude toward career counseling and the SDS.

The questionnaire underwent pilot-tests for content validity and reliability. The validity pilot-test was distributed to six professionals in order to help identify any vague or ambiguous statements. The instrument was also pilot-tested by distributing the questionnaire to at least ten individuals representing the same population undergoing research. Reliability was checked by statistically analyzing the scores using a split-half correlation.

The demographic survey served as a means for stratifying data for research purposes. The survey asked participants their age, gender, and highest grade completed. Individuals were also asked whether or not they have a high school diploma or GED. None of the information on the demographic survey asked for the participant's name. The demographic survey is provided in Appendix C. The responses from the demographic

survey provided the statistical data needed to allow the researcher to learn more about the respondents.

Design and Procedure

Each randomly selected individual was mailed a postcard describing the upcoming study. The bright green color combination of the postcard stood out from other mail. The postcard introduced the study and emphasized the importance of the research. Individuals were also encouraged to watch for the future research mailing. The postcard is provided in Appendix D. Moreover, members of the field study committee reviewed all research mailings. This ensured no bias on the part of the researcher in order to prevent procedural slippage.

After approximately one-week, the questionnaire, demographic survey, two copies of the informed consent, and a postage-paid envelope were mailed to each individual. The mailing contained a cover letter explaining the purpose of the study and the procedures. The cover letter is located in Appendix E. Each participant was asked to complete the questionnaire, informed consent, and demographic survey in order to collect data for this research. Clear and concise instructions were written on each instrument. Respondents were asked to keep one of the consent forms for their personal records. Individuals were also given an option not to participate in the study. There were no penalties for those who decided not to respond. However, an incentive to complete the form immediately was addressed in the cover letter. Each respondent received an EOC pen. A second mailing was sent to individuals who did not respond within two weeks.

Statistical Procedures

In order to tabulate data for analysis, a computer program scored the returned instruments sequentially to establish the percent of participants' responses to each survey question. The data collected was also analyzed on a statistical computer program using a Chi-Square test in order to examine significant differences in age, gender and educational background. The data showed participants responses to their attitudes and expectations towards career counseling and the SDS using the percent of responses, and the Chi-Square test for significant differences.

CHAPTER IV

DATA AND RESULTS

The Sample

The sample was randomly selected from EOC participants who had previously completed the Self-directed Search career inventory and experienced career counseling through the EOC office. A total of 120 career counseling questionnaires were sent to the randomly selected participants. A total of 93 participants actually responded by completing and returning the career counseling questionnaire, demographic survey, and informed consent. The response rate of 78% was extremely pleasing to the researcher. The unique EOC pen offered as an incentive for completing the questionnaire definitely attributed to the high response rate. The participants who responded to the study included 77 (83%) females and 16 (17%) males, as shown in Figure 4.1.

Total of 93 Participants

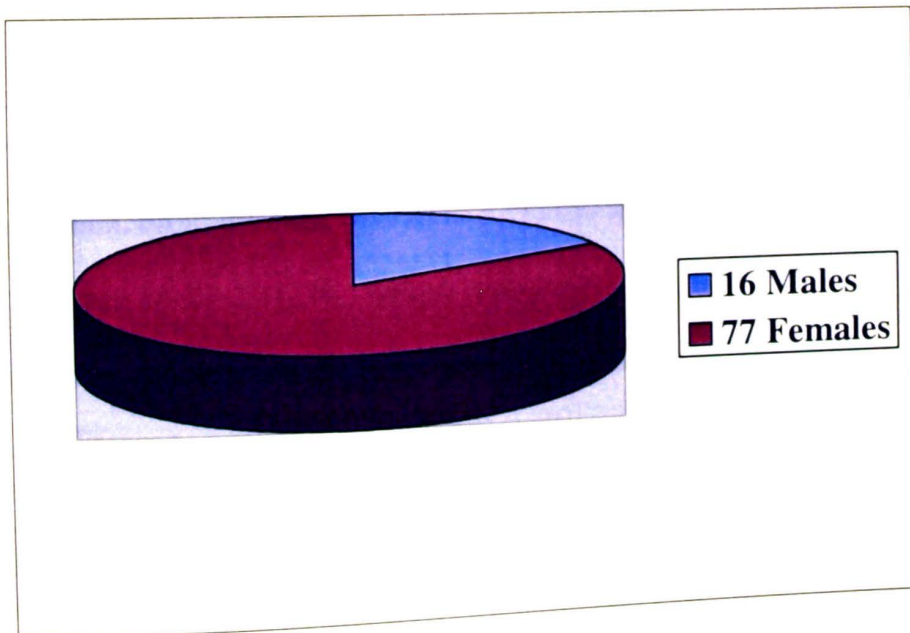


Figure 4-1. The Sample by Gender

Another demographic result compared in this study, was educational background among participants. From the total number of participants who responded, 70 (75%) had graduated from high school and 23 (25%) obtained a GED, as shown in Figure 4.2.

Total of 93 Participants

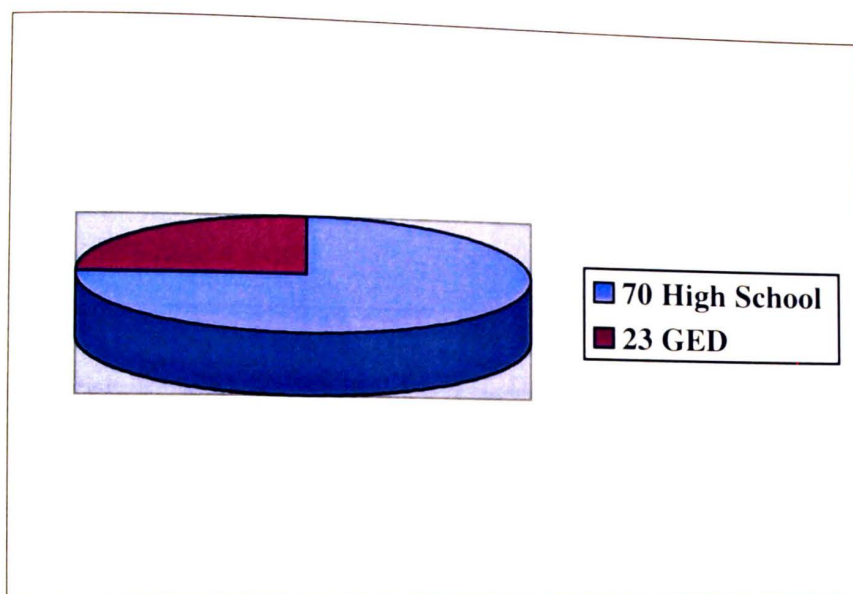


Figure 4-2. The Sample by Educational Background.

The final interesting demographic result compared in this study, was age among the sample population. From the total number of participants who responded, 54 (58%) ranged in age from 18-24, 25 (27%) ranged in age from 25-35, 10 (11%) ranged in age from 36-45, and 4 (4%) ranged in age from 46-55, as shown in Figure 4.3.

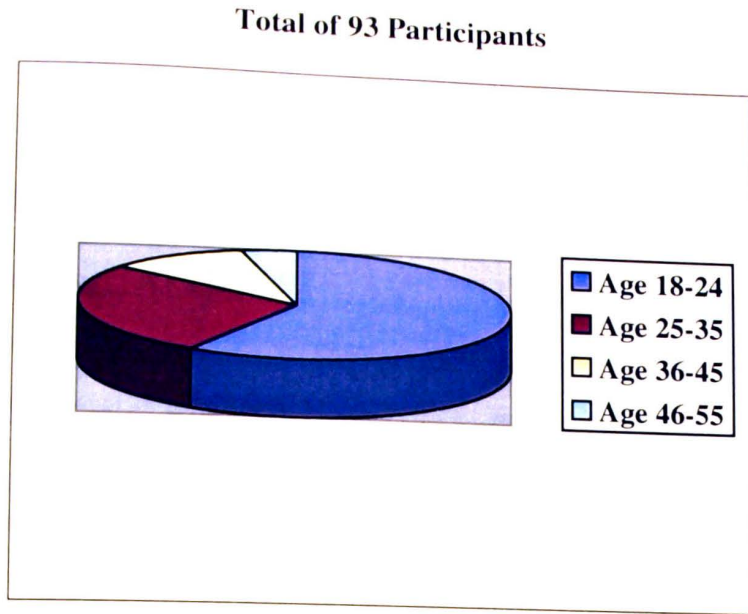


Figure 4-3. The Sample by Age.

Research Questionnaire

A career counseling questionnaire consisting of sixteen statements and two open-ended questions was administered to participants. Each participant responded to the statements using a Likert scale from strongly agree to strongly disagree. The scoring for the positively worded questions was as follows: (5) SA-strongly agree, (4) A-agree, (3) U-undecided, (2) D-disagree, and (1) SD-strongly disagree. The negatively skewed questions were scored in reversed order as follows: (1) SA-strongly agree, (2) A-agree, (3) U-undecided, (4) D-disagree, and (5) SD-strongly disagree.

According to the research questionnaire, a total score of 80-61 showed that the EOC participant had a positive attitude toward career counseling and the SDS. A score of 60-41 indicated that the EOC participant had somewhat of a positive attitude toward career counseling and the SDS. A score of 40-21 showed a somewhat negative attitude, while a

score of 20-1 indicated a negative attitude toward career counseling and the SDS. Table 4.1 demonstrates the percentage of participants in each category.

Table 4.1 Attitude Questionnaire Toward Career Counseling and the SDS.

Total Score	Percentage of Age 18-24 (54)	Percentage of Age 25-55 (39)	Percentage of Females (77)	Percentage of Males (16)	Percentage of HS (70)	Percentage of GED (23)	Percentage of Total (93)
80-61 Positive	76%	95%	86%	75%	85%	83%	86%
60-41 Somewhat Positive	23%	5%	14%	19%	14%	17%	13%
40-21 Somewhat Negative	1%	0%	0%	6%	1%	0%	1%
20-1 Negative	0%	0%	0%	0%	0%	0%	0%

Overall, 86% of the total participants who responded to the survey had a positive attitude toward career counseling and the SDS. Interestingly, 13% of the total respondents reported a somewhat positive attitude. Only 1% of the total population demonstrated a somewhat negative response, while no one in the total population reported a negative attitude toward career counseling and the SDS.

As indicated above, responses to the questionnaire were also compared to the many differences in feeling according to age. Among the EOC participants who were 18-24 years old, only 76% indicated that they had a positive attitude toward career counseling and the SDS. Interestingly, among the 25-55 year old participants, 95% demonstrated a positive attitude. However, 23% of the 18-24 year old participants had a somewhat positive attitude versus only 5% of the 25-55 year old participants. Only 1% of the 18-24

year olds displayed a somewhat negative attitude, while no one in the 25-55 year old category agreed. Neither age group indicated a negative attitude toward career counseling and the SDS. The diverse comparison among age was the major significant difference among the various groups analyzed throughout this study.

As shown in Figure 4.1, responses to the questionnaire were also evaluated according to gender. Eighty-six percent (86%) of the females expressed a positive attitude toward career counseling and the SDS versus males (75%). Another difference was that 19% of the males demonstrated a somewhat positive attitude, while only 14% of the females shared the same attitude. Another large variation between genders was the fact that 6% of the males showed a somewhat negative attitude, while no females indicated this reaction. Interestingly, no males or females reported a negative attitude toward career counseling and the SDS.

Also demonstrated in Table 4.1 was the comparison of attitude according to educational background. Overall, 85% of the high school graduates indicated a positive attitude toward career counseling and the SDS, while 83% of the participants who obtained a GED expressed the same feeling. Only 14% of the high school graduates had a somewhat positive attitude, versus 17% of the GED participants who responded. Another difference was the fact that 1% of the high school graduates demonstrated a somewhat negative attitude, while no GED participants indicated this reaction. Interestingly, no high school graduates or GED participants reported a negative attitude toward career counseling and the SDS. Located in Appendix G, the researcher has included a complete analysis of each questionnaire statement disaggregated by age, gender, and educational background.

Chi-Square Test for Significant Difference

Due to the fact the data collected throughout this research was based on attitudinal preferences among participants categorized on a Likert scale, a nonparametric test such as the Chi-Square was naturally the best inferential statistical fit for this type of study. However, because of the relatively small sample sizes in this study, the Likert category of “strongly agree” was combined with the Likert category of “agree”, and the Likert category of “strongly disagree” was combined with the “disagree” category for the inferential statistical analysis.

Throughout the inferential data analysis, the researcher decided to strategically test specific survey questions that were of both interest and significance to this study. The results of the questionnaire were compiled and reported as follows:

Table 4.2. Analysis of Chi-Square to Survey Question #9.

Question #9: My attitude and expectation toward career counseling is positive.

Group	Age 18-24	Age 25-55	GED	High School
n	54	39	23	70
Chi-Sq Value	13.430		6.329	
Degrees of Freedom	2		2	
P-Value	0.001 (Significant at .05 level)		0.042 (Significant at .05 level)	

According to Table 4.2, question nine was tested for significance in both groups consisting of age and educational background. Unfortunately, significance in gender did

not exist among this unit. The Chi-Square value for the age group was 13.430, while the value for the educational background group was 6.329. The significance level was set at .05 for all of the questions tested throughout the study. Based on these findings, both the educational background and age groups did show significant differences. The null hypotheses reported that age and educational background has no influence, were both rejected based upon the response to question nine.

Table 4.3. Analysis of Chi-Square to Question #10.

Question 10: Seeing a career counselor is a mark of being undecided about future career goals.

Group	Age 18-24	Age 25-55	GED	High School
n	54	39	23	70
Chi-Sq Value	6.851		4.697	
Degrees of Freedom	2		2	
P-Value	0.033 (Significant at .05 level)		0.096 (Not Significant at .05 level)	

Based on Table 4.3, question number ten from the career counseling questionnaire was also tested for significance. The Chi-Square value for the age group was established at 6.851. The Chi-Square value for the educational background group was established at 4.697. The p-value for the age group was significant at the 0.033 level; however the educational background and gender categories were not significant at the .05 level. Therefore, only the null hypothesis that age has no influence has been rejected based on the response to question ten.

Table 4.4. Analysis of Chi-Square to Question #16.

Question 16: After taking the SDS, I felt more confused than ever about what career to pursue.

Group	Age 18-24	Age 25-55	GED	High School
n	54	39	23	70
Chi-Sq Value	6.141		8.273	
Degrees of Freedom	2		2	
P-Value	0.046 (Significant at .05 level)		0.016 (Significant at .05 level)	

After investigating question number 16, each category was once again tested for significant differences. According to Table 4.4, the Chi-Square value for the educational group was 8.273 with a significant p-value of 0.016. The Chi-Square value for the age category was set at 6.141 with a significant p-value of 0.046. The category of gender was not proven significant; therefore only two categories reject the null hypotheses based on question number 16.

In reference to Table 4.5, question five was only significant in the age category. The gender and educational background categories were not recommended for testing due to slight variance. However, the age category proved significance at the 0.017 level with a Chi-Square value of 8.208. Once again, the null hypothesis pertaining to age was rejected according to question number five.

Table 4.5. Analysis of Chi-Square to Question #5.

Question 5: The SDS could or has helped me in making future career decisions.		
Group	Age 18-24	Age 25-55
n	54	39
Chi-Sq Value	8.208	
Degrees of Freedom	2	
P-Value	0.017 (Significant at .05 level)	

Based on Tables 4.6 and 4.7, questions fifteen and two only showed significance in the age category. The gender and educational background categories were once again not recommended for testing due to slight variance. Question fifteen was extremely significant at the p-value of 0.004 with a Chi-Square value of 10.877. Question two was also extremely significant at the p-value of 0.009 with a Chi-Square of 9.354. Once again, the null hypothesis pertaining to age was rejected according to career counseling statements fifteen and two.

Table 4.6. Analysis of Chi-Square to Question #15.

Question 15: Career Counseling boosted my confidence to pursue a specific career.

Group	Age 18-24	Age 25-55
n	54	39
Chi-Sq Value	10.877	
Degrees of Freedom	2	
P-Value	0.004 (Significant at .05 level)	

Table 4.7. Analysis of Chi-Square to Question #2.

Question 2: Career Counseling can help me focus on an educational direction that will aid me in the pursuit of my career goals.

Group	Age 18-24	Age 25-55
n	54	39
Chi-Sq Value	9.354	
Degrees of Freedom	2	
P-Value	0.009 (Significant at .05 level)	

The two open-ended questions listed at the conclusion of the career counseling survey were also examined by the researcher. The responses to the open-ended statements are located in Appendix F. In general, comments concerning the career counseling experience and the SDS were extremely positive. Several complimentary remarks towards EOC counselors were also reported. Overall, the open-ended statements once more support the data which suggests that EOC participants' possess a positive attitude towards career counseling.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the Educational Opportunity Center's current approach towards career counseling among its low-income and first-generation participants. The Self-directed Search career inventory was specifically examined in order to see if it was indeed effective with this particular population. Moreover, group distinctions among age, gender and educational background were also analyzed to see if any significant differences existed among attitudes and expectations toward career counseling.

Conclusions

Findings from the data analysis in chapter IV, states that 86% of the total participants sampled did possess a positive attitude toward the Educational Opportunity Center's career counseling and Self-directed Search interest inventory. Moreover, 13% of the total participants studied indicated a somewhat positive attitude, while only 1% demonstrated a somewhat negative attitude.

Findings from this study also resulted in rejecting two out of the three null hypotheses tested for significance based upon key specific statements from the career counseling questionnaire.

1. Rejected Null Hypothesis: Among Educational Opportunity Center participants, age has no influence on attitudes and expectations of career counseling (based on statements 9, 5, 16, 10, 15, & 2).

2. No Sufficient Evidence to Reject the Null Hypothesis: Among Educational Opportunity Center participants, gender has no influence on attitudes and expectations of career counseling (no significance found at the .05 level).

3. Rejected Null Hypothesis: Among Educational Opportunity Center participants, educational background has no influence on attitudes and expectations of career counseling (based on statements 16 and 10).

Recommendations

The following recommendations were based on the analysis of data from this field study.

1. The researcher recommends this study be replicated further for future exploratory use in this field.

2. The researcher recommends that upcoming studies include a much larger sample size with finer age distributions.

3. The researcher recommends future studies involve other Trio program participants, not just EOC participants.

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LIST OF REFERENCES

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APPENDIXES

APPENDIX A

Consent to Participate in a Research Study Austin Peay State University

You are being asked to participate in a research study. This form is intended to provide you with information about this study. If you have any questions you may contact the principal investigator, Marissa Chandler, Educational Opportunity Center, Box 4667, Austin Peay State University, Clarksville, TN 37044, (931) 221-7481 or you may contact the Office of Grants and Sponsored Research, Box 4517, Austin Peay State University, Clarksville, TN 37044, (931) 221-7881 with questions about the rights of research participants.

TITLE OF RESEARCH STUDY:

Educational Opportunity Center Participants' Attitudes and Expectations Towards Career Counseling

PURPOSE OF THE RESEARCH:

The purpose of this research is to assist the Educational Opportunity Center in providing the finest and most beneficial career counseling resources available for its participants. This research is also required to fulfill partial degree requirements for the Education Specialist degree at Austin Peay State University. Data collected in this study may be published or presented.

PROCEDURES FOR THIS RESEARCH:

As of today, you have been mailed a questionnaire, demographic survey, two copies of this informed consent, and a postage-paid envelope. This mailing also contains a cover letter explaining the purpose of the study and the procedures. You have been asked to complete the enclosed questionnaire, informed consent, and demographic survey in order to collect data for this research. Clear and concise instructions are written on each instrument. Please make sure to keep one of the informed consent copies for your personal records. If we do not hear from you, a second repeat mailing will follow in two weeks. However, you also have the option not to participate in the study. There will be no penalty if you decide not to respond. All information to be obtained will be kept confidential to the extent provided by law. Data will be stored and secured in a locked file cabinet in the EOC office. All data will be destroyed after the study is complete.

POTENTIAL RISKS OR BENEFITS TO YOU:

There will be minimal risks involved in this study. In regards to the research questionnaire and demographic survey, you do not have to respond to any question you do not wish to answer. There is no right or wrong answer to the research questionnaire. After you complete and mail the research questionnaire an EOC pen will be awarded to you.

INFORMED CONSENT STATEMENT:

I have read the above and understand what the study will consist of, why it is being done, and any benefits or minimal risks involved.

I agree to participate in this research and understand that by agreeing to participate, I have not given up any of my human rights.

I have been informed that I have the right to withdraw my consent for my participation at any time up until the publication of data. If I choose to withdraw from the study, that choice will be respected and I will not be penalized. All data collected from me will be destroyed.

I have been informed that Marissa Chandler; a counselor at the Educational Opportunity Center and a graduate student at Austin Peay State University will be conducting this study.

I have been informed that if I have any questions, I may contact Marissa Chandler at (931) 221-7481 or Dr. Allan Williams, faculty supervisor, Education Department, (931) 221-7368 or Office of Grants and Sponsored Research, (931) 221-7881.

I have been told that I will receive a copy of this form. I have read the statement above and voluntarily agree to participate in this study.

Signature of Research Participant

Date

Signature of Researcher

Please Retain One Copy For Your Personal Records

Austin Peay State University Institutional Review Board

January 14, 2003

Marissa Chandler
c/o Allan Williams
Education
APSU Box 4545

RE: Your application dated January 3, 2002 regarding study number 03-019: Educational Opportunity Center Participants' Attitudes and Expectations Towards Career Counseling (Austin Peay State University)

Dear Ms. Chandler:

Thank you for your recent submission. We appreciate your cooperation with the human research review process. I have reviewed your request for expedited approval of the new study listed above. This type of study qualifies for expedited review under FDA and DHHS (OHRP) regulations.

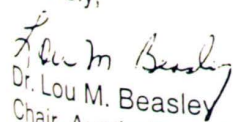
Congratulations! This is to confirm that I have approved your application through original submission. You must obtain written informed consent from all subjects. This approval is subject to APSU Policies and Procedures governing human subjects research. These policies can be viewed at: www2apsu.edu/www/computer/policy/2002.htm. The full APIRB will still review this protocol and reserves the right to withdraw expedited approval if unresolved issues are raised during their review.

You are granted permission to conduct your study as described in your application effective immediately. The study is subject to continuing review on or before January 13, 2004, unless closed before that date. Enclosed please find the forms to report when your study has been completed and to request an annual review of a continuing study. Please submit the appropriate form prior to January 13, 2004.

Please note that any changes to the study as approved must be promptly reported and approved. Some changes may be approved by expedited review; others require full board review. Contact Lou Beasley (221-7414; fax 221-7641; email: beasleyl@apsu.edu) if you have any questions or require further information.

Again, thank you for your cooperation with the APIRB and the human research review process. Best wishes for a successful study.

Sincerely,


Dr. Lou M. Beasley

Chair, Austin Peay Institutional Review Board

APPENDIX B

Career Counseling Questionnaire

Directions: Listed below are statements pertaining to career counseling and the Self-directed Search (SDS) career inventory. Please be honest in answering the following statements. There are no wrong or right answers. Responses to these statements will be kept confidential.

Please circle your answer and try to complete each item.

1. Career counseling can be a helpful way to learn what career is most suitable to my interests.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
2. Career counseling can help me focus on an educational direction that will aid me in the pursuit of my career goals.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
3. Career counseling is not a valuable resource.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
4. The Self-directed Search (SDS) career inventory did not meet my expectations.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5. The SDS could or has helped me in making future career decisions.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
6. The SDS confirmed or reaffirmed what career interests I possess.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7. The SDS did not provide me with more career knowledge.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. Completing the SDS was a waste of time and effort.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9. My attitude and expectation toward career counseling is positive.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

10. Seeing a career counselor is a mark of being undecided about future career goals.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11. I would not want anyone to know that I was seeking career counseling.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
12. My exposure to career counseling has not been positive.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13. I would recommend the SDS to others who were not sure about future career goals.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14. The career counseling I received from the Educational Opportunity Center (EOC) provided me with enhanced career knowledge.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
15. Career counseling boosted my confidence to pursue a specific career.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
16. After taking the SDS, I felt more confused than ever about what career to pursue.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

List other comments you may have concerning your career counseling experience at the EOC.

List other comments you may have specifically concerning the SDS career inventory.

Please return the following questionnaire, informed consent, and demographic survey in the postage-paid envelope. Thank you for your participation!

APPENDIX C

Demographic Survey

please provide the following information for statistical purposes needed in this research.

The information requested below will remain **confidential**.

Age of Participant (circle one item below):

18-24 25-35 36-45 46-55 56-55+

Gender of Participant (circle one item below):

Male Female

Do you have a (circle one below):

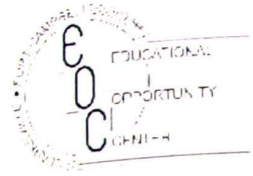
High School Diploma GED Currently working on HS Diploma None

Highest Grade Completed (circle one item below):

High School Senior Vocational/Tech: 1 2 3 College: 1 2 3 4

APPENDIX D

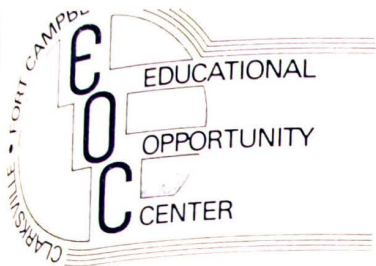
Postcard



Attention EOC Participant...

You have been selected to participate in a research study involving the career counseling you received from the Educational Opportunity Center. Your input would be very much appreciated. Please keep an eye out for additional information in the mail!

Thank you.
Marissa Chandler
EOC Counselor



P.O. Box 4667 • Clarksville, TN 37044 • (931) 221-7481 • 800-351-3382

March 1, 2003

Dear EOC Participant:

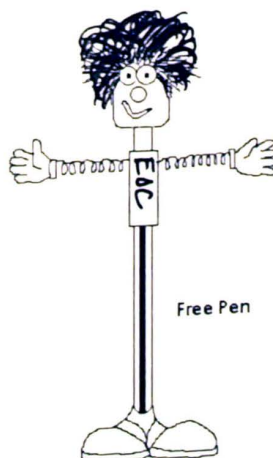
Congratulations! You have been randomly selected to participate in a research study. During this past year, you obtained career counseling from the Clarksville/Ft. Campbell/Hopkinsville Educational Opportunity Center (EOC). Moreover, you were also asked to complete the Self-directed Search career interest inventory (SDS). In order to provide effective career counseling to our participants in the future, we would appreciate your valuable feedback. This research study will primarily focus on your attitudes and expectations towards career counseling and the Self-directed Search. Please read the enclosed information carefully before you decide to participate in this study. If you decided to participate, please read all of the directions carefully and keep in mind that there is no right or wrong answer. All of the information obtained from you will be kept confidential. Your participation in this study will only take a short amount of your precious time, however, it will mean a great deal to us. We sincerely hope that you decide to give us your honest feedback. Once you have mailed the enclosed completed information, you will receive a very cheerful EOC pen. Thank you for your time and consideration!

Sincerely,

Marissa Chandler

Marissa Chandler

Research Investigator and EOC Counselor



APPENDIX F

Career Counseling Comments to Open-Ended Questionnaire Statements

Question 17: List any other comments you may have concerning your career counseling experiences at the EOC.

- Counseling is good, I just haven't decided where I want to go or what I want to do.
- It was a great learning experience.
- Helped out with what I want to do in life.
- The persons who came to my school were not the nicest of people.
- I was pleased with everything.
- Feel positive and excited about this chance to go to college.
- Need any and all help to get there.
- Counselor has been a big help to me so far.
- First experience three years ago was not beneficial.
- The second time went beyond my expectations.
- It was very helpful and I was truly impressed.
- Counselor has been wonderful in helping me get back into school.
- Counselor went out of way to help me.
- It really helped me decide what I wanted to pursue.
- The counseling I received was very helpful and mostly confirmed what I had as interest for careers.
- I am very satisfied with my counseling experience.
- The EOC would help more if the speakers were clear and helped individuals.
- I already knew what career I wanted to pursue but my career counseling experience at the EOC further let me know that education was the career for me.

- I have become more aware of the job opportunities that are available in my chosen major.
- I already know what I want to do and EOC did not help in anyway.
- They gave me information I already knew.
- I think that it is a really good program for people who are in need of help pursuing a career, but it didn't help me out.
- I would like to get more help on which school to go to.
- It taught me about different colleges and its importance.
- This was good to the students because it gave you all of the information that was needed about a certain occupation.
- It showed me that I am qualified to try and work in the field of psychology.
- It was very helpful. I never knew that there was such good help out there.
- It helped me direct my thoughts in what general area I need to be going.
- My experience with the career counseling has been a positive one. I have been helped a great deal by my counselors.
- Pleasant. Very helpful in helping me make a decision on what resources are available and helped me work on a career and how to go to college.
- Great job.
- The counseling has helped me a lot.
- It confirmed my views on what I should do for a career.

Question 18: List any other comments you may have specifically concerning the SDS career inventory.

- It was quick and easy to do and the results came back fast.
- I was happy with my results and the way the counselor explained everything to me.
- The SDS career inventory is an excellent tool for someone who does not know where their interests are.
- I do feel that the EOC should consistently update the inventory to be in tune with the world and technology today.
- It was very informative.
- This was more positively for my career.
- The SDS is confusing.
- It helped reaffirm my choice in my career field of study.
- SDS was not helpful for my future goals.
- Just because it didn't particularly help me doesn't mean it didn't help someone else.
- It was very helpful for gaining knowledge specifically about how much time I need to spend in school.
- I wish the inventory would come to each grade level, especially freshmen to show them there is a real reason that they need to receive their high school diplomas.
- It will decrease the drop out rate.
- Had many career options to choose from after filling out SDS. Very helpful but was difficult to choose which career would best suit me.
- I enjoyed taking the SDS.
- SDS is very helpful and confirmed what I thought.

APPENDIX G

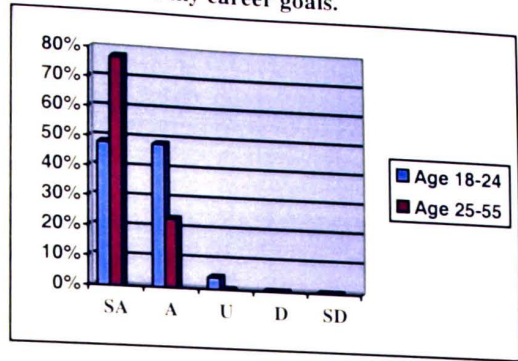
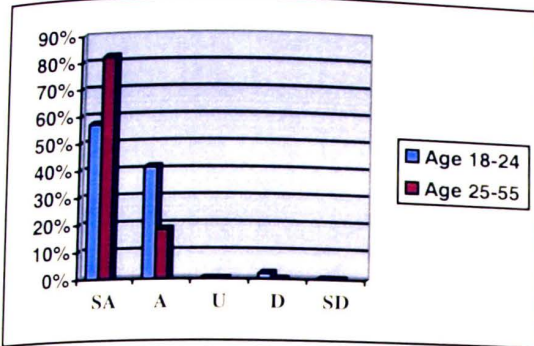
Age Comparison Tables

Age 18-24 = 54

Age 25-55 = 39

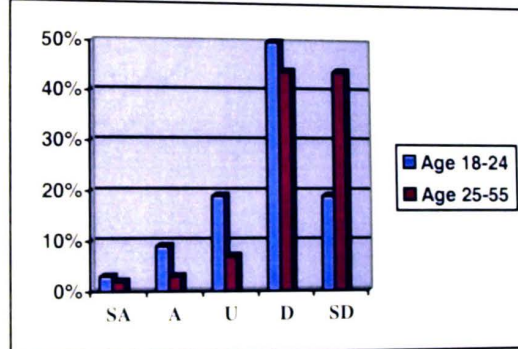
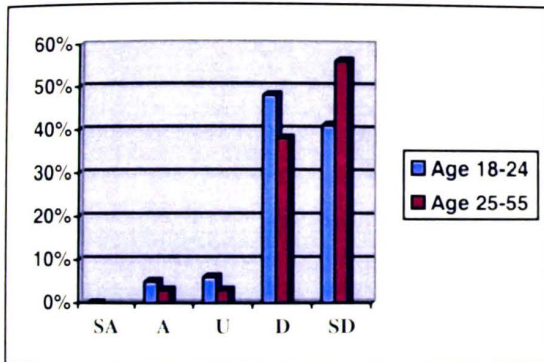
1. Career Counseling can be a helpful way to learn what career is most suitable to my interests.

2. Career counseling can help me focus on an educational direction that will aid me in the pursuit of my career goals.



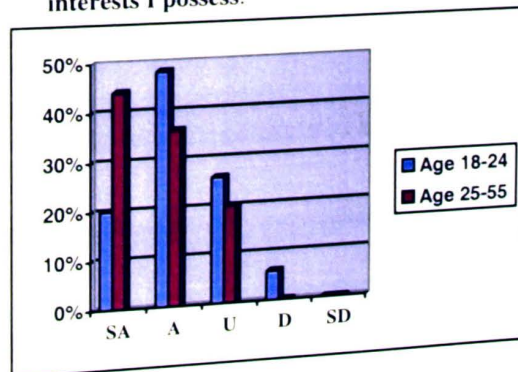
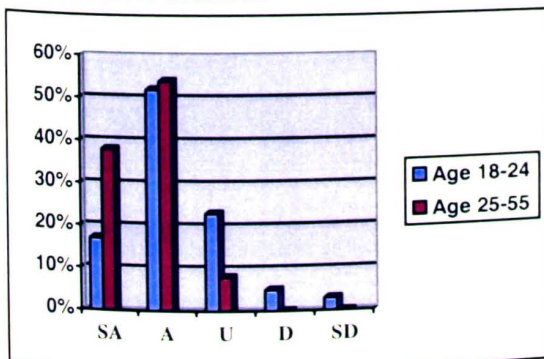
3. Career counseling is not a valuable resource.

4. The Self-directed Search (SDS) career inventory did not meet my expectations.



5. The SDS could or has helped me in making future career decisions.

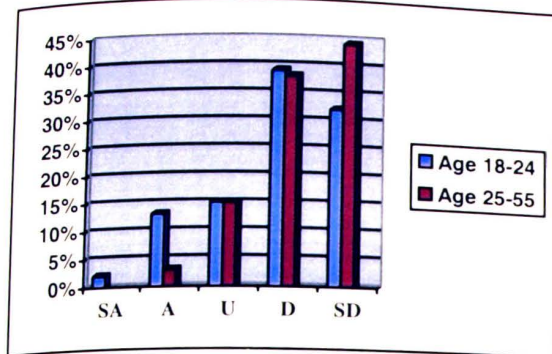
6. The SDS confirmed or reaffirmed what career interests I possess.



APPENDIX G Age Comparison Tables

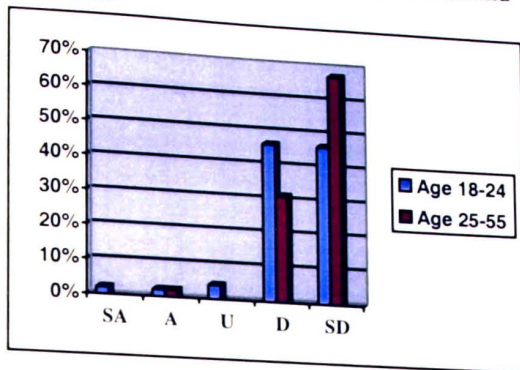
Age 18-24 = 54

7. The SDS did not provide me with more career knowledge.

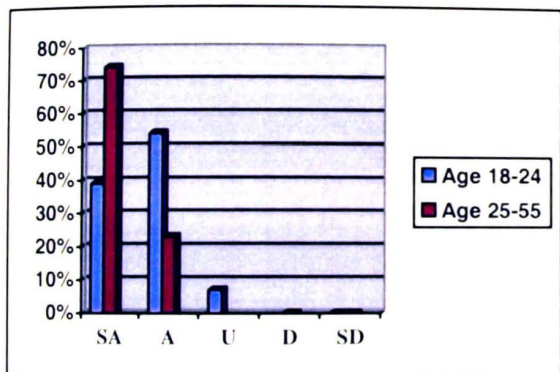


Age 25-55 = 39

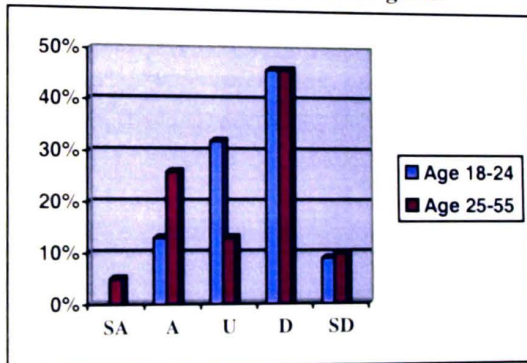
8. Completing the SDS was a waste of time and effort.



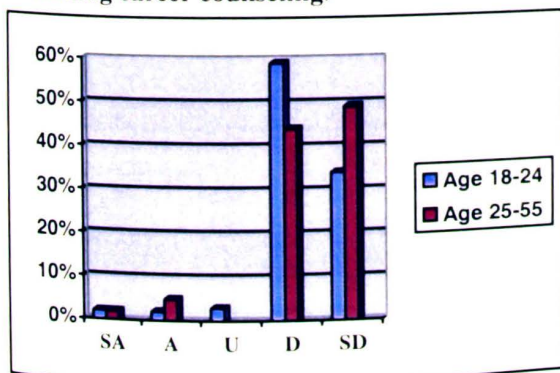
9. My attitude and expectation toward career counseling is positive.



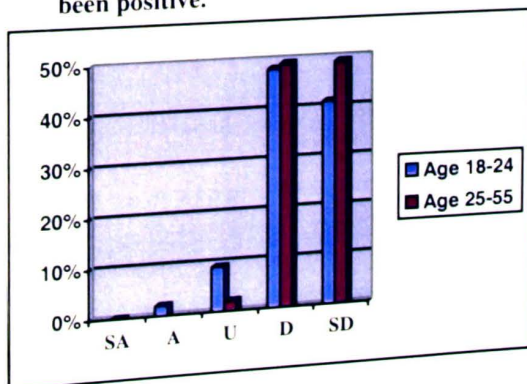
10. Seeing a career counselor is a mark of being undecided about future career goals.



11. I would not want anyone to know that I was seeking career counseling.



12. My exposure to career counseling has not been positive.

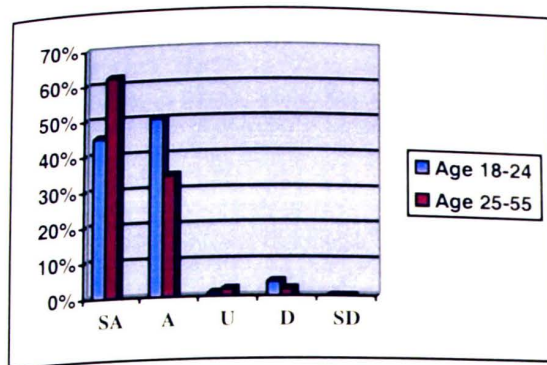


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Age Comparison Tables

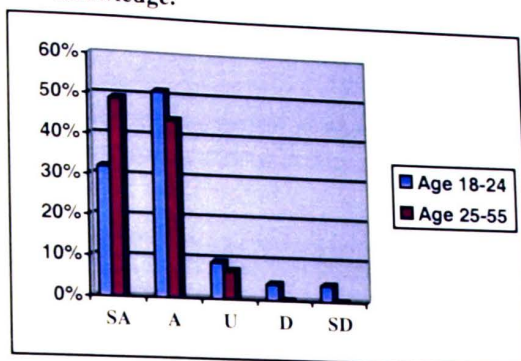
Age 18-24 = 54

13. I would recommend the SDS to others who were not sure about future career goals.

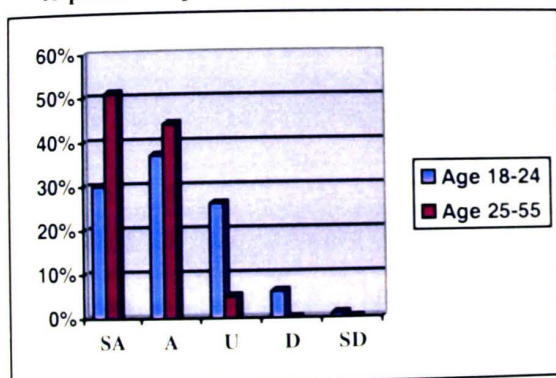


Age 25-55 = 39

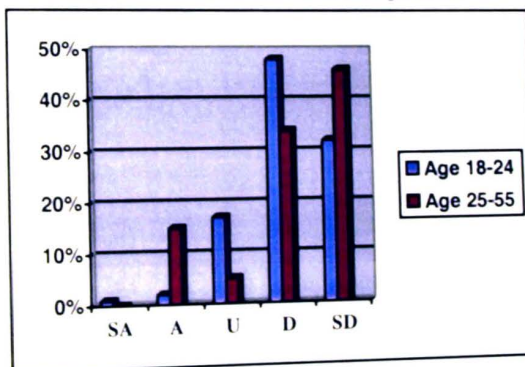
14. The career counseling I received from the EOC provided me with enhanced career knowledge.



15. Career counseling boosted my confidence to pursue a specific career.



16. After taking the SDS, I felt more confused than ever about what career to pursue.



APPENDIX G

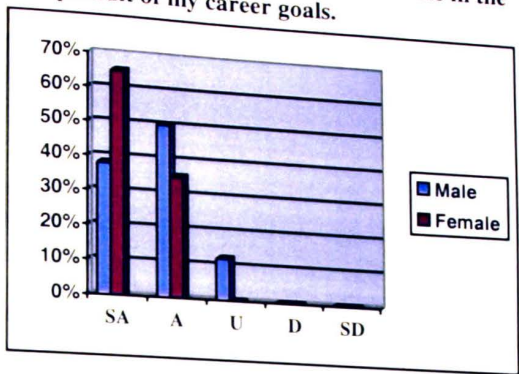
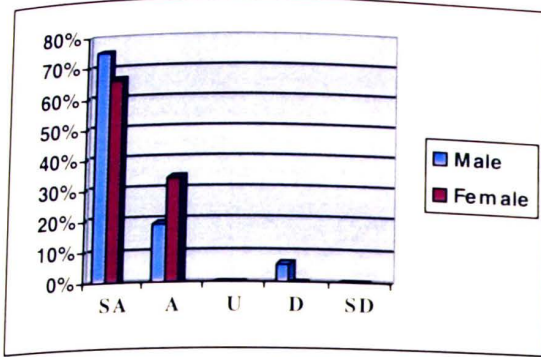
Male/Female Comparison Tables

Males=16

Females=77

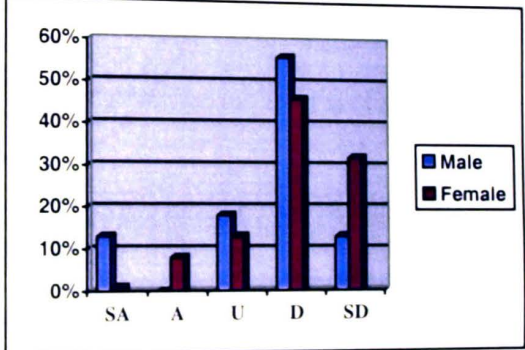
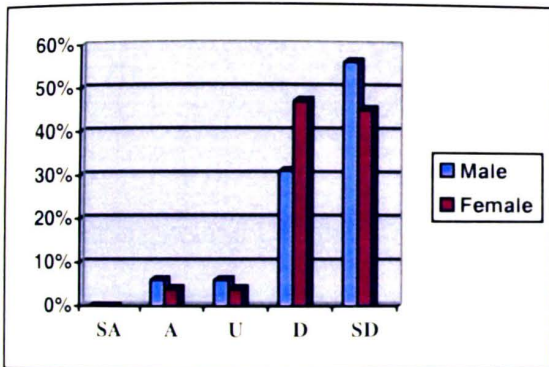
1. Career Counseling can be a helpful way to learn what career is most suitable to my interests.

2. Career counseling can help me focus on an educational direction that will aid me in the pursuit of my career goals.



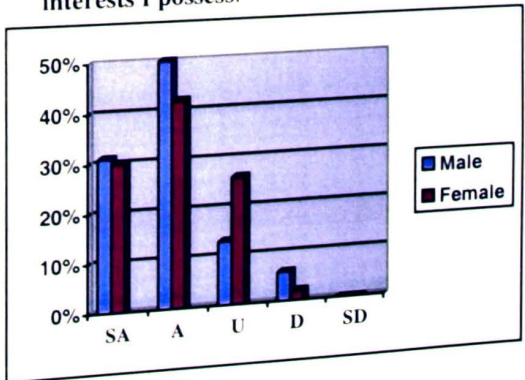
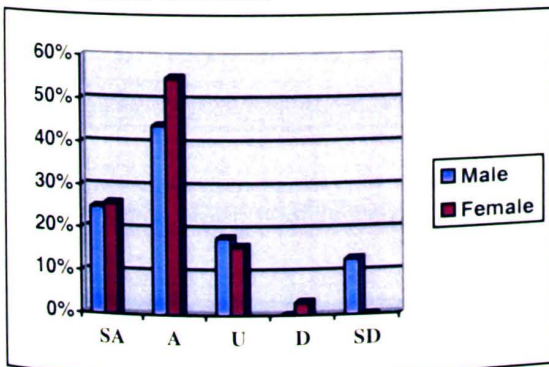
3. Career counseling is not a valuable resource.

4. The Self-directed Search (SDS) career inventory did not meet my expectations.



5. The SDS could or has helped me in making future career decisions.

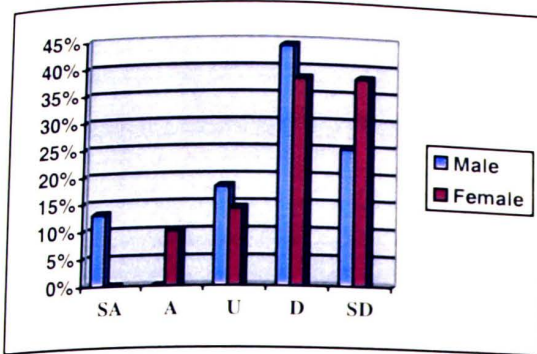
6. The SDS confirmed or reaffirmed what career interests I possess.



APPENDIX G Male/Female Comparison Tables

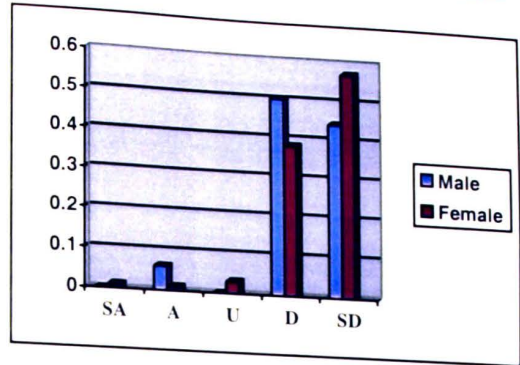
Males=16

7. The SDS did not provide me with more career knowledge.

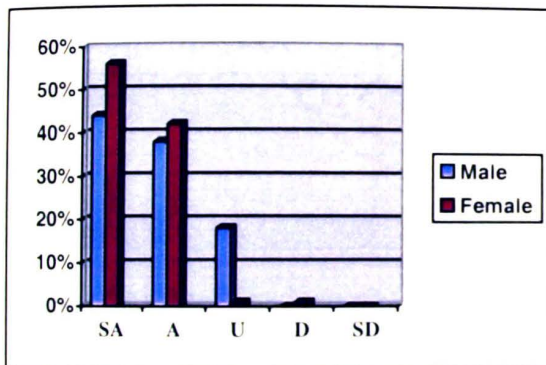


Females=77

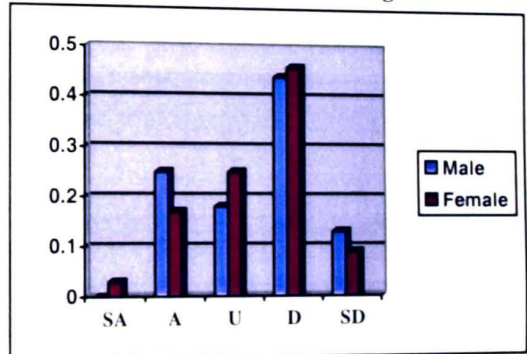
8. Completing the SDS was a waste of time and effort.



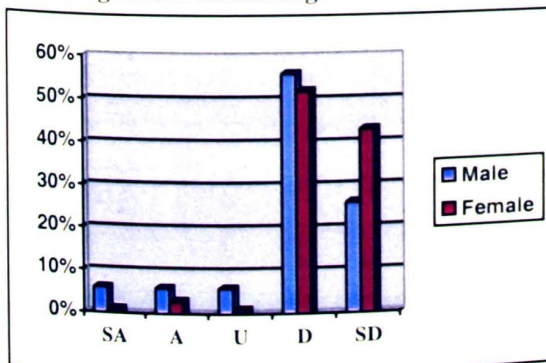
9. My attitude and expectation toward career counseling is positive.



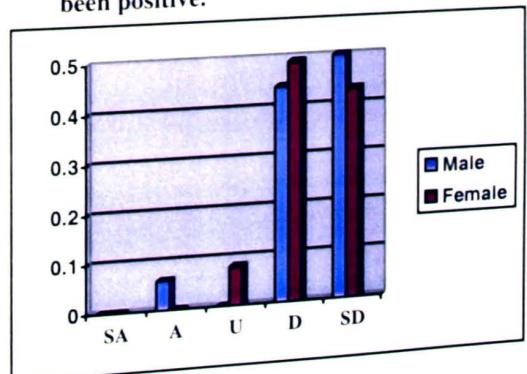
10. Seeing a career counselor is a mark of being undecided about future career goals.



11. I would not want anyone to know that I was seeking career counseling.



12. My exposure to career counseling has not been positive.



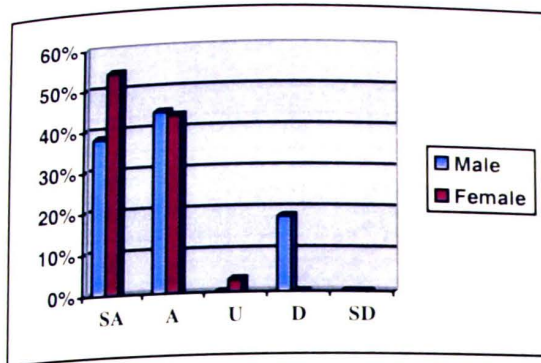
APPENDIX G

Male/Female Comparison Tables

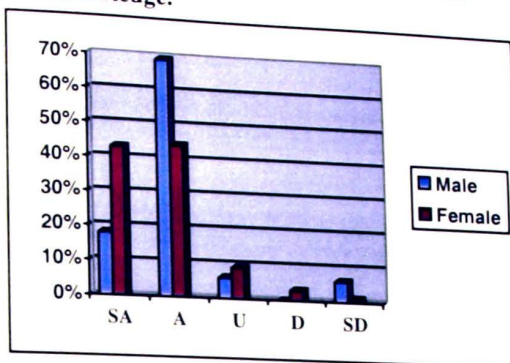
Males=16

Females=77

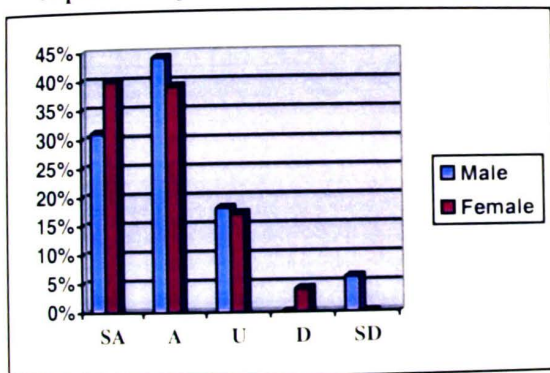
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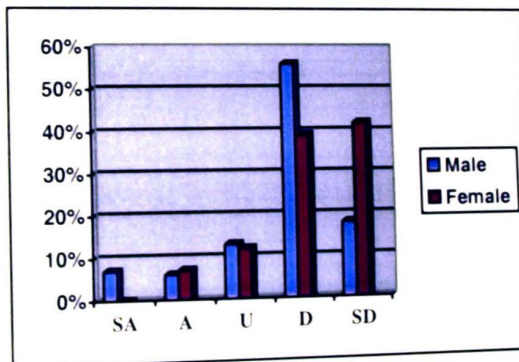
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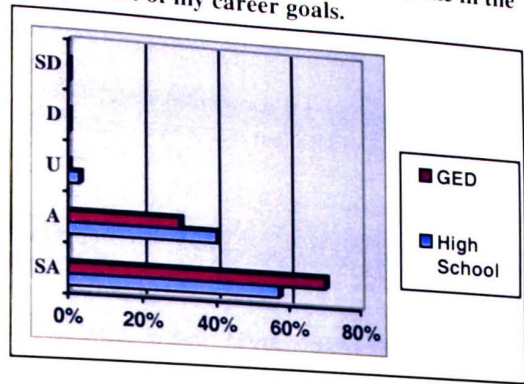
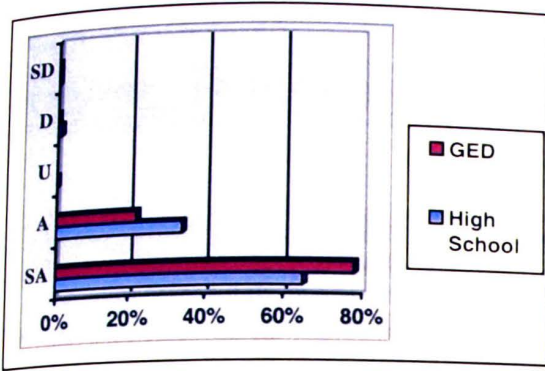
Educational Background Comparison

23 Participants=GED

70 Participants=High School

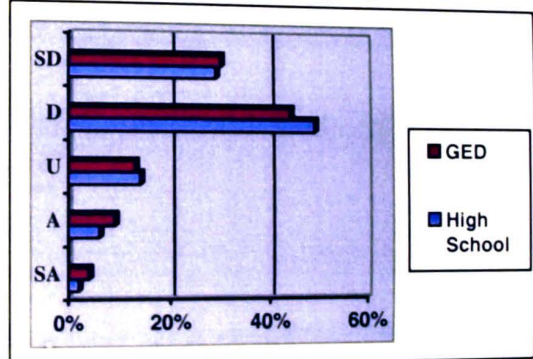
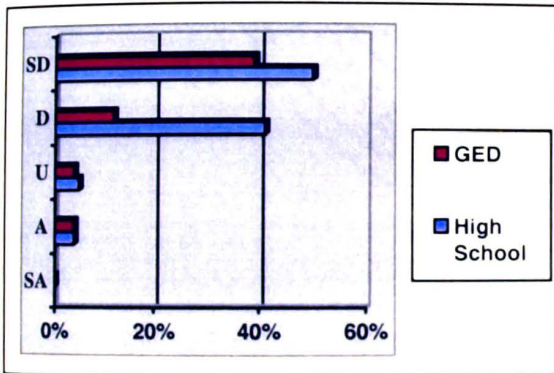
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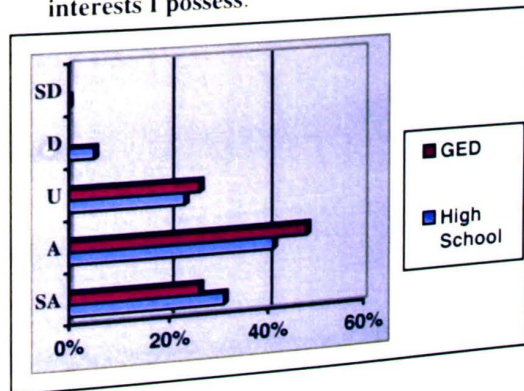
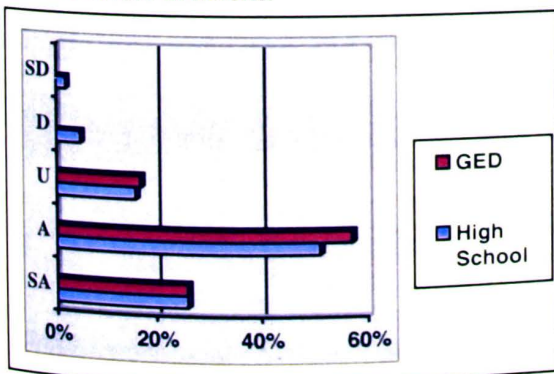
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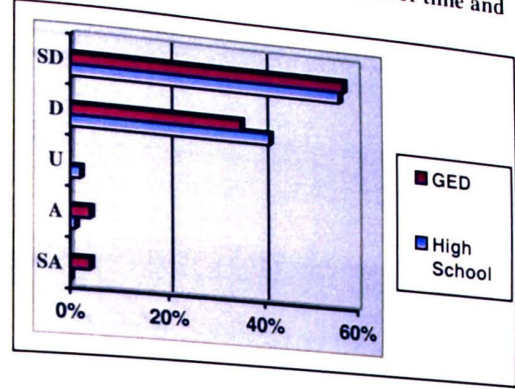
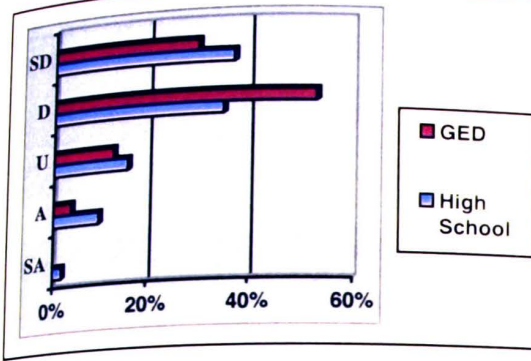
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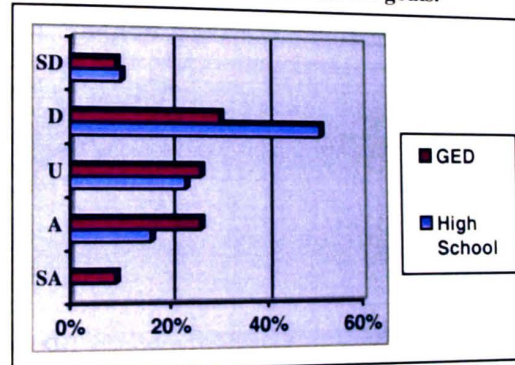
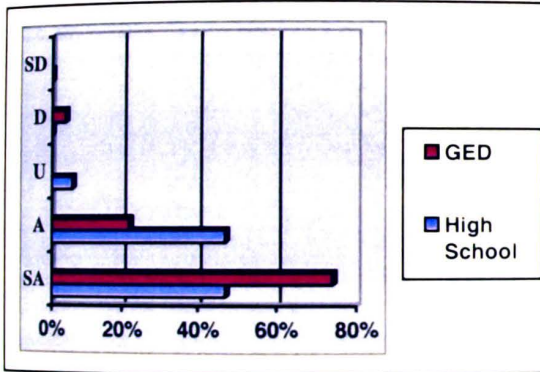
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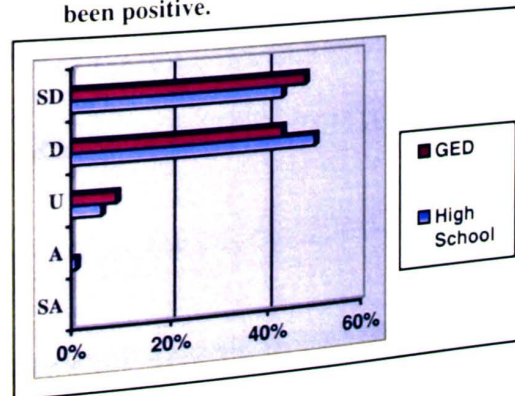
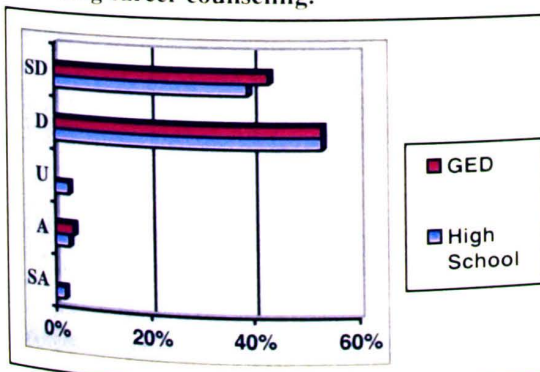
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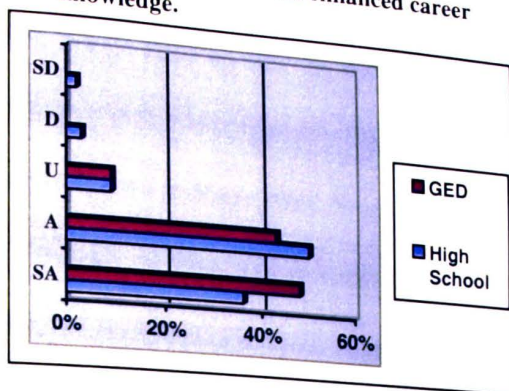
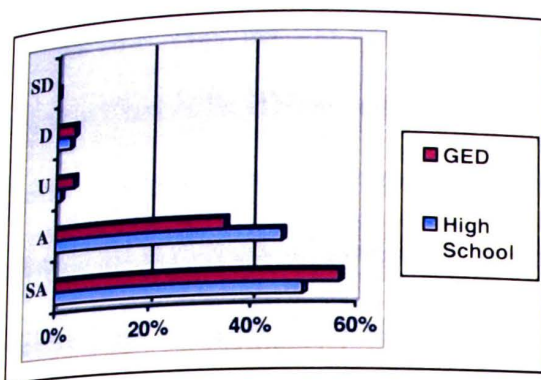
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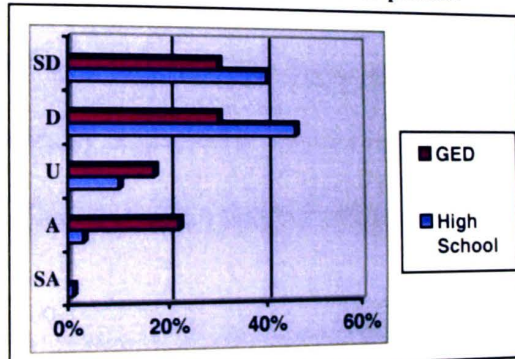
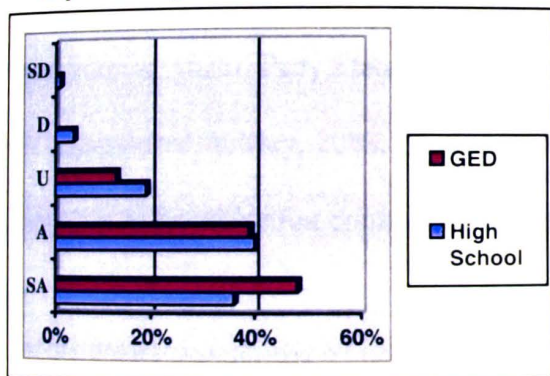
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Marissa E. Chandler was born in Rio Piedras, Puerto Rico on July 16, 1973. She was raised in Clarksville, TN and attended public schools in the Montgomery County School System. Marissa graduated from Clarksville High School in May, 1991. From there, she attended the University of Evansville in Evansville, IN. In May of 1995, she earned a bachelor of arts degree with a major in international studies and a minor in political science. In August of 2000, Marissa earned a master of arts in education with highest honors from Western Kentucky University in Bowling Green, KY. Her concentration was in higher education administration in student affairs.

Currently, Marissa is pursuing her education specialist degree in administration and supervision at Austin Peay State University in Clarksville, TN. The degree with honor will be conferred in May, 2003. She is also presently employed at Austin Peay State University as an education counselor with the Clarksville/Ft. Campbell Educational Opportunity Center.