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AN INVESTIGATION OF THE RELATIONSHIP BETWEEN  
RACIAL IDENTITY DEVELOPMENT AND CAREER THOUGHTS  
FOR BLACK SENIORS AT AN URBAN HIGH SCHOOL

by

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A dissertation submitted in partial fulfillment of the requirements  
for the degree of Doctor of Philosophy  
in the Department of Child, Family, and Community Sciences  
in the College of Education  
at the University of Central Florida  
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## ABSTRACT

The purpose of this study was to investigate the relationship between racial identity development and career thoughts for Black seniors at an urban high school. The available population was 557 Black senior students at a high school in Orange County, Florida. With respect to this population, socioeconomic status, influences on career interest, parental level of education, parental occupations, post-secondary intentions, and plans to take the SAT or ACT were some of the specific demographic variables that were analyzed.

Results from a variety of simple regression analyses revealed significant positive relationships between Black seniors' perceptions of their racial identity development and their career thoughts. By way of simple regression analysis, the five variables (domains) of the Black Racial Identity Attitude Scale were analyzed in relation to the three variables (domains) of the Career Thoughts Inventory and demographic variables. With the exception of the internalization stage of Black racial identity development, statistically significant relationships were found between each of the stages of Black racial identity development (preencounter, encounter, and immersion /emersion) and the measures of the Career Thoughts Inventory (decision making confusion, external conflict, commitment anxiety).

Results of the data suggest that individuals in the preencounter, encounter, and immersion /emersion stages of Black racial identity development will have moderate to high scores with respect to decision making confusion,

external conflict, commitment anxiety, and negative career thoughts overall. In other words, the less developed one's racial identity, the greater the likelihood of a higher degree of negative thoughts about career and career choice. As well, the results, for the most part, supported the proposed hypotheses. This initial investigation should be replicated using a large sample size and other statistical analyses in order to ascertain more and in order to more accurately determine the nature of the relationship between racial identity development and career development for Blacks

This dissertation is dedicated to the memory of Dr. Joseph Albert Wright (1938 - 2003), a constant source of motivation, support, and encouragement during my doctoral process.

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I would like to acknowledge: God - For His guidance, love, and faithfulness throughout my entire academic journey. None of it would be possible without Him; my parents and sister and other relatives who always provided support (prayer, emotional, financial, and otherwise) whenever needed and requested; numerous friends who believed in me and who encouraged me at different times and at different points throughout the journey. I feel that at least some piece of my accomplishment is due to your support; my fellow cohort members who have been constant encouragement. From day one, we determined that we would go through this journey together and nudge each other along; the Counselor Education faculty who allowed me the freedom to explore my interests and express them in professional and personal ways, and the administrators in the College of Education who supported me in my local, university-wide, and national leadership endeavors. Your support demonstrated a belief in me and in my abilities.

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# CHAPTER ONE INTRODUCTION

## Background

Work is an activity that occupies a significant amount of time during the life span of most individuals. Hence, as an area of study and scholarly examination, it is too important to ignore. However, even more important, is the need for scholars to investigate the process of career development since appropriate career development often leads to greater job satisfaction and, consequently, greater overall happiness and contentment in life. It is these basic ideas which informed this study and which served as inspiration for the investigation of certain aspects of career development for African Americans and other Blacks in America. Specifically, the study examined the relationship between racial identity development and career thoughts for Black seniors at an urban high school.

### Race and Racial Identity Development in Career Development for Blacks

The issue of race and racial identity development continually emerges when reviewing all the factors that impact career development for Blacks in America. In fact, according to several scholars (June & Pringle, 1977; Griffith, 1980; Garcia, 1984; Manese 8, Fretz, 1984; Cheatham, 1990; Woods, 1990; Helms & Piper, 1994; Fouad & Arbona, 1994; Parham & Austin, 1994), racial identity is, perhaps, one of the most significant influences on the career

development of Blacks. It is for these reasons that race--and more specifically, racial identity development--was the focus of this study.

Throughout the literature, Cross's model of psychological nigrance (1971, 1995) has been the main reference for information about racial identity development for Blacks. The model was originally conceptualized in 1971 and then revised in 1995. In the revised model, there are four stages of racial identity development for Blacks: pre-encounter, encounter, immersion-emersion, and internalization (Cross, 1995; Cross & Vandiver, 1995). Pre-encounter involves an individual either not having a major concern about being Black or hating being Black. Encounter involves a major experience or series of events that may cause individuals to question their understanding and responses to racism in society and how it affects them. In immersion-emersion, an individual is either pro-Black or anti-White. An individual in the internalization stage is either Afrocentric, bicultural, or multicultural in outlook and is deemed to be at a high level of racial identity development.

#### Other Factors That Affect Career Development of Blacks

Race and racial identity are not the only factors that impact the career development of Blacks. Existing literature reveals a number of other economic, sociological, psychological, educational, and chance factors (e.g. Thomas, 1985; Cheatam, 1990; Hawks & Muha, 1991; Luzzo, 1993; Helms & Piper, 1994; Fouad & Arbona, 1994; Parham and Austin, 1994; Murry & Mosidi, 1993b; D'Andrea, 1995; Durodoye & Bodley, 1997; McCollum, '1998; Chung, Baskin, &

Case, 1999; Fisher and Pad' ,1999; and Teng, Morgan, & Anderson, 2001).

These other factors include the tendency for Blacks to choose social occupations for a number of reasons (Durodoye & Bodley, 1997), findings that family income and employment status impact the formulation of student aspirations and plans (Murry & Mosidi, 1993a, that one's overall career development may be greatly influenced by one's cultural and ethnic background (McCollum, 1998), that parental influence (i.e.. parents' career aspirations) and parental expectations impact career choices (Fisher and Padmawidjaja,1999), that minorities who are educationally and occupationally prepared will face fewer racial barriers in the future labor market (Hawks & Muha, 1991) and that career interventions with Black youth need to occur early in their lives (Murry & Mosidi, 1993b McCollum, 1998).

### Definition and Brief History of Career Development

Of course, no study of career development can be conducted without an explicit discussion and description of that it involves. Career development has been defined as the total constellation of economic, sociological, psychological, educational, physical, and chance factors that combine to shape one's career (Seam, 1982). It has been studied and summarized from a variety of different viewpoints and theoretical orientations (Zunker, 1998; Reardon, Lenz, Sampson, and Peterson, 2000; Niles and Harris-Bowlsbey, 2002; Brown, 2002). Some of the main classical and contemporary contributors to the body of knowledge about career development are Parsons, Super, Holland, Roe, Tiedeman, Gottfredson,

Lent, Brown and Hackett, and Sampson, Jr., Peterson, Lent, and Reardon. The more popular theories of career development are trait-and-factor theory (Parsons, 1909), developmental theory (e.g. Ginzberg, 1971) and personality theory (Holland, 1997). The theory of cognitive information processing (Peterson, Sampson, Jr., Lenz, & Reardon, 2002) has been gaining popularity as of late. Cognitive information processing is the theory that guided this study because of its emphasis on the cognitive aspects of career development and career choice.

### Theoretical Foundation: Cognitive Information Processing

Cognitive information processing theory, often abbreviated as CIP theory, focuses on how individuals conceptualize and solve career problems and then how they make decisions about those problems (Zunker, 1998; Reardon & Wright, 1999; Sampson, Jr., Lenz, Reardon, & Peterson, 1999; McLennan, 1999; Sampson, Peterson, Reardon, & Lenz, 2000; Reardon et al, 2000; Reed, Reardon, Lenz & Leierer, 2001; Peterson, Sampson, Lenz, & Reardon, 2002; Niles & Harris-Bowlsbey, 2002). According to Sampson et al. (1999; 2000), CIP theory is based on ten (110) major assumptions:

1. Cognitive and affective processes interact to produce career choice.
2. Choosing a career is a problem solving activity.
3. Career problem solving capability depends upon the availability of cognitive operations as well as upon a knowledge base.
4. Career problem solving is a high memory load task.
5. Motivation is a key catalyst in career problem solving.



6. Knowledge structures continually grow change during career development.
7. Career identity depends on self-knowledge.
8. There is a relationship between career maturity and ones' ability to solve problems.
9. Ultimately, the goal of career counseling is achieved by facilitating the growth of information processing skills.
10. Ultimately, the aim of career counseling is to enhance the individual's capability to solve problems and make decisions.

CIP theory also proposes that problem solving can be carried out according to a prescribed formula (Reardon et al, 2000; Peterson et al, 2002). That prescribed formula involves seven (7) steps: initial interview, preliminary assessment, definition of a problem and an analysis of its causes, goal formulation, development of an individual learning plan, execution of that individual learning plan, and a summative review and generalization of the entire process. The ultimate aim of this prescribed problem solving technique is to help individuals become resourceful and responsible problem solvers and decision makers (McLennan, 1999).

According to Sampson, Jr., Peterson, Lenz, Reardon and Saunders (1996a), the ability to effectively solve problems and make decisions about career is impacted by one's thoughts and perceptions about career(s). Further, in career problem solving and decision-making, career thoughts are measured by assessing three (3) different incidences in an individual's, life at the time:

commitment anxiety, decision-making confusion, and external conflict. Each of these incidences is more deeply defined in a further section of this chapter. This study examined the interaction between career thoughts (as manifested by commitment anxiety, decision making confusion, and external conflict) and racial identity development for Black senior students.

### Statement of the Problem

In this study, the emphasis on the cognitive aspects of career development and career choice emerged from the recommendations of previous studies (e.g. Cheatham, 1990; Woods, 1990; and Helms & Piper, 1994). Findings from these previous studies reveal that the career choices that Blacks make are affected by negative perceptions about careers and career accessibility. Blacks tend to think and believe that they can only choose certain occupations and careers and not others based upon a variety of systemic, racial, and institutional obstacles. What is missing, though, is substantial and specific information about Blacks' perceptions and thoughts of their careers and their career choices. This missing information is particularly true for Black youth in general and Black high school students specifically (Helms & Piper, 1994; Gati & Saka, 2001). The aforementioned previous studies of perceptions and career choice were all focused on Blacks already in college or in the midst of their careers.

There are two ideas that must be borne in mind. One is that race, as noted previously, is important in career development for Blacks and African Americans. In fact, it has been determined that racial identity developmental somehow

influences career development even though the extent of the influence is unknown (Jackson & Roberts, 1996; Hackett & Byers, 1996; Moreland & Leach, 2001). Additionally, it has been further determined that race cannot be examined outside of culture and identity (Alfred, 2001). This is because there is no universal, monolithic Black race and because each member of the race has unique characteristics and experiences and responses to those experiences (Alfred, 2001; Coard, Breland, & Raskin, 2001). These characteristics and experiences vary depending upon one's stage of identity development (racial and other). The study of career development for Blacks, then, must include a discussion of identity (Alfred, 2001).

The second idea is that "the high failure-to-return rate of African American clients in counseling seems linked to the counselor's inability to assess the racial identity of the client" (Jackson & Roberts, 1996, p. 11). Since this is true for counseling in general, it can also be safely assumed of and applied to career counseling as well. If such is the case, racial identity within career counseling and development must be examined and studied.

### Study Rationale and Significance

Aside from the lack of information about the career thoughts of Black high school students, studying the combination of their career and racial identity developments is also justified by the fact that adolescence is a time when individuals define themselves racially as a part of the developmental process (Harrison, Harrison, & Moore, 2002). Examining race during such a crucial time

in their lives can be key in understanding what motivates them to make certain career choices and other important life choices. Furthermore, for career and for just about anything else, it is near impossible for Black youth to be unaware of the influence of race because of the numerous societal and institutional factors and obstacles that are propagated by racism, prejudice, and discrimination (Harrison et al, 2002).

Specific cultural and social obstacles have made it tougher for higher education institutions to reach young Black men and to (let them to attend college in the first place (Roach, 2001). These obstacles include high levels of incarceration, significant high school drop-out rates among Black males, a high incidence of those who enter the military, a lack of familiarity with the college environment, and an inferior perception of one's abilities and aspirations (Cuyjet, 1997). It is generally accepted and known that there are more Black men in jails than in schools across America. Obviously, if they are in jail, they cannot attend college. Then too, if they are in the military, they will not be in college. Also, if Black men are dropping out of high school, the chances that they will be reached in order to encourage them to attend college are lessened.

By gaining knowledge of career development for Black high school students, it is believed that better and more effective career development services will eventually be offered for them at the high school level. This belief is affirmed by the recommendation that stages of racial identity development in career counseling be used to predict appropriate career interventions (Jackson & Roberts, 1996). This knowledge of career development for Black high school

students will also allow current high school counselors and high school counselors-in-training to be better prepared and trained to serve them (these Black students).

As a result, then, this study aimed to investigate the importance of race in career development of Black high school students as well as to investigate their perceptions and thoughts about careers and career choices. More specifically, the study aimed to determine if there was a relationship between stages of racial identity development and the nature and degree of negative career thoughts (i.e. commitment anxiety, decision making confusion, and external conflict) for Black senior students at an urban high school.

### Research Question

The main research question that emerged from all this was: How are negative career thoughts impacted by racial identity development for Black senior students at an urban high school?

### Research Hypotheses

As derivatives of the abovementioned research question, several hypotheses were posed in this study. They were:

- Hypothesis 1 - those at a higher stage of racial identity development will have less negative career thoughts overall
- Hypothesis 2 - those at a higher stage of racial identity development will have less decision making confusion

- Hypothesis 3 - those at a higher stage of racial identity development will have less commitment anxiety; and
- Hypothesis 4 - those at a higher stage of racial identity development will have less external conflict

### Definition of Terms

This section provides the operational definitions of the main theoretical constructs, terms, and instruments used in this study.

Black: Black persons born and raised in the United States as well as those Black persons born and raised outside of the United States (i.e. immigrants). This is broader than the term 'African-American' which technically defines only those born and raised in the United States. It also includes those who are biracial or multiracial.

Identity development: The development of a sense of awareness of oneself based upon a number of dimensions such as gender, race, sexuality, and ethnicity. It is a process that begins in late adolescence or early adulthood and that is lifelong and subject to continuous change throughout the life cycle (Woods, 1990).

Career: The time extended working out a purposeful life pattern through work undertaken by an individual (Reardon et al, 2000).

Career thoughts: Outcomes of an individual's thinking about assumptions, attitudes, behaviors, beliefs, feelings, plans, and / or strategies related to career problem solving and decision-making (Sampson, Jr. et al, 1996a).

Decision making confusion: An inability to initiate or sustain the decision making process caused by disabling emotions and / or a lack of understanding about the decision making process itself (Sampson, Jr. et al, 1996a).

Commitment anxiety: The anxiety felt concerning the outcome of the decision making process that, in turn, causes an inability to make a commitment to a specific career choice. (Sampson, Jr. et al, 1996a)

External conflict: The conflict experienced due to the inability to balance the importance of one's own self-perceptions and the importance of input from significant others (Sampson, Jr. et al, 1996).

Urban: A densely populated neighborhood or section (with 50,000 or more persons) of a major metropolitan area. Schools in an urban area might typically have a large number of students enrolled with large class sizes, inadequate or ageing facilities, and budget constraints / restraints (Hopp, 2001).

### Assumptions of the Study

This study was based upon four major assumptions:

1. That there was a potential relationship between stage of Black racial identity development and degree of negative career thoughts.
2. That a significant sample would be easily obtainable from a population of senior students at a predominantly Black school in Orlando.
3. That Black seniors (male and female) would be at different stages of racial identity development.
4. That students' self-report of race would be accurate.

#### Limitations of the Study

One limitation identified early on concerned how to include students who were biracial or multiracial yet who still identified as single-race Black. To ease the investigation, the study included such students in the general category of 'Black'. With future studies, though, care must be taken to consider thoroughly how to include such biracial / multiracial individuals because other factors aside from race could possibly influence their identity development and, consequently, their career development.

Since the study also assumed accuracy of students' self-report of career thoughts, there is always the possibility of the results containing responses that might not be genuine. Sampson, Jr. et al (1996a) examined potential response set bias for the Career Thoughts Inventory which measures negative career thoughts. They concluded that the dispersion of responses remained the same throughout the assessment. So, even if there was concern about response accuracy, there can be confidence that this accuracy has been maximized as



much and as best as possible in the chosen assessment, the Career Thoughts Inventory. This study only examined the career thoughts and racial identity development of Black senior students at an urban high school in Orlando, Florida. Hence, the results of the study cannot be generalized to other groups, other locations, or other circumstances.

As a final limitation, it is important to note that this study was primarily exploratory in nature. The intention was simply to find out if the investigation would be worth pursuing in greater depth in the future. As such, only basic analyses of data collected were conducted with the idea that, after having confirmed the study's value, it would be replicated with a larger sample and with more intense data analyses.

### Summary and Conclusion

In this chapter, the general and theoretical influences and foundations of the study were identified and discussed. These influences and foundations include racial identity development theory, a brief history and definition of career development, and the theory of cognitive information processing. The prevailing research question and resultant research hypotheses were also presented and described. For clarity, this chapter also included a section in which operational terms and variables were described in detail. Also discussed were the study's rationale and significance, as well as its major assumptions and limitations.

The next chapter provides an extensive review of the literature that informed the study. Subsequent chapters also detail the research methodology of

the study, analysis of results, and a discussion of findings and recommendations for further and future investigation.

## CHAPTER TWO REVIEW OF THE LITERATURE

The literature review for this study first examined key influential theories of career development in order to set a foundation. Then, it reviewed cognitive information processing (CIP) which served as the theoretical basis for the study. Next, career development information and Endings specific to Blacks were identified and summarized. Because race was found to be a salient factor in their career development, the literature review also involved a specific survey of racial identity development theory for Blacks. M the information yielded in this literature review was helpful in understanding the nature of the study and the question(s) that it addressed.

### Theories of Career Development

Discussing career development cannot occur without an explicit and clear statement of its definition. Sears (1982) defined career development as the total constellation of economic, sociological, psychological, educational, physical, and chance factors that combine to shape one's career. Peterson, Sampson, Jr. and Reardon (1991) added that the process of career development is ever changing and continues throughout one's lifespan.

Each of the factors (economic, sociological, psychological, educational, physical, and chance) is just as crucial as the other. In a sense, the factors all equally interface and equally interrelate to impact an individual's career

development. One or some of the factors, though, might be more influential than other factors at certain times and periods in an individual's life. It might be good to think of all these factors together in terms of the cliché which states that "the sum of the parts is greater than the whole."

Accounts of the history and background of career development and career development theory differ depending upon the sources of such accounts. There are, however, several key classical contributors to this history and background. These classical contributors are Parsons (1909), Ginzberg (1971), Super (1963), Holland (1959; 1973), Roe (1956) and Tiedeman and O'Hara (1963). Contemporary contributors to career development are Gottfredson (2002), Lent, Brown and Hackett (2002), and Sampson, Jr., Peterson, Lenz, and Reardon (2002).

### Parsons' Trait-and- Factor Theory

Parsons provided the first conceptual framework for career development theory. In his 1909 work, *Choosing A Vocation*, Parsons asserted that there are three (3) steps taken by an individual when making a wise vocational choice. Peterson et al (1991) summarized these three (3) steps as: "(1) careful self-assessment of one's interests, skills, values, goals, background, and resources, (2) study of all of the available options for school, additional training, employment, and occupations, and (3) a careful reasoning of which choice was best in light of information uncovered in the first two steps" (p. 3). Parsons' framework formed the basis for what is now popularly known as trait-and-factor

theory and for other conceptualizations about person-environment fit. As such, his framework also impacts much of the way that thinking about careers is currently conceptualized. Consequently, it is considered to be the most durable and influential of all career theories (Zunker 1998).

### Roe's Theory of Occupational Choice

*In The Psychology of Occupations*, Roe (1956) proposed a theory of career development based upon Maslow's theory of needs and upon personality theory. Roe asserted that early childhood environments predisposed children to enter certain occupational groups. For example, an individual who has a strong need for affection and acceptance is drawn to occupations that are people-oriented. Roe further asserted that a person's occupational choice could be explained by 12 different factors: sex, the general state of the economy, family background and ethnicity, chance, Mends and peer group, marital situation, general learning and education, special acquired skills, physical characteristics, cognitive or special natural abilities, temperament and personality, and interests and values. All these are grouped into four different categories based upon ability to control and upon inheritance or experience.

### Ginzberg's Theory of Career Development

Ginzberg (1971) was the first to propose that career development is a lifelong process. Ginzberg asserted that career choice is a development process with three (3) stages and four (4) factors in which compromises are made

between individual wishes and occupational possibilities. The three (3) development stages are: fantasy (from birth to age 11), tentative (age 11 to 17), and realistic (age 17 to early twenties). The four (4) factors are: individual values, emotional factors, the amount and kind of education, and the effect of reality (through environmental pressures).

#### Tiedeman and O'Hara's Theory of Career Development

Similarly, Tiedeman and O'Hara (1963) also conceptualized career development as a process. This process involves the three tasks of differentiating one's ego identity, processing developmental tasks, and resolving psychosocial crises. Additionally, according to Tiedeman and O'Hara (1963), career decisions are made according to a seven-step problem-solving procedure: exploration, crystallization, choice, clarification, induction, reformation, and integration.

#### Super's Theory of Career Choice and Life Roles

As one of the most prolific and influential contributors to understanding career development, Super (1963) initially proposed that career choice is based upon self-concept. In other words, an individual expresses his or her self-concept through choice of occupation. Since then, Super has introduced the concept of life roles. There are nine such roles: 1) child, 2) student, 3) leisurite, 4) citizen, 5) worker, 6) pensioner; 7) spouse or partner, 8) homemaker, and 9) parent or grandparent. Certain roles can have more or less of an impact upon one's career choice and development depending upon one's developmental life stage (growth,

exploration, establishment, maintenance, or decline). Above all, though, the combination and intensity of these roles serve as the basis for one's career expression (Reardon et al, 2000).

### Holland's Theory of Vocational Choice

Another prolific and influential contributor to understanding career development is Holland whose theory of vocational choice was introduced in 1959 and updated in 1973 (Holland, 1997). Essentially, Holland considered career choice as a manifestation of personality in the world of work. Holland identifies six personality types and six corresponding work environments: realistic, investigative, artistic, social, enterprising, and conventional. Crites (1978) recalled that "the central proposition of this theory ... is that if people go into a work environment congruent with their personality orientation ... then they will enjoy greater satisfaction, success, and stability in their vocation (pg. 1608)." Ultimately, a match between an individual's personality characteristics and the work environment leads to increased vocational satisfaction. The Self-Directed Search is based on Holland's theory and is the most widely known and used career exploration assessment to date.

### Gottfredson's Theory of Circumscription and Compromise

In recent times, Gottfredson's (2002) theory of circumscription and compromise has also been influential. The basic idea is that individuals progressively make continual and periodic adjustments to their career aspirations

based upon realistic socioeconomic and intellectual factors. These adjustments are really eliminations of unacceptable occupational alternatives based upon such things as gender and social class (Niles & Harris-Bowlsbey, 2002). This elimination-or circumscription-occurs in *four* (4) stages and is based upon orientation to certain factors and elements. The four (4) stages are: orientation to size and power (ages 3 to 5), orientation to sex roles (ages 6 to 8) orientation to social valuation (ages 9 to 13), and orientation to the internal, unique self (ages 14 and above).

#### Other Theories: Person-Environment-Correspondence Theory

Less known, and less popular, are Brown's and Dawis and Lofquist's theories of career development. Zunker (1998) termed Brown's theory 'value-based' because, according to the theory, "values are most important in career decision-making processes, as they provide the direction to a desired end state and as such have a central role in setting goals" (p. 81). Dawis and Lofquist, whose framework is based upon trait and factor theory, asserted that individuals bring their requirements to the work environment while, simultaneously, the work environment infringes upon the individual. "To survive, the individual and the work environment must achieve some degree of congruence (correspondence)" (Zunker, 1998, p. 25).

#### Social Cognitive Career Theory

In more recent times, Lent, Brown, and Hackett (2002) have promoted



social cognitive career theory. According to Niles and Harris-Bowlsbey (2002), this theory "builds upon the assumption that cognitive factors play an important role in career development and career decision making" (p. 71). These cognitive factors, which affect each other simultaneously and symbiotically, include self-efficacy beliefs (i.e. one's beliefs about one's ability to perform a certain task), outcome expectations (i.e. one's beliefs about how one will, indeed, perform a given task), and personal goals (i.e. which guide one's behavior over time). The social component of the theory acknowledges the existence of contextual factors (i.e. living environment, race, family of origin, etc.) that impact the cognitive elements.

#### Theoretical Foundation: Cognitive Information Processing

Cognitive information processing is also another of the newer frameworks of career development theory. Popularized by Peterson et al., (2002), it emphasizes career problem solving and decision-making. It serves as the theoretical foundation of this study.

The theory of cognitive information processing (commonly referred to as CIP) provides a worthwhile framework with respect to examining career thoughts (Reardon et al., 2000; Peterson et al., 2002). It is grounded partly in Beck, Emery, and Greenberg's writings about cognitive therapy (Reed et al., 2001).

The main focus of the theory is on how individuals conceptualize and solve career problems and then how they come to decisions about those problems (McLennan, 1999; Niles & Harris-Bowlsbey, 2002; Peterson et al.,

2002; Reardon et al., 2000; Reardon & Wright, 1999; Reed et al., 2001; Sampson, Jr. et al., 1999; Sampson, Jr. et al., 2000; Zunker, 1998;). The ultimate aim is to help individuals become resourceful and responsible problem solvers and decision makers (McLennan, 1999).

According to Zunker (1998) and Reardon et al. (2000), CIP theory is based on eight (8) major assumptions: 1) career choices are based on how we think and feel, 2) making career choices is a problem-solving activity, 3) one's ability to solve problems is based on what we know and how we think, 4) career decisions require a good memory, 5) career decisions require motivation, 6) career development is part of our lifelong learning and growth, 7) career depends on what and how we think about it, and 8) the quality of one's career depends on how well one learns to make career decisions and solve career problems.

CIP theory proposes that problem solving can be approached according to a prescribed formula (Peterson et al., 2002). In essence, problem solving involves four steps: 1) acknowledging that there is a problem, 2) defining the problem specifically, 3) solving the problem by exploring solutions, and 4) acting upon one's solution to the problem. The ability to solve problems according to this formula is not automatic. There is a certain level of preparation needed in order to effectively solve problems in this manner.

CIP theory speaks for the need for an adequate knowledge base (of self and of occupations), for adequate decision making skills, and for the ability to definitively process information (referred to as executive processing). Each of these builds on the other.

An accurate knowledge base accounts for Parson's three processes of self-knowledge, occupational knowledge, and true reasoning (McLennan, 1999). As well, an adequate knowledge base, the bottom third of the pyramid model, refers to having enough information about one's obstacles or problems and about how to counteract those obstacles or solve those problems. This also includes knowledge about one's values, interests, skills, and one's personal characteristics (Sampson, Jr. et al, 1999).

Decision-making skills, found in the middle third of the pyramid, refer to one's arsenal of skills and one's ability to make decisions that are sound, wise, appropriate, and well informed. This involves five (5) phases in what has become known as the CASVE cycle (Niles & Harris-Bowlsbey, 2002; Peterson et al., 2002; Reardon et al., 2000; Reed et al., 2001). The cycle is initiated when an individual recognizes that a gap (i.e. a problem) exists between one's current situation and one's desired situation (Reed et at 2001 Y The five (5) phases are: 1) communication, 2) analyst, 3) synthesis, 4) valuing, and 5) execution (Reed et al., 2001; Sampson, Jr. et al, 1999; Sampson, Jr. et al, 2000).

Executive processing occupies the top third of the pyramid and refers to one's ability to take the information from one's knowledge base in combination with one's decision-making skills and then implement or act upon a decision. Executive processing involves meta-cognitions (Sampson, Jr. et al., 1999; Peterson et al., 2002) In other words, it is concerned with what an individual knows about his or her cognitions or, in even simpler terms, thinking about one's thinking. Meta-cognitions can take the form of self-talk, self-awareness, and

mental monitoring and control.

A practical discussion in CIP theory is concerned with career readiness (Sampson, Jr. et al., 2000). An individual's career readiness is determined by the intersectional relationship of an individual's capability to make decisions and the complexity of the obstacles that interfere with that individual's ability to make those decisions. For example, an individual who demonstrates or exhibits a low level of capability combined with having a high level of complexity involved in decision-making is considered to be at a low level of career readiness and will need a greater degree of career decision-making assistance and intervention. Conversely, an individual who is highly capable and has a low level of complexity is said to possess a high degree of career readiness and not in need of as much career decision-making assistance and intervention.

One's level of career readiness is addressed in a seven (7) step service delivery model (Sampson, Jr. et al., 2000; Zunker, 1998). The seven (7) steps are: 1) initial interview, 2) preliminary assessment, 3) define the problem and analyze causes, 4) formulate goals, 5) develop individual learning plan, 6) execute individual learning plan, and 7) summative review and generalization. Utilization of and progression through this service delivery model is dependent upon one's level of career readiness as determined by scores on the Career Thoughts Inventory. This model is quite useful and helpful for counselors who provide career guidance and career development services.

## Career Development of Blacks

A review of the existing literature about career development for Blacks revealed a number of economic, sociological, psychological, educational, and chance factors (e.g. Cheatam, 1990; Chung et al., 1999; D'Andrea, 1995; Durodoye & Bodley, 1997; Fisher & Padmawidjaja, 1999; Fouad & Arbona, 1994; Hawks & Muha, 1991; Helms & Piper, 1994; Luzzo, 1993; McCollum, 1998; Murry & Mosidi, 1993a; Parhams & Austin, 1994; Teng, Morgan, & Anderson, 2001; and Thomas, 1985). These factors included: the tendency for Blacks to choose social occupations for a number of reasons (Durodoye & Bodley, 1997), findings that family income and employment status impact the formulation of student aspirations and plans (Murry & Mosidi, 1993b), that one's overall career development may be greatly influenced by one's cultural and ethnic background (McCollum, 1998), that parental influence (i.e. parents' career aspirations) and parental expectations impact career choices (Fisher & Padmawidjaja, 1999), that minorities who are educationally and occupationally prepared will face fewer racial barriers in the future labor market (Hawks & Muha, 1991) and that career interventions with Black youth need to occur early in their lives (McCollum, 1998; Murry & Mosidi, 1993a).

More than any other racial or ethnic group, African Americans and other Blacks encounter and are aware of the ethnic identity barriers (based upon such things as prejudice, discrimination, racism, and classicism) to their career development and occupational selection (Durodoye & Bodley, 1997; Luzzo, 1993; McCollum, 1998; Nicholas, 1978). Often, African Americans have come to

believe that, as a result of these factors, they have little control over their career development (Durodoye & Bodley, 1997). Indeed, beyond this perception, such individuals have learned to endure and cope with these barriers by developing strong survival skills (Davidson, 1980; D'Andrea, 1995). Often coping mechanisms and endurance are developed as the result or occurrence of critical events (Fisher & Griggs, 1995). It is absolutely essential for counselors in all works settings (i.e. high school guidance, career centers, mental health and social service agencies) to consider and be aware of how history, socioeconomic status, and politics impact the career development of their Black and African American students (Hawks & Muha, 1991; Hendricks, 1994).

#### Familial Factors

For African Americans and other Black youth, Peterson, Stivers, and Peters (1986) determined in a study that, in the rural Southern United States, parents have the greatest influence on the career decisions and occupational plans of their children. Their findings were confirmed in another study of career aspirations, parental support, and work values of 96 Black female adolescents (Thomas, 1986). With specific reference to parental support, Thomas's study revealed that 73% of mothers of participants and 54% of fathers of participants were very supportive of their daughters' career aspirations. This finding verified "the important role of parents in the career selection process" (Thomas, 1986, p. 184).

Specifically, in an early study, Pallone, Rickard, and Hurley (1970)

ascertained that the mother in the Black family was influential in the developmental process of an individual. Of 161 Black youth, 16% indicated that their mothers were the key influences in their lives-a greater percentage than other kind of influence. This was also further verified in a study by Pearson and Bieschke (2001) who examined the familial influences on career development in a qualitative study involving fourteen (14) professional African American women. They found that the presence of family members in an extended family network were essential in the career development of the participants. Especially interesting was the finding that the influence manifested in the forms of vicarious (observational) learning and of self-confidence / self-efficacy gleaned from these extended family members (Pearson & Bieschke, 2001).

To be sure, Chung et al. (1999) found that fathers, because of their presence and role modeling, also play an important part in the career development of Black males. They also recalled that the career aspirations of Black male adolescents correlated with their fathers' occupations. Similarly, an earlier review had already found that the achievements of young Black men were more closely related to their father's level of education even more so than family socioeconomic status (Leonard, 1984).

Several researchers have also further discussed the importance of the family to career development (Leonard, 1985; Fisher & Griggs, 1995; Naidoo, Bowman, & Gerstein, 1998). Specifically, Leonard (1985) summarized that, in the Black family, "the interaction between parental occupation and socioeconomic status and the aspirations and achievements of offspring is

complex" (Leonard, 1985, p. 93).

In their qualitative study that included eleven (11) African American students, Fisher and Griggs (1995) found that parents were perceived as more supportive of students' career choices than any other relatives or family members. Parents were also perceived as role models and as persons who could be emulated and demonstrate what can be accomplished (Fisher & Griggs, 1995).

In a study of career maturity of a sample of African American students based upon Supers theory, Naidoo et al., (1998) found that such students expressed more salience for home and family roles than for work roles. This suggested "the need to include family-related variables in conceptualizing about their career behavior" (p. 24).

Parental expectations and aspirations were also found to have a significant impact on the career choices of African American youth (Fisher & Padmawidjaja, 1999). What is important is that, in families, Black individuals learn the level of optimism that they need to assist them in making appropriate career choice (Pearson & Bieschke, 2001). Specifically, African American parents provided their children with encouragement and reinforcement of the desire to learn, guidance, advice, high academic performance expectations, and approval (Fisher & Griggs, 1995; Fisher & Padmawidjaja, 1999).

Just as important as parental influence is the influence of role models and mentors who may not be a part of the immediate family or even the extended family (Chung et al., 1999; Dillard, 1980; Murry & Mosidi, 1993a; Smith, 1981).



In terms of role modeling, Smith (1981) specifically suggested that Black females tended to be influenced by same-sex parent and other women they perceive to be successful in their careers and occupations. Murry and Mosidi (1993a) recalled that "several studies have advocated the use of role models and mentoring to help the process of African American career development" (p. 20). This is based upon the belief that learning takes place best by demonstrating and doing. Chung et al. (1999) suggested that "the presence and role modeling of fathers may play an important role in the career development of Black males" (p. 162). This is based upon the finding that the career aspirations of young Black males have found to be correlated with their fathers' occupations.

Sometimes, though, the drawback to all this is that Black youth tend to choose occupations that cause them to remain in the same economic class of their parent. For example, Peterson et al. (1986) found this to be true in a longitudinal study of 117 rural Black youth who identified parents as significant influences on their career choices. From the time the study commenced in 1969 until it concluded in 1979 the career intentions and choices of these youth were not considerably different from those of their parents.

Perhaps this is why Dillard (1980) clearly pointed out that the role model does not necessarily have to be a parent even though its is what theory traditionally has suggested. In support, Henry and Bardo (1992) found that African American men choose fields where they have seen other African American men succeed. Further, according to Durodoye and Bodley (1997) many African American youth perceive their greatest career opportunities in

fields or areas where they have seen other African Americans succeed. Even Lingg (1995) has concluded that the reason why Black youth make protracted and ill-informed career decisions and face career development issues is because of a lack of viable career role models. McCollum (1998) suggested that providing access to occupationally diversified role models might help address this concern within career development for African Americans.

### Educational Factors

The college enrollment rates of Blacks, although rising, are still low in comparison to other ethnic and racial groups. Hoyt (1989) reported that the percentage change in numbers receiving bachelor's degrees had risen 21.9% for Hispanic males and 114.5% for Asian/Pacific islander males but had decreased 10.2% for Black males. This has not changed much. Mincy (1994), Davis (1994) and Mow and Nettles (1990) have all confirmed that the college entry rate of Black men has, indeed, fallen since the late 1970's. Further, according to the U.S. Department of Education, of the total number of Black college students in 1984, only 40.6 percent were men (Roach, 2001). This percentage had declined to 38 percent by 1994 (Cuyjet 1997). Then, according to Roach (2001), by 1997 the percentage of men of the total of all Black college students had fallen to 37.4 percent. Even at historically Black colleges and universities in 1997, Black men only represented 39 percent of all students enrolled (Roach, 2001). It is evident that this percentage is gradually and steadily declining.

Some of this could be because of lack of opportunity and access to

education for Blacks whether it be real or perceived. McCollum (1998) recalled that many African Americans lack an understanding of the competitiveness of the job market, have narrowly focused career aspirations, and have low expectations of achieving one's occupational aspirations, which adversely impact career development for many African Americans. Bowman (1993) had also recalled that "lack of academic preparation, underdeveloped interests, career planning knowledge, or perceptions of opportunity" impact career interventions and development for many African Americans (p. 21).

Many Black youth see no hope in the future and see little point in undertaking the sacrifices that are part of the educational and career preparation processes. It has been reported that many students of color do not believe that higher education will provide them with the necessary skills for work (Teng et al., 2001). It seems that students of color, more so than White students, are more concerned about previous work experiences, good starting income, job security, and work that appears important and interesting.

Consequently, many Black youth direct their efforts and energies into what they believe to be more realistic, though perhaps less constructive, careers which seem easier to attain (D'Andrea, 1995). Some of these more realistic careers might even involve illegal activity such as drug dealing, auto theft, armed robbery, and even prostitution (Davidson, 1980; D'Andrea, 1995). Interestingly, D'Andrea (1995) pointed out that these activities actually stimulate the development of lucrative urban networks.

Despite this, though, the point to be remembered is that Black youth lower

their expectations to accommodate their external reality. Indeed, it has been found that Black females have low expectations for fulfilling their career goals (Chester, 1983; Evans & Herr, 1991). In a comparative study of sex differences with respect to career related variables of 127 Black males and females, Chester (1983) found that females have lower aspirations and less vocationally relevant self-concepts than their male counterparts. Evans and Herr (1991) reiterated that, while African American females have high career aspirations, they have lowered and altered expectations of fulfilling their goals because of recognition of systemic barriers such as racial discrimination, sexism, and because of potential career disruptions such as marriage, and finances. For these females, all this is despite the fact that they plan better for careers and also have higher career maturity for career choice tasks (decisiveness, involvement, independence, orientation, and compromise) than their male counterparts. For example, Dillard (1980) found that Black college females typically planned more adequately and appropriately for professional and academic careers. Additionally, in a study of the career maturity of 114 female and 187 male African American youth, Brown (1997) found that, while educational expectations between the genders were not significantly different, females were better prepared to make wise and appropriate career decisions.

With respect to academic goals and career aspirations, those of Blacks were found to be no lower than those of Whites (Herr & Cramer, 1988). Brown (1995) summarized several studies which suggested that the levels of career aspirations and goals were similar in both races irrespective of gender or even

ethnicity. The only factors that might have any effect were those such as geographical location of individuals (i.e. rural versus urban), socioeconomic status, and type of aspirations studied (educational versus occupational) (Brown, 1995). Early on, Leonard (1984, 1985) recalled that considerable research had indicated that there were no significant differences in the levels of career aspirations of members of the two races. Leonard (1985) had further found that, in a comparative study of career aspirations of Black and White youth, large numbers of Black youth (78.8%) aspired to professional and managerial occupations as opposed to skilled trade jobs (1.5%). As well, in a study conducted while developing their career development model for Black students at a university, Piotrowski and Keller (1984) also found that these students professed a high regard for academic goals.

Interestingly, Black students expressed a need for career development assistance more so than White students. Brown (1995) noted that studies have revealed that African Americans were three times more likely to seek or express a need for career development assistance. This is even in light of Black students' recognition that a challenging high school curriculum or extensive college preparatory program were found to be prime motivators for appropriate and relevant career choices. In a qualitative study mentioned earlier involving eleven African American students, Fisher and Griggs (1995) specifically reported that a majority of the participants perceived that "a challenging high school curriculum or extensive college preparatory program motivated them toward their career direction" (p. 68).

One way to overcome the erroneous perceptions and declines in career expectations of Black youth has been found in providing them with internship opportunities and experiences Fisher and Griggs (1995) recommended this in their aforementioned study with the idea in mind that such opportunities and experiences would help these youth develop their career interests and skills while simultaneously developing and sustaining personal and academic confidence. This recommendation is confirmed by McCollum (1998) who contended that career choices are difficult for many African American students because they lack relevant work experiences that can help influence them to make appropriate decisions.

In a study of college major and career inequality for 2,100 Black students at five predominantly Black schools and three predominantly White schools, Thomas (1985) determined that Black students in the predominantly Black schools were more often enrolled in natural and technical sciences than those who attended predominantly White institutions. Curiously, though, it has been found that, in general, African Americans lack the academic preparation necessary for pursuing scientific careers. Henry and Bardo (1992) recalled that this necessary training did not even take place by the end of high school as it typically should have. This was verified in their study of 61 adult African American male and female students in a medical education preparatory program. As opposed to possessing adequate scientific knowledge and application, these students learned coping skills to get them through the medical education preparatory program. Thus, as a result, Henry and Bardo

(1992) recommended that high school career counselors assist Black students in developing appropriate academic skills such as quantitative reasoning and problem solving. Bowman (1993) has also recommended programs with exposure to technological occupations for Black youth. For example, she described a 2-week summer program for high school girls that involved such exposure complete with self-concept building exercises, career building activities, business and industry visitations and hands-on exercises (Bowman, 1993).

Several other researchers and scholars have found that African American men and women demonstrated interest mainly in the fields of education, health, and social services. Smith (1980) noted early that Black college freshman tended to major in the social sciences, education, and business. In a study of Black college graduates between 1973 and 1974, she found that 48% were awarded degrees in two main areas: education and the social sciences. Henry and Bardo (1992) recounted in their work that Black males exhibited greater interest in the social sciences than did White males. In fact, Black males preferred health, social services and artistic fields in that order. Durodoye and Bodley (1997) also recounted in their work that most of the degrees obtained by minorities were in college majors in the humanities, social sciences, and business (25% for Blacks, 21% for Hispanics). McCollum (1998) further corroborated this in her work where she reported that most studies still find that a large number of African American college students still pursued majors in education, the social sciences, and law.

Interestingly, the vocational preferences and career orientations of Black

students were found to be fairly crystallized by the time they began their post-secondary education (Thomas, 1986) In a study of the career aspirations, parental support, and work values of 96 Black females, Thomas (1986) found that the majority of these young women (61 %) developed firm convictions about career aspirations and work values well before entering or even considering college while another 29% had developed moderate convictions. This study, then, suggested that "most of the participants had moderately to completely formulated career aspirations" and had, thus, given "serious consideration to their employment plans" (p. 183).

Nevertheless, their educational attainment and vocational choices have made Black males, as a group, among the most unemployed and underemployed in America. Leonard (1985) reported early on that the unemployment rate for Blacks was generally twice that for non-Blacks and that the frequency and duration of unemployment was also greater for Blacks. According to Chung et al (1999), this situation had not changed much since then. Even in the late 1990's, the unemployment rate among Blacks was 10.4% as compared to 4.9% for Whites, 9.3% for Hispanics, and 5.6% for all Americans. To be sure, D'Andrea (1995), like many others, has reiterated that this is critical since educational attainment is directly correlated with employment status.

Several researchers have found that inadequate and insufficient career knowledge and career planning have impacted the career development of Black youth. Nicholas (1978) cited this early on when she noted that a substantial amount of literature recognized that there were a number of factors such as



"cultural difference, language, limited academic achievement and vocational motivation, unskilled and uninformed teachers and counselors, lack of awareness of career opportunities, and lack of awareness of appropriate gestures necessary to obtain vocational goals" (p.175). Davidson (1980) also recognized that Black youth were severely hindered by lack of information about careers and job availability. She found that they typically relied upon informal networks such as family and peers. Although helpful, these sources were not always reliable (Davidson, 1980). Leonard (1984) concurred that Black youth are less likely to be aware of and experience the full range of career options. She further suggested like Nicholas (1978) and Davidson(1980) that this may be due to a variety of factors. McCollum (1998) corroborated all this when she recalled the lack of understanding of the job market and its competitiveness by most African Americans. She also surmised that inadequate career training and education has restricted vocational choices and career options for many Blacks.

The career development of Black students has been found to be impaired and disadvantaged in comparison to their White counterparts (Herr& Cramer, 1988). This impairment is demonstrated in a lack of knowledge of appropriate career alternatives, possible skills deficits, and "an unclear picture of oneself in relation to the world of work" (Herr & Cramer, 1988, p. 168).

Thomas (1986) recommended that alternative variables may need to be assessed in order to determine and explain the college major choice (and consequent career choice) of Black male students. These variables might include parental support of career goals, work values, career aspirations, and

traditionality of career aspirations. It may be that even the early academic training (i.e. elementary and secondary schooling) impacts the career development of African Americans and other Blacks. Smith (1980) called this the "crucible of the problem" (p.146). She added that the problem of minority achievement often began in elementary school noting that minorities (inclusive of Blacks) consistently scored lower on national achievement tests in social studies, science, mathematics, career and occupational development and reading (Smith, 1980). Brown (1995) also noted that many African American children enter school less academically prepared than their non-African American counterparts. He recalled that these children lag behind all other racial and ethnic groups. Even Durodoye and Bodley (1997) recalled that the academic and career-related issues and concerns many minority college students face are the result of their inadequate preparation at the elementary and secondary levels.

### Sociological Factors

Murry and Mosidi (1993a) and McCollum (1998) recommended that the socio-cultural context of African Americans and other Blacks be examined when investigating their career development. Murry and Mosidi (1993a) recommended this based on recognition of the institutional barriers such as racism, sexism, and job discrimination that impede the career development of Blacks. McCollum (1998) also mentioned the "racist, oppressive, and discriminating aspects of the American sociopolitical system that results in a differential opportunity structure which limits the career possibilities of African Americans" (p. 42). Racism as an

impediment to desired vocational choice is, no doubt, a part of this socio-cultural context. In fact, it has been found that racism is a significant impediment to the career success of Black youth (Davidson, 1980). Davidson (1980) specifically noted that Black youth suffer continually from institutional racism in the form of limited access to educational and job opportunities, limited career information, employer bias in terms of personal preference for non-Blacks, and arbitrary job requirements that reflect racism and sexism barriers.

Aside from racism, other prominent sociological factors that impact career development of Black youth include language and cultural values and folkways that are different from those that are Eurocentric (Nicholas, 1978). Cheatham (1990) presented an excellent discussion about africentricity and career development of African Americans. It is written as an alternative to studying career development for African Americans from the traditional Eurocentric perspective. He argued that Eurocentric principles inherent in most of career development theory does not account for nor address the peculiar sociocultural concerns of African Americans and other Blacks (Cheatham, 1990). Further, by understanding and utilizing more culturally specific and appropriate information such as psychosocial dynamics, interactive patterns of behavior and communication, collectivism, values, attitudes and beliefs, then African Americans and other Blacks can be better served in terms of career development and career services.

For many years, African Americans had been confined to a few selected low paying, physically demanding, and dead end jobs. These jobs typically had

included cook, maids, sales clerks, and janitors (Hoyt, 1989). Hoyt (1989) and Murry and Mosidi (1993a) further noted that these jobs were low paying, physically demanding and dead-end and tended to be in slow-growing, declining occupations. Brown (1995) found specifically that, even as late as 1990, only 36.9% of African American males and 28.1 % of African American females were employed in executive, administrative, managerial, and sales occupations compared to 61.8% of White males and 40.8% of White females. For African American women in particular, this may be the result of racism and sexism in the workplace (Evans & Herr, 1991). Black females in particular seem to be keenly aware of discrimination in the workplace and avoid occupations where it might be present and manifested (Brown, 1995). Brown (1995) added that African American females may purposely avoid occupations in which they perceive discrimination-real or potential.

Dillard and Perrin (1980) found a small yet positive relationship between socioeconomic status and career maturity, career aspirations, and career expectations for Black, Hispanics, and Whites. Their research revealed that socioeconomic status contributed 5%, 3.3% and 3.2% of the variance to career maturity, career aspirations, and career expectations respectively (Dillard & Perrin, 1980). As well, Leonard (1985) in her work about an analysis of vocational theory and vocational behavior of Black males, recalled that in several studies, a positive relationship was found between their career maturity and their views of the opportunity structure in America for high school seniors from lower socioeconomic statuses. Along these lines, Chung et al. (1999), in

their work of case studies of career development of Black males, discovered how the career aspirations of Black male senior students were positively correlated with their socioeconomic status. Specifically, they also cited previous findings that socioeconomic status played an increasingly important part in the occupational mobility of Black men between 1962 and 1973 (Chung et al., 1999). Black students from lower socioeconomic status were found to have limited educational experiences, poor environmental resources, poor orientations to work, and restricted access to career and employment information (Herr & Cramer, 1988).

### Economic Factors

In a study investigating career development among ethnic and age groups of community college students, Teng et al. (2001) found that utilizing previous work experience was important for Black community college students. Results of the study indicated that previous work experiences were more important for Black students (and Hispanic students) than for White students when these Black students considered what they desired to have in a job (Teng et al., 2001).

Family income, though, often determines whether or not many African Americans choose to attend college which, consequently, impacts career and vocational aspirations (Murry & Mosidi 1993a). They recounted that several reviews have revealed that many African Americans forego a college education due to a lack of financial resources. Obviously, this ultimately influences their vocational and career plans. Nevertheless, African American

youth regard a college education as important to their life and career goals. Brown (1997) found this to be true in a study of sex differences in the career development of 301 urban African American adolescents. Of these adolescents, 86% of males and 89% of females "expressed Plans to attend college and indicated that a college education would be vital to their career expectations" (Brown, 1997, p. 299). This definitely suggests that African American urban youth consider a college Education to be important to their life! and career goals. As reported earlier too, A appears that job security, job performance, and earning a good income are more important to Black students than White students (Teng et al., 2001). Primary work values for Blacks, for the most part, are extrinsic (as opposed to intrinsic) in nature (Herr & Cramer, 1988). Above all, what is important to remember is that many African Americans are, indeed, cognizant of the racial financial and academic barriers to their meaningful career development. Luzzo (1993) clearly indicated this in a study of ethnic differences in college students' perceptions of barriers to career development. He found that, in a group of 375 undergraduate students, African Americans were more aware of study skills barriers, financial barriers, and ethnic identity barriers than Hispanics, Whites, Filipinos, and Asian Americans.

### Black Racial Identity Development

An excellent basis for study of Black racial identity development is Cross's model of psychological nigrescence (Cross, 1971, 1995; Woods, 1990; Worrell,

Cross, & Vandiver, 2001). The more recent Black racial identity models are those proposed by Baldwin (1981) and Sellers, Smith, Shelton, Rowley, and Chavous (1998) and those discussed by Hargrow (2001). Cross' (1971) model, though, seems to be the most influential based upon the large number of articles written about it and upon the profuse number of times that it is referenced in the literature (e.g. Akbar, 1989; Carter & Helms, 1988; Chavez & Guido-DiBrito, 1999; Coard et al., 2001; Ford & Harris, 1993; Harrison et al, 2002; Helms, 1984; Helms, 1989; Helms, 1990; Knox, Lichtenberg, Moreland & Leach, 2001; Moore, & Jones, 1996; Manese & Fretz, 1984; Nobles, 1989; Parham, 1989; Pope-Davis, Liu, Ledesma-Jones, & Nevitt, 2000; Smith, 1980 ).

The study of Black racial identity was influenced by the Civil Rights Movement of the 1960's (Moreland & Leach, 2001). Since the original conceptualization of Cross's Black racial identity in 1971, though, the model has been revised (Cross, 1995; Cross & Vandiver, 1995). In the revised model, there are four stages. These stages are not static and an individual can recycle through them from time to time (Parham, 1989; Worrell et al., 2001). In essence, racial identity development is a lifelong process (Woods, 1990).

The first stage—Pre-Encounter—consists of two sub-stages. In the first sub-stage, Pre-Encounter Assimilation, individuals do not have any major concerns about being Black. In the second sub-stage, Pre-Encounter Anti-Black, individuals hate being Black. Stage two of Cross' model—Encounter—involves a major experience or series of events that may cause individuals to question their understanding and response to race in society and how it affects themselves.

The next stage—Immersion-Emersion—is also comprised of two sub-stages. In the first (Pro-Black), an individual is totally immersed in Black culture. In the second (Anti-White), an individual comes to despise anything associated with that which is considered to be White. The fourth stage is called Internalization. It is comprised of three sub-categories. One category, in which an individual is pro-Black but non-reactionary, is known as Afrocentric. Another category is known as biculturalism. In this category, individuals view themselves as simultaneously Black and American. The other category is known as multiculturalism and infers individuals who view themselves along three or more dimensions (such as Black, American, and homosexual).

One of the major issues evident in an emergent positive Black racial identity is miseducation (Cross, 1991). Essentially, this refers to negative information received and learned by African Americans about their own history and culture. This miseducation is linked to other issues of concern that are evident in early stages of Black racial identity development such as various myths and stereotypes, self-hatred (Cross, 1991), feelings of inferiority and lack of self-acceptance (Cater 1991), and internalized racism (Cokley, 2002). It is notable that the issues that are of most concern in Black identity development involve, for the most part, the self as opposed to others. Only when Blacks experience negative actions (i.e. prejudice and discrimination) initiated by dominant racial and ethnic groups in society do their concerns seem to be related to others outside of oneself.



## Summary

This literature review surveyed key foundational and influential theories of career development. Because it served as the theoretical basis for this study, cognitive information processing (CIP) was reviewed in-depth. Neon specific career development information and findings about Blacks were summarized. Also, the literature review also involved a specific survey of racial identity development theory for Blacks since race was found to be a salient factor in their career development. The next chapter describes the methodology and procedures used to carry out the study's investigation.

## CHAPTER THREE METHODOLOGY

The purpose of this exploratory study was to explore the relationship between racial identity development and career thoughts for Black seniors at an urban high school. More specifically, the study examined how career thoughts (as manifested by commitment anxiety, decision making confusion, and external conflict) were impacted by stages of racial identity development for Black senior students. It was hypothesized that those students at a higher stage of racial identity development would have less negative career thoughts, that those students at a higher stage of racial identity development would have less decision making confusion, that those students at a higher stage of racial identity development will have less commitment anxiety, and that those students at a higher stage of racial identity development will have less external conflict.

### Context of Study

The study was conducted at a predominantly Black high school in the city of Orlando--an urban setting. Orlando is located in Orange County, Florida. It is contained within a metropolitan area that covers three counties (Orange, Seminole, Osceola) and portions of two others (Lake and Brevard). While there are two million residents in the five county metro area, according to Census 2000 data, Orange County alone boasted 896,344 residents (Florida U.S. Census

Bureau 2001. *Profile of general demographic characteristics: 2000*. Retrieved November 12, 2003, from <http://eire.census.gov>). Of this number, approximately 70% were White or Caucasian, 19% were Hispanic or Latino, 18% were Black or African American, and 4% were Asian. American Indians/Eskimos/Aleut and other racial and ethnic groups made up less than 1% respectively ( Florida U.S. Census Bureau 2001. *Profile of general demographic characteristics: 2000*. Retrieved November 12, 2003, from <http://eire.census.gov>). The economy of Orlando is largely service oriented and is based upon tourism and hospitality. Two of the largest employers in the region are Disney World and Universal Orlando.

#### Selection of Population and Study Site

Considering that this study was concerned with racial identity development and career thoughts for Black seniors, it was determined that a high school with a predominantly Black population would be most appropriate for selection of a sample. Because of its high percentage of Black students (80%). Maynard Evans High School, Orlando, Florida was determined to be a suitable population. The senior class at the time of the study numbered 557 students (Maynard Evans High School, 2003).

In order to determine an appropriate sample size, a power analysis for effect size was conducted. A desired correlation for this study was considered to be .80. This would indicate the presence of a relationship between the two main variables—racial identity stage and career thoughts—80% of the time. Based on this desired correlation, it was further determined that a minimum sample size of

50 participants would yield an effect size of .64. An acceptable effect size is usually considered to be .25 with a correlation of .50 between the two main variables (Cohen, 1988). Hence, it was concluded that a sample size of 50 students would be acceptable. Similar studies were based upon samples of 105 students (Davis, 1977), 195 students (Garcia, 1984), 42 students (Manese & Fretz, 1984), 177 participants (Holmes, Jr., 1983), and 202 students (Woods, 1990). In order to ensure an acceptable sample size, though, it was decided to aim for a sample of 150 students.

#### Description of Study Site

Maynard Evans High School—more commonly known simply as Evans High School—is located in an area of Orange County and Orlando that is predominantly African American and West Indian. According to statistics obtained from the *School Profile* and from Orange County Public Schools, Evans' student population of 3,023 is 80% Black, 10% White, and 10% Hispanic. The school is split: into two campuses (a freshman campus and a main campus) that are several miles apart. Classes for 9<sup>th</sup> grade are held at the freshman campus. The main campus houses all students from 10<sup>th</sup> to 12<sup>th</sup> grades. It is important to note that this school qualifies as an urban setting due to its large class sizes, age of the school (built in the 1960's), and its location in a relatively dense area of Orange County. Each of these qualifications is in accordance with Hopp's definition of "urban" (2001).

The mission of the school is "to promote academic excellence pertinent to

vocational, professional, and socially acceptable decorum by treating the diverse student body in a fair and just manner, promoting productive lifelong learners to benefit all of humanity" (Maynard Evans High School, 2003). Further, the school's vision is "to provide an environment that promotes academic excellence through meaningful activities, mutual respect between students, staff and the community while meeting the needs of all learners as they become or continue to be productive citizens (Evans Campuses: Our Vision; <http://www.evanshs.ocps.net>; retrieved October 7, 2003).

Facilities at the main campus of the school include a closed circuit television production studio, performing arts center, specialized vocational and technical laboratories, an agribusiness complex, media center, a 6,000 seat stadium, a fully equipped weight room, softball and baseball fields, an 850 seat gymnasium, and a multipurpose room for dance, gymnastics, and other activities (Maynard Evans High School, 2003). In terms of academics, the school offers dual enrolment at Orange Technical Center and at Valencia Community College. It also offers advanced placement and magnet programs in business, health, law, hospitality, and technology (Maynard Evans High School, 2003). There are eight (8) academic departments: arts, business, English, math, foreign language, science, social studies, and vocational and technology. The school is accredited by the Southern Association of Colleges and Schools (school code: 0671).

### Sampling Procedures

The sampling procedure used to identify possible participants for the study

was a combination of cluster and convenience sampling. Cluster sampling involves selecting all individuals from a specific number of groups within a larger population (Cohen & Manion, 1994; Denscombe, 1998). Convenience sampling involves choosing the most accessible individuals to serve as respondents and continuing the process until the required sample size was obtained (Cohen & Manion, 1994; Denscombe, 1998). In this particular study, the larger population comprised all senior students at Evans High School. The specific groups involved were five sets of senior English classes. Based upon a desired sample size of 150 students, the opportunity to participate was offered to the first 150 students in those five groups encountered during the first four periods of a particular school day. Of the 150 students offered the opportunity to participate, 74 completed the necessary informed and parental consent processes. This represents a 49.3% response rate. However, of the 74 students who completed the necessary informed and parental consent processes, there were six participants whose surveys were unusable because they were incomplete due to missing responses. So, in the end, 68 individuals representing approximately 12.2% of the total senior student population of the school contributed data to this study. This number exceeds the aforementioned acceptable sample size of 50 students.

#### Description of the Sample

Of the 68 students who made up the sample, 22 (32.4%) were males and 45 (66.2%) were females. With respect to age, 55 (80.8%) of the study

participants were over the age of eighteen while 13 (19.2%) were under eighteen and considered minors. The gender of one participant was unknown. However, this participant was included since information about his or her racial identity development and career thoughts was still available.

Table 1, which immediately follows, shows the gender distribution of the sample. Similarly, Table 2, which follows immediately after Table 1, shows the age distribution of the sample. Also immediately following Table 1 and Table 2 are pie charts providing graphical depictions of the gender distribution (as shown in Figure 1) and age distribution (as shown in Figure 2) of the sample.

Table 1

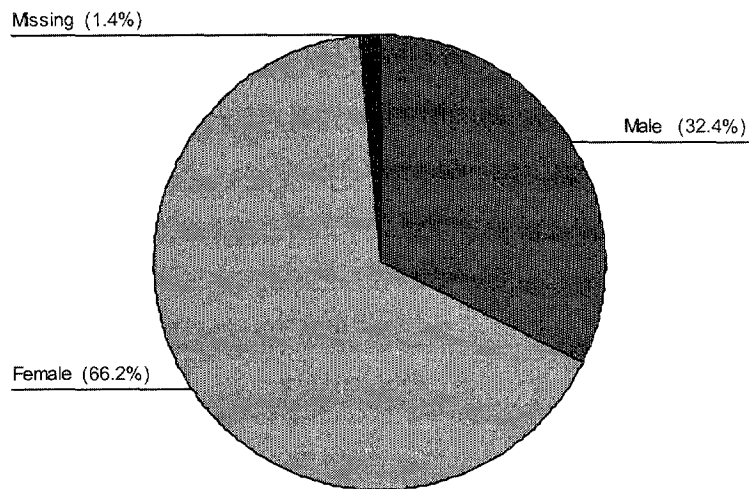
*Gender Distribution of the Study Sample*

Gender	Actual Number	Percentage of Total
Male	22	32.4
Female	45	66.2
Unknown	1	1.4
Total	68	100.0

Table 2

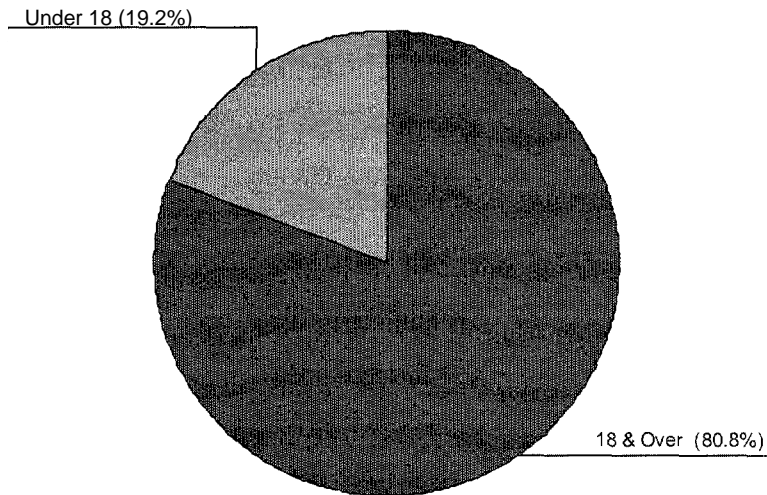
*Age Range Distribution of the Study Sample*

Age Range	Actual Number	Percentage of Total
18 and Over	55	80.8
Under 18	13	19.2
Total	68	100.0



*Figure 1.* Gender distribution of the study sample expressed as percentages of the total.





*Figure 2.* Age range distribution of the study sample expressed as percentages of the total.

Information was collected concerning a variety of other demographic variables such as socioeconomic status, influence on career choice, parental level of education, parental occupation, post-secondary intention, and plans to take the Scholastic Aptitude Test (SAT) and the American College Test (ACT). Tables depicting the results of the demographics variables are contained in Appendix E.

### Research Questions, Hypotheses, and Variables

#### Research Question

Once again, the primary research question considered in this study was:  
How are career thoughts impacted by racial identity development for Black senior

students at an urban high school?

### Hypotheses

As a result of this research question, the following single directional hypotheses were proposed for investigation:

- Hypothesis 1: those at a higher stage of racial identity development will have less negative career thoughts
- Hypothesis 2: those at a higher stage of racial identity development will have less decision making confusion
- Hypothesis 3: those at a higher stage of racial identity development will have less commitment anxiety
- Hypothesis 4: those at a higher stage of racial identity development will have less external conflict

### Variables

In this study, the following variables were also considered:

1. Racial identity: the development of a sense of awareness of oneself based upon race. It is represented by various stages of development and measured by the Black Racial Identity Attitude Scale (RIAS-B).
2. Career thoughts: outcomes of an individual's thinking about assumptions, attitudes, behaviors, beliefs, feelings, plans, and/or strategies related to

career problem solving and decision-making (Sampson, Jr. et al., 1996a), It is comprised of three domains: commitment anxiety, decision making confusion and external conflict and is measured by the Career Thoughts Inventory (CTI).

3. Commitment anxiety: the anxiety felt concerning the outcome of the decision making process that, in turn, causes an inability to make a commitment to a specific career choice. (Sampson, Jr. et al., 1996a).
4. Decision making confusion: an inability to initiate or sustain the decision making process caused by disabling emotions and / or a lack of understanding about the decision making process itself (Sampson, Jr. et al., 1996a).
5. External conflict: the conflict experienced due to the inability to balance the importance of one's own self-perceptions and the importance of input from significant others (Sampson, Jr. et al., 1996a).

### Instruments

The main variables in the study were measured using the Career Thoughts Inventory and the Black Racial Identity Attitude Scale (RIAS-B). Additionally, demographic information about the participants in the study was obtained using a Demographic Questionnaire.

## Career Thoughts Inventory

First published in 1994, the Career Thoughts Inventory (more commonly known as the CTI) was developed by Sampson, Jr. et al., (1996a) as a product of the cognitive information processing model. The purpose of the CTI is to assess the dysfunctional thinking in career problem solving and decision-making (Sampson, Jr. et al., 1996a; Murphy, Impara, & Plake, 1999). More specifically, the CTI identifies three (3) specific areas of thought dysfunction: decision-making confusion (a person's inability to initiate or sustain the decision process), commitment anxiety (the degree to which anxiety-producing thoughts may be contributing to indecision), and external conflict (a person's ability to balance self-perceptions with the input from significant others) (Sampson et al., 1996a; Fontaine, 2001).

The CTI is intended for adults, college students, and high school students (Murphy et al., 1999). It is usually administered to groups of individuals. Additionally, the CTI assesses career thoughts in terms of decision-making confusion, commitment anxiety, external conflict, and then the combined total of these previous three (Sampson, Jr. et al., 1996a; Murphy et al., 1999). The combined total of these three is "a global indicator of dysfunctional career thinking" (Fontaine, 2001, p.229).

The CTI is accompanied by a workbook titled *Improving Your Career Thoughts: A Workbook for the Career Thoughts Inventory* (Sampson, Jr. et al., 1996b). This workbook "provides exercises to assist in identifying and altering a client's dysfunctional career thinking" (Fontaine, 2001, p. 229). According to

Sampson, Jr. et al., (1996a), there are some who argue that measuring dysfunctional thinking is a deficit approach to investigating career development. It is, indeed, possible that the cultural values of some ethnic and racial groups might affect the CTI scores of individuals in such groups. For example, a high degree of external conflict (i.e. influence of significant others) of an individual in an African American population might be construed as dysfunctional thinking. External conflict of a high degree, though, might be related to or due to the communal nature, influence of, and reliance on family of many African Americans. Sampson, Jr. et al. (1996a) suggest establishing local norms in order to ensure that cultural perspectives—such as in this example—are not categorized as dysfunctional thinking (Fontaine, 2001).

A representative normative sample was provided for the three populations that the CTI is designed to serve: high school students ( $n = 396$ ), college students ( $n = 595$ ), and adults ( $n = 571$ ) (Fontaine, 2001; Sampson, Jr. et al., 1996a). In the development of the test, Pearson Product Moment correlation coefficients were calculated between the CTI and other assessments of related constructs for these normative samples (Sampson, Jr. et al., 1996a; Vernick, 2000). According to Sampson, Jr. et al., (1996a) and also according to Vernick (2000), for each of these normative samples examined, the Pearson Product Moment correlation coefficients spanned a range from minimal associations to high correlations. More specifically, internal consistency coefficients were high for total CTI score and for decision-making confusion for all normative groups (Sampson, Jr. et al., 1996a). Although lower than for total CTI score and for

decision making confusion, internal consistency coefficients were still adequate for commitment anxiety and for external conflict for all normative groups (Sampson, Jr. et al., 1996a). No internal consistency coefficient was lower than .74. All this suggests that the test will indeed measure what it purports to measure and that one can be confident in using it for the desired purpose of measuring career thoughts.

At least twelve (12) research studies have been conducted utilizing the CTJ. These all provide positive evidence of the test's convergent validity while aiding our understanding of vocational behavior (Vernick, 2000). Vernick (2000) also provided more specific information regarding sample information, variables studied, measures used, and design and analysis procedures for each of the twelve studies.

### Black Racial Identity Attitude Scale

According to Helms and Parham (1984) and others (Knox et al., 1996; Lemon & Waehler, 1996), the Black Racial Identity Attitude Scale (more commonly known as the RIAS-B) was designed to measure racial identity alludes as manifested in the stages of racial identity development proposed by Cross (1971; 1978). The original version of the RIAS-B was comprised of 30 five-point Likert scale items (Helms & Parham, 1984; Yanico, Swanson, & Tokar, 1994). Eight (8) of the Likert scale items measured the pre-encounter stage, six (6) of the Likert scale items measured the encounter stage, another ten (10) of the Likert scale items measured immersion/emersion, while yet

another six (6) of the Likert scale items measured internalization. In this version of the RIAS-B, reliability coefficients were .67 for pre-encounter items, .72 for encounter items, .66 for immersion/emersion items, and .71 for internalization items (Helms & Parham, 1984).

The latest version of the RIAS-B, consists of 50 self-report items on a five-point Likert scale ranging from strongly disagree to strongly agree on the four subscales—pre-encounter, encounter, immersion/emersion, and internalization—of Cross's racial identity development model (Knox et al., 1996; Yanico et al., 1994). The additional 20 items were added in order to help improve reliability (Helms, 1990; Helms & Parham, 1984; Yanico et al., 1994). With the exception of encounter items, reliability increased for all measures of racial identity developed from the original version of the RIAS-B to the latest version of the RIAS-B (Helms & Parham, 1984). On the latest version of the RIAS-B, the reliability coefficient for pre-encounter items increased to .76. The reliability coefficient also increased to .69 for immersion/emersion items and to .80 for internalization items. The reliability coefficient for encounter items decreased to .51.

With the possible exception of the encounter stage, these increases in the reliability coefficients of the subscale correlations between the two versions of the RIAS-B serve as evidence of the efficacy and veracity of Cross's model (Ponterotto & Wise, 1987; Yanico et al., 1994). As for the decrease in the reliability coefficient of the encounter stage between the two versions of the RIAS-B, perhaps it is that the encounter stage is difficult to conceptualize and measure adequately (Ponterotto & Wise, 1987). Bearing in mind that the

encounter stage is believed to be one of transition and inner turmoil for most individuals, there is no real cause for concern about its impact on the RIAS-B in its entirety. In any event, no matter the stage, racial identity development can be difficult to operationalize sufficiently (Helms, 1989; Helms, 1990). Despite all this, reliability and validity indicators suggest confidence in using the RIAS-B as a tool to measure racial identity development in African Americans and other Blacks.

Deemed appropriate for anyone at a ninth grade reading level or above, the RIAS-B is used primarily with college and high school populations (Helms & Parham, 1984). The test takes about fifteen minutes to complete (Ponterotto & Wise, 1987). With respect to scoring, respondents obtain a score on each of the four scales of pre-encounter, encounter, immersion/emersion, and internalization (Helms & Parham, 1984). According to Helms and Parham (1984), "scores are calculated by adding together the scale values chosen by respondents for appropriately keyed items and dividing by the number of items to maintain the scale metric (i.e. strongly agree to strongly agree)." (p. 3). An individual's highest score on a single sub-scale indicates his or her stage of racial identity development (Helms, 1990).

The most notable criticism of the RIAS-B lies with its inability to adequately and effectively measure the encounter stage. This could indicate a need to more closely examine and better define this stage in particular and then to possibly revise Cross's model. Several researchers assert that more psychometric analysis needs to be conducted on the test (Lemon & Waehler, 1996; Ponterotto & Wise, 1994). Nevertheless, as a whole, the RIAS-B measures what it purports



to as best as it can. As such, it can still be relied upon as the most appropriate of racial identity attitudes for Blacks in America.

### Demographic Questionnaire

Using a format and items similar to those in a survey used by Woods (1990), demographic information was collected from each of the respondents in the study with respect to gender, age, and race. The Demographic Questionnaire also sought information about first and second job choices, influence on job choice, parental levels of education, and parental occupations of each of the study respondents. Other information sought from the study respondents on the Demographic Questionnaire was family income and socioeconomic status, immediate intentions after high school, and plans to take the Scholastic Aptitude Test (SAT) and the American College Test (ACT). All this demographic information was collected in order to get an idea of specific characteristics and traits of the participants in the study.

### Data Collection

Before beginning the study, permission to conduct it was first obtained from the University of Central Florida Institutional Review Board (IRB), Orange County Public Schools (OCPS), and the principal at Evans High School. Copies of the forms and letters granting permission to conduct the study are contained in Appendix F.

Data collection first involved the distribution and collection of parental

consent and informed consent forms to and from all potential participants. Once each of the five groups of senior students was assembled, there was a verbal description of the purpose of the study and its potential impact to participants using information from the appropriate assent script (see sample contained in Appendix A). This was followed by administration of the Career Thoughts Inventory (CTI) the Black Racial Identity Attitude Scale (RIAS-B), and the Demographic Questionnaire to each of the students. After the administration, the sets of each individual student's forms (comprising the CTI, the RIAS-B, and the Demographic Questionnaire were coded by a three-digit number from 001 to 150) so that students could not be identified by name at a later date and time. The forms were also coded this way in order to ensure integrity in the research process.

Next, raw scores and range scores for the total CTI, and the subscales of commitment anxiety, decision making confusion, and external conflict were then calculated by adding together column totals and row totals for items that measured each subscale (Sampson, Jr. et al., 1996b). Omitted responses were computed as zeros. Based upon the recommendation of G. W. Peterson (personal communication, November 26, 2003), score ranges for the CTI, and the subscales of commitment anxiety, decision making confusion, and external conflict were determined using appropriate, suggested T-scores from a normed sample. Table 3, which immediately follows, charts these score ranges.

Table 3

*Career Thoughts Inventory (CTI) Ranges*

Range	T-Scores	Percentile	CTI	DMC	CA	EC
High	56+	73+	61+	16+	15+	6+
Moderate	45-55	31-69	38-60	9-15	10-14	3-5
Low	0-44	0-27	0-37	0-8	0-9	0-2

*Note.* CTI = Career Thoughts Inventory, DMC = Decision Making Confusion, CA = Commitment Anxiety, EC = External Conflict

Preencounter, encounter, immersion/emersion, and internalization subscale scores for each participant were also calculated by adding together the scale values for appropriately keyed items and then by dividing the number of items (Helms & Parham, 1984). Based upon recommendation of Helms and Parham (1994), omitted responses were computed as zeros. The highest score of the four subscales was recorded since it represented each participant's category of Black racial identity development.

Data Analysis

Several statistical procedures using the Statistical Package for the Social Sciences (SPSS) were applied in order to obtain information about the

demographic characteristics of the sample, in order to address the research question posed and also to investigate the hypotheses proposed. Frequency tables and circle graphs were obtained of all the demographic characteristics on the Demographic Questionnaire. As well, an analysis of Pearson Correlation was conducted in order to determine if there indeed was a relationship between racial identity development, the total CTI score and each of the subscales of racial identity development (preencounter, encounter, immersion, emersion, and internalization) and each of the measures of negative career thoughts (namely decision-making confusion, commitment anxiety, and external conflict). Pearson Correlation analysis also helped to determine the strength of any relationship found between and among any of the aforementioned variables and subscales.

Building upon the Pearson Correlation analyses, simple regression analyses were conducted in order to further determine how much racial identity development, each of its subscales, total CTI score, and each of the measures of negative career thoughts influenced each other and to ascertain how much variance could be accounted for between all of these subscales and measures.

### Summary

This chapter provided a description of the methodology followed in this study. It began with a description of the context of the study. It also provided about the selection of the participants in the study and about the selection of the study site. Next, there was a discussion about the guiding principles for the selection of the sample, sampling procedures, and demographic characteristics

of the sample. Following this was a review of the research question, hypotheses, and the main variables under investigation. Information about the selected assessments-the Career Thoughts Inventory (CTI), the Black Racial Identity Attitude Scale (RIAS-B) and the Demographic Questionnaire was also shared. With respect to the Career Thoughts Inventory and the Black Racial Identity Attitude Scale, this information comprised descriptive details such as how they were developed, how to administer them, and their purposes. It also comprised findings about their reliability and validity. In this chapter, there was also a section on data collection procedures and data analysis (with specific emphasis on the statistical procedures used to investigate the relationship between racial identity and career thoughts). The next chapter focuses on the results of the study after application of the chosen statistical procedures as well as on the limitations of the study.

## CHAPTER FOUR DATA ANALYSIS AND RESULTS

### Introduction

This exploratory study aimed to investigate the relationship between stages of racial identity development and the degree of negative career thoughts (i.e. commitment anxiety, decision making confusion, and external conflict) for Black senior students at an urban high school. By gaining knowledge of career development for Black students, it is hoped that more effective, relevant, and appropriate career development services could eventually be offered for them at the high school level. This belief was affirmed by the recommendation that stages of racial identity development in career counseling could be used to predict appropriate career interventions (Jackson & Roberts, 1996). No doubt, this knowledge of career development for Black high school students could allow current high school counselors and high school counselors-in-training better preparation and training to serve such students.

The primary research question explored in this study was: How are negative career thoughts impacted by racial identity development for Black senior students at an urban high school? As well, several hypotheses were posed in this study. They were:

- Hypothesis I: those at a higher stage of racial identity development will have less negative career thoughts overall;

- Hypothesis 2: those at a higher stage of racial identity development will have less decision making confusion;
- Hypothesis 3: those at a higher stage of racial identity development will have less commitment anxiety; and
- Hypothesis 4: those at a higher stage of racial identity development will have less external conflict

Simple linear regression analyses were conducted to address these hypotheses since they involved trying to determine the relationship between negative career thoughts and the internalization stage of Black racial identity development.

### Results of the Study

The correlation matrix among the main variables is presented in Table 4. Sample means and standard deviations are presented in Table 5. As can be seen, the average mean raw score for total CTI was 43.26, indicating a low level of negative career thoughts. The average mean raw score for commitment anxiety was 10.87, while the average mean raw score for external conflict was 4.88 and the average mean raw score for decision making confusion was 10.15. This indicates that the average mean raw scores for all three of these last sub-measures of the CTI were in the moderate range. Standard deviations from the mean were also moderate as can be seen from Table 5.

Table 4

*Pearson Correlation Coefficients Among Main Variables (n =68)*

Variables	CTI	DM	CA	EC	Pre	Enc	IE	Int
CTI	1.00	.92*	.92	.74	.43*	.39*	.36	.00
DMC		1.00	.79	.59	.41*	.34*	.38'	-.08
CA			1.0	.75	.35	.39*	.30	.12
EC				1.0	.41	.50*	.26	.01
Pre					1.0	.40*	.51	-
Enc						1.0	.52	-.04
IE							1.0	.03
Int								1.0

\* Correlation is significant at the 0.05 alpha level

\*\* Correlation is significant at the 0.01 alpha level,

Career Thoughts Inventory (CTI) Measures

CTI = Total CTI Score

DMC = Decision Making Confusion Raw Score

CA = Commitment Anxiety Raw Score

EC = External Conflict Raw Score

Black Racial Identity Attitude Scale (RIAS) variables

Pre = Preencounter Score

Enc = Encounter Score

IE = Immersion / Emersion Score

Int = Internalization Score

Table 5

*Means and Standard Deviations Among Main Variables (n =68)*

Variable	M	SD
Total CTI Score	43.26	25.65
Decision Making Confusion Raw	10.15	7.91
Commitment Anxiety Raw Score	10.87	6.52
External Conflict Raw Score	4.88	3.28
Preencounter score	2.26	.71
Encounter Score	2.59	.62
Immersion / Emersion Score	2.81	.66
Internalization Score	3.93	.44



Table 6, which follows, displays the percentages and frequencies of participants with respect to the total measure and the sub-measures of the CTI. Frequencies and percentages were somewhat evenly dispersed for the commitment anxiety subscale. With respect to the external conflict subscale, the majority of participants indicated a high level of external conflict. Conversely, the majority of participants indicated a low level of decision making confusion. It can also be seen that the bulk of participants indicated low total CTI scores or a low level of negative career thoughts.

Table 6

*Percentages and Frequencies of Participants with Respect to Total CTI Scores, Decision-Making Confusion (DMC) Scores, Commitment Anxiety (CA) Scores, and External Conflict (EC) Scores*

Range	Total CTI Scores (n=68)	DMC Scores (n=68)	CA Scores (n=68)	EX Scores (n=68)
High	32.4% (n=22)	30.9% (n=21)	35.3% (n=24)	47.1% (n=32)
Moderate	26.5% (n=18)	25.0% (n=17)	29.4% (n=20)	27.9% (n=19)
Low	41.2% (n=28)	44.1% (n=30)	35.3% (n=24)	25.0% (n=17)
Total	100.0%	100.0%	100.0%	100.0%

As well, Table 7 presents the stages of Black racial identity development of the sample expressed as percentages. The bulk of students were found to be in the internalization stage of Black racial identity development. Negligible numbers were found to be in preencounter, encounter, and immersion /emersion stages (4.4%, 2.9%, and 4.4% respectively).

Table 7

*Stages of Black Racial Identity Development of the Study Sample Expressed As Percentages of the Total*

Stage	Percentage of Total Study Sample ( <i>n</i> = 68)
Internalization	88.2% ( <i>n</i> = 60)
Immersion /Emersion	4.4% ( <i>n</i> = 3)
Encounter	2.9% ( <i>n</i> = 2)
Preencounter	4.4% ( <i>n</i> = 3)
Total	10011%

### Preliminary Analysis

Preliminary analysis of the data (n=68) indicated no missing data among the primary variables of the total measure and the sub-measures of the CTI as well as the four sub-stages of Black racial identity development.

Examination of the measures of the CTI and the stages of the RIAS-B also revealed that they fulfilled the traditional assumptions necessary for simple linear regression analysis. It is commonly accepted that variables used in regression analysis are interval or ratio, are normally distributed and demonstrate linearity. From frequency tables and scatter plots of the data, it was found that each of the sub-measures of the CTI as well as with each of the sub-stages of the RIAS-B demonstrated these assumptions. As well, no outliers (which might ultimately impact results) were identified when observing scatterplots of the data.

### Analyses of Research Hypotheses

This section contains analyses of the four research hypotheses tested in the study. All analyses assume an alpha level of .05.

#### Analysis of Hypothesis 1

Hypothesis 1: those at a higher stage of racial identity development will have less negative career thoughts overall.

To investigate hypothesis 1, a simple linear regression analysis was

conducted with the preencounter subscale of the RIAS-B as the independent variable and total CTI score as the dependent variable. At the assumed alpha level, the analysis yielded a significant result ( $F = 14.94$ ,  $df 1, 66$ ,  $p = .000$ ). In other words, there was, indeed, a statistically significant relationship between the two variables. Essentially, this means that an individual in the preencounter stage will likely have a high total CTI score.

Then, a simple linear regression analysis was also conducted with the encounter subscale of the RIAS-B as the independent variable and total CTI score as the dependent variable. The analysis yielded a significant result ( $F = 12.21$ ,  $df 1, 66$ ,  $p = .001$ ). In other words, there was a statistically significant relationship between the two variables. Thus, an individual in the encounter stage will, more than likely, have a moderate to high total CTI score.

Additionally, a simple linear regression analysis was conducted with the immersion /emersion subscale of the RIAS-B as the independent variable and total CTI score as the dependent variable. At the assumed alpha level, the analysis yielded a significant result ( $F = 9.68$ ,  $df 1, 66$ ,  $p = .003$ ). In other words, there was a statistically significant relationship between the two variables. Stated otherwise, an individual in the immersion / emersion stage of Black racial identity development would likely have a moderate to high total CTI score.

Hypothesis I was also further investigated by conducting a simple linear regression analysis with the internalization subscale of the RIAS-B as the

independent variable and total CTI score as the dependent variable. Assuming an alpha level of .05, the analysis yielded a nonsignificant result ( $F = .002$ ,  $df = 1, 66$ ,  $p = .96$ ). In other words, there was no statistically significant relationship between the two variables. It is safe to assume that the exact nature of the relationship cannot be known.

### Analysis of Hypothesis 2

Hypothesis 2: those at a higher stage of racial identity development will have less decision making confusion.

To investigate hypothesis 2, a simple linear regression analysis was conducted with the preencounter subscale of the RIAS-B as the independent variable and decision making confusion raw score as the dependent variable. At the assumed alpha level, the analysis yielded a significant result ( $F = 13.36$ ,  $df = 1, 66$ ,  $p = .001$ ). In other words, there was, indeed, a statistically significant relationship between the two variables. An individual, then, in the preencounter stage would likely have a high decision making confusion raw score.

Further, a simple linear regression analysis was also conducted with the encounter subscale of the RIAS-B as the independent variable and decision making confusion raw score as the dependent variable. The analysis yielded a significant result ( $F = 8.60$ ,  $df = 1, 66$ ,  $p = .005$ ). In other words, there was a statistically significant relationship between the two variables. An individual in the encounter stage would, then, likely have a moderate to high decision making confusion raw score.

A simple linear regression analysis was also conducted with the immersion / emersion subscale of the RIAS-B as the independent variable and decision making confusion raw score as the dependent variable. At the assumed alpha level, the analysis yielded a significant result ( $F = 11.43$ ,  $df 1, 66$ ,  $p = .001$ ). In other words, there was a statistically significant relationship between the two variables. This means, then, that an individual in the immersion /emersion stage would probably have a moderate to high decision making confusion raw score.

Finally, to address hypothesis 2 further, a simple linear regression analysis was conducted with the internalization subscale of the RIAS-B as the independent variable and decision making confusion raw score as the dependent variable. Assuming an alpha level of .05, the analysis yielded a nonsignificant result ( $F = .47$ ,  $df 1, 66$ ,  $p = .50$ ). In other words, there was no statistically significant relationship between the two variables. The exact nature of the relationship cannot be described.

### Analysis of Hypothesis 3

Hypothesis 3: those at a higher higher stage of racial identity development will have less commitment anxiety.

To begin the investigation of hypothesis 3, a simple linear regression analysis was conducted with the preencounter subscale of the RIAS-B as the independent variable and commitment anxiety raw score as the dependent variable. At the assumed alpha level, the analysis yielded a significant result ( $F=9.21$ ,  $df 1, 66$ ,  $p = .003$ ). In other words, there was, indeed, a statistically

significant relationship between the two variables. Quite likely, then, an individual in the preencounter stage would have a high commitment anxiety raw score.

Additionally, a simple linear regression analysis was conducted with the encounter subscale of the RIAS-B as the independent variable and commitment anxiety raw score as the dependent variable. The analysis yielded a significant result ( $F = 11.89$ ,  $df 1, 66$ ,  $p = .001$ ). In other words, there was a statistically significant relationship between the two variables. This means, then, that an individual in the encounter stage would quite possibly have a moderate to high commitment anxiety raw score.

Further, a simple linear regression analysis was also conducted with the immersion/emersion subscale of the RIAS-B as the independent variable and commitment anxiety raw score as the dependent variable. At the assumed alpha level, the analysis yielded a significant result ( $F = 6.53$ ,  $df 1, 66$ ,  $p = .013$ ). In other words, there was a statistically significant relationship between the two variables it is most plausible, then, that an individual in the immersion/emersion stage would have a moderate to high commitment anxiety raw score.

To conclude the investigation of hypothesis 3, a simple linear regression analysis was conducted with the internalization subscale of the RIAS-B as the independent variable and commitment anxiety raw score as the dependent variable. Assuming an alpha level of .05, the analysis yielded a nonsignificant result ( $F = .88$ ,  $df 1, 66$ ,  $p = .35$ ). In other words, there was no statistically significant relationship between the two variables. No description of the

relationship between the two variables can be given.

#### Analysis of Hypothesis 4

Hypothesis 4: those at a higher stage of racial identity development will have less external conflict.

The investigation of hypothesis 4 was begun by conducting a simple linear regression analysis with the preencounter subscale of the RIAS-B as the independent variable and external conflict raw score as the dependent variable. At the assumed alpha level, the analysis yielded a significant result ( $F = 13.29$ ,  $df = 1, 66$ ,  $p = .001$ ). In other words, there was, indeed, a statistically significant relationship between the two variables. An individual, then, in the preencounter stage would quite likely have a high external conflict raw score.

This was followed by conducting another simple linear regression analysis with the encounter subscale of the RIAS-B as the independent variable and external conflict raw score as the dependent variable. The analysis yielded a significant result ( $F = 22.29$ ,  $df = 1, 66$ ,  $p = .000$ ). In other words, there was a statistically significant relationship between the two variables. Stated otherwise, an individual in the encounter stage would likely have a moderate to high external conflict raw score.

Then, a simple linear regression analysis was conducted with the immersion I emersion subscale of the RIAS-B as the independent variable and external conflict raw score as the dependent variable. At the assumed alpha level, the analysis yielded a significant result ( $F = 4.72$ ,  $df = 1, 66$ ,  $p = .034$ ). In



other words, there was a statistically significant relationship between the two variables. It is likely, then, that an individual in the immersion / emersion stage would have a moderate to high external conflict raw score.

Finally, to conclude the investigation of hypothesis 4, a simple linear regression analysis was conducted with the internalization subscale of the RIASB as the independent variable and external conflict raw score as the dependent variable. Assuming an alpha level of .05, the analysis yielded a nonsignificant result ( $F = .006$ ,  $df 1, 66$ ,  $p = .94$ ). In other words, there was no statistically significant relationship between the two variables. The exact nature of the relationship between the two variables cannot be described.

The regression coefficients of each of the simple regression analyses conducted are summarized in Table 8.

Table 8

*Regression Coefficients of the Relationship between Measures of Career Thoughts and Stages of Black Racial Identity Development as Expressed by Hypotheses*

<b>Hypothesis #</b>	<i>F</i>	<i>Df</i>	<i>p</i>
<i>Dependent Variables</i>			
<i>Independent Variables</i>			
<b>Hypothesis 1</b>			
CTI Total Score			
<i>Preencounter</i>	14.94	1, 66	.000**
<i>Encounter</i>	12.21	1, 66	.001**
<i>Immersion / Emersion</i>	9.68	1, 66	.003**
<i>Internalization</i>	.002	1, 66	.96
<b>Hypothesis 2</b>			
DIM Raw Score			
<i>Preencounter</i>	13.36	1, 66	.001**
<i>Encounter</i>	8.60	1, 66	.105**
<i>Immersion / Emersion</i>	11.43	1, 66	.001**
<i>Internalization</i>	.47	1, 66	.50
<b>Hypothesis 3</b>			
CA Raw Score			
<i>Preencounter</i>	9.21	1, 66	.003**
<i>Encounter</i>	11.89	1, 66	.001**
<i>Immersion / Emersion</i>	6.53	1, 66	.013**
<i>Internalization</i>	.88	1, 66	.35
<b>Hypothesis 4</b>			
EC Raw Score			
<i>Preencounter</i>	13.29	1, 66	.001**
<i>Encounter</i>	22.29	1, 66	.000**
<i>Immersion / Emersion</i>	4.72	1, 66	.034**
<i>Internalization</i>	.006	1, 66	.94

\*\*Relationship is significant at the 0.05 level.

### Primary Research Question

The primary research question explored in this study was: How are negative career thoughts impacted by racial identity development for Black senior students at an urban high school? When tested at the .05 alpha level, significant relationships were found between each of the measures of the CTI (i.e. total CTI raw score, decision-making confusion raw score, commitment anxiety raw score, and external conflict raw score) and the preencounter, encounter and immersion/emersion subscales of the RIAS-B.

More specifically, results reveal substantial positive relationships between the preencounter, encounter, and immersion /emersion subscales of the RIAS-B and the total CTI raw score. This means that individuals in the preencounter stage of Black racial identity development will likely have high total CTI scores whereas individuals in the encounter stage will, more than likely, have moderate to high total CTI scores. Individuals in the immersion /emersion stage of Black racial identity development would likely have a moderate to high total CTI scores.

Findings also reveal substantial positive relationships between the preencounter, encounter, and immersion / emersion subscales of the RIAS-B and the decision making confusion raw score. Thus, an individual in the preencounter stage would likely have a high decision making confusion raw score, an individual in the encounter stage would likely have a moderate to high decision making confusion raw score while an individual in the immersion / emersion stage would probably have a moderate to high decision making confusion raw score.

With respect to commitment anxiety and stages of Black racial identity development, results also reveal positive relationships between the preencounter, encounter, and immersion / emersion subscales and the commitment anxiety raw score. So, then, individuals in the preencounter stage would have a high commitment anxiety raw score. As well, individual in the encounter stage would quite possibly have a moderate to high commitment anxiety raw score while individuals in the immersion / emersion stage would possibly have a moderate to high commitment anxiety raw score.

The study's findings further reveal positive relationships between the preencounter, encounter, and the immersion / emersion subscales of the RIAS and the external conflict raw score. This means that an individual in the preencounter stage would quite likely have a high external conflict raw score while an individual in the encounter stage would likely have a moderate to high external conflict raw score and an individual in the immersion / emersion stage would have a moderate to high external conflict raw score.

No significant relationships were found between the decision making confusion raw score measure, the commitment anxiety raw score measure, the external conflict raw score measure, the total CTI raw score measure and the internalization subscales of the RIAS-B. The exact nature of the relationships between these variables cannot be described.

### Limitations

The study might be considered limited in a number of ways. For one, the

study only examined students from one school in one selected city. Hence, no generalizations can be made about other students within other schools in other cities.

Further, the study was limited to examining the racial identity attitudes and career thoughts of Black students only. Along this same line, no information was collected with respect to the ethnicity or cultural background of Black students who may have been born and/or raised outside of the United States (such as in the West Indies or Africa). So then, no assumptions can be made about the racial identity and career thoughts of other races such as Whites and other ethnicities such as Hispanics / Latinos.

The combination of cluster and convenience sampling might also be considered a limitation. This is not ideal since it also infers a combination of probability and non-probability sampling. Such a combination could potentially impact the results in such a way that they are not truly representative of the larger population. It must be remembered that this study only had a response rate of 49.3%. It might be that a further study with a greater response rate might yield a more robust sample.

With respect to demographic characteristics, the study is limited in that the majority of the participants were females. Additionally, the majority of participants were eighteen years or older. Hence, assumptions and generalizations cannot be made about a sample that is more balanced in terms of gender and more varied in terms of age.

A further limitation is that the study is purely descriptive without the

introduction of a treatment or without a basis for comparison. As a result, there is no way of knowing how career interventions might or might not impact the response of the participants. As well, there is no way of knowing how the participants in this study compare to participants being investigated under the same conditions in other studies.

The study is also limited by the amount of time it took the participants to respond to the three instruments (the Career Thoughts Inventory, the Black Racial Identity Attitude Scale, and the demographic survey). Overall, it took approximately forty minutes to complete all three. Additionally, the three instruments were not administered in any particular order. All three were handed out to participants at the same time and they were free to answer them in order that they chose so long as they completed all of them. It might be that the participants may have grown tired of responding over such a period of time and that their answers might be less representative of their true perceptions and feelings. As well, since there was no particular order in which the surveys were administered, the responses on some sets of one survey some might be more reflective of other sets of that same survey.

It bears noting that the study is limited, too, in the sense that the bulk of students were in the internalization stage of Black racial identity development. In future, a larger sample could be obtained so as to aim for greater dispersion of individuals in each of the stages of racial identity development for Blacks.

A noteworthy limitation of this study is the use of repeated simple linear regression analyses in addressing and investigating its hypotheses. Simple linear

regression analyses were used repeatedly because the sample size needed to conduct a more robust multivariate technique such as a canonical correlation, multivariate multiple regression, or a path analysis was not available. The repeated simple linear regression analyses, though, increased the possibility of family-wise error rate. Family-wise error rate essentially refers to the chance that a large enough set of similar repeated analyses could falsely yield positive significant findings or results (Myers & Well, 1995; Nichols & Hayasaka, 2003). Family-wise error rate can be minimized by changing the critical value (to less than .05) for each analysis conducted (Nichols & Hayasaka, 2003). The actual change in the critical value would depend on the number of repeated analyses conducted. For now, though, the results of this study should be considered exploratory and examined with caution.

### Summary

This chapter involved a discussion of the data analysis and results of the study. More specifically, it involved analyses of the research hypotheses. Through a series of simple regression analyses, it was determined that significant relationships existed between each of the measures of the CTI (i.e. total CTI raw score, decision-making confusion raw score, commitment anxiety raw score, and external conflict raw score) and the preencounter, encounter and immersion/emersion subscales of the RIAS-B. No significant relationships, though, were found between the internalization subscale of the RIAS-B and each of the measures of commitment anxiety, decision making confusion, external

conflict, and total CTI score. The primary research question was also addressed in this chapter. Additionally, several limitations of the study, such as its focus on Black students only, type of sampling procedure used, effects of maturation, and family-wise error rate, were also discussed. The following chapter discusses the study's findings, implications of these findings, and any conclusions that can be reached from these findings.



## CHAPTER FIVE SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

### Introduction

This study served to investigate certain aspects of career development for African Americans and other Blacks in America. More specifically, the study examined the relationship between racial identity development and career thoughts for Black seniors at an urban high school. The aim was to determine if there was a relationship between stages of racial identity development and the nature and degree of negative career thoughts (i.e. commitment anxiety, decision making confusion, and external conflict) for the Black senior students at this urban high school.

The aim and focus of the study were influenced by a review of the literature about career development for Blacks. Aside from familial, educational, sociological, and economics factors, this literature review revealed that race--specifically, racial identity development--was a key influence in the career development for Blacks (Cheatham, 1990; Fouad & Arbona, 1994; Garcia, 1984; Griffith, 1980; Helms & Piper, 1994; June & Pringle, 1977; Manese & Fretz, 1984; Parharm & Austin, 1994; Woods, 1990). So, it was determined that any study of career development of Blacks should focus on race. Review of the literature also revealed that there was a lack of information about how young Blacks (adolescents and teenagers) thought about and perceived their career choices

and career options (Cheatham, 1990; Gati & Saka, 2001; Helms & Piper, 1994; Woods, 1990). So, it was also determined that their thoughts and perceptions about career choices and career options would be studied as well.

To address the aims of the study, the main research question posed was: How are negative career thoughts impacted by racial identity development for Black senior students at an urban high school? As derivatives of that research question, the following hypotheses were also framed:

- Hypothesis 1: those at a higher stage of racial identity development will have less negative career thoughts overall;
- Hypothesis 2: those at a higher stage of racial identity development will have less decision-making confusion;
- Hypothesis 3: those at a higher stage of racial identity development will have less commitment anxiety; and
- Hypothesis 4: those at a higher stage of racial identity development will have less external conflict

### Summary of Methodology

Since the study was concerned with racial identity development and career thoughts for Black seniors, it was determined that a high school with a predominantly Black population would be most appropriate for selection of a sample. At the time of the study, the chosen high school had a student population was 80% Black.

Using a combination of cluster and convenience sampling, the opportunity

to participate was offered to the first 150 students in five sets of English classes encountered during the first four periods of a particular school day. Seventy-four (74) students completed the necessary informed and parental consent processes but, in the end, only sixty-eight (68) students contributed data to the study. Of the 68 students who made up the sample, 22 (32.4%) were males and 45 (66.2%) were females. With respect to age, 55 (80.8%) of the study participants were over the age of eighteen while 13 (19.2%) were under eighteen.

Data collection involved the distribution and collection of parental consent and informed consent forms to and from all potential participants. There was also a verbal description of the purpose of the study and its potential impact to participants using information from the appropriate assent form. Then, in order to obtain information about career thoughts, the Career Thoughts Inventory was administered to each participant. The Black Racial Identity Attitude Scale (RIAS-B) was used to gather information about the racial identity development of each participant. Additionally, demographic information about the participants in the study was obtained using a Demographic Questionnaire.

To address the research question and each of the accompanying hypotheses, several statistical procedures were conducted using the SPSS (Statistical Package for the Social Sciences) software package. For one, frequency tables and circle graphs were obtained of all the demographic characteristics on the Demographic Questionnaire. As well, an analysis of Pearson Correlation was conducted in order to determine if there indeed was a relationship between racial identity development and career thoughts. Simple

regression analyses were also conducted to address the research question and each of the related hypotheses.

### Summary of Research Findings

#### Research Question

Again, the primary research question explored in this study was: How are negative career thoughts impacted by racial identity development for Black senior students at an urban high school? When tested at the .05 alpha level, significant positive relationships were found between each of the measures of the CTI (i.e. total CTI raw score, decision-making confusion raw score, commitment anxiety raw score, and external conflict raw score) and the preencounter, encounter and immersion/emersion subscales of the RIAS-B. This indicated that individuals in each of the preencounter, encounter, and immersion/emersion stages of Black racial identity development would likely have moderate to high raw scores with respect to decision-making confusion, commitment anxiety, external conflict, and overall negative career thoughts.

No significant relationships were found between the decision making confusion raw score measure, the commitment anxiety raw score measure, the external conflict raw score measure, the total CTI raw score measure and the internalization subscales of the RIAS-B. Thus, it was determined that the exact nature of the relationships between these variables cannot be described.

## Research Hypotheses

Hypothesis 1: Those at a higher stage of racial identity development will have less negative career thoughts overall.

To address this hypothesis, four simple linear regression analyses were conducted. In each case, total CTI score was used as the dependent variable. As well, in each consecutive analysis, the preencounter subscale, the encounter subscale, immersion /emersion subscale, and the internalization subscale were used as the independent variables. Statistically significant relationships were found between each of the preencounter, encounter, and the immersion / emersion subscales and the total CTI score. This means that an individual in each of the preencounter, encounter, and immersion / emersion stages of Black racial identity development would likely have moderate to high total CTI scores on the Career Thoughts Inventory. No statistically significant relationship between the internalization stage and total CTI score. It can be assumed, then, that the exact nature of the relationship cannot be known.

Hypothesis 2: Those at a higher stage of racial identity development will have less decision making confusion.

Four simple linear regression analyses were also conducted to address this hypothesis. As in the first hypothesis, the preencounter subscale, the encounter subscale, immersion /emersion subscale, and the internalization subscale were used as the independent variables in each consecutive analysis. For this hypothesis, in each analysis, the decision-making raw score was used as the dependent variable. It was found that statistically significant relationships

exist between the decision-making raw score and each of the subscales of the RIAS-B (with the exception of the internalization subscale). Thus, it was concluded that individuals in each of these stages would likely have moderate to high decision-making raw score. In the Case of the internalization subscale, there was no statistically significant relationship with the decision-making raw score. Thus, nothing much could be said of that relationship.

Hypothesis 3: Those at a higher stage of racial identity development will have less commitment anxiety.

Hypothesis three was addresses using four simple regression analyses as in the previous investigations of hypotheses. As before, in each consecutive analysis, the encounter subscale, immersion/emersion subscale and the internalization subscale were used as the independent variables. For this hypothesis, though, the commitment anxiety raw score was used as the dependent variable. Again, statistically significant relationships were found between each of the preencounter, encounter, and the immersion /emersion subscales and the commitment anxiety raw score. This indicates that individuals in any of the preencounter, encounter, and immersion/emersion stages of Black racial identity development would more than likely have moderate to high commitment anxiety raw scores. Once again, as in the previous hypotheses, no statistically significant relationship was found between the internalization subscale and the commitment anxiety raw score. So, too, the nature of the relationship between these two variables could not be described.

Hypothesis 4: Those at a higher stage of racial identity development will have less external conflict.

Finally, simple regression analyses were also used to investigate this hypothesis. The preencounter subscale, the encounter subscale, immersion/emersion subscale and the internalization subscale were used again as the independent variables while the external conflict raw score served as the dependent variable in each analysis. As in the investigations of the previous three hypotheses, statistically significant relationships were found between each of the preencounter, encounter, and the immersion / emersion subscales and the external conflict raw score indicating that individuals in each of those respective stages would likely have moderate to high external conflict raw scores on the Career Thoughts Inventory. Once again, as well, no statistically significant relationship was found between the internalization subscale and the external conflict raw score indicating that the exact nature of the relationship between these two variables could not be determined.

#### Discussion of Findings of Research Question and Hypotheses

With the exception of the findings about the relationship between the internalization subscale and each of the measures of the CTI, this researcher had anticipated these results. It is noteworthy that, for the most part, the results are consonant with literature findings (e.g. Garcia, 1984; Helms & Piper, 1994; Parham & Austin, 1994; Thomas & Alderfer, 1989). Helms and Piper (1994)

surmised that a "person's perception of the accessibility of the occupation to people of her or his race" was more important than the actual numbers of Black people in an occupation (p. 129). Additionally, Garcia studied the relationship between racial identity attitudes and choice of typical and atypical occupations among Black college students. She found that stages of racial identity were positively associated with the perception of the role of race in career choice (1984). Thomas and Aiderfer (1989) determined that, for Blacks, race and racial identity influenced a variety of career dynamics including career perceptions and career choice. It has also been suggested that racial identity attitudes were indicative of perceptions of job interviewers, ones job search, and how an individual expressed job concerns (Parham & Austin, 1994). The fact that the results of this study are, for the most part, in agreement with existing literature lends it credence and confidence that it was conducted appropriately. It also demonstrates that the study examines and measures what it purports to.

The findings about the relationship between the internalization subscale and each of the measures of the CTI might indicate that there are factors other than negative career thoughts that impact racial identity development for individuals who are in the internalization stage of Black racial identity development. This is in agreement with both Holmes, Jr. (1983) and Woods (1990). Holmes, Jr. (1983) determined that there were a number of factors that influenced career development for selected Blacks. These included grade point average (GPA) and type of post-secondary institution attended. In her study of racial identity and vocational orientation of Black college students, Woods found



significant correlations between racial identity attitudes and selected demographic variables (1990). It might be wise to conduct further studies in order to (determine exactly what these factor(s) might be.

### Conclusions Based on Data Analyses

Several conclusions can be made based upon the results of the data analysis and the discussion of the data. For ease of reference, these are listed as follows:

1. If the internalization stage were excluded from the investigation, each of the hypotheses would be fully supported. As it stands, though, they are each only partially supported. This means that they were each found to be somewhat, but not totally, true, based upon the earlier stages of racial identity.
2. Additionally, for this study, if the internalization stage is excluded, those at a higher stage of racial identity development will have less negative career thoughts overall.
3. Similarly, for this study, if the internalization stage is excluded, those at a higher stage of racial identity development will have less decision-making confusion.
4. Further, for this study, if the internalization stage is excluded, those at a higher stage of racial identity development will have less commitment anxiety.
5. Then too, if the internalization stage were excluded, those at a higher

stage of racial identity development will have less external conflict.

6. The fact that no statistically significant relationships were found between the internalization stage of Black racial identity development and each of the measures of the CTI means that something else (perhaps a certain demographic characteristic) might account for racial identity development at this particular stage. It is not enough to speculate what this might be although it might be indicative of implications for further research.

### Implications of Findings

The results of this study imply a number of things with respect to the relationship between racial identity development and career thoughts for Black senior students at an urban high school. For one, because it was an exploratory study, there is definitely the need for further investigation of all that is involved in this relationship between racial identity development and career thoughts. The results do not seem to provide sufficient information about the relationship between racial identity development and career development. More needs to be known.

The results indicate that there was some validity with respect to career thoughts for Black students at an urban high school. The results do not seem to imply, however, that racial identity development theory is entirely applicable to this population. In fact, the results indicate that there is likely much more involved in influencing career development for Black youth than simply the impact of race knowledge about career development for and perceptions of career choice and

career opportunity. This researcher is satisfied, though, that the study has contributed to the existing body of knowledge about career development for Blacks—particularly Black youth.

With respect to the work of school counselors and career counselors, the results of the study can be useful in their service delivery to Black senior students. By attending to the results of the study, school and career counselors can better assist with their career choices, career interests, and career development. It is good to recall from Sampson, Jr. et al., (1996a) that by knowing the extent of a student's negative career thoughts, a counselor can be somewhat certain of whether or not that student needs intense individual assistance with career planning or whether or not a student can navigate his or her own way through the career development process. It has also been suggested by a number of scholars that knowledge of an individual's stage of Black racial identity development could indicate the specific career intervention necessary for that individual (Bowman, 1995; Helms & Piper, 1994; Parham & Austin, 1994).

### Recommendations for Future Research

Several recommendations for future research can be made. As with the conclusions made earlier, these are listed for ease of reference. In the future, specifically:

1. This study should be replicated using other robust statistical analyses such as multiple regression or critical path analysis so as to find out more

information and so as to more accurately determine the nature of the relationship between racial identity development and career thoughts.

2. This study should be replicated using a larger sample size to allow for a more robust set of results.
3. The study should also be replicated using ethnicity as a main variable instead of stages of racial identity development since it was discovered that some students in this initial study self-identified by ethnicity (i.e. Haitian, Bahamian, or Jamaican) as opposed to race.
4. A similar study can be conducted comparing racial identity development and career development for a variety of racial groups (i.e. Black, White, Hispanic, or Asian). It would be interesting to find out if there are any similarities or differences based upon race.
5. A study be conducted investigating the impact of certain demographic variables such as parental level of education or parental occupation on the career development of Black students. There is evidence to suggest that demographic characteristics might have a greater impact than this study discusses.

### Concluding Summary and Comments

Based upon a combined interest in career development and in the experience of being Black in America, this researcher decided that it would be interesting to examine what things might impact and influence this kind of career development for African Americans and other Blacks. It was determined that

since race was such a salient theme in the existing literature about career development for this segment of the population, that it would be worthwhile to examine this theme specifically. This determination was affirmed by the recommendations and findings of other researchers (e.g. Helms & Piper, 1994; Woods, 1990). It was also determined that it would be worthwhile to investigate how Blacks thought about and perceived their career choices and options. By investigating the relationship between racial identity development and career thoughts for Black students at an urban high school, numerous worthwhile conclusions, recommendations, and implications were determined. It is hoped that the findings of the study, although exploratory, will be considered seriously enough to warrant further investigation and examination by other researchers. This researcher feels confident that, even though this was an exploratory study, this investigation has contributed to the body of knowledge about career development for Blacks in general and Black youth in particular. As such, even at an elementary level, its purpose has been achieved.

APPENDIX A  
SAMPLE ASSENT SCRIPT

(For seniors who are under the age of 18)

"My name is Franklyn Williams and I am a student at the University of Central Florida completing my dissertation for a doctorate in Counselor Education. I would like you to complete two surveys: one about identity development and one about careers. I would also like you to complete a survey with some questions about your gender, race, income, and parents' education. It should take about 30-45 minutes in order to complete everything. All your responses will be kept confidential. Your name will not be recorded. If you choose to participate, you may withdraw from participation at any time, and you will not have to answer any questions you do not want to answer. Only group data will be reported. There are no risks and no compensation for participation. Your responses, along with those of your fellow students, will be used to create and develop career programs at your school. Are you interested in participating?"

APPENDIX B  
SAMPLE OF CAREER THOUGHTS INVENTORY





# Career Thoughts Inventory™ (CTI™) Test Booklet

James P. Sampson, Jr., PhD  
Gary W. Peterson, PhD  
Janet G. Lenz, PhD  
Robert C. Reardon, PhD  
Denise E. Saunders, MS

This inventory has been developed to help people learn more about the way they think about career choices. Inside this booklet you will find statements describing thoughts that some people have when considering career choices. Please answer each statement openly and honestly as it describes you.

## Directions:

Read each statement carefully and indicate the degree to which you agree or disagree with each item by circling the answer that best describes you. Do not omit any items.

SD = Strongly Disagree      D = Disagree      A = Agree      SA = Strongly Agree

Circle SD if you <u>strongly disagree</u> with the statement.	<input checked="" type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
Circle D if you <u>disagree</u> with the statement.	<input type="radio"/> SD	<input checked="" type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
Circle A if you <u>agree</u> with the statement.	<input type="radio"/> SD	<input type="radio"/> D	<input checked="" type="radio"/> A	<input type="radio"/> SA
Circle SA if you <u>strongly agree</u> with the statement.	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input checked="" type="radio"/> SA

If you make a mistake or change your mind, DO NOT ERASE! Make an "X" through the incorrect response and then draw a circle around the correct response.

**PAR** Psychological Assessment Resources, Inc./P.O. Box 998/Odessa, FL 33556/Toll-Free 1-800-331-TEST

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Printed in the U.S.A.

Name \_\_\_\_\_ Date \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

Ethnicity \_\_\_\_\_ Education (highest grade or degree completed) \_\_\_\_\_

- 
1. No field of study or occupation interests me. . . . . SD D A SA
  2. Almost all occupational information is slanted toward making the occupation look good. . . . . SD D A SA
  3. I get so depressed about choosing a field of study or occupation that I can't get started. . . . . SD D A SA
  4. I'll never understand myself well enough to make a good career choice. . . . SD D A SA
  5. I can't think of any fields of study or occupations that would suit me. . . . SD D A SA
  6. The views of important people in my life interfere with choosing a field of study or occupation. . . . . SD D A SA
  7. I know what I want to do, but I can't develop a plan for getting there. . . . SD D A SA
  8. I get so anxious when I have to make decisions that I can hardly think. . . . SD D A SA
  9. Whenever I've become interested in something, important people in my life disapprove. . . . . SD D A SA
  10. There are few jobs that have real meaning. . . . . SD D A SA
  11. I'm so frustrated with the process of choosing a field of study or occupation I just want to forget about it for now. . . . . SD D A SA
  12. I don't know why I can't find a field of study or occupation that seems interesting. . . . . SD D A SA
  13. I'll never find a field of study or occupation I really like. . . . . SD D A SA
  14. I'm always getting mixed messages about my career choice from important people in my life. . . . . SD D A SA
  15. Even though there are requirements for the field of study or occupation I'm considering, I don't believe they apply to my specific situation. . . . . SD D A SA
  16. I've tried to find a good occupation many times before, but I can't ever arrive at good decisions. . . . . SD D A SA
  17. My interests are always changing. . . . . SD D A SA
  18. Jobs change so fast it makes little sense to learn much about them. . . . . SD D A SA
  19. If I change my field of study or occupation, I will feel like a failure. . . . . SD D A SA
  20. Choosing an occupation is so complicated, I just can't get started. . . . . SD D A SA
  21. I'm afraid I'm overlooking an occupation. . . . . SD D A SA
  22. There are several fields of study or occupations that fit me, but I can't decide on the best one. . . . . SD D A SA
  23. I know what job I want, but someone's always putting obstacles in my way. SD D A SA
  24. People like counselors or teachers are better suited to solve my career problems. . . . . SD D A SA
  25. Even though I've taken career tests, I still don't know what field of study or occupation I like. . . . . SD D A SA

Currently in school?  Yes or  No If yes, what grade or year? \_\_\_\_\_ Currently employed?  Yes or  No  
 If yes, current occupation \_\_\_\_\_ Years in current occupation \_\_\_\_\_

- 
- 26. My opinions about occupations change frequently. . . . . SD D A SA
  - 27. I'm so confused, I'll never be able to choose a field of study or occupation. SD D A SA
  - 28. The more I try to understand myself and find out about occupations, the more confused and discouraged I get. . . . . SD D A SA
  - 29. There are so many occupations to know about, I will never be able to narrow down the list to only a few. . . . . SD D A SA
  - 30. I can narrow down my occupational choices to a few, but I don't seem to be able to pick just one. . . . . SD D A SA
  - 31. Deciding on an occupation is hard, but taking action after making a choice will be harder. . . . . SD D A SA
  - 32. I can't be satisfied unless I can find the perfect occupation for me. . . . . SD D A SA
  - 33. I get upset when people ask me what I want to do with my life. . . . . SD D A SA
  - 34. I don't know how to find information about jobs in my field. . . . . SD D A SA
  - 35. I worry a great deal about choosing the right field of study or occupation. SD D A SA
  - 36. I'll never understand enough about occupations to make a good choice. . . . SD D A SA
  - 37. My age limits my occupational choice. . . . . SD D A SA
  - 38. The hardest thing is settling on just one field of study or occupation. . . . . SD D A SA
  - 39. Finding a good job in my field is just a matter of luck . . . . . SD D A SA
  - 40. Making career choices is so complicated, I am unable to keep track of where I am in the process. . . . . SD D A SA
  - 41. My achievements must surpass my mother's or father's or my brother's or sister's. . . . . SD D A SA
  - 42. I know so little about the world of work. . . . . SD D A SA
  - 43. I'm embarrassed to let others know I haven't chosen a field of study or occupation. . . . . SD D A SA
  - 44. Choosing an occupation is so complex, I'll never be able to make a good choice. . . . . SD D A SA
  - 45. There are so many occupations that I like, I'll never be able to sort through them to find ones I like better than others. . . . . SD D A SA
  - 46. I need to choose a field of study or occupation that will please the important people in my life. . . . . SD D A SA
  - 47. I'm afraid if I try out my chosen occupation, I won't be successful. . . . . SD D A SA
  - 48. I can't trust that my career decisions will turn out well for me. . . . . SD D A SA
-

Directions: Write the raw scores for C11 total, DMC, CA, and EC in the spaces beneath the appropriate profile. Circle each raw score on the profile. Then draw lines connecting DMC, CA, and EC

T score	Profile for Adults				Raw scores
	C11 Total	DMC	CA	EC	
>80	102-144	29-42	28-30	10-15	599
79	100-101	28	25	9	599
78	98-99	27	24	8	599
77	95-97	27	24	8	599
76	93-94	26	23	8	599
75	91-92	25	23	8	599
74	89-90	24	22	8	599
73	87-88	24	22	8	599
72	84-86	23	21	8	599
71	82-83	22	21	8	599
70	80-81	22	20	7	599
69	78-79	21	19	7	599
68	75-77	20	18	6	599
67	73-74	19	17	6	599
66	71-72	18	16	5	599
65	69-70	18	17	6	599
64	67-68	18	17	6	599
63	64-65	17	16	5	599
62	62-63	16	15	5	599
61	60-61	15	15	5	599
60	59-59	15	15	5	599
59	56-57	14	14	4	599
58	53-55	13	13	4	599
57	51-52	12	12	4	599
56	49-50	11	11	4	599
55	47-48	11	11	4	599
54	45-46	10	10	3	599
53	42-44	10	10	3	599
52	40-41	9	9	3	599
51	38-39	8	8	3	599
50	36-37	8	8	3	599
49	34-35	7	7	2	599
48	31-33	6	6	2	599
47	29-30	5	5	2	599
46	27-28	5	5	2	599
45	25-26	4	4	1	599
44	22-24	4	4	1	599
43	20-21	3	3	1	599
42	18-19	2	2	1	599
41	16-17	2	2	1	599
40	14-15	1	1	1	599
39	11-13	0	0	0	599
38	9-10	0	0	0	599
37	7-8	0	0	0	599
36	5-6	0	0	0	599
35	3-4	0	0	0	599
34	0-2	0	0	0	599
33					599
32					599
31					599
30					599
29					599
28					599
527					599

Raw scores

T score	Profile for College Students				Raw scores
	C11 Total	DMC	CA	EC	
>80	109-144	33-42	29-30	10-15	599
79	107-108	32	28	10	599
78	105-106	31	28	10	599
77	103-104	31	27	10	599
76	101-102	30	27	10	599
75	99-100	29	26	10	599
74	97-98	28	25	10	599
73	95-96	28	25	10	599
72	92-94	27	24	10	599
71	90-91	26	24	10	599
70	88-89	25	23	10	599
69	86-87	24	22	10	599
68	84-85	23	22	10	599
67	82-83	22	21	10	599
66	80-81	22	21	10	599
65	78-79	21	20	10	599
64	76-77	21	20	10	599
63	74-75	20	20	10	599
62	72-73	19	19	10	599
61	70-71	19	19	10	599
60	67-68	18	18	10	599
59	65-66	17	17	10	599
58	63-64	16	16	10	599
57	61-62	15	16	10	599
56	59-60	15	16	10	599
55	57-58	14	15	10	599
54	55-56	14	15	10	599
53	53-54	13	14	10	599
52	51-52	12	14	10	599
51	49-50	11	13	10	599
50	46-48	11	13	10	599
49	44-45	10	12	10	599
48	42-43	9	12	10	599
47	40-41	8	11	10	599
46	38-39	7	10	10	599
45	36-37	6	9	10	599
44	34-35	6	9	10	599
43	32-33	5	8	10	599
42	30-31	4	8	10	599
41	28-28	4	8	10	599
40	26-27	3	7	10	599
39	23-25	2	6	10	599
38	21-22	2	6	10	599
37	19-20	1	5	10	599
36	17-18	0	5	10	599
35	15-16	0	5	10	599
34	13-14	0	4	10	599
33	11-12	0	4	10	599
32	9-10	0	4	10	599
31	7-8	0	3	10	599
30	5-6	0	2	10	599
29	3-4	0	2	10	599
28	1-2	0	1	10	599
527	0	0	0	10	599

Raw scores

T score	Profile for High School Students				Raw scores
	C11 Total	DMC	CA	EC	
>80	110-144	33-42	27-30	11-15	599
79	108-109	32	26	10	599
78	106-107	31	26	10	599
77	104-105	31	25	10	599
76	102-103	30	25	10	599
75	100-101	29	24	10	599
74	97-99	28	23	10	599
73	95-96	28	23	10	599
72	93-94	27	23	10	599
71	91-92	27	22	10	599
70	89-90	26	22	10	599
69	87-88	25	21	10	599
68	85-86	24	20	10	599
67	83-84	23	20	10	599
66	81-82	22	19	10	599
65	79-80	22	19	10	599
64	77-78	21	18	10	599
63	75-76	20	18	10	599
62	73-74	20	18	10	599
61	71-72	19	17	10	599
60	69-70	18	16	10	599
59	67-68	17	15	10	599
58	65-66	16	15	10	599
57	63-64	16	15	10	599
56	61-62	15	14	10	599
55	59-60	15	14	10	599
54	58-58	14	13	10	599
53	54-55	14	13	10	599
52	52-53	13	13	10	599
51	50-51	12	12	10	599
50	48-49	12	12	10	599
49	46-47	11	11	10	599
48	44-45	10	10	10	599
47	42-43	9	9	10	599
46	40-41	8	8	10	599
45	38-39	8	8	10	599
44	36-37	7	7	10	599
43	34-35	7	7	10	599
42	32-33	6	6	10	599
41	30-31	6	6	10	599
40	28-29	5	5	10	599
39	26-27	4	4	10	599
38	24-25	3	3	10	599
37	22-23	3	3	10	599
36	20-21	2	2	10	599
35	18-19	1	1	10	599
34	15-17	1	1	10	599
33	13-14	0	1	10	599
32	11-12	0	1	10	599
31	9-10	0	1	10	599
30	7-8	0	1	10	599
29	5-6	0	1	10	599
28	3-4	0	1	10	599
527	0-2	0-1	0-1	10	599

Raw scores

APPENDIX C  
SAMPLE OF BLACK RACIAL IDENTITY ATTITUDE SCALE LETTER  
OF REQUEST TO USE BLACK RACIAL IDENTITY ATTITUDE  
SCALE PERMISSION TO USE BLACK RACIAL IDENTITY  
ATTITUDE SCALE

**RIAS-B Social Attitudes Scale (Revised)**  
Janet E. Helms

Instructions: This questionnaire is designed to measure people's attitudes about social and political issues. There are no right or wrong answers. Different people have different viewpoints. So, try to be as honest as you can. Beside each statement, circle the number that best describes how you feel. Use the scale below to respond to each statement.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

(circle here)

- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 1. I believe that being Black is a positive experience.  |
| 1 | 2 | 3 | 4 | 5 | 2. I know through my personal experiences what being Black in America means.   |
| 1 | 2 | 3 | 4 | 5 | 3. I am increasing my involvement in Black activities because I don't feel comfortable in White environments.                                  |
| 1 | 2 | 3 | 4 | 5 | 4. I believe that large numbers of Blacks are untrustworthy.   |
| 1 | 2 | 3 | 4 | 5 | 5. I feel an overwhelming attachment to Black people.  |
| 1 | 2 | 3 | 4 | 5 | 6. I involve myself in causes that will help all oppressed people.   |
| 1 | 2 | 3 | 4 | 5 | 7. A person's race does not influence how comfortable I feel when I am with her or him.  |
| 1 | 2 | 3 | 4 | 5 | 8. I believe that White people look and express themselves better than Blacks.   |
| 1 | 2 | 3 | 4 | 5 | 9. I feel uncomfortable when I am around Black people.   |
| 1 | 2 | 3 | 4 | 5 | 10. I feel good about being Black, but do not limit myself to Black activities.  |
| 1 | 2 | 3 | 4 | 5 | 11. When I am with people I trust, I often find myself referring to Whites as "honkies", "devils", "pigs", "white boys", and so forth.         |
| 1 | 2 | 3 | 4 | 5 | 12. I believe that being Black is a negative experience.   |
| 1 | 2 | 3 | 4 | 5 | 13. I believe that certain aspects of "the Black experience" apply to me, and others do not.   |
| 1 | 2 | 3 | 4 | 5 | 14. I frequently confront the system and the (White) man.  |
| 1 | 2 | 3 | 4 | 5 | 15. I constantly involve myself in Black political and social activities (such as art shows, political meetings, Black theater, and so forth). |
| 1 | 2 | 3 | 4 | 5 | 16. I involve myself in social action and political groups even if there are no other Blacks involved.   |
| 1 | 2 | 3 | 4 | 5 | 17. I believe that Black people should learn to think and experience life in ways that are similar to White people's ways.                     |

	1	2	3	4	5	
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
1	2	3	4	5	18.	I believe that the world should be interpreted from a Black or Afrocentric perspective.
1	2	3	4	5	19.	I am changing my style of life to fit my new beliefs about Black people.
1	2	3	4	5	20.	I feel excitement and joy in Black surroundings.
1	2	3	4	5	21.	I believe that Black people came from a strange, dark, and uncivilized continent.
1	2	3	4	5	22.	People, regardless of their race, have strengths and limitations.
1	2	3	4	5	23.	I find myself reading a lot of Black literature and thinking about being Black.
1	2	3	4	5	24.	I feel guilty or anxious about some of the things I believe about Black people.
1	2	3	4	5	25.	I believe that a Black person's most effective weapon for solving problems is to become part of the White person's world.
1	2	3	4	5	26.	I speak my mind about injustices to Black people regardless of the consequences (such as being kicked out of school, disappointing my parents, being exposed to danger).
1	2	3	4	5	27.	I limit myself to Black activities as much as I can.
1	2	3	4	5	28.	I am determined to find my Black identity.
1	2	3	4	5	29.	I believe that White people are more intelligent than Blacks.
1	2	3	4	5	30.	I believe that I have many strengths because I am Black.
1	2	3	4	5	31.	I feel that Black people do not have as much to be proud of as White people do.
1	2	3	4	5	32.	Most Blacks I know are failures.
1	2	3	4	5	33.	I believe that White people should feel guilty about the way they have treated Blacks in the past.
1	2	3	4	5	34.	White people can't be trusted.
1	2	3	4	5	35.	In today's society if Black people don't achieve, they have only themselves to blame.
1	2	3	4	5	36.	The most important thing about me is that I am Black.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

- |   |   |   |   |   |     |   |
|---|---|---|---|---|-----|---|
| 1 | 2 | 3 | 4 | 5 | 37. | Being Black just feels natural to me.   |
| 1 | 2 | 3 | 4 | 5 | 38. | Other Black people have trouble accepting me because my life experiences have been so different from their experiences. |
| 1 | 2 | 3 | 4 | 5 | 39. | Black people who have any White people's blood should feel ashamed of it.   |
| 1 | 2 | 3 | 4 | 5 | 40. | Sometimes, I wish I belonged to the White race.   |
| 1 | 2 | 3 | 4 | 5 | 41. | The people I respect most are White.  |
| 1 | 2 | 3 | 4 | 5 | 42. | A person's race usually is not important to me.   |
| 1 | 2 | 3 | 4 | 5 | 43. | I feel anxious when White people compare me to other members of my race.  |
| 1 | 2 | 3 | 4 | 5 | 44. | I can't feel comfortable with either Black people or White people.  |
| 1 | 2 | 3 | 4 | 5 | 45. | A person's race has little to do with whether or not he or she is a good person.  |
| 1 | 2 | 3 | 4 | 5 | 46. | When I am with Black people, I pretend to enjoy the things they enjoy.  |
| 1 | 2 | 3 | 4 | 5 | 47. | When a stranger who is Black does something embarrassing in public, I get embarrassed.                                  |
| 1 | 2 | 3 | 4 | 5 | 48. | I believe that a Black person can be close friends with a White person.   |
| 1 | 2 | 3 | 4 | 5 | 49. | I am satisfied with myself.   |
| 1 | 2 | 3 | 4 | 5 | 50. | I have a positive attitude about myself because I am Black.   |



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Janet E. Helms, Ph.D.  
Institute for the Study and Promotion of Race and Culture  
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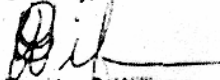
Re: Intended Use of the Black Racial Identity Attitude Scale (RIAS-B)

Dear Dr. Helms,

I am requesting the use of the RIAS-B for my dissertation study. The study will examine the relationship between stages of Black racial identity development (as measured by the Black Racial Identity Attitude Scale) and career thoughts (as measured by the Career Thoughts Inventory) for male and female Black senior at an urban high school in the southeastern United States. The scale will be administered to a sample of 200 seniors at a predominantly Black school. It is anticipated that the results will contribute to the body of knowledge about career development for Blacks and will yield significant implications with regards to delivery of career development services for Black high school students.

I look forward to a favorable response. Please contact me at the addresses or telephone number if you have any questions.

Sincerely,

  
Franklyn C. Williams

#187

Permission to Reproduce Research Materials

I/We, Franklyn C. Williams, am requesting permission to reproduce the following measure(s): Black Racial Identity Attitude Scale (RIAS-B)

\* On a separate page provide a brief description of how you intend to use each measure or attach an abstract of your project.

I/We agree that in exchange for permission to reproduce the scales that I have listed, I will provide Dr. Janet Helms with the raw data involving her measures. Raw data means participants' response to each item rather than scaled scores. I also agree to collect demographic data from respondents to the measures including (but not limited to) the following: age, gender, ethnicity (e.g., Black, Italian, etc.), socioeconomic status, percentage of the respondents' last school (e.g. high school if the person is now in college) or work environment who were of his or her ethnicity. Please also include a copy of the version of the measure used in your study.

I/We understand that permission to reproduce the measures will only be granted for the project that I/We have described herein and that if I/We wish to reproduce the measures for other projects, I/We must obtain additional approval. I/We also understand this agreement does not include permission to publish the measure(s) in a journal or on-line.

[Signature]  
Signature of the Requester

June 9, 2003  
Date

Franklyn C. Williams  
Printed name of Requester

P.O. Box 120814, Clermont, FL 34712  
Mailing address

407-823-0421 / 321-438-6196 / 407-823-0044 / frwillia@mail.ucf.edu  
Telephone: work Telephone: home Fax Email

[Signature]  
Advisor's signature

6-10-03  
Date

B. Grant Hayes, Assoc. Professor, University of Central Florida  
Printed Name of Advisor Title Organization

Community Counseling Clinic, College of Education  
Mailing address

407-823-2052 / n/a / 407-823-0044 / ghayer@mail.ucf.edu  
Telephone: work Telephone: home Fax Email

I, Janet E. Helms, give the above signed person(s) permission to reproduce BRiAS for the above-described project.

[Signature]  
Janet E. Helms

JUN 18 2003  
Date

PLEASE RETURN THIS COMPLETED FORM TO:  
Institute for the Study and Promotion of Race and Culture  
Department of Counseling Psychology  
Campus 318, Boston College, Chestnut Hill, MA, 02467  
Telephone: 617-552-2482, ext. 1 FAX: 617-552-1981 Email: [isprc@bc.edu](mailto:isprc@bc.edu)

APPENDIX D  
SAMPLE OF DEMOGRAPHIC QUESTIONNAIRE

DEMOGRAPHIC QUESTIONNAIRE

Number: \_\_\_\_\_

1. Gender \_\_\_\_\_

2. Age \_\_\_\_\_

3. Race:         Black (non-Hispanic)  
                  White (non-Hispanic)  
                  Hispanic origin  
                  Asian  
                  American Indian / Native American  
                  Other (Please specify: \_\_\_\_\_ )

4. First career choice \_\_\_\_\_

Second career choice \_\_\_\_\_

5. Which of the following has had the most influence on your career choice? (Check one)

- |   |   |
|---|---|
| <input type="checkbox"/> Parent(s): Mother [ ] Father [ ]                 |   |
| <input type="checkbox"/> Grandparents(s): Grandmother [ ] Grandfather [ ] |   |
| <input type="checkbox"/> Teacher  | <input type="checkbox"/> Guardian       |
| <input type="checkbox"/> Guidance Counselor                               | <input type="checkbox"/> Older sibling  |
| <input type="checkbox"/> Work experience                                  | <input type="checkbox"/> Friends        |
| <input type="checkbox"/> Church / civic group                             | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Other (please specify) _____                     |   |

6. What is (was) your father's main occupation? (Circle one):

- Education (teacher, principal, etc )
- Social Services (including religious)
- Finance / Insurance / Real Estate
- Hospitality / Recreation (including restaurants)
- Retail (clothing, shoes, etc.)
- Medical / Health Services
- Media / Entertainment
- Other Professional (lawyer, engineer, etc.)
- Government / Military / Public Service (city, state, federal, etc.)
- Travel / Transportation
- Unemployed
- Unsure

7. Father's highest education level completed (Circle one):

- High school diploma or less
- Two (2) years of college
- Four (4) years of college
- Master's degree
- Doctoral degree / professional degree

8. What is (was) your mother's main occupation? (Circle one):

- Education (teacher, principal, etc.)
- Social Services (including religious)
- Finance / Insurance / Real Estate
- Hospitality / Recreation (including restaurants)
- Retail (clothing, shoes, etc.)
- Medical / Health Services
- Media / Entertainment
- Other Professional (lawyer, engineer, etc.)
- Government / Military / Public Service (city, state, federal, etc.)
- Travel / Transportation
- Unemployed
- Unsure

9. Mother's highest education level completed (Circle one):

- High school diploma or less
- Two (2) years of college
- Four (4) years of college
- Master's degree
- Doctoral degree / professional degree

10. Total estimated family income (Circle one):

- Less than \$15,000
- \$15,000 - \$24,999
- \$25,000 - \$39,999
- \$40,000 - \$49,999
- \$50,000 - \$74,999
- More than \$75,000

11. What do you think is your socioeconomic status? (Circle one):

- Poverty level
- Lower class
- Lower middle class
- Middle class
- Upper middle class
- Upper class

12. What do you intend to do in the year immediately after high school? (Circle one):

- Community college
- Four year college / university
- Technical school
- Work
- Military
- Unsure

13. Please check below if you have taken or plan to take:

SAT [ ]

ACT [ ]

APPENDIX E  
DEMOGRAPHIC CHARACTERISTICS OF STUDY SAMPLE,  
SOCIOECONOMIC STATUS, INFLUENCES ON CAREER  
INTEREST, PARENTAL LEVELS OF EDUCATION, PARENTAL  
OCCUPATIONS, POST-SECONDARY INTENTIONS, PLANS TO  
TAKE THE SCHOLASTIC APTITUDE TEST (SAT), AND THE  
AMERICAN COLLEGE TEST (ACT)

Table 9

*Self-Reported Socioeconomic Status of the Study Sample*

Status	Actual Number	Percentage of Total
Poverty Level	4	5.9
Lower Class	3	4.4
Lower Middle Class	9	13.2
Middle Class	43	63.2
Upper Middle Class	5	7.4
Upper Class	3	4.4
Unsure	1	1.5
Total	68	100.0

Table 10

*Influences on Career Interest of the Study Sample*

Influence	Actual Number	Percentage of
Mother	10	14.7
Father	2	2.9
Both Parents	19	27.9
Both Grandparents	2	2.9
Grandmother	4	5.9
Teacher	2	2.9
Work Experience	1	1.5
Church / Civic Group	2	2,9
Older Sibling	1	1,5
Friends	4	5.9
Other Relative	5	7.4
Other (e.g. mentor)	12	17.6
Did Not Answer / Not Sure	4	5.9
Total	68	100.0



Table 11

*Parental Levels of Education of the Study Sample*

Level	Mom	Percentage of Total	Dad	Percentage of Total
High School Diploma or Less	42	61.8	43	63.2
Two Years of College	12	17.6	10	14.7
Four Years of College	9	13.2	6	8.8
Masters Degree	3	4.4	2	2.9
Did Not Answer / Not Sure	2	3.0	7	10.3
Total	68	100.0	68	100.0

Table 12

*Parental Occupations of the Study Sample*

Occupational Category	Mom	Percentage of Total	Dad	Percentage of Total
Education	12	17.6	3	4.4
Social Services	1	1.5	-	-
Finance/ Insurance/ Real Estate	1	1.5	1	1.5
Hospitality/Recreation	6	8.8	1	1.5
Retail	1	1.5	2	2.9
Medical/Health Services	13	19.1	2	2.9
Other Professional	3	4.4	8	11.8
Media / Entertainment	-	-	4	5.9
Government/Military/Public Service	4	5.9	10	14.7
Travel / Transportation	3	4.4	5	7.4
Unemployed	9	13.2	7	10.3
Self-Employed	-	-	1	1.5
Unsure / Did Not Answer	15	22.1	24	35.4
Total	68	100.0	68	100.0

Table 13

*Post-Secondary Intentions of the Study Sample*

Post-Secondary Intention	Actual Number	Percentage of Total
Community College	22	32.4
Four Year College / University	19	27.9
Technical School	8	11.8
Work	3	4.4
Military	4	5.9
Unsure / Did Not Answer	12	17.1
Total	68	100.0

Table 14

*Plans to Take the Scholastic Aptitude Test (SAT) and the American College Test (ACT) Expressed as Percentages of the Total*

Test	Scholastic Aptitude Test (SAT) (n = 68)		American College Test (ACT) (n = 68)	
Taken / Plan to Take	51.5%	(n = 35)	27.9%	(n = 19)
Not Taken / Do Not Plan to Take	47.1%	(n = 32)	70.6%	(n = 48)
Did Not Answer / Not Sure	1.5%	(n = 1)	1.5%	(n = 1)
Total	100.0%		100.0%	

APPENDIX F  
STUDY APPROVAL PROTOCOLS, UNIVERSITY OF CENTRAL  
FLORIDA IRE APPROVAL FORM, ORANGE COUNTY PUBLIC  
SCHOOLS RESEARCH REQUEST FORM, PERMISSION TO  
CONDUCT STUDY FROM EVANS HIGH SCHOOL, SAMPLE OF  
INFORMED CONSENT FORM, SAMPLE OF PARENTAL CONSENT  
FORM, CERTIFICATE OF COMPLETION OF UCF IRB TRAINING



Office of Research

November 14, 2003

Franklyn Williams  
5940 Park Hamilton Blvd., Apt. 72  
Orlando, Florida 32808

Dear Mr. Williams:

With reference to your protocol entitled, "An Investigation of the Relationship between Racial Identity Development and Career thoughts for Seniors at an Urban High School," I am enclosing for your records the approved, executed document of the UCFIRB Form you had submitted to our office.

Please be advised that this approval is given for one year. Should there be any addendums or administrative changes to the already approved protocol, they must also be submitted to the Board. Changes should not be initiated until written IRB approval is received. Adverse events should be reported to the IRB as they occur. Further, should there be a need to extend this protocol, a renewal form must be submitted for approval at least one month prior to the anniversary date of the most recent approval and is the responsibility of the investigator (UCF).

Should you have any questions, please do not hesitate to call me at 823-2901.

Please accept our best wishes for the success of your endeavors.

Cordially,

A handwritten signature in cursive script, appearing to read "Chris Grayson".

Chris Grayson  
Institutional Review Board (IRB)

Copies: B. Grant Hayes, Ph.D.  
IRB File

Submit this form and a copy of your proposal to:  
 Program Services  
 P.O. Box 271  
 Orlando, FL 32802-0271

**Orange County Public Schools**  
**RESEARCH REQUEST FORM**

Your research proposal should include: Project Title; Purpose and Research Problem; Instruments; Procedures and Proposed Data Analysis

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Requester's Name: Franklyn C. Williams Date: July 30, 2003

Address Home: 5110 Log Wagon Road, Ocoee, FL 34761 Phone: 407-582-1940  
 Business: COLLEGE OF EDUCATION UNIVERSITY OF CENTRAL FLORIDA Phone: 407-823-2052

Project Director or Advisor: B. Grant Hayes, Ph.D. Phone: 407-823-0313  
COUNSELOR EDUCATION  
 Address: COLLEGE OF EDUCATION, UNIVERSITY OF CENTRAL FLORIDA

---

Degree Sought (check one)     Associate     Bachelor's     Master's     Specialist  
 Doctorate     None

---

Project Title: AN INVESTIGATION OF THE RELATIONSHIP BETWEEN RACIAL IDENTITY DEVELOPMENT AND CAREER THOUGHTS FOR SENIORS AT AN URBAN HIGH SCHOOL.

---

**ESTIMATED INVOLVEMENT**

PERSONNEL/CENTERS	NUMBER	AMOUNT OF TIME (DAYS, HOURS, ETC.)	SPECIFY/DESCRIBE GRADES, SCHOOLS, SPECIAL NEEDS, ETC.
Students	200	1 DAY => 60-90 MINS.	Grade 12 (proposed => Evans High School)
Teachers			
Administrators			
Schools/Centers	1	1 DAY => 60-90 MINS.	EVANS High School
Others (specify)			

Specify possible benefits to students/school system: the aim is to assist in providing improved career development services to high school seniors

---

**ASSURANCE**

Using the proposed procedures and instrument, I hereby agree to conduct research in accordance with the policies of the Orange County Public Schools. Deviations from the approved procedures shall be cleared through the Senior Director of Program Services. Reports and materials shall be supplied as specified.

Requester's Signature: [Signature]

---

Approval Granted:     Yes     No    Date: 11-13-03

Signature of the Senior Director for Program Services: [Signature]

NOTE TO REQUESTER: When seeking approval at the school level, a copy of this form, signed by the Senior Director, Program Services, should be shown to the school principal.  
 Reference School Board Policy GCS, p. 249

MAYNARD EVANS  
HIGH SCHOOL



Elaine P. Scott  
Principal

Joseph E. Saulsby  
Senior Assistant Principal

October 21, 2003

TO WHOM IT MAY CONCERN:

Dear Sir / Madam,

This letter is to confirm that I have given my consent for Franklyn C. Williams, a doctoral student at the University of Central Florida, to conduct his survey for his research study, "An Investigation of the Relationship between Racial Identity Development and Career Thoughts for Seniors at an Urban High School," here at Evans High School.

I further give my consent for him to provide incentives to students such as University of Central Florida memorabilia and Barnes and Noble gift certificates. Please contact me if you have any questions.

Sincerely,

Elaine Scott  
Principal

MAIN CAMPUS: 4949 Silver Star Road • Orlando, Florida 32808 • (407) 522-3400  
NINTH GRADE CAMPUS: 2751 Apopka Vineland Road • Orlando, Florida 32818 • (407) 296-6468

Orange County Public Schools

"The Orange County School Board is an equal opportunity agency."



SAMPLE INFORMED CONSENT

University of Central Florida  
College of Education  
Informed Consent Form

Project Title: An investigation of the relationship between racial identity development and career thoughts for seniors at an urban high school.

Principal Investigator: Franklyn C. Williams, M.A., MS.Ed.

Purpose of the Study: The study aims to examine the relationship between racial identity development and career thoughts for seniors at an urban high school. Franklyn Williams, the principal investigator, is a doctoral student completing his dissertation at the University of Central Florida.

---

I understand I will be asked to fill out two paper and pencil assessments (the Black Racial Identity Attitude Scale or the White Racial Identity Scale and the Career Thoughts Inventory) and answer a brief demographic questionnaire. I understand my participation is totally voluntary and I may refuse to answer any question or withdraw from participating at any time without penalty. All my answers to the questions and my identity will be kept confidential. Any data that results from the study will be reported in group format only. No names will appear on any of the results.

If you have any questions about the project, please contact Franklyn C. Williams at 321-438-6196 or Dr. B. Grant Hayes at 407-823-2052. Questions or concerns about research participants' rights may be directed to the UCF IRB Office, University of Central Florida Office of Research, Orlando Tech Center, 12443 Research Parkway, Suite 207, Orlando, FL 32826-3252. The hours of operation are 8:00am until 5:00pm, Monday through Friday (except on University of Central official holidays). The phone number is 407-823-2091.

I have read and understand this consent form.

Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

SAMPLE PARENTAL CONSENT

(For senior students who are under the age of 18)

October 30, 2003

Dear Parent/Guardian,

I am a graduate student at the University of Central Florida under the supervision of faculty member, Dr. B. Grant Hayes. I am conducting research on the career development of high school seniors. The purpose of the study is to investigate the relationship between racial identity development and one's thinking about careers. The results of the study will allow school counselors to better assist students in their career development and decision-making processes.

Should you allow your child to participate, s/he will be asked to complete two surveys: either the Black Racial Identity Attitude Scale or the White Racial Identity Attitude Scale and the Career Thoughts Inventory. Your child will also be asked to complete a demographic survey. Although your child will be asked to write his/her name on the demographic survey for matching purposes, his or her identity will be kept strictly confidential to the extent provided by law. His or her name will be replaced with code numbers. Results will only be reported in the form of group data. Participation or nonparticipation in this study will not affect your child's grade or placement in any programs.

You and your child have the right to withdraw consent for your child's participation at any time without consequence. There are no known risks or immediate benefits to the participants. Group results of the study will be available in January upon request.

If you have any questions about the project, please contact me at 321-438-6196 or my faculty supervisor, Dr. B. Grant Hayes at 407-823-2052. Questions or concerns about research participants' rights may be directed to the UCF IRB Office, University of Central Florida Office of Research, Orlando Tech Center, 12443 Research Parkway, Suite 207, Orlando, FL 32826-3252. The hours of operation are 8:00am until 5:00pm, Monday through Friday (except on University of Central official holidays). The phone number is 407-823-2091.

Sincerely,

Franklyn C. Williams, M. A., M.S.Ed.

\_\_\_\_\_ I have read the procedure described above.

\_\_\_\_\_ I voluntarily give my consent for my child \_\_\_\_\_  
to participate in the study of career development for high school seniors.

\_\_\_\_\_/\_\_\_\_\_  
Parent/Guardian Date

\_\_\_\_\_/\_\_\_\_\_  
Witness Date



CERTIFICATE OF COMPLETION  
UCF IRB TRAINING

This certificate is awarded to

*Franklyn Williams*

For completing modules # 1-13

OFFICE OF RESEARCH  
INSTITUTIONAL REVIEW BOARD

*Chi Gu*  
Signature

7/2/03  
Date



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