

Oral Defense Announcement

University of Missouri – St. Louis Graduate School

An oral examination in defense of the dissertation for the degree
Doctor of Philosophy in Education with an emphasis in Educational Leadership and Policy Studies

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M.Ed. in Adult and Higher Education, December, 2011, University of Missouri-St. Louis
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Sistahs for Success: An Adult Education Intervention Program to Increase Career Decision Self-Efficacy for African American Women

Date: July 12, 2017

Time: 10:30 a.m. to 12:30 p.m.

Place: TLC- Sigma Aldrich Science Education Lab

Abstract

Contextual factors, such as racism and sexism, and intrapersonal factors, such as internalized oppression, may contribute to negative career outcomes and influence career decision self-efficacy for African American women. The purpose of this study was to determine if there is a significant difference in career decision self-efficacy for African American women after participating in a short-term, adult education intervention program and to give voice to barriers and challenges experienced by African American women in their career development and the coping strategies they use to overcome these obstacles. In this quasi-experimental mixed methods study, a snowball sample of 20 African American women participated in a short-term adult education intervention program designed using Black feminist critical social theory and the career management model of social cognitive career theory. A pre-test-post-test control group design with delayed treatment was used to conduct the study. The sample included an experimental group (n=11) and a delayed treatment/control group (n=9) that participated in a career management information session before the intervention. The Career Decision Self-Efficacy Scale- Short Form (CDSE-SF) was utilized for the study. Wilcoxon exact testing revealed significant differences for the experimental group ($Z=-2.298$, $p=.010$, $r=.49$), delayed treatment group ($Z=-2.668$, $p=.002$, $r=.62$), control group ($Z=-2.036$, $p=.023$, $r=.48$), and between post-information session and post-intervention session for the delayed treatment group ($Z=-2.253$, $p=.012$, $r=.53$). The experimental CDSE-SF scores increased from 50-55 percentile to 85-90 percentile after participating in the intervention. Documents from the discussion of career development barriers, challenges, and coping strategies were analyzed using critical Black feminist narrative qualitative analysis that included hermeneutic faith and contextualization approaches. The following eight themes were noted that were conceptually congruent with the Black feminist critical social theory and the career management model of social cognitive career theory: external barriers of intersectionality of oppressions and work life balance; internal challenges of self-concept, emotions, and access to resources; and, coping strategies of personal agency, collective agency, and spiritual agency. The adult education intervention program provides a practical example for adult educators and career counselors to consider using with African American female adult learners and clients to enhance career decision self-efficacy.

Defense of Dissertation Committee

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