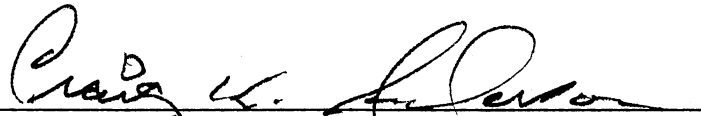
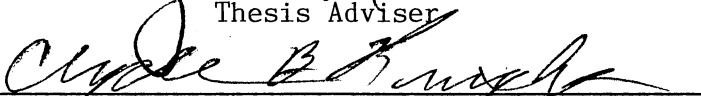


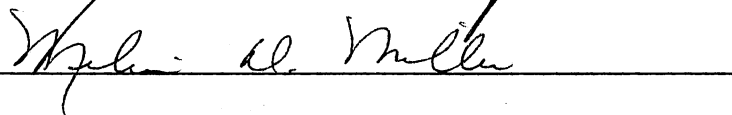
SUPERINTENDENT'S PERCEPTIONS OF CAREER
EDUCATION IN OKLAHOMA

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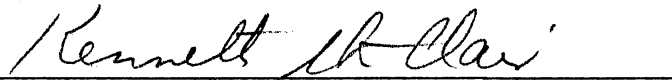


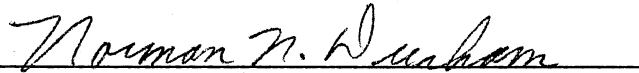
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Dean of the Graduate College

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CHAPTER I

NEED FOR STUDY

Introduction

The high unemployment rate of youth and adults in the 1970's has helped to direct more attention toward career education development in America. The Oklahoma State Plan for Career Education K-12 (1978) documents the need for career education on the national level in the following three studies:

The 'Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools,'

The 'National Assessment of Educational Progress,'

The 'Nationwide Study of Student Career Development,'
(p. 13).

All three of the studies focused on the lack of training and skill development provided by public schools to prepare students for the world of work. Another common problem was the need for career counseling in the schools. Overall the students were not being presented career information that would enable them to make realistic career decisions.

According to Cheek (1985a), in 1977 funds were made available to Oklahoma by the federal government to plan career education programs for students in elementary and secondary schools. After years of additional career education grants, programs, guidelines, and projects,

there remains a need by our political and educational leaders to promote career education development programs throughout Oklahoma.

The Oklahoma State Department of Education and the Oklahoma State Department of Vocational and Technical Education have both been instrumental in the development of career education programs. They have actively promoted the development of career education programs by the local school district in Oklahoma.

Statement of the Problem

Career education information has not been developed and implemented to its full extent in Oklahoma. The perceptions of career education will affect superintendents' decisions concerning career education development programs. Some superintendents may not sufficiently understand career education development or the career education concept.

Purpose of the Study

The purpose of this study is to determine the perceptions of career education among the Oklahoma Independent Public School Superintendents. Also, to identify any significant differences in the perception of career education between independent public school superintendents and area vocational and technical education school superintendents that may determine potential problems that could hinder cooperation and decisions involving the development of career education.

Objectives of the Study

It is the objective of this study to provide a body of knowledge

that can be of value to leaders in independent public schools and area vocational and technical education schools in Oklahoma. The resulting study will provide information that can be used on the state and local level to make decisions concerning the development of career education programs. The findings to the major questions of this study are included in Chapter IV and the conclusions are included in Chapter V. The major questions of this study are:

1. What are the perceptions of career education by superintendents of independent public schools in Oklahoma?
2. What are the perceptions of career education by superintendents of area vocational and technical education schools in Oklahoma?
3. Are there any significant differences in perceptions of career education between independent public school superintendents and area vocational and technical education superintendents in Oklahoma?

Definition of Terms

Career Education - Is a concept that relates the academic world to the world of work. It is the total effort of all education and the community to assure that persons of all ages become familiar with career options and make realistic plans so that their personal lives will be more satisfying.

Independent Public Schools or Public Schools - The terms are used synonymously in this study. School systems financed by public funds that have either K-12 grades or one to 12 grades. The districts not having all twelve grades were left out of the study because the questions on the survey were more applicable to the school districts that had all twelve grades.

LEA - "Local Education Agency" means a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for a city, county, township, school district, or other political subdivision of a state or such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools.

Perception - An impression obtained by the use of the senses. A mental image, a capacity for comprehension.

Superintendent - One who has executive oversight and charge of a school district.

Vocational Education - Education that is designated specifically to the efficiency of an individual in a specific occupation, either as preparation for employment or supplementation (upgrading) of employment. Education is vocational when it is taught and learned in its relationship and application to the actual job requirement of a specific occupation, and may be applied at the time it is learned.

Summary

The Oklahoma State Department of Vocational and Technical Education and the Oklahoma State Department of Education have actively promoted the development of career education programs by the local school district in Oklahoma. Information presented indicates the need for career education development on the national level as well as in Oklahoma.

This researcher investigated the perception of career education among the Oklahoma Independent Public School Superintendents and the

Oklahoma Area Vocational and Technical Education Superintendents. The significant differences were also examined between the superintendents in order to determine potential problems that could hinder cooperation and decisions involving the development of career education.

CHAPTER II

REVIEW OF LITERATURE

Introduction

According to Cheek (1985a), "As society in America has moved from an agrarian to an industrial to an informational society there has been an increased interest in career education. This increased interest has brought about rapid career education development."

Mitchell (1985) stated that the term career education development has many different meanings. Career education development has been documented by historians, educators, practitioners, and theorists. Career education terminology is so diverse that it is difficult to form a clear perception of career education.

Included in this career education literature review is information concerning the importance of school superintendents and other administrators to their school district's understanding of the career education concept. An excerpt from Career Education What It Is and How To Do It (Evans, Hoyt, Mackin, and Mangum, 1972) helped to explain the importance of the perceptions of superintendents in career education development.

If a public school system is to successfully implement a comprehensive program of career education, the local district superintendent of schools and his board of education must identify career education as a high priority

and adequately fund the program. The principal and faculty members in the local school system must know that career education is a performance priority. In meetings of central office administration and in discussion sessions with the system, the superintendent must express his concern and expectation that career education will be a high performance priority in the goal structure and operational objective of the school district (p. 148).

Petty (1986) reported administrators, teachers, counselors and parents across America have recognized that career education development is beneficial in today's society. The increase in funding of career education development by the federal and state governments has worked as an incentive to establish programs for youths and adults.

Definitions of Career Education

According to Jesser (1976), there is a genuine need for at least a broad definition of career education that would establish a perceptual framework for educators. Hoyt (1974) implied that a lack of definition existed when they suggested that it was a "concept in search of a definition."

As quoted by Jesser (1976), Marland indicated that career education should not be defined or prescribed at the federal level. Marland also suggested that career education not be a renaming of vocational technical education, be limited to elementary and secondary schools or be simply a means of getting a job.

Marland (1972) does not believe that career education should have one definition but suggested that career education should be perceived as:

. . . the companion to academic preparation at every grade level, from kindergarten through graduate school, so as to enable every young person to enter and do well in a career carefully chosen from among many, no matter at what point

he or she leaves formal education (p. 19).

In contrast to Marland, Super believed that the term career education should have a meaning that is clarified and standardized. Super (1979) commented that it is important for career education to be defined by stating:

If babel is to be avoided, if behavioral sciences are to contribute to education, if curriculum specialists are to conceptualize their work adequately, if career education is to make an enduring contribution to education rather than be a passing fad, the terminology of career development, of work and careers, must be clarified and standardized (p. 157).

The definitions of career education in Oklahoma, Ohio, Nevada, and New Mexico have all been examined and compared. In the State of Oklahoma, the Department of Education (1978) defined career education as:

A concept that relates the academic world to the world of work. It is the total effort of all education and the community to assure that persons of all ages become familiar with career options and make realistic plans so that their personal lives will be more self satisfying (p. 5).

In Oklahoma the definition of career education is much broader than the definition used in Ohio. The definition in Oklahoma addresses the the total effort of all education and the community including perons of all ages while the definition in Ohio is directed toward only the youth in school. Career education in Ohio (1972, p. 6) was described as:

A program which endeavors, through the regular curriculum, to provide all youth in the school motivation toward the world of work, orientation to the many job opportunities available, and exploration of occupations consistent with individual interests and abilities.

In Nevada the definition of career education is limited to students. The definition of career education in Nevada (1973) by the

Nevada State Department of Education was stated:

Career education not only provides job information and skill development, but also aids students in developing attitudes about the personal, psychological, social, and economic significance of work (p. 11).

The New Mexico State Department of Education agreed with the Oklahoma State Department of Education concerning the involvement of people of all ages in career education. The definition of career education in New Mexico (1973) by the New Mexico State Department of Education was stated:

Career education is essentially a lifelong process, beginning early in the preschool years and continuing, for most individuals, through retirement. As a process, it includes the view one has of himself and the possible work opportunities, the choices he makes related to himself as a worker, and the ways in which he implements those choices (p. 1).

Career education is a mixture of many elements within the educational and community networks. According to Herr (1972), career education in its context should be recognized as:

. . . a synthesis and blend of many concepts and elements available at some point and in some place in American education. However the intent and implementation tactics so far apparent are to bring these concepts and elements into a new and systematic interrelationship among vocational education, vocational guidance, career development, and other elements of the educational and community networks of which they are a part (p. 3).

As reported in the United States Office of Education publication, Career Education: A Handbook for Implementation (1981), the career education definition that has received the most national publicity was:

Career education is the total effort of public education and the community aimed at helping all work-oriented society, to integrate those values into their personal value structure, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual (p. 1).

Hoyt (1975) believed career education was the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living. Evans (1974) stated that "career education is the total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid, extending throughout life."

Mitchell (1985) asserted that the perceptions of career education are different among educators and lay people throughout society. It is apparent that some of the definitions were similar and some of the definitions were quite different. Super (1979) stated "It seems incredible that a major movement, supported by a major expenditure of funds, could have been founded on a term which has so many different meanings and which was deliberately left undefined by the Commissioner of Education who did much to launch the movement."

Development of Career Education

There were many antecedents to the term career education before it came into full public view in January of 1971 when U.S. Commissioner of Education, Sidney P. Marland Jr., advocated it in a speech to the National Association of Secondary School Principals.

Two reviews of the antecedents of career education were completed by Herr (1972) and Page (1984). Both reviews also contained legislation concerning career education. The legislation affecting vocational education and guidance have paralleled the historical development of society. As America has changed from rural to urban/technological dominance, such changes have been reflected in legislation which either anticipated or responded to the shifts.

Both Herr (1972) and Page (1984) charted the historical beginnings of career education through the following pieces of legislation: the Morrill Act of 1862, the Smith-Hughes Act of 1917, the George Barden Act of 1946, the National Defense Education Act of 1958, the Manpower Development Training Act of 1962, the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968.

A newer piece of legislation dealing with career education was the Education Amendments of 1974, also known as Public Law 93-380. The U.S. Commissioner of Education was authorized under Section 406 of this act to start a program of career education. Public Law 93-380 represented the first specific career education to be enacted by Congress.

The legislation set forth in Section 406 of Public Law 93-380 did five things with regard to career education:

- (1) called for the establishment of an Office of Career Education in the U.S. Office of Education and specifies that the Director of the Office of Career Education shall report directly to the U.S. Commissioner of Education,
- (2) called for the establishment of a National Advisory Council for Career Education which will advise the Commissioner of Education on the implementation of the Career Education Program and will make recommendations to the Congress concerning further career education legislation,
- (3) directed the Commissioner of Education to conduct a survey and assessment of the current status of career education in the United States and to submit to the Congress a report on the survey,
- (4) authorized the Commissioner of Education to make grants to state departments of education to enable them to develop state plans for the implementation of career education, and
- (5) authorized the Commissioner of Education to support projects designed to demonstrate the most effective methods and techniques in career education and to develop

exemplary career education models (including models in which handicapped children receive appropriate career education.) Grants in support of the exemplary and demonstration projects were awarded to state educational agencies, local educational agencies, institutions of higher education, and other nonprofit agencies and organizations (p. 25).

The State of Oklahoma followed the guidelines set up by the U.S. Congress in Section 406 of Public Law 380. Oklahoma developed a comprehensive state plan for implementing career education in the elementary and secondary schools of the state. The Oklahoma State Department of Education was responsible for writing proposals that provided funds to be used on the state level for career education. As a result of the funding the Oklahoma State Plan for Career Education K-12 was written.

The Oklahoma State Department of Education (1978) and the Oklahoma State Department of Vocational and Technical Education both provided leadership and funds to career development in the early seventies.

This was done in several ways:

- (1) a statewide assessment of educational needs of Oklahoma students K-12,
- (2) a statewide accountability plan,
- (3) development of career education projects and programs done in cooperation with local school districts,
- (4) development, publication, and dissemination of career education curriculum and instructional materials, and
- (5) the addition of the subject 'Career Explorations' into the possible offerings of the general program of studies on the secondary level (p. 39).

Career education development in Oklahoma has increased with several modes of federal, state and local financing. "The number of schools putting local funds into career education has increased

tremendously," stated Cheek, State Director of Guidance and Career Education in Oklahoma, in an interview. Cheek also stated, "It is imperative that superintendents and other administrators understand the objectives, goals and benefits of successful career education."

The Oklahoma State Department of Education has provided leadership in the identification of educational needs of the elementary and secondary students of the State of Oklahoma. According to the Oklahoma State Department of Education (1978), this has been accomplished in five ways:

- (a) through the Oklahoma State Needs, Assessment Plan,
- (b) through the student needs assessment phase of the Oklahoma Accountability Program mandated by the Oklahoma State Legislature,
- (c) through the report A Continuum into the Future of Education in Oklahoma, 1974,
- (d) the State Department of Education Futures Study, 1976, Summary Report,
- (e) the Students' Needs Assessment Using the Career Education Measurement Series (CEMS), and
- (f) student assessments by individual LEAs (p. 9).

The Oklahoma State Needs Assessment Plan, published in 1973, assessed the needs of education in the state. Those surveyed included students, parents, educators, various community representatives from labor, industry and agencies, lawmakers, business and other concerned individuals.

The survey was divided into four areas that students should show various competencies. A student should be skilled in these areas according to the Oklahoma State Department of Education (1978, pp. 10-11), "(1) Economic and Vocational Competence, (2) Citizenship,

(3) Intellectual Capability, and (4) Health."

Each of the items which concerned career education were identified as being significant or "top" rank for the total population of Oklahoma. Several of the items were identified as being in the category of "absolutely necessary." The results of the comparison of the recommended career education learner outcomes with the items considered as "absolutely necessary" by Oklahomans show a close relationship. The items indicated as being in the category of "absolutely necessary," according to the Oklahoma State Department of Education (1978) for students were:

- . . . select and prepare for a career of his/her choice consistent with his/her capabilities, aptitudes, and desires
- . . . understand and respect home and family life
- . . . respect the rights of others, regardless of their race, religion, or economic status
- . . . have the self-discipline required of citizens in a democratic society
- . . . have respect for the worth and dignity of others
- . . . behave with respect for law and authority
- . . . master the skills necessary to achieve his/her chosen goals
- . . . practice good human relationships
- . . . acquire a positive attitude toward learning
- . . . understand and respect other people so he/she may be effective in human relationships
- . . . have knowledge of his/her own interests
- . . . have the ability to adjust to changes in his/her job and in his/her social and family life
- . . . having experience in making decisions (p. 10-11).

Cheek (1985b) stated that many Oklahomans across the state were involved in a variety of ways in the student needs assessment phase of the Oklahoma Accountability Program during the 1973-74 school year. Data were acquired, the results tabulated and the end product, the identified needs, served as the foundation for the second-year phase of accountability, the establishment of goals and objectives.

Cheek (1985b) maintained that a total of 193,750 persons expressed their specific opinions concerning need in their local schools. The schools conducted 4,867 accountability meetings. The results were processed and translated into priority statements. Career education and learner's outcomes were identified and categorized into the State-adopted Career Education Goals for Students. These are listed as follows by the Oklahoma State Department of Education (1978, p. 14):

1. attitudes and appreciations for career success
2. self-investigation and evaluation for career success
3. career planing and decision-making
4. education/career opportunity relationships
5. skills in human relationships for careers
6. career and occupational information
7. job acquisition and retention
8. personal/work/societal responsibilities
9. ecomomic factors influencing career opportunity

In 1974, the State Superintendent of Public Instruction, with the assistance of the Oklahoma State Board of Education studied and made recommendations for the development of a child-centered educational program in Oklahoma. The recommendations that were related to career education in A Continuum into the Future of Education in Oklahoma as stated by the Oklahoma State Department of Education (1978) were:

All instructional programs shall be developed in relation to the school's stated goals and shall be extended to the student in statements of objectives and activities which result in a fully articulated program with less repetition

of concepts taught and with reductions of unnecessary, unrealistic practices.

All secondary schools in the State should begin now to study the feasibility and procedures for implementing alternative programs which would permit students to work part-time or full-time and still participate in school-supervised educational activities that move toward the learners' educational objectives. Such alternatives and provisions for recurrent education should be available to all learners within the next five years.

Vocational educators should begin to coordinate and design their programs, schedules, and facilities so that within five years every high school student, if he/she so desires, may graduate well trained in an occupational skill, qualified for higher education, and ready for advanced training in a third occupational area with provisions for retraining as needed through his/her life.

Each school will have identified its learners significantly lacking in developmental skills necessary for satisfactory progress in school achievement and will have established special education programs or developmental programs for them.

Issues, concepts and understandings from special interest areas such as environment, economics, drugs and career education are to be meaningfully integrated into existing curricula rather than established as separate disciplines (pp. 15-16).

The Oklahoma State Department of Education Futures Study 1976 Summary Report, indicated recommendations by professional staff for future directions of the State Department of Education. One of the recommendations applicable to career education as stated by the Oklahoma State Department of Education (1978, p. 17) "A total educational program should be designed to meet needs of all children, not just college-bound students. It should include a combination of careers, awareness, and academic education."

In the Spring of 1978, the Career Education Measurement Series was administered to a stratified random sampling of ninth and tenth grade students in 31 school districts in the State in an effort to ascertain

Oklahoma student's career needs and to determine areas where emphasis is needed. The instrument was chosen because of its close correlation to the State's Career Education Learner Outcome goals.

Some results of the Career Education Measurement Series revealed the following according to the Oklahoma State Department of Education (1978):

Mastery level increased between the ninth and twelfth grade levels.

The district's priority areas as indicated by their goals in their accountability plan correlated well with the mastery level of students within each goal. Where the greatest concern was expressed through the goals established, the students appeared to be mastering the concept best.

Greatest need was expressed in the area of providing career and occupational information, economic factors influencing career opportunity, and skills in human relationships for careers (p. 19).

Durant Public Schools and Putnam City High School have conducted specific studies in regard to career education provided supportive results which reinforced the need for further career education development in Oklahoma. The Durant study as stated by the Oklahoma State Department of Education (1978, p. 20) characterized young people as follows: "They lack work experience, even of a limited nature; They know very little about what exists (types of jobs) in the world of work; Many do not possess proper attitudes for successful employment."

Putnam City High School administered the standardized test, Assessment of Career Development (ACT), to junior students (approximately 900 each year) in the Fall of 1974, 1975, and 1976. According to the Oklahoma State Department of Education (1978, p. 20) "In each instance 'help with making career plans' was by far the greatest need

(73 percent). Regarding career planning, knowledge, over half shared misconceptions."

Other school districts in Oklahoma have been supported by federal, state, and local funds allocated for the development of career education. Cheek (1985b) described, how in 1979, the Oklahoma State Department of Education began evaluating proposed career education projects. Funds were divided among the 35 school districts selected as a result of their proposals. The funds for the 1979-80 school year were \$168,251.00. A list of the school districts and the funding for each school district between 1979 and 1986 are listed in Appendix F.

Anderson (1981) in an unpublished doctoral dissertation concerning career education examined the philosophy of career education within the Seventh-Day Adventist educational system. Anderson's dissertation was entitled, "Seventh-Day Adventist Educators' Perceptions of Career Education." Anderson's surveys were adopted from Career Education Needs Assessment by Blome and Rask (1975).

Anderson's study was a result of concern about the career education philosophy of the educators and the tenth-through twelfth-grade students within the Seventh-Day Adventist educational system. The population came from three schools that were considered as a purposive sample of all academies within the United States.

The Anderson (1981) dissertation indicated:

The Seventh-Day Adventist educational leadership demonstrated a general lack of awareness as to how exactly career education, vocational education, and occupational education are alike and how they are different. Also, there was an enormous gap between leadership's hopes for creating career education awareness and the reality of the classroom. It would also be beneficial for Adventist educators to establish a philosophical base for career

education, and to make practical applications of that philosophy (p. 25).

Conversations with Cheek (1985a) revealed that many administrators and counselors in Oklahoma also demonstrate a general lack of awareness as to how exactly career education, vocational education, and occupational education are alike and how they are different. Cheek (1985a) concurred with Anderson's conclusion that there is an enormous gap between leadership's hopes for creating career education awareness and the reality of the classroom.

Hoyt (1982, p. 25) wrote "The career education movement can be said to have begun as a federal effort." In the period of 1970-1976, the first federal funding for career education was primarily vocational education funds from Part C and D of the Vocational Education Act Amendments of 1968.

According to Herr (1972, p. 10), "Analysis of available historical, philosophical, conceptual and theoretical literature offers substantiation that the antecedents of career education reside in both vocational education and guidance."

Holland (1973) advocated that career choices represented an extension of personality and an attempt to implement broad personal behavioral styles in the context of a person's life work. He believed that people project their views of the world of work and project themselves onto the titles of occupations. Holland allows individuals to express their preference for or against a list of occupational titles, he then assigned people to model personal types for personality and vocational choice which had theoretical implications.

Holland (1973), quoted by Osipow (1968), stated the following

hypothesis: "Where the individual possesses little knowledge about a particular vocation, the stereotype he holds reveals information about him, much in the manner a projective test presumably exposes personality dynamics"(p. 41).

Holland then developed a device onto which a person could project a preferred life style using a list of occupational titles. His theory is currently known as "Holland's Career Typology Theory."

Roe's (1964) Theory of Career Choice was based on investigations into the developmental backgrounds and personalities of research scientists in various specialities. Her research indicated that physical, biological and social scientists do have major personality differences in their reactions with people and things. She also concluded that child rearing practices affected the personality differences of scientists. Roe stressed the relationship between the genetic factors and early childhood experiences on the one hand and vocational behavior on the other.

Super (1979) has written extensively about career theories. Super described his developmental Self-Concept Theory of Vocational Behavior as developmental tasks that he believed were appropriate to each stage of life. These tasks included crystallization, specification, implementation, stabilization, and consolidation.

Super (1979) advocated the importance of an individual's stage of life development and their self-concept development upon vocational decisions. Osipow (1973) described Super's work in the following terms:

Super proposes the notion that a person strives to implement his self-concept by choosing to enter the occupation he sees as most likely to permit him self-expression. Furthermore, Super suggests that the particular behaviors a person engages in to implement his self-concept

vocationally are a function of the individual's stage of life development. As one matures, his self-concept becomes stable. The manner in which it is implemented vocationally, however is dependent upon conditions external to the individual. Thus, attempts to make vocational decisions during adolescence assume a different form than those made during late middle age. According to Super, diverse vocational behaviors can be understood better by viewing them within the context of the changing demands of the life cycle on the shape of attempts to implement a self-concept (p. 132).

The Superintendent's Role in Career Education

The implementation of career education has required an involvement by superintendents. Evans, Hoyt, Mackin and Mangum (1972) gave a high priority to the role of the superintendent by stating:

If a public school system is to successfully implement a comprehensive program of career education, the local district superintendent of schools and his board of education must identify career education as a high priority and adequately fund the program. The principal and faculty members in the local school system must know that career education is a performance priority.

In meetings of central office administration and in discussion sessions with the principals of the school units in the system, the superintendent must express his concern and expectation that career education will be a high performance priority in the goal structure and operational objective of the school district.

Implementation of career education will be brought to fruition in the schools and communities only to the extent that local education agency leadership moves to support career education with staff resources, dollars, and administrative pressure to move the system (p. 149).

Reinhart (1979) in his book, Career Education: From Concept to Reality, stated that superintendents, as the top level administrators, provided institutional leadership, the most important responsibility that top level administrators have. He reported that top level administrators must understand the options they have in order to

implement them.

Reinhart (1979) also stated a top level administrator must not only have the technical knowledge and organization expertise, but view the school district as a social institution. He indicated the creative person must use responsible determination to make career education succeed.

After exhaustive field work, Berman and Pauly (1975) hypothesized that superintendents often did not directly affect the implementation stage, but the superintendent and school officials often played major roles in the initiation and continuation stages of innovations. They also expressed that superintendents, who tend to be organizationally remote, provided a generalized support that may have provided schools with a receptivity to innovation. The research findings stressed that the longer the superintendent's tenure in the district, the more likely projects were to be continued.

Hearn (1970) reviewed the characteristics of communities who successfully experienced adoptions. Those communities were likely to go outside the system to recruit their superintendent. The communities would also be perceived by its superintendent as being more open minded and supportive of new ideas. A significant factor in many projects was the overall community involvement in the formulation and operation.

Herr (1977) reported that the evaluation of a career education program in Bowling Green, Kentucky yielded a definite positive correlation between knowledge and attitudes toward career education.

The higher the organizational structure project involvement, the higher the probability of success as stated in a study by Vroman and

Watson (1974). The behavior of the staff is likely to be influenced by the history of past innovations. Those whom exemplary programs are to serve are likely to accept the projects if the top administrators in a school are willing to endorse the projects.

The administration of each school district evidently has to decide both financially and operationally what priority career education will receive. According to Green and Hausmann (1981), the importance of the superintendent's perception of career education is reflected as noted:

The administrative structure of a school system, while varying from district to district, has a number of supervisory levels which include the superintendent, the administrators of individual schools, and the curriculum and subject matter specialists. Each level has its respective depth and breadth of direct involvement and its degree of specificity. However, the ultimate responsibility for directing the implementation of a careers curriculum in the local system lies with the superintendent. How this person chooses to delegate his or her authority and responsibility is a matter of personal choice based upon whatever criterion he or she uses to make such judgments (p. 103).

Career Survey

The instrument used in this study was developed by Rask and Blome (1975). The instrument is entitled, "Career Education Needs Assessment: Teachers and Administrators." Rask and Blome secured a copyright on the document in 1975 but have not renewed the copyright.

The instrument provided a means for analyzing the position of administrators and teachers regarding career education. It also provided information which was helpful in deciding how to approach the philosophical questions which surround career education, what procedures to employ in the implementation of career education concepts in the school, how and where to begin a faculty inservice

program and how to encourage community involvement in the program.

The content validity of the instrument was established through the use of the "Expert Review" technique. A team of ten recognized experts in Career Education independently reviewed the instrument. Items that were not consistent with the total instrument and accepted career education principles were either revised or eliminated.

Several states were included in the review such as Montana, Kansas and Colorado. Teachers in 21 different schools implemented the document in their classrooms. Over 25 additional school districts in Colorado had used the instrument, but they had not published the results.

The reliability for the instrument was established through the "split-half" technique and the Spearman-Brown Prophecy Formula. The reliability for the "Career Education Needs Assessment: Teachers and Administrators" was .765.

Summary

In summary, there has been an increased interest in career education development in America. The rapid increase of programs in career education has brought about a problem of understanding career education terminology. Career education terminology varies from state to state and among career education theoreticians and practitioners.

A career education development program should include not only software and hardware, but also a mixture of career education research. The useage of career education development theories by Super, Roe, Holland, and others will help to provide more beneficial results from career education programs.

The perception of career education development by superintendents can affect the direction, growth, funding, and success of career education. Evidently those exemplary programs that are understood and supported by superintendents have an increased opportunity to succeed.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study is to determine the perceptions of career education among the Oklahoma Independent Public School Superintendents and the Oklahoma Area Vocational and Technical Education Superintendents. Also to identify any significant differences in the perception of career education between independent public school superintendents and area vocational and technical school superintendents that may determine potential problems that could hinder cooperation and decisions involving the development of career education. The major questions of this study were:

1. What are the perceptions of career education by superintendents of independent public schools in Oklahoma?
2. What are the perceptions of career education by superintendents of area vocational and technical education schools in Oklahoma?
3. Are there any significant differences in perceptions of career education between independent public school superintendents and area vocational and technical education superintendents in Oklahoma?

Procedures

This study is a result of concern about the perception of career

education development by superintendents of independent public schools and area vocational and technical education school superintendents in Oklahoma. The study is based on a normative survey. The survey was mailed by this writer to 100 percent of the population. A computer was used after the data was collected. The data was subjected to SPSSX in order to determine the results of using a chi-square statistical treatment. The results were interpreted and the findings were put on graphs using a graphic program by IBM, Personal Data Systems software. Frequency distributions were made of the responses obtained to each question. The Kendall Coefficient of Concordance was used to determine whether the statements resulted in a high or low degree of agreement.

Determination of the Population

The population included all 456 of the independent public school superintendents and 24 area vocational and technical education superintendents in Oklahoma. The overall accepted return rate of the questionnaire was 60 percent. If less than 60 percent were received, then a non-respondent questionnaire would be mailed to a representative number of the nonrespondents until the accepted response rate was reached. An alpha level of .05 was employed.

The Instrumentation

Blome, Assistant Commissioner of the Colorado Department of Education, gave this writer permission to use the Career Education Needs Assessment: Teachers and Administrators, by Rask and Blome (1975).

Blome reassured this writer that Rask, a former Assistant

Professor of Vocational Education, Colorado State University, also gave permission to use the document. The Olympus Publishing Company in Salt Lake City, Utah and Blome confirmed that the document's 1975 copyright had not been renewed. (See Appendix A for Blome's permission statement.)

The instrument provided a means for analyzing the position of administrators and teachers regarding career education. It provided information which was helpful in deciding how to approach the philosophical questions which surround career education, what procedures to employ in the implementation of career education concepts in the school, how and where to begin a faculty inservice program, and how to encourage community involvement in the program.

The only modifications made in the instrument were made to relate questions 50 and 51 to the superintendents. The phrase "your class" was changed to "each teacher's class." A few of the sections such as Personal Data, Work Experience Other Than in Education and Part III were deemed as irrelevant so they were omitted. A copy of the instrument is included in the Appendix.

The Career Education Needs Assessment: Teachers and Administrators instrument was divided into two parts. Part I consisted of items one through 45. Those questions were comprised of three major components, community role, school role and career development. Part II consisted of items 46 through 60. Those questions provided an assessment of career education resources, experience, and potential within the respondent group.

The value of the perceptions by the superintendents on items one through 45 were in pointing out agreements and disagreements, the degree

of consensus, the relative strength of convictions, and the areas where additional information is required. A four-point scale ranging from "strongly agree" to "strongly disagree" was used by each superintendent to indicate their opinion on every item.

Item one is one of the many definitions of career education and if considerable disagreement exists, there needed to be a discussion of the basic concepts of career education.

Items 2, 4, 5, 15, 16, and 27 dealt with the role of community-school relations in career education.

Items 3, 6, 19, 30, 40, 41, 43, and 44 gave insight about attitudes toward career development. Those who "strongly agree" or "agree" had positive attitudes about the necessity for some program of career development.

Items 8, 12, 24, 29, 32, 33, 36, and 45 also dealt with career development attitudes. In this case the "strongly agree" and "agree" responses indicated strong support for school involvement in career education.

Items 7, 9, 10, 13, 14, 17, 20, 21, 22, 26, 28, 35, 37, 38, and 39 also measured attitudes about the responsibility of the school in the area of career education field. "Strongly agree" responses indicated negative attitudes or attitudes based on inadequate information.

The items in Part II were treated as demographic information and a percentage was figured for each part of each item.

Items 46, 47, and 48 indicated potential resources which existed among the respondents in the area of work experience outside education. It could be used to corroborate the information in the "work experience" section.

Item 49 indicated the group's perceptions regarding who should be doing what in career education.

Items 50 and 51 related to item 27.

Items 52, 57, 58, 59, and 60 provided information regarding subject matter which could be correlated with other items concerning the role of the school in career education.

Items 53, 54, 55, and 56 measured the level of the career education program currently operative in the respondent's environment. These items indicated strengths and weaknesses of the program.

Testing the Instrument

The reliability and validity coefficient for the original document is assumed to be comparable to the instrument used in this research, as a result of the instrument not being significantly changed.

Validity

Content validity was accomplished by Blome and Rask through the use of the "Expert Review" technique. A team of ten recognized experts in career education independently reviewed the instrument. Items that were not consistent with the total instrument and accepted career principles were either revised or eliminated. A panel of judges were used on two separate occasions to establish the validity of the instrument.

Reliability

The reliability for the instrument was established through the use of the "split-half" technique and the Spearman-Brown Prophecy

Formula. The split-half test of reliability by Blome and Rask included a sample of 840 educators (teachers and administrators). A reliability score of $r = .765$ resulted from the sample. (See Appendix C for the career needs assessment support information.)

Data Preparation

After conducting the survey, the data were compiled, coded and entered into the computer for statistical processing.

The statistical treatment utilized was the Chi-square for questions one through 45. Chi-square was selected as the appropriate statistical procedure to use of frequency information to identify any significant differences. The population examined in the study met all of the assumptions necessary for Chi-square. The means were computed on questions one through 45. An alpha level of .05 was employed.

The response most examined for each group of superintendents was the response on each question that was made by over 50 percent of the respondents on either the agreement or disagreement side of the continuum.

Questions 46-60 were treated as factual and perceptual information. The results were recorded as percentages. The most selected answer is examined as a finding in Chapter IV.

The Kendall Coefficient of Concordance was used to determine whether the statements resulted in a high or low degree of agreement. A high degree of statement agreement by the superintendents would make the study more powerful.

Summary

The purpose of this research concerning the perceptions of career education development and the major questions of the study are listed in this chapter. Some other areas addressed included: the method of procedures, determination of the population, the instrumentation, testing the instrument, validity, reliability, and the data preparation.

CHAPTER IV

FINDINGS AND ANALYSIS OF DATA

The purpose of this study was to determine the perceptions of career education among the Oklahoma independent public school superintendents. Also, to identify any significant differences in the perception of career education between independent public school superintendents and area vocational and technical education school superintendents that may determine potential problems that could hinder cooperation and decisions involving the development of career education.

A discussion of the procedures for this study has been included in Chapter III. Chapter IV contains a summary of the findings and analysis of data.

Superintendent's Perceptions of Career Education

The question and findings that follow are divided into 60 questions answered by superintendents of independent public school systems and by superintendents of area vocational and technical education schools in Oklahoma. The findings help determine the perceptions of career education by the two groups of superintendents and to determine if there are any significant differences in the perception of career education by the superintendents of Oklahoma. The responses are recorded and analyzed on each page. An alpha level of .05 was employed.

Questions 46-60 for both groups of superintendents includes the frequency and percentage of each response for each question. Each response is selected from four answers and is recorded.

A bar graph is included on each page which demonstrates the choice of responses by the independent public school superintendents and the choice of responses by the area vocational and technical education superintendents.

The overall response rate to the questionnaire by both groups was approximately 61 percent or 294 out of 480 potential respondents. The response rate by the independent public school superintendents was approximately 60 percent or 271 out of 456 potential respondents. The response rate by the area vocational and technical education superintendents was approximately 96 percent or 23 out of 24 potential respondents.

A copy of the questionnaire will be found in Appendix C. A summary of the responses may be found in Chapter IV.

The Kendall Coefficient of Concordance was used to determine the agreement of the superintendents with each question. The ten items with the highest agreement by the superintendents were questions 15, 36, 1, 16, 31, 19, 29, 6, 4, and 34. The ten items with the lowest agreement by the superintendents were questions 12, 28, 22, 26, 10, 9, 25, 21, 33, and 32. Table I is included to show the mean rank and the overall rank of each question.

Rask and Blome (1975) divided their questions into categories to determine the role of various groups in relationship to career education. In each category for questions one to 45 the most preferred response by both groups on the agreement or disagreement continuum is

TABLE I
KENDALL COEFFICIENT OF CONCORDANCE

Rank	Question	Mean Rank
1	15	1.50
	36	1.50
3	1	4.50
4	16	4.75
5	31	5.50
5	19	6.00
7	29	7.25
8	6	8.75
9	4	12.00
	34	12.00
12	13	13.50
13	42	15.50
14	23	16.50
	30	16.50
16	35	17.00
17	3	18.00
	18	18.00
19	8	18.50
	41	18.50
21	5	18.75
22	38	20.50
	43	30.50
24	37	22.00
25	44	23.00
26	39	24.00
27	45	26.50
28	40	27.50
29	24	29.50
30	11	31.00
32	17	32.50
33	2	33.50
34	7	34.50
35	27	34.75
36	32	36.75
37	33	37.00
38	21	37.25
39	25	37.50
40	9	38.25
41	10	40.25
	26	40.25
43	22	40.50
44	28	44.00
45	12	45.00

Class-2; W. .9104; Chi-Square, 80.1179; d. f., 44; Significance, .0007
 The smaller the mean rank the higher the agreement or concordance.
 The larger the mean rank the lower the agreement or concordance.

examined in Chapter IV. The categories were: definition, the role of the community in career education, attitudes toward career development, the role of the school in career education and the attitudes about the responsibility of the school in the career education field.

The responses for questions one to 45 will be divided into the majority response by the independent public school superintendents and the majority responses by the area vocational and technical education superintendents on each question. A majority is constituted by over 50 percent of the respondents answering either on the agreement or disagreement side of the continuum.

The responses for questions 46-60 are recorded as the most selected response on each question by both the independent public school superintendents and the area vocational and technical education superintendents. Each of the two groups' responses are recorded as either factual or perceptual depending on the question. The overall responses of both groups for questions 46-60 can be found in Appendix E.

Category: Definition

Two of the major objectives of this study were to determine the perceptions of career education by the superintendents of independent public schools and area vocational and technical education schools in Oklahoma. The superintendents strongly agreed with the career education definition stated by Rask and Blome (1975).

Question 1

A majority of both groups responded that career education is a continuous learning process that will assist all individuals in decision-making through integrated school and community activities. These decisions will be implemented through the process of career awareness, exploration, and preparation, and will be pertinent to the four life roles the family, citizenship, leisure, time, and work.

Category: Role of the Community
in Career Education

In the category dealing with the role of the community in career education, the independent public school and area vocational and technical education school superintendent's responses indicated the following information.

Question 2

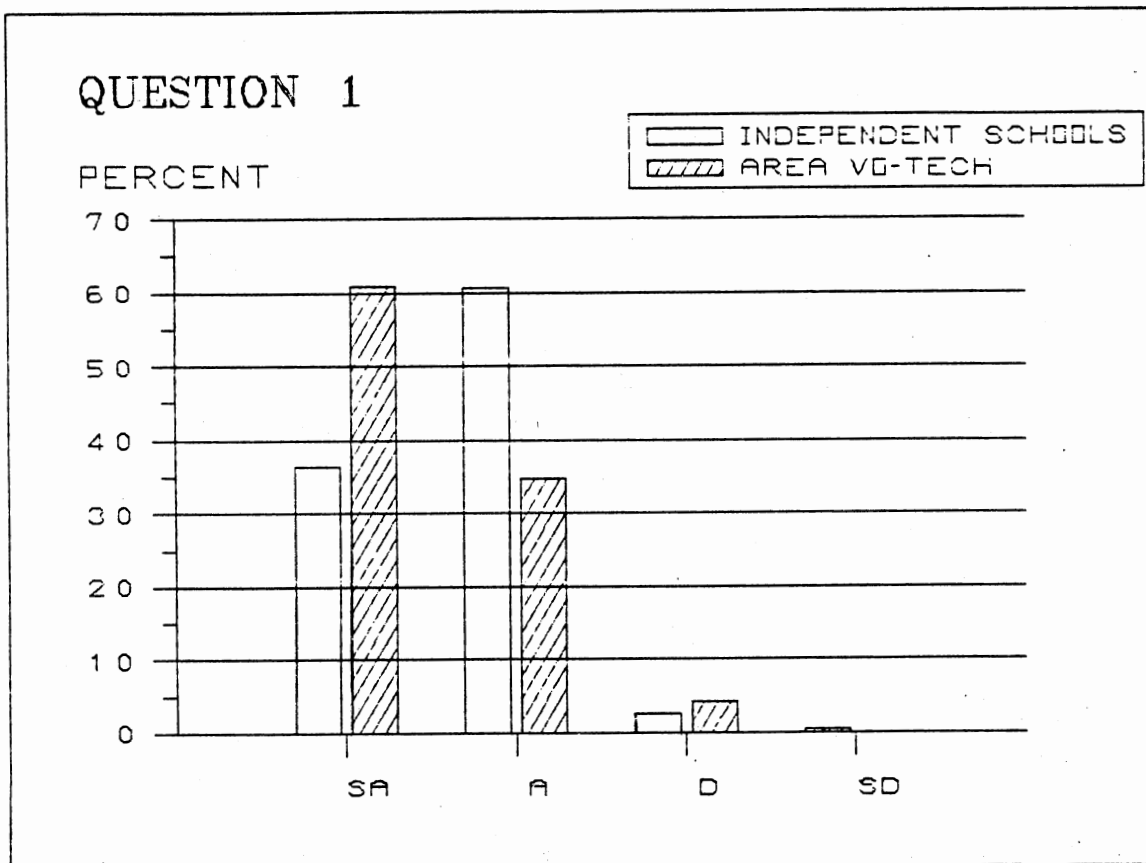
A majority of both groups responded that a majority of communities cannot provide opportunities for students to have work experience.

Question 4

A majority of both groups responded that people in the community do not lack the knowledge and teaching experience necessary to make a meaningful contribution to class.

Question 5

A majority of both groups responded that the need for students to spend time away from school during the day to secure work



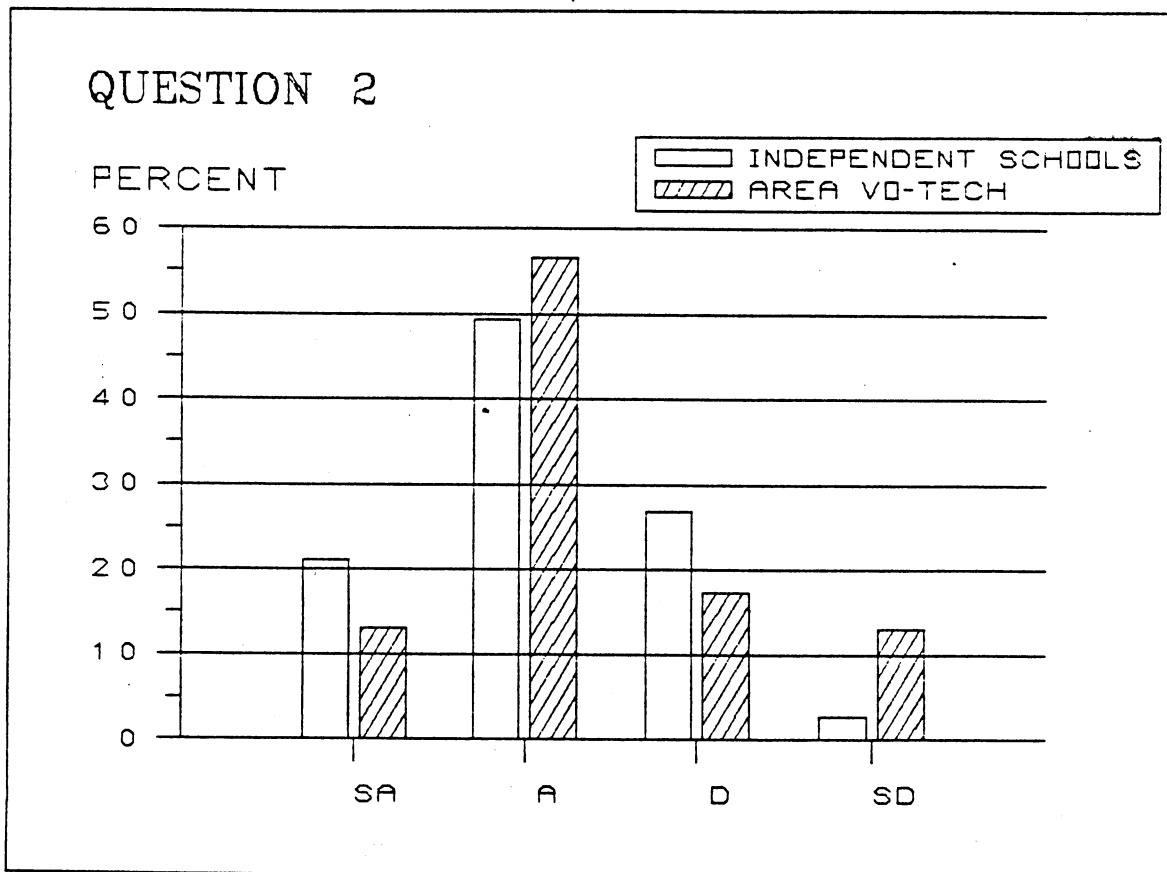
ISS mean . 1.669; N=269; Missing cases=2

AVTSS mean 1.435; N= 23;

No Significant Difference ($\chi^2=0.00$; $p=.05$; $df=1$)

*Career education is a continuous learning process that will assist all individuals in decision making through integrated school and community activities. These decisions will be implemented through the process of career awareness, exploration, and preparation, and will be pertinent to the four life roles of the family, citizenship, leisure time, and work.

Figure 1. Definition of Career Education

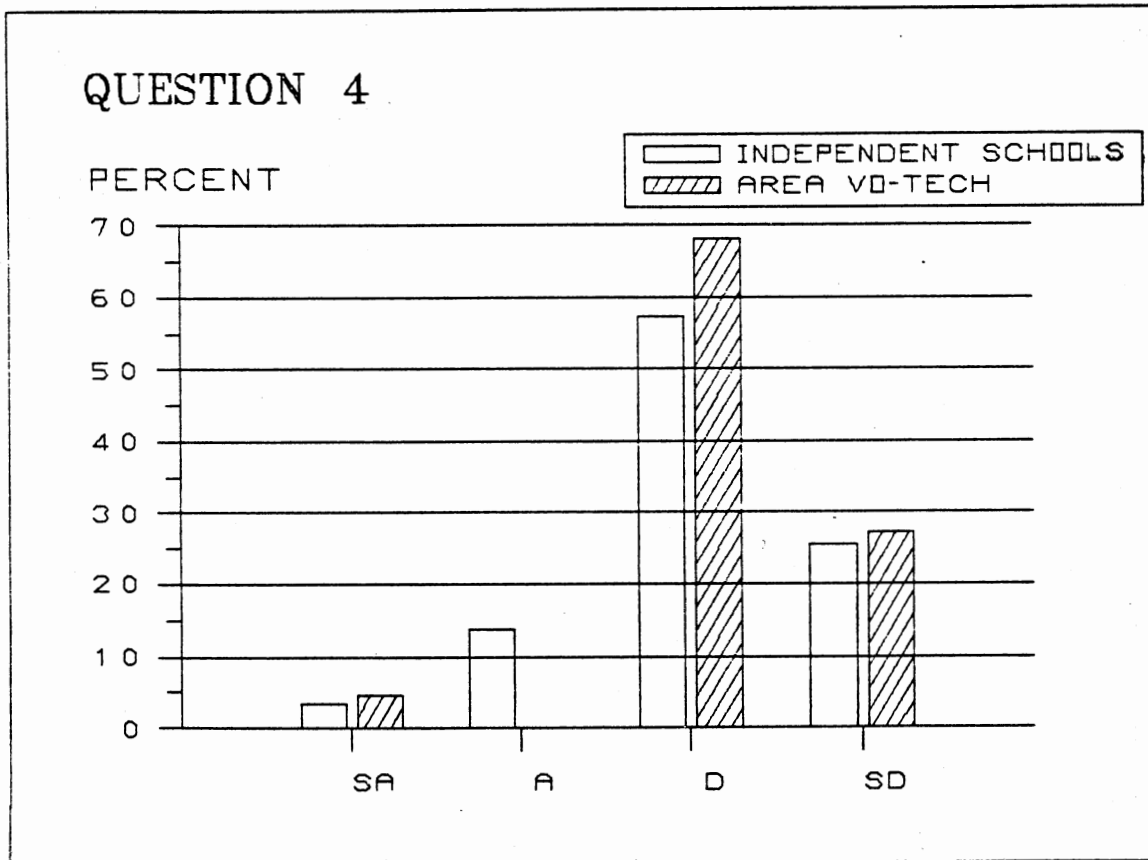


ISS mean 2.111; N=271; Missing cases=0

AVTSS mean 2.304; N= 23

No significant difference ($\chi^2=0.88140$; $p=.05$; $df=2$)

Figure 2. A Majority of Communities Cannot Provide Opportunities for Students to have Work Experience

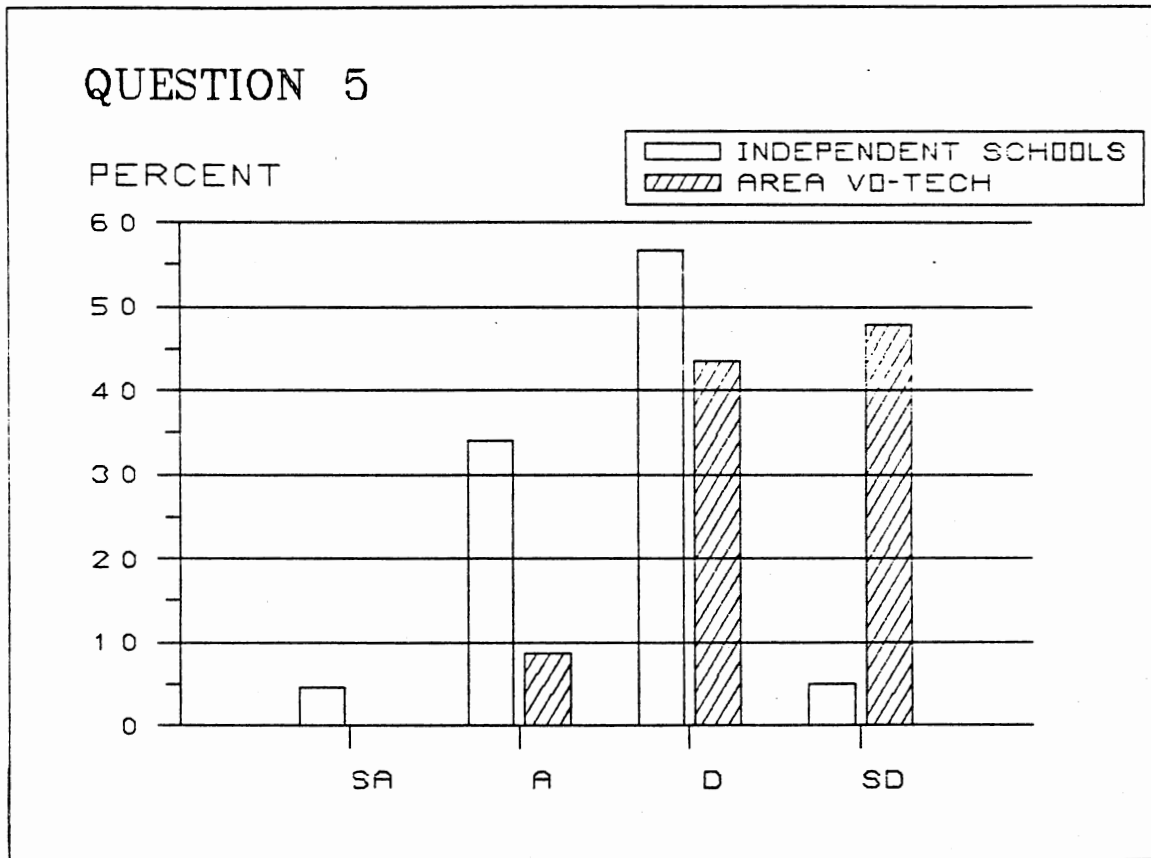


ISS mean 3.052; N=270; Missing cases=2

AVTSS mean 3.182; N= 22

No significant difference ($\chi^2=2.40105$; $p=05$; $df=2$)

Figure 3. People in the Community Lack the Knowledge and Teaching Experience Necessary to Make a Meaningful Contribution to Classes



ISS mean 2.619; N=268; Missing cases=3
 AVTSS mean 3.391; N= 23₂
 Significant difference ($X^2=53.29210$; $p=.05$; $df=2$)

Figure 4. The Need for Students to Spend Time Away from School During the Day to Secure Work Experience Results in More Problems than Benefits

experience results in more benefits than problems.

Question 15

A majority of both groups responded that the community should be involved in helping students prepare for occupations.

Question 16

A majority of both groups responded that business people have the time and the inclination to make career related presentations to school classes.

Question 27

A majority of both groups responded that the independent public school superintendents believe that teachers are not aware of career resources in their community.

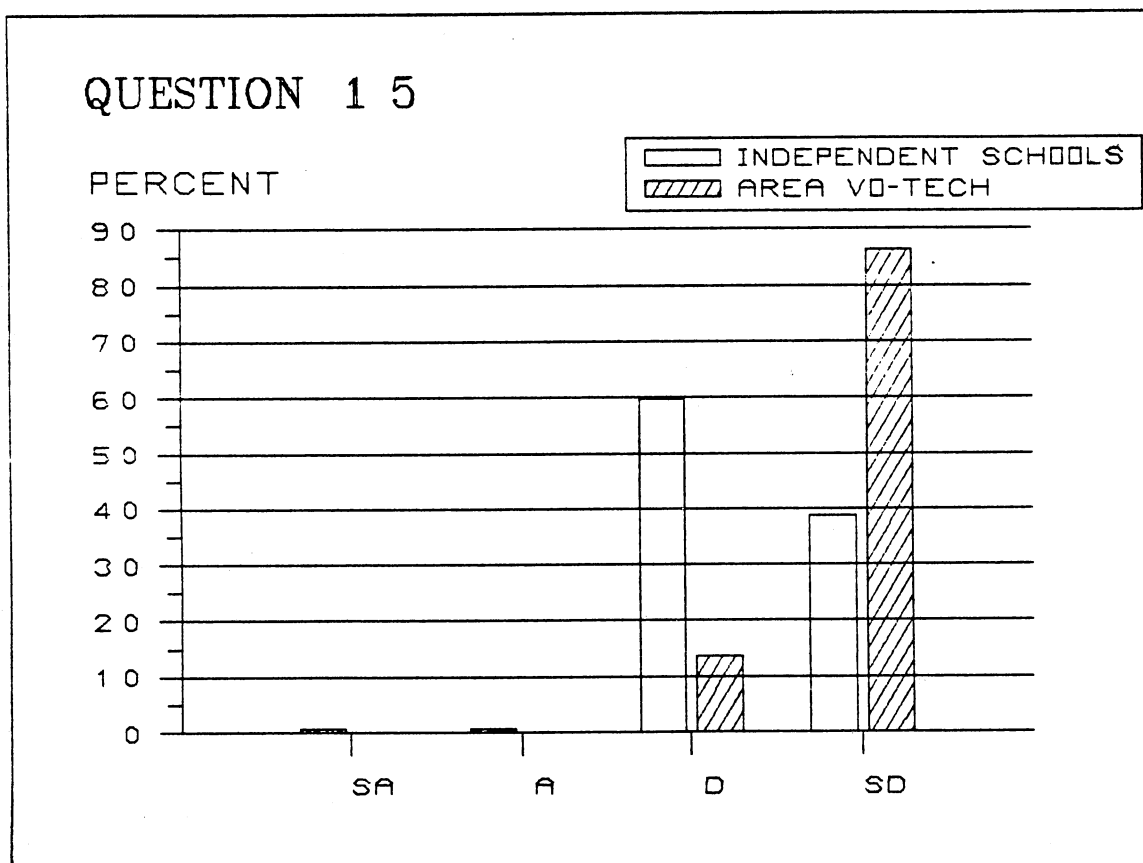
Category: Attitudes Toward

Career Development

The items answered by the independent public school superintendents and the area vocational and technical education superintendents in this category give insight about attitudes toward career development. Those superintendents having positive attitudes about the necessity for some program of career development responded.

Question 3

A majority of both groups responded that instruction should be established on the basis of student career interests.

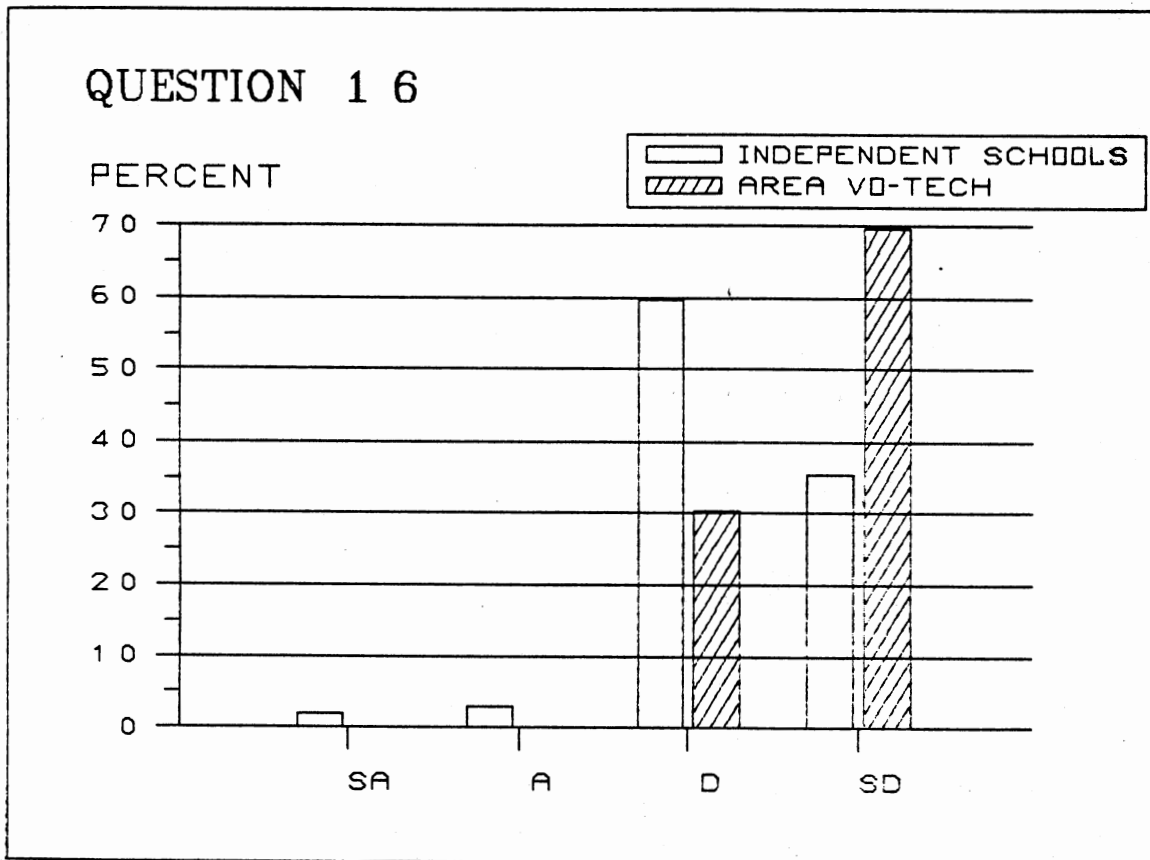


ISS mean 3.364; N=269; Missing cases=3

AVTSS mean 3.864; N= 22

No Significant Difference ($\chi^2=0.00$; $p=.05$ ' $df=1$)

Figure 5. The School is Best Suited to Education; therefore, the Community Should not be Involved in Helping Students Prepare for Occupations

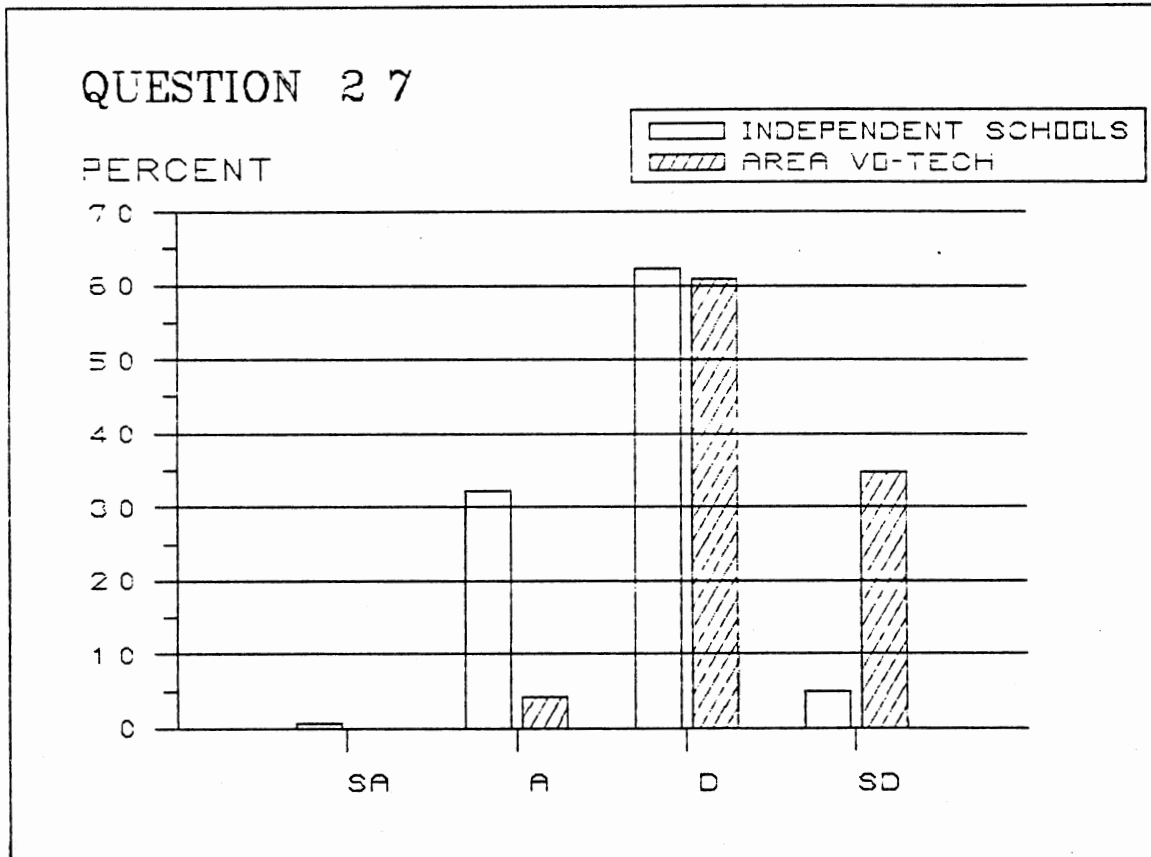


ISS mean 3.287; N=268; Missing cases-3

AVTSS mean 3.696; N= 23

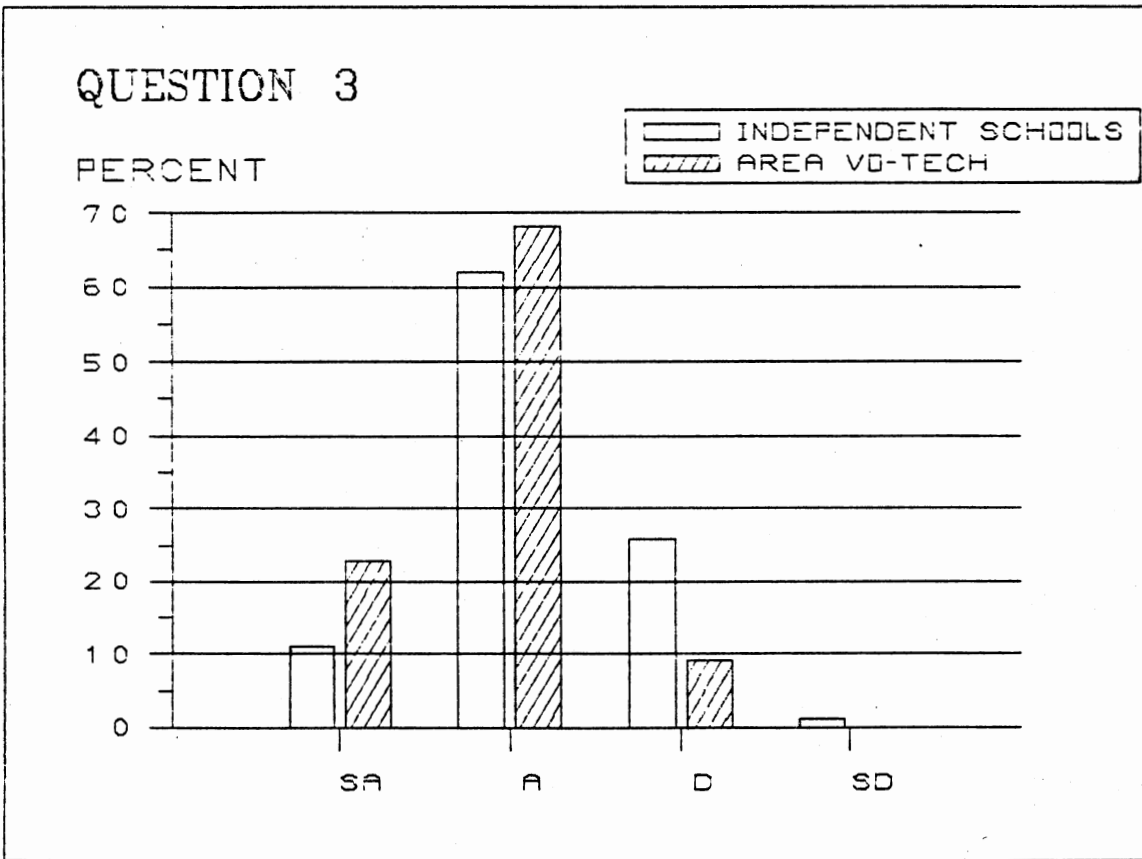
Significant Difference ($\chi^2=10.74105$; $p=.05$; $df=2$)

Figure 6. Business People Have Neither the Time not the Inclination to Make Career-Related Presentations to School Classes



Iss mean 2.713; N=268; Missing cases=3
 AVTSS mean 3.304; N=23
 Significant difference ($\chi^2=31.92516$; $p=.05$; $df=2$)

Figure 7. Teachers are Aware of Career Resources in Their Community



ISS mean 2.170; N=271; Missing cases=1
 AVTSS mean 1.864; N= 22
 No Significant Difference ($\chi^2=4.97138$; $p=.05$; $df=2$)

Figure 8. Instruction Should be Established on the Basis of Student Career Interests

Question 6

A majority of both groups responded that students would benefit if they could gain more information on vocational programs.

Question 8

A majority of both groups responded that students become interested in occupations before the high school years.

Question 12

A majority of both groups responded that students should not select an occupation in the elementary grades and pursue it through their school years.

Question 19

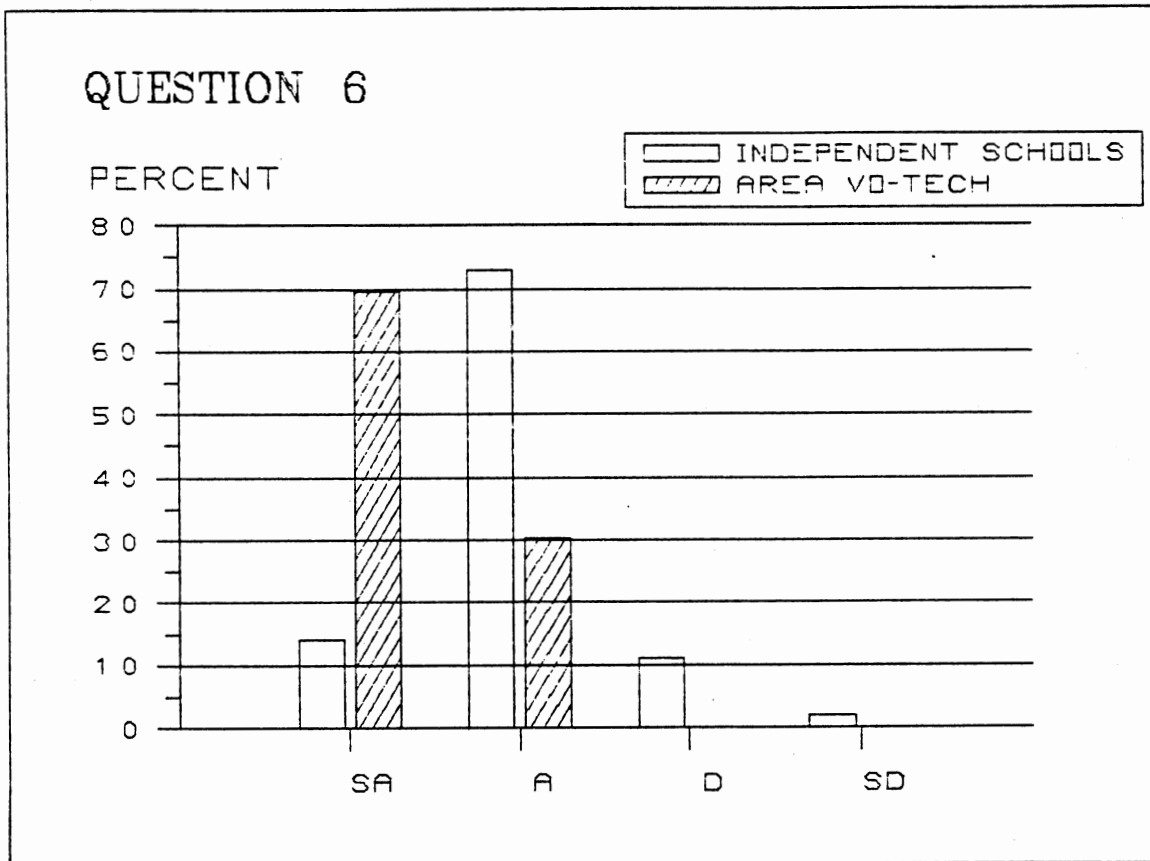
A majority of both groups responded that career information should be provided to all students, regardless of their career goals.

Question 23

A majority of both groups responded that career development begins in early childhood.

Question 29

A majority of both groups responded that if a person is positive of the career he wants to enter, there is still a need to explore other alternatives.

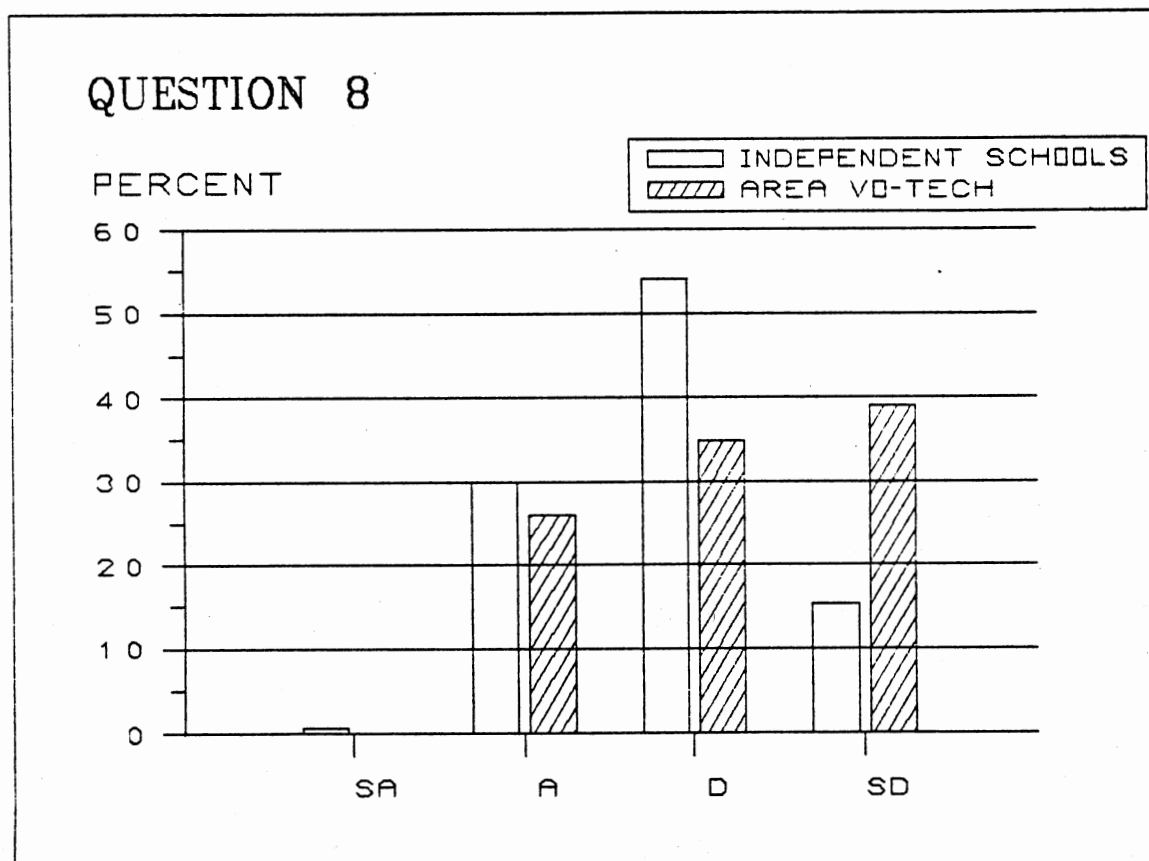


ISS mean 2.007; N=270; Missing cases=1

AVTSS mean 1.304; N= 23

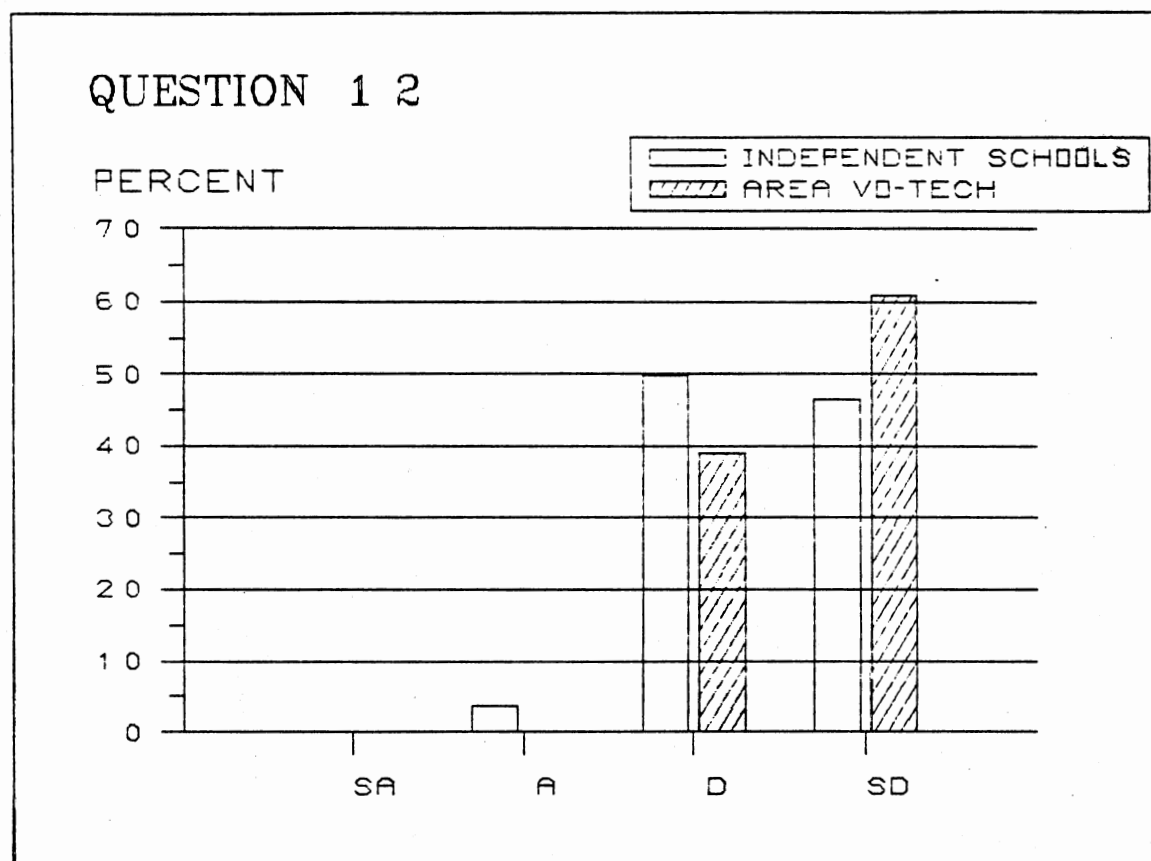
No significant Difference ($\chi^2=0.1323$; $p=.05$; $df=1$)

Figure 9. Students Would Benefit if They Could Gain More Information on Vocational Programs.



ISS mean 2.837; N=270; Missing cases=1
 AVTSS mean 3.130; N= 23
 Significant Difference ($\chi^2=8.77315$; $p=.05$; $df=2$)

Figure 10. Students Do Not Become Interested in Occupations
 Until the High School Years

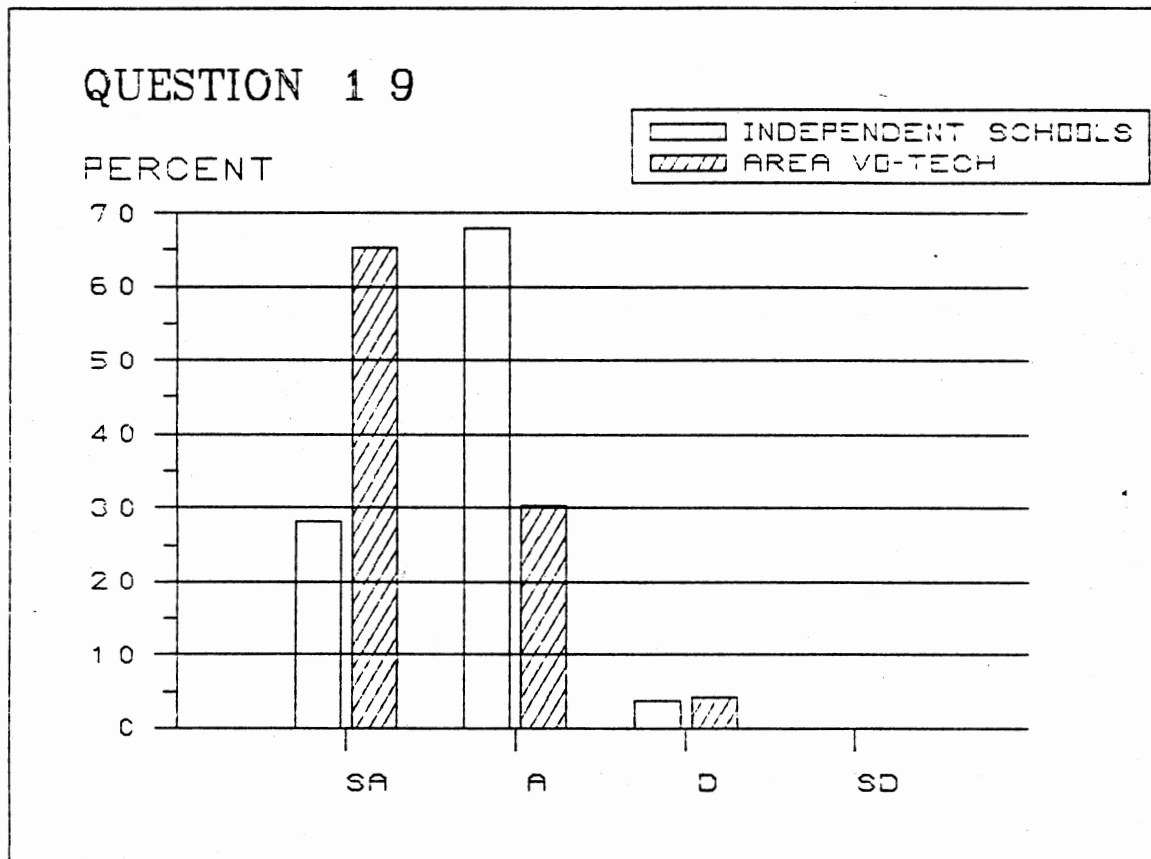


ISS mean 3.427; N=267; Missing cases=4

AVTSS mean 3.609; N= 23

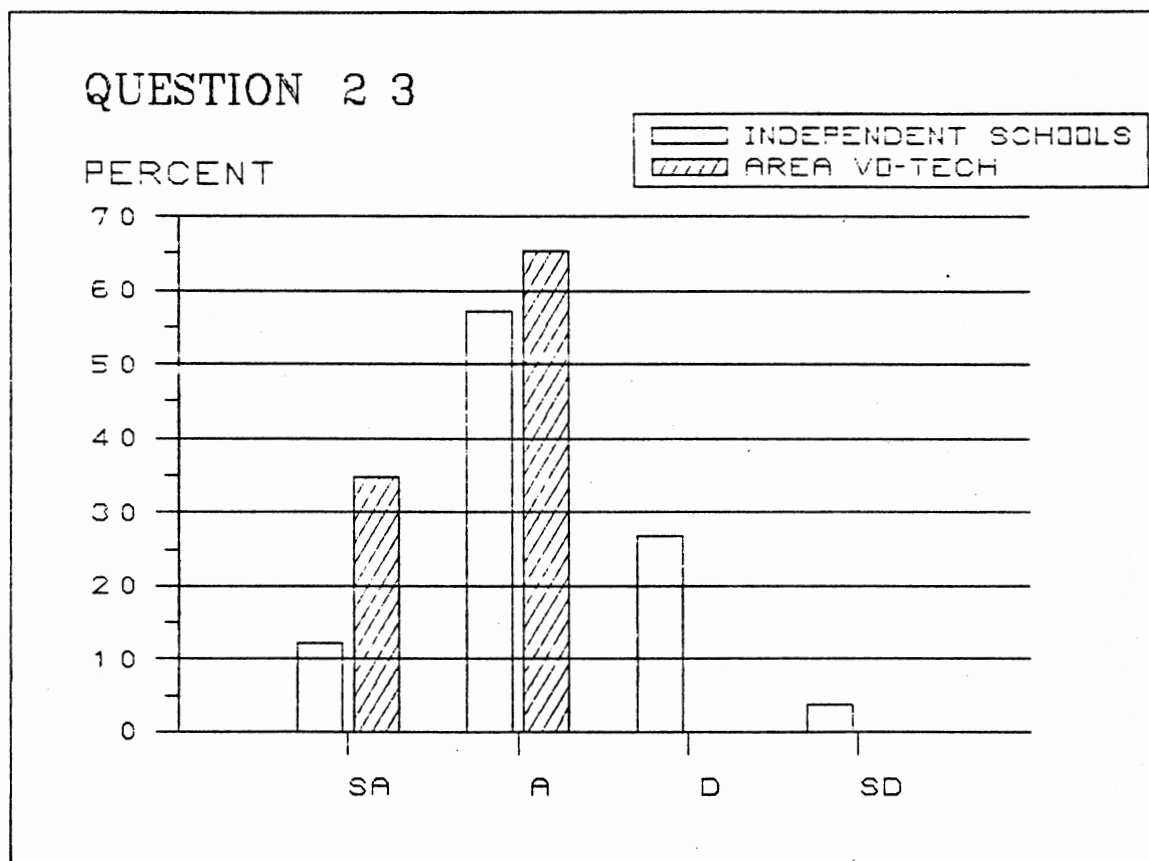
No Significant Difference ($\chi^2=0.12185$; $p=.05$; $df=1$)

Figure 11. Students Should Select an Occupation in the Elementary Grades and Pursue it Through Their School Years



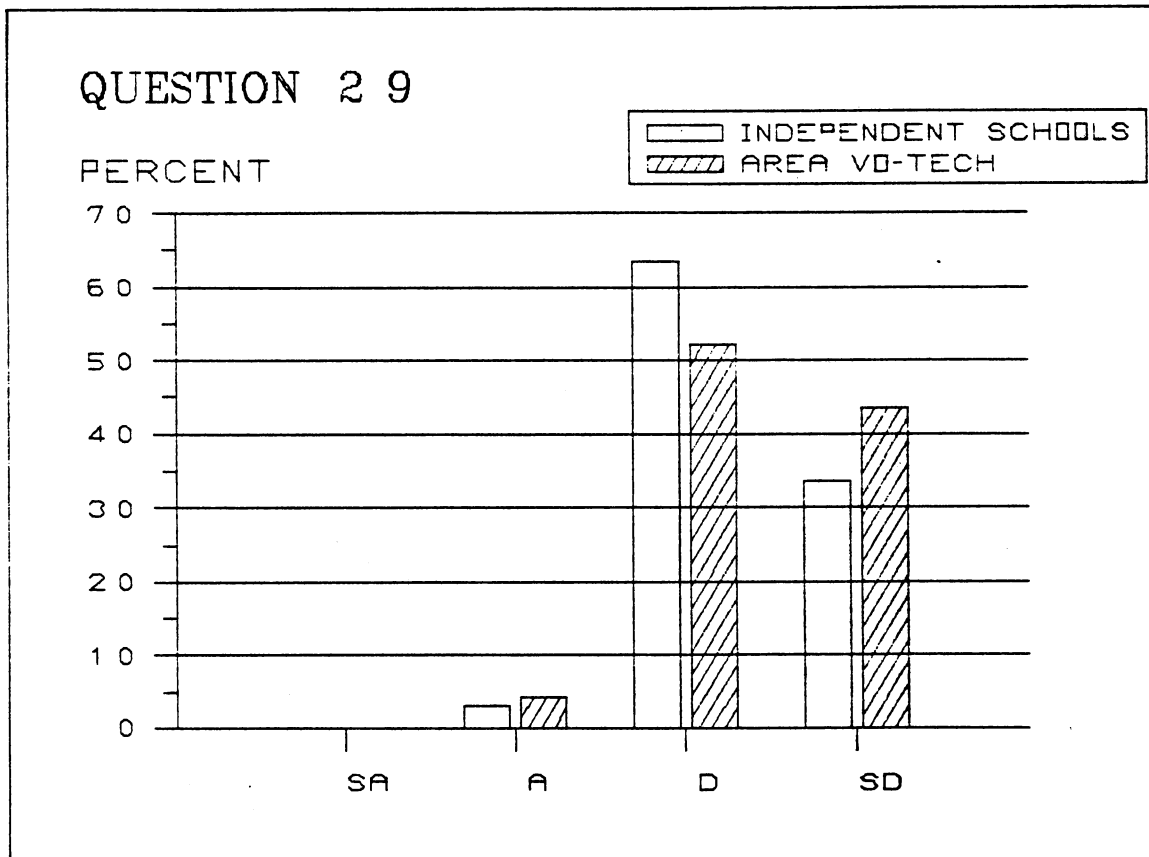
ISS mean 1.756; N=266; Missing cases=5
 AVTSS mean 1.391; N= 23
 No Significant Difference ($\chi^2=0.00$; $p=.05$, $df=1$)

Figure 12. Career Information Should be Provided to all Students,
 Regardless of Their Career Goals



ISS mean 2.219; N=229; Missing Cases=2
 AVTSS mean 1.657; N= 23
 Significant Difference ($\chi^2=14.89319$; $p=.05$; $df=2$)

Figure 13. Career Development Begins in Early Childhood



ISS mean 3.306; N=268; Missing cases=3
 AVTSS mean 3.391; N= 23
 No Significant Difference ($\chi^2=0.00$; $p=.05$; $df=1$)

Figure 14. If a Person is Positive of the Career He Wants to Enter, There is no Need to Explore Other Alternatives

Question 32

A majority of both groups responded that individuals who are outstanding in academic achievement may not be successful in their chosen career.

Question 33

A majority of both groups responded that individuals who are outstanding in extra-curricular activities at school may not be successful in their chosen careers.

Question 36

A majority of both groups responded that today there is need for retraining once a person becomes established in a career.

Question 41

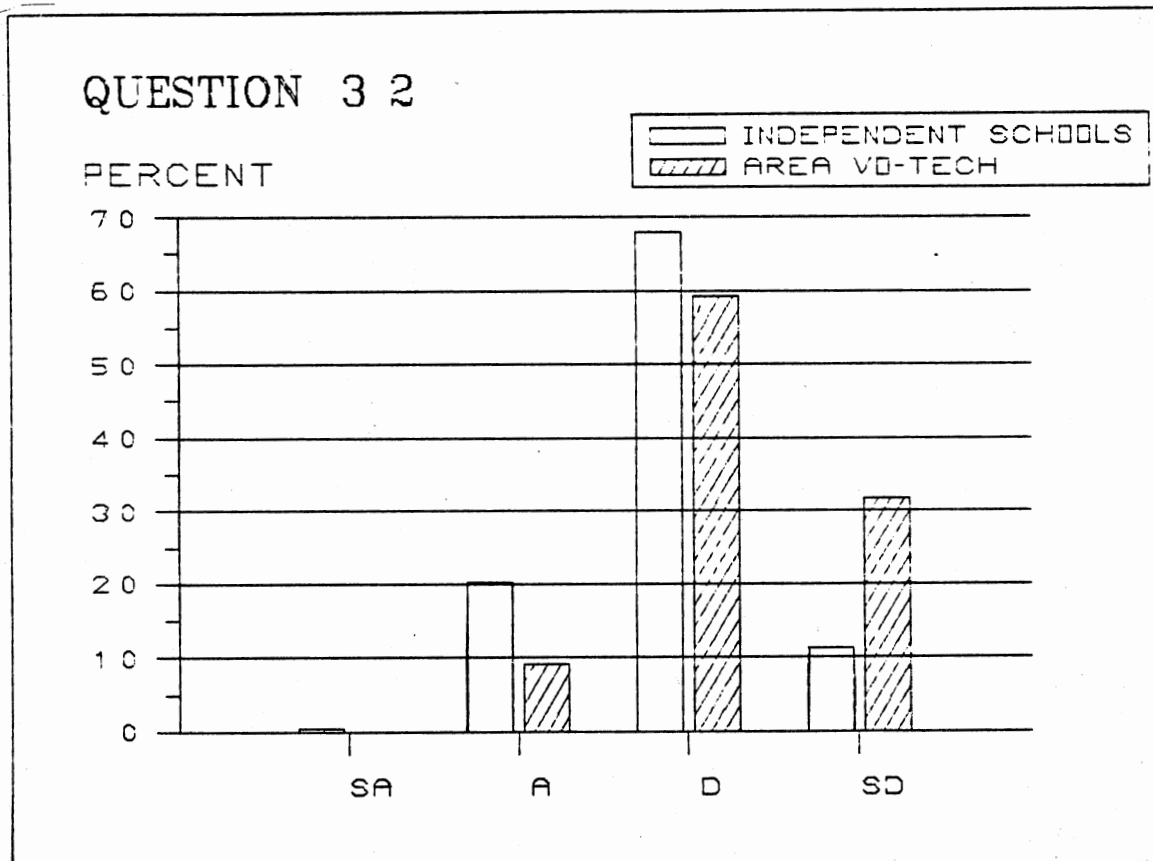
A majority of both groups responded that career success is primarily dependent upon attitudes.

Question 43

A majority of both groups responded that it is difficult to learn an occupation without having actual work experience in that occupation.

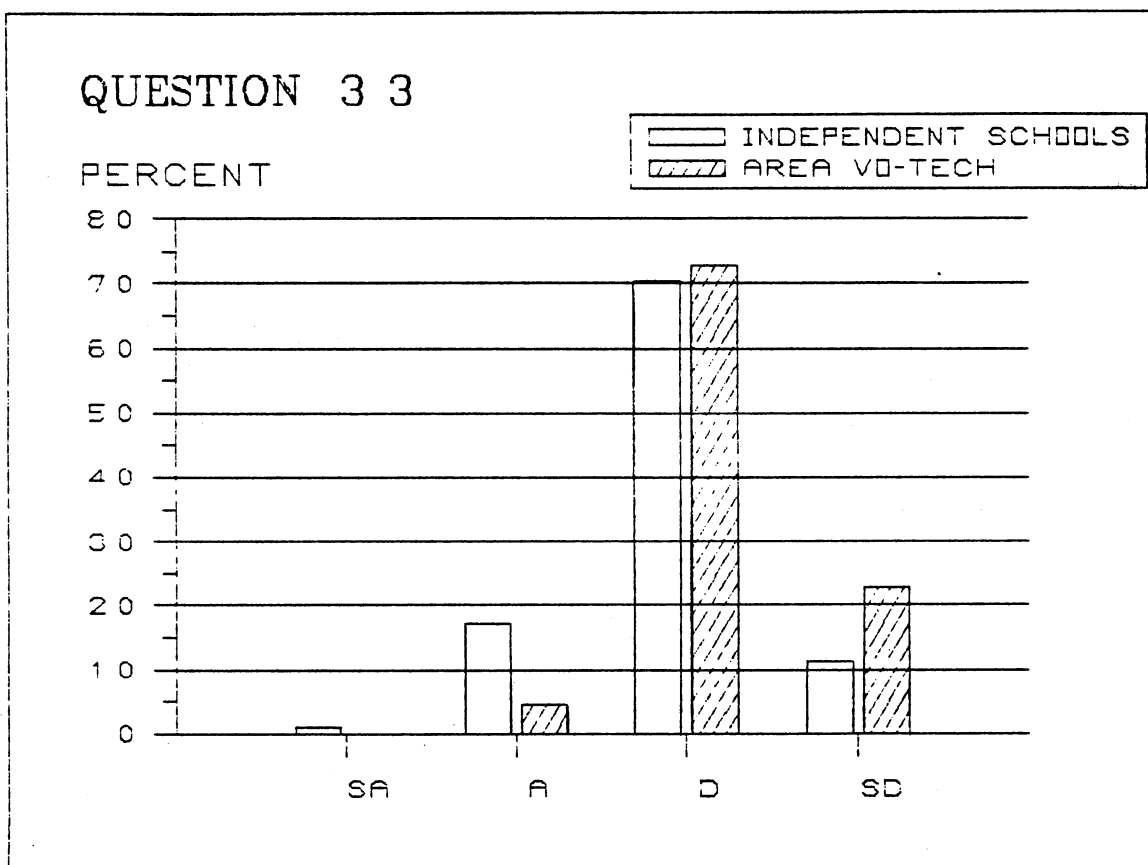
Question 44

A majority of both groups responded that "hands-on" work experience is essential for effective career exploration.



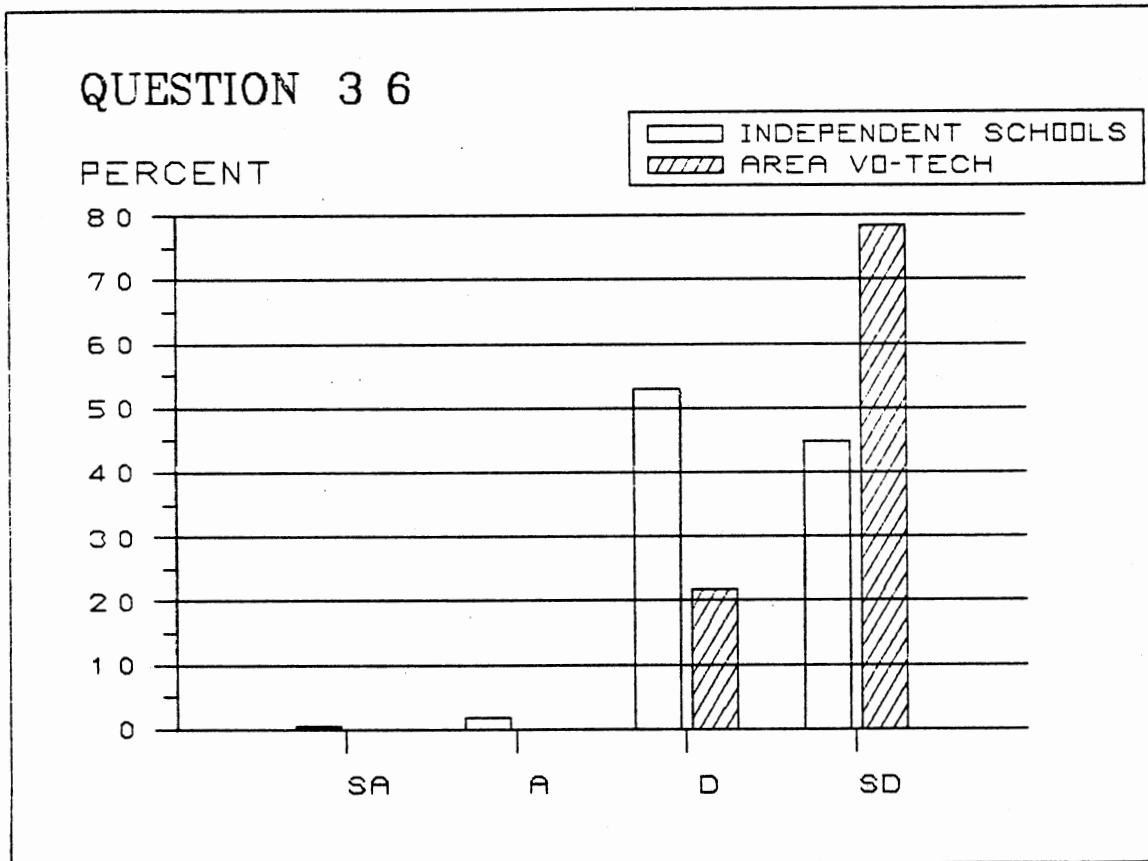
ISS mean 2.902; N=266; Missing cases=6
 AVTSS mean 3.227; N= 22
 No Significant Difference ($\chi^2=1.06582$; $p=.05$; $df=1$)

Figure 15. Individuals Who Are Outstanding in Academic Achievement
 Will Be Successful in Their Chosen Careers



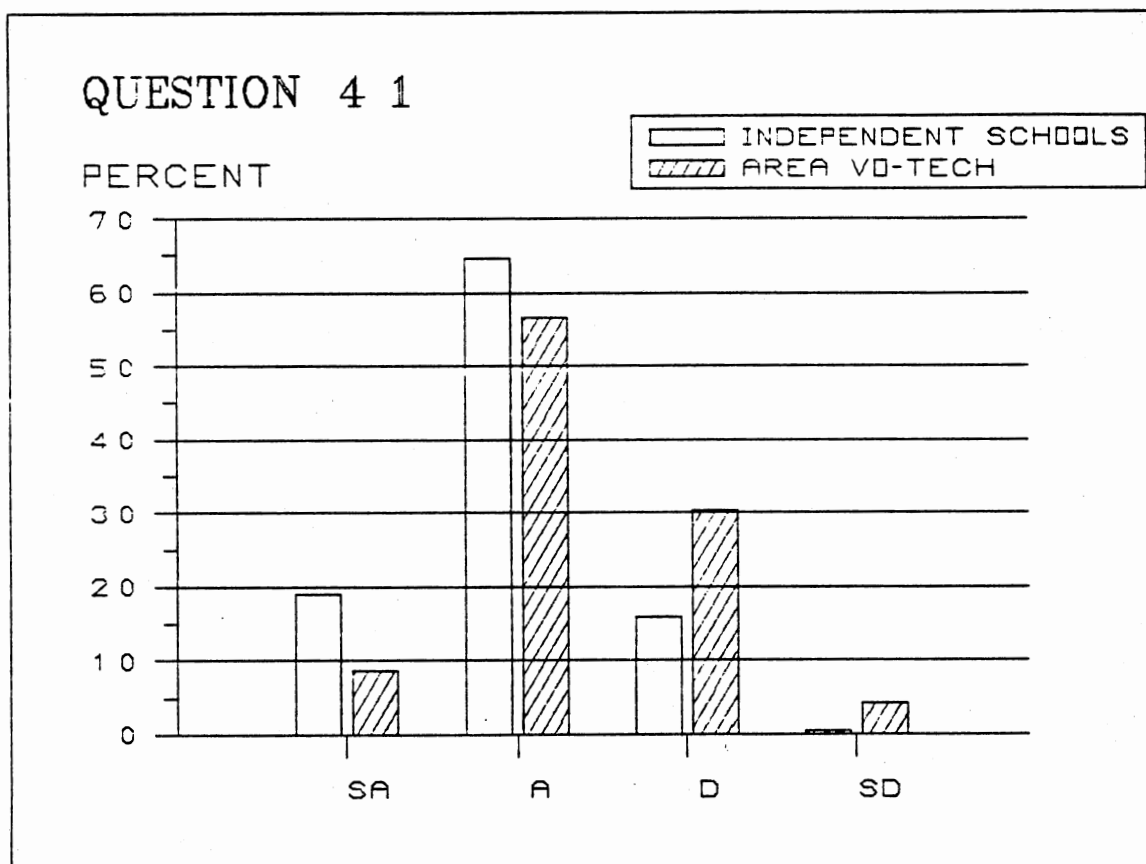
ISS mean 2.918; N=267; Missing cases=5
 AVTSS mean 3.182; N= 22
 No Significant Difference ($\chi^2=1.82893$; $p=.05$; $df=1$)

Figure 16. Individuals Who Are Outstanding in Extracurricular Activities at School Will Be Successful in Their Chosen Careers



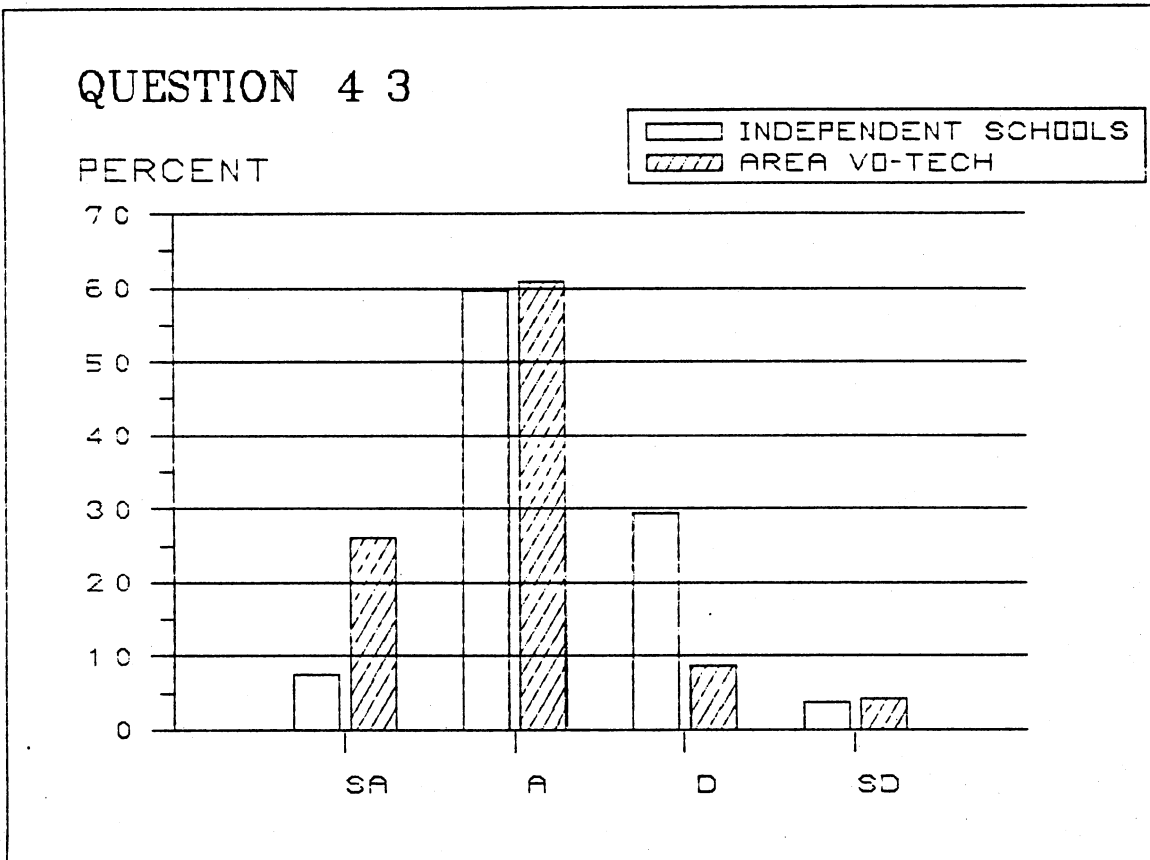
ISS mean 3.422; N=270; Missing cases=1
 AVTSS mean 3.783; N= 23
 No Significant Difference ($\chi^2=0.00$; $p=.05$; $df=1$)

Figure 17. Today There is Little Need for Retraining Once A Person Becomes Established in A Career



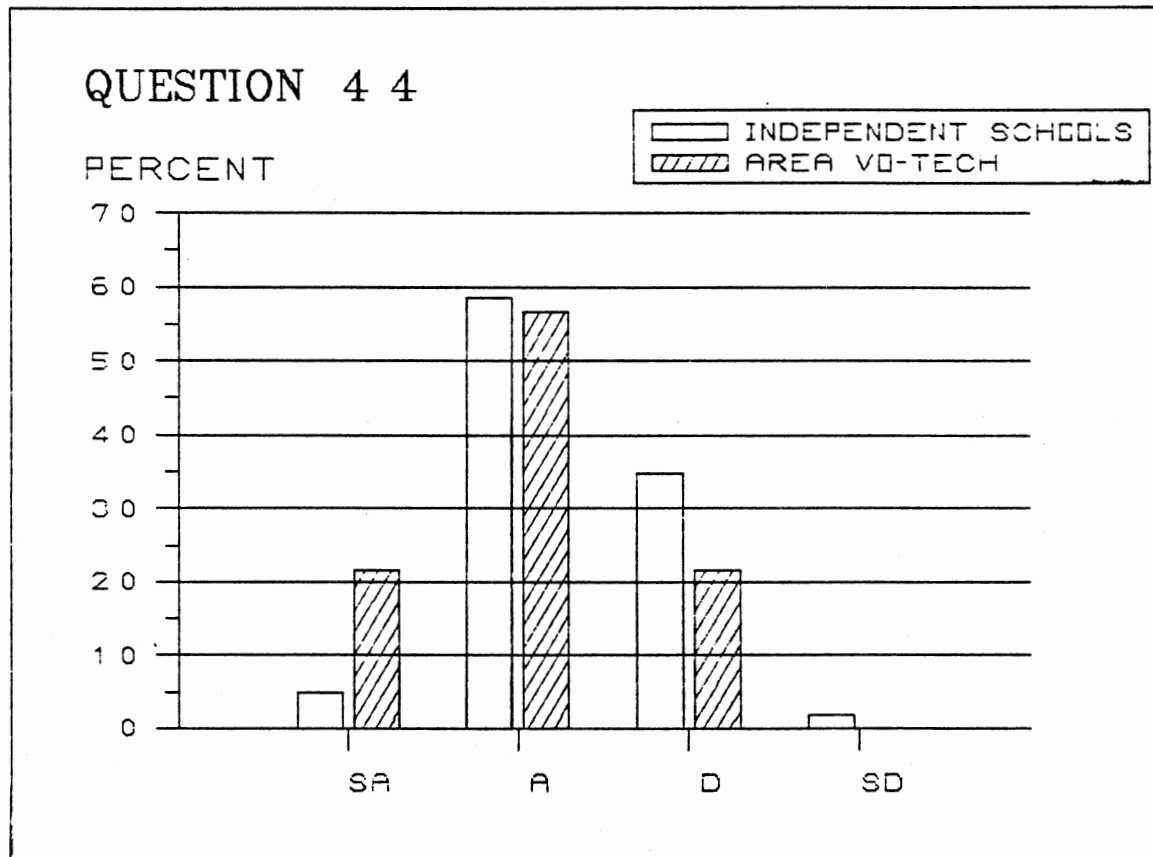
ISS mean 1.978; N=268; Missing cases=3
 AVTSS mean 2.304; N= 23
 No Significant Difference ($\chi^2=3.69678$; $p=.05$; $df=1$)

Figure 18. Career Success is Primarily Dependent Upon Attitudes



ISS mean 2.293; N=270; Missing cases=1
 AVTSS mean 1.913; N= 23₂
 Significant Difference ($\chi^2=11.01771$; $p=.05$; $df=2$)

Figure 19. It Is Difficult to Learn An Occupation Without Having Actual Work Experience in That Area



ISS mean 2.337; N=267; Missing cases=4

AVTSS mean 2.000; N= 23

Significant Difference ($\chi^2=11.05816$; $p=.05$; $df=2$)

Figure 20. "Hands-On" Work Experience is Essential for Effective Career Exploration

The following responses are those made by independent public school superintendents and area vocational and technical education superintendents having negative attitudes about the necessity for some program of career development.

Question 24

A majority of the independent public school superintendents responded that preparation for life should center on learning academic subjects. A majority of the area vocational and technical education superintendents disagreed by responding that preparation for life should not center on learning academic subjects.

Question 30

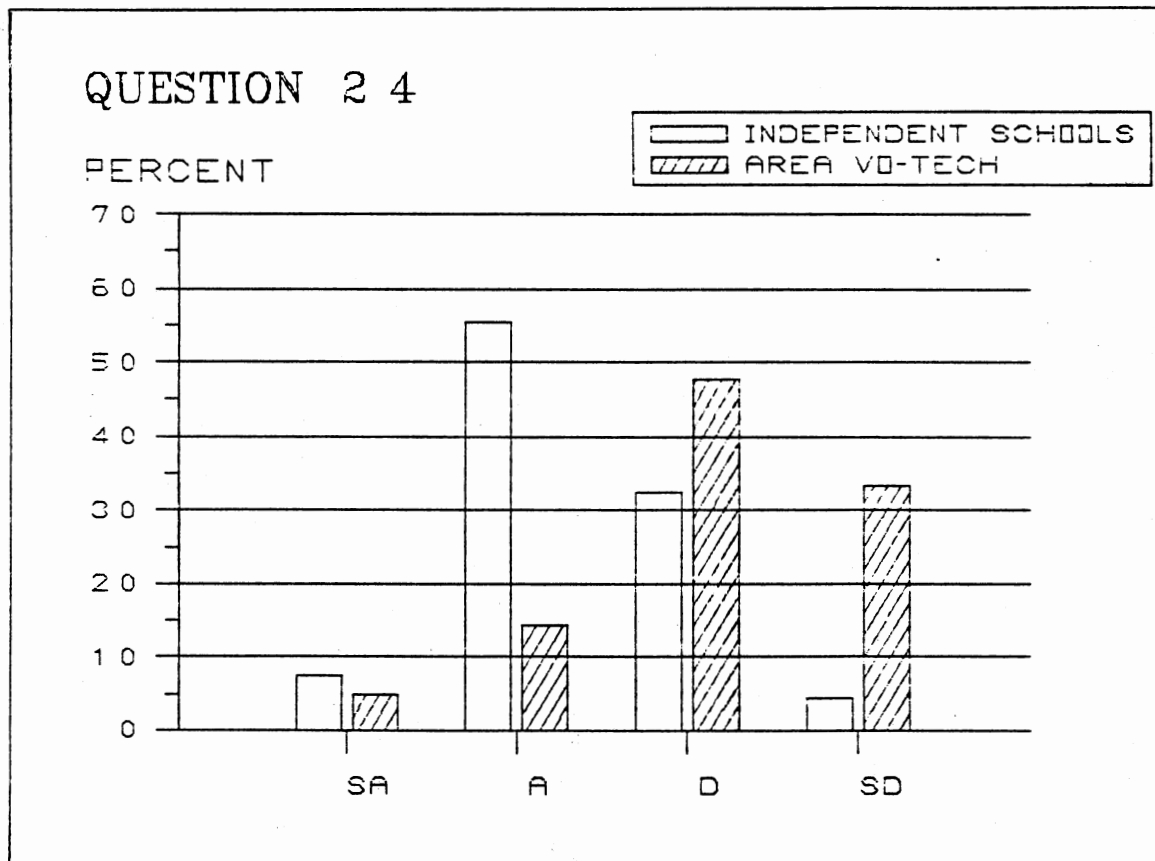
A majority of both groups responded that individuals cannot be happy and successful in life if they do not like their careers.

Question 40

A majority of the independent public school superintendents responded that if an individual does not like the work which is part of his or her career, the solution is not to change jobs. A majority of the area vocational and technical education school superintendents responded that if an individual does not like the work which is part of his or her career, the solution is to change jobs.

Question 45

A majority of both groups responded that "hands-on" work experience is essential in order to gain effective career awareness.

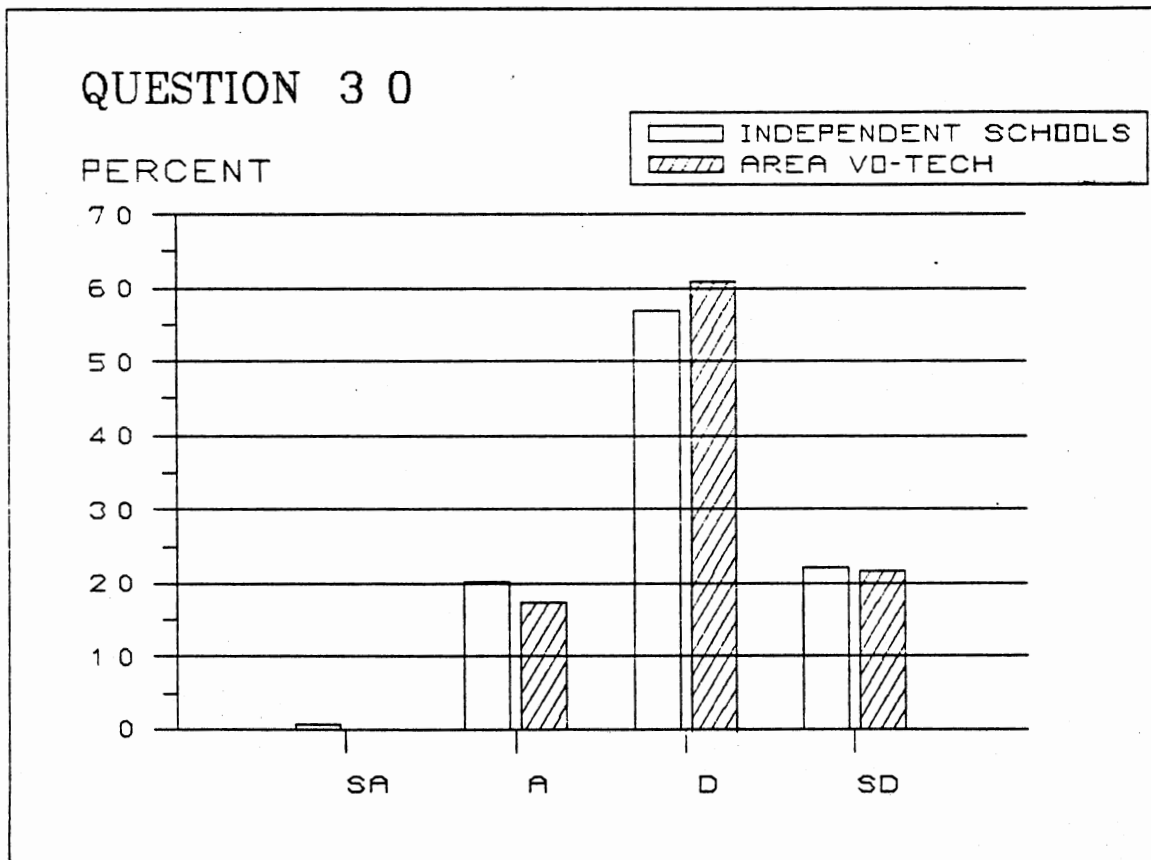


ISS mean 2.340; N=265; Missing cases-8

AVTSS mean 3.095; N= 21

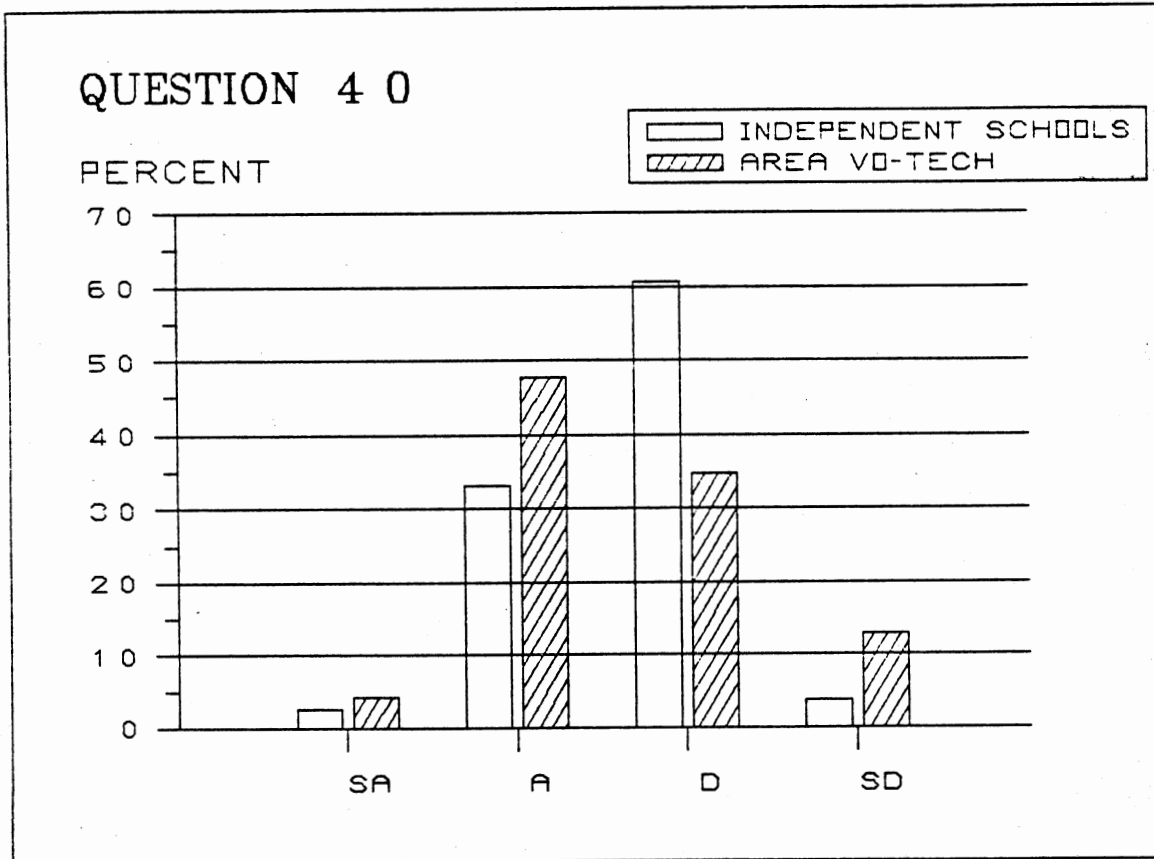
Significant Difference ($\chi^2=15.85511$; $p=.05$; $df=2$)

Figure 21. Preparation for Life Should Center on Learning Academic Subjects



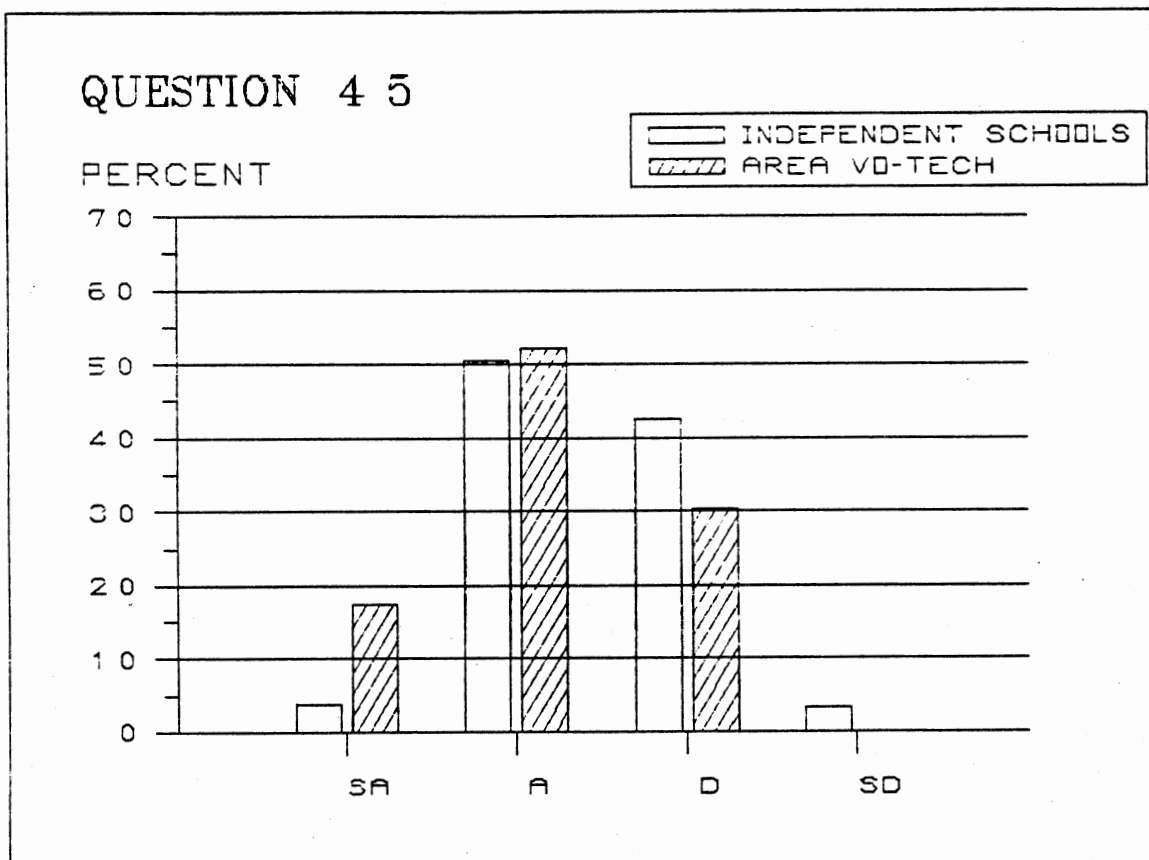
ISS mean 3.004; N=271; Missing cases=0
 AVTSS mean 3.043; N= 23
 No Significant Difference ($\chi^2=0.19771$; $p>.05$; $df=2$)

Figure 22. Individuals Can Be Happy and Successful in Life Even If They Do Not Like Their Careers



ISS mean 2.654; N=269; Missing cases=2
 AVTSS mean 2.565; N= 23
 Significant Difference ($\chi^2=8.10699$; $p=.05$; $df=2$)

Figure 23. If An Individual Does Not Like the Work Which is Part of His or Her Career, the Solution is to Change Jobs



ISS mean 2.454; N=269; Missing cases=2
 AVTSS mean 2.130; N= 23
 Significant Difference ($\chi^2=9.38648$; $p=.05$; $df=2$)

Figure 24. "Hands-On" Work Experience is Essential in Order to Gain Effective Career Awareness

Category: Role of the School
in Career Education

This category concentrates on the independent public school and area vocational and technical education school superintendent's perceptions of the role of the school in career education. Those responses indicating strong school support for school involvement in career education.

Question 6

A majority of both groups responded that students would benefit if they could gain more information on vocational programs.

Question 18

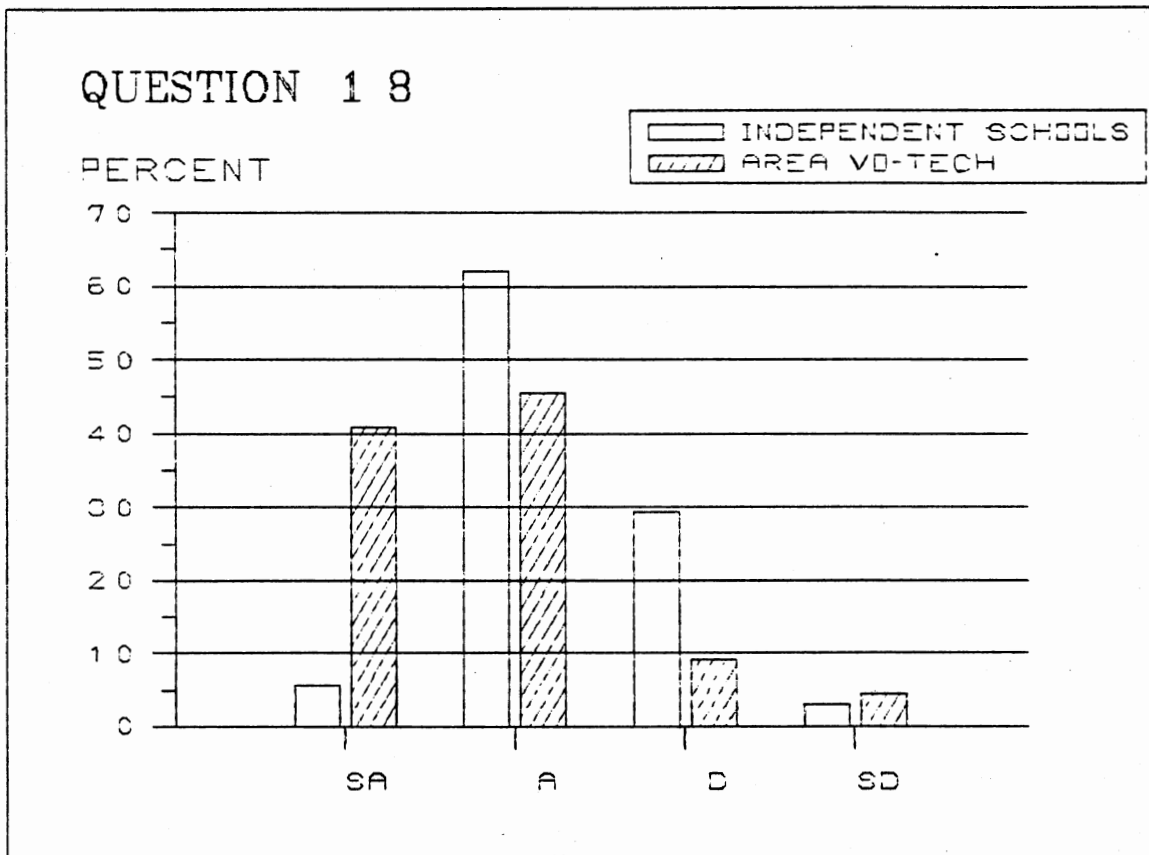
A majority of both groups responded that to effectively teach career education concepts will require changes in teacher's methods of instruction.

Question 31

A majority of both groups responded that school should stress the dignity of workers in their curriculums, regardless of the tasks those workers perform.

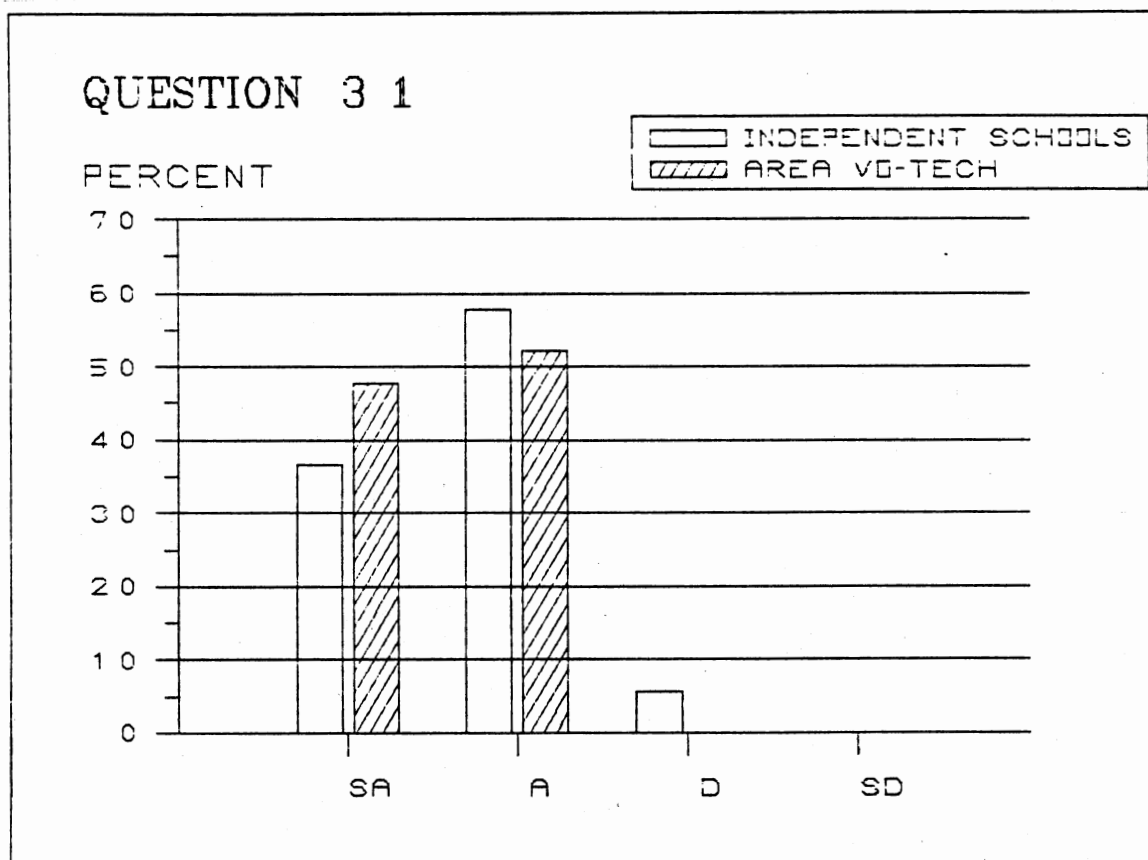
Question 34

A majority of both groups responded that classroom instruction is a valuable vehicle for helping students gain an appreciation of the value and importance of work.



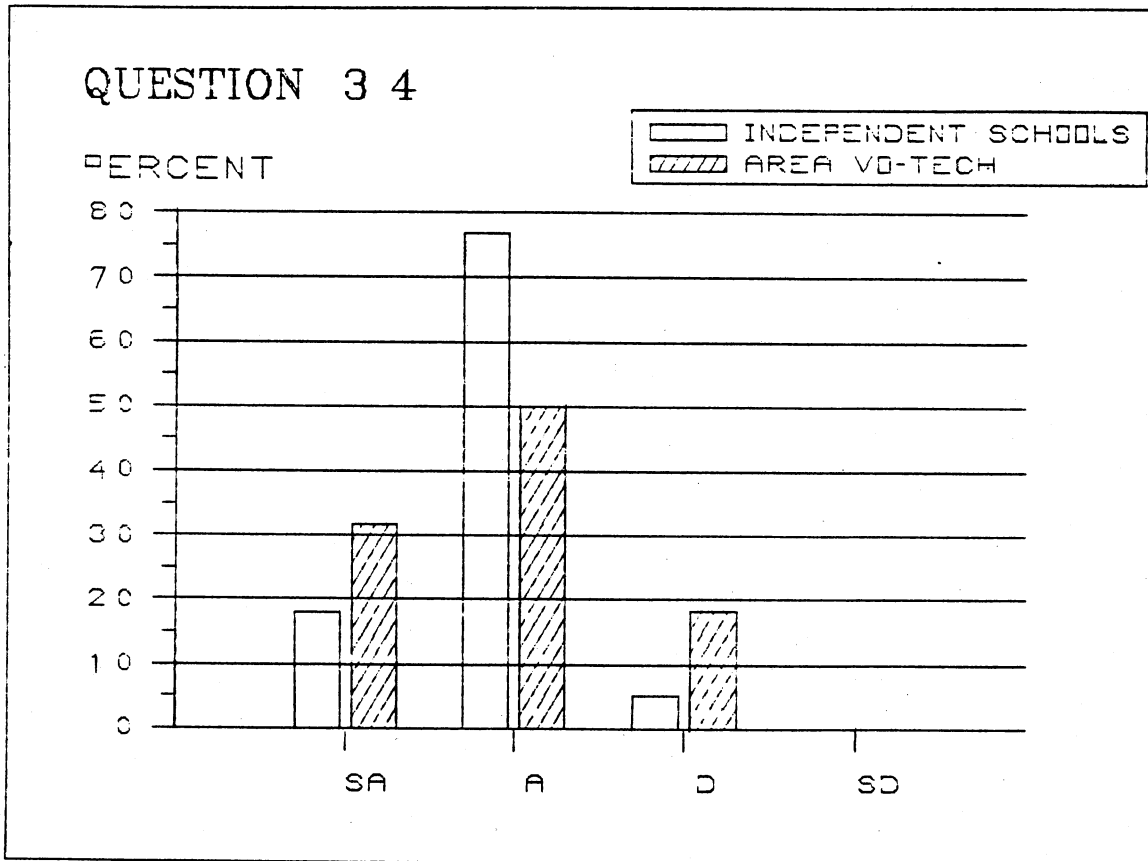
ISS mean 2.297; N=266; Missing cases=6
 AVTSS mean 1.773; N= 22
 Significant Difference ($\chi^2=33.54889$; $p=.05$; $df=2$)

Figure 25. To Effectively Teach Career Education Concepts Will Require Changes in Teachers' Methods of Instruction



ISS mean 1.522; N=270; Missing cases=1
 AVTSS mean 1.676; N= 23
 No Significant Difference ($\chi^2=2.09690$; $p=.05$; $df=2$)

Figure 26. Schools Should Stress the Dignity of Workers in Their Curriculums, Regardless of the Tasks Those Workers Perform



ISS mean 1.870; N=270; Missing cases=2
 AVTSS mean 1.864; N= 22
 Significant Difference ($\chi^2=3.90591$; $p=.05$; $df=1$)

Figure 27. Classroom Instruction is a Valuable Vehicle for Helping Students Gain an Appreciation of the Value and Importance of Work

Question 42

A majority of both groups responded that every class could be instrumental in helping students make decisions about careers.

Category: Responsibility of the
School in Career Education

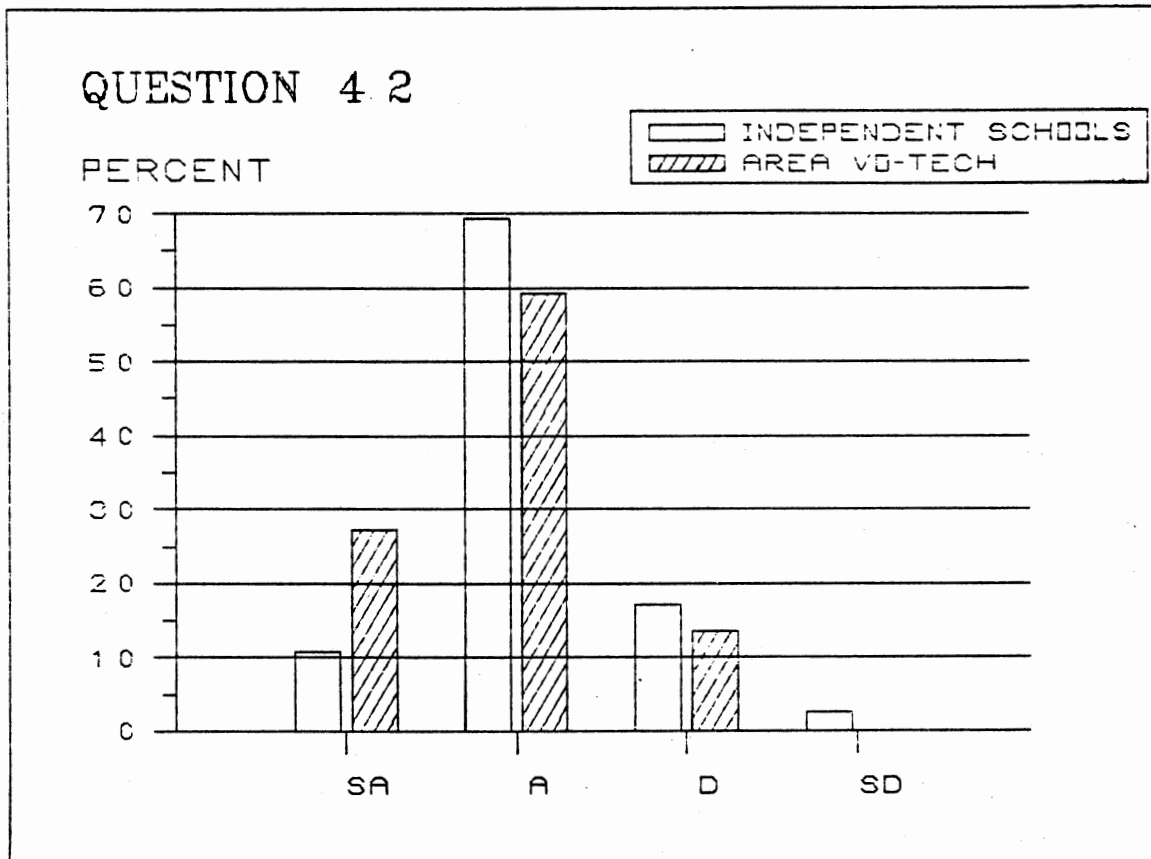
This category also measures attitudes about the responsibility of the school in the career education field, according to Rask and Blome (1975). Some of the independent public school and area vocational and technical education school superintendent's responses indicating negative attitudes or attitudes based on inadequate career education information.

Question 7

A majority of independent public school superintendents responded that since large numbers of students are going to college, college preparatory subjects should be stressed more heavily in school. A majority of area vocational and technical education school superintendents responded that since large numbers of students are going to college, college preparatory subjects should not be stressed more heavily in school.

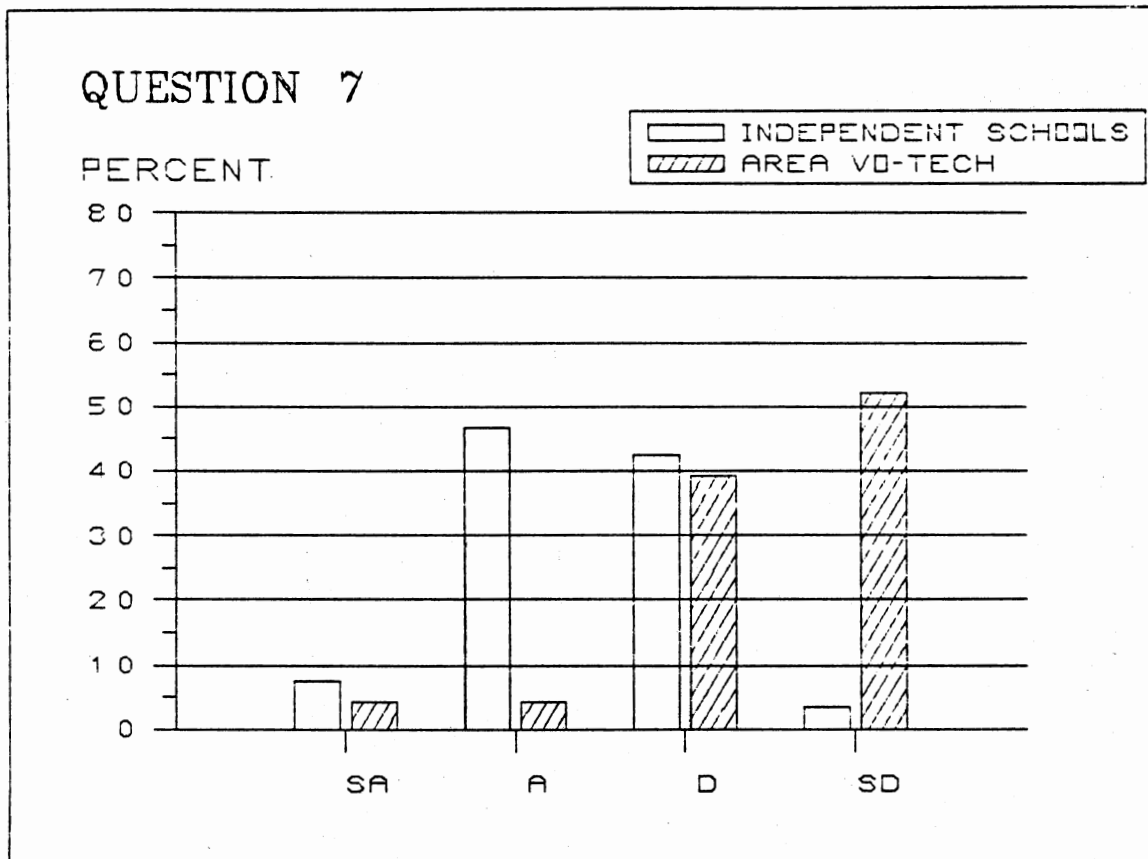
Question 13

A majority of both groups responded that schools will need additional funding to continue career education.



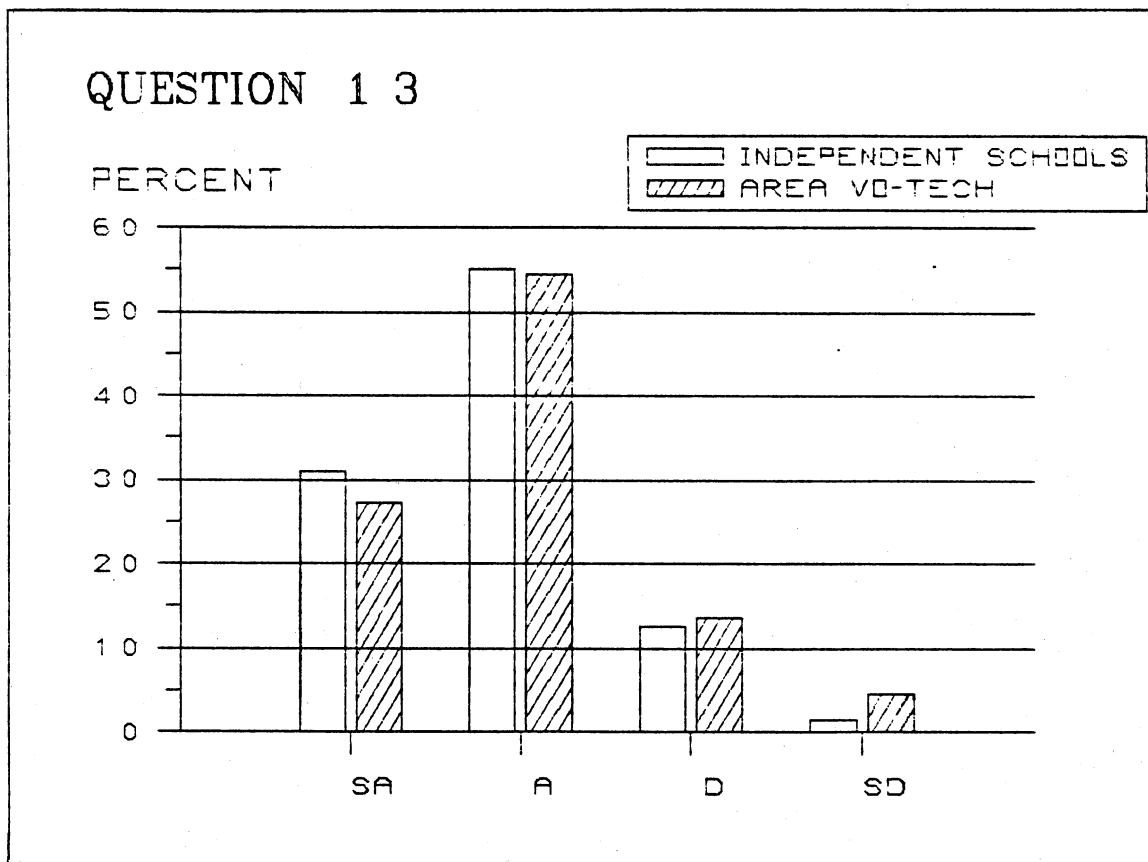
ISS mean 2.116; N=268; Missing cases=4
 AVTSS mean 1.864; N= 22
 No Significant Difference ($\chi^2=0.17675$; $p=.05$; $df=1$)

Figure 28. Every Class Could be Instrumental in Helping Students
 Make Decisions about Careers



ISS mean 2.416; N=267; Missing cases=4
 AVTSS mean 3.391; N= 23
 Significant Difference ($\chi^2=78.39131$; $p=.05$; $df=2$)

Figure 29. Since Large Numbers of Students Are Going to College,
 College Preparatory Subjects Should be Stressed More
 Heavily in School



ISS mean 1.848; N=269; Missing cases=3
 AVTSS mean 1.955; N= 22
 No Significant Difference ($\chi^2=0.31790$; $p=.05$; $df=2$)

Figure 30. Schools Will Need Additional Funding to Continue Career Education

Question 35

A majority of both groups responded that schools make a positive contribution in helping students gain an appreciation of the value and importance of work.

Question 37

A majority of both groups responded that school programs are instrumental in helping students decide upon careers.

Question 38

A majority of both groups responded that school programs help students understand how important careers are in making a better society.

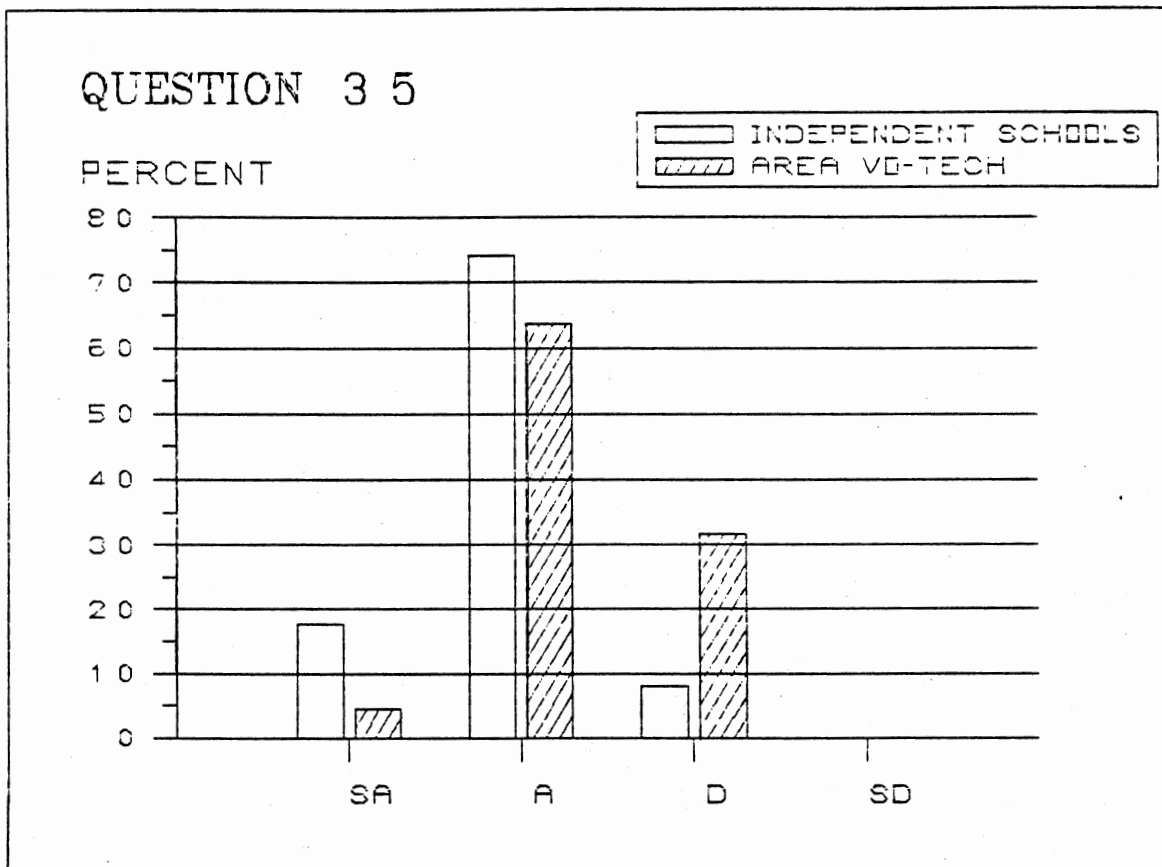
Question 39

A majority of both groups responded that school programs help instill a desire in students to explore and evaluate various job potentials and future career opportunities.

Items 9, 10, 14, 17, 20, 21, 22, 25, 26, and 28 indicate positive attitudes about the responsibility of the school in the career education field. The responses revealed:

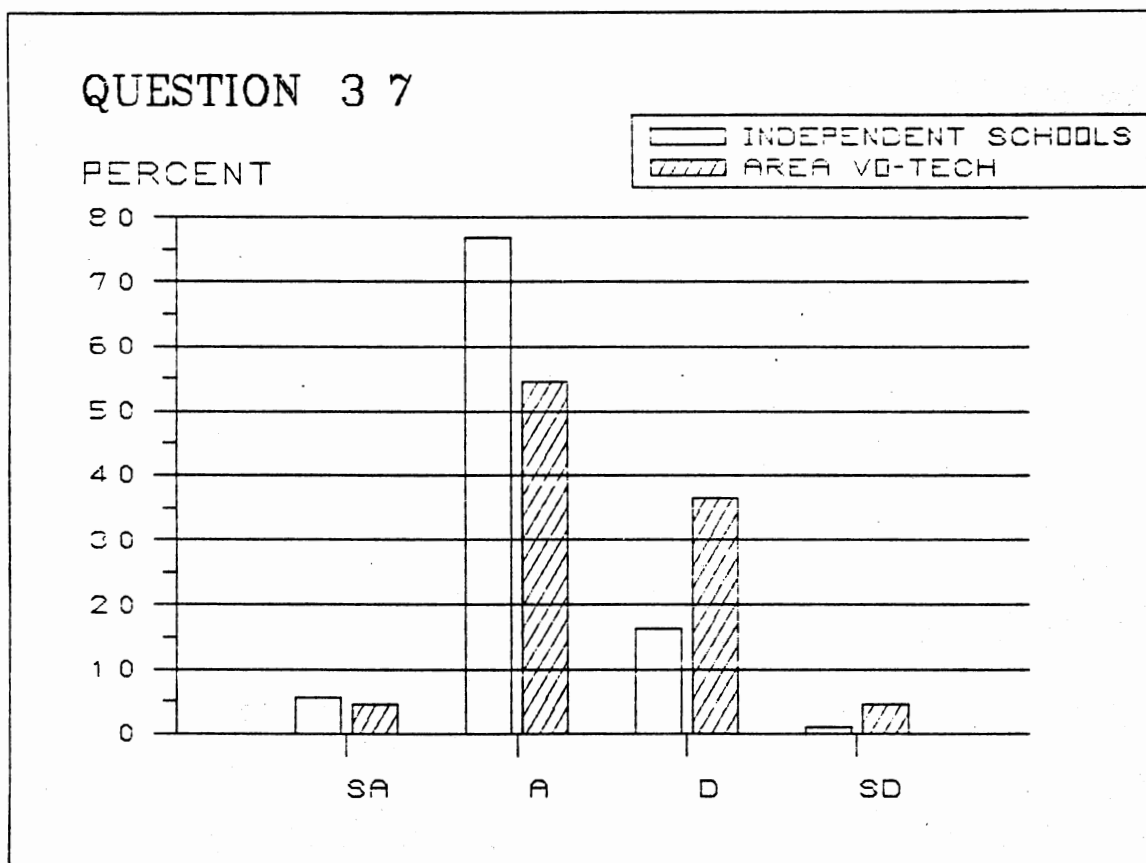
Question 9

A majority of both groups responded that schools do not provide students with ample occupational information for career planning.



ISS mean 1.904; N=270; Missing cases=2
 AVTSS mean 2.273; N= 22
 Significant Difference ($\chi^2=10.23255$; $p=.05$; $df=1$)

Figure 31. Schools Make a Positive Contribution in Helping Students Gain an Appreciation of the Value and Importance of Work

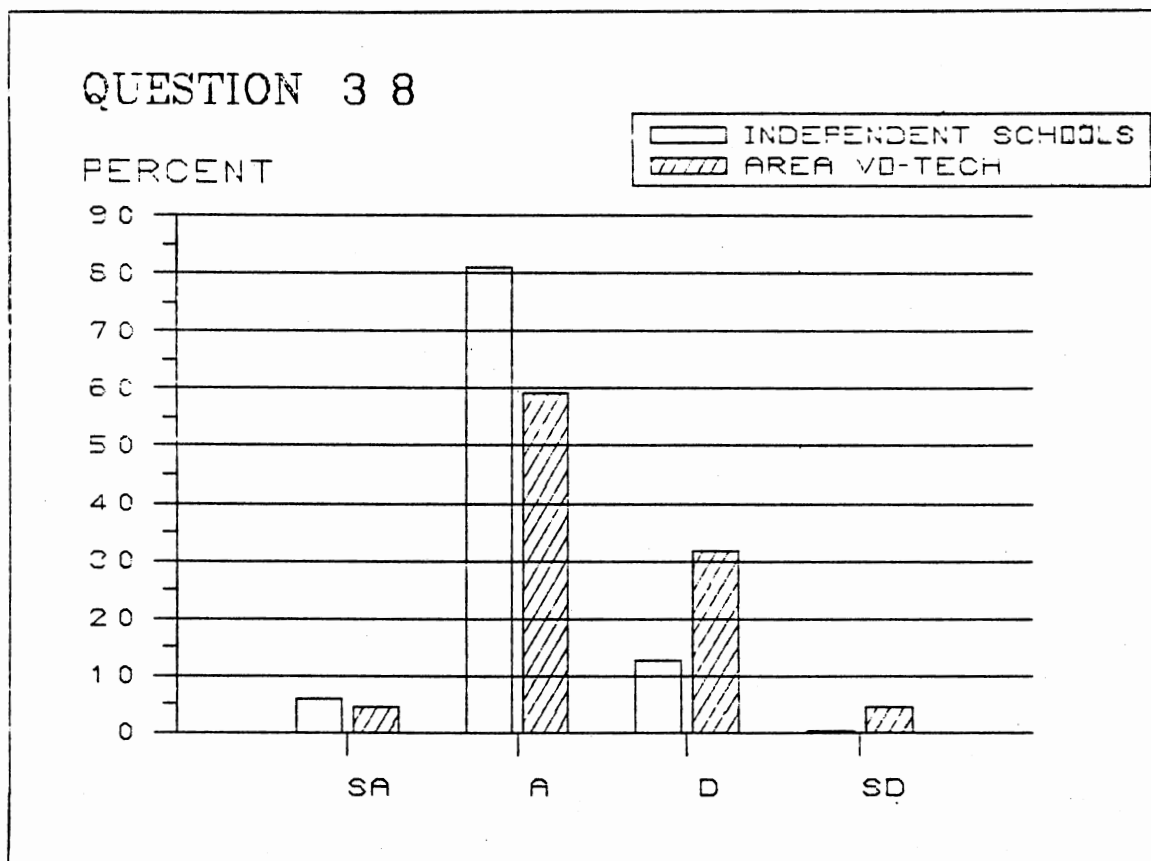


ISS mean 2.131; N=268; Missing cases=4

AVTSS mean 2.409; N= 22

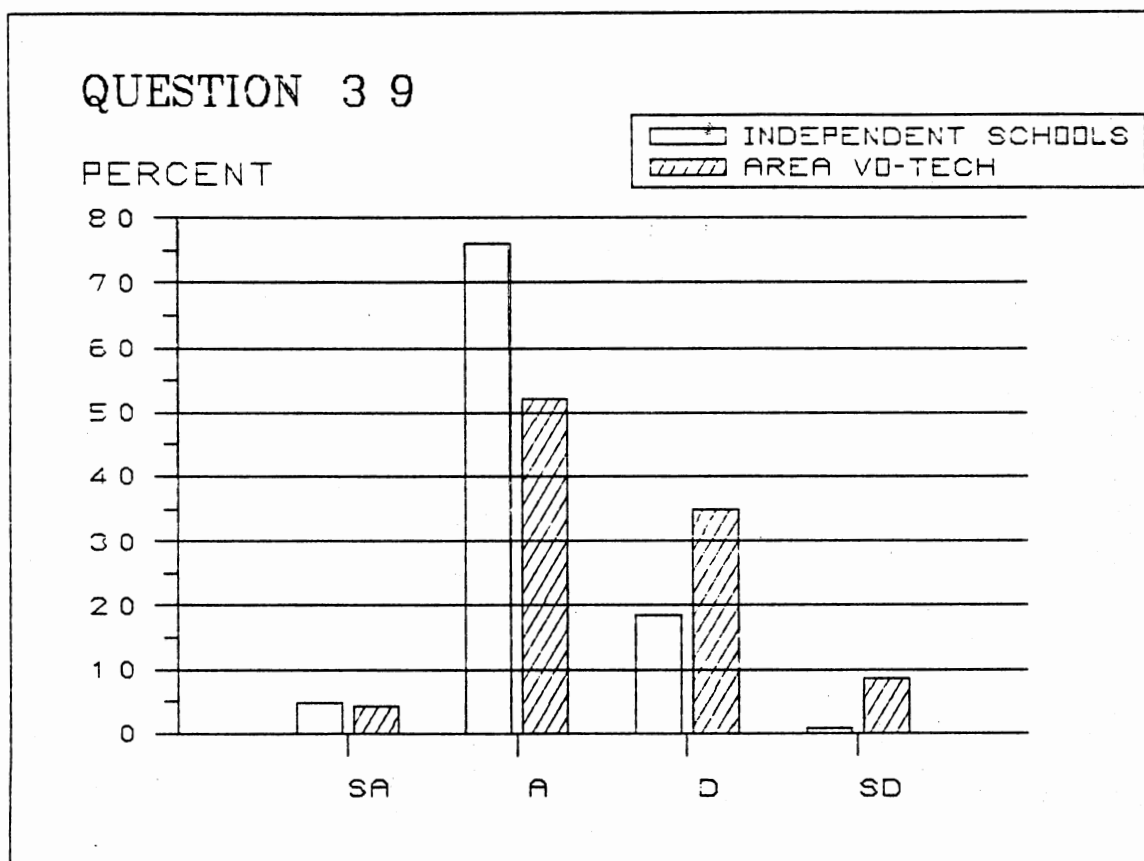
Significant Difference ($\chi^2=5.7064$; $p=.05$; $df=1$)

Figure 32. School Programs are Instrumental in Helping Students Decide Upon Careers



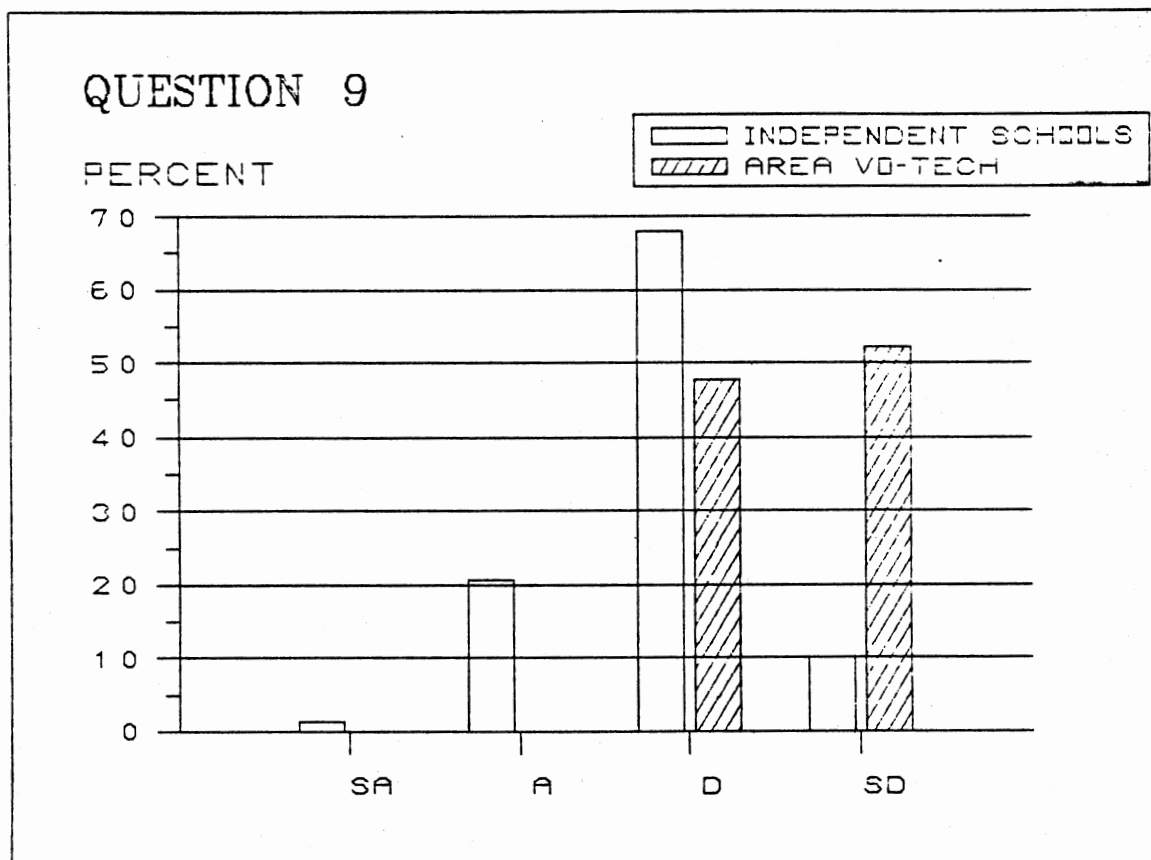
ISS mean 2.074; N=269; Missing cases=3
 AVTSS mean 2.376; N= 22
 Significant Difference ($\chi^2=7.04995$; $p=.05$; $df=1$)

Figure 33. School Programs Help Students Understand How Important Careers are in Making a Better Society



ISS mean 2.152; N=270; Missing cases=1
 AVTSS mean 2.478; N= 23
 Significant Difference ($\chi^2=6.07089$; $p=.05$; $df=1$)

Figure 34. School Programs Help Instill a Desire in Students to Explore and Evaluate Various Job Potentials and Future Career Opportunities



ISS mean 2.865; N=267; Missing cases=4
 AVTSS mean 3.522; N= 23
 Significant Difference ($\chi^2=5.08979$; $p=.05$; $df=1$)

Figure 35. Schools Provide Students with Ample Occupational Information for Career Planning

Question 10

A majority of both groups responded that preparation for careers in not more easily accommodated with large group instruction.

Question 14

A majority of both groups responded that choosing appropriate career goals is not a natural outgrowth of the present school program.

Question 17

A majority of both groups responded that the training of youth for occupations is not more the responsibility of trade and vocational schools than public secondary schools.

Question 20

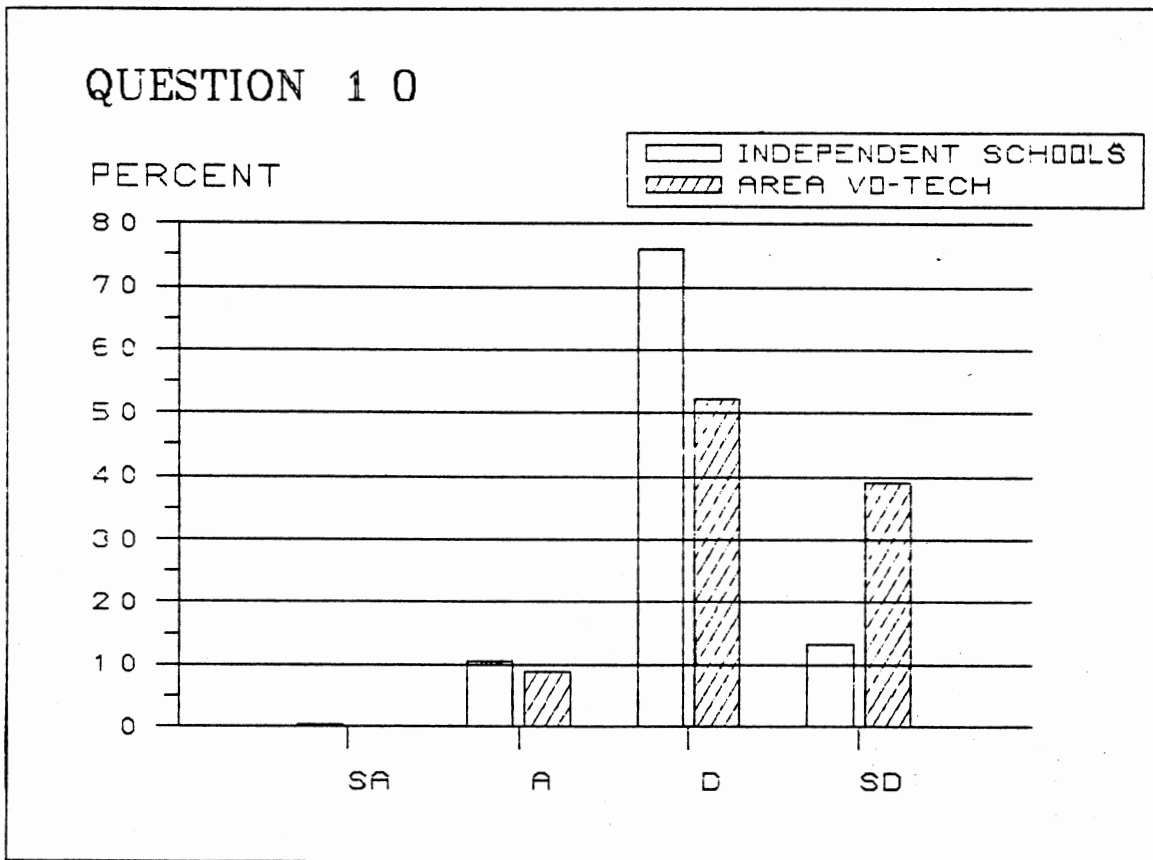
A majority of both groups responded that teachers do not have enough time to integrate careers into what they teach.

Question 21

A majority of both groups responded that the schools are not doing an adequate job of preparing students for the world of work.

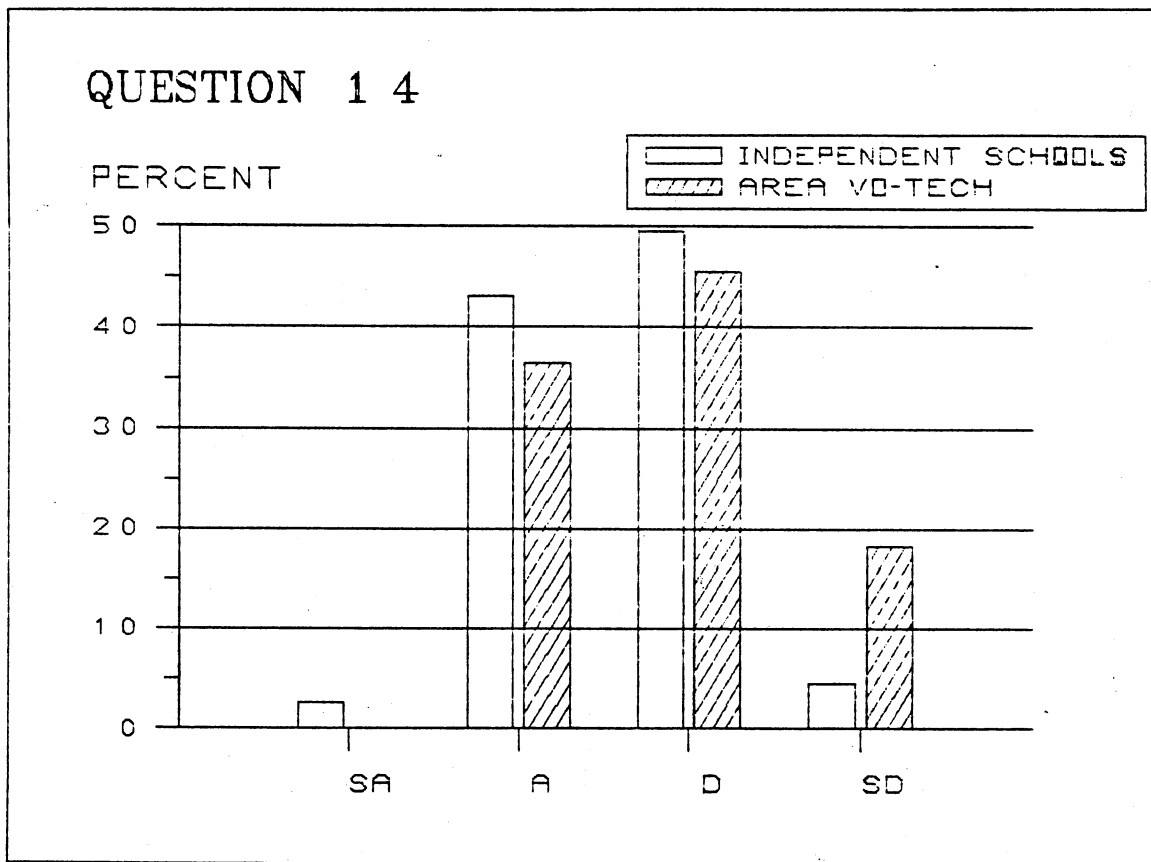
Question 22

A majority of both groups responded that descriptive occupational brochures are not the best means of providing students with information for making career choices.



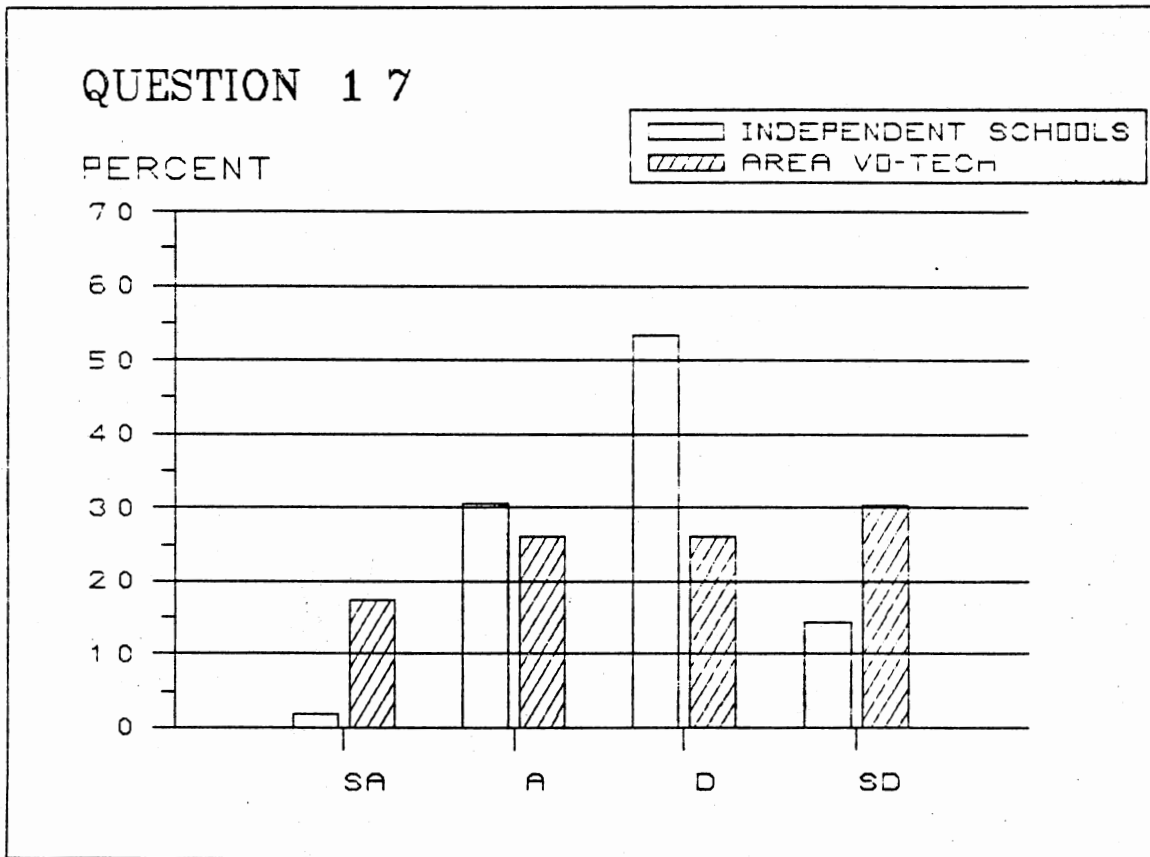
ISS mean 3.019; N=267; Missing cases=4
 AVTSS mean 3.304; N= 23
 No Significant Difference ($\chi^2=0.00$; $p=.05$; $df=1$)

Figure 36. Preparation for Careers is More Easily Accommodated with Large Group Instruction



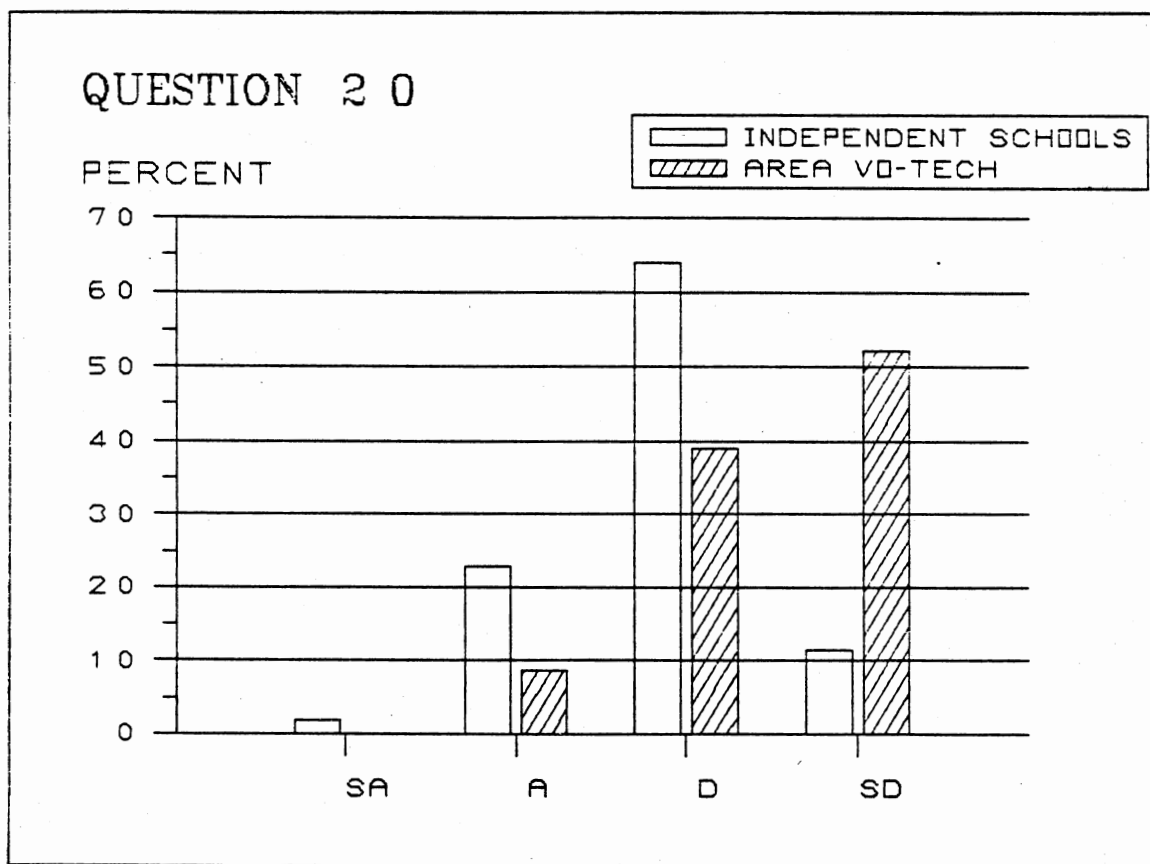
ISS mean 2.560; N=266; Missing cases=6
 AVTSS mean 2.818; N= 22
 Significant Difference ($\chi^2=7.31327$; $p=.05$; $df=2$)

Figure 37. Choosing Appropriate Career Goals is a Natural Outgrowth of the Present School Program



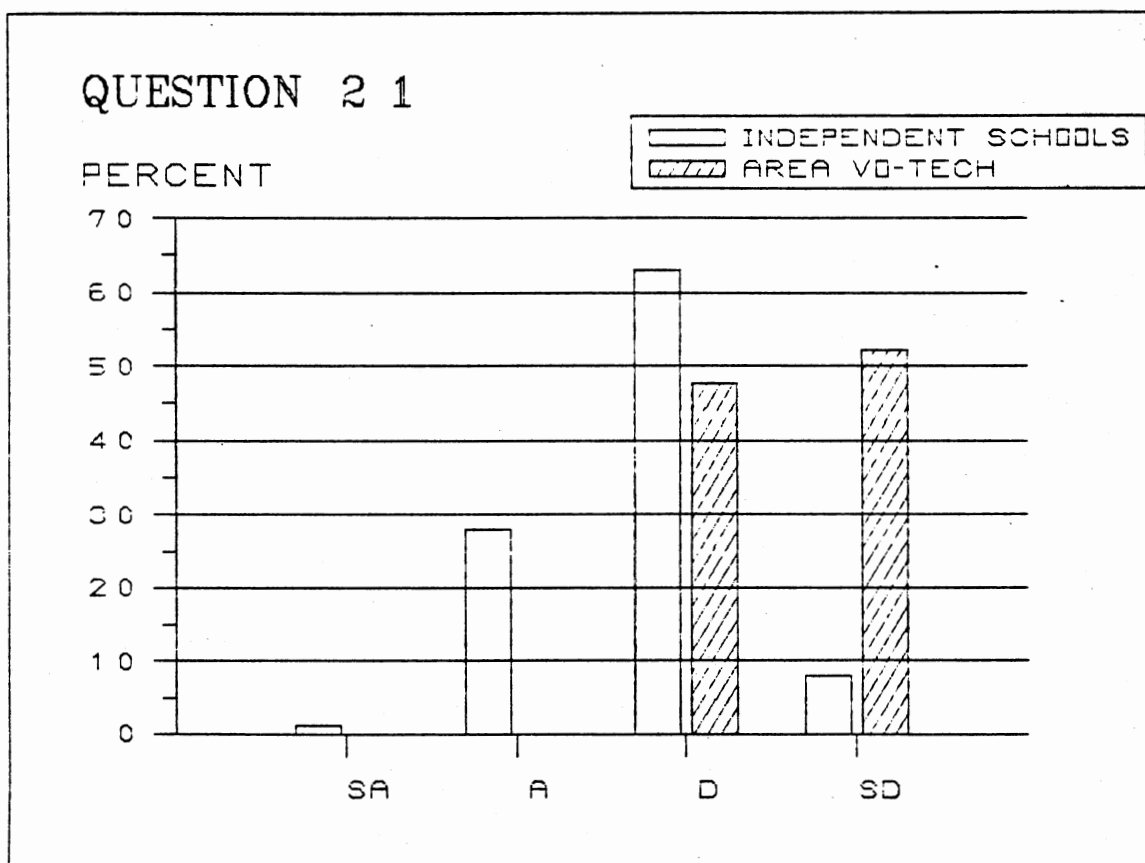
ISS mean 2.801; N=266; Missing cases=5
 AVTSS mean 2.696; N= 23
 Significant Difference ($\chi^2=7.41763$; $p=.05$; $df=2$)

Figure 38. The Training of Youth for Occupations is More the Responsibility of Trade and Vocational Schools than Public Secondary Schools



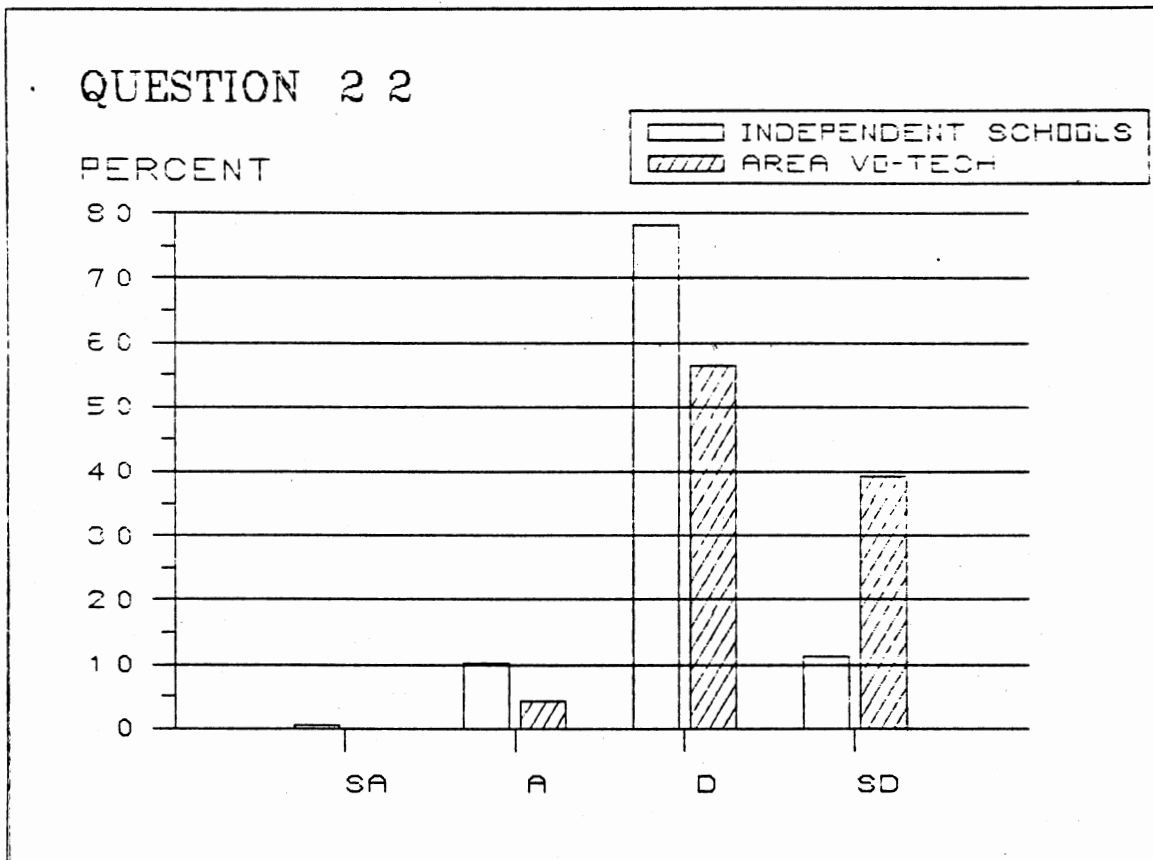
ISS mean 2.851; N=269; Missing cases=2
 AVTSS mean 3.435; N= 23
 Significant Difference ($\chi^2=28.16220$; $p=.05$; $df=2$)

Figure 39. Teachers do not Have Enough Time to Integrate Careers Into What They Teach



ISS mean 2.777; N=264; Missing cases=7
 AVTSS mean 3.522; N= 23
 Significant Difference ($\chi^2=43.46411$; $p=.05$; $df=2$)

Figure 40. Schools are Doing an Adequate Job of Preparing Students for the World of Work



ISS mean 3.004; N=265; Missing cases=6
 AVTSS mean 3.348; N= 23
 No Significant Difference ($\chi^2=0.34742$; $p=.05$; $df=1$)

Figure 41. Descriptive Occupational Brochures Are the Best Means of Providing Students with Information for Making Career Choices

Question 25

A majority of both groups responded that the successful implementation of career education is not dependent on class size.

Question 26

A majority of both groups responded that since students have a lifetime to prepare for work, they should spend their school time on more than academic subjects.

Question 28

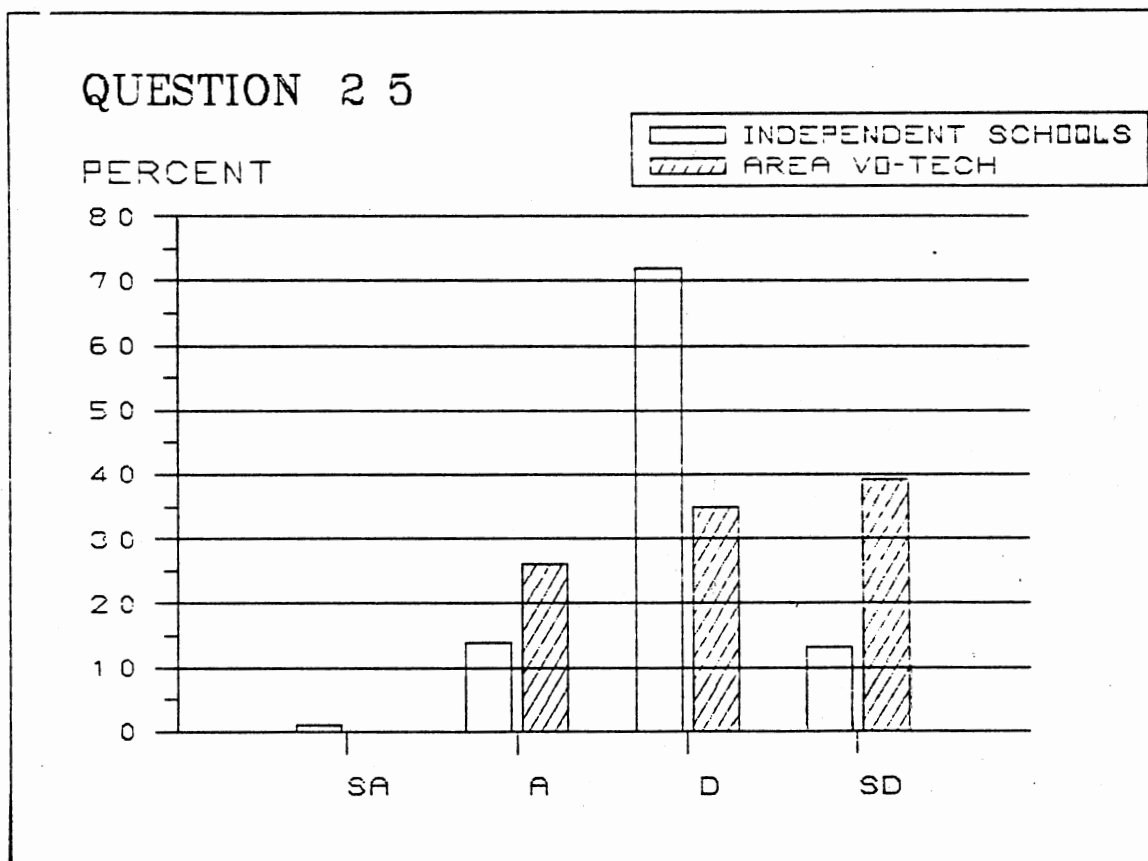
A majority of both groups responded that since automation is rapidly changing the roles in the world of work, students need more than a general education.

Category: Perceptual Differences

The questions that the area vocational and technical education superintendents answered differently from the independent public school superintendents were questions 7, 11, 24, and 40. Those responses by the two groups of superintendents indicated:

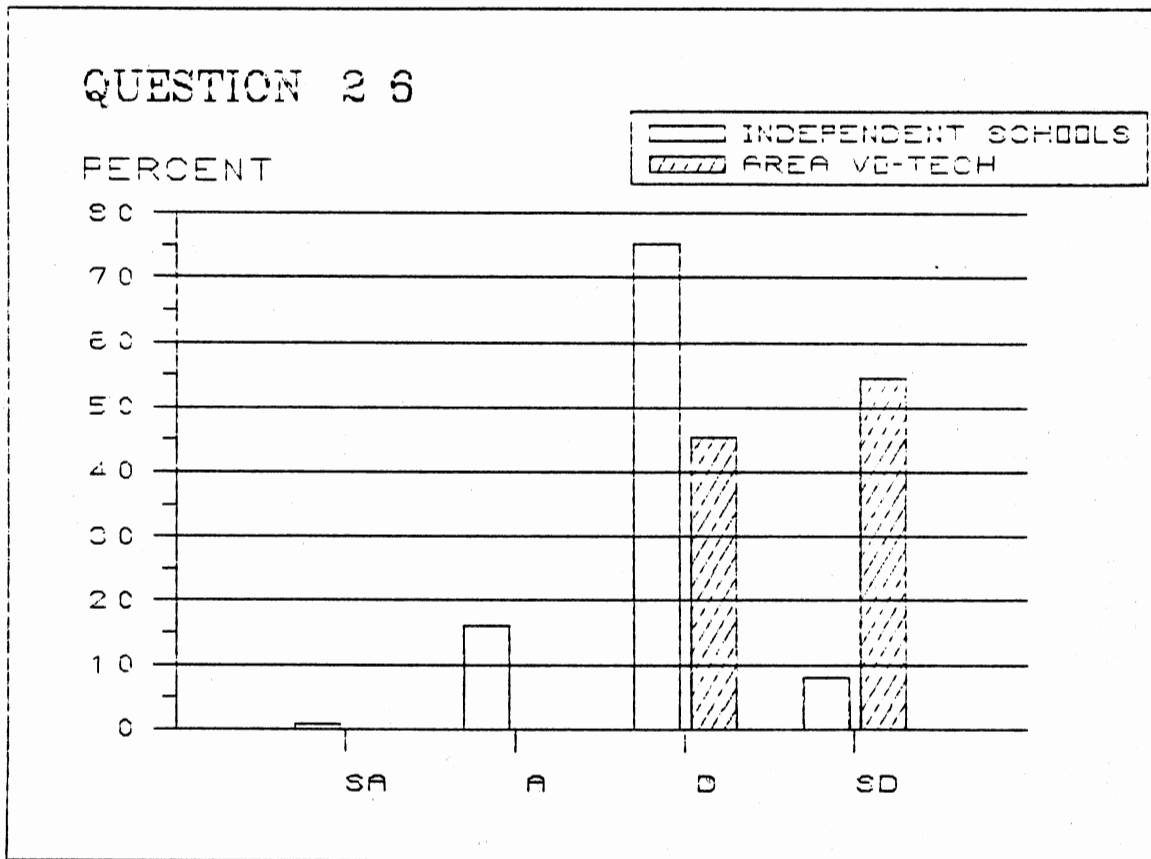
Question 11

Career placement is a responsibility of the school for all students.



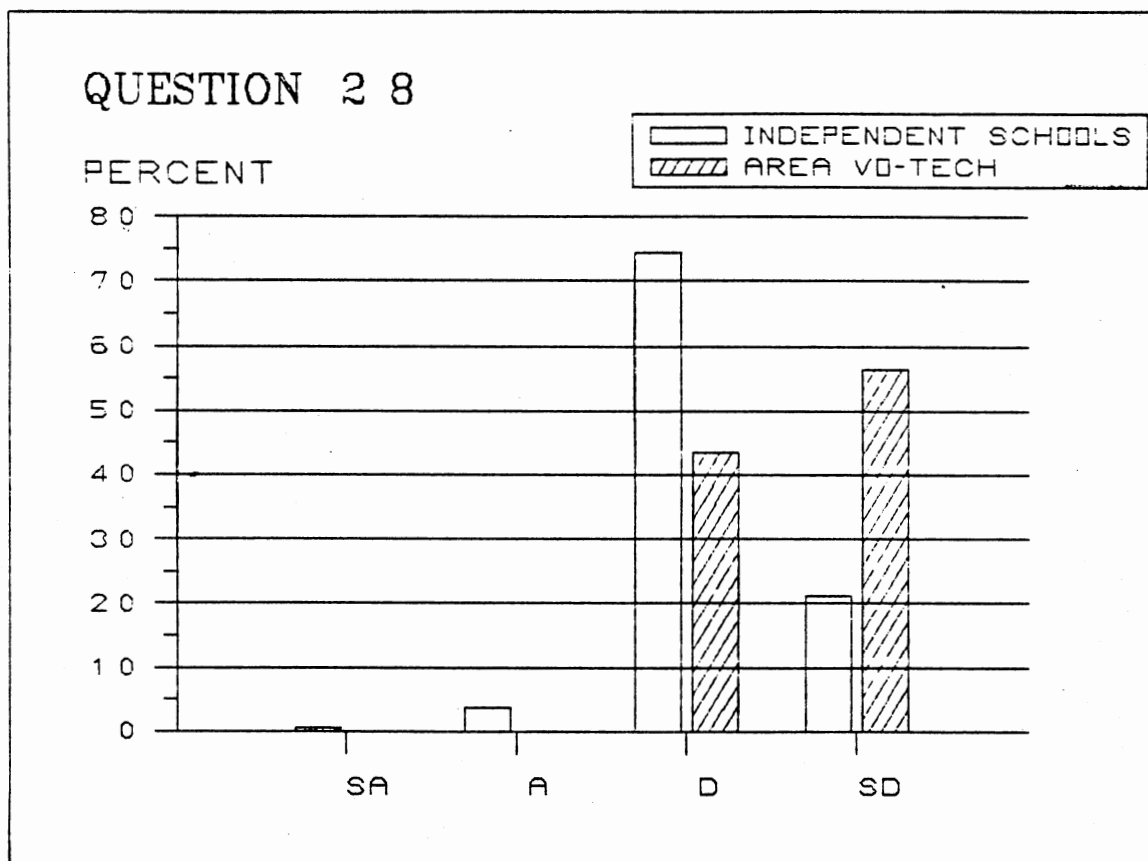
ISS mean 2.970; N=267; Missing cases=4
 AVTSS mean 3.130; N= 23
 No Significant Difference ($\chi^2=1.21328$; $p=.05$; $df=1$)

Figure 42. The Successful Implementation of Career Education is Dependent on Class Size



ISS mean 2.902; N=266; Missing cases=6
 AVTSS mean 3.546; N= 22
 No Significant Difference ($\chi^2=3.33114$; $p=.05$; $df=1$)

Figure 43. Since Students Have a Lifetime to Prepare for Work,
 They Should Spend Their School Time on Academic
 Subjects

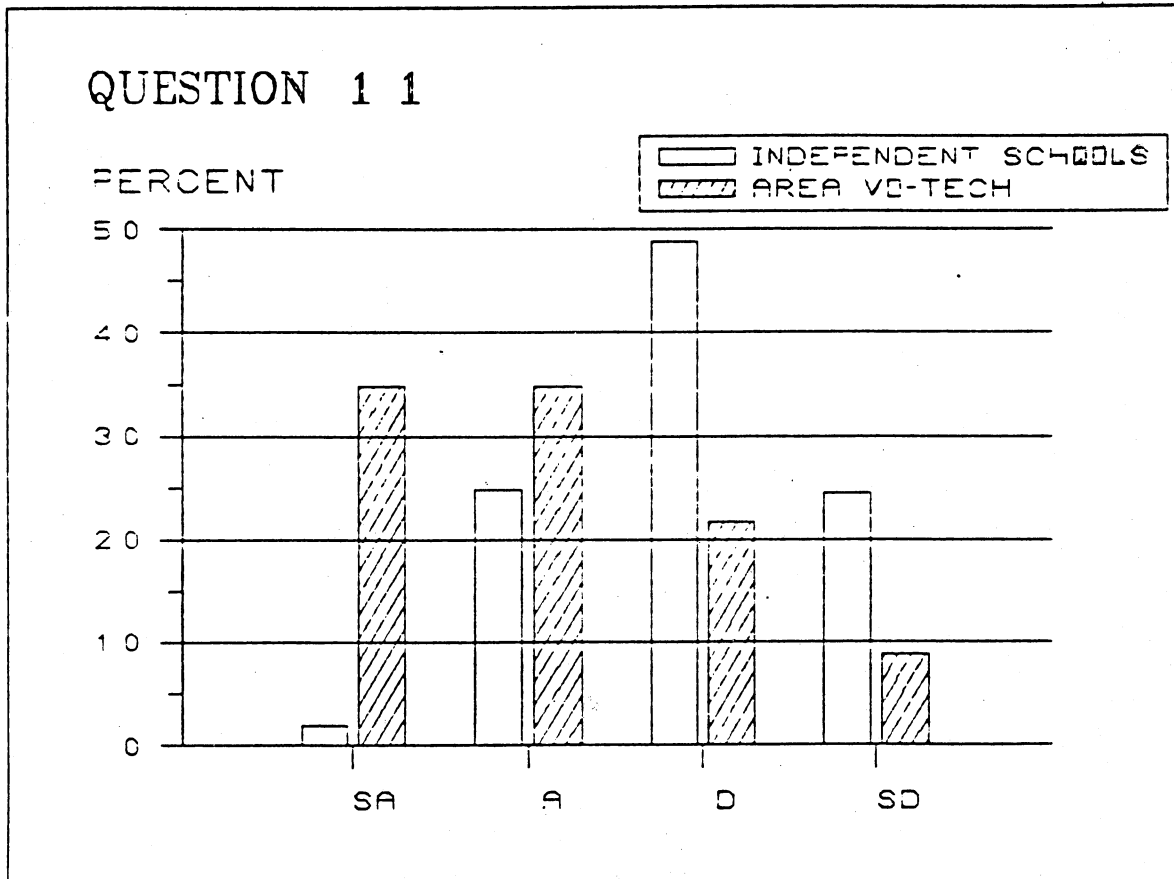


ISS mean 3.169; N=267; Missing cases=4

AVTSS mean 3.565; N= 23

No Significant Difference ($\chi^2=0.17948$; $p=.05$; $df=1$)

Figure 44. Since Automation is Rapidly Changing the Roles in the World of Work, Students Need Only a General Education



ISS mean 2.959

AVTSS mean 2.044

Significant Difference ($\chi^2=58.23155$; $p=.05$; $df=2$)

Figure 45. Career Placement is a Responsibility of the School for all students

Category: Perceptual and Factual Agreements

A review of questions 46-60 revealed that the two groups agreed on their first choice answers on questions 46, 48, 49, 50, 51, 52, 53, 55, 58, 59, and 60. The following responses are those selected by the independent public school superintendents and the area vocational and technical education superintendents.

Question 46

Both groups agreed to the fact that they have actually studied or prepared for three occupations.

Question 48

Both groups responded to the fact that they have been formally prepared in all of the occupations for which they have been employed.

Question 49

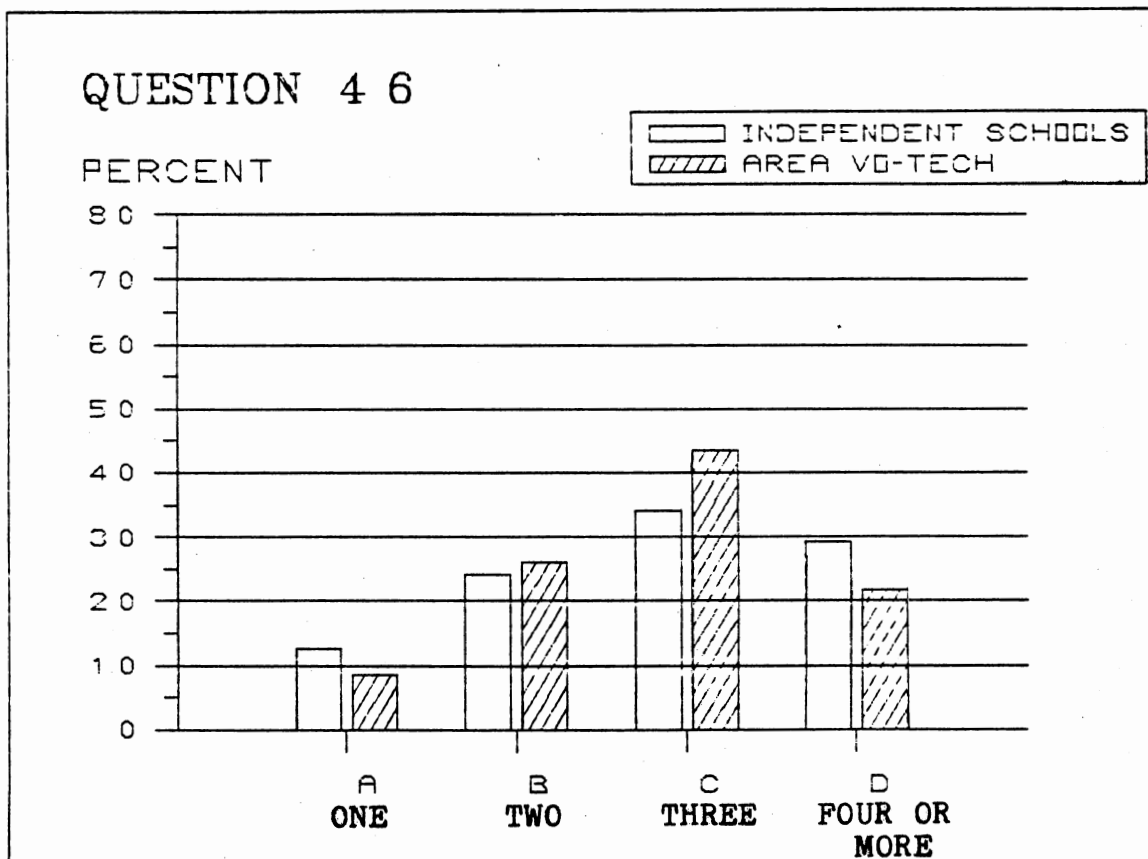
Both group's perceptual responses indicate that teachers are the school personnel most influential in effective career decision making.

Question 50

Both groups agreed to the fact that during the last school year, each class took approximately one to three educational field trips.

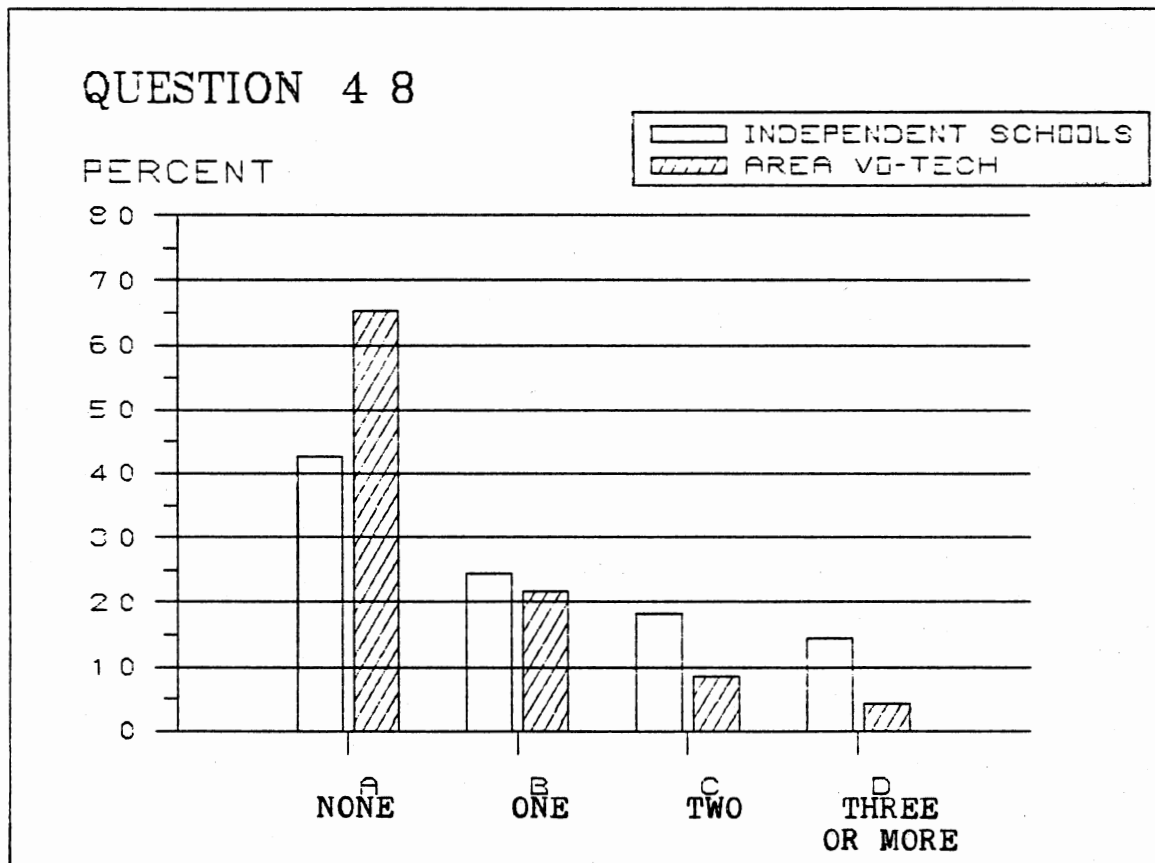
Question 51

Both groups agreed to the fact that during the last school year, approximately one to three resource persons were coordinated into each teacher's classroom instruction.



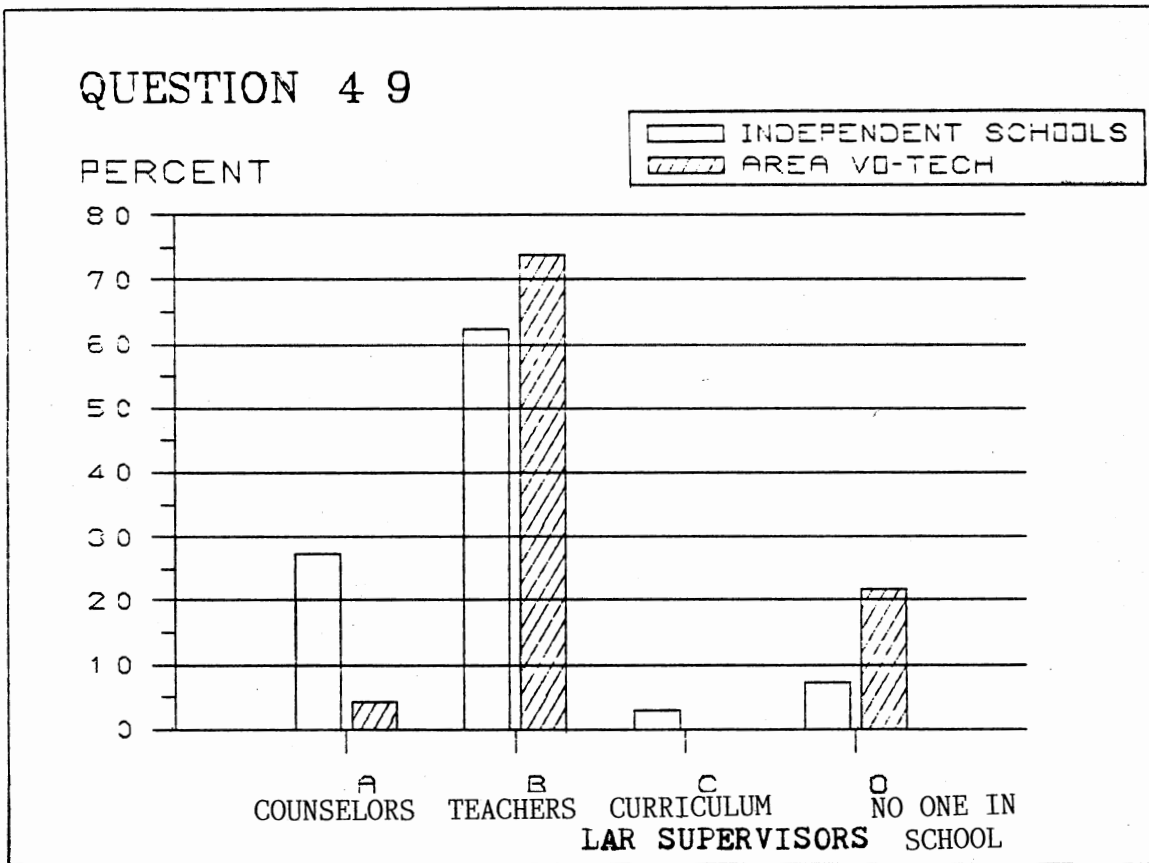
ISS N = 270
 AVTSS N = 23
 Missing cases = 1

Figure 46. For How Many Occupations Have You Actually Studied or Prepared



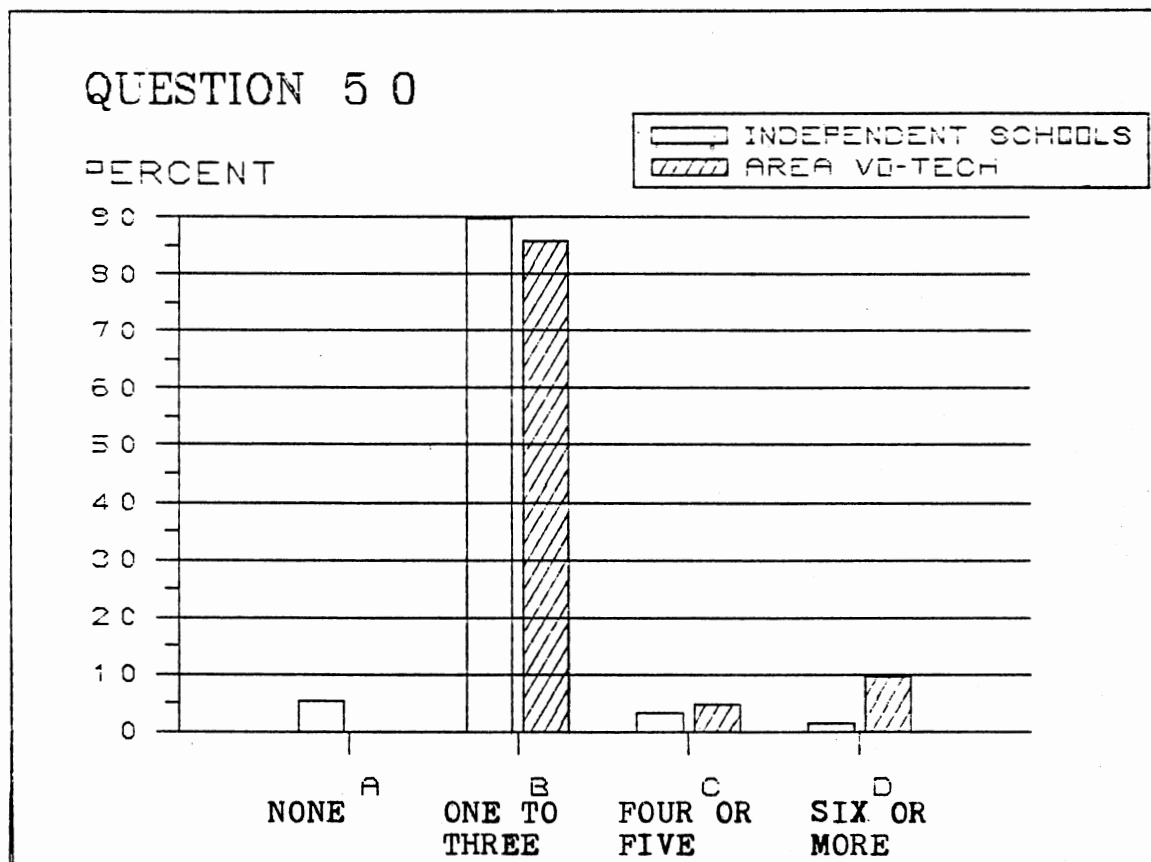
ISS N = 269
 AVTSS N = 23
 Missing cases= 2

Figure 47. For How Many of Occupations in Which You Have Been Employed Were You Not Formally Prepared



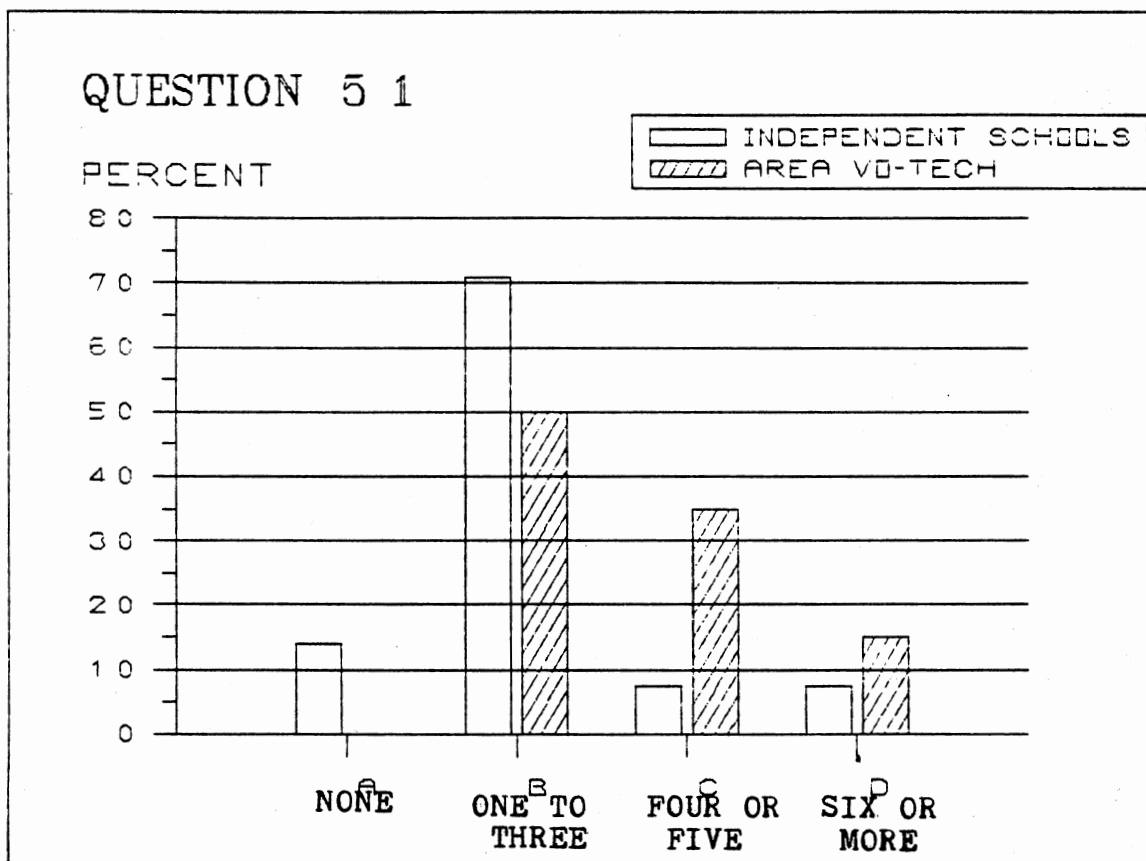
ISS N = 265
 AVTSS N = 23
 Missing cases= 6

Figure 48. Which School Personnel Are Most Influential in Effective Career Decision Making



ISS N = 266
 AVTSS N = 21
 Missing cases = 7

Figure 49. During the Last School Year, Approximately How Many Educational Field Trips Did Each Class Take



ISS N = 265

AVTSS N = 20

Missing cases= 9

Figure 50. During the Last School Year, Approximately How Many Community Resource Persons Were Coordinated Into Each Teacher's Classroom Instruction

Question 52

Both group's perceptual responses indicate that the teacher first understand the career education concepts to effectively infuse the career education concept with existing courses.

Question 53

Both group's perceptual response indicates that the present school preparation for student entry into the world of work is minimal.

Question 55

Both group's perceptual responses indicate that the present school preparation for development of family responsibility is minimal.

Question 56

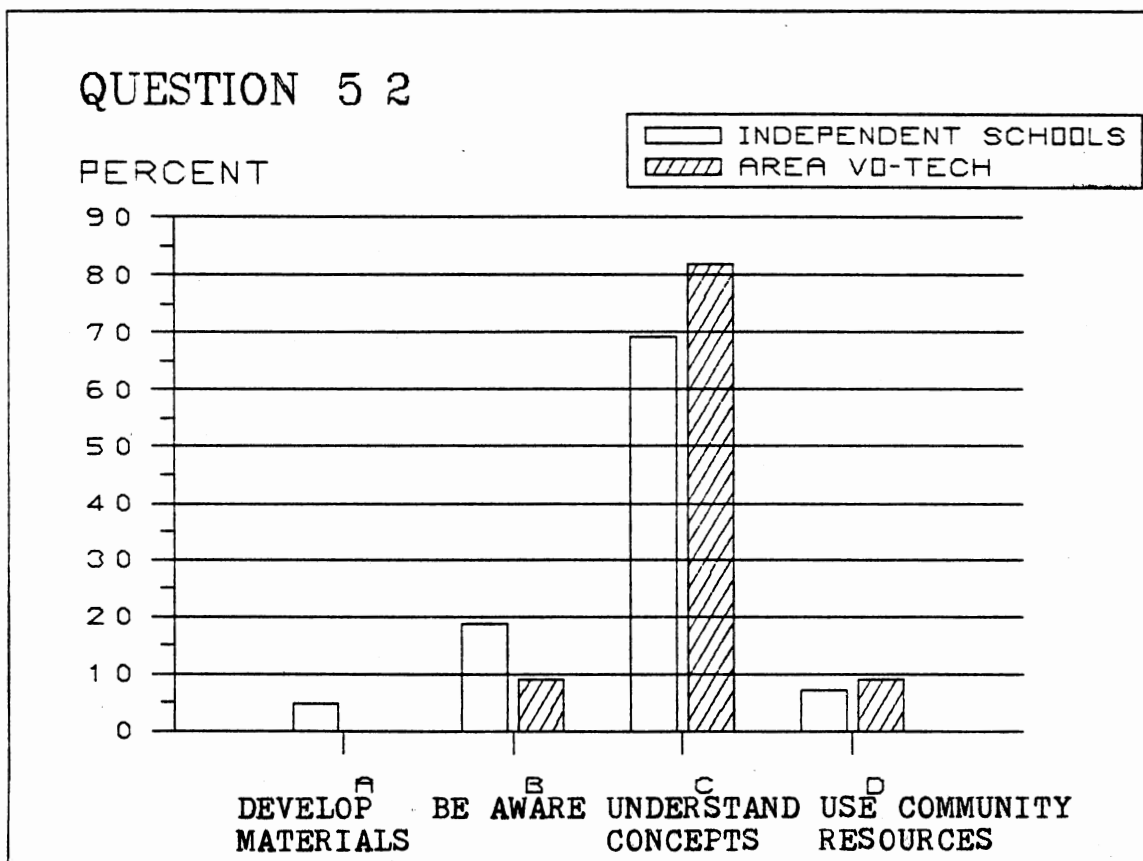
Both group's perceptual responses indicate that as a teacher, counselor, or administrator, their present degree of competency for implementing career education may be described as capable.

Question 58

Both group's perceptual responses indicate that career education should receive the greatest emphasis in all classes.

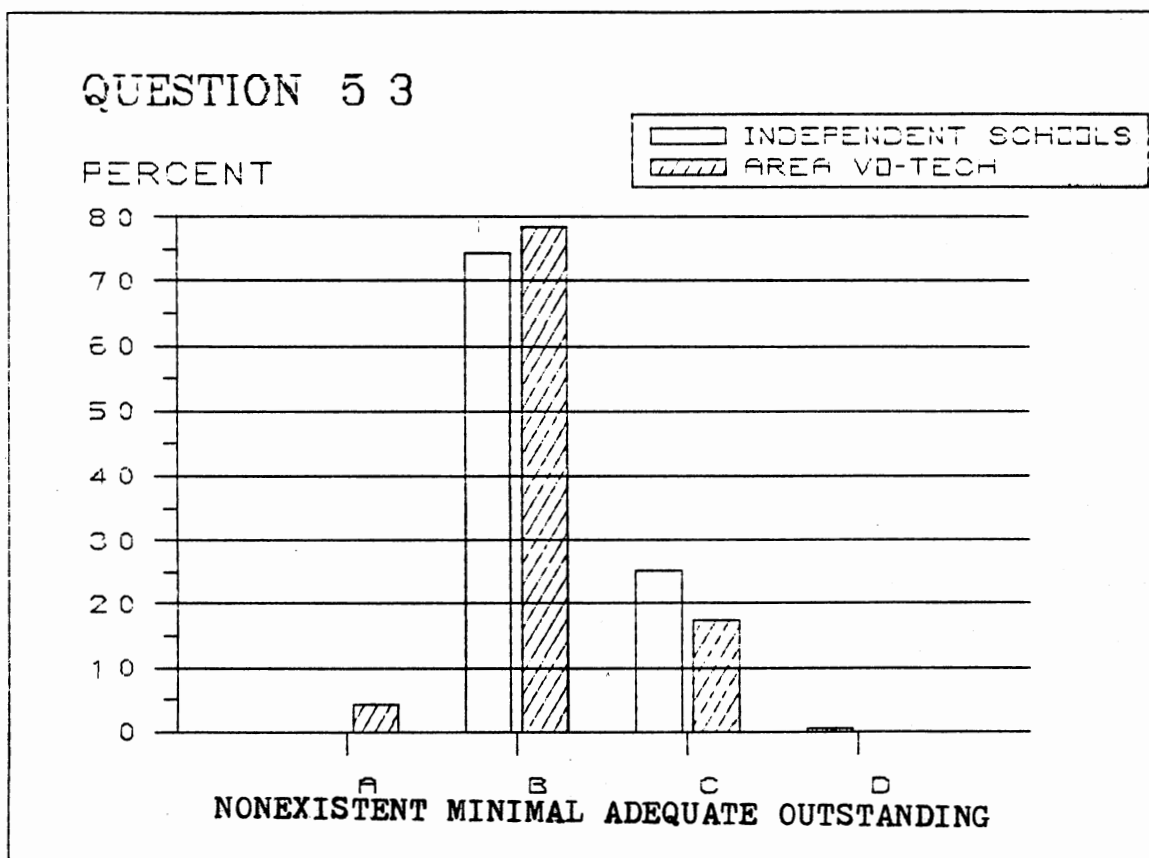
Question 59

Both group's perceptual responses indicate that for the career education concept to have an impact on the school system, it is essential that initial support be provided by the administration. The



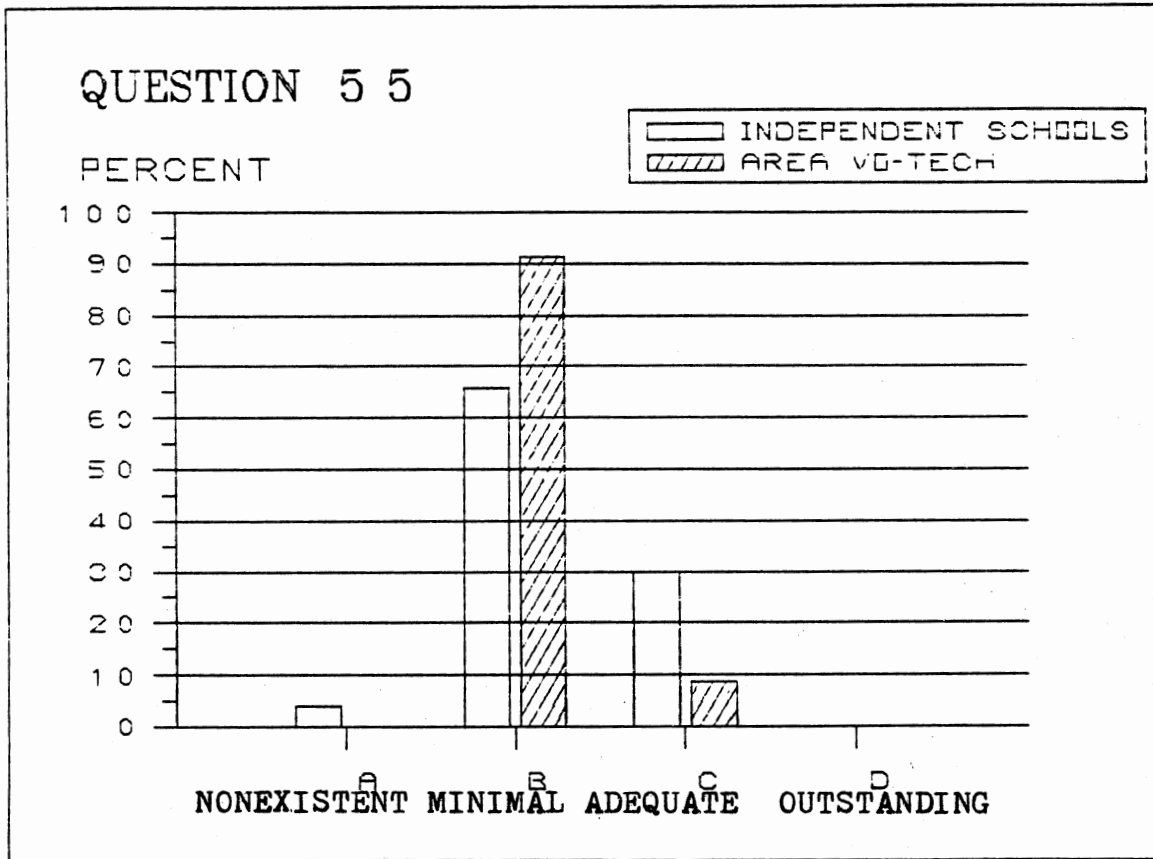
ISS N = 267
 AVTSS N = 22
 Missing cases= 5

Figure 51. To Effectively Infuse the Career Education Concept with Existing Courses, it is Necessary That the Teacher First



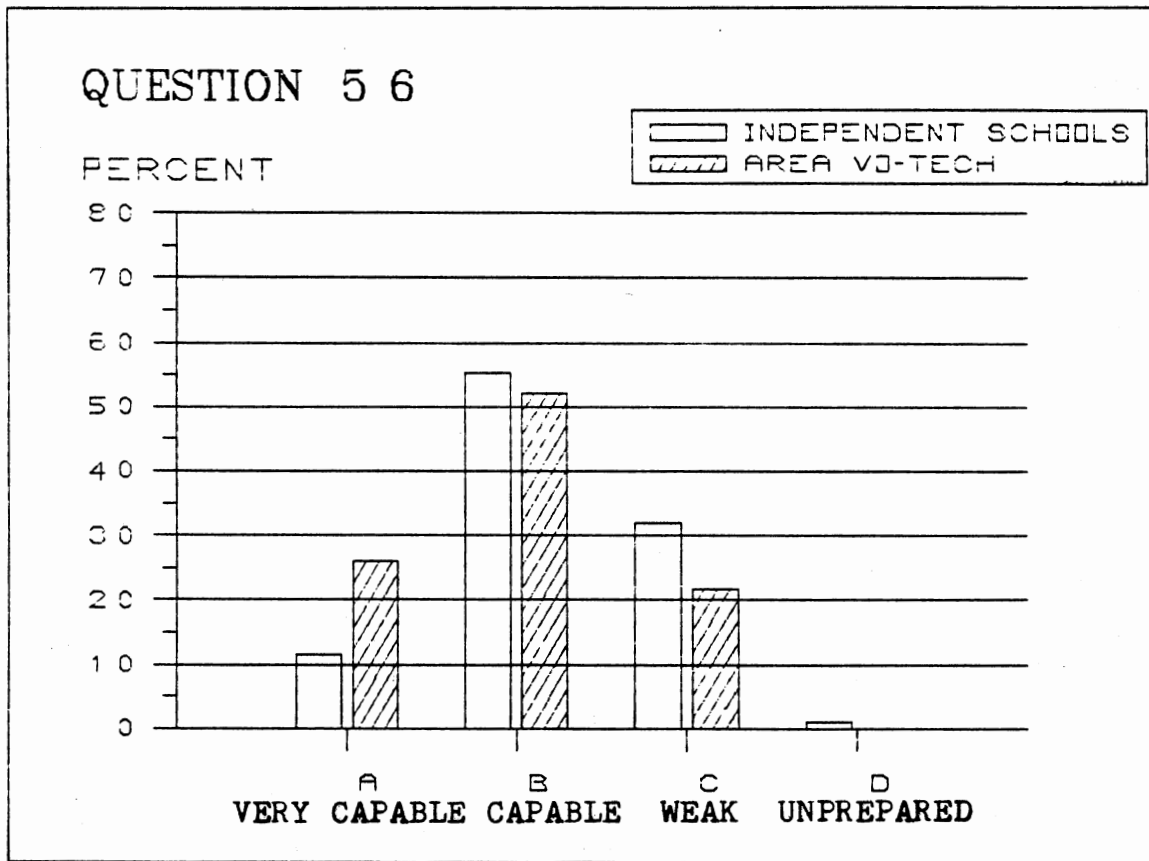
ISS N = 266
 AVTSS N = 23
 Missing cases = 5

Figure 52. Present School Preparation for Student Entry Into the World of Work



ISS N = 267
 AVTSS N = 23
 Missing cases = 4

Figure 53. Present School Preparation for Development of Family Responsibility

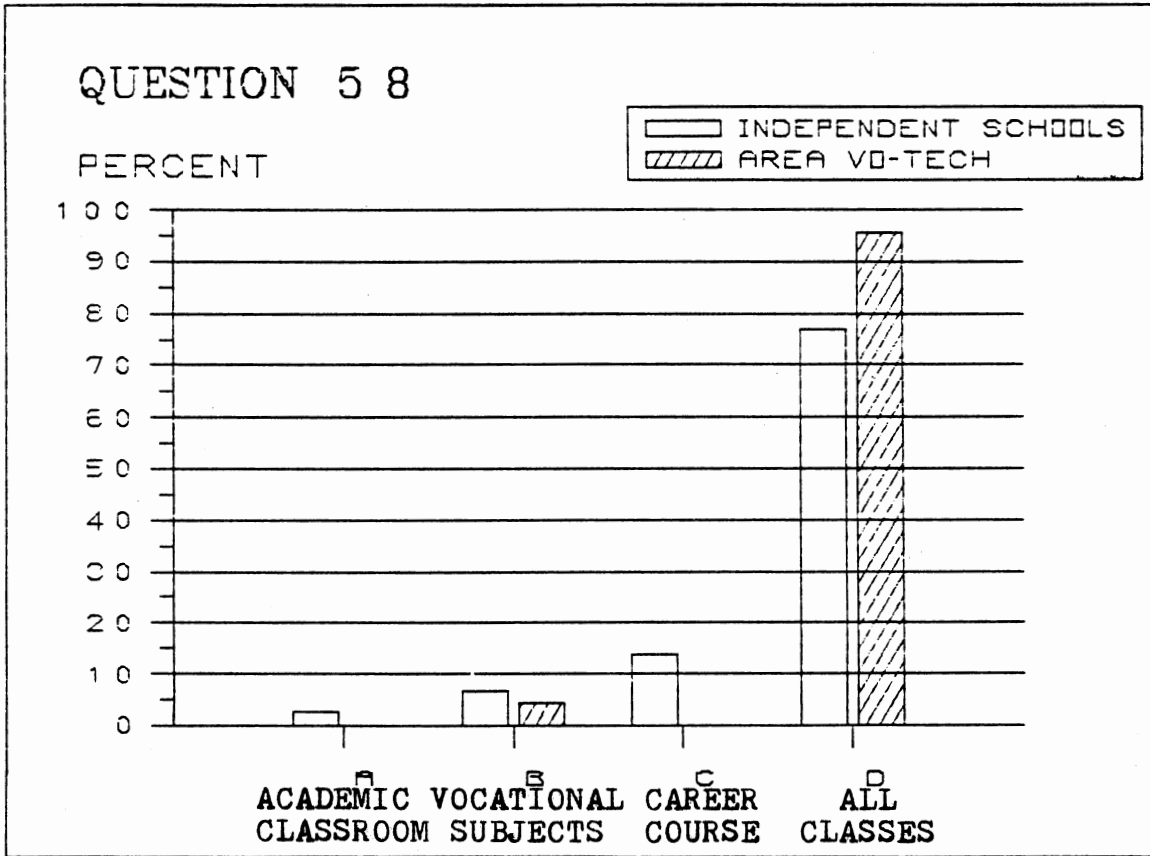


ISS N = 269

AVTSS N = 23

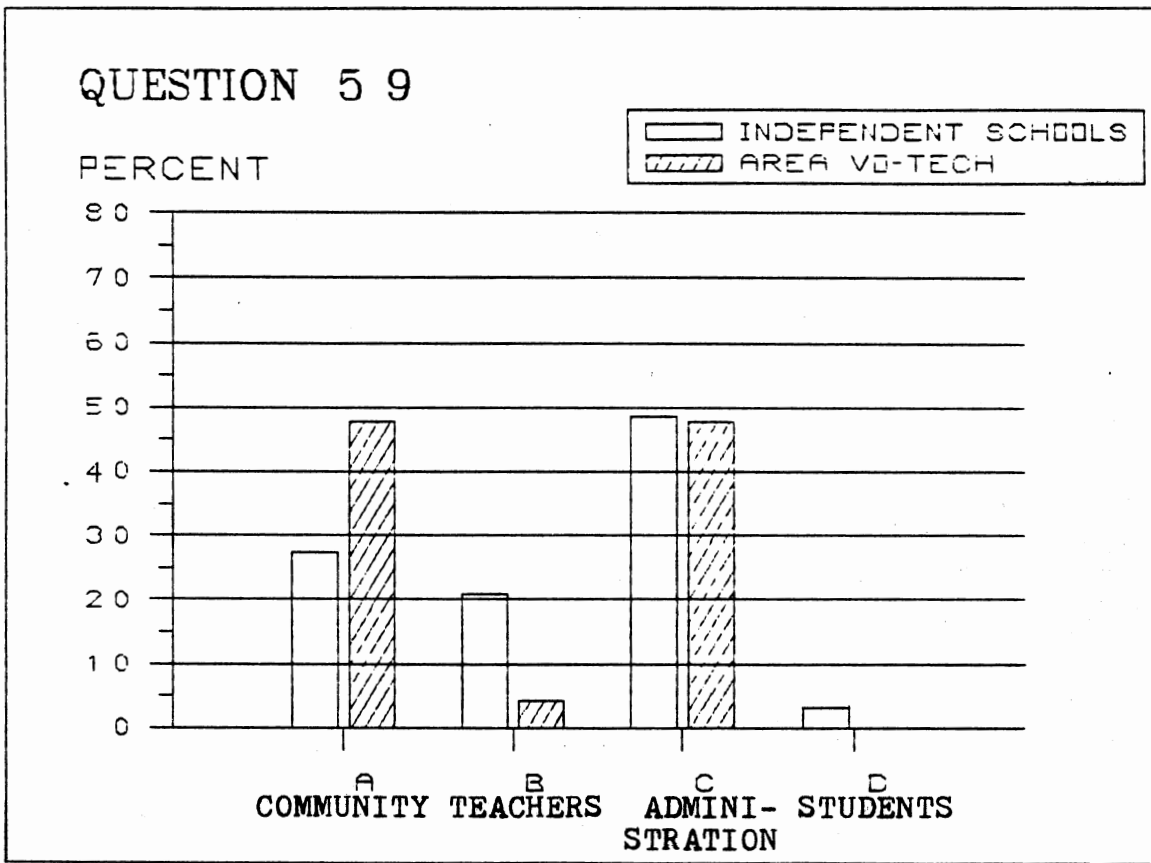
Missing cases= 2

Figure 54. As a Teacher, Counselor, or Administrator, My Present Degree of Competency for Implementing Career Education May be Described As



ISS N = 256
 AVTSS N = 23
 Missing Cases= 6

Figure 55. Where Should Career Education Receive the Greatest Emphasis



ISS N = 262
 AVTSS N 23
 Missing cases= 9

Figure 56. For the Career Education Concept to Have an Impact on the School System, it is Essential that Initial Support be Provided

area vocational and technical education superintendents also responded that initial support should be provided by both the administration and the community.

Question 60

Both group's perceptual responses indicate that the first priority for implementing career education is teacher inservice.

Category: Perceptual and Factual

Disagreements

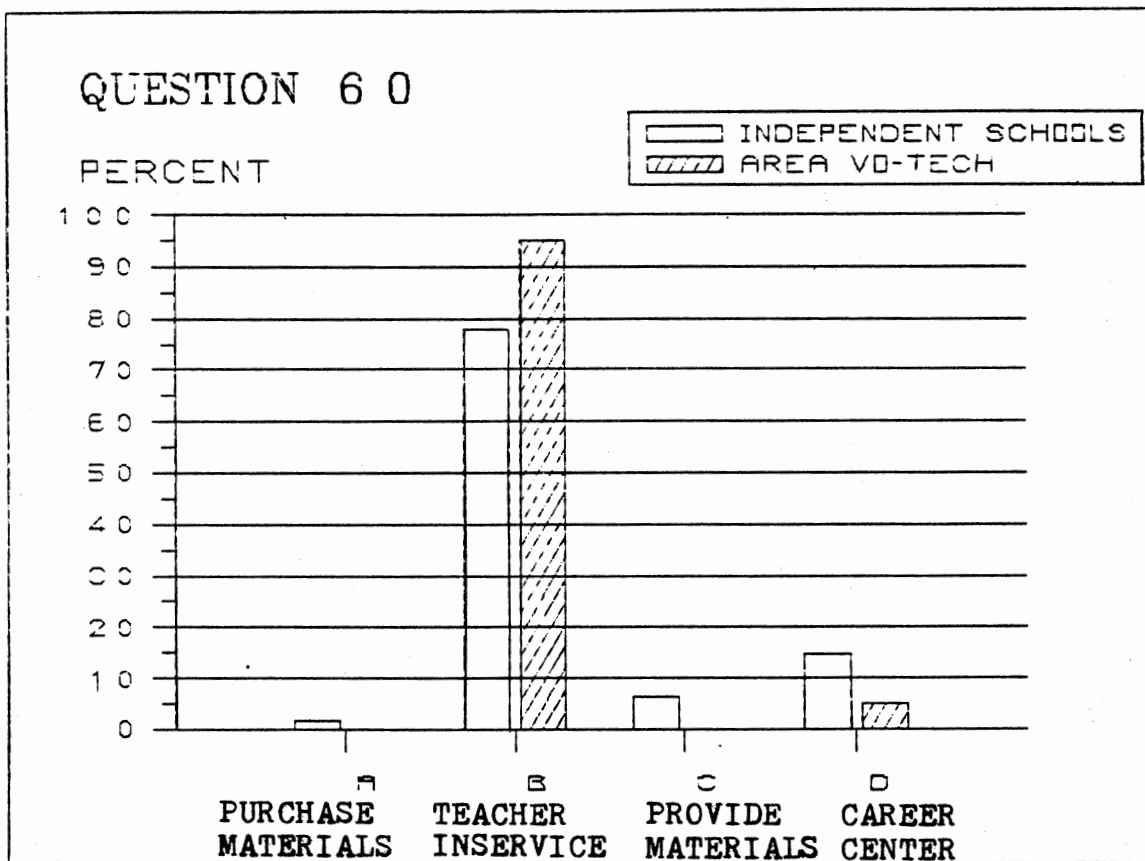
A review for questions 46-60 revealed that the groups disagreed on their first choice answers on questions 47, 54, and 57.

Question 47

The independent public school superintendent's factual responses indicate that they have been employed in four or more occupations. The area vocational and technical education superintendent's factual responses indicate that they have been employed in two occupations.

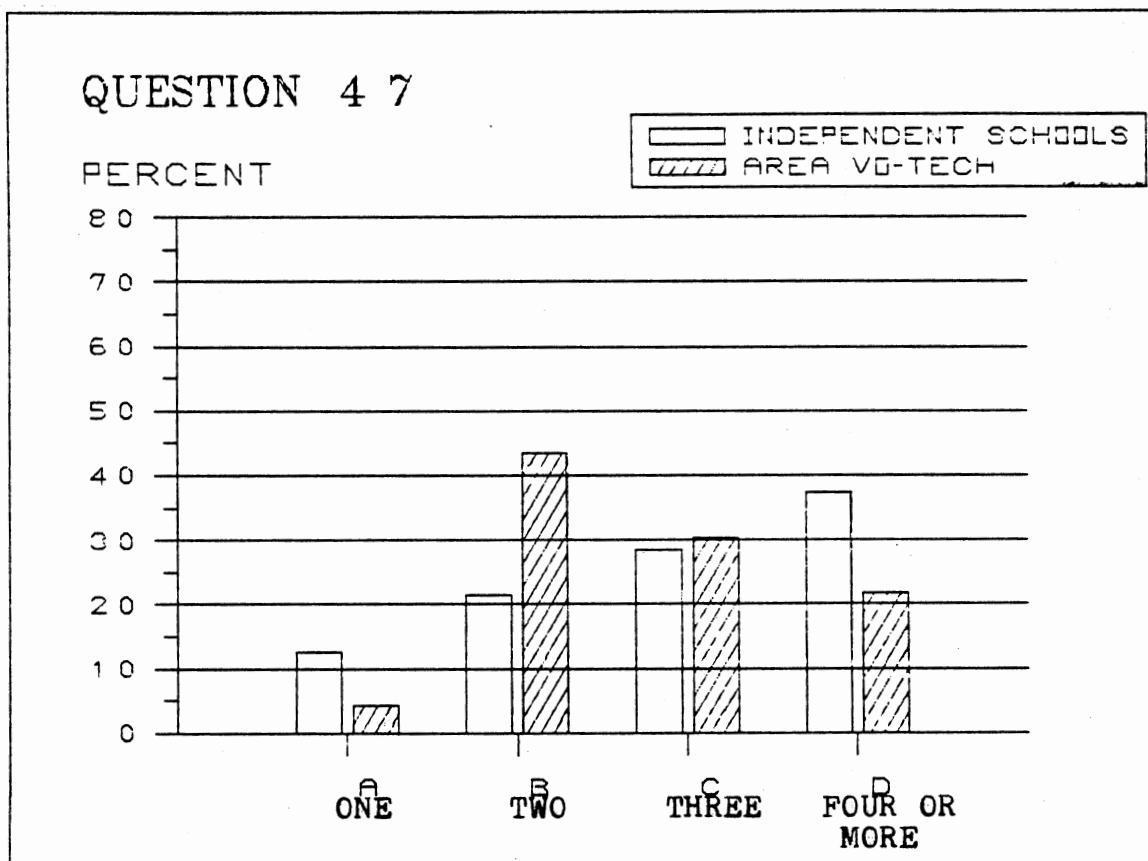
Question 54

The independent public school superintendent's perceptual responses indicate that present school preparation for citizen responsibility is adequate. The area vocational and technical education superintendent's perceptual responses indicate that present school preparation for citizen responsibility is minimal.



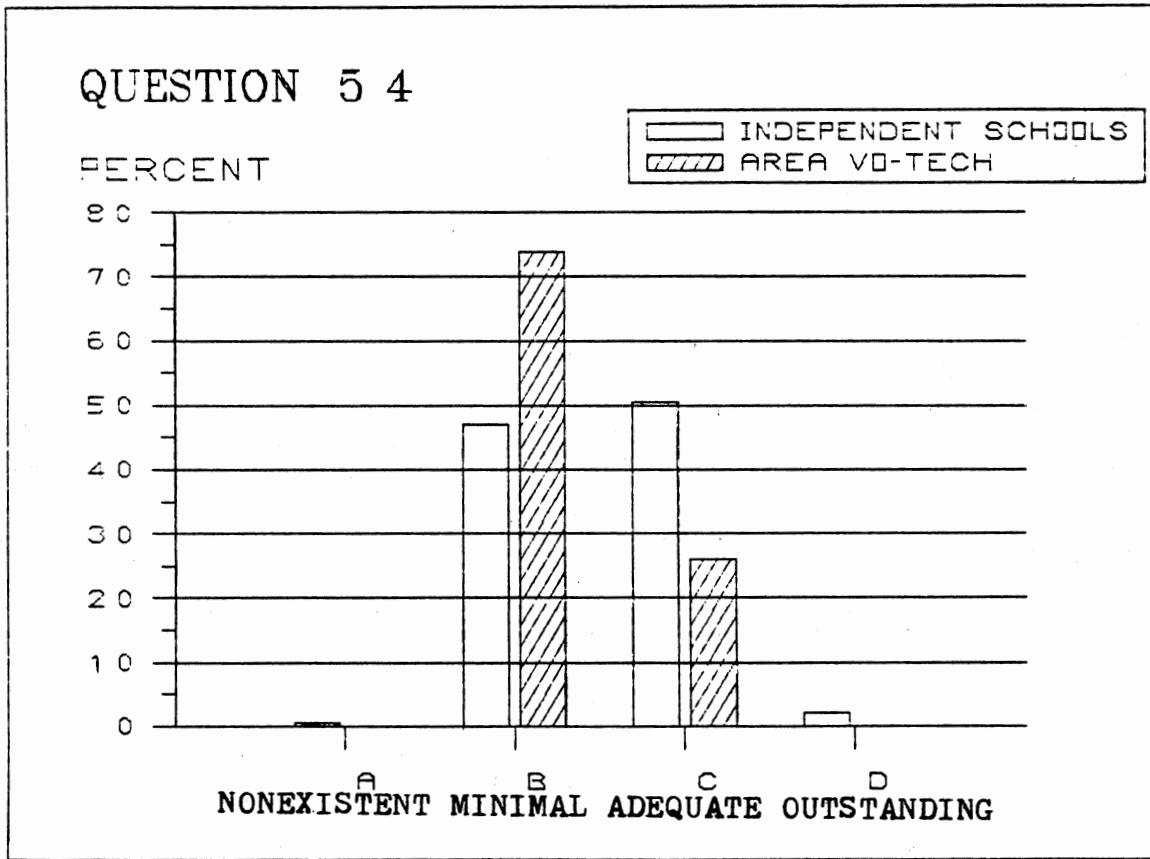
ISS N = 260
 AVTSS N = 20
 Missing cases = 14

Figure 57. The First Priority for Implementing Career Education



ISS N = 270
 AVTS N = 23
 Missing cases= 1

Figure 58. In How Many Occupations Have You Been Employed



ISS N = 268
AVTSS N = 23
Missing cases= 3

Figure 59. Present School Preparation for Citizen Responsibility

Question 57

The independent public school superintendent's perceptual responses indicate that career education should receive the greatest emphasis in junior high school. Their second choices were kindergarten through high school.

Significant Differences

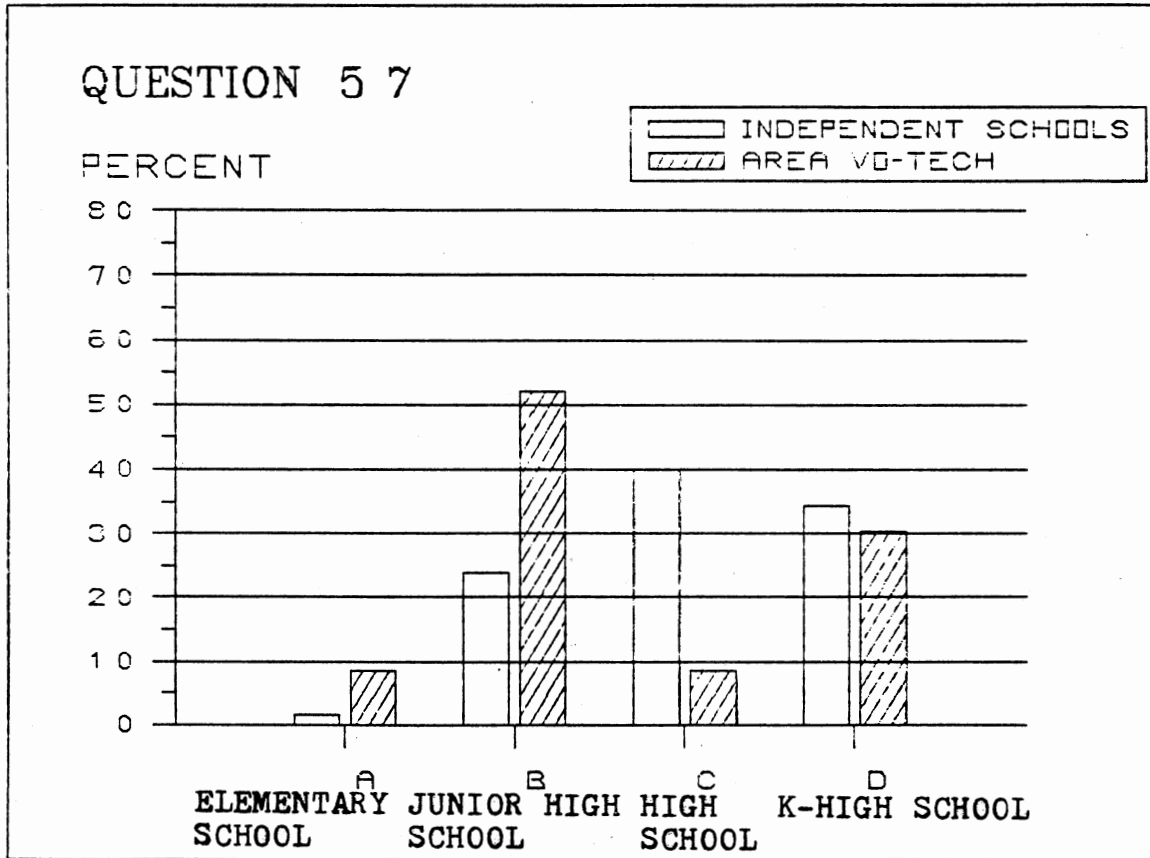
The responses by the area vocational and technical education superintendents and the independent public school superintendents which resulted in significant differences were items, 5, 7, 8, 9, 11, 14, 16, 17, 18, 20, 21, 23, 24, 27, 34, 35, 37, 38, 39, 40, 43, 44, and 45. The significant differences were a result of the discrepancy between the expected responses and the observed responses when Chi-Square was used to analyze the responses to the questions. An alpha level of .05 was employed.

Summary

This was a descriptive study utilizing a mailed survey. The sample included 23 of 24 superintendents of area vocational and technical education schools in Oklahoma and 271 of 456 independent public school superintendents. The total number of superintendents responding was 294 of 490 or approximately 61 percent.

An analysis of the data and a summary of the findings are included. All 60 questions were recorded on bar graphs.

The questions were divided into two sections. Questions one to 45 were answered by either strongly agree, agree, disagree, or



ISS N = 262
 AVTSS N = 23
 Missing cases= 9

Figure 60. Where Should Career Education Receive the Greatest Emphasis

strongly disagree. Questions 46-60, involved perceptual and factual information, were answered by selecting one of four choices per question. The results of the perceptual and factual questions are included in Appendix E.

The questions in which the responses resulted in significant differences are listed in Chapter IV. Also, the results of the Kendall Coefficient of Concordance are listed in Table I. The overall results of the Kendall Coefficient of Concordance resulted in a high degree of statement agreement by the superintendents.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to determine the perceptions of career education among the Oklahoma Independent Public School Superintendents and the Oklahoma Area Vocational and Technical Education Superintendents.

It was the objective of this study to provide a body of knowledge that could be of value to leaders in independent public schools and vocational and technical education schools in Oklahoma, for career education development. The resulting study provided information that can be used on the state and local level to make decisions concerning the development of career education programs. The major questions of this study are:

1. What are the perceptions of career education by superintendents of independent schools in Oklahoma?
2. What are the perceptions of career education by superintendents of area vocational and technical education schools in Oklahoma?
3. Are there any significant differences in perceptions of career education between independent public school superintendents and area vocational and technical education superintendents in Oklahoma?

Rask and Blome developed the questionnaire for this study. Each superintendent was to indicate his or her opinion by selecting from a Likert - Type scale ranging from strongly agree, agree, disagree, to strongly disagree. A copy of the instrument is included in Appendix D. According to Rask's and Blome's interpretation, the independent public school superintendents and the area vocational and technical education superintendents of Oklahoma, overall responses were in agreement with the desired perceptions for the development of effective career education programs. There were some significant differences and these findings are included in Chapter IV.

Conclusions

The conclusions in this section are based upon the findings from the responses by the superintendents of the independent public schools and the superintendents from the area vocational and technical education schools in Oklahoma. The conclusions are:

1. The following definition is appropriate for use in Oklahoma:

Career education is a continuous learning process that will assist all individuals in decision-making through integrated school and community activities. These decisions will be implemented through the process of career awareness, exploration, and preparation, and will be pertinent to the four life roles of the family, citizenship, leisure time, and work.

2. Career education development should be provided to all students; it should begin in early childhood.
3. Career education should be emphasized in all classes through an integrated program.
4. The community should help students prepare for occupations.
5. Students need additional school preparation for the world

of work.

6. The support of the superintendent and other administrators is considered to be extremely important in the development of career education.

7. There is a need for instructional inservice programs for teachers and administrators to provide the information and organization for the continuing development of career education.

8. Teachers' methods of instruction should be changed by utilizing inservice instruction, or other means to assist in effectively teaching the career education concept.

9. Schools must allocate funds if effective career education development is to continue.

Recommendations

The responses by the superintendent in this study revealed an overwhelming agreement concerning the definition of career education. It is recommended that:

1. Those involved in career education prepare a glossary of career education terms.

2. The community be invited to participate in the development of career education by serving on advisory boards and by becoming involved in career education activities.

3. Schools provide students with ample occupational information for career planning.

4. In the event that some schools do not provide ample information for career planning, more mobile career units be added by the Oklahoma State Department of Vocational and Technical Education.

5. Career education be integrated from kindergarten through high school as a part of the curriculum.

6. Teachers be offered inservice programs and training so they will be able to change their methods of instruction to teach career education concepts effectively.

7. Additional funds be allocated to provide students with ample occupational information for career planning.

8. Superintendents and other administrators participate in workshops, seminars, and inservices to improve their degree of competency for implementing career education.

Recommendations for Further Study

Studies of various selected groups with the Rask and Blome survey might provide some insights into the continuing development of career education. Some recommendations for further study include:

1. Administer the Rask and Blome instrument to the teachers and counselors at selected area vocational and technical education schools and independent public schools in Oklahoma.

2. Submit the survey to the appropriate people involved in career education at the Oklahoma State Department of Vocational and Technical Education and the Oklahoma State Department of Education.

3. Administer the instrument to the personnel in teacher education at selected colleges and universities in Oklahoma.

4. Submit the survey to school boards and educators and compare their perceptions of career education.

5. Survey the philosophical bases of career education in selected states.
6. Examine exemplary career education development programs in Oklahoma.
7. Study the methods used in funding the development of career education programs in Oklahoma.

Concluding Statements

Both groups of superintendents supported the development of career education, but neither the superintendents of the area vocational and technical education schools or the independent public schools in Oklahoma took the responsibility for implementing a program. Since the superintendents support the development of career education, the Oklahoma State Department of Education and the Oklahoma State Department of Vocational and Technical Education should develop a comprehensive plan that would assist schools to organize for career education development throughout Oklahoma.

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APPENDIXES

APPENDIX A

BLOME'S PERMISSION STATEMENT

**Colorado Department of Education**

First Western Plaza
303 West Colfax Avenue
Denver, CO 80204
Calvin M. Frazier
Commissioner of Education

February 14, 1985

Mr. Gary Letbetter
532 Cinnamon Drive
Edmond, OK 73034

Dear Mr. Letbetter:

I enjoyed our telephone conversation regarding your doctoral work. You certainly may use the Blome and Rask "Career Education Assessment" instrument in your dissertation. Looking forward to hearing about the results.

As we discussed, this may be the opportune time to revise and update the instrument.

Good luck on your study.

Sincerely,

A handwritten signature in cursive script that reads "Arvin C. Blome".

Arvin C. Blome
Assistant Commissioner

ACB:cjr

APPENDIX B

COVER LETTER AND FOLLOW-UP LETTER

Dear Superintendent:

As a Mobile Career Specialist of the Oklahoma State Department of Vocational and Technical Education and a doctoral candidate in Occupational and Adult Education at Oklahoma State University, I have chosen for my dissertation the topic, "Superintendent's Perceptions of Career Education in Oklahoma."

You are invited to assist with this research project along with other selected superintendents. The results will help educators gain a better understanding of the condition of career education in Oklahoma. The results of the study will be available at the Oklahoma State Department of Vocational and Technical Education, the Oklahoma State Department of Education and Oklahoma State University.

I am using a nationally validated and tested Career Education Needs Assessment. The questionnaire contains 60 questions to be answered on a four part scale. A code for identification and follow-up of non-respondents has been written on the questionnaire. All of your responses will be kept confidential. Neither you nor your school will be identified in the written results of this project.

I realize the importance of your time so the questionnaire will take less than fifteen minutes to complete. After completing the questionnaire please return it to me by April 30, 1986. Your perceptions will help to enlarge the knowledge concerning career education development in Oklahoma.

Respectfully,

Gary M. Ledbetter
Mobile Career Specialist
Oklahoma State Department of
Vocational and Technical Education

Dr. Melvin Miller, Project Advisor
Director of the School of Occupational
and Adult Education
Oklahoma State University

Dr. Craig Anderson, Project Advisor
Assistant Professor of the School of
Occupational and Adult Education
Oklahoma State University

Dear

I am sending you another questionnaire because your survey was probably misplaced in the mail. All of the superintendents at the area vocational and technical education schools in Oklahoma except a few have returned their questionnaires.

Several interested individuals at the Oklahoma State Department of Vocational and Technical Education and I want to express our appreciation for you being willing to assist us with this important research. All of your responses will be kept confidential.

Superintendent _____, please contact me if I can assist you in any way at your school.

Thank you very much.

Respectfully,

Gary M. Ledbetter, Mobile Careers
Oklahoma State Department of Vo-Tech

APPENDIX C

CAREER EDUCATION NEEDS ASSESSMENT

SUPPORT INFORMATION

Glen Bask
March 4, 1977

CAREER EDUCATION NEEDS ASSESSMENT
SUPPORT INFORMATION

Content validity of all instruments included in the "Career Education Needs Assessment" package was accomplished through use of the "Expert Review" technique.

A team of ten recognized experts in Career Education independently reviewed each instrument. Items that were not consistent with the total instrument and accepted career education principles were either revised or eliminated.

Experts who served in the review of one or more of the instruments included:

Dr. Harrell Guard, Assistant Director
National Center for Career Education
Missoula, Montana

Dr. David Clapsaddle, Professor Career Education
Wichita State University
Wichita, Kansas

Dr. Robert Meisner, Head
Department of Adult and Occupational Education
Kansas State University
Manhattan, Kansas

Mrs. Jeanne Werschke, State Director Career Education
Colorado Department of Education
Denver, Colorado

Ms. Carol Lewis, Coordinator Career Education
Saint Vrain Valley School District
Longmont, Colorado

Ms. Kay Hamm, Coordinator Career Education
South Central Board of Cooperative Educational Services
Pueblo, Colorado

Dr. Joe Daly, Associate Professor
Guidance and Counseling
Colorado State University
Fort Collins, Colorado

Dr. Maurice Thomas, Associate Professor
Industrial Sciences
Colorado State University
Fort Collins, Colorado

Twenty-one teachers involved in implementing Career Education in their classrooms.

Reliability for the instruments was established through use of the "split-half" technique and the Spearman-Brown Prophecy Formula.

The following are the reliability scores for each instrument:

K - 3	Needs assessment	$r_e = .778$
4 - 6	Needs assessment	$r_e = .905$
7 - 12	Needs assessment	$r_e = .842$
	Teacher and administrator	$r_e = .765$

APPENDIX D

QUESTIONNAIRE ADMINISTERED TO SUPERINTENDENTS

Superintendent's Perceptions
of Career Education
in Oklahoma
1986

PART I

T-A

DIRECTIONS

Mark each statement according to your opinion. Please answer every item by circling the symbol on the left which best describes your choice.

The symbols and their meanings are:

A = Strongly agree

C = Disagree

B = Agree

D = Strongly disagree

- | | | | | |
|---|---|---|---|--|
| A | B | C | D | 1. Career education is a continuous learning process that will assist all individuals in decision making through integrated school and community activities. These decisions will be implemented through the process of career awareness, exploration, and preparation, and will be pertinent to the four life roles of the family, citizenship, leisure time, and work. |
| A | B | C | D | 2. A majority of communities cannot provide opportunities for students to have work experience. |
| A | B | C | D | 3. Instruction should be established on the basis of student career interests. |
| A | B | C | D | 4. People in the community lack the knowledge and teaching experience necessary to make a meaningful contribution to classes. |
| A | B | C | D | 5. The need for students to spend time away from school during the day to secure work experience results in more problems than benefits. |
| A | B | C | D | 6. Students would benefit if they could gain more information on vocational programs. |
| A | B | C | D | 7. Since large numbers of students are going to college, college preparatory subjects should be stressed more heavily in school. |
| A | B | C | D | 8. Students do not become interested in occupations until the high school years. |
| A | B | C | D | 9. Schools provide students with ample occupational information for career planning. |
| A | B | C | D | 10. Preparation for careers is more easily accommodated with large group instruction. |
| A | B | C | D | 11. Career placement is a responsibility of the school for all students. |
| A | B | C | D | 12. Students should select an occupation in the elementary grades and pursue it through their school years. |
| A | B | C | D | 13. Schools will need additional funding to continue career education. |
| A | B | C | D | 14. Choosing appropriate career goals is a natural outgrowth of the present school program. |

T-A**DIRECTIONS**

Mark each statement according to your opinion. Please answer every item by circling the symbol on the left which best describes your choice. The symbols and their meanings are:

A = Strongly agree

C = Disagree

B = Agree

D = Strongly disagree

- A B C D 15. The school is best suited to education; therefore, the community should not be involved in helping students prepare for occupations.
- A B C D 16. Business people have neither the time nor the inclination to make career-related presentations to school classes.
- A B C D 17. The training of youth for occupations is more the responsibility of trade and vocational schools than public secondary schools.
- A B C D 18. To effectively teach career education concepts will require changes in teachers' methods of instruction.
- A B C D 19. Career information should be provided to all students, regardless of their career goals.
- A B C D 20. Teachers do not have enough time to integrate careers into what they teach.
- A B C D 21. Schools are doing an adequate job of preparing students for the world of work.
- A B C D 22. Descriptive occupational brochures are the best means of providing students with information for making career choices.
- A B C D 23. Career development begins in early childhood.
- A B C D 24. Preparation for life should center on learning academic subjects.
- A B C D 25. The successful implementation of career education is dependent on class size.
- A B C D 26. Since students have a lifetime to prepare for work, they should spend their school time on academic subjects.
- A B C D 27. Teachers are aware of career resources in their community.
- A B C D 28. Since automation is rapidly changing the roles in the world of work, students need only a general education.
- A B C D 29. If a person is positive of the career he wants to enter, there is no need to explore other alternatives.

T-A**DIRECTIONS**

Mark each statement according to your opinion. Please answer every item by circling the symbol on the left which best describes your choice. The symbols and their meanings are:

A = Strongly agree

C = Disagree

B = Agree

D = Strongly disagree

- A B C D 30. Individuals can be happy and successful in life even if they do not like their careers.
- A B C D 31. Schools should stress the dignity of workers in their curriculums, regardless of the tasks those workers perform.
- A B C D 32. Individuals who are outstanding in academic achievement will be successful in their chosen careers.
- A B C D 33. Individuals who are outstanding in extracurricular activities at school will be successful in their chosen careers.
- A B C D 34. Classroom instruction is a valuable vehicle for helping students gain an appreciation of the value and importance of work.
- A B C D 35. Schools make a positive contribution in helping students gain an appreciation of the value and importance of work.
- A B C D 36. Today there is little need for retraining once a person becomes established in a career.
- A B C D 37. School programs are instrumental in helping students decide upon careers.
- A B C D 38. School programs help students understand how important careers are in making a better society.
- A B C D 39. School programs help instill a desire in students to explore and evaluate various job potentials and future career opportunities.
- A B C D 40. If an individual does not like the work which is part of his or her career, the solution is to change jobs.
- A B C D 41. Career success is primarily dependent upon attitudes.
- A B C D 42. Every class could be instrumental in helping students make decisions about careers.
- A B C D 43. It is difficult to learn an occupation without having actual work experience in that occupation.
- A B C D 44. "Hands-on" work experience is essential for effective career exploration.
- A B C D 45. "Hands-on" work experience is essential in order to gain effective career awareness.

PART II

T-A

DIRECTIONS

Mark each statement according to your opinion. Please answer every item by circling the symbol on the left which best describes your choice. Select one answer for each statement.

- A B C D 46. For how many occupations have you actually studied or prepared?
- A. One
B. Two
C. Three
D. Four or more
- A B C D 47. In how many occupations have you been employed?
- A. One
B. Two
C. Three
D. Four or more
- A B C D 48. For how many of occupations in which you have been employed were you not formally prepared?
- A. None
B. One
C. Two
D. Three or more
- A B C D 49. Which school personnel are most influential in effective career decision making?
- A. Counselors
B. Teachers
C. Cocurricular supervisors
D. No one in school
- A B C D 50. During the last school year, approximately how many educational field trips did each class take?
- A. None
B. One to three
C. Four or five
D. Six or more
- A B C D 51. During the last school year, approximately how many community resource persons were coordinated into each teacher's classroom instruction?
- A. None
B. One to three
C. Four or five
D. Six or more

T-A**DIRECTIONS**

Mark each statement according to your opinion. Please answer every item by circling the symbol on the left which best describes your choice. Select one answer for each statement.

- A B C D 52 To effectively infuse the career education concept with existing courses, it is necessary that the teacher first:
- A. Develop career education materials
 - B. Be aware of various occupations
 - C. Understand the career education concepts
 - D. Use community resources
- A B C D 53 Present school preparation for student entry into the world of work is:
- A. Nonexistent
 - B. Minimal
 - C. Adequate
 - D. Outstanding
- A B C D 54 Present school preparation for citizen responsibility is:
- A. Nonexistent
 - B. Minimal
 - C. Adequate
 - D. Outstanding
- A B C D 55 Present school preparation for development of family responsibility is:
- A. Nonexistent
 - B. Minimal
 - C. Adequate
 - D. Outstanding
- A B C D 56 As a teacher, counselor, or administrator, my present degree of competency for implementing career education may be described as:
- A. Very capable
 - B. Capable
 - C. Weak
 - D. Unprepared
- A B C D 57 Where should career education receive the greatest emphasis:
- A. Elementary school
 - B. Junior high school
 - C. High school
 - D. Kindergarten through high school

T-A**DIRECTIONS**

Mark each statement according to your opinion. Please answer every item by circling the symbol on the left which best describes your choice. Select one answer for each statement.

- A B C D 58. Where should career education receive the greatest emphasis?
- A. In the academic classroom
 - B. In vocational subjects
 - C. In a career education course
 - D. In all classes through an integrated program
- A B C D 59. For the career education concept to have an impact on the school system, it is essential that initial support be provided by:
- A. The community
 - B. The teachers
 - C. The administration
 - D. The students
- A B C D 60. The first priority for implementing career education is:
- A. To purchase commercially prepared materials
 - B. To conduct teacher inservice training
 - C. To provide time for teachers to produce materials
 - D. To establish a career education center

THANK YOU!

APPENDIX E

RESULTS OF QUESTIONS 46-60

46. For how many occupations have you actually studied or prepared?
- | | AVTSS | F | ISS | F | Totals | F |
|-----------------|-------|----|-------|----|--------|-----|
| A. One | 8.7% | 2 | 12.6% | 34 | 12.3% | 36 |
| B. Two | 26.1% | 6 | 24.1% | 65 | 24.2% | 71 |
| C. Three | 43.5% | 10 | 34.1% | 92 | 34.8% | 102 |
| D. Four or more | 21.7% | 5 | 29.3% | 79 | 28.7% | 84 |
47. In how many occupations have you been employed?
- | | AVTSS | F | ISS | F | Totals | F |
|-----------------|-------|----|-------|-----|--------|-----|
| A. One | 4.3% | 1 | 12.6% | 34 | 11.9% | 35 |
| B. Two | 43.5% | 10 | 21.5% | 58 | 23.2% | 68 |
| C. Three | 30.4% | 7 | 28.5% | 77 | 28.7% | 84 |
| D. Four or more | 21.7% | 5 | 37.4% | 101 | 36.2% | 106 |
48. For how many of occupations in which you have been employed were you not formally prepared?
- | | AVTSS | F | ISS | F | Totals | F |
|------------------|-------|----|-------|-----|--------|-----|
| A. None | 65.2% | 15 | 42.8% | 115 | 44.5% | 130 |
| B. One | 21.7% | 5 | 24.5% | 66 | 24.3% | 71 |
| C. Two | 8.7% | 2 | 18.2% | 49 | 17.5% | 51 |
| D. Three or more | 4.3% | 1 | 14.5% | 39 | 13.7% | 40 |
49. Which school personnel are most influential in effective career decision making?
- | | AVTSS | F | ISS | F | Totals | F |
|-----------------------------|-------|----|-------|-----|--------|-----|
| A. Counselors | 4.3% | 1 | 27.5% | 73 | 25.7% | 74 |
| B. Teachers | 73.9% | 17 | 62.3% | 165 | 63.2% | 182 |
| C. Cocurricular supervisors | 0.0% | 0 | 3.0% | 8 | 2.8% | 8 |
| D. No one in school | 21.7% | 5 | 7.2% | 19 | 8.3% | 24 |
50. During the last school year, approximately how many educational field trips did each class take?
- | | AVTSS | F | ISS | F | Totals | F |
|-----------------|-------|----|-------|-----|--------|-----|
| A. None | 0.0% | 0 | 5.3% | 14 | 4.9% | 14 |
| B. One to three | 85.7% | 18 | 89.8% | 239 | 89.5% | 257 |
| C. Four or five | 4.8% | 1 | 3.4% | 9 | 3.5% | 10 |
| D. Six or more | 9.5% | 2 | 1.5% | 4 | 2.1% | 6 |
51. During the last school year, approximately how many community resource persons were coordinated into each teacher's classroom instruction?
- | | AVTSS | F | ISS | F | Totals | F |
|-----------------|-------|----|-------|-----|--------|-----|
| A. None | 0.0% | 0 | 14.0% | 37 | 13.0% | 37 |
| B. One to three | 50.0% | 10 | 70.9% | 188 | 69.5% | 198 |
| C. Four or five | 35.0% | 7 | 7.5% | 20 | 9.5% | 27 |
| D. Six or more | 15.0% | 3 | 7.5% | 20 | 8.1% | 23 |
52. To effectively infuse the career education concept with existing courses, it is necessary that the teacher first:
- | | AVTSS | F | ISS | F | Totals | F |
|---|-------|----|-------|-----|--------|-----|
| A. Develop career education materials | 0.0% | 0 | 4.9% | 13 | 4.5% | 13 |
| B. Be aware of various occupations | 9.1% | 2 | 18.7% | 50 | 18.0% | 52 |
| C. Understand the career education concepts | 81.8% | 18 | 69.3% | 185 | 70.2% | 203 |
| D. Use community resources | 9.1% | 2 | 7.1% | 19 | 7.3% | 21 |

53. Present school preparation for student entry into the world of work is:

	AVTSS	F	ISS	F	Totals	F
A. Nonexistent	4.3%	1	0.0%	0	.3%	1
B. Minimal	78.3%	18	74.4%	198	74.7%	216
C. Adequate	17.4%	4	25.2%	67	24.6%	71
D. Outstanding	0.0%	0	.4%	1	.3%	1

54. Present school preparation for citizen responsibility is:

	AVTSS	F	ISS	F	Totals	F
A. Nonexistent	0.0%	0	.4%	1	.3%	1
B. Minimal	73.9%	17	47.0%	126	49.1%	143
C. Adequate	26.1%	6	50.4%	135	48.5%	141
D. Outstanding	0.0%	0	2.2%	6	2.1%	6

55. Present school preparation for development of family responsibility is:

	AVTSS	F	ISS	F	Totals	F
A. Nonexistent	0.0%	0	4.1%	11	3.8%	11
B. Minimal	91.3%	21	65.9%	176	67.9%	197
C. Adequate	8.7%	2	30.0%	80	28.3%	82
D. Outstanding	0.0%	0	0.0%	0	0.0%	0

56. As a teacher, counselor, or administrator, my present degree of competency for implementing career education may be described as:

	AVTSS	F	ISS	F	Totals	F
A. Very capable	26.1%	6	11.5%	31	12.7%	37
B. Capable	52.2%	12	55.4%	149	55.1%	161
C. Weak	21.7%	5	32.0%	86	31.2%	91
D. Unprepared	0.0%	0	1.1%	3	1.0%	3

57. Where should career education receive the greatest emphasis:

	AVTSS	F	ISS	F	Totals	F
A. Elementary school	8.7%	2	1.5%	4	2.1%	6
B. Junior high school	52.2%	12	24.0%	63	26.3%	75
C. High school	8.7%	2	40.1%	105	37.5%	107
D. Kindergarten through high school	30.4%	7	34.4%	90	34.0%	97

58. Where should career education receive the greatest emphasis?

	AVTSS	F	ISS	F	Totals	F
A. In the academic classroom	0.0%	0	2.6%	7	2.4%	7
B. In vocational subjects	4.3%	1	6.8%	18	6.6%	19
C. In a career education course	0.0%	0	13.6%	36	12.5%	36
D. In all classes through an integrated program	95.7%	22	77.0%	204	78.5%	226

59. For the career education concept to have an impact on the school system, it is essential that initial support be provided by:

	AVTSS	F	ISS	F	Totals	F
A. The community	47.8%	11	27.5%	72	29.1%	83
B. The teachers	4.3%	1	21.0%	55	19.6%	56
C. The administration	47.8%	11	48.5%	127	48.4%	138
D. The students	0.0%	0	3.1%	8	2.8%	8

60. The first priority for implementing career education is:

	AVTSS	F	ISS	F	Totals	F
A. To purchase commercially prepared materials	0.0%	0	1.5%	4	1.4%	4
B. To conduct teacher inservice training	95.0%	19	77.7%	202	78.9%	221
C. To provide time for teachers to produce materials	0.0%	0	6.2%	16	5.7%	16
D. To establish a career education center	5.0%	1	14.6%	38	13.9%	39

APPENDIX F

CAREER EDUCATION PROJECTS

All Federal Grants - P.L. 95-2

CAREER EDUCATION PROJECTS 1979-80
FEDERAL FUNDING

<u>SCHOOL DISTRICT</u>	<u>FUNDING</u>	<u>SCHOOL DISTRICT</u>	<u>FUNDING</u>
Afton	\$ 5,000.00	Mustang	\$ 5,000.00
Agra	5,000.00	Oilton	3,160.00
Ardmore	5,000.00	Oklahoma City	5,000.00
Bixby	5,000.00	Pocola	5,211.83
Boley	5,000.00	Ponca City	5,000.00
Bristow	5,000.00	Putnam City	5,211.83
Broken Arrow	5,211.83	Salina	5,000.00
Byng	5,000.00	Sand Springs	5,000.00
Catoosa	5,000.00	Seiling	4,500.00
Cushing	5,000.00	Skiatook	5,423.68
Fort Cobb	3,000.00	Soper	5,000.00
Glencoe	3,160.00	Stigler	5,000.00
Guthrie	5,000.00	Union	5,211.83
Hugo	5,000.00	Warner	5,000.00
Jenks	5,000.00	Watts	5,000.00
Liberty (Mounds)	5,000.00	Westville	5,000.00
Millwood	5,000.00	Yale	<u>3,160.00</u>
Moore	5,000.00	TOTAL	\$168,251.00

CAREER EDUCATION PROJECTS 1980-81
FEDERAL FUNDING

<u>SCHOOL DISTRICT</u>	<u>FUNDING</u>	<u>SCHOOL DISTRICT</u>	<u>FUNDING</u>
Agra	\$ 4,350.00	Norman	\$ 4,350.00
Ardmore	4,350.00	Oilton	4,350.00
Boley	4,350.00	Okemah	4,350.00
Broken Arrow	4,350.00	Oklahoma City	4,350.00
Catoosa	4,350.00	Pocola	4,350.00
Collinsville	4,350.00	Porter	4,350.00
Deer Creek	4,350.00	Putnam City	4,350.00
Glencoe	4,350.00	Skiatook	4,350.00
Hugo	4,350.00	Stilwell	4,350.00
Keota	4,350.00	Tulsa	4,350.00
Kinta	4,350.00	Tuttle	4,350.00
Liberty Mounds	4,350.00	Weatherford	4,350.00
Liberty Muldrow	4,350.00	Wellston	4,350.00
Madill	4,350.00	Westville	4,350.00
Millwood	4,350.00	Whitebead	4,350.00
		TOTAL	<u>\$130,500.00</u>

CAREER EDUCATION PROJECTS 1981-82
FEDERAL & STATE FUNDING

<u>SCHOOL DISTRICT</u>	<u>FUNDING</u>	<u>SCHOOL DISTRICT</u>	<u>FUNDING</u>
Ardmore	\$ 5,000.00 (Federal)	Oilton	\$ 5,000.00 (Federal)
Arkoma	10,000.00 (State)	Okemah	10,000.00 (State)
Berryhill	5,000.00 (Federal)	Oklahoma City	5,000.00 (Federal)
Bristow	5,000.00 (Federal)	Owasso	5,000.00 (Federal)
Catoosa	5,000.00 (Federal)	Pauls Valley	5,000.00 (Federal)
Enid	5,000.00 (Federal)	Pocola	10,000.00 (State)
Foyil	5,000.00 (Federal)	Prague	5,000.00 (Federal)
Guthrie	5,000.00 (Federal)	Putnam City	10,000.00 (State)
Jenks	5,000.00 (Federal)	Skiatook	10,000.00 (State)
Liberty Mounds	10,000.00 (State)	Tulsa	10,000.00 (State)
Liberty Muldrow	5,000.00 (Federal)	Tuttle	10,000.00 (State)
Lone Grove	5,000.00 (Federal)	Weatherford	5,000.00 (Federal)
McAlester	5,000.00 (Federal)	Westville	1,000.00 (State) 2,466.39 (Federal)
Millwood	10,000.00 (State)	Wetumka	9,000.00 (State)
Moore	5,000.00 (Federal)	Whitebead	5,000.00 (Federal)
Norman	5,000.00 (Federal)		
		TOTALS -	\$102,466.39 (Federal) 100,000.00 (State)

CAREER EDUCATION PROJECTS 1982-83
FEDERAL & STATE FUNDING

<u>SCHOOL DISTRICT</u>	<u>FUNDING</u>	<u>SCHOOL DISTRICT</u>	<u>FUNDING</u>
Agra	\$ 10,000.00 (State)	Oilton	\$ 5,000.00 (Federal)
Arkoma	10,000.00 (State)	Okemah	10,000.00 (State)
Broken Arrow	5,000.00 (Federal)	Oklahoma City	5,000.00 (Federal)
Catoosa	5,000.00 (Federal)	Owasso	5,000.00 (Federal)
Cushing	5,000.00 (Federal)	Pauls Valley	5,000.00 (Federal)
Enid	5,000.00 (Federal)	Perkins-Tryon	5,000.00 (Federal)
Foyil	5,000.00 (Federal) 5,000.00 (State)	Pocola	10,000.00 (State)
Hilldale	5,000.00 (Federal)	Pryor	2,466.39 (Federal)
Holdenville	5,000.00 (Federal)	Putnam City	10,000.00 (State)
Indiahoma	5,000.00 (Federal)	Sasakwa	5,000.00 (Federal)
Jenks	5,000.00 (Federal)	Skiatook	19,000.00 (State)
Liberty Mounds	10,000.00 (State)	Stillwater	10,000.00 (State)
Liberty Muldrow	5,000.00 (Federal)	Tecumseh	10,000.00 (State)
Lone Grove	10,000.00 (State)	Tulsa	10,000.00 (State)
McAlester	10,000.00 (State)	Tuttle	10,000.00 (State)
Millwood	10,000.00 (State)	Warner	5,000.00 (State)
Moss	5,000.00 (Federal)	Westville	5,000.00 (Federal) 1,000.00 (State)
Noble	5,000.00 (Federal)	Wetumka	9,000.00 (State)
		Wyandotte	<u>5,000.00 (Federal)</u>
		TOTALS -	\$102,466.39 (Federal) 169,000.00 (State)

State Funding

CAREER EDUCATION PROJECTS 1983-84
STATE FUNDING

<u>SCHOOL DISTRICT</u>	<u>FUNDING</u>	<u>SCHOOL DISTRICT</u>	<u>FUNDING</u>
Arkoma	\$ 9,891.00		
Foyil	4,946.00		
Liberty Mounds	9,891.00		
Lone Grove	9,891.00		
McAlester	9,891.00		
Millwood	9,891.00		
Okemah	9,891.00		
Pocola	9,891.00		
Putnam City	9,891.00		
Skiatook	18,793.00		
Stillwater	9,891.00		
Tecumseh	9,891.00		
Tulsa	9,891.00		
Tuttle	9,891.00		
Warner	4,946.00		
Westville	4,946.00		
Wetumka	8,903.00		
TOTAL	\$161,226.00		

State Funding

CAREER EDUCATION PROJECTS 1984-85
STATE FUNDING

<u>SCHOOL DISTRICT</u>	<u>FUNDING</u>	<u>SCHOOL DISTRICT</u>	<u>FUNDING</u>
Bell	\$ 4,800.00	Muldrow	\$ 3,020.00
Boley	4,800.00	Oaks Mission	4,800.00
Carney	4,800.00	Oilton	4,800.00
Cushing	4,800.00	Okemah	4,800.00
Enid	4,800.00	Pauls Valley	4,800.00
Foyil	4,100.00	Perkins-Tryon	4,800.00
Geronimo	4,800.00	Pocola	4,800.00
Gotebo	3,020.00	Porum	4,800.00
Jenks	8,800.00	Putnam City	9,800.00
Liberty Muldrow	4,800.00	Sentinel	3,000.00
Little Axe	4,800.00	Skiatook	9,800.00
Lone Grove	4,800.00	Stillwater	4,800.00
McAlester	4,800.00	Tuttle	4,800.00
Millwood	4,800.00	Warner	4,800.00
Moss	3,020.00	Weatherford	<u>4,800.00</u>
		TOTAL -	\$150,160.00

State Funding

CAREER EDUCATION PROJECTS 1985-86
STATE FUNDING

<u>SCHOOL DISTRICT</u>	<u>FUNDING</u>	<u>SCHOOL DISTRICT</u>	<u>FUNDING</u>
Agra	\$ 4,491.00	Moss	\$ 4,491.00
Ardmore	4,490.00	Oaks Mission	4,491.00
Bell	4,491.00	Oilton	4,491.00
Boley	4,491.00	Okemah	4,490.00
Carney	4,490.00	Perkins-Tryon	4,490.00
Cushing	4,490.00	Pocola	4,491.00
Enid	4,490.00	Putnam City	9,490.00
Foyil	4,490.00	Sapulpa	4,491.00
Gotebo	4,491.00	Skiatook	9,490.00
Jenks	9,490.00	Stillwater	4,490.00
Liberty	4,491.00	Tuttle	4,491.00
Little Axe	4,490.00	Wagoner	4,491.00
Lone Grove	4,490.00	Warner	4,490.00
McAlester	4,490.00	Weatherford	4,491.00
Millwood	9,427.00	TOTAL -	\$ 150,160.00

2
VITA

Gary Max Ledbetter

Candidate for the Degree of

Doctor of Education

Thesis: SUPERINTENDENT'S PERCEPTIONS OF CAREER EDUCATION IN OKLAHOMA

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Hobart, Oklahoma, March 3, 1948, the son of Roy and Marguerite Ledbetter.

Education: Graduated from Hobart High School, Hobart, Oklahoma, in May, 1966; received the Bachelor of Arts degree in Social Studies Education from Central State University, Edmond, Oklahoma, in May, 1970; received Master of Education in Guidance and Counseling from Central State University, Edmond, Oklahoma, in July, 1972; received Master of Arts in Journalism from the University of Oklahoma, Norman, Oklahoma, in July, 1981; completed requirements for Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, in May, 1987.

Professional Experiences: Teacher, Putnam City West High School, Oklahoma City, Oklahoma, 1970-1980; Teacher and Chairman of the Social Studies Department, Oklahoma City, Oklahoma, 1975-1980; Adjunct Teacher, Oklahoma State University Technical Institute, Oklahoma City, Oklahoma, 1976-1978; Intake Counselor and Administrative Assistant, Oklahoma County Intake Office with the Oklahoma State Department of Vocational and Technical Education, Del City, Oklahoma, 1980-1981; Adjunct Teacher, South Oklahoma City Community College, Oklahoma City, Oklahoma, 1980-1981; Oklahoma Mobile Career Specialist, Oklahoma State Department of Vocational and Technical Education, 1981-1987.

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