

A Comparison of the Content, Authors, and Institutions Represented in the *Career Development Quarterly* and the *Journal of Vocational Behavior*

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The present study examined the content in the *Career Development Quarterly* (CDQ) and the *Journal of Vocational Behavior* (JVB) for a 20-year period. A total of 791 CDQ articles and 1062 JVB articles were classified into the substantive areas of career research and practice devised by Fitzgerald and Rounds (1989). Additionally, author, institutional affiliations and leading contributors were examined. Results of the study identified two principal areas of research activity and publication for each journal. For CDQ, the two principal areas were "life-span perspectives on career development" and "career interventions." For JVB, the two principal areas were "the person-environment perspective on vocational choice" and "the assessment of vocational behavior." Together, these four areas accounted for 63.5% of the articles classified for both journals. Overall, content for both journals has remained relatively stable over the years. Additionally, very little overlap exists between the authors contributing to the journals, and only slightly more commonality is observed between the institutional affiliations of the two sets of authors. © 1995 Academic Press, Inc.

The field of career development and counseling encompasses a wide range of topics pertaining to vocational behavior and career intervention. This fact is most clearly demonstrated by the field's professional literature.

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The articles published in the field's journals represent the interests and concerns of the contributors to each career journal in particular and the field of career counseling and development in general.

To identify the specific interests of a journal and the field, researchers commonly perform a content analysis of the articles that appear in the journal over a particular time period. By examining the articles published in a journal, one can determine the field-related concerns of the journal and also identify trends in journal content, authorship, and contributing institutions. Such a study provides information on the content and sources of an individual journal, yet it may not accurately reflect the trends in the field as a whole. Consequently, by comparing the two most widely distributed journals in the same field, scholars might get a better sense of the concerns and sources particular to each journal, as well as gain more insight into substantive issues addressed by the field as a whole.

The present study compared the content of the two most widely distributed journals in career counseling and development: the *Journal of Vocational Behavior* (JVB) and the *Career Development Quarterly* (CDQ) (formerly *Vocational Guidance Quarterly*). For the period of 1975 to 1994, this study identified the major content areas published in each journal, the most prolific authors, and the major institutions producing research about career development and counseling. It also identified the areas of interest specific to each journal and then identified trends in the field of vocational behavior and career development by examining the similarities and differences between the two journals.

METHOD

Buboltz and Savickas (1994) previously conducted a content analysis of CDQ which covered the period of September, 1974 through June, 1994. That analysis included such material as content, manuscript contributors, and institutional affiliations. Watkins, Vitanza, and Servaty (1993) conducted a similar analysis for JVB for the period of 1971 to June, 1992. That analysis included manuscript contributors and institutional affiliations only. To compare the content, authors, and institutional affiliations in the two journals, the present study analyzed the content for JVB and equated the time periods.

Examination of content for JVB followed the same method used by Buboltz and Savickas (1994). They expanded the 14 dimensions of the vocational literature identified by Fitzgerald and Rounds (1989) to 16 by adding one category for case studies and one for articles that did not fit into any other category. Buboltz and Savickas (1994) then classified each substantive article into one of the 16 categories. Letters to the editor, editorials, book reviews, and literature listings were excluded from this analysis.

The present study required an extension of the frequency counts of

individual authors and institutional affiliations to include articles in these journals which the previous analyses did not cover. For *CDQ*, the present study extended the previous analysis to cover the years of 1971 through June, 1974. For *JVB*, the analysis covered the year 1993 through June, 1994.

Institutional and manuscript contributors were determined through the use of a weighted, proportional counting system previously used in both the Buboltz and Savickas (1994) and the Watkins et al. (1993) analyses. This system assigns an author a value of 1 if the article has a single author and fractional values for jointly written articles (i.e., .5 if two authors, .3 if three authors, and .25 if four authors, etc.). Thus an individual or an institution is weighted according to the proportion of authorship or affiliation attributable to that source.

After accounting for the additional information following the above methods, the content analysis of both journals covered the period of 1974 through June, 1994. For manuscript contributors and institutional affiliations the period covered by both journals spanned from 1971 to June, 1994.

RESULTS

During the period of analysis, *JVB* published 1062 articles and *CDQ* published 791 articles. Table 1 shows that during the past 20 years both journals gradually decreased the number of articles published each year. It should be noted that *JVB* publishes bimonthly and *CDQ* publishes quarterly.

Content

Table 2 presents the frequency and percentages of articles classified in the major content categories for each journal. The journals appear to differ considerably in several content categories, although the differences were not tested for statistical significance. For *CDQ*, articles that dealt with "career development: life-span perspectives" accounted for 26.7% of the articles published from 1974 to 1994. This same category accounted for 14.4% of the articles classified in *JVB* and ranks as the third most frequently occurring category. Articles on "career development interventions" accounted for 24.5% of the articles published in *CDQ*, but this category ranked seventh in *JVB*, accounting for only 4.6% of the articles classified. "Vocational choice: person-environment fit perspectives" contained the third largest number of articles for *CDQ*, accounting for 9.5% of its articles, yet it contained the largest number of articles in *JVB*, accounting for 21.6% of the articles classified. *JVB*'s second largest category, "assessment: vocational behavior," accounted for 18.0% of its articles but only 9.2% of those in *CDQ*, placing it as the fourth largest category.

TABLE 1
Number of Articles in *Career Development Quarterly* and *Journal of Vocational Behavior*

<i>Career Development Quarterly</i>			<i>Journal of Vocational Behavior</i>		
Volume	Year	No. of articles	Volume	Year	No. of articles
23	1974-75	60	6-7	1975	69
24	1975-76	56	8-9	1976	74
25	1976-77	51	10-11	1977	63
26	1977-78	44	12-13	1978	70
27	1978-79	43	14-15	1979	57
28	1979-80	43	16-17	1980	57
29	1980-81	43	18-19	1981	60
30	1981-82	44	20-21	1982	59
31	1982-83	32	22-23	1983	56
32	1983-84	32	24-25	1984	52
33	1984-85	34	26-27	1985	49
34	1985-86	27	28-29	1986	53
35	1986-87	31	30-31	1987	48
36	1987-88	34	32-33	1988	58
37	1988-89	43	34-35	1989	43
38	1989-90	32	36-37	1990	45
39	1990-91	33	38-39	1991	39
40	1991-92	35	40-41	1992	48
41	1992-93	38	42-43	1993	43
42	1993-94	36	44-	1994	19
Total		791			1062

Several other areas demonstrate substantial differences between the content of the two journals. Although *JVB* devotes a considerable amount of attention to "personnel practices," "industrial organizational measurement issues," and "adjustment and development in organizations" (a combined 22.3%), *CDQ* places considerably less emphasis on these areas (a combined 7.75%). The opposite can be said for case studies. *JVB* published only one case study (.01%) during the 20-year period analyzed, whereas *CDQ* devoted 5.6% of its published articles to individual case studies.

Although the journals differed in the emphasis placed on certain areas, three categories accounted for 2% or less of the published material in each journal. These areas included "work-related stress and coping" (*JVB* = 2.0%; *CDQ* = .5%), "leadership" (*JVB* = 1.2%; *CDQ* = .25%), and "job searches" (*JVB* = .2%; *CDQ* = .6%). The three areas combined accounted for only 2.5% of all the articles in the two journals.

Viewing the journals' content areas across time reveals only two definable trends, one for *CDQ* and one for *JVB*. For *CDQ*, "case studies" started to appear consistently beginning with volume 35, when then editor

TABLE 2
Content Analysis of Articles Appearing in *Career Development Quarterly* and *Journal of Vocational Behavior*

Content categories	CDQ		JVB		Combined	
	Total	%	Total	%	Total	%
Career development						
Life-span perspectives	211	26.7	153	14.4	364	19.6
Interventions	194	24.5	49	4.6	243	13.1
Vocational choice						
P-E fit perspectives	75	9.5	229	21.6	304	16.4
Assessment						
Vocational behavior	73	9.2	191	18.0	264	14.2
Decision-making process	53	6.9	58	5.5	111	6.0
Case studies	45	5.6	1	.1	46	2.5
Adjustment and development in organizations	36	4.5	105	10.0	141	7.6
Personnel practices and issues	24	3.0	81	7.6	105	5.7
Other	24	3.0	42	3.9	66	3.6
Reciprocal work and non-work relationships	23	2.9	18	1.7	41	2.2
Workplace justice	12	1.5	26	2.4	38	2.1
Women's workforce participation	11	1.4	26	2.4	37	2.0
Job search	5	.6	2	.2	7	.4
Work-related stress and coping	4	.5	21	2.0	25	1.4
I/O measurement issues	2	.25	47	4.4	49	2.6
Leadership	2	.25	13	1.2	15	.8

David Jepsen (1986) introduced a new section called "Getting Down to Cases." Prior to the introduction of this section, case studies accounted for only .3% of all the articles published in *CDQ*. Case studies maintained a steady rate of appearance after that time and accounted for 15.2% of the articles from volumes 35 to 41.

Articles in *JVB* that dealt with "assessment: vocational behavior" decreased significantly in 1986 beginning with volume 29. From volume 6 to volume 28 (1975–1986), "assessment" accounted for 22.6% of the articles classified. From volume 29 to volume 44 (1986–June, 1994), however, it accounts for only 9.7% of the articles.

Table 3 presents frequency counts of articles classified for the last five years of each journal. A comparison of Table 2 with Table 3 shows that overall there are no major changes in the content areas of the two journals. The leading content area for each journal for the whole time period covered remains the leading area for the past 5 years. For both journals

TABLE 3
Content Analysis of Articles Appearing in *Career Development Quarterly* and *Journal of Vocational Behavior* for the Past 5 Years

Content categories	CDQ		JVB		Combined	
	Total	%	Total	%	Total	%
Career development						
Interventions	47	21.6	2	.8	49	10.8
Life-span perspectives	50	23.0	33	13.9	83	18.3
Case studies	38	17.5	0	0	38	8.4
Vocational Choice						
P-E fit perspectives	22	10.1	63	26.6	85	18.7
Assessment						
Vocational behavior	21	9.7	18	7.6	39	8.6
Reciprocal work and non-work relationships	9	4.2	6	2.5	15	3.4
Decision-making process	8	3.7	14	5.9	22	4.8
Women's workforce participation	7	3.3	6	2.5	13	2.9
Other	7	3.3	12	5.1	19	4.2
Adjustment and development in organizations	2	.9	39	16.6	41	9.0
Personnel practices and issues	2	.9	15	6.4	17	3.7
Workplace Justice	2	.9	11	4.6	13	2.9
Work-related stress and coping	2	.9	9	3.8	11	2.4
Job search	0	0	2	.8	2	.4
I/O measurement issues	0	0	6	2.5	6	1.3
Leadership	0	0	1	.4	1	.2

some content areas were emphasized slightly more in the past 5 years, than over the whole period covered, but this should be taken cautiously as the changes were small with most areas only changing rank by one or two places.

Authors

Table 4 ranks the leading contributors to each journal. We obtained the data for these rankings for *JVB* by analyzing the tables presented by Watkins et al. (1993) and for *CDQ* by reviewing the tables from Buboltz and Savickas (1994). Because each of these articles breaks the data into distinct time periods, it allowed us to examine trends in contributing authors across time.

During the past 20 years, the leading contributors to *JVB* have included W. B. Walsh, E. I. Meir, and J. M. Greenhaus, who accounted for a total weighted contribution of 32.5. For *CDQ*, the leading contributors

TABLE 4
Leading Contributors of Articles Appearing in *Journal of Vocational Behavior* and
Career Development Quarterly

<i>Journal of Vocational Behavior</i>			<i>Career Development Quarterly</i>		
Author	Weighted contribution	Rank	Author	Weighted contribution	Rank
W. B. Walsh	12.25	1	J. L. Shultz	17.0	1
E. I. Meir	11.24	2	P. Salomone	12.0	2
J. H. Greenhaus	9.02	3	S. G. Weinrach	11.0	3
D. J. Prediger*	8.66	4	D. J. Prediger*	8.8	4
L. S. Gottfredson	8.49	5	D. Brown	6.75	5
G. J. Blau	8.25	6	K. Hoyt	5.0	6
P. M. Muchinsky	7.75	7	D. Sinick	4.9	7
J. L. Holland*	7.65	8	R. W. Bradley	4.8	8.5
I. Gati	7.5	9	D. A. Jepsen	4.8	8.5
P. Lunneborg	7.0	10	M. L. Savickas	4.5	10
S. H. Osipow	6.91	11	L. K. Granrose	4.5	10
R. V. Dawis	6.57	12	E. L. Herr	4.5	10
E. Krau	6.0	13.5	D. P. Bloch	4	13.5
J. L. Swanson	6.0	13.5	J. D. Wiggins	4	13.5
D. L. Blustein	5.83	15	J. L. Holland*	3.5	15

Note. Only the top 15 authors according to weighted contribution are shown in the table.

* Denotes authors who were ranked in the top 15 in both journals.

included J. L. Schultz, P. Salomone, and S. G. Weinrach, who accounted for a total weighted contribution of 40.0. Only two authors, J. L. Holland and D. J. Prediger, were ranked in the top 15 for both journals.

Of the 15 authors ranked for *JVB*, Watkins et al. (1993) named four individuals—W. B. Walsh, E. I. Meir, J. M. Greenhaus, and D. J. Prediger—as having made consistent and numerous contributions to the journal across each time period analyzed. Our findings support this observation, as these four researchers are the top four contributors over the past 23 years to *JVB*. Of the top 15 authors contributing to *CDQ*, Buboltz and Savickas (1994) reported only three—P. Salomone, D. J. Prediger, and J. D. Wiggins—who contributed across more than one time period, and only P. Salomone was a leading contributor in more than one time period.

Institutional Contributors

Table 5 ranks the leading contributing institutions to each journal. Watkins et al. (1993) noted that several of the institutions which ranked in the top 20 for *JVB*—Ohio State University, Tel Aviv University, University of Minnesota, University of Maryland, and Iowa State University—made consistent contributions to the journal across time. Table 5 reflects

TABLE 5
Leading Institutional Contributors of Articles Appearing in the *Journal of Vocational Behavior* and *Career Development Quarterly*

<i>Journal of Vocational Behavior</i>			<i>Career Development Quarterly</i>		
Institution	Weighted contribution	Rank	Institution	Weighted contribution	Rank
Ohio State University*	54.3	1	Pennsylvania State U.*	25.4	1
University of Minnesota	40.3	2	Syracuse University	21.5	2
Tel Aviv University	35.5	3	So. Illinois U., Carbondale*	19.3	3
University of Maryland*	34.9	4	University of Georgia	18.5	4
Iowa State University	32.2	5	Virginia Polytechnic	17.6	5
So. Illinois U., Carbondale*	25.5	6	University of Maryland*	14.3	6
John Hopkins University	23.2	7	Private practice	13.7	7
Pennsylvania State U.*	18.6	8	U. of Wisconsin, Madison	11.2	8
U. of Illinois, Champaigne	17.5	9	Villanova University	11.0	9
University of Kentucky	16.5	10.5	U. N. C., Chapel Hill	10.1	10
S.U.N.Y. at Albany	16.5	10.5	U. of Florida, Gainesville	9.6	11
University of Tennessee	15.9	12	Am. Col. Testing Program*	9.0	12
Am. Col. Testing Program*	15.3	13	U. of British Columbia	8.5	13
University of Houston	14.8	14	Florida State University	8.4	14
New York University	14.6	15	Michigan State University	7.6	15
University of Washington	14.5	16	U. Virginia, Charlottesville	7.5	16.5
University of Akron	13.7	17	Am. Institute of Research	7.5	16.5
Texas A & M University	13.3	18.5	U. North Dakota, Grand Forks	7.3	18
University of Missouri	13.3	18.5	Kansas State University	7.0	19
Hebrew U. of Jerusalem	12.5	20	Ohio State University	6.9	20

* Denotes institutions which appear in the top 20 of each journal.

these findings, as these institutions compose the top 5 in our ranking. Three of the top 20 institutions—University of Kentucky, University of Missouri, and Texas A & M—were noted for their contributions to the field in its early years but have not contributed as much to the journal recently.

Buboltz and Savickas (1994) reported that even fewer institutions in *CDQ* have contributed to the field consistently across time—the University of Wisconsin at Madison and Pennsylvania State University. Pennsylvania State is the leading contributor to the journal and the University of Wisconsin ranked eighth. For the most part, the ranked institutions contributed to *CDQ* either in the first half of the time period or in the second half, with little overlap. Also noteworthy was the emergence of individuals in private practice who contributed articles to the field of career counseling and development.

Only five institutions—Ohio State University, Pennsylvania State University, University of Maryland, Southern Illinois University at Carbondale, and The American College Testing Program—ranked among the top 20 institutional contributors to both journals for the past 20 years. Considering the length of time and the fact that these five institutions appear in the top 20 of both journals, one can conclude that these institutions have offered substantial contributions to the field of career development and counseling.

DISCUSSION

Although both journals have had several different editors during the past 20 years, the editorial policies of the journals seem to have remained remarkably consistent. Editors change but the content of each journal remains quite stable. The main areas of emphasis have remained fairly consistent. The analysis revealed that *CDQ* focused predominantly on developmental issues (“career development: life-span perspectives” and “career development interventions”), which accounted for over 50% of the articles classified. In contrast, *JVB* concentrated more on vocational choice and assessing vocational behavior (“vocational choice: P-E fit perspectives” and “assessment: vocational behavior”), with these two categories accounting for 36.1% of the total articles classified.

These differences in content illuminate the topical emphasis for each journal. Moreover, the combined data for the journals indicate the major emphases within the field of career development and counseling. Although *CDQ* focused more on career development and *JVB* concentrated more on vocational choice and behavior, each journal covered all of these areas to some extent. Four categories account for the top three categories of each journal (see Table 2). Those four categories account for 70.1% of *CDQ*'s articles and 59.1% of those published in *JVB*. Clearly, these four areas dominate the literature in career development and counseling, in

that they account for 63.4% of the articles published in the two journals during the years 1974–1994.

In considering the different emphases of *CDQ* and *JVB*, we wondered if the professional interests and doctoral training of the editors may, in part, explain the difference. *CDQ*'s editors during the time under review share an interest in career development and education, especially from the life-span perspective. The editors (i.e., Whitfield, Jepsen, Salomone, and Savickas) each has displayed a strong developmental orientation in their publications and professional activities. Two *CDQ* editors (Whitfield and Salomone) earned their doctoral degree at the University of Iowa and a third (Jepsen) continues to be a faculty member at that university. In contrast, *JVB* editors for the same period shared an interest in the person–environment fit perspective on vocational choice and adjustment, especially from what has been called the “Minnesota point of view.” The *JVB* editors since 1976 (Harmon, Betz, and Tinsley) each earned her or his doctoral degree from the University of Minnesota and each seems to display a person–environment fit orientation in their publications and professional activities. Maybe the professional interests of the editors and those they appoint to editorial boards relate to the *CDQ* emphasis on career development and intervention and the *JVB* emphasis on vocational choice and assessment. Possibly the hexagon (cf., Weinrach, 1980), which has appeared on the cover of *JVB* since its inception, implicitly acknowledges the major topical emphasis of the journal.

Between the two journals, the data indicated that two diverse groups of individuals publish articles in each journal, and there is little overlap between these two groups. Within each journal, very few authors have continued to publish articles across time. This difference between and variety within the two leading journals in career development and counseling attests to the ever-changing voices in the field and to the diversity sought by each journal in its authorship. Several possibilities exist that may be leading to the lack of consistent contributions from authors across the time period. Maybe the individuals who were contributing during the early years of the time period were nearing the end of their writing careers or were turning their interests in another direction.

With regard to the institutional affiliations of the authors, the data again indicated that only a few institutions have contributed consistently to the field across time. Part of the reason for the inconsistent institutional contributions is that individuals who publish in the area of career development and counseling may change affiliations during the course of their careers. Additionally, counseling departments within universities may change the emphasis of their program. The institutions that ranked in the top 20 for both journals (i.e., Ohio State University, Pennsylvania State University, University of Maryland, and Southern Illinois University at Carbondale) seemed to attain this status for two reasons. Each has a

faculty with strong commitments to career psychology and among these faculties there is a core group of several researchers who have been especially productive. Moreover, when a "career" faculty at one of these schools has moved or retired, he or she has generally been replaced with a faculty member who has similar interests.

Taken together, the data in the present study indicate that *CDQ* and *JVB* publish manuscripts from distinct groups of researchers and institutions. Furthermore, they differ in emphasizing career development (*CDQ*) versus vocational choice and behavior (*JVB*). Taken together, the content of the two journals indicates that, for the past 20 years, the field of career development and counseling has focused on the person-environment fit perspective vocational choice, the psychology of career development, and interventions such as career education and counseling. The fourth most frequently examined topic was vocational assessment. The decrease (from about 22% to about 10%) in *JVB* articles on the topic of assessment that began in 1986 combined with the consistent relative inattention of *CDQ* to the topic may in part explain the appearance of a new career journal. In 1993, the first issue of the *Journal of Career Assessment* (*JCA*) appeared. The founding editor, W. Bruce Walsh who earned his doctoral degree at the University of Iowa, describes the focus of *JCA* as assessment processes and techniques by which counselors gain understanding of individuals with career concerns. Future attempts to analyze the content emphases of and contributors to career development and counseling would be well advised to attend to the contributions which appear in *JCA*. For now, we interpret the emergence of a journal specifically focused on career assessment to be another important sign of vigor in the field of career development and counseling.

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