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EFFECTIVENESS OF EMPLOYABILITY-SKILL
INSTRUCTION ON ACHIEVEMENT BY MICHIGAN
SECONDARY DISTRIBUTIVE EDUCATION STUDENTS.
MICHIGAN STATE UNIVERSITY, PH.D., 1978

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1978

EFFECTIVENESS OF EMPLOYABILITY-SKILL INSTRUCTION
ON ACHIEVEMENT BY MICHIGAN SECONDARY
DISTRIBUTIVE EDUCATION STUDENTS

By

Ruth Ann Snyder

A DISSERTATION

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Michigan State University
in partial fulfillment of the requirements
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1978

ABSTRACT

EFFECTIVENESS OF EMPLOYABILITY-SKILL INSTRUCTION ON ACHIEVEMENT BY MICHIGAN SECONDARY DISTRIBUTIVE EDUCATION STUDENTS

By

Ruth Ann Snyder

The purpose of the study was to determine the value of including employability skills modules in the distributive education curriculum. Specifically, the investigation was designed to explore the following major questions. (1) Do the students who receive employability skills training via the modules of instruction score higher on the post-tests? And, (2) Are there student characteristics which may affect student achievement on the post-test scores?

The employability skills taught and tested were:

1. The writing of positive fact based statements proving the student's ability to do the job, get along with people, and exhibit dependability.
2. The writing of a cover letter.
3. Completing an application blank.
4. Listing what to do and not to do during an interview.
5. Writing a resume.
6. Responding to interviewer's questions.

Three hundred eighty two distributive education students comprised the sample. The students were enrolled in one of ten schools located within the Standard Metropolitan Areas of Michigan. Eight of the schools used the cooperative method of teaching distributive education while two of the schools used the project method of teaching distributive education.

The teacher-coordinators received inservice training from the researcher on desired delivery of the employability skills modules. The teacher-coordinators administered the employability skills modules to their students during a ten day period using group instruction. The teacher-coordinators then post-tested the group who received the instruction as well as another group of distributive education students who had not received the employability skills instruction.

The post-test was developed by the researcher. The post-test that was delivered by the teacher-coordinator had been checked for face validity and internal reliability. The data were analyzed both descriptively and statistically.

Information was supplied to the researcher of classroom incidents which might affect achievement. The variable of sex, method of instruction, grade level, school size and community type were also examined.

The following conclusions were supported:

1. The employability skills modules made a significant difference in student achievement on the measures

of: how to write cover letters, how to behave during an interview, and how to write a resume.

2. The materials did not make a significant difference on the measures of how to write positive statements about their ability to do the job, get along with others and be dependable; how to complete an application blank and how to respond to an interviewer's questions.
3. The employability skills materials or delivery apparently are in some way directed toward assisting female students in attaining higher scores on the post-test. The females scored higher on every item on the post-test.
4. The employability skills materials might be successful in either the cooperative method or project method of teaching distributive education, given the conditions of the study. The findings reported no significant difference between the mean scores of students in these groups.
5. Students in the sample who were enrolled in the classroom of a school with an enrollment of 708-1429 pupils achieved a higher mean score on five of the thirteen items. This suggests the possibility of a relationship between school enrollment and student achievement.

6. The junior students scored higher than the senior students on the post-test. This suggests a relationship between grade level and achievement on the post-test or use of materials.
7. Increased amounts of inservice received by the teacher-coordinator may result in a greater degree of achievement by the students receiving the instruction. The study found that the students in the control classrooms of the two teacher-coordinators who received more than four hours of inservice received higher post-test scores than treatment groups on twelve of thirteen items on the post-test.
8. The employed students scored higher more often on the post-test. Therefore, there must be some relationship between employment, the test, and/or the materials.
9. The one school in an urban community achieved the highest mean on seven of thirteen post-test items, which suggests the possibility of a relationship between the type of community in which the school is located and student achievement on the post-test.
10. The fluctuations in the numbers of students who completed the post-test items varied from 59 percent to 99.2 percent which suggests a relationship between the length or type of evaluation activity on the post-test.

ACKNOWLEDGMENTS

I am sincerely grateful to Dr. Peter G. Haines who served as chairman of the guidance committee and director of the investigation. He has guided me throughout my doctoral program with professional advice and encouragement to set and attain challenging goals for myself.

For their guidance, time, and availability, I thank the committee members, Dr. George Ferns, Dr. William Farquhar, Dr. W. J. E. Crissy, (deceased), and Dr. Clifford O. Jump, who as former director of the Calhoun Area Vocational Center was extremely supportive in assisting with my attainment of this advanced degree.

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CHAPTER I

THE PROBLEM

Introduction

Current employment statistics encourage distributive educators to closely examine the curriculum in which they are teaching. Present labor data show that for the month of May, 1978, unemployment was at 6.6 percent for the state of Michigan while a month later joblessness rose to 7.0 percent.¹ The number of persons who were unemployed was 409,200 in the month of July, 1976.

Information released by the Michigan Employment Security Commission states that in 1970, employment for all occupations was 2,968,800 persons, while the projected employment for 1980 is 3,730,400 which represents an annual rate of change of 2 percent. However, the data further project annual openings of 182,500; growth openings of 66,200; and replacement needs for the same period of 116,300 only.²

Competition for job openings remains high; therefore, it is of great importance that people be skilled in presenting themselves in a positive manner prior to being

¹Michigan Employment Security Commission, Michigan Labor Market Review (Detroit: Michigan Employment Security Commission, July, 1978).

²Michigan Employment Security Commission, Michigan Occupational Outlook 1980 (Detroit: Michigan Employment Security Commission, November, 1975), p. 6.

hired. The person seeking employment wants to create a favorable impression. The distributive educator is required to assist students in securing employment. The concern for students being employed in a related field further stresses the need for distributive educators to assist students to gain employment in areas in which the student has been trained.

There are 295 distributive education programs in the state of Michigan. These programs serve 21,500 distributive education students.³ These programs utilize the cooperative method, or the project method of teaching distributive education, or a combination of both. A program is viewed as a high school building in which a distributive education curriculum is administered as per state guidelines.

The cooperative method of teaching incorporates a job experience component along with a related class. It is necessary that the student be employed to receive school credit via the cooperative method. The related class may or may not be taught by the coordinator. The class meets for the equivalent of one period per day.

The project method employs a simulated activity in the classroom laboratory. This activity resembles the realistic career goal work setting in which the student will

³Telephone call to Michigan Department of Education, Vocational-Technical Education Service (May, 1978).

be involved as a high school graduate. The student spends a block of time, usually a minimum of two hours per day, in the laboratory which may be a model store or a school store.

There are some distributive education programs which use a combination of the two methods. A student may be enrolled in a block class for two years. The student may participate in a laboratory experience the first year and may participate in a cooperative experience during the second year.

Thus, all methods require the placement of the student. The cooperative method employs this placement component as an on-going activity while the project method provides placement assistance at a later date.

Statement of the Problem

The problem of the study was to assess the effectiveness of the inclusion of selected employability skills in the distributive education curriculum as compared to the variety of job-seeking skills currently being taught students.

The activity of this study centered on measuring the effectiveness of selected employability skills modules developed as a part of an employability skills project funded by the Michigan Department of Education. The content

for these modules was adapted from Get A Job, a book by Carkhuff Associates.⁴

One of the objectives of the employability skills project was to develop and pilot test a set of model curriculum materials to use with students which encompasses the validated list of employability skills. This study focused on student achievement in:

1. Communicating facts that the student can do the job, is dependable, and can get along with people.
2. Completing all information requested on a job application blank.
3. Writing a resume.
4. Responding to the employment interviewer's questions.
5. Exhibiting desired behavior during the employment interview.
6. Writing a cover letter.

The research questions explored by the study, some of which were tested statistically, include:

1. How do the post-test scores of the students who received instruction compare with the post-test scores of the students who did not receive instruction?
2. How will the post-test scores of the treatment group compare with the post-test scores of the control group in being able to give positive statements about their ability to do the job, get along with people, and exhibit dependability?

⁴Robert R. Carkhuff, Richard M. Pierce, Ted W. Friel, and David G. Willis, Get A Job (Amherst, MA: Human Resource Development Press, 1975).

3. How well will the treatment group be able to write a cover letter as compared with the control group?
4. How well will the treatment group be able to complete the application blank as compared to the control group?
5. How will the post-test scores of the treatment group compare with those of the control group on being able to list what to do and not to do during the interview?
6. How well will the students who received instruction in writing a resume score on the post-test as compared to those who did not receive instruction?
7. How will the scores of the students who received instruction in how to respond to the interviewers questions compare with the scores of those students who did not receive instruction?
8. How will the students who are enrolled in the project laboratory method of instruction score on the post-test as compared to the students who are enrolled in the cooperative method of instruction?

Other questions which offered descriptive information for further examination of the data included:

1. How do the post-test scores of the employed students compare with the post-test scores of those who are not employed?
2. How do the post-test scores of the male students compare with the post-test scores of the female students?
3. Is there any significant difference of the scores on the post-test scores of the students from the different community types?
4. How do the post-test scores of the senior students compare with the post-test scores of the junior students?
5. Is there a significant difference in the post-test scores among students from different sized schools?

Purpose of the Study

The purpose of this study was to determine the value of including employability skills modules in the distributive education curriculum. It was anticipated that this study would provide a basis for:

1. Identification of employability skills content to be included in curriculum which is taught to distributive education students. The review of the related literature assisted in identifying skills of most importance in job-seeking.

2. Determining the effectiveness of the written materials of employability skills training given the students.

3. Determining the conditions under which the students score higher on the post-test. The method of teaching, the sex of student, being employed or unemployed, the grade level, the size of school and/or community type in which the school is located may all be conditions which might affect the achievement of the students on the post-test.

Need for the Study

In the past, teachers have been involved in designing and implementing curriculum which they felt was most effective for the student. In this age of accountability, the teacher must be able to answer the question of effectiveness to school administration, students, employers,

and parents. Success in placing students on jobs for which they have been trained assists in documenting that accountability.

Job seeking skills are a part of the curriculum in distributive education. The utilization of job placement as part of both the cooperative and project method of instruction creates a need for successfully teaching job seeking skills.

Many publications are available for student use which contain information on job-seeking skills, but the researcher was unable to locate studies which measured the effectiveness of such materials.

In the Fall of 1976 at the Calhoun Area Vocational Center, the Placement Advisory Committee agreed that the content of such materials should teach the skills presented to them by the researcher. The committee, comprised of eighteen employers, wrote letters of support for these materials.

Delimitations of the Problem

1. The study was delimited to administration of the employability seeking skills modules developed from Get A Job.⁵

⁵Ibid.

Limitations of the Study

This study was completed with the following limitations:

1. Students already may have received employability seeking skills as part of their curriculum in their other classes.
2. Students who were enrolled in their respective distributive education programs were included. Thus, those students may have had particular characteristics such as maintaining a certain grade point average which might be reflective of enrollment procedures.
3. Students who received instruction other than in groups were not to be included in the study.
4. Students were removed from participation in the study if they were involved in senior and commencement activities and not available.
5. Schools volunteered to participate and were located in the standard metropolitan areas.
6. Students volunteered to participate.

Assumptions

The following assumptions were established for the purpose of this study:

1. Students exhibiting employability skills will have a greater possibility of being hired.
2. Students enrolled in the distributive education programs are employable.

3. Group instruction based on teacher directed learning activities (all students working on the materials at the same time with the teacher giving direction) is the method for which the materials were written and should be delivered.

Definition of Terms

The following definitions are provided:

Standard Metropolitan Area.--Defined by the Department of Labor and utilized in employment studies by the Michigan Employment Security Commission as being an area which contains a population of 50,000, including one or more counties, wherein an employee may change employers and still be able to commute to employment.⁶

Distributive Education.--Various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user. These activities include selling and such sales-supporting functions as buying, transporting, storing, promoting, financing, marketing research and management. Distributive education is comprised of programs of occupational instruction in the field of

⁶Michigan Employment Security Commission, Area Trends (Detroit: Michigan Employment Security Commission, 1975).

distribution and marketing. These programs are designed to prepare individuals to enter, or progress or improve competencies in distributive occupations.⁷

Cooperative Method.--Cooperative vocational education is used in vocational education programs for persons who have successfully completed program performance objectives or are enrolled in a vocational program that runs concurrently with an on-the-job experience. Through an arrangement between the co-op coordinator and the employer, a student receives instruction on the job, required academic courses and related vocational instruction in school. These experiences must be planned and supervised by the co-op coordinator and employer so that each contributes to the student's education and to his employability. Work periods and school attendance may be developed around any number of alternative time schedules.⁸

Project-Laboratory Method.--The project laboratory method is a dimension of in-school instruction for distributive education programs which provides the opportunity for many students interested in distributive education. This

⁷U.S., Department of Health, Education and Welfare, Office of Education, Vocational Education and Occupations (Washington: U.S.O.E., Bulletin VE 80061, 1969), p. 19.

⁸Michigan Department of Education, Guidelines for State Approved Regular Secondary Cooperative Vocational Education Programs (Lansing: Michigan Department of Education, 1977).

method centers around individually designed learning activities which are coordinated with classroom instruction and the student's vocational objective.⁹

Employability Skills.--Those skills, knowledge, behaviors, and judgments needed to secure, maintain, advance, and terminate a job (other than occupational or technical skills).¹⁰

Distributive Education Classroom.--The state of Michigan reimburses schools for the operation of three types of distributive education programs if state guidelines are met. These are:

1. Cooperative program where students meet one hour for a related class and are employed fifteen hours per week.
2. Project laboratory program with students receiving a minimum of two hours of instruction in a laboratory setting.
3. Combination with a school having some students in a block period of instruction and other students on the cooperative program.

⁹Michigan Department of Education, Administrative Guide for Vocational-Technical Education (Lansing: Michigan Department of Education, September, 1974).

¹⁰Addison Hobbs, Director of Vocational Education, Letter issuing a Request for Proposal, Michigan Department of Education, Vocational-Technical Education Service (October 1, 1976).

School Size.--According to the Michigan High School Athletic Association, Class A (school size No. 1), Michigan high schools have 1,430 or more students enrolled; Class B (school size No. 2), 708 to 1,429; Class C (school size No. 3), 365 to 707.

Community Types:

1. Metropolitan Core Cities: Communities are classified as Metropolitan Core Cities if they meet at least one of the following criteria:

- a. the community is the central city of a Michigan Standard Metropolitan Statistical Area; or
- b. the community is an enclave within the central city of a Michigan Standard Metropolitan Statistical Area; or
- c. the community was previously classified as a Metropolitan Core City.

2. Cities: Communities are classified as cities if they have a population of 10,000 or more and have not been classified as a Metropolitan Core City or Urban Fringe.

3. Towns: Towns are classified as towns if they have a population of 2,500 to 9,999. Rural communities impacted by large military installations nearby are also classified as towns.

4. Urban Fringe: Communities are classified as Urban Fringe, regardless of their size, if they meet at least one of the following criteria:

- a. the mailing address of the community is a Metropolitan Core City or a city unless it is on a RFD Route; or

- b. the community is within ten miles of the center of a Metropolitan Core City; or
- c. the community is within five miles of the center or a city.

5. Rural: Communities are classified as rural if they have a population of less than 2,500, or if their address is an RFD Route or Town, City, Urban Fringe, or Metropolitan Core, and they lie outside the perimeter defined above under Urban Fringe.¹¹

Inservice Training.--The training received by the instructors involved in the study on how to use the materials in their classrooms.

Employed Students.--Students who were working at the time they were involved in the study.

Unemployed Students.--Students who were not working at the time they were involved in the study.

Procedures for the Study

The procedures for the study involved five areas: (1) method, (2) population, (3) selection of sample, (4) instrumentation, and (5) analysis of data.

¹¹Telephone call to Michigan Department of Education, Research Evaluation and Assessment Services (May, 1978).

Method

The review of related literature revealed that there has been virtually no assessment of employability skills obtained by students. It was determined that a group be given the treatment instruction in employability skills and a post-test. A control group did not receive the instruction and was also post-tested.

Population

The ten standard metropolitan areas of the Michigan Employment Security Commission were used as cities from which the sample was gathered. The number of classrooms taught by the cooperative method and the project laboratory method was known from data gathered via the State Department of Education using minutes of class time as the criteria. The ten SMAs and the number of classrooms taught in that area follows:

City/Area	Cooperative	Project Laboratory
Ann Arbor, Ypsilanti	2	0
Battle Creek/Coldwater	9	2
Bay City	4	0
Benton Harbor	2	0
Detroit	86	0
Flint	14	3
Grand Rapids	3	2
Jackson	2	2
Kalamazoo/Portage	6	0
Lansing/East Lansing	6	2
Muskegon/Muskegon Hts./Norton Shores	7	1
Saginaw	10	2
Upper Peninsula	<u>9</u>	<u>8</u>
	160	22

Twenty classrooms were involved in the study. This exceeds 10 percent of the total classrooms in the SMA which would equal eighteen classrooms. Those instructors and their students who volunteered to participate comprise the sample.

Participants

After the instructors voluntarily made a commitment to participate in the study, they spoke to their classes and asked for student involvement on a voluntary basis. Students were not obligated to be a part of the study. The instructors then communicated the number of students per class to the researcher so that it could be determined that the contribution to the research would be significant.

Instrumentation

The Employability Skills Survey (Appendix A) was used to post-test the students. This was developed by the researcher after determining the skills taught in the student employability skills materials that were to be measured for effectiveness.

The instrument was checked for reliability by two groups of students enrolled at the Calhoun Area Vocational Center. One group had received employability skills training, the other group had not.

A questionnaire (Appendix B) was developed to gather the demographic information about the classes that would be

involved in the study. The questionnaire was checked for face validity by asking distributive education teachers at the National Association of Distributive Education Teachers meeting in Houston, Texas, to complete the questionnaire. The information from that validity check allowed for modifications. As a result, the "Class Data Sheet" (Appendix C) was used to gather demographic information in the study.

In an effort to validate the determination that the resume, cover letter, application, and interview were activities of great importance in job seeking, employers, as members of the Placement Advisory Committee at the Calhoun Area Vocational Center, Battle Creek, Michigan, completed a survey form (Appendix D) which asked them to check whether certain skills were needed in successful job seeking. This form was also completed by directors of vocational education from forty states at the American Vocational Association Convention in Houston, Texas. All were in agreement that these activities were needed to become a hiree.

Analysis of Data

For the purpose of testing the hypotheses, the classroom was the unit of analysis. Students were aggregated to form a classroom mean.

Analysis of variance was the major primary statistical model to test the hypotheses. The Finn multivariate procedure was used for hypotheses testing.

The data collected from both the post-tests and the demographic information sheets was analyzed with the assistance of the staff at the Computer Center at Michigan State University. The SPSS¹² program was used for the analysis to generate class means and descriptive information. Descriptive analysis was employed to explore demographic variables.

¹²SPSS is the Statistical Package for the Social Sciences. This is a computer program that has been adapted for use at Michigan State University by Vogelback Computing Center at Northwestern University.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Introduction

Historically, educators have been concerned with imparting knowledges and skills to their students. This is not enough to enable students to be successful and fulfill their life goals. As Kushner and Keily state:

Today's sophisticated job market requires improved skills in the techniques of seeking and applying for jobs. While many job seekers have the necessary academic and skill preparation, they soon discover that they also must have the merchandising ability to sell their total employability to the prospective employer.¹

Hoyt, too, assures us that education is not enough. We must do more to assist today's youth.

Career education will be a farce if it succeeds in helping youth want to work, gives them the skills required to work, but fails to help them find work when they leave school.²

¹John Kushner and Helen Keily, Preface to How to Find and Apply for a Job (Cincinnati: South-Western Publishing Co., 1975), p. iii.

²Kenneth B. Hoyt, Questions For Resolution In Career Education (Washington, D.C.: Chamber of Commerce of the United States, August, 1973).

The importance of being successful in finding a job cannot be stressed enough.

The successful job search is a crucial point in life, for the choice or outcome no doubt will affect the future, not only of the searcher, but also that of his or her dependents for some time to come. Today it is estimated that job changes are expected several times in each worker's life--even (perhaps especially) during the developing careers of successful people.

Seeking employment plays such a vital role in life that it should be based on careful job preparation, training, and planning. Viewed as stepping stones in an overall plan of career building, job seeking, job holding, and progression in employment, assume appropriate significance as matters of immediate and daily interest and challenge.³

Further, it is necessary that youth be given information which assists them in making a career choice based on the requirements of the career and their personal abilities. In 1976, when Secretary of Labor, W. J. Usery, Jr., announced the publication of the 1976-77 edition of the Occupational Outlook Handbook, he stated:

. . . providing students with accurate and comprehensive career guidance information is vital if they are to plan for careers suited to their abilities and aspirations.⁴

These concerns have been reiterated in Michigan, which is the focus of this researcher's study. The 1975 Michigan State Plan for Vocational Education says:

³W. L. Blackledge, E. H. Blackledge, and H. J. Keiley, Preface to The Job You Want--How To Get It (Cincinnati: South-Western Publishing Co., 1975), p. iii.

⁴W. J. Usery, Jr., News (Washington, D.C.: U.S. Department of Labor, May 27, 1976), p. 1.

" . . . by 1980, a minimum of 60 percent of all occupational students will receive job placement services."⁵

The possibility that there is a lack of application of occupational and educational preparation in making the transition to adult life roles is evidenced by the Michigan Department of Education's Report of 1975, Secondary Vocational Education Follow-up Survey, which found:

. . . 39.4 percent were taught how to fill out an application, 40 percent did not receive help from school in finding a job, and 17.5 percent of the graduates available for employment were unemployed-seeking work.⁶

Vocational administrators also are viewing utilization of such data as tools of measurement for occupational programs. Wenrich and Wenrich attest to this by stating:

If employment preparation is the major goal of vocational-technical education, the placement and retention of students in jobs is the paramount measure of program effectiveness.⁷

The United States Office of Education funded nineteen studies in 1974-75 with one of the areas of concern being to gather information which would, as reported by William F. Pierce in the National Business Education Yearbook of 1977:

⁵Michigan Department of Education, The Michigan State Plan for Vocational Education, 1975-76 (Lansing: Michigan Department of Education, June 4, 1975), pp. 74.

⁶Michigan Department of Education, Michigan's 1975 Secondary Vocational Education Follow-Up Survey (Lansing: Michigan Department of Education), p. 7.

⁷Ralph C. Wenrich and J. William Wenrich, Leadership In Administration Of Vocational and Technical Education (Columbus, OH: Charles E. Merrill Publishing Company, 1974), p. 205.

" . . . provide a basis for matching job requirements to the skills of prospective workers."⁸

Herr also states:

But so far, the education system has not fulfilled its potential to help people integrate their planning and preparation with the work that they will eventually perform. Career education, however, has been a major force in altering the balance of educational purpose to accommodate planning and preparation for work.⁹

Herr further relates the importance of having possession of employability skills along with occupational skills.

Employability skills are more generalizable than occupational skills; they include the ability to use available exploratory resources, engage in effective interview behavior, work cooperatively with others, communicate orally and in writing with co-workers and supervisors, and plan educational and occupational moves. If the worker does not have these skills, then any occupational skills that he or she may have are ultimately of little value in obtaining and keeping a job.¹⁰

The place for teaching of such skills is questionable. Wellington suggests that vocational guidance counselors should assist with this process.

⁸William F. Pierce, "Education for Employment," National Business Education Yearbook, Number 14 (Reston, VA: National Business Education Association, 1977), p. 249.

⁹Edwin L. Herr, "Decision Making and Employability Skills and the Role of Cooperative Work Experience," DE Today (Fall, 1977): 2.

¹⁰Ibid.

Sometimes the counselee may need help with appearance, behavior, interviewing, and so forth before applying to a school or employer.¹¹

Statistics regarding the availability and types of job openings, as well as the labor force available to work as predicted for 1980, further lend credence of the importance of training people how to get jobs.

The Michigan Employment Security Commission reported in its Exploring Michigan's Employment Expectations, 1960-1980:

By 1980, Michigan's population is expected to be around 10.2 million, an increase of nearly 2.4 million, or about 30 percent from 1960. About 85 percent of this growth will be in the population fourteen years of age and over, and this will mean a greater-than-proportional growth in the labor force, nearly 40 percent between 1960 and 1980.¹²

Likewise, the total number of annual openings for all occupations in 1980 are predicted to be 182,500, of which growth openings represent less than 70,000 positions.¹³ This indicates a picture of more people than jobs.

The types of jobs available affect the employment picture. It is apparent that jobs in distributive education

¹¹A. M. Wellington, "The Vocational Guidance Process," National Business Education Quarterly 38 (Winter, 1969): 40.

¹²Michigan Employment Security Commission, Exploring Michigan's Employment Expectations (Detroit: Michigan Employment Security Commission, April, 1968), p. 4.

¹³Michigan Employment Security Commission, Michigan Occupational Outlook, 1980 (Detroit: Michigan Employment Security Commission, November, 1975), p. 7.

may take a new bent. Lowell A. Burkett, former Executive Secretary of the AVA, states:

Marketing and the efficient distribution of goods and services are necessary to economic growth and have a distinct bearing on vocational education. It is my prediction that in the next few years marked changes will occur in the distribution mechanism of the economy and these changes will open up new opportunities for employment. As the nation's productivity mounts and trade expands to markets throughout the world, it will become necessary to utilize faster and more efficient transportation systems, not only to deliver products with greater speed but also to reduce costs.¹⁴

Another aspect of the changing work world is shown by the concern for unemployed youth as demonstrated by our current Congress. It has increased its effort to pour additional dollars from the Department of Labor into municipal coffers in an attempt to put people to work. This brings about increased competition for jobs. The educational institution needs to be aware of such competition and be able to give its students the skills of being able to "find and secure employment."

When local schools assume complete responsibility for placing their graduates, they are essentially competing with the employment service for the same jobs.¹⁵

This mandate encourages the opportunity for vocational educators to become partners in assisting youth in the transition from school to work.

¹⁴Lowell A. Burkett, "A Look to the Future," American Vocational Journal 51 (May, 1976): 94.

¹⁵Douglas Kats, "You and Your Local Employment Service," American Vocational Journal 50 (October, 1975): 38.

. . . As long as the prime sponsor concept remains intact, training and placement services will continue to be a function of local and state governments. This increases the need for coordination between education and the prime sponsor.¹⁶

What is needed, then, are specific kinds of information that can be applied to the job getting process.

Sheppard and Belitsky support this in saying:

It may be possible and feasible to modify the job-seeking behavior of any person through intensive instruction, counseling, or reorientation, . . . thus, a way of improving their job prospects.¹⁷

With the greatest number of youth unemployed being non-white, both sexes in the 16-19 year age group (38.2% of the nations work force as of July 18, 1977), it is with seriousness that we listen to David Saunder's findings when he suggests that we administer to this group by trying to:

" . . . encourage them to look for work in a more planned way and to make more informed and conscious choices among various job search methods."

Saunders, in a national longitudinal study of male youth, examined the association between the job finding techniques used and the various personal characteristics of the youth. The study concludes that black youth and poor whites do not bridge the transition from school to work

¹⁶Dean Griffin, "Youth Employment: Can Vocational Education Do Anything About IT?", American Vocational Journal 52 (October, 1977): 25.

¹⁷Harold L. Sheppard and A. Harvey Belitsky, "Promoting Job-Finding Success for the Unemployed" (W. E. Upjohn Institute for Employment Research, April, 1968), p. 14.

successfully. Because these youth enter the labor market with educational and cultural limitations, they seek the assistance of friends and relatives. This is also very much a limiting factor in their success in being hired.¹⁸

The search of the literature related to employability skills revealed that there has been virtually no empirical studies completed. There are many "how-to" types of publications available. Consequently, many survey studies have revealed support for the content developed.

The researcher has attempted to review the literature in relation to employability skills content and training programs.

The review of the related literature and research will concentrate on the topic in the areas of: (1) historical developments of employability skills training programs, (2) current programs in teaching employability skills, (3) employers recommendations for teaching employability skills, (4) content implications and suggestions, and (5) related studies.

Historical Training Programs in Employability Skills

The major thrust for teaching job search techniques began with the advent of cooperative education programming.

¹⁸David N. Saunders, "The Company Youth Keep: An Empirical Analysis of Job Finding Among Young Men" (Ph.D. dissertation, Bryn Mawr College).

As the program developed, it became apparent that a measure of a successful program was determined by the numbers of students employed. Thus, instructors began giving both formal and informal instruction in the art of seeking, securing, maintaining or terminating a job.

Outside of public education, the programs which were funded through the Department of Labor and grew out of the Manpower Development Training Act of 1962, included some aspects of training in these skill areas for its clients. The Work Incentive Program (WIN) has documented a study to determine which job search media are most often used by their clients. Their findings noted that:

Public employment agencies, more notably WIN, are underutilized and held in relatively low regard, despite their relatively high payoff: self-placement continues to be the preferred mode of job search even though it is associated with lower success rates.¹⁹

Vocational education is in a position to most appropriately assist with helping youth become employed. Floyd Crank and Doris Crank state: "Vocational education always has been concerned with helping people to get in a position to earn money, . . ."²⁰

¹⁹The Pay-Off to Job Search: The Experience of WIN
Terminees. Final Report (Washington, D.C.: Manpower Admini-
stration Department of Labor, June 14, 1974), p. 4.

²⁰Floyd Crank and Doris Crank, Curriculum Development
In Education for Business, "Historical Perspectives of Edu-
cation for Business," National Business Education Yearbook,
Number 15 (Reston, VA: National Business Education Asso-
ciation, 1977), p. 10.

Employability skills are an integral part of the placement activity. The scope of the placement activity may vary according to the target population. For example, some schools may concentrate on placing junior or senior students, while others may offer placement assistance for part-time work for any student in the district. The utilization of these techniques is not new, nor is the identification of such components as a part of the curriculum a new idea.

Placement services are not alien to education; they are not alien to vocational education; they are not alien to continuing education.²¹

Contemporary Programs

Various types of models for training students in Employability Skills have been developed. These activities are sometimes referred to as pre-employment activities.

Wasil developed a Model for School Pre-Employment Activities which includes guides, instructional units and suggestions for conducting pre-employment clinics.²²

The Manpower Administration (DOL), Washington, D.C. Office of Research and Development through the Experimental Manpower Laboratory at Colorado State University developed

²¹Raymond A. Wasil, "Placement Services," American Vocational Journal 51 (February, 1976): 52.

²²Raymond A. Wasil, Model for School Pre-Employment Activities (Akron, OH: Summit County Schools, 1974).

a manual for use in the training of disadvantaged clients to engage in the interview.²³

Some of the models and activities attempt to assist the student in the transition from school to work. The need for this is cited earlier in this chapter and is suggested by Sanders.

Sanders completed a study of 685 graduates in an effort to analyze and compare the cooperative occupational education and vocational-technical school programs and graduates in the Springfield, Missouri, public schools. Three of his findings give significance to the teaching of employability skills. They are:

1. the cooperative education graduates emphasized the development of desirable personal-social characteristics,
2. transition from school to full-time employment is made more quickly and easily through cooperative education programs, and
3. cooperative education graduates tend to demonstrate more desirable personality traits, work habits, and a higher degree of occupational competency.²⁴

Under development at the time of this study was the Career Skills Assessment Program being planned by the

²³E. C. Keil and J. R. Barbee, A Job Interview Training Program. A Trainer's Manual, Final Report (Washington: Department of Labor, 1971).

²⁴Lester E. Sanders, "A Comparison of Two Methods of Preparing Youth for Employment. Cooperative Occupational Education Versus the Preparatory Vocational-Technical School" (Summary of Ed.D. dissertation, Missouri University, 1967).

College Examination Entrance Board in a consortium with five states--Georgia, Maryland, Minnesota, New Jersey, and Ohio. Robert E. Campbell describes the program, to be used with both secondary and adult populations, as consisting of six single-topic measures, two of which are contained in the employability skills materials tested by the researcher of this dissertation. They are:

1. Employment-Seeking Skills: Focuses on student ability to locate and obtain a job, and
2. Work Effective Skills: Focuses on work attitudes, job holding and adjustment skills, and career advancement skills.²⁵

An exemplary program in job development, job placement, and follow-up, which included 855 seniors from a three-county area in Missouri, revealed that 63.4 percent of the students were assisted in placement by friends or relatives. Likewise, 31.5 percent were assisted by their own personal interviews. The length of time to become hired varied, as 43.2 percent indicated it took from two days to ten days of job searching to become hired.

There is a need for giving the students the skills in job seeking since they are the people who will be applying the skills. Additionally, educators need to assist students

²⁵Robert E. Campbell, "The Role of Education in the Acquisition of Life-Career Management Skills," American Vocational Journal 53 (January, 1978): 60.

with being able to recycle those skills in the event the job searching process must continue or a job is terminated.²⁶

In 1975, the Arizona State Department of Education published, "Look to Learning: Sixth Grade and Learn to Earn," Sixth grade, career education units, the skills of systematically making a career decision, and teaching students to be able to list personal characteristics that are preferred by employers are included in the materials.²⁷

Employment seeking activities have always been a part of the distributive education programs. The success of these activities may vary by the degree of emphasis given by the instructor. To reinforce the concept that they have been a part of these programs and that they should continue to be a part, it is necessary to view some of the comments made in the literature.

Vivian stresses the need to meet the challenge of the future in distributive education, stating one of the challenges as that of being able:

. . . to improve our placement performance. A factor closely related to vocational integrity is the successful placement of our graduates in distributive occupations related to their career objectives. Reviews by the Government Accounting Office and recent federal legislation have reflected the growing emphasis on evaluation. One of the principle measures involved in

²⁶"Area High Schools Senior Survey Results" (Sedalia, MO: State Fair Community College, 1973), p. 24.

²⁷Beverly A. Cooper, "Look to Learning: Sixth Grade" (Phoenix, Arizona: State Department of Education, 1975).

evaluation will be the placement and subsequent performance of those who complete or leave vocational education programs.²⁸

The Warmke study in 1960 at the University of Minnesota, surveyed the opinions of fifty-seven national leaders in distributive education. His study emphasizes that placement activities are not new to distributive education and that D. E. personnel should coordinate all students that were employed in D. E. jobs. When asked what student placement activities the D. E. coordinator should include, 39 percent responded that only D. E. jobs should be included, but for the total school placement program.²⁹

The Weatherford study in 1974 surveyed thirty leaders in distributive education to determine their opinions on the importance of given issues to produce effective operating procedures. Seventy-three percent of the respondents felt that students whose career goals require a four-year college degree be given the least priority for enrollment in distributive education. Although it is to be noted that the leaders commented that this group should not be disallowed attendance in the program, it would appear the leaders felt that the majority of students would be seeking

²⁸ Neal E. Vivian, "Meeting the Challenge in Distributive Education," Business Education Forum 32 (January, 1978): 33.

²⁹ Roman F. Warmke, "Distributive Education Issues," Monograph 102 (Cincinnati: South-Western Publishing Co., February, 1961), p. 34.

full-time employment. Knowing this, it would seem appropriate to include employability skills as a part of the curriculum.³⁰

The attributes of the distributive education teacher-coordinator become justification for assigning the responsibility for teaching placement activities to that individual. White and Marley state:

By virtue of professional and technical experience and education, the distributive education teacher-coordinator is potentially best suited to perform the job placement function in a high school.³¹

Follow-up studies of graduates serve to alert educators to the services received by, and the needs of recent graduates. The 1975 Secondary Vocational Education Follow-Up Survey by Michigan Department of Education determined that of the 53,667 respondents, 39.0 percent said a relative or friend had helped them find a job; 27.1 percent said a teacher or coordinator helped; while 7.8 percent said the school placement office helped. Thus, the most frequently named source of help within the school was the teacher or coordinator. Outside of school, use of the relative or friend as a source of help in job placement has implications

³⁰John Wilson Weatherford, "Identification and Analysis of Issues in Distributive Education," Monograph 127 (Cincinnati: South-Western Publishing Co., August, 1974), p. 21.

³¹Thomas R. White and Howard Marley, "Job Placement Director: A Job for the DE Coordinator?", Business Education Forum 29 (December, 1974): 19.

for content input of employability-seeking skills training. Combining the two most often used sources, it would appear that there is some placement service offered but there needs to be more employability-seeking skill training.

The most often mentioned type of help given the graduates was that of being taught how to fill out a job application with 39.4 percent response. Other types of help mentioned were referral activities rather than the learning of an applicable skill in job-seeking. This points out that currently there is some placement activity occurring.

In October, 1976, in Philadelphia, 13,088 students were given "The Assessment of Functional Literacy" test. One in seven seniors was unable to fill out the job application while 7.2 percent could not read a newspaper.³² To enable students, as graduates, to seek and maintain employment, they must have these necessary skills.

Felstehausen and Howell, in a follow-up study of 188 graduates of Illinois Home Economics Cooperative Education programs, revealed that:

The Task Force recommends that schools place as much emphasis on counseling, preparing, and assisting students to find employment as is given to comparable

³²Enquirer and News, "Job Application Baffles Students" (Battle Creek, MI: December 12, 1976), p. D-7.

activities for students seeking admission to an institution of higher education.³³

Employer Implications for Content of
Employability Skill Curriculum

The question of content of employability skills curriculum is received by employers with some degree of commonality. The review of the literature found employers and applicants agreeing on what skills are most successful in aiding the job getting process.

In a study of employers, Cook and Lanham found:

. . . in companies of more than 100 employers, the application blank ranked first; with the interview, formal and informal, ranked second of 12 screening devices. Among the small companies (1-3 employees) informal interview and references from previous employees ranked first and second. School sources of information were relatively unimportant, accounting for the lowest rank of 12 screening devices.³⁴

Recommendations included specific preparation in learning to complete a variety of job application forms as well as a variety of mock interviews.

The Michigan State University Employability Skills Project surveyed 134 employers. They were asked to rate the

³³Joyce L. Felstehausen and Kathleen M. Howell, A Follow-Up Study of Illinois Home Economics Job Training Programs, Final Report (Charleston: Illinois State Board of Vocational Education and Rehabilitation, September, 1971).

³⁴Fred S. Cook and Frank W. Lanham, Opportunities and Requirements for Initial Employment of School Leavers with Emphasis on Office and Retail Jobs (Detroit, MI: College of Education, Wayne State University, 1966).

importance of listed employability skills as either: (1) very unimportant, (2) unimportant, (3) important, or (4) very important. The results showed employers regard being on time of great importance, along with communicating, selected items in making the decision to hire, and appearance. Other attributes of employees cited by employers were: being dependable, doing things on time, being able to follow directions, and doing the job well.³⁵

Goodman surveyed thirty-eight businesses in New York City to learn ratings given by personnel directors to twenty-four employee traits. The respondents were asked to rate "those traits which were most often in need of improvement or retraining for entry level and mid-management employees." The retailer respondents rated those areas as follows:

Rank No. 1: Initiative

Rank No. 2: Reliability

Rank No. 3: Attitudes

Rank No. 4: Oral Communication³⁶

This is similar to the findings of a 1975 Texas study of 1,965 employers. Reasons for rejecting applicants included the inability of applicants to communicate during

³⁵Employability Skills Project Final Report, Institute of Agricultural Technology, College of Agriculture and Natural Resources (East Lansing; MSU, 1977).

³⁶Jacob Goodman, "Job Performance: Improvement Needed," Balance Sheet 55 (April, 1974): p. 304.

the job offer, while causes for terminating employees showed, "employee continuously makes costly mistakes and does not follow instructions," ranking number three and four. These employers also cited responsibility and the ability to follow through on an assigned task, dependability, the ability to write and speak effectively, and the ability to follow instructions, in the rank order of 3, 4, 7, and 9, in a listing of the ten improvements they felt were needed. A concern for productivity ranked first, while ambition/motivation/desire to get ahead, ranked number 10.³⁷

The Battelle study in 1968 lends support for two major areas; the relationship of employer selection criteria to the tightness of the job market and the verified criteria used by the interviewer in selecting an employee. The study states:

As the job situation tightens, performance will be expected to remain the same (since they tend to reflect an ideal), while requirements may fall when the market loosens.

The study goes on to say

. . . the neatness of appearance, the neatness, completeness and truthfulness of the application form,

and being able to improve the impression formed by the employment interview, as verified criteria used by employers in selecting the job applicant. This would be in agreement

³⁷ Kenneth W. Brown, "What Employers Look for in Job Applicants," Business Education Forum 30 (April, 1976): 7.

with findings of other studies and would lend support for the development of these competencies in the curriculum.

The Battelle study also speaks to the role of vocational education, stating:

Many of the qualifications needed by the socially deprived fall outside the traditional vocational education curriculum. These include such things as: how to seek work, how to act in the interview, good grooming and health habits, the importance of the police and credit records, and the importance of dependability on the job.³⁸

In a 1972 Iowa study involving forty-two firms, twenty-six of the employers indicated the "lack of experience" as reason (other than lack of skill) for not hiring prospective office employees. This could be an indication that prospective employees need to be able to communicate their strengths as related to being able to do the job. Likewise, of the forty-two firms in the study, thirty-nine indicated they prefer to hire cooperative graduates. It might be inferred that distributive employers might respond similarly.³⁹

In 1972, Korkowski and Krueger surveyed twenty employers to determine the hiring standards for entry-level

³⁸W. Halder Fisher and Others, A Comparative Study of the Employee Skills/Training Acceptable to Employers Under Varying Degrees of Labor Market Stringencies (Columbus, OH: Battelle Memorial Institute, June 14, 1968), p. 32.

³⁹Norman F. Kallaus, An Office Employment Profile: Job Entry Requirements, Behavior Patterns, Career Opportunities (Iowa City, IA: Iowa Business Education Association, December, 1973), p. 33.

jobs in rural central Minnesota. Of the fifteen characteristics appearing on the rating scale, all of the employers considered attitude as very important, while ability was considered very important by 90 percent of the employers. References, appearance, and interests were found to be considered to be of average or more importance by 90 percent of the employers for hiring purposes. Further, the recommendations included:

. . . that students should be helped to develop an understanding of their aptitudes and skills in merchandising these effectively on the job market. Such training could easily be included in any of the following school programs: individual and group counseling, occupational information courses, business courses, and distributive education programs.

The recommendation that the student should "indicate a desire to locate in a specific area" and that "students should probably be given some training in human relations activities in order to become more perceptive to the way their behavior is interpreted by others" lends support for incorporating mobility assessment and use of interpersonal skills in the curriculum.⁴⁰

In the Tri-Cities area of East Tennessee, conferences were held with employing officials in twenty-six companies. These officials represented over forty thousand employees and gave information regarding initial contacts made by

⁴⁰ Clifford Korkowski and Albert Grueger, "Entry Level Hiring Standards in Rural Central Minnesota," Journal of Employment Counseling (June, 1972): 61.

applicants, written application forms, and personal interviews. Seventy-five percent of the employers considered an application letter as a desirable way to approach a potential employer; however, less than 10 percent receive these letters frequently. Fifteen percent said they did not receive any application letters. All but two of the persons consulted indicated that a data sheet should accompany the application letter. All company representatives indicated that all items on the application blank should be completed.

Several of the employers expressed concern about the inability of young applicants to understand the "free" enterprise system and the lack of appreciation for the profit motive.

The study recommended that students be given practice in dramatizing the employment interview, with "insistence upon the preparation of application letters with data sheets." It was further suggested that students might receive this information in a cooperative education program.⁴¹

James Lockwood reviewed the literature between 1970 and 1975 in an attempt to discover employers' expectations

⁴¹Edna L. Gregg, "How Young People Hunt for Jobs," The Journal of Business Education (May, 1975): 324.

of recent library school graduates' qualifications. The search revealed that:

. . . there are usually a number of candidates who qualify for each position and since the initial screening is a most important part of the process, a candidate needs to make himself stand out in a positive way.⁴²

Other Implications for Content of
Employability Skills Curriculum

In 1960 at New York University a study by Stevens of one-hundred job-seeking applicants showed that individuals who were highly successful in getting a job in a short period of time were characterized by these findings; realistic, well crystallized, specific job goals with exhibited independent self-actualized, goal-directed behavior in their effort to get a job. It was noted they also incorporated the help given them into their job-seeking techniques.⁴³

Harwood reinforces the need for preparing students to be successful during the interview.

The purpose of educating students for job interviews is to assist them in the process of self-actualization and convey to others their resources and potential.

⁴²James D. Lockwood, Employers' Expectations of Recent Library School Graduates: A Review of the Recent Literature (Washington: U.S. Department of Health, Education and Welfare, National Institute of Education, August, 1975).

⁴³Nancy D. Stevens, "Job-Seeking Behavior and Vocational Development," Paper delivered to American Personnel and Guidance Association (April, 1971).

The implication is that if self-actualization is an outcome of the interview, then the materials should begin laying a base for this at the onset.⁴⁴

An Ohio study in 1970 involved 642 workers from Columbus, Omaha, and New Orleans. The study investigated the impediments facing youth in the transition from school to work. One third of the respondents indicated they found their first full-time job not by a process of planned search,

. . . it is also possible that if, as job seekers, the respondents possessed certain salable skills, the haphazard pattern characteristic of most of their job hunts would have minimized their chances finding jobs congruent with their training and skills.⁴⁵

A developmental program supported by the Kentucky State Department of Education involving 128 students in four selected area vocational centers measured the students' job getting ability in a simulated occupational experience programs. Of the graduates, 94 or 73 percent were employed either in a distributive occupation or a related occupation.⁴⁶

⁴⁴Richard K. Hardwood, "Educating Rather than Coaching for the Job Interview," Journal of Employment Counseling (December, 1974): 188.

⁴⁵A. P. Garbin, Jerome J. Salomone, Dorothy P. Jackson, and John A. Bellweg, "Worker Adjustment Programs of Youth in Transition from High School to Work" (Columbus, OH: The Center for Vocational and Technical Education, Ohio State University, December, 1970).

⁴⁶Clayton Riley and Clayton Omvig, A Development Program Utilizing Simulated Occupational Experience in Distributive Education (Lexington: Research Coordinating Unit, November, 1970), p. 16.

Quinn, at the University of Michigan Survey Research Center, in 1970, surveyed 1,533 American workers at all occupational levels to determine how important they regarded some twenty-five aspects of work. The following items were given in rank order:

1. Interesting work
2. Enough help and equipment to get the job.
3. Enough information to get the job.
4. Enough authority to get the job.
5. Good pay.
6. Opportunity to develop special abilities.
7. Job security
8. Seeing the results of one's work.⁴⁷

The implication of this outcome is that people must have job goals and know about working requirements for jobs. If the person seeking work has knowledge of these aspects of work, they will be better able to communicate their strengths to the employer during the hiring process.

Babcock reports findings made by a former student, Carol-Lisa Eigenberg, as she went through the job seeking process,

After one particularly severe depression, I went through the New York City Yellow Pages under Graphic Design and mailed thirty-five letter of inquiry and

⁴⁷Richard P. Quinn, et al., Turnover and Training: A Social Psychological Study of Disadvantaged Workers (Ann Arbor: University of Michigan, Survey Research Center, 1970).

my resume. This was a wild stab in the dark, and I only got three replies. But one of them led to the job I now hold.

The inclusion of a development of an employer file would be of benefit in seeking employment.⁴⁸

The Bulletin to Management, No. 1355, reports that:

Direct application to an employer is the most common job seeking and search method used by all Americans, regardless of sex, age, race, and occupational category.

This, again, points to the fact that individuals need to be trained in job seeking skills. It appears that the interview is most crucial to be included in employability skills.⁴⁹

Harwood and Pate again support the need for knowing interview techniques when surveying the ratings of 398 registrants of a university placement office with analysis being made on behavior during the interview and student's credentials. The summary includes:

Perhaps job applicants would be advised to focus major efforts on other aspects of career planning, pre-interview preparation, such as the determination of supply-demand ratios of the employment needs of organizations, in addition to striving for favorable interview impression.⁵⁰

⁴⁸Robert J. Babcock, "My Job? It's not Terrific, but It's a Start," Journal of College Placement (October-November, 1970), p. 70.

⁴⁹Bureau of National Affairs, Inc., "Job Seeking Methods Used by American Workers," Bulletin to Management, No. 1355 (January 29, 1976).

⁵⁰Robert H. Page, Jr., and Richard K. Harwood, "Employment Interviews: How Critical," Journal of Employment Counseling II (December, 1974): 176.

O'Neil and Nelson conducted a study of workers in Illinois, via telephone, to identify occupational survival skills (the basic knowledges, traits and competencies most appropriate for workers to successfully maintain their occupations). The results of the 589 telephone interviews indicated:

. . . that certain skills are needed for all types of careers, while others are specific to one or more occupational classification(s). Additionally, most workers indicated that they kept their jobs because of salary or work satisfaction.⁵¹

Curriculum was being planned in Illinois, in 1977, by the Department of Adult, Vocational and Technical Education. The project identified twelve topics that might be developed into instructional units to assist in teaching occupational skills. Of the twelve topics, four were of interest to this researcher because of their adaptability in seeking work as well as maintaining it. Those four include: interpersonal relations, on-the-job communication, problem-solving, and adapting and planning for the future.⁵²

The Michigan State University Employability Skills Project utilized a survey instrument which asked 134

⁵¹Sharon Lund O'Neil and Robert E. Nelson, "Workers View Occupational Survival as a Combination of Skills," The Delta Pi Epsilon Journal XX (January, 1978): 13.

⁵²Robert E. Nelson, "Survival Skills: Mastering the Human Aspects of Work," American Vocational Journal 52 (Washington: American Vocational Association, November, 1977): 65.

vocational education graduates to rank the skills they view as: (1) very unimportant, (2) unimportant, (3) important, and (4) very important, in securing a job. The graduates responses revealed that all of the former students felt the skill of being on time during the interview, being neat and well groomed, as well as answering interviewer's questions completely and clearly were important. Also of high importance was being able to communicate. Other areas of importance included being able to identify references.⁵³ The Distributive Education graduates' responses followed the same pattern as that of all students surveyed.

Review of Related Studies

Thrash looked at three subject content areas to test students previously enrolled and those not previously enrolled in the project method of instruction. The major conclusion drawn from this study was that there is no significant difference in the rate of achievement on the three content tests between the two groups of students tested.⁵⁴

Likewise, Ferguson found that there was no significant difference between scores of the project and

⁵³Employability Skills Project, Final Report, Institute of Agricultural Technology, College of Agriculture and Natural Resources (East Lansing: MSU, 1977).

⁵⁴Jimmie Ford Thrash, "The Project Method in Distributive Education Student Achievement in Selected Content Areas" (Ph.D. dissertation submitted to Oklahoma State University, May, 1970).

cooperative method groups on tests of economic understanding when comparing 467 students in grades 11 and 12 enrolled in Distributive Education.⁵⁵

Rowe examined the scores of 1200 Arizona high school students who had been instructed by either the cooperative method or the project method.⁵⁶ The students were tested on sales comprehension and economic understanding. Rowe found no significant difference between groups which compared eleventh grade project distributive education students, eleventh grade non-distributive education students, twelfth grade cooperative distributive education students and twelfth grade non-distributive education students. There was not significant correlation between the characteristics of socio-economic status--student's age--student's sex, and scores attained on standardized tests measuring economic understanding and sales comprehension.

The review of the related research and literature determined the need of young people to be able to demonstrate positive behaviors which would assist them with the job seeking process. This was supported by employers and surveys

⁵⁵ Edward T. Ferguson, Jr., A Comparison of the Effectiveness of the Project and Cooperative Method of Instruction on Selected Competencies in Distributive Education at the Secondary Level. Research Report (East Lansing: Michigan State University, April 1, 1968), p. 22.

⁵⁶ Kenneth L. Rowe, "Development of Selected Marketing Competencies Through Utilization of Two Methods of Teaching In The Secondary School" (Ph.D. dissertation, Michigan State University, 1969).

of hiring personnel who are able to cite the specific types of behavior they desire in an applicant.

The review gleaned the information that employers desire job candidates who are able to communicate verbally giving positive facts about themselves. They also desire someone who has job goals, can complete an application blank, and exhibits initiative, reliability and a good attitude during the interview.

The interview seemed to be a most important part of the hiring process. It was during this time that employers make their final decision as to who will get the job.

Implications of Prior Research

The majority of the literature reviewed suggested the competencies necessary for successful job seeking. The competencies which were identified can become a part of the distributive education curriculum.

Communication, responsibility, proper interview behavior and getting along with others surfaced repeatedly as priorities to be demonstrated by job seekers. These were suggested in surveys of employers, as well as past job applicants.

Thrash and Ferguson found no effect by method of teaching in both of their studies. There was no significant difference in achievement by students when comparing the methods used.

CHAPTER III

PROCEDURES

Introduction

The research procedures and methods utilized in conducting this study will be discussed in the following sections: (1) method, (2) population, (3) sample, (4) hypotheses to be tested, (5) instrumentation, (6) data collection, and (7) analysis of data.

Method

The purpose of this study was to determine the effectiveness of selected employability skills materials. The study was a quasi-experimental study. The study was that of examining a single variable which was the instructional materials.

Since the implementation of the treatment involved two weeks of class time, it was impossible to randomize the selection of the participants. It was determined that the Standard Metropolitan Areas (SMA's) of the Michigan Employment Security Commission would be a sound basis from which to select the sample.

The number of cooperative method distributive education classrooms and the number of project laboratory

method distributive education classrooms were determined for the SMA's. The researcher accomplished this by counting the minutes of class time for each program in the SMA's, using the information sheets of the Vocational-Technical Education Service of the Michigan Department of Education at their offices in Lansing, Michigan. A minimum of 10 percent of the classrooms in the ten SMA's was established as a criteria for the number to be participants in the study.

The distributive education teacher-coordinators were contacted via phone followed by an appointment to allow them to peruse the materials and to make a commitment to participate. Twelve distributive education teacher-coordinators agreed to participate. Ten of those teacher-coordinators completed all activities of the study. One teacher-coordinator was unable to complete implementation because of end-of-the-year activities. The other teacher-coordinator failed to return the post-tests.

The teacher-coordinators were instructed through an inservice program on the employability skill materials by the researcher. Implementation sheets and class data sheets were explained, as well as directions as to how the post-test should be delivered.

The materials were either sent or given to the teacher-coordinators, with printed instructions as per the inservice. Additional descriptive data were gathered about the classes.

The teacher-coordinators selected the two week interval in May in which they would teach the instructional materials. They also anticipated when they would be administering the post-test.

Raters were selected and trained to evaluate the post-tests which had been returned to the researcher by mail. The training and the evaluation of the post-tests were two separate events.

The data were punched on computer cards and run at Michigan State University. Initially, a reliability check was made to determine internal consistency of the instrument. A reliability check was also made of the rater's evaluations of the post-test to determine rater reliability. The hypotheses were tested and additional descriptive data were used to describe characteristics of participants.

Population

Since the materials dealt with employability skills and since job getting is affected by job openings, the focus of the study was in the unit of the Standard Metropolitan Areas which is utilized by the Michigan Employment Security Commission. The population was distributive education classrooms in the Standard Metropolitan Areas, and numbered 182 classrooms.

Information on the distributive education enrollments in the state of Michigan was limited. Descriptive information about students enrolled in cooperative programs,

project laboratory programs, different sizes of high schools, or descriptive data about students was not available.

The distributive education programs are of three possible forms in the state of Michigan. A school system may have any or all three types in operation.

The cooperative program is comprised of a related, one period class with students working a minimum of 15 hours per week in their occupational goal area and receiving credit.

The project laboratory method has the student receiving a block of instruction (a minimum of two hours) and completing class activities in the laboratory relating to the career goal.

A combination of these two approaches may be in operation. An example is the utilization of a two-year block program by a student in laboratory experience during the first year. The second year, the student would go out on a cooperative work experience.

The ten Standard Metropolitan Areas of the Michigan Employment Security Commission may be represented by 182 classrooms. The cooperative method of instruction in these 10 SMA's comprise 160 classrooms, while the project method of instruction comprises 22 classrooms. It was not known if there were any combination type distributive education programs present in the ten SMA's.

Sample

The Selection of the Participants

The treatment to be evaluated in this study involved giving instruction in employability skills to students over a two week period of time. It was impossible to randomize the sample because of the scope of the involvement and the necessity for the commitment by the instructor to be followed through.

Those instructors in the SMA's who were members of the Michigan Association of Distributive Education Teachers were first contacted via telephone to ascertain their interest in the study and their willingness to participate. The researcher sought 24 classrooms, within 12 schools, to use in the study. This would exceed 10 percent of the population in the SMA's.

Eighteen teacher-coordinators were contacted. Twelve agreed to participate in the study and would be able to implement the materials in a treatment class. They also had available to them a class which was very similar to the treatment class that could be used as a control class.

Thus, the participants in the study were those teacher-coordinators and students who agreed to use the employability skills materials in their classrooms under certain conditions. The participants in the treatment group were asked to complete the employability skills modules and a post-test, while the participants in the control group were asked to only complete the post-test.

The Participants

The population within the twelve schools was reported by the teacher-coordinators as 567 students. The two schools which declined to participate had an enrollment of 110 students. Therefore, the number of students enrolled in the classrooms participating in the study totaled 457 students.

The total number of respondents within the sample was 382 students enrolled in ten classrooms. The rate of non-response was 16 percent (see Table 1). This may be attributable to administering the study during the spring when juniors and seniors are involved in end-of-the-year events. Teacher-coordinators reported students being absent because of special assemblies, picnics, career day, cap and gown measurement, etc.

Table 1 shows the number of students reported by teacher-coordinators as enrolled and the number of students who were respondents to the post-test. The number of 382 represents 84 percent response.

The descriptive characteristics of the classrooms and schools which were examined as a part of the study included amount of teacher-coordinator inservice received, the teaching method used, the school enrollment and the community type. The number of schools in each of these categories is presented in Table 2.

Table 1.--Number of Students in Each Treatment and Control Group from Each School
Comprising the Sample.

School Number	Treatment Group		Control Group	
	No. of Students Reported	No. of Students Responding	No. of Students Reported	No. of Students Responding
1	24	19	39	20
2	32	24	26	21
3	32	31	25	25
4	15	15	17	15
5	20	17	16	13
6	16	13	24	20
7	18	7	10	10
8	20	20	26	20
9	23	18	22	22
10	24	24	28	28
Total	224	188 = 84%	233	194 = 83%

Table 2.--Profile of Sample Schools.

School Number	Amount of Inservice		Teaching Method		School Enrollment			Community Type			
	Over Four Hours	Five Hours	Project	Co-op	Over 1430	708- 1429	365- 707	Metro- politan Cities	Urban	Towns	Rural
1		*		*	*			*			
2		*		*	*			*			
3		*		*	*			*			
4		*	*				*			*	
5		*	*		*			*			
6	*			*			*				*
7	*		*		*			*			
8		*		*	*			*			
9		*	*		*				*		
10		*		*		*		*			
	2(20%)	8(80%)	4(40%)	6(60%)	7(70%)	1(10%)	2(20%)	7(70%)	1(10%)	1(10%)	1(10%)

Hypotheses to be Tested

There were six primary hypotheses to be tested. The outcome was to answer the research question regarding the effect of the materials on the student's ability to exhibit identified behavior acceptable to job seeking. To get at this question, it was necessary to look at the items on the post-test and the behaviors requested on the post-test. It was also necessary to examine the relationship of the items to each other. The following hypotheses were formed and tested using Finn's multivariate procedure. The alpha level was set at .05.

Question 1: How will the post-test scores of the treatment group compare with the post-test scores of the control group in being able to give positive statements about their ability to do the job, get along with people, and exhibit dependability?

Hypothesis 1: There is a significant difference between the post-test scores of the students in the classrooms which received instruction and the post-test scores of the students in the classroom which did not receive such instruction on the measure of how to give fact based statements about their ability to do the job, exhibit dependability, and to get along with people.

The research measured the significance of the difference which existed between the multivariates of the students' abilities to communicate they can do the job, their abilities to exhibit dependability, and their abilities to get along with others.

The correct filling out of an application blank was mentioned in the review of literature as an important

job-seeking activity. Hypothesis 2 was formulated and tested to determine the effect the instructional materials made in student's ability to successfully demonstrate this activity.

Question 2: How well will the treatment group be able to complete the application blank as compared to the control group?

Hypothesis 2: There is a significant difference in the post-test scores of the students in the classrooms which received instruction and the post-test scores of the students in the classrooms which did not receive instruction on the measure of writing an application blank.

Another job-seeking activity that was measured was that of being able to write a cover letter. Hypothesis 3 was formulated and tested to determine the effectiveness of the materials to teach that job seeking activity.

Question 3: How well will the treatment group be able to write a cover letter as compared with the control group?

Hypothesis 3: There is a significant difference between the scores of the post-tests of the students in the classrooms which received instruction and the scores of the post-tests of the students in the classrooms which did not receive instruction on the measure of writing a cover letter.

Behavior of the job applicant during the interview was viewed as critical in influencing the interviewer's decision to hire or not hire. Hypothesis 4 tested the effectiveness of the materials in teaching interview behavior.

Question 4: How will the post-test scores of the treatment group compare with those of the control group on being able to list what to do and not to do during the interview?

Hypothesis 4: There is a significant difference between the scores of the post-tests of the students in the classrooms which received instruction and the post-test scores of the students in the classrooms which did not receive instruction on the measure of what to do and not to do during the interview.

Hypothesis 5 measured the effectiveness of the materials in teaching the students to write a resume.

Question 5: How well will the students who received instruction in writing a resume score on the post-test as compared to those who did not receive instruction?

Hypothesis 5: There is a significant difference of scores of the post-tests of students in the classrooms which received instruction and the post-test scores of the students in the classrooms which did not receive instruction on the measure of writing a resume.

Hypothesis 6 was tested to determine the effectiveness of the materials in teaching students to respond to the interviewer's questions.

Question 6: How will the scores of the students who received instruction in how to respond to the interviewer's questions compare with the scores of those students who did not receive instruction?

Hypothesis 6: There is a significant difference between the post-test scores of the students in the classrooms which received instruction and the post-test scores of the students in the classrooms which did not receive instruction on the measure of how to respond to the interviewer's questions.

Secondary questions were identified by two categories: The descriptive characteristics of the participant

schools and/or students and the method by which the students were taught. Therefore, the following secondary questions may be answered from analysis of the data.

1. What effect does the method by which students are taught have in the achievement on the post-tests?
2. What is the relationship between the descriptive characteristics of the students and the school in which they are enrolled and their scores on the post-tests?

Instrumentation

The instruments involved in the study included the post-test, class data sheet, and implementation checklist. The instruments were used to gather information about student achievement on employability skills and to give demographic data about the students and the schools involved in the sample. The units of instruction tested in the study were:

- No. 3: Shifting the Odds (Education and Work Experience Fact Sheet)
- No. 4: Win, Place, Show (The Resume)
- No. 5: Placing Your Bets (The Cover Letter)
- No. 6: Covering Your Bets (The Job Application Blank)
- No. 8: Instant Money (The Interview)

The units of instruction were written at the Calhoun Area Vocational Center in consultation with Carkhuff Associates as part of the Michigan State University Employability Skills Project. Each unit is composed of one module. The

modules contain a sample of the product that the student would be able to complete as an outcome of the skills learned in the module. Each unit then takes the student through a step-by-step procedure in writing a product which contains the information about the student.

The modules of instruction were selected by the researcher from the complete set of materials developed in the Michigan State University Employability Skills Project. Support to this selection was given by the Placement Advisory Committee at the Calhoun Area Vocational Center. Support was also given by state directors of vocational education from forty states. The researcher made the choice based on the appropriateness of the skill to the distributive education program, the ease with which the instruction could be facilitated in a like manner by all teacher-coordinators, and the measurability of the achievement of the skill.

The researcher presented the study to be undertaken at the placement advisory committee meeting in the Fall of 1976, at the Calhoun Area Vocational Center. The committee members showed support for the development of such materials by completing a survey form (Appendix D) which asked them to check the skills needed in successful job seeking.

The forty state directors of vocational education also completed the same survey form as they attended the National Association of State Directors of Vocational Education meeting at the American Vocational Association

Convention in Houston, Texas. An overwhelming majority of the responses indicated these skills were needed to become employed, or to increase one's chances of becoming hired.

Members of the National Association of Distributive Education Teachers were asked at the AVA Convention in Houston, Texas, to complete a survey form (Appendix E) which lists job seeking skills and asks the respondent to check whether the skill is important or not. The eleven members who completed the survey were teacher-coordinators and teacher educators. They agreed that the skills were important.

Post-Test Construction

The post-test instrument was constructed by selecting the products taught in the selected modules of content to be tested. The first post-test (Appendix F) sought information about the student and consisted of eight questions with the test comprising thirteen parts.

The post-test was pilot tested at the Calhoun Area Vocational Center involving a total of 37 students, who were divided into two groups. One group had received instruction using the employability skills materials and one group had not received instruction in the employability skills materials. The pilot test using the post-test instrument revealed that because of the quantitative measures, the students needed to be encouraged to write as many answers as possible.

Following completion of the pilot by the students, the data processing computer cards were punched. Assistants at the Office of Research Consultation assisted in writing a computer program to check the internal consistency of the post-test instrument.

Reliability Analysis

The measure of reliability used was Cronbach's analysis of variance.¹ It examines the common factor concentration for multivariate data and is another method of expressing reliability based on a variation of the Kuder-Richardson test-retest method of determining reliability.

The Coefficient Alpha Reliability run revealed that criteria needed to be tightened for the question on application blank and the question on the cover letter. The scoring range of 0-1 was used for the application blank while the cover letter was divided into sections for evaluating. Students were given points for numbers of sections and the value received when accurately completed with the range being 0-6 points.

The questions were re-numbered. Question 7D became number 12 and was rewritten because of the students' inability to understand the word "deficits."

The pilot test found many students becoming discouraged because of the extensive amount of writing

¹L. J. Cronbach, "Coefficient Alpha and the Internal Structure of Tests," Psychometrika 16 (September, 1951): 297.

required for the questions on application blanks, cover letters, and resumes. As a result, the questions on interview behavior were interjected between the cover letter and the resume.

The revised post-test (Appendix A) that was used in the study contained 13 questions. The tests for the treatment group were printed on green paper, while the tests for the control group were printed on blue paper. The two colors were used to eliminate error when recording scores on computer sheets.

The instrument for collecting the demographic data was constructed by giving priority to the characteristics which might suggest differences among learners using the employability skills materials.

This instrument was checked for face validity by asking the distributive education teachers who were attending the luncheon of the National Association of Distributive Education Teachers meeting in Houston, Texas, to complete the questionnaire. As a result, modifications were made in the instrument. From this activity, the Class Data Sheet (Appendix C) was used to gather the demographic information in the study.

The Implementation Checklist (Appendix G) was developed by the researcher. The purpose was to allow the teacher-coordinator to note any unusual occurrences during the daily instruction which might have an effect on the student achievement on the post-tests.

Data Collection

Teacher Inservice

The teacher-coordinators who had agreed to participate in the study received a minimum of four hours of inservice on the five units of instruction to be tested. The teacher-coordinators were given enough of the modules for each student that would be a member of the treatment group. Extra copies were given in the event the modules became misplaced or became illegible. Class Data Sheets were given to the teacher-coordinators at the inservice meeting.

The teacher-coordinators reviewed with the researcher the content of each module as well as the product which would be the successful outcome of completing the module. The instructional modules to be used by the teacher-coordinators in teaching the materials were written with teaching guides for each page of the student materials.

The researcher met with five of the teacher-coordinators at the Michigan Business Education Association Conference at Grand Rapids. The researcher made subsequent trips to Detroit to meet with four teacher-coordinators, and to Kalamazoo to meet with one teacher-coordinator.

Delivery of Instruction

Students were all working on the same modules at the same time. This allowed instructors to verbally guide

students through content and alleviated difficulties that might arise with students who had reading disabilities.

Teacher-coordinators were further given written instructions (Appendix H) to maintain control among their delivery systems. The teacher-coordinators were asked to complete daily implementation checklists in an effort to determine any unusual occurrences during the treatment period.

Each of the five modules were taught within one class period. Teacher-coordinators were asked to keep the instruction as close to one hour per day as the school schedule would allow.

The sequence of the modules to be taught was given the teacher-coordinators. They were asked to begin the instruction on a Wednesday and complete instruction on the last module on a Tuesday. This was to be followed by a post-test on Wednesday.

All of the teacher coordinators in the sample had their materials and had been inserviced by May 5, 1977. They were allowed to select the ten day period during which they would administer the materials.

The teacher-coordinators were asked to deliver the materials to the students using the group instruction method. This would allow students to hear class discussion relating to the materials on which they were working. It would also assist students who might have difficulty reading the modules.

No additional media or audio-visual materials were used to assist with the instruction. The teacher-coordinators were asked to use only the modules of instruction and to document their instruction on the daily implementation sheets.

Administration of Post-Tests

The post-test was to be administered the day of class following completion of Module 8. Students were given one hour in which to complete the tests. Students were not allowed to use any instructional materials during the post-testing process.

Rating Post-Test Employability Skills Survey

Rater Selection: The individuals selected as raters were members of the Calhoun Area Vocational Center, Area-Wide Distributive Education Teacher-Coordinator/Instructional Staff. None of the raters were involved in teaching the materials as part of the study. However, all of the raters had received training in the implementation of the employability skills materials as part of the Michigan State University Employability Skills Project. Each rater was asked to participate in the evaluation of the post-tests. It was determined, with the assistance of staff at Michigan State University's Office of Research Consultation, that at least nine raters were needed to evaluate the post-test because of the need for averaging

their ratings. The raters were divided into teams of three, with three raters on each team. Each team was assigned a group of questions. Each question was to be rated three times. The raters were selected on the basis of their familiarity with the employability skills materials as ascertained by the researcher, and their willingness to participate in the inservice and evaluation procedures.

Rater Inservice: Each rater received one hour of inservice in criteria and evaluation of their assigned questions. Raters were presented sample completed survey forms. Raters evaluated questions and compared final results with the researcher. Raters were then given five practice surveys. Scores were compared with the researchers' desired evaluation.

Rating Procedures: The nine raters were divided into three teams of three members each. Each rater was assigned a specific color of marking pen.

Team A evaluated questions 1, 2, 3, and 4. Team B evaluated questions 5, 6, 7, and 8. Team C evaluated questions 9, 10, 11, 12, and 13.

A scoring sheet was developed for each team (Appendix I). The sheet contained the names of students in a left-hand column. Sub-columns for each question were within larger columns for each rater on the team. The first rater to use the scoring sheet began recording the evaluations on the outer edge of the sheet. When completed, the rater turned back the portion of the grading sheet on which

the scores had been recorded. This prevented the other raters from viewing or being influenced by the previous rater's evaluations. The raters did not know if they were evaluating post-tests from a control group or from a treatment group.

The post-test surveys were grouped by school. When completed, each group of post-tests had a collection of three sets of raters' evaluations representing one set for each team.

The raters were monitored by the researcher as to the maintenance of criteria in the evaluation process. Breaks were taken and refreshments provided to attempt to lessen fatigue and rater error.

The nine raters all graded surveys from 9:30 a.m. to 4:30 p.m. Seven continued until 6:00 p.m. Six raters continued until 10:00 p.m.

Question Criteria: The criteria (Appendix O) was established for the post-test based on the desired outcomes of students. The pilot test Coefficient Alpha Reliability Run suggested that the criteria needed to be tightened for the evaluation of the application blank and the evaluation of the cover letter.

The criteria for the application blank was set at rating the student at one point if all questions were completed and a 0 point if there were uncompleted questions. Questions that were not answered were recorded as no response.

The criteria for the cover letter was set at a maximum of 6 points. The points were to be awarded for specific kinds of information to be given in the cover letter as outlined in the materials.

Rater Reliability. The Hoyt Crombach Coefficient Alpha was used to examine the rater reliability. The examination focused on the manner in which the independent raters worked with the two other raters on the same team. The program was written with the assistance of staff at Michigan State University. Using this formula, any Alpha that was above .75 was considered acceptable.

Team A, which evaluated items 1, 2, 3, and 4, received an average of .79. Team B evaluated items 5, 6, 7, and 8, and received an average of .945. Team C rated items 9, 10, 11, 12, and 13. Team C received an average of .768.

The rater reliability showed that all teams were responding consistently to the items being scored. The raters, likewise, demonstrated they were scoring items within an acceptable range of each other. That is, no rater exhibited erratic scoring behavior nor were the scores of each team a great distance apart from each other.

Processing of Data: Following the completion of the evaluation of the post-tests, the scores were transferred to computer key punching forms. The demographic data was coded for each school. The post-test scores were presented in team sequence with raters identified. This allowed the utilization of a "pooled mean" per item for each student.

The mean value of the three raters' scores were used as "pooled values." Rummel states: "In general, pooled ratings increase the accuracy of any rating scale."²

Analysis of Data

The hypotheses testing involved use of Finn's Multivariate Procedure for those hypotheses that reflect multiple dependent variables. This is appropriate when multiple variables exist. The exploration was then made of the set of variables. The F tests that result reflect the group differences on the set of variables. If the multivariate is significant ($p < .05$), then data was further examined to determine which of the dependent variables contributed. The data was then finally examined to learn the extent to which the groups were different on the dependent variables. Thus, the multivariate tests were significant at the .05 level, while the univariate tests were explored at the alpha level of .05 divided by the number of dependent variables.

Supplementary analysis explored the means of the classrooms to gain further understanding of the curriculum influence. Variations among being employed or unemployed, sex, class, size of school, and community type were examined.

²J. Francis Rummel, An Introduction to Research Procedures in Education, Second Edition (New York: Harper & Row Publishers, 1958), p. 205.

CHAPTER IV

FINDINGS

Introduction

The data analysis and findings relevant to each hypothesis are given. In addition, descriptive data pertaining to the sample representing the population are presented. Answers to questions related to the study which did not lend themselves to statistical analysis are also provided. The classroom mean is the unit of measure for analysis. The hypotheses are presented in the order in which they appear in Chapter III.

In an effort to isolate the cause for any significant difference in the classrooms where treatment occurred as compared to the classrooms where no treatment was administered, it was necessary to identify any interaction between treatment and method.

A two way analysis was made to determine if an interaction with the method and the treatment existed. Using a multivariate test it was found that there was no "blocking effect." On the sub-sets of dependent variables it was found not only that there was no interaction between

method and treatment, but also, there was no main effect due to method.

Table 3 shows no $p < .05$, which is the alpha level that was set for the interaction examination. Similarly, none of the multivariate for the method effect was significant. This gives support to use of a one way analysis format for testing the hypotheses in the study. Additionally, the concern for decreasing power when using a two way format further lends strength to the utilization of the one way analysis. The one way analysis questions the effect of the materials in light of the treatment or control group's achievement.

Relationship of Instruction and Achievement
on Specific Employability Skill Materials

Six hypotheses were tested. Multivariate analysis was used to examine number 1, 4, and 6. Univariate analysis was used to examine number 2, 3, and 5. The alpha level was set at .05.

Hypothesis 1 was formulated to determine the effectiveness of the instructional materials in teaching students to write positive fact based statements about their ability to do the job, be dependable, and get along with people.

H_{01} : There is no significant difference between the post-test scores of the students in classrooms which received instruction and post-test scores of students in classrooms which did not receive instruction on the measure of how to give fact based statements about their ability to do the job, exhibit dependability, and get along with people.

Table 3.--Multivariate F Statistics to Determine Interaction
Between Method and Treatment.

Source of Variance	F-Ratio	P Less Than*
Fact Based Statements (1, 2, 3)		
Treatment	1.90	.176
Method	1.29	.316
Interaction	.07	.978
Application Blank (4)		
Treatment	.12	.732
Method	.05	.826
Interaction	1.06	.318
Cover Letter (V)		
Treatment	15.45	.001
Method	1.41	.252
Interaction	1.05	.318
Interview Do's and Don'ts (6, 7)		
Treatment	5.66	.014
Method	.05	.948
Interaction	.36	.703
Resume (8)		
Treatment	8.09	.011
Method	1.07	.316
Interaction	.26	.617
Responding to Interviewer (9, 10, 11, 12, 13)		
Treatment	.17	.969
Method	1.11	.404
Interaction	.11	.987

*Alpha levels of less than .05 were considered significant.

- H₁: There is a significant difference between the post-test scores of the students in classrooms which received instruction and post-test scores of students in classrooms which did not receive instruction on the measure of how to give fact based statements about their ability to do the job, exhibit dependability, and get along with people.

The multivariate F-ratio was 2.11 with a probability of less than .14. Since the probability was not less than .05, the null hypothesis failed to be rejected. It can thus be stated that the employability skills materials had no effect on the students' abilities to give positive fact-based statements about their being able to do the job, get along with people, or to be dependable.

Table 4 shows the observed classroom means for the treatment group and the control group on Items 1, 2, and 3.

Table 4.--Observed Classroom Means of Treatment and Control Groups on Items 1, 2, and 3: Fact Based Statements.

Source of Variance	Item 1		Item 2		Item 3	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Treatment Group	2.09	.74	2.34	.53	1.70	.41
Control Group	1.33	.54	1.93	.44	1.50	.34

The second hypothesis examined the effectiveness of the materials in teaching students to complete an application blank.

H₀₂: There is no significant difference between the post-test scores of the students in classrooms which received instruction and the post-test scores of those students in classrooms which did not receive instruction on the measure of writing an application blank.

H₂: There is a significant difference in the post-test scores of the students in classrooms which received instruction and the post-test scores of the students in classrooms which did not receive instruction on the measure of writing an application blank.

The examination of the single variable ($F = .1278$), revealed the p was at .724, and not less than .05, therefore, the null hypothesis failed to be rejected. The instructional materials had no effect in teaching students to complete an application blank.

Table 5 reports the means achieved by students in the classrooms in the study and standard deviations for the treatment group and control group for Item 4 (writing an application blank).

Table 5.--Observed Classroom Means and Standard Deviations on Treatment Group and Control Group for Item 4: Writing an Application Blank.

Source of Variance	Item 4: Writing an Application Blank	
	$\bar{X}$	S.D.
Treatment Group	.85	.11
Control Group	.88	.16

Hypothesis 3 was tested to determine the effectiveness of the materials in teaching students to write a cover letter.

H₀₃: There is no significant difference between the scores of the post-tests of the students in classrooms which received instruction and the post-test scores of the students in classrooms which did not receive instruction on the measure of writing a cover letter.

H₃: There is a significant difference between the scores of the post-tests of the students in classrooms which received instruction and the post-test scores of the students in classrooms which did not receive instruction on the measure of writing a cover letter.

Statistically significant differences were found between the two groups of classrooms on their ability to write a cover letter ($F = 15.07, p < .001$). Therefore, the null hypothesis was rejected. The mean score of the classrooms of the students which received instruction was 2.64 while the mean score of the students in classrooms which did not receive instruction was 1.37. This data indicates that the classrooms which received instruction scored significantly higher on the measure of writing a cover letter than the classrooms where instruction was not received. It could then be said that those students who receive instruction are better able to write a cover letter to an employer.

Table 6 reports mean scores of the treatment group and control group on Item 5 (writing a cover letter). The range of scores for the treatment group was 1.4 to 4.2. The range of scores for the control group was .06 to 2.7.

Table 6.--Observed Classroom Means of the Treatment Group and Control Group on Item 5: Writing a Cover Letter.

Source of Variance	Item 5: Writing a Cover Letter	
	$\bar{X}$	S.D.
Treatment Group	2.64	.84
Control Group	1.37	.61

The ability of the students to identify accepted behavior during the interview was examined in Hypothesis 4.

H_{04} : There is no significant difference between the scores of the post-tests of the students in classrooms which received instruction and the post-test scores of the students in classrooms which did not receive instruction on the measure of what to do and not do during the interview.

H_4 : There is a significant difference between the scores of the post-tests of the students in classrooms which received instruction and the post-test scores of the students in classrooms which did not receive instruction on the measure of what to do and not do during the interview.

Statistically significant difference between the two groups was found on their knowledge of what to do and not do during the interview ($F = 2.64$, $p < .009$). This was less than the alpha level of .05, which had been set. Therefore, the null hypothesis was rejected.

The single variables were examined at the .025 level of significance to determine the interview behavior where the two groups differ. The .025 alpha level was determined by dividing the established .05 alpha level

evenly between the two items comprising the interview behavior.

The univariate F's indicated there was no effect on the interview do's, but there was a significant difference on interview don'ts ($F = 8.77$, $p < .008$). The univariate tests are presented in Table 7.

Table 7.--Univariate F Statistics for the Treatment Effect on the Tests of Interview Behavior.

Item	Source of Effect	F-Ratio	P Less Than
6	Interview Do's	1.41	.250
7	Interview Don'ts	8.77	.008

The mean scores on interview don'ts of the classrooms which received instruction was 4.75, while the observed cell mean of the classrooms not receiving instruction was 3.81. This indicates the students in those classrooms which receive instruction are able to list .94 more things not to do during the interview. The observed classroom means are presented in Table 8 for both interview do's and don'ts.

Hypothesis 5 investigates the effectiveness of the materials in teaching students to write a resume.

Table 8.--Observed Classroom Means by Group on Interview Do's and Interview Don'ts.

Source of Effect	Classroom	Classroom
	$\bar{X}$	S.D.
Interview Do's		
Treatment Classrooms	4.77	.87
Control Classrooms	4.34	.76
Interview Don't's		
Treatment Classrooms	4.75	.82
Control Classrooms	3.81	.60

H_{05} : There is no significant difference between the scores on the post-tests of the students who received instruction and the post-test scores of the students who did not receive instruction on the measure of writing a resume.

H_5 : There is a significant difference between the scores on the post-tests of the students who received instruction and the post-test scores of the students who did not receive instruction on the measure of writing a resume.

The single variable analysis resulted in an F-ratio of 8.40 with a probability of .0096, which was less than the alpha level that had been set ($p < .05$). Therefore, the null hypothesis was rejected. The observed cell means of the students in classrooms which received the instruction was 12.2, while the mean scores of the students in classrooms which did not receive instruction was 7.78. The difference was 4.44, showing that the classroom which received instruction was able to achieve that amount of

points more than the classroom where instruction did not occur. The range of scores in all classrooms was 2.7 to 18.8. Table 9 reports the observed classroom means for the group which received instruction and the group not receiving instruction on the measure of writing a resume.

Table 9.--Mean Scores of Treatment Group and Control Group on Item 8: Writing a Resume.

Source of Variance	Item 8: Writing a Resume	
	$\bar{X}$	S.D.
Treatment Group	12.22	3.88
Control Group	7.78	2.90

Hypothesis 6 was tested to determine the effectiveness of the materials in teaching students to respond to the interviewer's questions.

H_{06} : There is no significant difference between the post-test scores of the students in classrooms which received instruction and the post-test scores of the students in the classrooms which did not receive instruction on the measure of how to respond to the interviewer's questions.

H_6 : There is a significant difference between the post-test scores of the students in classrooms which received instruction and the post-test scores of the students in classrooms which did not receive instruction on the measure of how to respond to the interviewer's questions.

Analysis resulted in a multivariate F of .18 with a probability of less than .95. Therefore, the null hypothesis failed to be rejected. There appeared to be no statistically significant difference between the classrooms

which received instruction on the set of variables addressing the measure of responding to the interviewer's questions. Table 10 reports the observed classroom means of the treatment and control group on this set of variables.

Table 10.--Observed Classroom Means and Standard Deviations of the Treatment Group and Control Group on Items 9, 10, 11, 12, and 13: Responding to Interviewer's Questions.

Source of Variance	Item 9		Item 10		Item 11		Item 12		Item 13	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Treatment Group	.84	.23	.43	.23	.51	.30	.65	.07	.48	.24
Control Group	.82	.29	.38	.23	.41	.34	.62	.19	.41	.27

Other Factors Affecting Student Achievement

The secondary questions were:

Question A: What effect does the method by which students are taught have in the achievement on the post-tests?

As mentioned earlier it was necessary to examine this question to determine if a "blocking effect" was being caused by an interaction between the method and treatment. As shown in Table 3, none of the multivariate tests for the method effect were significant. Thus, it supports the determination that there is no significant difference between the two methods of instruction on achievement at post-test.

Question B: What is the relationship between descriptive characteristics of the students as well as the school in which they are enrolled and their scores on the post-test?

The data presented show the effect of the independent variables of employment, sex, grade in school, size of school and community type. Sub-questions are presented to examine the independent variables.

Unlike the preceding tests addressing the hypotheses, the univariate tests are computed using individual scores as the unit of analysis since the questions address individual characteristics. Results should be reviewed with caution in light of the violation of assumption of independence between subjects:

Question B1: Does being employed or unemployed affect the student's achievement on each of the post-test items?

Table 11 shows the means of the employed students and unemployed students and the standard deviations for each. The employed students' mean scores were higher than the unemployed students on all but two items. The unemployed students' mean scores were higher on listing interview don'ts and on identifying weak areas that need improvement.

Question B2: Is there a noticeable difference between the scores on the post-test of the students between the males and females?

Table 12 shows the means of scores in relationship to sex. Females scored higher than males on every item. Table 13 reports the range of scores on items where differences was noted.

Table 11.--Comparison of Mean Scores of Employed Students and Unemployed Students.

Item No.	Employed		Unemployed	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1	1.87	1.61	1.65	1.27
2 Fact Based Statments	2.85	1.06	2.12	1.10
3	1.66	1.07	1.62	.99
4--Application Blank	.91	.23	.82	.29
5--Cover Leter	2.17	1.57	2.14	1.39
6 Interview Do's	4.68	1.85	4.65	2.04
7 and Don'ts	4.32	1.68	4.43	2.22
8--Resume	11.41	5.71	10.05	5.69
9	.88	.69	.79	.58
10	.44	.60	.39	.45
11 Responding to	.46	.50	.41	.43
12 Interviewer	.61	.44	.64	.42
13	.49	.61	.40	.51

Table 12.--Comparison of Mean Scores of Male and Female Students.

Item No.	Male		Female	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1	1.54	1.23	1.91	1.60
2 Fact Based Statements	2.14	1.07	2.23	1.08
3	1.46	.84	1.75	1.12
4--Application Blank	.86	.28	.88	.25
5--Cover Letter	2.00	1.49	2.25	1.50
6 Interview Do's	4.32	1.74	4.87	2.00
7 and Don'ts	4.18	1.90	4.47	1.93
8--Resume	9.54	5.50	11.62	5.74
9	.80	.67	.87	.63
10	.38	.50	.45	.57
11 Responding to	.34	.37	.50	.51
12 Interviewer	.54	.41	.67	.44
13	.42	.55	.48	.59

Question B3: Are the materials more effective with students at the junior class level, the senior class level, or is there any difference?

A descriptive approach was chosen to explore the means of the junior and senior students. These mean scores are reported in Table 13. The difference between the junior's and the senior's total mean score was .10. The mean for both the juniors and seniors on the measure of listing interview do's was equal. The juniors achieved a slightly higher mean score on seven items while the seniors achieved a slightly higher mean score on five of the items.

Table 13.--Comparison of Mean Scores of Junior and Senior Students.

Item No.	Junior		Senior	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1	1.83	1.62	1.73	1.36
2 Fact Based Statements	2.22	1.10	2.17	1.06
3	1.69	1.12	1.61	.97
4--Application Blank	.84	.30	.90	.22
5--Cover Letter	2.12	1.31	2.20	1.65
6 Interview Do's	4.66	2.00	4.66	1.86
7 and Don'ts	4.33	2.08	4.39	1.78
8--Resume	11.52	5.96	10.37	5.48
9	.78	.65	.89	.63
10	.45	.57	.40	.52
11 Responding to	.47	.47	.42	.47
12 Interviewer	.65	.42	.60	.45
13	.40	.50	.50	.63

Question B4: Is there any relationship between the size of school and the achievement of the students in the classrooms of the schools?

The school with an enrollment of 708-1429 students showed the highest mean score on eight of the thirteen items on the post-test. Schools with enrollment of 365-707 pupils had the highest mean on the resume and responding to the interviewer's questions. The observed mean scores in Table 14 should be reviewed with caution since there was only one school with an enrollment of 708-1429 pupils.

Schools participating in the study included 7 with an enrollment of over 1430 pupils; 1 with enrollment of 708-1429 pupils; and 2 with pupil enrollment of 356-707.

Table 14.--Comparison of Mean Scores by Size of School.

Item No.	Over 1430 Pupils		708-1429 Pupils		365-707 Pupils	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1	1.81	1.54	2.12	1.34	1.34	1.24
2	2.13	1.03	2.72	1.12	2.04	1.09
3	1.68	1.00	1.77	.88	1.41	1.25
4	.91	.23	.94	.17	.63	.32
5	2.09	1.50	2.77	1.56	1.91	1.34
6	4.58	1.92	5.60	1.96	4.25	1.67
7	4.25	1.87	4.88	1.78	4.39	2.18
8	10.25	5.65	11.59	5.34	12.33	6.10
9	.83	.65	.97	.71	.76	.54
10	.46	.57	.39	.50	.28	.42
11	.45	.50	.39	.36	.47	.41
12	.61	.44	.62	.45	.69	.37
13	.42	.60	.36	.47	.65	.47

Question B5: Is there a relationship between the type of community in which the school is located and the scores of the students in the classrooms within that community?

The classroom in the urban community achieved the highest mean on 7 of the 13 items. Classrooms in the town community had the highest mean on 4 of the 13 items and the rural classroom had the highest mean scores on 2 items. Metropolitan core cities did not have the highest mean score on any item; however, they had the second highest mean on 4 items. Participating in the study were 7 metropolitan core cities: 1 urban, 1 town, and 1 rural community types. Since only one school was located in an urban area, the results of this comparison should be reviewed with caution.

Table 15 reports the means and standard deviations by community type.

Table 15.--Comparison of Mean Scores by Community Type.

Item No.	Metropolitan Core City		Urban		Town		Rural	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1	1.75	1.48	2.61	1.47	1.49	1.09	1.21	1.37
2	2.14	1.02	2.81	1.26	1.70	.74	2.33	1.27
3	1.67	.92	1.88	1.33	1.08	.74	1.69	1.53
4	.92	.23	.94	.15	.69	.31	.59	.31
5	2.30	1.53	1.80	1.51	2.33	1.63	1.50	.82
6	4.65	1.96	5.45	1.87	4.15	1.65	4.34	1.70
7	4.25	1.80	5.04	2.13	4.17	1.39	4.58	2.69
8	10.78	5.73	8.95	4.51	15.04	5.65	10.01	5.56
9	.88	.67	.71	.62	.90	.50	.63	.56
10	.44	.55	.53	.60	.11	.24	.44	.48
11	.45	.50	.30	.31	.37	.29	.57	.48
12	.62	.44	.53	.46	.68	.37	.69	.38
13	.41	.57	.48	.69	.79	.53	.51	.35

Descriptive Information About Participants

Included in this section is information about the participants and the implementation. The complexity of the study encourages the awareness of the many factors which might have been present. In an attempt to treat the employability skills materials that were assessed by the study with all fairness, this information is presented in Table 16 through 19.

In summary, these tables report the following:

1. Response by item on the post-test varied from 225 (59%) to 379 (99.2%) of the 382 participants in the study. The greatest number of respondents was on Item 4, the application blank, and the least number of respondents was on Item 5, the cover letter.
2. In the two schools where the teacher-coordinator received over four hours of inservice, the mean scores of the control groups were higher than at least one other treatment group on twelve of thirteen items.
3. The schools achieving the highest mean scores over all groups were as follows: School 9 had the highest mean 5 times; School 1 had the highest mean 4 items; School 2 had the highest mean 2 times; and schools 5 and 8 each attained the highest mean once.
4. Unusual occurrences were reported by the implementing teacher-coordinators 14 times with at least one occurrence on each of the five modules. Module 4 had 5 occurrences; Module 5 had 3 occurrences; and the remaining 3 modules each had 2 occurrences.

Two teacher coordinators received more than four hours of instruction. The control groups in those schools repeatedly scored higher than the treatment groups of other schools. Table 18 shows the number of school treatment groups over which these two control groups scored.

Table 16.--Report of Response by Item.

Item No.	N*	% Respondents	% Non-Respondents
1	371	97.1	2.9
2 Fact Based Statements	366	95.8	4.2
3	352	92.1	7.9
4--Application Blank	379	99.2	.8
5--Cover Letter	225	58.9	41.1
6 Interview Do's	358	93.7	6.3
7 and Don'ts	354	92.7	7.3
8--Resume	294	77.0	23.0
9	339	88.7	11.3
10	346	90.6	9.4
11 Responding to	342	89.5	10.5
12 Interviewer	303	78.3	21.7
13	288	75.4	24.6

*Total N = 283

Table 17.--Summary of Mean Scores by Schools Where Teacher-Coordinator Received More Than Four Hours of Inservice.

Control Group School No.	Number of Schools Whose Treatment Group Scored Lower Than Control Group												
	Item												
	1	2	3	4	5	6	7	8	9	10	11	12	13
6	1	3	2	-	-	4	1	4	1	6*	5	2	6
7	1	-	-	9*	-	-	-	-	-	1	-	2-	-

*Mean score of control group was higher than mean score of treatment group at same school.

-Mean scores of control group and treatment group were equal.

Table 18.--Comparison by Schools of Means of Treatment and Control Groups on Employment Variables.

School	Group	I ₁	I ₂	I ₃	I ₄	I ₅	I ₆	I ₇	I ₈	I ₉	I ₁₀	I ₁₁	I ₁₂	I ₁₃
1	t	2.6842	2.5185	1.7593	.9474	2.6923	3.8333	3.9630	15.4259	1.2807	.6667	1.0702	.7018	.6190
	c	1.7037	2.1667	1.9444	.8889	1.5882	3.4762	2.8889	13.3725	1.3333	.8485	1.3333	1.0278	.8058
2	t	1.7246	2.2319	1.9710	.8333	1.9167	5.4848	5.4242	14.2821	1.1364	.7576	.7576	.6167	.9804
	c	1.0000	1.4500	1.4630	.9524	1.0000	4.4902	3.8431	2.6667	.6296	.1852	.4815	.7778	.1176
3	t	2.5161	2.1290	1.7527	.9785	1.9524	5.0860	4.9032	9.3951	.6444	.4111	.3333	.6437	.4023
	c	.9600	1.9733	1.1739	.8533	1.4615	4.1212	3.9091	5.8889	.7778	.2500	.2464	.4697	.2917
4	t	1.9111	1.8222	.9556	.6222	3.1778	4.0889	4.5111	18.7556	.7778	.0714	.3111	.6667	.7619
	c	1.0667	1.5714	1.2308	.7556	.7500	4.2143	3.8095	8.8519	1.0238	.1429	.4286	.6944	.8333
5	t	.7556	1.9556	1.5238	.7292	3.3333	4.6667	4.1333	8.0000	.6000	.2667	.3000	.3333	.2963
	c	.7949	1.5278	1.6923	.9487	.6667	5.2500	4.3077	5.8519	.7692	.4615	.2564	.6333	.2667
6	t	1.7436	2.7692	1.9167	.7436	2.0667	4.3846	5.7949	10.7778	.6667	.2424	.9394	.9667	.5238
	c	.8667	2.0500	1.5500	.4833	1.3509	4.3167	3.8000	9.9491	.6167	.5500	.3509	.5294	.5000
7	t	1.8333	1.6000	1.1333	.9048	1.4444	4.2381	4.2857	6.6000	.8889	.2222	.3889	.6667	.3333
	c	.9000	1.4000	.8519	1.0000	.8333	3.1000	2.8000	5.9167	.2963	.1000	.1000	.6667	.0476
8	t	2.1404	2.2667	1.8421	.8833	3.1404	3.9500	3.4500	15.0667	.8667	.4833	.2833	.4561	.3509
	c	1.9667	2.0500	1.8167	1.0000	2.6950	4.1500	3.7018	7.7917	.9630	.5088	.2105	.4872	.2444
9	t	3.5926	3.3958	2.3519	.9630	2.5000	6.5741	5.8889	9.6190	.6410	.6667	.2619	.7576	.2778
	c	1.7619	2.3651	1.4386	.9242	1.4706	4.5455	4.3485	8.4833	.7500	.4333	.3333	.3750	.5556
10	t	2.1154	2.7083	1.7101	.9306	4.2381	5.4348	5.1449	14.2754	.8833	.4848	.4603	.6825	.2807
	c	2.2500	2.7262	1.8272	.9524	1.8841	5.7381	4.6548	9.2963	1.0357	.3214	.3333	.5733	.4231

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When the mean scores of the treatment and control groups of the two schools where more inservice was received were compared to the mean scores of each group utilized in hypothesis testing, the schools were not consistently higher.

Table 19.--Occurrences in the School Day Which May Have Affected the Student Achievement.

Unusual Occurrence and Frequency of Schools Reporting	Module Affected				
	3	4	5	6	8
Assembly, Classes Shortened Five Minutes (2)		*	*		
Classroom Temperature of 90° F (4)	*	*	*	*	*
Fire Drill (1)		*			
Class Pictures Received		*			
Senior Breakfast (1)				*	*
Senior Skip Day (2)	*	*	*		

Summary

Chapter IV presented the findings of the study. Each research hypothesis was presented. The statistical procedure used to test each hypothesis was introduced along with results of each analysis. Hypotheses were either accepted or rejected according to the data realized from the study.

The findings may be summarized as follows:

1. There was no interaction between method and treatment. There was no main effect due to method.
2. Statistically significant difference was found between the post-test scores of the students in classrooms which received instruction in employability skills and the post-test scores of the students in classrooms which did not receive instruction on the measures of:
 - a. writing a cover letter
 - b. being able to list what to do or not to do during an interview
 - c. writing a resume
3. The difference between the post-test scores of the students in classrooms which received instruction in employability-skills and the post-test scores of students in classrooms which did not receive instruction in employability skills was not statistically significant on the measures of:
 - a. being able to give positive facts about one's ability to do the job, exhibit dependability and get along with people
 - b. completing an application blank
 - c. responding to the interviewer

Following presentation of the results of the hypotheses testing, questions pertinent to the study were answered.

A summary of the descriptive data reveals:

1. The employed students' mean scores were higher than the unemployed students on all eleven of thirteen items.
2. Females scored higher on every item on the post-test.
3. The junior students achieved a higher mean score more often than the senior students. The mean differences between the classrooms on all items was .10. The juniors achieved a higher mean score on seven items, while the seniors achieved a higher mean score on five of the thirteen items.

4. One school with an enrollment of 708-1429 students had the highest mean score on five items. This was followed in order by schools with 365-707 pupils and lastly schools with over 1430 pupils.
5. The one school in an urban community achieved the highest mean on seven of the thirteen items. This was followed in order by schools in towns, metropolitan core cities, and finally rural type communities.
6. The rate of completion by item varied from 59 percent to 99.2 percent.
7. The control groups of the two schools where the teacher-coordinators received more than four hours of inservice achieved higher mean scores than the treatment groups of other schools on twelve of thirteen items.
8. The rank order of schools receiving the highest mean score most often was: School 9, School 1, School 2, and Schools 5 and 8.
9. Unusual occurrences were reported 14 times during implementation with five of them occurring during Module 4. The occurrence reported most often was that of classroom temperature of 90° F which was reported by four schools. The occurrences included:
 - a. shortened classes because of student assemblies
 - b. classroom temperature of 90° F
 - c. fire drill
 - d. class pictures being received
 - e. senior breakfast
 - f. senior skip day

Credit for successful achievement by students should be given to the teacher-coordinators who were able to maintain continuous instruction.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this chapter is to review the nature and implementation of the study, present a recapitulation of the results and findings, draw conclusions, and make recommendations based on the study.

In recent years many school systems have begun placement activities for students. Distributive education programs have long been involved in placing students in a work experience related to their career goal as part of the secondary instructional activity. Thus, teaching students how to secure a job is not new to the educational system.

The Problem

The problem of this study centered around the fact that instructional materials are being developed to teach students how to secure the jobs, but nothing has been done to measure the effectiveness of the materials. If, in fact, the rate of unemployment continues, teacher-coordinators will be seeking effective instructional materials to teach

employability skills. The need for these materials was recognized by the Michigan Department of Education when they issued a request for proposal citing the development of such materials as one of the objectives of the study.

There have been many kinds of materials developed and used in classrooms across the nation. Educational publishers have available for purchase a variety of kinds of programs to assist with teaching job-getting skills. No studies were found, however, which determined that the materials are effective. Therefore, this study was designed to measure the effectiveness of selected employability skills materials with students in distributive education classrooms.

The Purpose

The purpose of the study was to determine the value of including employability skills modules in the distributive education curriculum. The variables of sex, employment, class, school size and community type were explored to determine their effects on achievement by students. Two secondary questions were posed; one measured the effect of method by which students were taught on student achievement, and the other sought the descriptive characteristics related to student achievement.

Completion of these goals would assist teacher-coordinators in assessing their classrooms and utilizing the proper materials in teaching employability skills. It would further assist in identifying where strengths and

weaknesses existed in the materials, allowing for accurate revisions.

Delimitations of the Study

1. The study was delimited to administration of the employability skills modules developed from Get A Job.¹

Limitations of the Study

This study was completed with the following limitations:

1. Students may already have received employability seeking skills as part of their curriculum in their other classes.
2. Students who were enrolled in their respective distributive education programs were included. Thus, those students may have had particular characteristics such as maintaining a certain grade point average which might be reflective of enrollment procedures.
3. Students who received instruction other than in groups were not included in the study.
4. Students were removed from participation in the study if they were involved in senior and commencement activities and not available.
5. Schools volunteered to participate and were located in the standard metropolitan areas.
6. Students volunteered to participate.

¹Carkhuff, op. cit.

Related Research

There is little research that is directly related to the study. There are some materials available for use in teaching students employability skills.

Closely associated to the topic was information regarding the historical perspective of how employability skills have been taught in the past, contemporary programs, employer perceptions of what employability skills are most effective in job-seeking, curriculum implications and studies which were related to this study. The research in these areas was reviewed and summarized.

The review of literature determined that employers desire job candidates who are able to communicate. Employers seek employees who have job goals, can complete an application blank, exhibit initiative, reliability, and a good attitude during the interview. The interview was cited as a most important part of the hiring process.

Population and Sample

The population was composed of all distributive education classrooms in the ten Standard Metropolitan Areas. The type of programs being taught within that population was determined by the researcher. The cooperative method of instruction comprised 160 classrooms, while the project method of instruction comprised 22 classrooms. The sample was composed of 20 classrooms selected from that population and comprising 382 distributive education students.

The participants were those teacher-coordinators and students who agreed to use the employability skills materials in their classrooms under certain conditions. The participants were post tested with the treatment group having been given instruction using the employability skills modules.

Hypotheses

Six questions emerged from the initial concern for determining the effectiveness of the materials. It was necessary to look at the kinds of activities being requested of the students and form six hypotheses which could be tested to determine if the materials made a difference in the achievement of the students.

- Question 1: How will the post-test scores of the treatment group compare with the post-test scores of the control group in being able to give positive statements about their ability to do the job, get along with people, and exhibit dependability?
- Hypothesis 1: There is a significant difference between the post-test scores of the students in classrooms which received instruction on how to give fact based statements about their ability to do the job, exhibit dependability and to get along with people, and the post-test scores of the students in classrooms which did not receive such instruction.
- Question 2: How well will the treatment group be able to complete the application blank as compared to the control group?
- Hypothesis 2: There is a significant difference in the post-test scores of the students in classrooms which received instruction in writing an application blank and the post-test scores of the students in classrooms which did not receive instruction in writing an application blank.

- Question 3: How well will the treatment group be able to write a cover letter as compared with the control group?
- Hypothesis 3: There is a significant difference between the scores of the post-tests of the students in classrooms which received instruction on writing a cover letter and the scores of the post-tests of the students in classrooms which did not receive instruction on writing a cover letter.
- Question 4: How will the post-test scores of the treatment group compare with those of the control group on being able to list what to do and not to do during the interview?
- Hypothesis 4: There is a significant difference between the scores of the post-tests of the students in classrooms which received instruction in what to do and not do during the interview and the post-test scores of the students in classrooms which did not receive instruction.
- Question 5: How well will the students who received instruction in writing a resume score on the post-test as compared to those who did not receive instruction?
- Hypothesis 5: There is a significant difference of scores on the post-tests of students in classrooms which received instruction in writing a resume and the post-test scores of the students in classrooms which did not receive instruction in writing a resume.
- Question 6: How will the scores of the students who received instruction in how to respond to the interviewer's questions compare with the scores of those students who did not receive instruction?
- Hypothesis 6: There is a significant difference between the post-test scores of the students in classrooms which received instruction in how to respond to the interviewer's questions and the post-test scores of the students in classrooms which did not receive instruction in how to respond to the interviewer's questions.

The secondary questions of the study were:

- Question A: What effect does the method by which students are taught have in the achievement on the post-test?
- Question B: What is the relationship between descriptive characteristics of the students as well as the school in which they are enrolled and their scores on the post-test?

Descriptive data were examined to answer these questions. Further exploration examined the response to each item, the mean scores of classrooms where the teacher-coordinator received more than four hours of inservice, the mean scores by schools and unusual occurrences while the instructional materials were administered.

Data Collection Instruments

Three instruments were designed, tested, and utilized by the researcher: the post-test, class data sheet, and implementation checklist (see Appendices A, C, and G).

The post-test was developed by the researcher and pilot tested at the Calhoun Area Vocational Center with a group of students who had been instructed using the employability skills materials and a group who had not received instruction. Cronbach's analysis of variance was used to test the reliability of the instrument. This resulted in revising the instrument which was then used in the study.

The class data sheet was used to collect demographic data about the students involved in the study. The demographic data assisted in determining differences among learners to enable the determination of a control group and a treatment group for each school.

The class data sheet was checked for face validity by having other distributive education teacher-coordinators complete the questionnaire. Modifications were made which resulted in retrieving information from the instructors regarding the grade level of students taught.

The implementation checklist was developed by the researcher. The purpose was to allow the teacher-coordinator to note unusual occurrences during daily implementation of the employability skills materials.

Analysis of the Data

It was not possible to separate the effects of a single module of instruction. Because a group of instructional materials was administered and the students were tested, it was inappropriate to test the effectiveness of individual modules. Thus, the hypotheses tests were seeking determination of the effectiveness on the measure of the dependent variables.

Finn's multivariate procedure of analysis was the statistical method used to test the hypotheses. The unit of measure was the classroom mean which was the average score of all students in each classroom. The alpha level was set at .05 for the multivariate.

Measures of central tendency, including means and standard deviations, were used to further compare classroom achievement. These statistics were compared when reviewing the characteristics of the sample.

Findings and Discussion

The findings of the study are based primarily on the acceptance or rejection of the previously stated hypotheses. In the discussion following each question, the researcher has attempted to express insights which are not necessarily apparent from the data.

Question 1: Do students in classrooms receiving the employability skills instruction score higher on the measure of being able to give positive statements about their ability to do the job, get along with people, and exhibit dependability?

Findings

There was found no significant difference between scores of the two classroom groups on the measure of writing positive statements about their abilities in these three areas. The multivariate F-ratio was 2.11 with a probability of less than .14.

Discussion

It is apparent that either students are able to write positive fact based statements without instruction or that the teacher-coordinators were not trained sufficiently to affect a large enough difference to make the findings significant.

Three items were grouped to test this hypothesis. Item 1 was proving the student can do the job. The survey of employers of vocational graduates conducted by the Michigan State University Employability Skills Project staff

verifies the need for inclusion in the curriculum. This was cited earlier in Brown's Texas study.² It was also cited in the Ohio study by Garbin, Salamone, Jackson, and Ballweg.³

The need for proving dependability and the ability to get along is supported in the response by employers of graduates of vocational students in the MSU Employability Skills Project and also by the Goodman study.⁴

Question 2: Do students in classrooms receiving the employability skills instruction score higher on the measure of writing an application blank?

Findings

The statistical tests supported the null hypothesis that there was no difference between the classrooms which received instruction and those classrooms which did not. The univariate F-ratio was .1278 with a probability of less than .724.

The means showed the employed students scored higher on this measure than the unemployed students. However, the difference was not significant.

Discussion

It is apparent that the application blank represents a form to be completed. Most students were able to fill

²Brown, op. cit.

³Garbin, Salamone, Jackson, and Ballweg study.

⁴Goodman, op. cit.

in the blanks as indicated. The criteria for scoring rewarded a maximum of one point if all blanks were completed. The classroom means differed by only .03, therefore, it appeared the two groups performed similarly.

If the employed students had completed an application blank as part of the job seeking process, it follows that employed students achieved higher scores. The study by Cook and Lanham,⁵ as cited earlier, support the inclusion of this competency in the curriculum.

Question 3: Do students in classrooms receiving the employability skills instruction score higher on the measure of writing a cover letter?

Findings

Students in classrooms received instruction on writing a cover letter scored higher than those students in classrooms which did not receive the instruction. The univariate F-ratio was 15.07 with a probability of less than .001.

Discussion

It should be noted that the respondents on this question numbered 225 and represented only 58.9 percent of the sample. It may be inferred that those respondents represent the students who worked faster through the test.

⁵Cook and Lanham, op. cit.

The lack of response may also have been due to students' dislike of writing letters.

Gregg's⁶ report of the Tennessee study, which was cited in the review of related literature and research, stresses the need for this skill by job applicants.

Question 4: Are the students in classrooms receiving instruction in employability skills able to list more things to do and not to do during the interview?

Findings

The multivariate analysis revealed an F-ratio of 6.24 with a probability of less than .009. The test supported the hypothesis of difference. The univariate test showed no effect of employability skills on the measure of listing what to do during the interview.

The univariate test revealed the groups showed significant difference on interview don'ts. The students who received instruction achieved higher classroom means on listing interview dont's ($F = 8.77, p < .008$).

Discussion

The materials did not affect the students' abilities to write what to do during the interview. The materials did affect a change on students' abilities to write what not to do during the interview.

⁶Gregg, op. cit.

Cook and Lanham, as well as the Battelle study,⁷ reiterate the importance of making a good interview impression.

When comparing means of students using the independent variables of employment, sex, class, school size, and community type, no meaningful difference is shown on the measure of interview don'ts. Meaningful difference is approached on the measure of interview do's, when observing the mean scores on the independent variables of sex, school size, and community type.

Question 5: Do students in classrooms receiving the employability skills instruction score higher on the measure of writing a resume?

Findings

The statistical analysis showed the students in classrooms which received instruction in employability skills scored higher on the measure of writing a resume. The univariate analysis revealed an F-ratio of 8.40 with a probability of less than .0096. Since the probability achieved was well below the .05 level, the students receiving the training scored well above those who did not.

Discussion

When observing mean scores on the independent variables of sex, school size and community type on the measure

⁷Cook and Lanham study; Battelle study.

of writing a resume, the mean scores of students receiving employability skills instruction were above those not receiving instruction.

Gregg's⁸ report of the Tennessee study, cited earlier, identifies the importance of well written application forms given by employers.

Question 6: Do students in classrooms receiving the employability skills instruction score higher on the measure of responding to interviewer's questions?

Findings

The statistical test showed there was no significant difference between the two groups on the measure of responding to interviewer's questions. The multivariate F-ratio was 0.18 with a probability of less than .95. In reviewing the set of variables, no $p < .05$ resulted, therefore, the null hypotheses failed to be rejected.

Discussion

A comparison of class means in regards to sex revealed differences on items 11 and 12 of responding to interviewer's questions. It appeared females were able to respond more positively to identifying future plans and also to work areas that may need improvement.

The importance of the interview was stressed in the review of the literature. It was mentioned in Gregg's

⁸Gregg, op. cit.

report of the Tennessee study, the Battelle study, Brown's Texas study, Cook and Lanham's study, Harwood and Pate's study, as well as mentioned by vocational graduates in the MSU Employability Skills Project, all of which are cited in the review of related literature and research.⁹ Of this group of items the identification of future plans or goals was specifically mentioned in Steven's study and Harwood's study.

Question 7: Does the use of the project method of teaching or the cooperative method of teaching have any effect on the post-test scores of students?

Findings

Results of the multivariate tests conducted on the subsets of dependent variables indicated there was no interaction between method and treatment. The results also showed there was no main effect due to method. None of the multivariate for the method effect was significant.

Discussion

There was no difference in achievement shown between groups when examining the project method or the cooperative method. It is apparent that use of the employability skills materials is not effected by use of either the project method or the cooperative method.

⁹Gregg study; Battelle study; Brown study; Cook and Lanham study; Harwood and Pate study.

This is supported in the study by Thrash and the study by Ferguson,¹⁰ as cited in the review of related studies. It indicates that method of teaching does not significantly affect the outcome by students.

Question 8: What are the characteristics of the sample and their effect on the achievement of the students on the post-test?

Findings

Mean scores of students on the post-test were examined on the independent variables of employment, sex, class, school size and community type. The mean scores of the employed students tended to be higher than those of unemployed students on completion of the application blank. Females achieved higher scores on all items on the post-test. The juniors received a higher mean score on seven of the thirteen post-test items. Students enrolled in the school which had 708-1429 pupils achieved higher mean scores than other schools on five items. Students in the classroom in the urban community scored higher on six items over other community types.

Discussion

Comparison of means and standard deviations show sex, school size, and community type as being factors of differences in achievement on the post-tests.

¹⁰Thrash study; Ferguson study.

Question 9: What were some of the unusual occurrences during the implementation of the study and their effect on the student's achievement on the post-test?

Findings

The range of response by students on the post-test items was 225 (59%) on writing a cover letter, to 379 (99.2%) on completing the application blank. When the teacher-coordinators received over four hours of inservice, the mean scores of their control groups were higher than at least one other treatment group on twelve of the thirteen post-test items. School 9 had the highest mean on five of the thirteen post-test items. A total of fourteen unusual occurrences during implementation were reported.

Discussion

Students did not answer all questions. The amount of writing on the post-test may have encouraged students to disregard the question on writing a cover letter.

The teacher-coordinators receiving more than four hours of inservice may have been more enthusiastic in their presentations or there may have been other uncontrollable variables present. This may have filtered to the control group in their schools via other students.

School 9 was an urban school with an enrollment of over 430 with the teacher-coordinator receiving four hours of inservice. Although this teacher-coordinator received

the minimum amount of inservice, the school had the highest mean scores on five items.

Each of the five modules of instruction was affected by an unusual occurrence. Heat of 90° F in classrooms was reported by four schools, with assemblies and Senior Skip Days being reported twice.

Summary of Findings

Statistical analysis yielded the following findings which are summarized:

1. There was no interaction between the method by which the students were taught and the treatment given to them. There was no main effect due to method.
2. Statistically significant difference was found between the post-test scores of the students in classrooms which received employability skills instruction and the post-test scores of the students in classrooms which did not receive instruction on the measures of:
 - a. writing a cover letter
 - b. being able to list what to do or not do during an interview
 - c. writing a resume
3. The difference between the post-test scores of the students in classrooms which received employability skills instruction and the post-test scores of the students in classrooms which did not receive

employability skills instruction was not statistically significant on the measures of:

- a. being able to give positive facts about one's ability to do the job, exhibit dependability and get along with people
- b. completing an application blank
- c. responding to the interviewer

Additionally the data revealed the following which was not tested statistically:

1. The employed students in treatment and control classrooms combined achieved a higher mean score than the unemployed students on eleven of thirteen items on the post-test.
2. The females in the study scored higher than the males on all post-test items.
3. The junior students in the study achieved a higher mean score more often than the senior students on the post-test items.
4. Students enrolled in the one school in the study which had a student population of 708-1429, had the highest mean score on five items.
5. The one school in an urban community achieved the highest mean on 7 items of the 13 items on the post-test.
6. The rate of completion by individual students to each post-test question varied from 59 percent to 99.2 percent.

7. The two control classrooms taught by teacher-coordinators who received more than four hours of inservice scored higher than at least one other treatment classroom on twelve of the thirteen items.
8. The rank order of the school receiving the highest mean score most often was: School 9, School 1; School 2, and Schools 5 and 8.
9. Unusual occurrences were reported 14 times during implementation of the employability skills materials with extreme classroom heat of 90° F being reported most often.

Conclusion

1. The materials made a difference in student achievement on the measures of how to write cover letters, how to behave during an interview, and how to write a resume. This is supported by the findings of the third party evaluators' Final Report of the Occupational Cluster Project at the Calhoun Area Vocational Center.¹¹
2. The employability skills materials might be successful in either the cooperative method or project method of teaching distributive education given the conditions of the study. The findings reported

¹¹Carkhuff Associates, Inc., Third Party Evaluation Final Report (Amherst, MA: Carkhuff Associates, Inc., 1978), p. 21.

that there was no significant difference between the mean scores of students in these groups.

3. The employability skills materials or delivery apparently are in some way directed toward assisting female students in attaining higher scores on the post-test. The females scored higher on every item on the post-test. This was also evidenced in the Carkhuff report.¹²
4. The employability skills materials did not make a significant difference on the measures of how to identify personal assets, how to complete an application blank or how to respond to an interviewer's questions.
5. Students in the sample who were enrolled in the classroom of a school with an enrollment of 708-1429 pupils achieved a higher mean score on five of thirteen items. This suggests the possibility of a relationship between school enrollment and student achievement.
6. The junior students scored higher than the senior students on the post-test. This suggests a relationship between grade level and achievement on the post-test or use of materials.
7. Increased amounts of inservice received by the teacher-coordinator may result in a greater degree

¹²Carkhuff, op. cit.

of achievement by the students receiving the instruction. The study found that the students in control classrooms of the two teacher-coordinators who received more than four hours of inservice received higher post-test scores than treatment groups on twelve of thirteen items on the post-test.

8. The employed students scored higher more often on the post-test. Therefore, there must be some relationship between employment, the test, and/or the materials.
9. The one school in an urban community achieved the highest mean on seven of thirteen post-test items, which suggests the possibility of a relationship between the type of community in which the school is located and student achievement on the post-test.
10. The fluctuation in the numbers of students who completed the post-test items varied from 59 percent to 99.2 percent which suggests a relationship between the length or type of evaluation activity on the post-test.

Recommendations

From the findings of this study, recommendations can be made as follows:

1. The employability skills materials be administered at another time of the school year other than during May or June.

2. The materials be investigated on the writing of the cover letter and research be made as to why only 59 percent of the sample completed the task of writing the cover letter on the post-test.
3. Further research should be made to determine the relationship between more than four hours of in-service being provided to the teacher-coordinator and student achievement.
4. Investigation should be made to determine why the school in the urban type community achieved higher means.
5. The employability skills materials be implemented and researched within occupational areas other than Distributive Education.
6. Examination should be made of the materials to determine if sex relatedness exists which affects achievement by students.
7. The employability-skills materials should be implemented with more schools of varying sizes to determine if there is any relationship between school enrollment and student achievement.
8. The post-test should be researched to determine if the length or type of test affects the rate of completion of each item by student.
9. The type of evaluation instrument used during the study should be examined to determine if students

write they can perform a particular activity; can they in fact perform that activity.

10. The level of employability skills needed for various occupational areas should be researched since hiring criteria may vary by occupation.
11. Consideration be given to these findings in the revision of the employability skills materials. It is further recommended that the employability skills materials remain a part of, or be included in, secondary school curriculum based on the support given in the review of related literature and research.

It is apparent that the employability skills materials as presented by the participants in the study, made a difference in student achievement on the competencies of writing a cover letter, interview behavior and writing a resume. The materials did not make a difference on the competencies of identifying personal assets, completing an application blank or responding to interviewer's questions.

APPENDICES

APPENDIX A

EMPLOYABILITY SKILLS SURVEY

APPENDIX A
EMPLOYABILITY SKILLS SURVEY

Name _____ (Optional: include if you want the results reported to you.)

School _____ Date _____

Class Meeting Time _____ to _____. I am a _____ female _____ male.

I am a _____ Junior _____ Senior. Instructor _____

I am _____ employed _____ unemployed. Write the title of the job for which you would be applying.

_____ is the job I like best.

FOR THIS TEST WRITE AS MANY ANSWERS AS YOU CAN THINK OF FOR EACH QUESTION.

It will help you get a job if you can prove to an employer that you can do the job, are dependable, and can get along with others. List the things you could use to prove these things to an employer for the following three questions. You prove something when you list a factual behavior or accomplishment from your past.

1. I can do the job as indicated by the fact that:

Example: I received seven compliments last semester from my vocational teachers about how well I did my work.

Write as many answers as possible. Begin each answer on a new line.

2. I am dependable as indicated by the fact that:

Example: I was always on time to my class.

Write as many answers as possible.

3. I can get along with others as indicated by the fact that:

Example: I was elected to be vice-president of the future welder's club.

Write as many answers as possible.

4. Fill out the following form: THE APPLICATION BLANK

Company applying to: _____

Position applying for: _____

APPLICATION

PRINT
IN INK

DATE OF APPLICATION

NAME FIRST		M.I.		LAST		SOCIAL SECURITY NO.		TELEPHONE NO. (AREA CODE)	
STREET ADDRESS				CITY		STATE		ZIP	
DATE OF BIRTH		HAVE YOU EVER BEEN CONVICTED OF A FELONY?		IF YES, WHERE?		WHEN?		WHY DID YOU LEAVE?	
		☐ YES ☐ NO							
NAME OF RELATIVE WITH THIS COMPANY				LOCATION		POSITION		RELATIONSHIP	
DESCRIBE YOUR GENERAL HEALTH				HAVE YOU EVER HAD A SERIOUS ILLNESS OR INJURY?		HAVE YOU EVER RECEIVED COMPENSATION FOR INJURIES?		HAVE YOU EVER HAD TUBERCULOSIS?	
				☐ YES ☐ NO		☐ YES ☐ NO		☐ YES ☐ NO	
HAVE YOU EVER HAD A RUPTURE OF A HERNIA?		IF YES, WHEN?		WAS IT CORRECTED BY AN OPERATION?		DESCRIBE ANY PHYSICAL LIMITATIONS YOU FEEL SHOULD BE CONSIDERED IN JOB PLACEMENT			
☐ YES ☐ NO				☐ YES ☐ NO					
WHAT TYPE OF WORK ARE YOU APPLYING FOR?				WHAT EXPERIENCE HAVE YOU HAD IN THIS TYPE OF WORK?				ARE YOU APPLYING FOR	
								☐ FULL TIME ☐ PART TIME	
IF YOU ARE EMPLOYED AT PRESENT, WHY DO YOU WISH TO CHANGE?				HAVE YOU EVER BEEN CONVICTED OF A FELONY?				WHEN?	
				☐ YES ☐ NO					
DESCRIBE ANY BACKGROUND EXPERIENCE EDUCATION OR TRAINING WHICH YOU CONSIDER APPLICABLE TO THE POSITION FOR WHICH YOU ARE APPLYING.						NAMES AND LOCATIONS OF SCHOOLS ATTENDED			
						HIGH SCHOOL			
						COLLEGE			
						OTHER (NAME & TYPE)			

*Federal law and a majority of state laws prohibit discrimination in employment because of age, sex, race, color, religion and national origin. The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

EMPLOYED		EMPLOYER	NATURE OF WORK DURING EACH EMPLOYMENT	EARNINGS		REASON FOR LEAVING
YES	NO			STARTING	LEAVING	
/	/					
/	/					
/	/					

MAY WE CONTACT THE EMPLOYERS LISTED ABOVE? IF NOT, PLEASE NOTE THOSE YOU DON'T WISH US TO CONTACT.

I understand that: If employed, any misrepresentation of facts on this application is sufficient cause for dismissal. Classification as a regular agent depends upon successfully performing work assigned me during a trial period of up to 30 days and upon the further need of my continued employment by the company. The company in considering my application for employment may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to sub; any information concerning my background.

SIGNATURE AS SHOWN ON
SOCIAL SECURITY CARD

DO NOT WRITE BELOW THIS LINE

5. Write a cover letter which introduces yourself to an employer and gets him/her to read the resume.

STEP G*

STEP G*

STEP G*

STEP A

STEP B

STEP C

STEP D

STEP E

STEP F

STEP G*

STEP F

STEP F

*Step G materials do not appear on the "Master " letter but are inserted individually on final copies of the letter just before they are mailed.

6. What are the things you should do during the interview?

List as many answers as possible.

7. What are the things you should not do during the interview?

List as many answers as possible.

8. Write a resume to prove to an employer you are the right person for the job.

STEP A

GOAL: STEP B

STEP C

EXPERIENCE:

STEP D

STEP E

STEP F

STEP G

PERSONAL
INFORMATION: STEP H

REFERENCES:

STEP I

Below are some questions employers often ask. Try to answer each question. Be sure to include a past accomplishment that helps to prove that you would be a good employee for the job you listed in item #1.

9. Why do you want to work for us?

10. Did you enjoy school?

11. What are your future plans?

12. What are your weak areas that may need improvement?

13. Read the interview statement. Then write exactly what you would say to him/her. Be sure to show you understand the interviewer's position. Then use one of your past accomplishments to convince the interviewer that it would be different with you.

Interviewer: The last time I hired a kid just out of school, she left just about the time she was really getting useful.

Your Response:

[illegible]

APPENDIX B

SURVEY OF DISTRIBUTIVE EDUCATORS TEACHING
EMPLOYABILITY SEEKING SKILLS

APPENDIX B

SURVEY OF DISTRIBUTIVE EDUCATORS TEACHING
EMPLOYABILITY SEEKING SKILLS

1. By which method do you teach Distributive Education?
_____ Cooperative _____ Project Laboratory
2. How many students do you have enrolled in your class?
_____ Male _____ Female _____ Juniors _____ Seniors
3. How many minutes per DAY do you spend with your students (contact)?
_____ 55 _____ 110 _____ 165 _____ Other (Specify)
4. How many days per WEEK do you meet your students in a classroom setting?
_____ 1 day _____ 2 days _____ 3 days _____ 4 days _____ 5 days
5. Please check below the employability skills you teach to your students.

_____ Student identification of physical, emotional, and intellectual values as it relates to his/her job goal (physical--comfort/working conditions; emotional--responsibility, working with people; intellectual--decision making, ability).

_____ Educational fact sheet development (achievements in school that are related to the job for which the applicant is applying).

_____ Work experience fact sheet development (facts about skills performed on past jobs that relate to the job for which the applicant is applying).

_____ Assessment of student's mobility to determine student's geographical preference (ability to commute, to relocate, or localized travel within a city).

_____ Development of potential employer data file.

- _____ Writing of cover letter.
- _____ Writing of application.
- _____ Making telephone contacts with employers.
- _____ Preparing for the interview; how to get there, time, what to wear.
- _____ How to attend to the interviewer.
- _____ How to observe the interviewer.
- _____ How to respond to the interviewer by answering questions.
- _____ How to initiate with the interviewer by asking questions.
- _____ How to know when the interview is completed.
- _____ How to respond to a job offer.
- _____ How to assess performance during the job seeking process.

6. Please place a D (for DONE) next to those skills checked which you already have covered in your class.
7. I don't teach any of these skills to my students. ____True ____False
8. Please check below the methods you use to teach the skills:

- | | |
|------------------------------|------------------|
| _____ Lecture | _____ Filmstrips |
| _____ Modules of instruction | _____ Records |
| _____ Role-playing | _____ Tapes |
| _____ Films | |

9. How many of your students have already gone through the job seeking process?

_____ Males	_____ Females	_____ Juniors	_____ Seniors
-------------	---------------	---------------	---------------
10. How many of your students are currently employed?

_____ Males	_____ Females	_____ Junior	_____ Seniors
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APPENDIX C

CLASS DATA SHEET

APPENDIX C

CLASS DATA SHEET

COMPLETE ONE SHEET FOR YOUR CONTROL GROUP AND ONE SHEET FOR YOUR TREATMENT GROUP. MAIL BACK TO ME IMMEDIATELY IN THE SELF ADDRESSED STAMPED ENVELOPE.

This information is needed to learn more about the classes involved in the study. Comparisons among schools may be made if the classes have had similar information given to them in the past and the number and make up of the class is similar.

Instructor's Name _____ School _____

1. How many minutes per DAY do you spend with your students (contact)?
 _____ 55 _____ 110 _____ 165 _____ Other (specify)
2. How many days per week do you meet with your students in a classroom setting?
 _____ 1 day _____ 2 days _____ 3 days _____ 4 days _____ 5 days
3. Please write the time of day this class meets. _____:_____ to _____:_____
4. How many students are enrolled in your class.
 _____ Juniors _____ Seniors _____ Males _____ Females
5. How many students are employed a minimum of fifteen hours a week as part of their DE experience and you have completed a training agreement for the student?
 _____ employed
6. Please check below the employability skills you have already taught to this class this year and also indicate with a check if they had to perform the skill rather than just write about it.

Time Spent Teaching	Skill Was Taught	Skill	Performance Was Demonstrated
_____	_____	Educational fact sheet development with students listing achievements in school that are related to the job for which the applicant is applying.	_____

Time Spent Teaching	Skill Was Taught	Skill	Performance Was Demonstrated
_____	_____	Work experience fact sheet development showing facts about skills performed on past jobs that relate to the job for which the applicant is applying.	_____
_____	_____	Writing a cover letter to accompany resume.	_____
_____	_____	Filling out a job application blank.	_____
_____	_____	Participating in an interview by attending, observing, responding to the interviewer and initiating with the inter- viewer by asking questions.	_____

PLEASE RETURN TWO OF THESE SHEETS (1 for Control Class and 1 for the
Treatment Class) TO ME IN THE SELF-ADDRESSED, STAMPED ENVELOPE AS SOON
AS POSSIBLE.

APPENDIX D

SURVEY FORM

APPENDIX D

SURVEY FORM

As part of a doctoral dissertation, this survey is an attempt to determine employability seeking skills needed by job applicants. Would you please take a moment to assist in the validation of employability seeking skills? Thank you.

I am employed in a position which allows me the authority to hire people.

_____ Yes _____ No

Employer: (Please check one)

- _____ public secondary education
_____ private secondary education
_____ public community college
_____ public four-year university
_____ private four-year university
_____ technical trade school
_____ private business school

Position:

_____ Personnel _____ Guidance _____ Education _____ Admini-
stratation

Please check the appropriate answer for each statement:

- | | YES | NO |
|--|-------|-------|
| 1. The candidate must have a job goal. | _____ | _____ |
| 2. The candidate must have matched his personal values to the job requirements. (Personal values are those things most important to the individual, such as, leisure time, salary, working inside, etc.) | _____ | _____ |

	YES	NO
3. Using job-related educational facts, the candidate must be able to answer the following by giving specific examples (achievements in school that are related to the job for which the applicant is applying):		
a. Can I do the job?	_____	_____
b. Am I dependable?	_____	_____
c. Can I get along with others?	_____	_____
4. Using job-related past work experience facts, the candidate must be able to answer the following by giving specific examples (facts about skills performed on past jobs that relate to the job for which the applicant is applying):		
a. Can I do the job?	_____	_____
b. Am I dependable?	_____	_____
c. Can I get along with others?	_____	_____
5. The candidate should have assessed his/her mobility in relation to the job for which he/she is applying (ability to commute, to relocate, or localized travel within a city).	_____	_____
6. The candidate should present a resume.	_____	_____
7. A cover letter should accompany the resume.	_____	_____
8. The application reviewed and evaluated. My criteria for evaluation are: _____	_____	_____
9. The interview is evaluated.	_____	_____
10. Criteria for a "hireable" interview:		
a. proper dress	_____	_____
b. grooming	_____	_____
c. manners	_____	_____
d. attending to what I say (maintain eye contact, body position toward interviewer)	_____	_____

	YES	NO
e. observing my behaviors	_____	_____
f. responding by answering questions	_____	_____
g. initiating by asking questions	_____	_____
h. knowing when the interview is over	_____	_____
i. physical movement of walking, sitting, gestures in a businesslike manner	_____	_____
11. Post-interview activities are evaluated such as:		
a. thank you notes	_____	_____
b. telephone inquiries as to whether the applicant got the job or was being considered	_____	_____
c. repeated phone calls over an extended period of time	_____	_____
12. I would certainly hire someone who demonstrated 1 through 11 above	_____	_____
13. In addition to the above, I look for the following in an applicant:		
a. _____		
b. _____		
c. _____		

APPENDIX E

SURVEY FORM

APPENDIX E

SURVEY FORM

NAME _____ PLACE OF EMPLOYMENT _____
 ADDRESS _____ POSITION _____

Please indicate which of the following employability or "job getting" skills you see as important for a job applicant to be able to do.

	Important	Not Important
1. Know what information or things to take when applying for a job.	_____	_____
2. Know how to act and what to say during an interview.	_____	_____
3. Fill out application forms.	_____	_____
4. Identify questions to be able to answer during an interview.	_____	_____
5. Evaluate jobs advertised in the want ads.	_____	_____
6. Be able to prepare for an interview.	_____	_____
7. Say things that would make applicant a good employee.	_____	_____
8. Request and secure at least 3 job references.	_____	_____
9. Identify specific work behaviors necessary to keep a job.	_____	_____
10. Locate sources that can be used to list places to apply for jobs.	_____	_____
11. List assets applicant brings to a job.	_____	_____

	Important	Not Important
12. Request an interview by phone.	_____	_____
13. Write a letter of application.	_____	_____
14. Write a resume.	_____	_____
15. Write a cover letter.	_____	_____
16. List kinds of work interested in.	_____	_____
17. List kinds of work qualified to do.	_____	_____
18. Locate information about jobs.	_____	_____
19. Know requirements of jobs of interest.	_____	_____
20. Evaluate job offers.	_____	_____
21. Know approximate salary or wage of job(s) of interest.	_____	_____
22. Know typical fringe benefits of job(s) of interest.	_____	_____
23. Identify unions or organizations likely to join in job(s) of interest.	_____	_____
24. Name occupational hazards of job(s) of interest.	_____	_____
25. Identify shift requirements or times of day likely to work in job(s) of interest.	_____	_____
26. Describe local employment opportunities in job(s) of interest.	_____	_____
27. Describe regional and national employment opportunities in job(s) of interest.	_____	_____
28. Identify kinds of experience and training necessary for job(s) of interest.	_____	_____
29. Dress appropriately for an interview.	_____	_____
30. List things <u>not</u> to do when applying for a job.	_____	_____

Please list any employability or "job getting" skills you feel should be added to this list:

COMMENTS/SUGGESTIONS:

APPENDIX F

EMPLOYABILITY SKILLS SURVEY

APPENDIX F

EMPLOYABILITY SKILLS SURVEY

Name _____ (Optional: include if you want the results reported to you.)

Home School _____ Date _____

Class Meeting Time ____ to ____ . I am a ____ female ____ male.

I am a ____ Junior ____ Senior. Instructor _____

I am ____ employed ____ unemployed. Write the title of the job for which your program is preparing you that you like best.

_____ is the job I like best.

For this test write as many answers as you can think of for each question.

1. It will help you get a job if you can prove to an employer that you can do the job, are dependable and can get along with others. List the things you could use to prove these things to an employer. You prove something when you list a factual behavior or accomplishment from your past.

- a. I can do the job as indicated by the fact that:

Example: I received seven compliments last semester from my vocational teachers about how well I did my work.

- b. I am dependable as indicated by the fact that:

Example: I was always on time to my classes.

- c. I can get along with others as indicated by the fact that:

Example: I was elected to be vice-president of the future welder's club.

2. Fill out the following form: THE APPLICATION BLANK

Company applying to: _____

Position applying for: _____		APPLICATION		PRINT IN INK	DATE OF APPLICATION
NAME	FIRST	M.I.	LAST	SOCIAL SECURITY NO.	TELEPHONE NO. (AREA CODE)
STREET ADDRESS			CITY	STATE	ZIP
DATE OF BIRTH	HAVE YOU EVER BEEN EMPLOYED BY THIS COMPANY?		WHERE?	WHY DID YOU LEAVE?	
	YES ☐ NO ☐				
NAME OF RELATIVE WITH WHOM YOU LIVE		LOCATION	POSITION	RELATIONSHIP	
DESCRIBE YOUR GENERAL HEALTH		HAVE YOU EVER HAD A SERIOUS ILLNESS OR INJURY?		HAVE YOU EVER RECEIVED COMPENSATION FOR INJURIES?	
		YES ☐ NO ☐		YES ☐ NO ☐	
HAVE YOU EVER HAD A FURTHER OR A RECURRING ILLNESS?		IF YES, WHEN?		DESCRIBE ANY PHYSICAL LIMITATIONS YOU FEEL SHOULD BE CONSIDERED IN YOUR PLACEMENT	
YES ☐ NO ☐		YES ☐ NO ☐			
WHAT TYPE OF WORK ARE YOU APPLYING FOR?		WHAT EXPERIENCE HAVE YOU HAD IN THIS TYPE OF WORK?		ARE YOU APPLYING FOR FULL TIME ☐ PART TIME ☐ DATE YOU CAN START ☐	
IF YOU ARE EMPLOYED AT PRESENT, WHY DO YOU WISH TO CHANGE?		HAVE YOU EVER BEEN CONVICTED OF A FELONY?		WHEN?	
		YES ☐ NO ☐			
DESCRIBE ANY BACKGROUND EXPERIENCE EDUCATION OR TRAINING WHICH YOU CONSIDER APPLICABLE TO THE POSITION FOR WHICH YOU ARE APPLYING.			NAMES AND LOCATIONS OF SCHOOLS ATTENDED		
			HIGH SCHOOL		
			COLLEGE		
			UNIVERSITY OR TYPE		

*Federal law and a majority of state laws prohibit discrimination in employment because of age, sex, race, color, religion and national origin. The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

EMPLOYED		EMPLOYER		WORK HISTORY		EARNINGS		REASON FOR LEAVING
DATE	PLACE	START WITH LAST OR PRESENT EMPLOYER	NATURE OF WORK DURING EACH EMPLOYMENT	STARTING	LEAVING			
/ /	/ /							
/ /	/ /							
/ /	/ /							

MAY WE CONTACT THE EMPLOYERS LISTED ABOVE? IF NOT, PLEASE NOTE THOSE YOU DON'T WISH US TO CONTACT.

I understand that: If employed, any misrepresentation of facts on this application is sufficient cause for dismissal. Classification as a regular associate depends upon successfully performing work assigned me during a trial period of up to 30 days and upon the further need of my continued employment by the company. The company in considering my application for employment may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to use any information concerning my background.

SIGNATURE AS SHOWN ON SOCIAL SECURITY CARD

DO NOT WRITE BELOW THIS LINE

3. Write a cover letter which introduces yourself to an employer and gets him/her to read the resumes.

STEP G*

STEP G*

STEP G*

STEP A

STEP B

STEP C

STEP D

STEP E

STEP F

STEP G*

STEP F

STEP F

* Step G materials do not appear on the "Master" letter but are inserted individually on final copies of the letter just before they are mailed.

4. Write a resume to prove to an employer you are the right person for the job.

STEP A

GOAL: STEP B

STEP C

EXPERIENCE:

STEP D

STEP E

STEP F

STEP G

PERSONAL
INFORMATION:

STEP H

REFERENCES:

STEP I

5. What are the things you should do during the interview?

[illegible]

6. What are the things you should not do during the interview?

[illegible]

7. Below are some questions employers often ask. Try to answer each question. Be sure to include a past accomplishment that helps to prove that you would be a good employee for the job you listed in item #1.

a. Why do you want to work for us?

b. Did you enjoy school?

c. What are your future plans?

d. What are your deficits?

8. Read the interview statement. Then write exactly what you would say to him/her. Be sure to show you understand the interviewer's position. Then use one of your past accomplishments to convince the interviewer that it would be different with you.

Interviewer: The last time I hired a kid just out of school, she left just about the time she was really getting useful.

Your Response:

APPENDIX G
IMPLEMENTATION CHECKLIST

APPENDIX G
IMPLEMENTATION CHECKLIST

Please complete this sheet daily.

Module Name _____ Module Number _____

Instructor Name _____ School _____

Class Meeting Time _____ to _____ AM or PM? _____

Amount of time spent on module: _____ hours.

Please check:

_____ Module was completed

_____ Module was partially completed

Although it is preferred that no deviations from the suggested format for presentation occur, it is asked that you describe any such event if it occurred. Examples are use of teaching aids, media, speakers, and other resource materials. These resources may affect the learning of one group over another and it is important that if they were used that they be described below.

Please list anything unusual that occurred today that might affect the learning.

_____ assembly
_____ fire drill
_____ tornado drill
_____ special senior event (describe):
_____ other events (specify)

APPENDIX H

MEMO TO PARTICIPATING TEACHER-COORDINATORS

APPENDIX H

MEMO TO PARTICIPATING TEACHER-COORDINATORS

To: Employability Skills Study Participants
From: Ruth Snyder
Date: May 1, 1977

Thank you for agreeing to participate in the evaluation of these employability skills materials.

The materials and sequence of the study are:

What Is It?	What Do You Do With It?
1. Two class data sheets 1 = control group 1 = treatment group	1. Return to me as soon as possible in enclosed stamped self-addressed envelope.
2. Five modules for each student.	2. Have each student in your treatment group work them. Keep them.
3. Ten implementation checklists.	3. Complete daily for the treatment group. Hang onto them--mail back when you send the post-test survey.
4. One post-test survey for each student.	4. Administer the day following completion of Module 8. Blue is for control and Green is for the treatment group. Mail the treatment and control groups together.

Enclosed please find modules to be used by the treatment group. Each student should receive a module in which to work.

For the purpose of the study, I am asking that you implement five modules which will allow your students to learn five tasks in employability seeking. They are:

Recommended Time To Instruct	Module Number	Product
2 hrs.	3	Education and Work Experience Fact Sheet
2 hrs.	4	Resume
1 hr.	5	Cover Letter
1 hr.	6	Job Application Blank
2 hrs.	8	Job Interview

To establish control in the design of the study, it is important that all schools administer the materials in as similar fashion as possible. The following standards are recommended:

- a. Please use only the materials enclosed without including any media or teaching aids.
- b. Administer materials to students in a group setting rather than individually.
- c. Present materials for one hour at a time (or 1 class period) with instruction occurring daily consecutively. If you are teaching a block class, it is encouraged that you also only teach the materials for one hour at a time. This will allow for greater standardization among the schools involved in the study.
- d. The daily check sheet must be completed so that any unusual events may be noted. Please mail this to me when you send the post-test survey.
- e. It is suggested that you implement the modules from Wednesday through Tuesday with the post-test survey being given on Wednesday. Monday's and Friday's are NOT good days for testing. Thus, it would be appreciated if you would administer the post-test in the middle of the week immediately following the completion of Module 8.
- f. The post-test survey is enclosed. It should take approximately two hours to administer. Please mail it to me as soon as you are finished. The Blue surveys should be given to the control group and the Green should be given to the treatment group.

g. Do not allow the students to take the modules home.

I have tried to keep the requirements at a minimum for your convenience and yet maintain a maximum amount of standardization. I hope your students will enjoy gaining employability skills.

Thank you again and Good Luck.

APPENDIX I

RATER SHEET

RATER SHEET

[illegible]

APPENDIX J

CRITERIA FOR EVALUATION

APPENDIX J

<u>Question</u>	<u>Criteria For Evaluation</u>
1.	1 point for every operationalized statement
2.	1 point for every operationalized statement
3.	1 point for every operationalized statement
4.	1 point for all blanks completed--0 points if not
5. cover letter	A = grabber = 1 point B = greatest job strengths = 1 point C = single sentence stating job = 1 point D = ask for interview = 1 point E = smooth close = 1 point F = complimentary close = 1 point
6.	1 point for each - No repeats
7.	1 point for each - No repeats
8.	A = 4 points B = 1 point = job goal C = 1 point for training D = 1 point for most important experience E = 1 point for every fact showing I can do the job F = 1 point for next most important experience G = 1 point for every fact proving this experience H = Age = 1 point Education = 1 point Health = 1 point Family Situation = 1 point I = References: 1 point for name, address, city = 3 points x the number of complete references.
9.	1 point each: statement must be fact based
10.	1 point each: statement must be fact based
11.	1 point each: statement must be fact based

QuestionCriteria For Evaluation

- | | |
|-----|---|
| 12. | 1 point each: statement must be fact based |
| 13. | 1 point each: statement that says I will not
but statement must be fact based. |

APPENDIX K

CORRELATION MATRIX OF POST-TEST RELIABILITY

APPENDIX K

Table K-1.--Correlation Matrix of Post-Test Reliability.

	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13
I1	1.00000												
I2	.45499	1.00000											
I3	.44071	.52977	1.00000										
I4	.17698	.17755	.16471	1.00000									
I5	.24818	.14175	.13285	.07672	1.00000								
I6	.39816	.33814	.42513	.23112	.17758	1.00000							
I7	.33231	.36731	.40762	.16843	.15082	.69598	1.00000						
I8	.25589	.15708	.09740	.02129	.05449	.18940	.21521	1.00000					
I9	.06864	.11959	.09603	.13282	.12462	.14599	.12789	.17830	1.00000				
I10	.18751	.15211	.18610	.06959	.10653	.14982	.12756	.20151	.22072	1.00000			
I11	.10515	.10172	.13207	.05945	.12115	.05309	.10863	.26667	.36208	.27508	1.00000		
I12	.14774	.04808	.19439	.12884	.02640	.11634	.17517	.16906	.29417	.21210	.30102	1.00000	
I13	.13798	.08115	.08156	.04322	.20151	.17012	.17034	.21362	.26798	.22246	.22150	.21587	1.00000

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