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AUTHOR Walters, Nancy R.
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ABSTRACT

The purpose of this study was to demonstrate that if parents are given information about their child, his interests, skills, and competencies, information about the world of work, and practice in simulated career decision making, they will transmit this training to their child. Twenty parents of 10th and 11th grade students were asked to volunteer for six training sessions with the school counselor to acquire skills to enable their child to explore career alternatives. Evaluation of the results of this study revealed that: (1) parents in the experimental group did transmit some career knowledge obtained in the training sessions to their child; and (2) parents and students demonstrated an improved proficiency in career decision making determined by a simulated-situation test.
(Author/PC)

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FINAL REPORT

**PARENTS: KEY PEOPLE TO ASSIST IN OCCUPATIONAL DECISION MAKING
(Project No. 1100)**

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Nancy R. Walters, Ph.D

Central Missouri State University

Warrensburg, Missouri

August 31, 1974

**Missouri Department of Education
Research Coordinating Unit
Jefferson City, Missouri 65101**

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ABSTRACT

Purpose. The purpose of this research is to demonstrate that if parents are given information about their child, his interests, skills, and competencies; information about the world of work; and practice in simulated career decision making, they will transmit this training to their child. The assumption follows that the child will be better able to make the "best" career choices for himself, based on knowledge of his unique characteristics, of various occupational opportunities, and of increased ability for alternative career decision making.

Objectives.

- 1) Parents will acquire increased knowledge of the world of work and transmit this knowledge to their children.
- 2) Parents will acquire increased knowledge of their child to help him select possible career goals.
- 3) Parents will acquire increased decision making skills, based on increased awareness of occupational alternatives, and will help their child learn to make future career decisions.

Procedures. Twenty parents of tenth and eleventh grade students from three different school settings--city, suburban, and rural--were asked to volunteer for six training sessions with the school counselor to acquire skills to enable their child to explore career alternatives. A likesize group served as control.

Parents were exposed to accurate career information. They were given data for their child's achievement, aptitude, and ability scores. In addition, grades and interest inventory results were discussed.

Evaluation. 1) Pre and post tests of parents' occupational knowledge were examined, using the Career Maturity Inventory. Using multiple regression analysis, F ratios for subtests for tenth and eleventh grade students were significant beyond the .05 level; therefore, it may be assumed that parents in the experimental group did transmit some career knowledge obtained in the six counselor-led training sessions to their child.

2) Parents' increased knowledge of their child was determined by completion of the Work Values Inventory as they believed their child would. It was hypothesized that parents in the experimental group and their children would come closer together on scores on the Inventory at the end of six training sessions. This hypothesis was not realized.

3) Parents and students demonstrated an improved proficiency in career decision making determined by a simulated-situation test -- the Decision Making Test. The F ratio, significant at .05 level, indicates that the training parents received must have been conveyed in some way to their child.

Statement of Problem

Research indicates that high school students surveyed to ascertain who helps them most in determination of occupational choice, often rank counselors below parents and friends. If it is true that the counselor is not first as an "occupational influencer" with students, perhaps he could spend his time more profitably in attempting to influence people who do influence youth.

Parents are concerned about the career choice their child makes, and they have career aspirations for their children. If additional occupational information is made available to them, with information concerning their child and his occupational interests, skills, and competencies, parents could better assist their child to make the career choices "best" for him and enable him to become more skilled in career decision making for future choices.

Decision making is a learnable skill. Good occupational planning stresses flexibility and yields many alternatives which the student may, or may not, accept for himself as potential opportunities. Only when the student is aware of possible alternatives can these opportunities become real. Opportunities must be considered in making educational and occupational decisions. Occupational decision making is, for purposes of this study, based on a culmination of both knowledge of the work world and knowledge of self.

Objectives

Objective 1. Parents will acquire increased knowledge of occupations and of the world of work and will transmit this knowledge to their child.

Evaluation 1. Pre and post tests of parents' occupational knowledge will be examined. Pre tests of occupational knowledge will be given to student, and post tests will be administered to them two months following parents' training to allow time for transmission.

$$t = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{S_{\bar{x}}^2_1 - S_{\bar{x}}^2_2 - 2rs_{\bar{x}}^1 S_{\bar{x}}^2}}$$

1 = pre test
2 = post test

$$F = \frac{R^2_{\text{full}} - R^2_{\text{restricted}}}{1 - R^2_{\text{full}}} \frac{(N - K_{\text{full}} - 1)}{K_{\text{full}} - K_{\text{restricted}}}$$

R^2_{full} is the multiple correlation obtained using the full predictor model

$R^2_{\text{restricted}}$ reserved is the multiple correlation using the restricted prediction model

K_{full} is the number of predictors in the full model

$K_{\text{restricted}}$ is the number of predictors in the restricted model

N is the number of subjects in the sample

One of the principal strategies of analysis in this study has been to employ multiple regression analysis. This procedure has the advantage of allowing one to compare the influence of different treatment on the dependent variable when other factors are controlled.

In the analysis of the student's change on the Career Maturity Inventory, the hypothesis under test is that children whose parents are in the experimental group will make greater changes on the scales than those in the control group. In this analysis it is desirable to control for the initial standing of the child on each of the various Career Maturity Inventory scales, because of initial individual differences between the experimental and control groups. Regression analysis makes this possible by allowing the investigator to partial out the child's initial standing as measured by the pre test score in the analysis of the post test scores for the two groups. The generalized procedure is to develop a regression model that involves the post test as the dependent variable and the pre test score and a binary variable vector which indicates whether the child was in the experimental group or the control group as the full model. A restricted model which, in this case, is simply correlation between the pre test and the post test scores is also computed. The difference between the multiple correlation squared from the full model which involves both the pre test score and the experimental-control variable and the correlation squared obtained using the pre and post test indicate only the contribution of the experimental control binary vector. The F-test indicates whether the binary vector increases significantly the correlation over knowledge of the pre test, post test scores alone. A significant F indicates the knowledge of which group that student was in increases the amount of variance accounted for on the post test variable over knowledge of the standing of the subject on the pre test alone.

TABLE 1
Regression Analysis, Career Maturity Inventory,
Tenth and Eleventh Grade

Subtests	Means						F ratio
	Pre			Post			
	Control (N=78)	Experimental (N=86)	Difference	Control (N=78)	Experimental (N=86)	Difference	
Competence Test							
Knowing Yourself	12.97	13.76	.79	13.10	14.72	1.62	7.32**
Knowing About Jobs	15.36	15.38	.02	15.21	16.49	1.28	6.36*
Choosing A Job	12.58	13.23	.65	12.35	13.72	1.37	4.64*
Looking Ahead	13.31	14.47	1.16	12.77	15.05	2.28	10.18**
What Should They Do	10.45	10.98	.53	9.88	11.98	2.10	14.08**
Attitude Scale	35.65	35.35	-.30	35.58	37.16	1.58	5.25*

*p < .05.

**p < .01.

Initially, means for the experimental and control group parents were computed to determine if the same population was being sampled, and pre test differences were partialled out. Control group parents were not given a post test because school counselors believed that those parents would not cooperate, or would be hostile toward them if they were asked to spend two sessions of three hours each for test taking.

Examination of Table 1 shows all F ratios for Career Maturity Inventory subtests for tenth and eleventh grade students were significant beyond the .05 level. Based on the level of significance, one may assume that parents in the experimental group did transmit some career knowledge obtained in the six counselor-led training sessions to their child. (See Table 1.)

Parents' sex or their attendance at training sessions did not appear to be statistically significant. (See Table 2.) The average number of absences was 1.28 times for the experimental group (N=93).

TABLE 2
Parental Gains on Career Maturity Inventory

	Means					
	Father (N=25)			Mother (N=61)		
	Pre	Post	t	Pre	Post	t
Competence Test						
Knowing Yourself	15.20	15.96	3.69**	16.15	16.59	1.63
Knowing About Jobs	18.52	18.76	1.17	19.26	18.84	-2.67
Choosing A Job	16.24	15.56	-1.78	16.25	15.85	-0.97
Looking Ahead	15.72	15.56	0.42	15.90	16.49	1.37
What Should They Do	13.28	13.36	0.18	13.34	13.75	0.90
Attitude Scale	36.08	35.96	-0.20	39.87	39.64	4.18**

*p .05.

**p .01.

Objective 2. Parents will acquire increased knowledge of their child, as a basis for his selection of possible career goals.

Evaluation 2. Parents' increased knowledge of their child will be determined by asking them to complete a Work Values Inventory as they believe their child would. It was hypothesized that parents and their children in the experimental group would come closer together on scores on the Inventory at the end of six training sessions

$$t = \frac{\bar{x} - 0}{S_{\bar{x}}} = \frac{\bar{x} - 0}{S / \sqrt{N}}$$

Convergence determines how far apart each child's score on each variable, pre and post, is from his parent's score, in either direction. The degree to which there is greater convergence on the post test is a measure of successful training. This closeness should reflect greater insight into the child's values and the way in which he thinks about work. This hypothesis was not realized. (See Table 3.)

It is, however, interesting to note that the means of parents and children were remarkably close to the beginning of the training session. Perhaps this might help account for the lack of statistical significance.

TABLE 3
 Experimental Group Parents' Convergence,
 Work Values Inventory N-93

Work Values	Mean Convergence	t Ratio
Altruism	-0.36	-1.45
Esthetics	-0.01	-0.04
Creativity	-0.09	-0.35
Intellectual Stimulation	-0.46	-2.30
Achievement	-0.09	-0.40
Independence	0.07	0.31
Prestige	0.37	1.28
Management	0.26	1.04
Economic Return	0.29	1.43
Security	0.81	3.00*
Surroundings	-0.12	-0.48
Supervisory Relations	0.30	1.37
Associates	-0.20	-0.90
Way of Life	0.13	0.67
Variety	0.50	1.91

*p < .05.

**p < .01.

Objective 3. Parents will acquire increased decision making skills, based on increased awareness of and exploration of occupational alternatives, as they fulfill Objectives 1 and 2; and parents will help their child learn to make future occupational decisions based on increased capabilities for alternative decision-making.

Evaluation 3. Parents will demonstrate an improved proficiency in occupational decision making determined by a simulated-situation test. The multiple choice test will be given also to students to determine their ability to choose which behavior would be "best", given a simulated situation. Scores will be compared to those of the control groups, who will receive no specific training prior to post tests.

See statistical procedures outlined for Objective 1. As Table 4 indicates, the F ratio was significant at .05 level indicating a difference between the experimental and control groups after any pre test differences were adjusted. One may assume that the training the parents received in the six sessions was, in some way, conveyed to their child since the two groups were significantly different at .05 level.

TABLE 4
Regression Analysis, Decision Making Test,
Tenth and Eleventh Grade

Group	Means		F ratio
	Pre	Post	
Control (N=61)	48.21	48.33	4.69*
Experimental (N=82)	48.13	51.10	
Difference	-.08	2.77	
Total (N=143)			

*p < .05.

Population and Sample

School locations were chosen to determine whether the results of this study could be generalized to different kinds of school settings--city, suburban, and rural. Six schools were asked to participate since it was thought that it might be difficult for a small school to secure the numbers requested. City schools were Northeast High School, Kansas City, and Raytown South High School; suburban high schools were Belton and Ruskin; and rural schools, Raymore-Peculiar High School and Santa Fe High School at Alma.

Parents in each setting were asked by the school counselor to volunteer to attend six sessions to receive career information and data concerning their child. Letters were sent home and/or articles appeared in the school and local community newspaper. Additional parents were contacted personally by the counselors to try to meet

the number quota. All of the schools involved did not achieve or hold their number quota. Not all parents nor all students completed each test pre and post. Only subjects who had completed both pre and post tests were counted for each individual test or inventory. Transient school populations, illnesses, possible lack of interest, and so on prevented perfect sustained parent or child involvement in the project.

Conclusions and Recommendations

Results of this study may be examined in at least two ways, by whether the parental training produced statistically significant results and by the unmeasured results which the counselors and parents in the study stated were significant.

Outcomes of two of the three stated objectives were significant beyond the .05 level. As measured by the Career Maturity Inventory and the Decision Making Test, parents did transmit knowledge of the world of work, increased awareness of occupational alternatives, and increased decision making skills. Following training of parents by their counselor, students' scores on these two inventories increased significantly over some three months. One may assume that changes which occurred in students' test scores resulted from parental transmission of occupational information and decision making skills.

Parents did not show an increased knowledge of their child's work values as measured by the Work Values Inventory. When they were asked to complete the Inventory as they believed their child would, there was no significant difference between pre and post tests. One should note that pre test scores of parent and child were remarkably similar. Perhaps it is unrealistic to expect scores to come closer together.

The training methods selected by each counselor were developed to match his school setting, to fit the parents who came, and to utilize his own particular area of expertise. This was no precisely defined pattern. Counselors placed the emphasis on small group interaction, on semi-lectures by the counselor, and personnel outside the school setting.

There were several differences among the school settings. One counselor was involved with many parents who would leave the community before the end of the school year; in another school setting almost every meeting was attended by both parents; one counselor had to build sessions around crop planting time; and another felt hostility among parents expressed by "why don't you do it? (ie.) tell him what to do?"

Several parents wanted to take the SVIB themselves. They expressed considerable dissatisfaction with their own work life. Many parents stressed college aspirations for their child, and several saw college attendance as mandatory.

What kind of counselors participated? The counselors themselves were not markedly similar. The only trait they appeared to have in common was that each counselor was fully certified. Ages ranged from 25 to over 50, and three men and three women participated. To begin the project, two of the six counselors were asked by the investigator to participate; one was suggested by another counselor; and three were "volunteered" by their administrative staff when the investigator was endeavoring to match schools and sex of counselor.

Two of six counselors were not overly enthusiastic concerning the project. Their primary motivation seemed to be administrative push. One other counselor expressed feelings of "so-so". Three counselors were asked to conduct other parent groups by the interested parents, and at least two did. The other thought another year might be more feasible for groups. Four of the six counselors thought the project was valuable for them as a means of parental contact. Most of the counselors had not worked with groups of parents prior to the project.

Several counselors thought that the project enhanced and clarified their role in the school setting. For example, the parents told their children that the counselor was the person to see about future planning, and younger brothers and sisters came to the counselor, sent by the parent to get information and assistance of various kinds.

Counselors used the project to familiarize parents with the facilities available in the school setting. Parents seemed especially interested in area vocational schools and exploration of careers other than those which required a four-year college degree.

Other school personnel were interviewed and school materials were examined--interest exploration files, scholarship opportunities, apprenticeship information, and so on. Counselors attempted to relate the school curriculum and school to the work world.

Almost every parent stated that the high point in the training sessions was the receipt of their child's Test Summary Sheet and interest inventory scores. The counselors had, the previous week, distributed sheets with simulated situations and the question-- "What could this student do?" or "If this were your child,----?" etc. When the parents internalized data concerning their own child and his interest inventory, and endeavored to match them to knowledge of the world of work and career decision making, a peak experience materialized. Feedback to parents regarding their child, his capabilities and interests, was enthusiastically received.

Attendance was good. Experimental group parents missed an average of 1.28 times. Reasons given were business (military commitments), sick children, bad weather, planting time, and so on.

Counselors thought it impossible to select a night without time conflicts for some parents.

Most of the complaints made concerned the testing aspect of the training, not the training sessions themselves. Testing was too time consuming, and as far as most of the parents were concerned, not relevant.

Learning via parental instruction may be one of the teaching methods which need increased attention. The consensus seemed to imply that working with parents could have several advantages for increased knowledge. Learning by the child could be facilitated, with home and school "teaching" together. The parent could feel more a part of the school environment, and, hopefully, more supportive of it. As counselor or teacher and parents work together for increased learning by the student, perhaps they can come to see one another as partners in importance in the learning situation.

The major recommendation, as a logical outgrowth of this research, is that schools stress more parental involvement in the learning process, particularly in the area of career education. Parental involvement in the educational learning process could enhance the role of the counselor and teacher as people who are concerned with preparing the child for his life after school.

Procedures

Procedures

Twenty parents of tenth and eleventh grade students from each of three different school settings--city, suburban, and rural-- were asked to volunteer for six training sessions with their school counselor in order to acquire additional skills to help their children explore career alternatives. A likesize group served as control.

Tenth and eleventh grade seemed an appropriate level at which to initiate this project. Parents and students are beginning to be concerned about "after high school" and, while it is probable that formal career education should begin earlier, parents may be more likely to volunteer for this training when career choices must be made in the immediate future

Prior to training sessions with parents, the school counselors met with the Research Director to up-date their occupational knowledge, to review materials to be utilized in the training program, and to provide their own input into the program. Counselors from each different setting were matched by sex.

Test data for the child of each parent-in-training was compiled, and each parent was given a Data Summary Sheet for his child. The student's achievement, aptitude, and ability scores in addition to grades and printout from the Strong Vocational Interest Blank were enumerated by quartiles. Career options for the child were considered, and his parents' aspirations for him were examined. Counselors were encouraged to use a variety of methods to "teach" the parents. Parents were exposed to accurate and relevant career information to both increase occupational knowledge and to learn more about the world of work. Career

decision making was explained and practiced in simulated situations. Simulated work-game experiences enabled the parents, and through them the student, to test occupational realities prior to making a decision. Simulation may generate an interest for the world of work in the student, and school itself should seem more relevant as it is more clearly related to the work world.

Guest speakers broadened parents' occupational knowledge and increased their understanding of personal career qualifications. Small group experiences allowed parents to examine their own values and to hypothesize concerning the values held by their child. Parents were familiarized with the facilities and personnel that existed in their own school to help their child with career decision making. Pre and post tests were administered to determine increased occupational knowledge of the child and parents; increased knowledge of child and parents concerning career options; and a demonstration of increased ability in career decision making.

Following the close of the program, the control group parents were offered an opportunity to receive information about their child--his interests, aptitudes, and abilities; his career maturity level, based on the CMI; his work values, based on the WVI; and his career decision making abilities, based on a Decision Making Test.

Related Research

Related Research

The following review of research or background information only touches on facets of the proposed research. There seems to be a significant lack of studies in which the parents is seen as a transmittal-agent for career education. Much of the research surveyed represented studies in which the parents acted as paraprofessionals. Parent involvement appeared to be primarily in the area of compensatory education. Parents taught reading, helped Head Start children, tutored children with learning problems and so on. In this study the parents' role is to share occupational knowledge and decision making skill with their son or daughter, to interpret test data, and to help their child see the relationship between these skills and knowledges as a basis on which to make a career choice.

Parent volunteers can be trained to serve as teacher aides. Prinson and Ross (1) used parents to provide more individualized instruction, to help parents to learn to work with their own child at home, and to develop community interest and support by working with 13 trainable mentally retarded children in Cicero, Illinois. The Volunteer program was eight and one-half weeks long. All students progressed in language development and self-care skills with a better understanding of number and color concepts. Gains were also made in individual skills.

Curry (2) concluded that while the Life Career Game was no more effective than traditional teaching methods, simulation was more effective in changing attitudes and for subject matter retention. He used job handbooks, school catalogs, want ads, and application forms. Knowledge of life career planning was measured

by Life Career Inventory (Form LCI-2)

In a study of occupational aspirations Dole (3) made an effort to determine whether occupational aspirations of parents were related to the primary educational-occupational activity of their children six months after high school graduation. He operationally defined occupational aspiration as socioeconomic status level of occupation listed as hope, expectation and/or preference.

Of 143 parents involved, 29 were parents of a black male; 42, white male; 31, black female; and 41 white female. Parents were interviewed and completed a questionnaire parallel to one their child had answered six months earlier prior to his high school graduation.

Results indicate that when socioeconomic values exceeded 70 for both seniors and their parents, regardless of race or sex of children attended college immediately after high school graduation. The instrument used was You and Your Future.

Simulation was used by Johnson (5) to encourage career exploration and to generate interest in it. Tenth grade students (N=561) in San Francisco used booklets to present a simulated situation from which the student could explore a wide range of occupational alternatives. The goal of the project was to stimulate an interest in unexplored occupational areas and so to increase available alternatives. Pre and post tests indicated a change in interests as occupational knowledge increased.

Gaymer (4) discussed the art of career planning and stressed the need for flexibility, adaptability, and the need to be aware

of alternatives. She states that "career" needs to become a concept in a stage of flux from one experience to another based both on experience level and the environment from which it is acquired.

Pallone, et.al., (6) examined the frequency with which high school students reported each of nine key figures influenced their occupational preferences. The students came from working class families and attended high school in New York state. Of the total number of students, 161 were black, 218 white. The same sex parent ranks first or second as an occupational influencer in each race-sex group. The alternative position, in each case, is held by a person who is a member of the preferred occupation. Counselors were ranked seventh by males of both races and eighth by females.

When Spearman's rho coefficients correlated key figure influence among pairs of race-sex groups, the greatest similarity in rank of key figure influence was when black males were contrasted to white males ($r' = .82$).

Shappell, et.al., (7) used the Hall Occupational Orientation Inventory to measure the personal-occupational values of 186 ninth grade students from two Ohio schools. From the inner-city, 56 males and 37 females were tested; suburban, 44 males and 49 females. A t test for differences between means indicated that perceptions did differ by socioeconomic status, but not by sex. There were few differences in occupational orientation between males and females in the same socioeconomic environment.

A group of 127, 125 freshmen college students in 248 4-year colleges and universities were grouped by father's

occupation by Werts and Watley (8). Students' achievements were examined to determine whether there was a significant relationship between the achievement and father's occupation. Results suggest that children did excel in particular skills which the father used in his occupation.

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Instruments

The Career Maturity Inventory, developed by John Crites, was administered to parents and students to measure the maturity of attitudes and competencies which are critical in realistic career decision making. The Attitude Scale is designed to measure feelings of the individual toward a career choice. The Competence Test measures the cognitive variables involved in career choice. Included in the Test are how well he can appraise himself and his job-related capabilities; how much he knows about the work world; can he make a job choice by matching his abilities with occupational requirements; how well can he plan for a career; and how effective he is at problem solving. There are a total of 150 questions in the Inventory. The two attached Manuals provide information concerning the relevance and "psychometrically soundness" of the Inventory.

The Work Values Inventory was designed by Don Super to examine the goals which motivate the individual to work. According to the Manual, values measured include those extrinsic to as well as those intrinsic in work. Scores on fifteen value scales are based on a choice of 45 statements as Very Important to Unimportant. Reliability and validity are discussed in the attached Manual.

The Decision Making Test was developed by the author to determine the ability of parents and their children to make career choices based on an examination of alternatives and an effort to match interests and abilities with job opportunities. Problem solving is stressed. The test consists of 16 multiple choice problems based on simulated situations involving career decision making.

Counselor's Description of Parent Training Sessions

Belton High School

Session I Introduction

- A. Purpose of course and research aspects.
- B. Discussion of course objectives and parent's objectives.
- C. Course agenda.
- D. Pretesting - Career Maturity Inventory and Work Values Inventory.

Session II Career Value Exploration

- A. Career autobiography modeled orally by instructor. Career autobiographies given orally by each parent in small groups while peers listened for work values. Values were listed and class discussed the effects of values on career decisions and the effects of their values in discussing careers with their parents.

Session III Information on Career Decision Making

- A. Lecture on career decision making theories and models.
- B. Lecture and discussion of the parents' role in career decision making.
- C. Preparation for parents' view of their own child's records and test results. Lecture on interpretation of aptitude, interest, GPA, percentiles, etc. Dummy transcripts and test results were presented to small groups including situations (Example - high ability senior girl with straight A's wants to get married after high school. Her parents want her to attend college and refuse to bless marriage.) Parents played role of parents and daughter. Parents discussed insights gained as a whole class.

Session IV Presentation of Child's Records and Test Scores

- A. Review of "What to do with the information".
- B. Individual help with interpretation. Two additional counselors assisted.
- C. Small group discussion.
- D. Class discussion and reaction. Parents wanted college information.
- E. Tour of Counseling Center, Discussing educational and career resources.

Session V College Information

- A. Guest Speaker - College selection and entrance procedures.
- B. Guest Speaker - Junior College vs. Four Year College.
- C. Guest Speaker - Financial Aids.

Session VI Summary and Conclusion

- A. Post Testing Career Maturity Inventory, Work Values Inventory and Multiple Choice Test.
- E. Where do we go from here? Discussion of possible directions for parents and resources available.
- C. Teacher evaluation.

Ruskin High School

- Session I Testing and Introduction to the program.
- Session II Dr. Walters - Vocational possibilities.
- Session III Values and job choice.
Value clarification activities.
- Session IV Decision-making.
Group activities on choices to be made with abilities.
- Session V Assessment of individual students. Introduction to
counseling center to resources available.
- Session VI Testing.

Northeast High School

- Session I Presentation of project, purpose, and procedures. Administered CMI, WVI, and MC
- Session II Distributed and discussed mimeographed materials (re: cluster of occupations connected with an area of interest and list of occupations depending on number of years of education and dealing with people or things). Gave career background information, general discussion about occupational trends, our curriculum, vocational technical school, etc.
- Session III Used a modified version of Life Career Kit. Divided parents into groups, each group studied and discussed the same profiles and decided what they considered the best course of action the "student" should follow re: schooling and occupation. A spokesman from each group then told how and why they arrived at their decisions.
- Session IV Interpretation of Strong Interest, CMI and Test Summary Sheet (copy attached). Used "profiles" of students in control group (names of students were not given). Profiles included Strong Interest, CMI, Test Summary sheet. Divide parents into groups and followed same procedure as we did with the Life Career profiles. Visited the Counseling Center to explain and give parents an opportunity to look over college and occupational materials available for students to use.
- Session V Gave parents profiles (Strong, CMI, & Test Summary Sheet) of their own children, answered general questions, and had individual conferences.
- Session VI Thanked parents for cooperation, etc. Administered CMI, WVI, and MC. Gave each parent their own CMI profile. They were very interested in their scores.

Raytown South High School

- Session I Orientation, Testing.
- Session II Testing; Occupational Outlook Handbooks;
explanation of offerings of B.S.A.
Explorer Post interest groups; ACT Assessment
Program; SVIB; College Costs Guide to students
and parents; group session, assisted by
Mr. Lyon, Counselor.
- Session III 1. High School transcript of each student
provided to each parent - discussion.
2. Hand-out - occupations related to subjects.
3. D.A.T. profile for students - explanation
question, answer.
4. Discussion of job market, etc., assisted
by Mr. Lyon, Counselor.
5. Job and self-evaluation - check list
a. Asked parents to list 3 careers they
would like to see child go into
(a la Strong, Darley)
b. Asked students to list 3 careers they
would like to go into, in separate
sessions with students.
- Session IV Occupational and Educational Information;
discussion of D.A.T. and other tests on
transcript to insure areas of strength
and weakness, ability-wise; group session
with assistance of Mr. Lyon.
- Session V Data Sheets - Discussion of SVIB, CMI;
specific help; use of occupational files;
preparation of child's profile.
- Session VI Data Sheets, testing, wrap-up; explanation
and tie-in of CMI, WVI, SVIB, and all other
related information.

Raymore-Peculiar High School

- Session I Pre tests
- Session II Kansas City Business College Representative-
John Sharda
Discussion by group - leads into discussion
of courses offered by our school for preparation.
- Session III Vocational School Director - slides - explanation
of school offerings.
Sample data to group - explanation of test
interpretation.
- Session IV Editor of newspaper - Journalism; own child's
data.
- Session V Jaycees from Raymore. Members represent fields
of:
Insurance (claims)
Auto Mechanics
Carpet Layer
Real Estate
K. C. Policeman
Dye Maker (Hallmark)
Data Process
Teacher
Data Process Programmer
Lawyer
Lee Ellis - District Conservationist
- Session VI Post test
Tour - explanation - counselor's office

Counselor's Description of High School

Belton High School

Belton High School is an AAA school, located in a suburban city of 15,000. The enrollment is 960 of whom 30 percent are military dependents causing an approximate 20 percent turnover each year.

The curriculum consists of 148 courses offered grades 10 through 12, of which 20 courses are considered to be vocational training. One semester career education class is offered for sophomores.

The curriculum offers good general education and college preparatory programs. No formal career education program has been established.

Ruskin High School

Ruskin High School is an AAA school located in the suburbs of Kansas City. Its students come principally from lower-middle to middle class homes with the full range of incomes being represented. The area is a bedroom community, and most of the people commute to Kansas City for work. The high school has 1600 students and is college prep oriented. There is a wide curriculum offering which includes industrial arts and home economics. Fifty students attended the area vocational-technical school in 1973-74.

Northeast High School

The greatest majority of families is in the middle income bracket. Many are retired workers on an adequate retirement income. However, there is a trend towards some of the new residents living on a lower income, because many of the new residents are unskilled workers.

English is spoken in 99.15 percent of the homes; in 15 percent of the homes, one or more foreign languages are spoken in addition to English; in .85 percent of the homes a foreign language only is spoken.

Of the students at Northeast, 71.43 percent live with both parents; 17.53 percent live with mother alone; 4 percent live with the father.

The makeup of the student body is 13 percent Italian descent; 3.23 percent Negro; 7.6 percent Mexican American. The rest is the usual mixture of nationalities.

Raytown South High School

Raytown South High School is the last Senior High to be constructed in Raytown. Its first graduating class was in 1964. From 1967 until the present year the enrollment has grown from 1653 to 1992. The student body is above average in intelligence. Thirty-nine percent of the student body have IQ's of over 110. The stability of the student population is shown by the fact that 82 percent of the high school students have been in the Raytown School District five or more years. Eighty-four percent of the parents are high school graduates, and 34 percent have attended college.

A 1968 survey showed that half of the students who went to work directly out of high school worked within ten miles of Raytown. A Senior class questionnaire of intentions showed 67 percent were planning on starting college. Other surveys show that between 60 percent and 70 percent of the high school graduates enter college. No statistics are available on the percentage who graduate from college.

Raymore-Peculiar High School

Raymore-Peculiar has an AAA classification.

Its location is a rural farming area with some parents commuting to Kansas City for employment. The high school is located between Raymore and Peculiar, Missouri. District enrollment is 1800.

Sample Data Collection Card

_____ Number

_____ Parent

Name _____

_____ School _____

_____ Number (1. parent, 2. guardian, 3. step-parent, 4. relative)

_____ Sex M,F 1,2

_____ Occupation, What you do _____ # of children

_____ Education, Years _____ Absences

CMI

Pre	Post	<u>Competence Test</u>		Pre	Post
_____	_____	(Self-Appraisal)	Part 1	_____	_____
_____	_____	(Occup. Info.)	Part 2		
_____	_____	(Goal Selection)	Part 3		
_____	_____	(Planning)	Part 4		
_____	_____	(Prob. Solving)	Part 5	_____	_____
					Decision Making

(Back)

WVI	Pre	Post		Pre	Post
Al	_____	_____	WL	_____	_____
Es	_____	_____	Va	_____	_____
Cr	_____	_____			
IS	_____	_____			
Ac	_____	_____			
In	_____	_____			
Pr	_____	_____			
Ma	_____	_____			
ER	_____	_____			
Se	_____	_____			
Su	_____	_____			
SR	_____	_____			

(Front)

_____ Number
 _____ Child
 Name _____
 _____ School _____
 _____ Sex M, F 1, 2

_____ Age
 _____ Grade
 _____ GPA

CMI

Pre	Post	Competence Test	Pre	Post
_____	_____	(Self-Appraisal) Part 1	_____	_____
_____	_____	(Occup. Info.) Part 2		
_____	_____	(Goal Selection) Part 3		
_____	_____	(Planning) Part 4		
_____	_____	(Prob. Solving) Part 5	_____	_____
				Attitude Test
				Decision Making

(Back)

WVI

	Pre	Post		Pre	Post
Al	_____	_____	WL	_____	_____
Es	_____	_____	Va	_____	_____
Cr	_____	_____			
IS	_____	_____			
Ac	_____	_____			
In	_____	_____			
Pr	_____	_____			
Ma	_____	_____			
ER	_____	_____			
Se	_____	_____			
Su	_____	_____			
SR	_____	_____			
As	_____	_____			