

A SURVEY OF THE ATTITUDES OF COOPERATIVE VOCATIONAL  
TEACHER-COORDINATORS, ACADEMIC TEACHERS,  
COUNSELORS, AND VOCATIONAL STUDENTS  
TOWARD CAREER EDUCATION

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A SURVEY OF THE SATISFACTION OF THE SUPERVISORS OF VOCATIONAL  
TEACHER-COORDINATORS, COORDINATORS, SUPERVISORS, ACADEMIC TEACHERS,  
COUNSELORS, AND STUDENTS IN TECHNICAL AND VOCATIONAL SCHOOLS  
TOWARD CAREER EDUCATION

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## CHAPTER I

### INTRODUCTION

At a time when society is affected not so much by technological change, but by the rate at which technology changes, more and more workers are being caught in the trap of being either not prepared for work or being underprepared. The tremendous shift in the occupational structure has brought obsolescence to many jobs held by semi-skilled and unskilled workers and placed a heavy demand on the skilled and professional occupations.

Americans in general are now more mobile than ever, and no longer look for employment within the confines of a single community or state. With workers changing jobs at the rate of five to seven times or more during a lifetime, they are finding that they must be not only mobile but adaptable to new jobs and new job techniques. Accompanying mobility and adaptation is education, the source of training and retraining for employment. However, education has long been the "whipping boy" for societal ills and is once again under fire. Accusations of non-performance and non-compliance have been voiced by parents, students, the public, and even educators. Many people feel that students are being funneled into one end of the educational system and pushed out the other without developing the attitudes, skills, and knowledge necessary for personal, social, and economic success. Attention is being drawn to the fact that less than 20 percent of all jobs require a

college degree, but that the majority of schools are placing more students in a general curriculum which prepares neither for employment or for college study.

Schools' critics contend that educators are neglecting large numbers of students not planning for a college career. Teachers are constantly blamed for making their subjects irrelevant and unrelated to the needs and requirements of a modern society. Vocational instructors are often accused of training students for dead-end jobs and careers which are soon to be obsolete. In short, today's schools have been accused of just about everything from no preparation to underpreparation to overpreparation.

All too frequently in the framework of today's educational system, students are delivered segmented courses which, some contend, are meaningless, useless, and unrelated to present or future occupational endeavors. Support for this contention is gained from the fact that the large majority of youngsters drop out or graduate from high school with no marketable skill for entering the "world of work" or for progressing in a career.

Career education is a relatively new concept intended to mesh the three school curriculums -- college preparatory, general, and vocational education -- in a way that students will be afforded the opportunity to learn about occupations, the world of work, and the decisions related to a successful and fulfilling career. A basic premise of career education is that all elements of the educational process should be structured to attain this goal of awareness, participation, and fulfillment in the world of work, from the time the student enters kindergarten and continuing throughout his or her lifetime.

The need for a synchronized program of career development is supported by the principle that all people are entitled to an education which enables them to participate in occupational activities on an equal basis with other people. Unfortunately, students often make career selections founded on little or no perception of job requirements and expectations.

Proponents of career education contend that it offers the means and the end to a desirable educational system. However, such a system can be only as good as those who operate it. For career education to be successful, teachers, counselors, and administrators must incorporate positive attitudes toward relevant instruction and counseling designed to provide the student with a planned career development sequence.

#### Statement of the Problem

If new processes are implemented in schools, certain groups may, for various reasons, oppose the recommended change and attempt to impede, distract, or thwart its utilization (18). Some teachers and counselors are negative toward career education and guidance activities; they feel vocational planning is unnecessary and decisions related to vocations will "just happen" at the proper time. A major obstacle to the success of career education is the attitude of those involved (2).

Before a career education program could be successfully implemented in the Birmingham City Schools, attitudes of the practitioners should be evaluated. The problem inherent in this study is the lack of information and knowledge relative to attitudes of cooperative vocational teacher-coordinators, academic teachers, counselors, and vocational students in the Birmingham secondary schools toward career education.

### Purpose of the Study

The purpose of this study is to survey the attitudes of cooperative vocational teacher-coordinators, academic teachers, counselors, and vocational students toward career education. The specific objectives are: (1) To provide data which might be useful in determining the feasibility of a concerted career education program in the Birmingham City Schools. (2) To determine the perceptions of those surveyed relative to the extent to which schools are presently meeting the needs of the students and society through motivation to learn, occupational guidance, and preparation for work. (3) To discover which, if any, of these groups consider career education the same as vocational education. (4) To discover if guidance, work experience, and work exposure are considered, by these groups, to be important in career development. (5) To ascertain which, if any, of these groups indicate a college degree is vital to personal success. (6) To determine if each of these groups has positive or negative attitudes toward the concept of career education.

### Assumptions Basic to the Study

The following assumptions are basic to this study:

- (1) The subjects who provided data were capable of providing responses which were accurate to the best of their knowledge.
- (2) The subjects selected to participate would cooperate to the best of their ability.
- (3) The instrument selected for gathering data was valid.
- (4) The data will be generalizable to the total population from which the sample was drawn.

### Limitations of the Study

The purpose of this study is to survey the attitudes of cooperative vocational teacher-coordinators, academic teachers, counselors, and vocational students in the Birmingham City Schools, toward career education. The study was limited in the following ways:

Limitations as to Instrument - - The data collected by the instrument employed in this study revealed only the opinions of the aforementioned groups.

Limitations as to Geographic Region - - This study was conducted in the Birmingham City Schools.

Limitations as to Population - - This study included a random sample of cooperative vocational teacher-coordinators, academic teachers, counselors, and vocational students from the Birmingham City Schools. The sample was selected from the 13 secondary schools within the system.

Limitations as to Time - - This study is based on the surveyed attitudes of the previously mentioned groups in April of 1974 and not for any other time period.

### Definition of Terms

The terms and phrases used in this study are frequently subject to different interpretations by various groups. It is, therefore, necessary to define the meaning of certain terms. The writer perceives these terms and phrases to include:

Attitude. An enduring mental disposition to respond to given conditions, situations, acts, or beings as the individual conceives them to be and not necessarily as they are (30).

Business and Office Education. A vocational education program of instruction designed to prepare and train individuals who are interested in entrance into initial office jobs, e.g., bookkeeping, stenography and data processing (23).

Career. A person's progress in his chosen occupational pursuit or life work (9).

Career Decision Making. An occupational decision-making process extending over a period of years, with inter-related stages including the development of an orientation toward work and the formation of an ego-identity, culminating in the choice of a personal career (1).

Career Development. Self development viewed in relation with choice, entry, and progress in educational and vocational pursuits. Career development can be viewed as a decision-making process during which an individual makes a career choice (16).

Career Education. An educational approach to combining college preparatory, vocational and general education curriculums at all levels designed to help the student make well informed career selections. Basic to the concept are career awareness, career exploration, career preparation and placement phases designed to prepare the individual: for economic self-sufficiency, to develop a self-concept, to understand the value of work, and to make intelligent career decisions (1).

Career Guidance. A combination of vocational and educational services aimed at helping students in personal development for a future occupation, and also utilizing educational experiences to cultivate that future (16).

Cooperative Vocational Teacher-Coordinator. A member of the local school staff who teaches technical and related subject matter to

students preparing for employment and coordinates classroom instruction and on-the-job learning activities of career oriented students (23).

Counselor. A member of the local school staff who is a specialist in human relations, facilitates human development and whose primary commitment is to individual growth by assisting another to increase in self-knowledge, with self-determination the ultimate goal.

Distributive Education. A vocational education program of instruction in the field of marketing and distribution designed to prepare individuals to enter, to progress, or to improve competencies in distributive occupations (23).

Industrial Cooperative Training (Trade and Industrial Education). A vocational education program of instruction designed to train those students who are interested in industrial, technical, and skilled occupations such as T.V. repair, cosmetology, dental assistantship and auto mechanic (23).

Teacher. A member of the local school staff who provides classroom instruction in specific subject matter and is responsible for leading the school experiences of a group of students.

Vocational Education. A program of instruction which has as its main purpose the development of vocational competencies in a certain group of occupations. That phase of total education concerned with the preparation for, entrance into, and progress in the type of work chosen by an individual (10).

Vocational Home Economics. A vocational education program of instruction designed to train students who are interested in home economics or occupations related to home economics such as supervised food service occupations, nurses aids and child care (23).

Vocational Student. A student, enrolled in a vocational education program, who has a career objective in one of the areas served by vocational education (Distributive Education, Business and Office Education, Home Economics, and Industrial Cooperative Training).



## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The purpose of this study is to survey the attitudes of cooperative vocational teacher-coordinators, academic teachers, counselors, and vocational students toward career education. This chapter presents a review of selected published and unpublished material related to the problem outlined in Chapter I. For review purposes, the area under study lends itself to the following organization: (1) The Need for Career Education, (2) Career Education Defined, (3) Rationale for Career Education, (4) Relationship of Career Education to Vocational Education, (5) Career Decision Making Process, (6) Role of Guidance in Career Development, (7) Attitudes, (8) Attitudes Toward Career Education, and (9) Summary.

#### The Need for Career Education

By 1980 the projected number of workers seeking employment will increase by 15 million over the number in 1970. Many of these new workers will be young and will push to 100 million the number of Americans in the work force. Simultaneously, according to Kunze (19), there will be an increasing recognition in the industrial world of the significance of "aptitudes and abilities in most occupations above the semi-skilled level." Consequently, the U. S. Department of Labor reports that

during the 1970's only 17 percent of the job openings will require a degree from a four year college, while 80 percent of the job openings will require either high school level vocational training (30%) or training beyond high school but less than a four year college degree (50%) (34).

Jobs will be available, but they will be accompanied by a need for adequate preparation and training. The requirements for technical and professional workers will increase by 50 percent over 1968, while opportunities for laborers, farm workers, and the unskilled will decrease. Although there are increased needs and opportunities for technical, professional, and skilled workers, and although less than 20 percent of present jobs require a baccalaureate degree, the youth of today are either not taking advantage of the situation or are not being given the opportunity to do so. Presently more than 50 percent of the young people in secondary schools are taking a college preparatory curriculum but only a fourth of the students are obtaining vocational training (11).

The trend was probably begun 10 to 12 years ago when students were bombarded from all sides with warnings to get a college degree because "all the jobs in the future" would require one. Institutions of higher learning were soon "bursting at the seams" with eager students. Consequently, as stated by Paul Harvey (15),

Our colleges and universities turned out crop after crop of 'thinkers', and 80 percent of all jobs require 'doers'. Now we're up to our wallet pockets in unemployed teachers who can't do anything but teach, and liberal arts grads who can't do anything at all.

The requirement of preparedness for a wide span of occupations does not cease with initial job entry. Concurrent with today's rapidly

changing and expanding technology is a high degree of mobility among American workers. Americans change jobs more frequently than ever before and move greater distances to accept employment. Therefore workers must obtain supplementary knowledge beyond entry level employment. "Each change requires additional awareness, exploration, and hence career education," according to Evans and McCloskey (11).

Former U. S. Commissioner of Education, Marland (24) has stated that "eight out of ten high school students should be receiving occupational training of some type, but only about two of those eight students, in fact, are receiving such training." As a result, approximately 50 percent of the secondary school students are "being offered what amounts to irrelevant general educational pap" (24). This amounts to nearly one and a half million students a year who are not being offered the occupational training and education they need.

Part of the problem lies in the school curriculum. Forty percent of all the secondary school graduates will enter college but only half of them can be expected to receive a degree (17). However, when the total group of secondary school students is examined more closely, over twenty percent will leave school prior to graduating and only one-fourth are receiving some type of vocational education. Therefore, 75 percent of the total secondary school population are presently taking "college preparatory or general curriculum programs," but over 80 percent will eventually seek employment requiring less than a four year college degree (7).

Obviously the secondary school curriculum is planned for the college-bound student: "the eight percent," as McLeod (24) states, "who complete the 4-year program and receive the baccalaureate degree."

Unfortunately, the other 92% are being forced to turn elsewhere for occupational training and preparation. Help is needed from educators to surmount some of these problems. They must provide the 92% of the youth we are losing with relevant and pertinent education that will empower them to "become contributing members of society. Career Education can provide young people with these needed opportunities" (24). Teachers, counselors, and other educators should expend their endeavors on enabling students to obtain employment promptly upon graduation or to continue with formal education. Marland (22) adds to this premise:

Until we give youngsters the desire and motivation to aim for a career that excites them--until we prepare them to leave high school with a marketable skill or to complete work in a college or technical institute or Area Vocational Technical School with a more advanced skill--until we key all these activities to the labor market as it will exist when these students are ready to enter it--until Career Education becomes an integral part of the educational system, we will continue to short change both our students and our society.

#### Career Education Defined

Worthington (34) defines career education as "a revolutionary approach to American education founded on the principle that all "educational experiences, curriculums, instruction, and counseling" should be directed toward equipping each person for a lifetime of "economic independence, personal fulfillment, and an appreciation for the dignity of work" (34). Inherent in this concept is a total effort by schools and communities to assist the individual in the shaping of a practicable self-concept, with application toward employment and leisure time (33). Closely associated is the opportunity for acquiring knowledge about the world of work (22).

Marland (22) has stated certain elements which are basic to the "Career Education concept". These are not only representative of career education, but indicative of its possibilities.

--Career Education is not merely a new name for what we have always called vocational education.

--Career Education is for every child; rich, poor, suburban, urban, rural; beginning in his first school year and following him as far as he goes in the education system.

--Career Education is a way to provide career awareness in the early grades and career participation in the upper grades that continues at an ever-increasing level of sophistication until every student is equipped to enter the occupation of his choice -- limited only by his personal ability.

--Career Education must include Vocational Education because we estimate that nearly all of our school youth should develop salable skills while in school, whether or not they proceed beyond high school, in a wholly different field. The options are open.

--Career Education is not only for children and young adults. It is for persons of all ages, for anyone who wants to enhance himself more fully in any way (22).

These elements as outlined in Figure 1 on page 14, are encompassed by certain educational experiences common to both youth and adults. They include, as identified by Gillie (13): "1. Career identity, 2. Self-identity, 3. Self-social fulfillment, 4. Career decisions, 5. Economic understandings, 6. Employment skills, 7. Career placement, 8. Educational identity."

However, career education should not be looked upon as an inflexible program with no room for alteration or diversion. With over 20,000 individual jobs in the United States, the operation includes a long term series of processes, including the above elements, advancing from career awareness to exploration to continuing education. Career education is, in fact, adaptable and concerned with the personal, social, economic, and occupational development of the individual (21).

K	6/7	9/10	12
	Awareness	→ Exploration	→ Preparation
SELF-AWARENESS.....	( ..... )	→	SELF-IDENTITY
EDUCATIONAL AWARENESS.....	( ..... )	→	EDUCATIONAL IDENTITY
CAREER AWARENESS.....	( CAREER )	→	CAREER IDENTITY
ECONOMIC AWARENESS.....	( EDUCATION, )	→	ECONOMIC UNDERSTANDING
	( HOME )		
	( ..... )		
	( AND )		
DECISION MAKING .....	( COMMUNITY )	→	CAREER DECISIONS
	( ..... )		
	( LIFE )		
BEGINNING COMPETENCY .....	( ..... )	→	EMPLOYMENT SKILLS
	( ..... )		
EMPLOYABILITY SKILLS .....	( ..... )	→	CAREER PLACEMENT
	( ..... )		
ATTITUDES AND APPRECIATIONS..	( ..... )	→	SELF → SOCIAL FULFILLMENT

(Hauck, Sept., 1971)

Source: Alabama State Department of Education, Division of Vocational-Technical and Higher Education, Career Guidance Handbook, Montgomery, Alabama: State Department of Education, 1973.

Figure 1. Elements of Career Education

#### Rational for Career Education

Frequently voiced criticisms of today's schools are that they offer students irrelevant, segmented courses which result in little more than the accumulation of segregated and useless skills. Learning per se, according to Minelli (25), often "little more than an exercise in the memorization and regurgitation of the sterile remains." Such enlightenment "is meaningless; it is difficult to comprehend, relate, and retain, and even when retained it has little application" in the modern American's daily activities and life (25).

From the viewpoint of the ever increasing numbers of people dissatisfied with the products and processes of the present educational system, career education is a pragmatic and inviting concept. However, prior to total acceptance, career education needs a rationale: an inquiry into underlying theories to establish grounds for existence (11).

A practical rationale for career education can be enhanced by reviewing its interrelated parts: "need for practice in career decision making; motivation for learning the material in the school curriculum, the changing needs for workers; the need for preparation for work" (11). Evans and McCloskey (11) have commented on these parts.

I. "Need for practice in career-decision making." Schools are designed and operated for one basic purpose - to prepare the student for the next year of schooling. Curriculums, for the most part, are pre-established, allowing little or no decision-making on the part of the student. Usually, the student's "only real decision in school is the decision of whether or not to meet the school's expectations." Operation of such a system promotes forced compliance and provides little direction toward individualization. Consequently, the student eventually exits the school system and is suddenly faced with making numerous decisions for which he is not prepared (11).

II. "Motivation for learning the material in the school curriculum." Students can be motivated by emphasizing the series of temporary job choices they typically make. An equally important or more important method of motivating can be employed by demonstrating how subject matter taught in school is related to individual occupational goals of the student. Each school subject is relevant to one or more

job areas, and if the student can be shown this relationship and its importance, his motivation to learn is increased (11).

III. "The changing nature of work." One of the more dynamic aspects of work today is not that there is change, but the rate at which the nature of work changes. Students should be made aware of such changes and their impact on the labor market. A few general observations regarding the nature of work, that have been supported by employment projections, show: 1. Acceleration in the rate at which jobs are changing. Present jobs become outdated faster than ever before; 2. Greater mobility on the part of the labor force; 3. "Higher levels of skill and knowledge" necessary to perform an increasing number of jobs; 4. Greater "unemployment among teenagers and young adults" (11).

IV. "The need for preparation for work." Present conditions "in the formal education structure provide extensive preparation for work in certain occupations and little or none in most occupations." Over 30 percent of the secondary school students are currently pursuing the "general curriculum" and will eventually leave the school without the skills necessary to acquire entry-level employment or for continuing in higher education. Preparation for work is essential in career education. "If it is not available in sufficient quantity, or if it is designed in ways which fail to increase student options, or if it is restricted only to certain prestigious occupations, many students will suffer" (11).



## Relationship of Career Education to Vocational Education

Worthington (34) refers to the segregation of the three educational curricula (general, academic, and vocational) in many schools which is not only unpleasant but "counter-productive." The usual result is that students "in the vocational curriculum" are frequently "looked upon as low status individuals, while [students] in the academic curriculum emerge with little contact, preparation toward, or qualification for the world of work" (34). Hansen (14) reiterates the charge that "the truly significant role of vocational education, as a part of American education, has never been understood operationally by the majority of teachers or administrators or counselors in our schools."

One of the potential pitfalls of career education is the possibility of teachers, counselors, and administrators treating it as another form of vocational education and segregating it in the same manner. However, while career education bears resemblance to vocational education, there is an essential difference. Vocational education, says Worthington (34), "is targeted at producing specific job skills" at the secondary and post-secondary level below the baccalaureate degree. Career education, on the other hand, "embraces all occupations and professions and can include individuals of all ages whether in or out of school" (34).

Consequently, the individual teacher, to be effective, must know enough about the occupations related to his or her subject to present a wide variety of occupational selections. Otherwise, the teacher will likely fall into the trap of favoring a certain few occupations and ignoring many others. Georgiady (12), in a study on attitudes of

teachers toward vocational education, found that teacher bias toward certain vocations resulted largely "from a lack of knowledge about many vocations." He also found that it is an injustice to students for teachers to permit them to make decisions which have long lasting effects with little or no preparation (12).

Marland (22) has listed several "self-evident truths" characteristic of many teachers', parents', and administrators' attitudes toward education, job training, and career advancement. The first of these is that if students are given "a thorough academic grounding...careers will take care of themselves" (22). A second is that "dropouts are low achievers who are not going to make it in a technological society anyway" (22). Third, subjects such as science, history, mathematics and English are not relevant to the careers of students today. Fourth, one needs a "bachelor's degree to perform entry level professional and managerial tasks" (22).

However, students are becoming aware of the fallacy of these "truths" and are desiring information about careers, career decisions, job training, and job requirements. Levine (20) reports on a survey by the Connecticut State Department of Education on the vocational interests and attitudes of high school students. The study included 439 tenth graders and 100 twelfth graders and showed that "90% of both college and non-college bound students felt a need for help in career planning and additional guidance services" (20).

Also revealed, however, was the fact that nearly 70 percent of the tenth grade students had received no career counseling from their school guidance counselors. This probably accounted for the fact that of 10th graders, by the end of the year, "nearly half of the non-college

bound students and 43% of the 'un-decided' group were unable to specify an occupation that they [planned] to enter after" completing their education (20).

Fortunately, career education is within reach of most schools and elements of it actually exist in many schools. However, as Evans and McCloskey (11) report, even though these elements exist, "they need to be brought together into a coherent whole, extending from early childhood education...to education for retirement."

#### Career Decision Making Process

A vital component of career education is the career decision making process. Kunze (19) alludes to an evident necessity for counseling which will improve "the decision making ability...of adults." Such a need is brought about in part by the accelerating rate of change in the composition of jobs and the disparity between "rates of employment growth and decline in different segments of the economy" (19). Presently career decisions are often made on short notice and at a time which does not allow students the opportunity of altering courses and changing occupational training (34).

Educational personnel should realize that employment selection takes place over a period of years, not at a designated point. According to Wolansky (33), "vocational development emerges over a long period of time as an individual pursues vocational and vocationally-related goals." The decision is not a solitary choice but a sequence of decisions which is progressive and related. Too many students are allowed to "reach a mature decision-making period" without receiving adequate "career information and experiences" and then forced to

produce a theoretically "realistic" career choice. Unfortunately, many of these determinations come about "without the necessary experience to formulate an informed decision" (33). As Hoyt (17) has pointed out consistently, "the goals of career choice lie in its process, not in the end results."

Needless to say, as Wolansky (33) has noted, the career decision making process is involved and depends on continual appraisal of "self-knowledge with regard to values, interests, abilities, needs, occupational conditions and requirements, and alternatives which motivate or impede decision making." On the other hand, each individual passing through the school programs should be assisted in formulating a plan for career preparation.

Evans and McCloskey (11) feel that some teachers and counselors are fearful of "teaching decision-making in relationship to the world of work." These educators generally hold the position that this practice causes students to make premature decisions which are not easily changed and limit alternatives for future occupational choices. Consequently, "schools often encourage students not to make even tentative career decisions, and rarely teach decision making" (11).

Career decision making is not a one-point-in-time affair which cannot be reversed. The choice is significant and should be influenced by more than chance. Career decision making should have educational support, and, as Evans and McCloskey (11) state, "education has a vital role to play in facilitating these decisions and enabling them to be made on a more rational basis." If teachers, counselors, and administrators, according to Wolansky (33),

accept the premise that individual growth, and development is continuous and can be divided into periods of life stages, we can view career education as having implementation features that are life long.

#### Role of Guidance in Career Development

Career development, as part of the career education process, should, according to Evans and McCloskey (11), "aim at providing instruction and counseling that provide youth and adults with the capabilities, perceptions and attitudes that have been demonstrated to be essential" for all aspects of the career development process.

Tuckman (32), in the AVA Journal relates career development, as a matching of interests, aptitudes and attitudes. Development, according to this concept, occurs as the student becomes more aware of the characteristics and requirements of a variety of jobs and, insofar as possible, begins to adjust each to the other.

Worthington (35) states that:

as a process, [career development] includes the view one has of himself as a worker, his view of work itself, the knowledge one acquires about himself and his possible work opportunities, the choices he makes in relation to his role as worker, and the ways in which he implements those choices.

Competent counseling is essential at all levels of career development, from the awareness stage through the mobility and retraining stages. Marland (22) has emphasized the need for "directing guidance and counseling" at the elementary, secondary and post-secondary levels because "for an individual to choose a career he must first know how to make occupational decisions based upon the knowledge and understanding of occupational opportunities." However, a prerequisite for effective and meaningful counseling is for guidance counselors and vocational teachers to conduct a personal evaluation and give close scrutiny

to their relationship with each other. Emphasis should be aimed at the requirements of the recipients of vocational education, and should be founded on three essential considerations: (1) growing concern over the insecurity of a future susceptible to rapid technological change; (2) the growing acknowledgment of the demand for skills and utilization of skills at higher levels of competence; and (3) the growing acknowledgement of the multitude of choices confronting an individual (14).

Despite assuring efforts to reform career guidance, certain needs still require attention. In addition to "greater emphasis on career guidance in the preparation of teachers and counselors...and improving public attitudes toward career guidance." Evans and McCloskey (11) notice a growing need for "more effective combinations of instruction and counseling." Mere exposure to instruction does not provide students with the motivation required to obtain successful job training. Many students currently exposed to vocational training and counseling are eventually saddled with entry level jobs which soon become obsolete. Consequently, many employers according to Kunze (19), find a large number of job applicants: (1) "unprepared to secure work" for several reasons -- little or no knowledge about occupational requirements, "inadequate or inappropriate preparation" for the jobs they want, "absence of marketable skills"; (2) unskilled in making "career decisions -- perhaps because of no or few opportunities to make such decisions; (3) unrealistic in their requests -- perhaps because of little opportunity to relate to the world of work" (19).

Baker (3) feels that successful combination of instruction and counseling requires that teachers and counselors fill certain roles. From the teachers standpoint there are several career education

objectives they should attempt to meet. One is to help the student gain a more complete awareness of career opportunities arising from subjects studied in school. He should be shown how subjects such as English, history and mathematics apply to specific jobs and job fields. Another is to show the student the relationship between his personal career goals and the "education needed for entry into them" (3). Does he need to go to college for four years, or can he receive the necessary training elsewhere in less time? A third is to develop within students "attitudes of respect and appreciation for all useful career roles in the society" (3). Figure 2 on page 25 shows the importance of career guidance at all levels of education.

McLeod (24) feels the teacher can work to meet the objectives of career education and help the student realize "the dignity of all work and the dignity of the individual" by providing "guidelines of various careers..., sources of information, career bibliographies, and occupational briefs." Hansen (14) reports that studies by Anonsen (1961) and Norman (1963) "found that students rank vocational problems high in their hierarchy of problems but that teachers do not perceive vocation problems to be a significant concern of students." These findings support Hoyt's (1972) contention that teachers' efforts at "career" education "are not based on research." Too frequently they merely write out lesson plans and presume they can "be assembled into a coherent whole" (33).

Hoyt (17) contends that the counselor's role in career development "has been stated so often for so long...we know what it is we are trying to do. We are not nearly so well equipped to specify how we will do that which we are trying to accomplish" (17). Kunze (19)

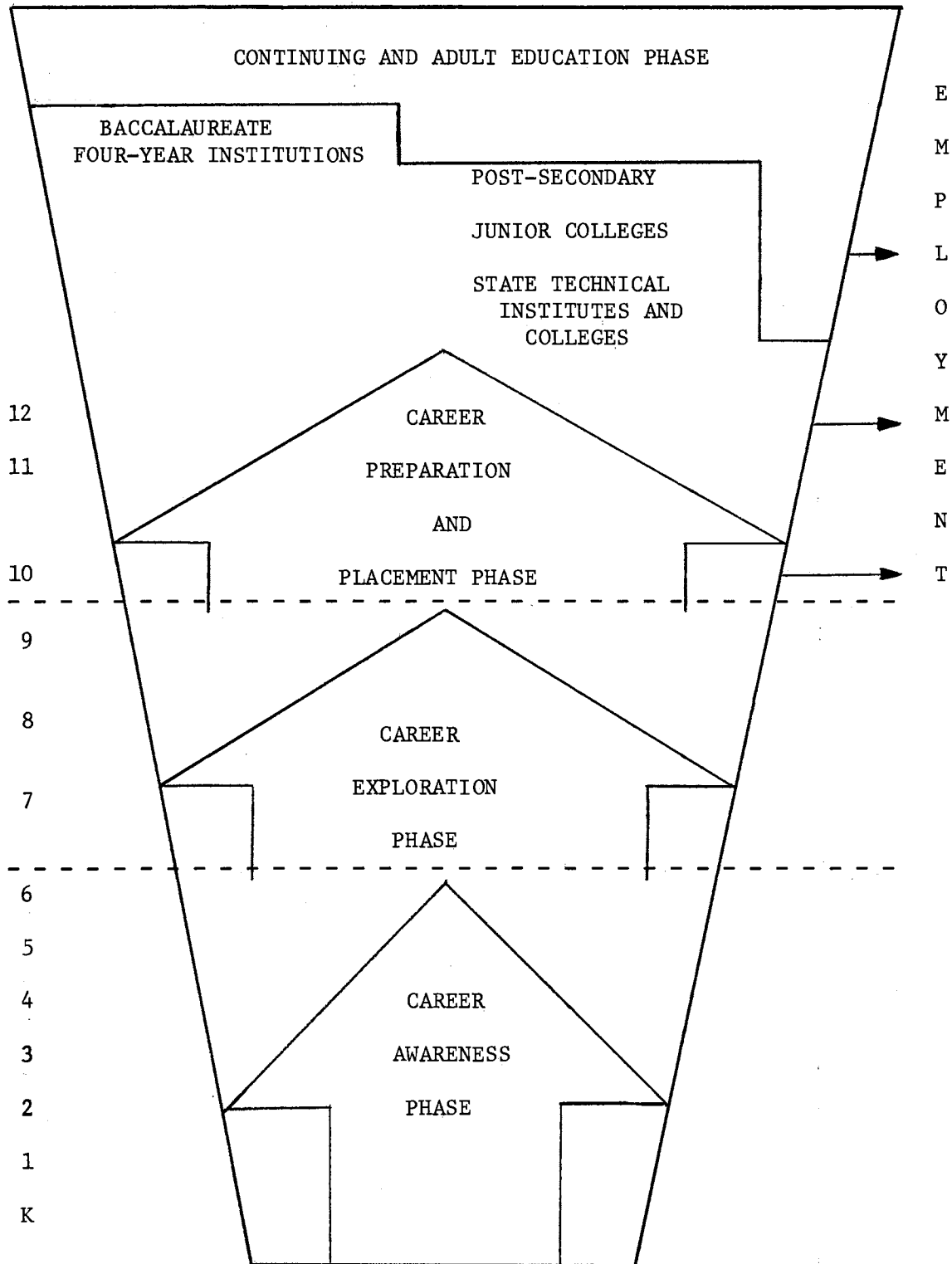
depicts the counselor as "one who, if he's doing his job, intervenes in a person's life process and modifies it in some meaningful fashion."

Hoyt (17) lists several of the elements in the role of guidance in career development. In addition to the development of self-concept, the acknowledgement of personal success and career decision making, Hoyt says "we have a goal of trying to help each student find ways that school can make sense to him. How are we to accomplish this goal in schools that don't" (17)? This refers to the nationwide tendency of schools to assign greatest precedence to the belief that the objective of the secondary school "is to prepare one for more schooling" (17). Another element listed by Hoyt (17) is "to help each student develop an understanding and appreciation of his own talents and interests." And a final element, with personal implications for the counselor, is to assist the student to "formulate plans for implementing the choices and decisions he has made" (17).

Several studies orient to the need for concerted efforts toward updating and improving the role of the counselor. Campbell (6) found that a majority of guidance counselors were "college-oriented", and, of the counselors studied, only a small number had "any education or experiences in vocational counseling techniques."

Betz (4) conducted in depth structured interviews with over 300 high school graduates judged to be "non-college bound". He found that this group viewed the counselors as primarily concerned with the college-bound. Counselors, although they insisted they were achieving "educational and vocational counseling, were not perceived as being at all helpful in assisting the employment-bound youth to a satisfactory vocational decision" (4).





Source: Alabama State Department of Education, Division of Vocational-Technical and Higher Education, Career Guidance Handbook, Montgomery, Alabama: State Department of Education, 1973.

Figure 2. Career Guidance--An Integral Part of Each Phase of Career Education

Campbell (6) reports on a national survey of vocational guidance including 353 schools and 48 states. After studying the 6,484 questionnaires, he also felt that "the largest block of individual counseling was related to college education" (6). Worthington (35) adds that,

counselors appear to spend the bulk of their time in approving courses of study, in assisting with college applications, and in dealing with rule infractions and test administration.

There are numerous reasons, according to Hoyt (17), why students do not turn to guidance counselors for advice and direction. Besides feeling that counselors are oriented toward the college-bound, the non-college bound students have felt that "counselors are neither interested in, nor that they understand the students" (17). No less important, these students "are not highly verbal" and many fail to "see themselves as important [and don't] understand why any adult figure in the school should care about them" (17).

For a student to cultivate a feeling of worth and recognize his talents and interests often requires that the counselors and teachers coming in contact with him reflect these attributes in their attitudes.

#### Attitudes

Implementation of a concept such as career education faces the principal problem of altering attitudes. There is a tremendous inherent public relations job to persuade practitioners of the importance of career education. Jacobsen and Drier (18) relate attitudes as,

an abstract concept of worth that is internalized deeply enough to be a consistent controlling force on behavior, and that the person is perceived by others as holding the beliefs or values.

Although attitudes are not always overt, they do exist and can be measured.

The attitudes of teachers, counselors, and students is vital in the success of career education. Marland, Hansen, Jacobsen, and Drier have alluded to the problem of dealing with teacher and counselor attitudes when implementing a career education program (2). Hansen (14) feels that "one of the major problems in implementing more effective career guidance programs and practices is the need to change attitudes." Jacobsen and Drier (18) report a study by Weber which included 247 schools and disclosed that the major hindrance to change was the "unprofessional attitudes of teachers." Hirschi (1968) and Day (1966), according to Baker (2), conducted studies and indicated that prejudicial attitudes of teachers resulted in unrealistic and irrelevant influence on their students. Baker (2) also says that Ginzberg (1971) observed the same results when dealing with teachers having biased attitudes. These attitudes arise from an inward opposition to the new, a resistance to change, and "a general disposition to indifferent inertia and complacency" (18).

#### Attitudes Toward Career Education

Career education and guidance activities are perceived by some teachers as an encroachment on their time, and others feel such activities are a waste of time because they believe that career decisions will occur naturally "when a student is ready". They have not accepted the idea of a planned and rationalized approach to career guidance and decision making, and hold such activities to be unimportant and/or unnecessary. Hansen (14) feels that teachers' and counselors' lack of

faith in career guidance activities is usually demonstrated by the "proportionately small amount of time [they] spend in vocational counseling or vocational guidance activities." She says that Allen (1968) has advocated that "seventy percent of what a counselor does in the schools you do not need a counselor to do," and has criticized that group for not directing more consideration toward assisting students in the career decision making process (14).

Teachers have also been accused of being negligent in helping students make career decisions. However, Baker (3) reports that "more than half of students' career decisions are influenced in varying degrees by teachers." If this is true, their "attitudes toward career education, the world of work, and college training are important factors in...[the] implementation of the Career Education concept" (3). Part of the attitude problem can be linked to the lack of acceptance, on the part of teachers and counselors, of vocational counseling. Strowig (30) quotes several reasons for this lack of acceptance:

- (1) [It is] much more complex and difficult to master
- (2) Counselors have a great deal of pressure on them to perform many different duties, most of which take them away from vocational counseling.
- (3) Many counselors assume that 'the most worthwhile kids' will go to college and will therefore not need vocational counseling in high school.

He continues,

...when one remembers that only about half of the counselors total time on the job is spent in counseling activities of all sorts, it is evident that the typical American counselor spends something like 50 minutes a day on career counseling. With the student-counselor ratios that prevail about the nation -- 300-500: 1 -- it seems quite likely that counselors are having rather minimal, if any, impact on the vocational development of secondary school youth as a whole (30).

It should be obvious that career guidance and planning for secondary school students should be developed as a planned, coherent group of activities instituted on a schoolwide basis. Further, this total program should evolve around academic and vocational teachers in addition to counselors. Hoyt (17) provides the key to effective programs: "there is no sensible way we can think about effective programs of guidance for these students unless classroom teachers are willing to be active participants along with counselors in the guidance process."

In career education, teachers' attitudes are significant, especially since they are exposed to students for extended time intervals. Baker (3) feels, because of this, that "teachers are considered the first line of guidance." They have the opportunity to recognize problems and direct the student to suitable guidance personnel. Teachers also have a golden opportunity to present students with occupational information, career materials, and exposure to employees in occupations related to the course of study. However, "in order to function within [the career education concept] teachers need background in learning theory, career development, individualized instruction, and group guidance techniques" (3).

In order to provide students with adequate and useful information about careers and career opportunities, teachers must be aware of what opportunities exist. They must know to what occupations their subjects are related, and they must definitely know how students can proceed to secure these occupations. It should also be observed that teachers "provide the largest source of career bias," in Baker's (2) opinion. While classroom teachers compose the majority of school personnel, their "social and professional relationships are generally with other college

graduates" (2). This presents again the possibility of favoring certain select occupations and neglecting many others.

Counselors, likewise, in order to be effective in occupational guidance, must be aware of occupational requirements and opportunities, plus they must have a desire to provide such guidance. However, Muro (26) on page 279 speaks of a 1962 study which showed "that the majority of counselors surveyed ranked as their major duty, not counseling for occupations but counseling for colleges." A basis for this feeling according to Muro (26), may be found in Learner's (1962) study of the "course offerings of 211 institutions involved in counselor education." His study indicated that "the heavy academic approach to the study of occupations does not give counselors the tools, the skills or the perspective to fulfill the role of offering occupational guidance" (26). As could be expected, an earlier study by Hitchcock revealed that 40 percent of the counselors studied "who were helping students with occupational planning felt that this was not their job" (26). A study by Tadlock Associated, Inc. (31) (1972) found that,

88% of all respondents rated career planning as important or very important... (but) there was a lack of counselor and teacher knowledge about specific steps to be taken by students in finding, applying for, and keeping jobs in trade and technical occupations requiring less than a bachelor's degree.

Stevenson and Sandlin (29) contend that one of the unfavorable attitudes of counselors is "the perception that career counseling is a one-shot effort at vocational guidance." Another unfavorable attitude "of many counselors is really a feeling of conflict between serving the individual or serving society" (29). They also hold that "counselors have not done well at setting up team approaches to career counseling

and guidance, and distributing various duties among school and non-school professional, and support personnel" (29).

Worthington (35), in an article in the American Vocational Journal (March, 1974) provides a stunning climax to the assessment of counseling and guidance:

In June 1972, the National Advisory Council on Vocational Education issued a special report on counseling and guidance. Assessing the status of guidance and counseling practice as a 'sorry scenario' the report asserted that beyond the counselors themselves, there are many others who share responsibility for this state of affairs. At least a dozen responsible groups are cited, including school administrators, parents, state departments of education, counselor education institutions, Congress, the business and industry community, vocational administrators, the many agencies of government which employ counselors, professional guidance associations, manpower experts and organized labor.

Although some schools do possess various elements of the career education process, such schools are not being effective in meeting the needs of society. It is the contention of some that the attitudes of teachers, counselors, students, and the public may be the underlying reason for this deficiency.

Baker (2) conducted a study on the "Attitudes of Vocational Teachers, Academic Teachers, and the General Public Toward Career Education." His purpose was to compare the attitudes of these groups and "to ascertain differences in attitudes that could affect the success of the career education concept" (2). There was no clear cut attitude revealed concerning the relationship between career education and vocational education. However, vocational teachers indicated the "need for college education was not increasing" and that the "need for vocational training is increasing" (2). The academic teachers and public did not agree with these indications. While limited to four midwestern

communities, "the responses from teachers and from the public indicated confusion regarding purposes and indifferences in attitudes which could detract from the ultimate success of the career education concept" (2).

A similar study was conducted in 1972 by Brickell and Aslanian (5) surveying the attitudes of pupils, staff, and parents toward career education. Results showed that all three groups favored career education, "implying that a curriculum change in that direction...would probably be welcomed" (5). As the authors stated,

...pupils, staff, and parents all have extremely positive attitudes toward career education. They evidently think that career education is important and that schools would be better if it were available. They believe that it can lower the high school dropout rate and increase employment. And they do not regard it as a fad that will soon be forgotten (5).

#### Summary

Career education is not merely another concept developed by the United States Office of Education which promises to remove all educational ills and shortcomings overnight. It is, however, a branch of education advocated by groups and individuals from diverse segments of education, business, industry, and the general public. With career education, educators are offered a system capable of favorable and productive results through a continuing, long term process.

As a process, career education is a response to the lifelong needs of individuals. By centering school services and learning an individual's needs, educators will eventually focus schooling on career development: occupational information, self-understanding, employment preparation and placement, and continuing education.



## CHAPTER III

### METHODOLOGY

The major purpose of this study was to survey the attitudes of cooperative vocational teacher-coordinators, academic teachers, counselors and vocational students toward career education. The specific objectives were: (1) To provide data which might be useful in determining the feasibility of a concerted career education program in the Birmingham City Schools. (2) To determine the perceptions of those surveyed relative to the extent to which schools are presently meeting the needs of the students and society through motivation to learn, occupational guidance, and preparation for work. (3) To discover which, if any, of these groups consider career education the same as vocational education. (4) To discover if guidance, work experience, and work exposure are considered, by these groups, to be important in career development. (5) To ascertain which, if any, of these groups indicate a college degree is vital to personal success. (6) To determine if each of these groups has positive or negative attitudes toward the concept of career education.

This chapter will be directed to the methodology used for accomplishing the stated objectives and will include: (1) Population, (2) Sample, (3) Instrumentation, (4) Data Collection, and (5) Statistical Treatment.

### Population

Data collected and utilized in this study came from the responses of the sample groups drawn from the secondary system in the Birmingham, Alabama, City Schools. The total population under study included 25 vocational teacher-coordinators, 714 academic teachers, 37 counselors, and 1,063 vocational students. Thirteen secondary schools are included in the city system, however, each school does not offer a cooperative vocational education program. Each of the 10 secondary schools offering cooperative vocational programs were included in the population under study. A random sample of the academic teachers and all counselors from the 13 secondary schools were contacted.

### Sample

Sample sizes for this study were designed in a manner which would be statistically sound, yet remain within the time and cost constraints of the investigator. Four groups comprised the total sample for the study.

Group I included cooperative vocational teacher-coordinators from the 10 secondary schools offering such programs. There are 25 teacher-coordinators employed in the city schools and it was therefore possible to survey 100 percent of the teachers in this group. Increasing the size of the representative random sample does not necessarily increase the validity of the study, unless 100 percent of the group can be sampled. In this case it was deemed desirable to sample 100 percent of the group.

Group II included academic teachers from all 13 secondary schools. An analysis of the 1973-74 Birmingham Teachers Directory revealed the names of 714 academic teachers at the secondary level, excluding office staff, librarians, and administrators who do not have teaching duties. A 10 percent sample was considered valid and within the time and cost constraints. By randomly selecting 10 percent of the academic teachers at each of the 13 secondary schools, the investigator was able to draw a representative random sample of 71 instructors.

Group III was made up of the 37 counselors from the 13 secondary schools. Due to the size of the group involved, it was again possible to sample 100 percent of the group.

Group IV included vocational students from the 10 schools offering cooperative vocational education programs. Each cooperative vocational teacher-coordinator was sent a letter of explanation and asked to report the number of students in his or her program by return post card. Since several of the post cards were late being returned, it was necessary to estimate the number of students and sample several of the programs before an exact number could be determined. It was projected that there are approximately 1,119 vocational students in the 25 cooperative programs. In order to contact a sample of 119 students, approximately 10 percent of the students in each cooperative program were surveyed. Final analysis revealed 1,063 vocational students, therefore the sample size for this group was actually 11 percent. Table I presents the data on the sampling size for each group.

TABLE I  
SAMPLING SIZE

Sample Groups	Population Size	Sample Size	Percentage Sampled
Group I - Coordinators	25	25	100
Group II - Teachers	714	71	10
Group III - Counselors	37	37	100
Group IV - Students	1,063	119	11

#### Instrumentation

The instrument employed in this study was discovered in the Review of Literature. The investigator's graduate committee and the staff of the Career Education Department, Oklahoma State Department of Vocational-technical Education examined the instrument and agreed that it had face validity for indicating attitudes toward career education.

The instrument, a Likert-type scale, was developed under the direction of Dr. Henry Brickell, Policy Studies in Education, 52 Vanderbilt Avenue, New York, New York. The test was developed while Dr. Brickell and his staff were affiliated with the Institute for Educational Development. It was employed initially by Brickell and Carol Aslanian in a study on "Attitudes Toward Career Education. A Report of an Initial Study of Pupil, Staff, and Parent Opinions in Atlanta, Hackensack, Jefferson County, Los Angeles, Mesa, and Pontiac."

Each subject in the four sample groups was administered the same attitude survey instrument which consisted of 43 statements related to

the concept of career education. The response choices for each item were: "SA" (Strongly Agree); "A" (Agree); "NO" (No Opinion); "D" (Disagree); and "SD" (Strongly Disagree). This allowed the respondents to indicate their opinion and the degree of those opinions. In addition to the attitude survey, coordinators, academic teachers, and counselors were given a questionnaire consisting of 13 questions related to education, work experience, and subjects taught. Students were given a similar questionnaire consisting of 17 items.

#### Data Collection

Since the four sample groups in this study were located in a distant state, a mailed questionnaire was utilized to gather the data. This allowed the researcher to survey larger groups and remain within the time and cost constraints of the study. The instrument provided valuable background data about the respondents which they might have been reluctant to provide in a personal interview. Respondents were not required to identify themselves, and this encourages more open and candid responses. Another advantage of using the mail questionnaire is that each group could be surveyed at approximately the same time and in a shorter overall time period. Personal interviews would have required considerably more time.

Before the subjects were contacted, approval of the study and the instrument was secured from Dr. Wilmer Cody, Superintendent, Birmingham City Schools. A cover letter, signed by Dr. Cody, denoting his approval of the study, was included with each instrument mailed out.

In order to determine the number of vocational students in each cooperative vocational program, a letter was sent to each coordinator

requesting a breakdown of the number of students in each class. A return post card was included to remit the information. Some of the cards were not returned, and it was necessary to project the number of students in those programs.

Two-hundred fifty-two surveys were mailed on April 10, 1974. Group I, numbering 25 cooperative vocational teacher-coordinators, returned 23 of the questionnaires or 92 percent of the total. Group II, consisting of 71 academic teachers, returned 59 surveys or 83 percent of the total. (Two of these were incomplete and were not tabulated.) Group III, consisting of 37 counselors, returned 30 surveys or 81 percent of the total. Group IV, made up of 119 vocational students, also returned 92 percent or 110 questionnaires. Within two weeks after the initial mailing, 70 percent of the surveys had been returned. A follow up letter (see Appendix A) was mailed on April 24 to encourage response from those who had not replied.

All thirteen secondary schools were represented with some response in two or more of the groups. The total return was 222 of the 252 surveys sent out, with an overall return rate of 88 percent. The following table represents a percentage breakdown of return response for each group.

#### Statistical Treatment

Due to the nature of this study, the statistical treatment was limited strictly to the confines of a descriptive study. Since the data was discreet and at the interval level, any statistical treatment calling for multiplication or division of the scores was discarded.

TABLE II  
SAMPLING AND QUESTIONNAIRE RESPONSE

Sample Groups	Sample Size	Number Responding	Percentage Responding
Group I - Coordinators	25	23	92
Group II - Teachers	71	59	83
Group III - Counselors	37	30	81
Group IV - Students	119	110	92
TOTAL	252	222	88

Some statisticians contend that such statistics are inappropriate for a descriptive study and the simpler the statistical treatment, the better the results.

A Likert-type scale was used to indicate attitudes toward career education. Although the total survey was scored to determine positive, neutral, or negative attitudes, an analysis of individual items was also used to gain closer insight to the various objectives. Frequencies, percentages, and graphs and charts were used to attain this goal.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to survey the attitudes of cooperative vocational teacher-coordinators, academic teachers, counselors, and vocational students toward career education. Data was collected by mail questionnaire in the form of a Likert-type attitude scale. Respondents were faculty members and selected students in the Birmingham City Schools.

The purpose of this chapter is to present and analyze the statistical data relating to the six specific objectives stated in Chapter I. This chapter is divided into separate analyses for each objective, and data relating to a specific objective was included so that each could be examined separately as well as collectively. Whenever possible, percentages have been rounded to the nearest whole number to insure clarity and ease of interpretation. Actual frequencies of response to each item by each group is provided in Appendix C.

In order to set the stage for presentation of the data collected, certain background data on the respondents is desirable. Table III presents information on the sex, education, and teaching experience of the adult respondents. Similar information provided by the students revealed that 41 percent of the students responding were male and 59 percent were female. Twelfth grade students composed 62 percent of the



sample, and eleventh graders composed 35 percent. Fifty-three percent were in the 18-19 age group, and 44 percent were 16-17 years old.

TABLE III  
SEX, EDUCATION, AND TEACHING EXPERIENCE  
OF ADULT RESPONDENTS

	Vocational Coordinators		Academic Teachers		Counselors	
	Number	%	Number	%	Number	%
Male	7	30	18	32	7	23
Female	16	70	39	68	23	77
Education:*						
Bachelor's Degree	9	39	31	54	1	3.3
Master's Degree	13	57	24	42	22	73.3
Education Specialist	1	4	2	4	7	23.3
Doctorate Degree	0	0	0	0	0	0
Teaching Experience:						
Less Than One Year	0	0	2	4	0	0
1-2 Years	2	8.5	4	7	0	0
3-5 Years	8	35	8	14	2	7
6-10 Years	5	22	12	21	8	27
11-15 Years	3	13	10	18	9	30
16-20 Years	2	8.5	8	14	3	10
Over 20 Years	3	13	13	23	7	23

\*Members of all three professions are required to have a BS Degree.

The majority of all three groups were female and over 50 percent of the vocational coordinators and counselors had earned a Master's Degree or higher. Academic teachers are almost evenly divided between a Bachelor's Degree and an advanced degree. In all three groups over 50 percent of the respondents have been in education for six or more years.

One possible influence on counselors' and teachers' attitudes toward the world of work and preparation for work is their previous work experience. While it was not possible, in this study, to compile information on the actual kinds and types of work experienced by each group, the adults were asked to indicate the number of years of full-time employment, other than teaching, they had experienced. Table IV shows that the vocational coordinators had nearly twice as many respondents with 3-5 and 6-10 years employment outside teaching. Over 50 percent of the teachers sampled had less than one year work experience or none at all, while the counselors reported 36 percent with none or less than one year.

TABLE IV  
NUMBER OF YEARS OF FULL-TIME EMPLOYMENT  
OTHER THAN TEACHING

	Vocational Coordinators		Academic Teachers		Counselors	
	Number	%	Number	%	Number	%
None	1	4.4	22	39	7	23
Less Than 1 Year	1	4.4	7	12	4	13
1-2 Years	4	17	10	18	3	10
3-5 Years	10	43	7	12	3	10
6-10 Years	4	17	10	18	6	20
11-15 Years	0	0	1	2	4	13
16-20 Years	1	4.4	0	0	1	3
Over 20 Years	1	4.4	0	0	0	0
Did Not Answer	1	4.4	0	0	2	7

Another factor having possible influence on the subjects' responses is their teaching field or area. Whereas the cooperative vocational coordinators are limited to four areas in the Birmingham system, the academic teachers responding represent 17 subject areas. Table V presents a breakdown of the grades taught, subject areas represented, and the percentage of respondents with teaching duties in each subject listed.

Objective One: To provide data which might be useful in determining the feasibility of a concerted career education program in the Birmingham City Schools.

Statements 1, 5, 7, 10, 24, and 27 on the attitude scale were used to provide the data desired and were related to need for career education. Items were the same for all four groups. Also included are the responses from question 9 on the questionnaire portion of the academic teachers' and vocational coordinators' survey.

Statement One ("Most people finish high school not knowing what kind of career they prefer.") provides much insight into the respondents' feelings toward the educational system's success in preparing youth for the world of work. In all four groups no less than 88 percent of the respondents agreed or strongly agreed that most people do not have a career preference upon graduation.

Whereas occupational awareness, exposure, and preparation is vital to career education, students should receive actual work experience prior to graduation. Therefore statement five ("Every student should have at least one paying job before graduating from high school.") is related to the need for career education. Over 85 percent of the coordinators and students agreed with this statement as did 70 percent

TABLE V

## GRADES AND SUBJECTS TAUGHT BY COORDINATORS AND TEACHERS\*

Grades	Coordinators	Teachers
9	17	58
10	52	65
11	96	60
12	100	53

Subjects	Percentage	Percentage
Cooperative Business & Office Education	22	
Cooperative Home Economics	13	
Cooperative Distributive Education	43	
Cooperative Trade and Industrial Education	22	
Art		4
Business and Office Education		7
Foreign Languages		14
Health Education		2
Home Economics		7
Industrial Arts		2
English		23
Mathematics		21
Music		2
Physical Education		5
Science		11
History		25
Special Education		2
Psychology		2
Graphic Arts		2
Personal Development		2
Journalism		2

\*Some respondents have teaching duties in more than one grade and more than one subject. Therefore, the totals for these groups will equal more than 100%.

and 77 percent of the teachers and counselors respectively. This implies that well over the majority of all groups acknowledge the desirability of actual occupational experience.

Statement seven ("A student's choice of career can be changed by career education in school.") offers insight into the subjects' opinion on the possible success of career education in regard to career decision making. Ninety-one percent of the coordinators and academic teachers, 96 percent of the counselors, and 82 percent of the students agreed with this statement. The groups were almost unanimous in their agreement that career education is capable of changing students' choice of career.

Directly related to the need for career education is statement 10 ("Every student should graduate from high school with a salable skill he can use on a job."). Once more the majority of each group agreed or strongly agreed with the statement.

Proponents of career education contend that it will decrease the dropout rate from school. This contention is related to the need for career education. Item 24 presents the statement "An effective program of career education would lower the school dropout rate." Eighty-two percent of the coordinators, 88 percent of the academic teachers, 94 percent of the counselors, and 67 percent of the students agreed or strongly agreed with this statement.

Another statement concerned with the need for career education alluded to guidance counselors. In many schools students turn to counselors for occupational information and guidance. Item 27 ("Guidance counselors don't know enough about career possibilities for students.") drew varied reactions from the four groups. Seventy-four percent of the coordinators agreed with the statement. Academic teachers were divided in their response with 37 percent agreeing, 25 percent disagreeing, and 39 percent answering no opinion. While 37

percent of the counselors disagreed with the statement, 53 percent agreed. Students were almost evenly split in their reaction: 35 percent agreed, 35 percent expressed "no opinion", and 30 percent disagreed.

The final item related to this objective was question 9 on the coordinators' and academic teachers' questionnaire portion of the instrument. The question ("If you are a classroom teacher, do you agree that courses in your subject area or grade would be more meaningful and relevant if focused around career objectives?") received positive agreement from 83 percent of the coordinators and 72 percent of the academic teachers.

Total responses to items 1, 5, 7, 10, 24, and 27 by all four groups are found in Table VI.

TABLE VI  
 PERCENTAGE OF RESPONSES TO ITEMS RELATED  
 TO OBJECTIVE ONE

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Item 1: Most people finish high school not knowing what kind of career they prefer.					
Vocational Coordinators	48	48	0	4	0
Academic Teachers	30	58	4	5	4
Counselors	50	40	0	10	0
Students	26	63	5.5	5.5	0
Item 5: Every student should have at least one paying job before graduating from high school.					
Vocational Coordinators	30	57	9	4	0
Academic Teachers	16	54	9	19	2
Counselors	17	60	17	7	0
Students	50	35	10	4	1
Item 7: A students' choice of career can be changed by career education in school.					
Vocational Coordinators	26	65	4.5	4.5	0
Academic Teachers	21	70	7	2	0
Counselors	23	73	3	0	0
Students	18	64	13	4	1
Item 10: Every student should graduate from high school with a salable skill he can use on a job.					
Vocational Coordinators	52	44	0	4	0

Table VI (Continued)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Academic Teachers	26	46	7	19	2
Counselors	37	33	3	27	0
Students	34	49	12	4	1
Item 24: An effective program of career education would lower the school dropout rate.					
Vocational Coordinators	52	30	9	9	0
Academic Teachers	35	53	10	0	0
Counselors	37	57	3	3	0
Students	20	47	16	11	6
Item 27: Guidance counselors don't know enough about career possibili- ties for students.					
Vocational Coordinators	22	52	9	17	0
Academic Teachers	9	28	39	23	2
Counselors	13	40	10	27	10
Students	7	28	35	26	4

Objective Two: To determine the perceptions of those surveyed relative to the extent to which schools are presently meeting the needs of the student and society through motivation to learn, occupational guidance, and preparation for work.



Items 26, 30, and 41 on the attitude survey were related directly to this purpose. Additional information was obtained from questions 14, 15, 16, 17 on the students preliminary questionnaire.

Eighty-eight percent of the coordinators, 81 percent of the teachers, 90 percent of the counselors, and 56 percent of the students agreed or strongly agreed with item 26 ("Most high school graduates are not prepared to enter the business world.").

Item 30 ("If schools were career-oriented, they would be useful to more students.") received minimum disagreement from all four groups. None of the coordinators and counselors disagreed with the statement and only 7 percent of the teachers and 3 percent of the students disagreed with the statement, indicating the desirability of career-oriented schools.

Item 41 ("The quality of education would be raised by an emphasis on jobs and work.") received majority agreement from all groups, indicating that career education could improve occupational guidance and preparation.

Additional insight to the degree of and possible effect of occupational guidance is obtained from the students. When asked to indicate the number of times they had talked to guidance and vocational counselors (six schools have vocational counselors as well as guidance counselors), state or commercial employment service personnel, teachers, and their parents about the kind of work they could do while in school or after graduation, students reported that they had talked to their parents more frequently than to any other group. The majority of the students had never spoken to the other groups, or spoken no more than one time, within the past year. Less than 3 percent had talked to a

vocational counselor about work three or more times within a year, and only 14 percent had talked to a guidance counselor.

Percentages of responses for the items on the attitude inventory and on the students questionnaire are presented in Tables VII and VIII.

Objective Three: To discover which, if any, of these groups consider career education the same as vocational education.

Acceptance or rejection of a career education program may be affected by two factors: (1) the feelings of those involved toward vocational education; and (2) whether career education is considered the same as vocational education.

Item 3 was directly related to this purpose. Response to the statement ("'Career Education' is another name for vocational education.") varied from group to group. Vocational coordinators and counselors felt the two were not the same. A majority of the vocational students, however, indicated they felt career education the same as vocational education. Academic teachers were divided in their response with 47 percent agreeing with the statement, 39 percent disagreeing and 14 percent replying "no opinion".

Objective Four: To discover if guidance, work experience, and work exposure are considered, by these groups, to be important in career development.

Several items on the attitude survey were related to this proposition. Directly related were items 25 and 39. Career education proposes that students be exposed to various occupational groups and be allowed to subsequently make career choices based on their needs and desires. Item 25 states, "Students should hold several kinds of jobs before leaving high school." The majority of the counselors felt

TABLE VII  
 PERCENTAGE RESPONSES BY EACH GROUP TO ITEMS  
 RELATED TO OBJECTIVE TWO

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Item 26: Most high school graduates are not prepared to enter the business world.					
Vocational Coordinators	35	53	4	4	4
Academic Teachers	14	67	11	9	0
Counselors	37	53	3	7	0
Students	20	36	16	22	6
Item 30: If schools were career oriented, they would be useful to more students.					
Vocational Coordinators	57	39	4	0	0
Academic Teachers	18	65	11	7	0
Counselors	30	63	7	0	0
Students	22	61	14	3	0
Item 41: The quality of education would be raised by an emphasis on jobs and work.					
Vocational Coordinators	35	48	13	4	0
Academic Teachers	9	42	39	9	2
Counselors	7	80	13	0	0
Students	16	55	53	4	2

TABLE VIII  
 PERCENTAGE RESPONSE BY STUDENTS  
 TO ITEMS 14, 15, 16, AND 17 ON QUESTIONNAIRE

	Never	1	2	3	Over 3	None Available	No Answer
During this school year how many times did you talk to the following people about what kind of work you could do while in school or after graduation from high school or college?							
(14) Guidance Counselor	37	15	19	5	9	1	14
(14) Vocational Counselor	34	21	15	3	6	4	17
(15) State or Commercial Employment Service Personnel	70	13	4	4	5	0	4
(16) Teachers	27	22	21	8	21	0	1
(17) Mother of Father	6	7	20	12	54	0	1

students should work at various jobs while in school and only 16 percent indicated that they should not. Although the other groups did not have a majority of respondents agreeing with the statement, they did report from 42 to 48 percent agreement. In all three cases, however, 20 percent of the subjects were undecided or expressed "no opinion".

Item 39 was somewhat similar and also directly related to the purpose under study. However, the replies were much more positive. To the statement, "As part of the high school program, students should be allowed to leave school during the day to work," only the teachers had



less than 91 percent positive agreement, and 72 percent of them agreed with the need for work experience.

Indirectly related to the aspect of guidance and counseling were items 11 and 23. Item 11 ("Students going on to college should not make their career plans while in high school.") has implications for teachers, counselors, and students. Over 96 percent of the coordinators and counselors and over 78 percent of the teachers and students indicated that college bound students should make career plans while in high school. No more than eight percent in any group agreed with the statement.

Item 23 ("There are areas in the school program more important than career education that need our time, money, and effort") also drew varied response from the four groups. Although 38 percent of Group II and 40 percent of Group IV felt that there were not areas more important than career education, one fourth of each group expressed "no opinion". Groups I and III were stronger in their disagreement with the statement. Sixty-one percent of the coordinators and 80 percent of the counselors indicated there are not areas more important than career education. Table X presents the data on these items.

The degree to which these groups consider work experience important to formal education can be imagined by examining the respondents agreement with receiving school credit for working in different occupations. The statement, "A high school student should receive credit toward graduation for working as:", was followed by a list of eight different jobs (Items 13-20). These jobs, Camp Counselor, Gas Station Attendant, Stock Clerk, Teacher Assistant, Hospital Volunteer, Political

TABLE X  
 PERCENTAGE RESPONSE TO ITEMS 25, 39, 11 AND 23

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Item 25: Students should hold several kinds of jobs before leaving high school.					
Vocational Coordinators	13	35	22	30	0
Academic Teachers	2	40	37	19	2
Counselors	17	37	30	13	3
Students	8	37	32	20	3
Item 39: As part of the high school program, students should be allowed to leave school during the day to work.					
Vocational Coordinators	39	57	4	0	0
Academic Teachers	11	61	18	9	2
Counselors	17	77	6	0	0
Students	57	34	6	2	1
Item 11: Students going on to college should not make their career plans while in high school.					
Vocational Coordinators	4	0	0	48	48
Academic Teachers	4	4	16	46	32
Counselors	0	3	0	60	37
Students	2	6	13	39	40

Table X (Continued)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Item 23: There are areas in the school program more important than career education that need our time, money, and effort.					
Vocational Coordinators	0	13	26	39	22
Academic Teachers	5	32	25	33	5
Counselors	3	10	7	70	10
Students	10	25.2	24.5	26	14

Campaign Worker, Dental Assistant, and Sales Clerk, were succeeded by "Any Kind of Work" (Item 21).

The majority of the coordinators agreed that students should receive credit for all the jobs listed, but only 39 percent agreed with "Any Kind of Work." A majority of the academic teachers also agreed with the eight jobs listed and 41 percent agreed with "Any Kind of Work." Over 73 percent of the counselors felt students should receive credit for the jobs listed and 80 percent agreed with "Any Kind of Work." Students gave a majority support to all of the jobs except Camp Counselor (47%) and Political Campaign Worker (48%) and 46 percent agreed with "Any Kind of Work." Table XI presents the response by each group to the eight jobs and "Any Kind of Work."



TABLE XI

## PERCENTAGE RESPONSE TO ITEMS 13-21 RECEIVING CREDIT TOWARD GRADUATION FOR WORK

"SA" - Strongly Agree; "A" - Agree; "NO" - No Opinion; "D" - Disagree; "SD" - Strongly Disagree												
	Group I			Group II			Group III			Group IV		
	SA-A	NO	D-SD	SA-A	NO	D-SD	SA-A	NO	D-SD	SA-A	NO	D-SD
(13) Camp Counselor	74	17	9	54	28	18	77	13	10	47	32	21
(14) Gas Station Attendant	96	4	0	58	28	14	77	13	10	51	26	23
(15) Stock Clerk	96	4	0	65	25	10	77	13	10	63	25	12
(16) Teacher Assistant	83	4	13	72	21	7	80	10	10	71	18	11
(17) Hospital Volunteer	82	9	9	66	23	11	80	10	10	68	21	11
(18) Political Campaign Worker	61	22	17	60	25	15	73	17	10	48	34	18
(19) Dental Assistant	96	4	0	70	23	7	83	7	10	69	19	12
(20) Sales Clerk	96	4	0	61	25	14	83	7	10	73	18	9
(21) Any Kind of Work	39	22	39	41	32	28	80	13	7	46	30	24

Objective Five: To ascertain which, if any, of these groups feel a college degree is vital to personal success.

Item six on the attitude survey was directly related to this purpose and posed the statement, "You don't need a college degree to be a success." The large majority of each group agreed with this statement. In Groups I, II, and III, 100, 91, and 97 percent, respectively agreed that a college degree is not essential to personal success. Eighty-three percent of the students concurred with this opinion and 10 percent were undecided or had no opinion. Table XII presents the response to Item six.

TABLE XII  
PERCENTAGE RESPONSE TO ITEM 6

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Item 6: You don't need a college degree to be a success.					
Vocational Coordinators	65	35	0	0	0
Academic Teachers	40	51	2	5	2
Counselors	37	60	0	0	3
Students	51	32	10	5	2

Objective Six: To determine if each of these groups has positive or negative attitudes toward the concept of career education.

Data for this proposition was obtained by scoring the responses on the attitude survey and assigning a numerical value for the total responses. On those items which were positive toward career education, a value of five points was assigned to "SA", four points to "A", three to "NO", two to "D", and one to "SD". Conversely, on those items which were negative toward career education, a value of five points was assigned to "SD", four to "D", three to "NO", two to "D", and one to "SD".

Respondents with positive attitudes toward career education had composite scores between 172 and 215. Those with negative attitudes fell in the range of 43 to 85. Scores which fell between 86 and 171 were classified as no opinion or uncertain.

One of the criticisms of the Likert-type scale is that several factors may cause scores to fall in the neutral range.

...scores in the middle region could be due to lukewarm response, lack of knowledge, or lack of attitude in the respondent (leading to many 'uncertain' responses), or to the presence of both strongly negative and strongly positive responses, which would more or less balance each other (27).

Due to the nature of the data under study it was not possible to divide the total score by the number of statements (43) to determine where, on the attitude scale, the subject was located. However, in the case of those scores classified as "No Opinion", it was possible to decide if the score approached a negative attitude or a positive attitude.

Forty-eight percent of the vocational teacher-coordinators had scores which indicated a positive attitude toward career education. The other 52 percent scored between 146 and 165 which indicated no opinion or uncertain, however, these scores approached a positive attitude.

The academic teachers had 18 percent of their scores in the positive attitude range, 172 and above. Although this is not a particularly high percentage, another 77 percent of the scores fell in the no opinion range but approaching a positive attitude score. The remaining five percent were also in the no opinion range but approached a negative attitude.

Thirty percent of the counselors indicated a positive attitude with the remaining 70 percent strongly approaching a positive attitude.

Vocational students had the lowest percentage of scores in the positive attitude range, seven percent; however, they also had the highest percentage of scores in the no opinion range approaching a positive attitude, 90 percent. Only three percent of the students approached a negative score, and none were in the 85 and below score group.

In most cases, for all groups, the majority of responses were positive; several negative answers, however, offset these scores causing the total score to fall in the middle range approaching a positive attitude. The following tables present the frequencies and distribution of scores by groups.

TABLE XIII  
 FREQUENCIES AND PERCENTAGE ON SCORES  
 BY GROUPS I, II, III, AND IV  
 OF ATTITUDE SCALE

Scores:	Vocational Coordinators		Academic Teachers		Counselors		Vocational Students	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
215-194	2	9	0	0	2	7	0	0
193-172	9	39	11	19	7	23	8	7
171-151	11	48	27	47	17	57	40	36
150-129	1	4	16	28	4	13	59	54
128-108	0	0	2	4	0	0	3	3
107-86	0	0	1	2	0	0	0	0
85-65	0	0	0	0	0	0	0	0
64-43	0	0	0	0	0	0	0	0
TOTAL	23	100	57	100	30	100	110	100

TABLE XIV  
 COORDINATORS' SCORES ON ATTITUDE SCALE  
 CUMULATIVE FREQUENCY GRAPH

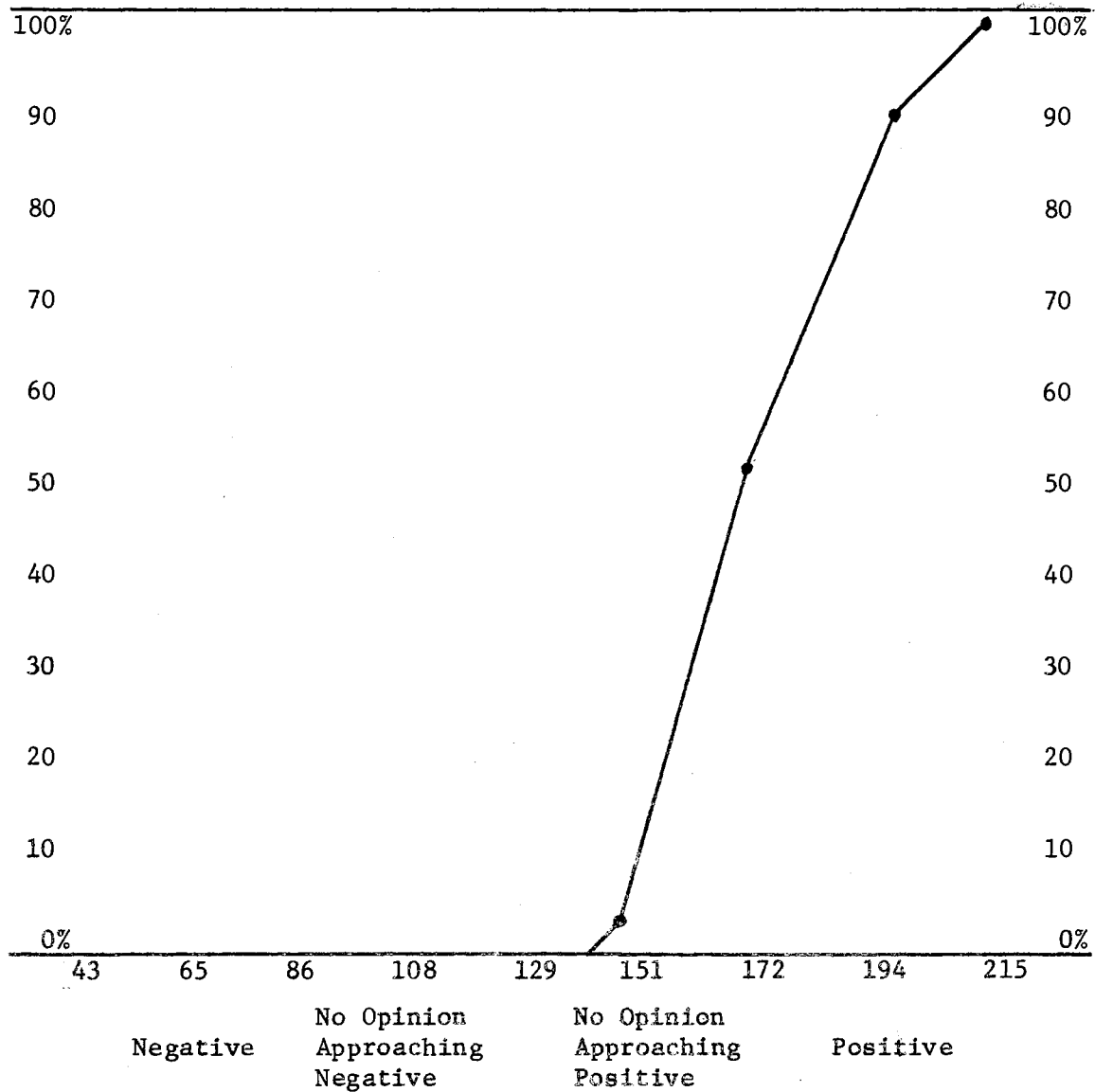


TABLE XV

ACADEMIC TEACHERS' SCORES ON ATTITUDE SCALE  
 CUMULATIVE FREQUENCY GRAPH

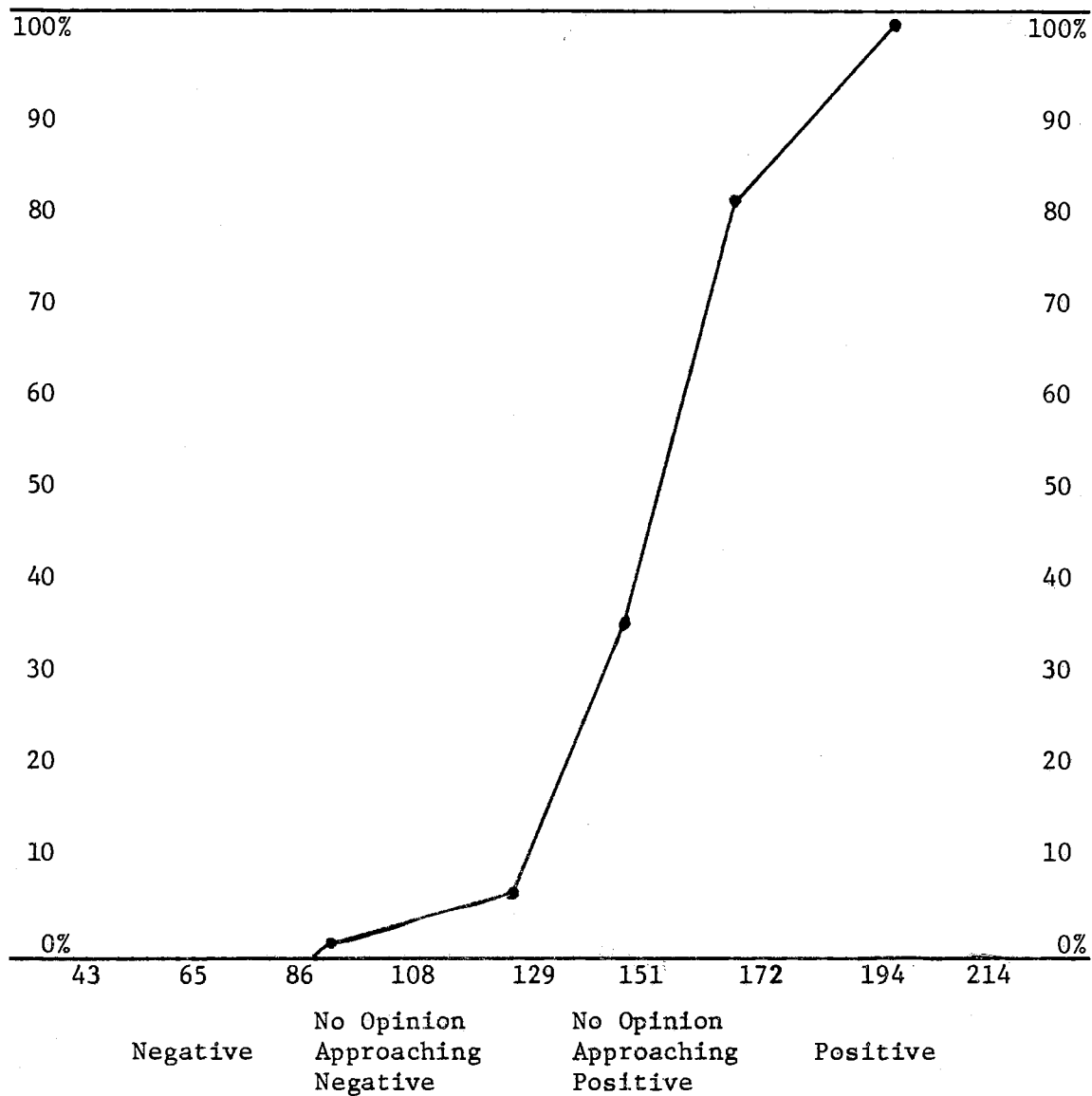


TABLE XVI  
 COUNSELORS' SCORE ON ATTITUDE SCALE  
 CUMULATIVE FREQUENCY GRAPH

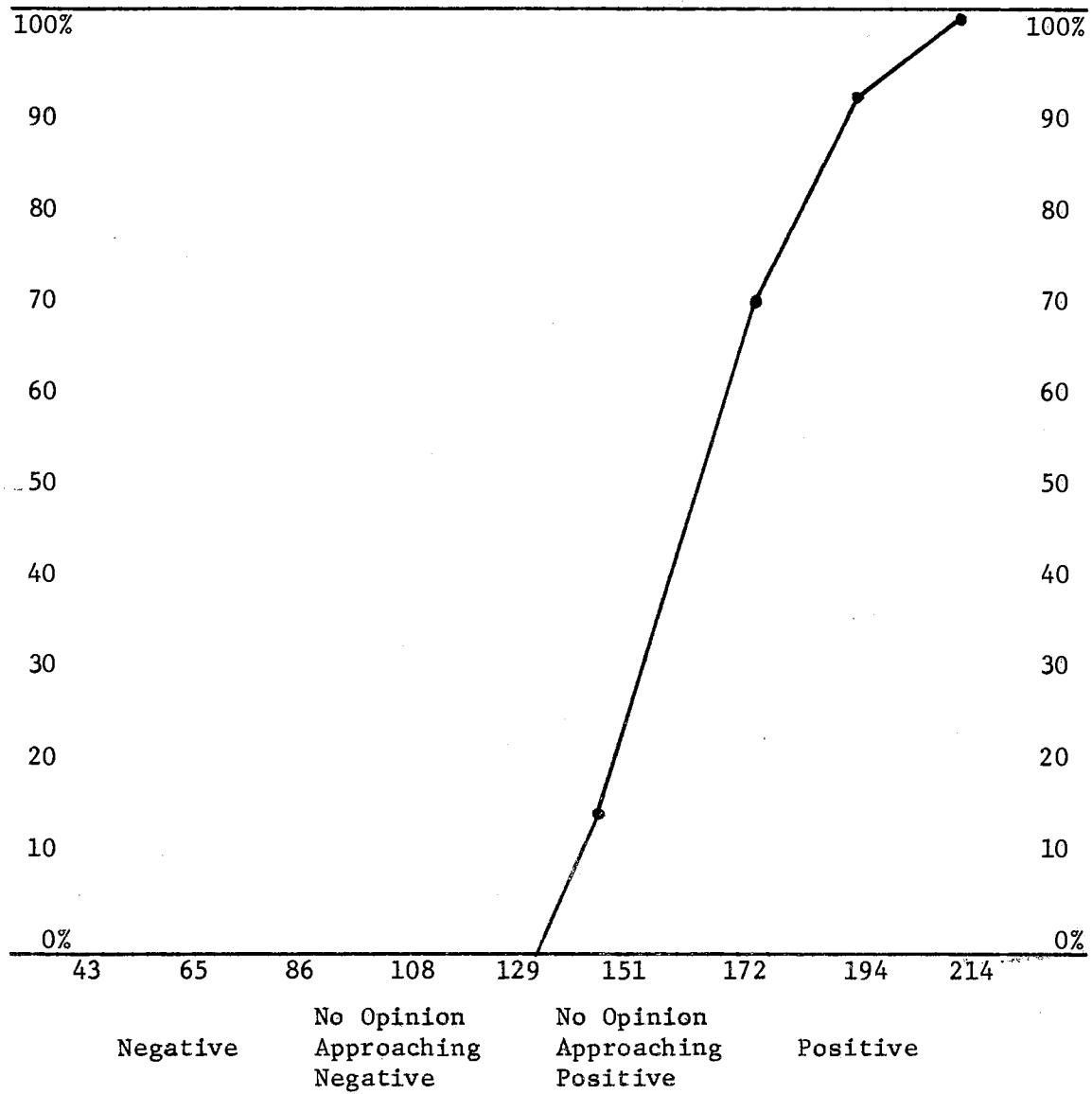
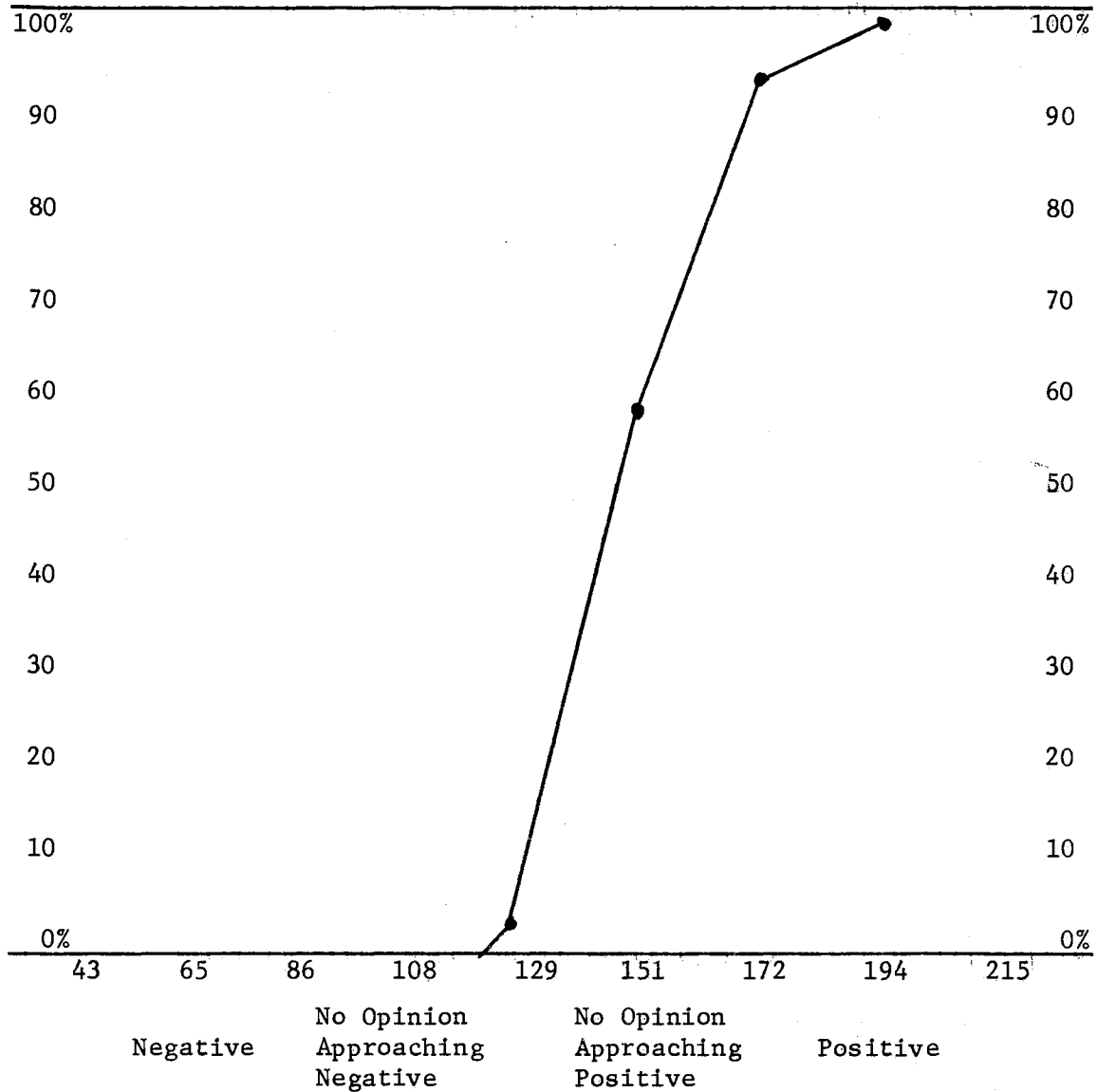




TABLE XVII  
 VOCATIONAL STUDENTS' SCORE ON ATTITUDE SCALE  
 CUMULATIVE FREQUENCY GRAPH



In summary, Table XVIII contains a synopsis of the stated objectives and the responses by each group, which are positive toward career education. Column one identifies the objective; columns two, three, four, and five identify the items common to Groups I

(Teacher-Coordiators), II (Academic Teachers), III (Counselors), IV (Vocational Students); and finally, columns six, seven, eight, and nine indicate the percentage of responses by each group which are positive toward career education.

TABLE XVIII  
SUMMARY OF OBJECTIVES AND RELATED ITEMS

Objective	Common Items				% Of Responses Positive Toward Career Educ.			
	GROUPS				GROUPS			
	I	II	III	IV	I	II	III	IV
1	1	1	1	1	96	88	90	89
	5	5	5	5	87	70	77	85
	7	7	7	7	91	91	96	82
	10	10	10	10	96	72	70	83
	24	24	24	24	82	88	94	67
	29	29	29	29	74	37	53	35
	*9	*9			83	72		
2	26	26	26	26	88	81	90	56
	30	30	30	30	96	83	93	83
	41	41	41	41	83	51	87	71
3	3	3	3	78	39	54	12	
4	11	11	11	11	96	78	97	79
	23	23	23	23	61	38	80	40
	25	25	25	25	48	42	54	45
	39	39	39	39	96	72	94	91
	13	13	13	13	74	54	77	47
	14	14	14	14	96	58	77	51
	15	15	15	15	96	65	77	63
	16	16	16	16	83	72	80	71
	17	17	17	17	82	66	80	68
	18	18	18	18	61	60	73	48
	19	19	19	19	96	70	83	69
20	20	20	20	96	61	83	73	
21	21	21	21	39	41	80	46	
5	6	6	6	6	100	91	97	83
6	Attitude Scale				100	94	100	97

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Presented in this chapter is a summary of the study and the major findings. Also presented are conclusions and recommendations based on the analysis and presentation of data collected.

#### Summary

The major purpose of this study was to survey the attitudes of cooperative vocational teacher-coordinators, academic teachers, counselors, and vocational students toward career education. Data, which indicated the attitudes of the sample groups, was collected by a Likert-type scale in the form of a mail questionnaire.

The sample under study was limited to the 13 secondary schools in the Birmingham, Alabama, City Schools. Four groups comprised the sample population: Group I, included 100 percent of the 25 cooperative vocational teacher-coordinators in the 10 schools offering such programs; Group II, 10 percent of the 714 academic teachers in the secondary schools; Group III, 100 percent of the 37 counselors employed in the city system; and Group IV, 10 percent of the 1,063 cooperative vocational students taught by the coordinators in Group I. Response to the survey instrument was encouraging. A return response of 92, 83, 81, and 92 percent by Groups I, II, III, and IV, respectively, was received for a total response of 88 percent.

## Findings

Each sample group responded to the same attitude scale which was scored on a 5, 4, 3, 2, 1 basis to determine possible attitude toward career education. Results of the individual items on the scale were then analyzed to perform the six objectives of the study.

Objective One: To provide data which might be useful in determining the feasibility of a concerted career education program in the Birmingham City Schools. Six items on the attitude scale, 1, 5, 7, 10, 24, and 27, plus item 9 on the coordinators' and teachers' questionnaire, were analyzed to obtain data for this objective. On the first five items, at least 70 percent of each group responded positively toward career education, indicating a need for career education. To item 27, concerning guidance counselors' knowledge about career possibilities for students, a majority of Group I and Group III replied positively toward career education. Group II had 37 percent positive response, 25 percent negative response and 39 percent registering no opinion. Group IV was fairly evenly divided in their response: 35 percent positive, 30 percent negative, and 35 percent expressing no opinion toward career education.

Objective Two: To determine the perceptions of those surveyed relative to the extent to which schools are presently meeting the needs of the students and society through motivation to learn, occupational guidance, and preparation for work. Part of this data was obtained from items 26, 30, 41 on the attitude scale. A majority of each group agreed or strongly agreed with each statement, indicating that, in their opinion, the schools are not presently meeting all the needs in question.

Additional insight was gained from items 14, 15, 16, and 17 on the students' questionnaire accompanying the attitude scale. These items were related to the sources students seek for occupational information and guidance and the frequency of these contacts. It was discovered that students turn to their parents for occupational information more frequently than to any other group. Also revealed was the fact that a majority of the students had had no contact with counselors and teachers, or no more than one contact, within the last year for the purpose of gaining information about work.

Objective Three: To discover which, if any, of these groups consider career education the same as vocational education. Vocational teacher-coordinators and counselors felt the two were not the same. A majority of the vocational students indicated that career education is another name for vocational education. Forty-seven percent of the academic teachers indicated the two are the same; 39 percent felt they were not; 14 percent indicated no opinion.

Objective Four: To discover if guidance, work experience, and work exposure are considered, by these groups, to be important in career development. Items 11, 23, 25, and 39 were analyzed to obtain part of the data for this purpose.

A majority of each group replied positively to item 11, and only Group II had less than a majority with positive response to item 23 (38 percent answered positively, 37 percent answered negatively, and 25 percent answered "No Opinion"). Item 25 concerned students holding several kinds of jobs before leaving high school: 48 percent of Group I, 42 percent of Group II, 54 percent of Group III, and 45 percent of Group IV responded positively. Disagreement with this item ranged from

30 percent in Group I to 16 percent in Group III. Item 39 received positive response from 72 percent or more subjects in each group.

Items 13 through 21 were analyzed for supplementary information for this purpose. Groups I, II, and III agreed that students should be given school credit for working in the eight jobs listed. Students agreed with all but two of the jobs listed. Only Group III agreed with giving credit for any kind of work, but over 40 percent of Groups II and IV also agreed with this.

Objective Five: To ascertain which, if any, of these groups feel a college degree is vital to personal success. Over four-fifths of each group indicated ~~that~~ a college degree is not vital to personal success.

Objective Six: To determine if each of these groups has positive or negative attitudes toward the concept of career education.

This objective was accomplished by scoring the responses on the attitude scale and assigning a numerical value for the total response. A total score of 172 to 215 indicated a positive attitude and a score of 43 to 85 was considered a negative attitude. Scores between 86 and 17, were classified as no opinion or uncertain.

The percentages of each group falling in the positive attitude score range were as follows: Group I, 48 percent; Group II, 18 percent; Group III, 30 percent; and Group IV, 7 percent.

There were no respondents in any group with a score indicating a negative attitude toward career education. The remainder of the scores fell in the neutral range. Among these scores five percent of Group II and three percent of Group IV approached a negative attitude. On the other hand, 52 percent of Group I, 77 percent of Group II, 70 percent

of Group III, and 90 percent of Group IV scored in the neutral range but approaching a positive attitude toward career education.

### Conclusions

Based on the data collected in this study, and for the time period covered, the following conclusions were drawn.

- (1) There is indicated a need for career education in the Birmingham City Schools.
- (2) Based on the responses given, those surveyed do not perceive the Birmingham city secondary schools as meeting all the needs of the student and society relative to motivation to learn, occupational guidance, and preparation for work.
- (3) Guidance counselors, vocational counselors and teachers are not providing students with adequate occupational information and guidance.
- (4) Academic teachers and students consider career education the same as vocational education. Information should be provided which distinguishes the two as separate undertakings.
- (5) The subjects under study felt students should be allowed to leave school during the day to work. Many felt students should receive credit toward graduation for their work.
- (6) Guidance, work experience, and work exposure are considered to be important in career development.
- (7) A college degree should not be emphasized as the only avenue to personal success.

(8) A substantial number of coordinators, teachers, counselors, and students exhibit a positive (or approaching positive) attitude toward career education.

(9) If properly organized, implemented and operated, a career education program would be successful in the Birmingham City Schools.

#### Recommendations

In view of the data examined and the findings and conclusions of the study, the following recommendations are made.

(1) That further study be conducted to determine if the attitudes of those subjects classified as neutral but approaching a positive attitude can be changed to a positive attitude toward career education through more exposure to and explanation of career education.

(2) That further study be conducted to determine if counselors and teachers would favor the implementation of a career education program, and would employ it in their curriculum.

(3) That more students be provided occupational information and guidance on an individual and/or group basis.

(4) That school personnel be given more exposure to and explanation of the principles, practices, and mechanics of career education.

(5) That teachers and students be provided information which distinguishes career education and vocational education as separate undertakings.

(6) That the administration give serious consideration to implementing a career education program in the Birmingham City Schools.



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**APPENDIX A**

**CORRESPONDENCE**

## LETTER SENT TO COORDINATORS

Dear

In order to ascertain the possible success of Career Education, it is necessary to evaluate the attitudes of teachers, counselors, and students toward the Career Education concept. Having taught at Ensley High School for the past four years, I am particularly interested in the Birmingham School System. Therefore, I would like to ask your assistance in a study on the attitudes of vocational teachers, academic teachers, counselors, and vocational students in the Birmingham High Schools toward Career Education.

I would like to ask you and a sample of your students (approximately 10 percent) to fill out a brief questionnaire and attitude inventory on Career Education. All replies will be kept anonymous and I will be glad to furnish you with results of the study.

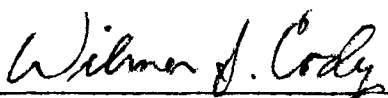
Please indicate on the enclosed card if you can participate in this study. If you can, please include the number of students in each of your classes so an accurate sample can be selected.

Without the cooperation of educators such as you, an accurate study could not be conducted. I sincerely thank you for your time, cooperation, and assistance in making this study successful.

Sincerely,

Mike Bailey

APPROVED:

  
\_\_\_\_\_  
Wilmer S. Cody, Superintendent  
Birmingham City Schools

## LETTER SENT TO COORDINATORS

Thank you for your assistance in the study on attitudes toward Career Education, and especially for responding so quickly.

I would like to survey you and approximately 10% of your students; the survey questionnaires are enclosed. The blue copy is for you and the tan copies are for your students. Please randomly select any students in your \_\_\_\_\_ period class and ask them to fill out the questionnaire. Both forms are the same except the students' copy is printed on front and back.

When you have completed the questionnaires, please place them in the return envelope and mail them back to me.

I regret that time does not permit me to write a personal note, but I sincerely thank you for your cooperation and assistance in this project. I look forward to returning to Birmingham in the summer and will be glad to go over the results of the study with you.

Sincerely,

Mike Bailey

## LETTER SENT TO TEACHERS AND COUNSELORS

Dear

In order to ascertain the possible success of Career Education, it is necessary to evaluate the attitudes of teachers, counselors, and students toward the Career Education concept. Having taught at Ensley High School for the past four years, I am particularly interested in the Birmingham School System. Therefore I would like to ask for your assistance in a study on the attitudes of vocational teachers, academic teachers, counselors, and vocational students in the Birmingham High Schools toward Career Education.

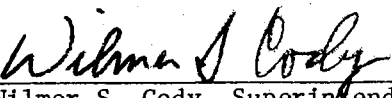
Please take a few minutes of your time to fill out the enclosed questionnaire and return it in the stamped envelope provided. You need not sign the questionnaire since all replies will be kept anonymous, however, I will be glad to provide you with the results of the study if you desire them.

Without the cooperation of educators such as you, an accurate study could not be conducted. I sincerely thank you for your time, cooperation, and assistance in making the study successful.

Sincerely,

Mike Bailey

APPROVED:

  
\_\_\_\_\_  
Wilmer S. Cody, Superintendent  
Birmingham City Schools

## FOLLOW UP LETTER

Mike Bailey  
Rt. 3  
Stillwater, Oklahoma 74074

April 24, 1974

Dear Teachers:

The response to the questionnaire I mailed out on attitudes toward career education has been very good. To date 70 percent of the teachers and counselors have returned the surveys. The responses and remarks are very interesting and I look forward to tabulating the final results.

However, in order to make valid conclusions, I need to include the responses of at least 80-85 percent of the personnel involved. If you have returned the survey, I sincerely thank you for your cooperation and assistance. If you have not had time to do so yet, I hope you will take a few minutes to fill out the survey and drop it in the mail.

I know this is a busy time of the school year for everyone and there is often more to be done than time allows. Congratulations on a successful and progressive year and have a good summer vacation.

Thank you again for your cooperation.

Sincerely,

Mike Bailey



**POLICY STUDIES IN EDUCATION**

52 VANDERBILT AVENUE • NEW YORK, N.Y. 10017 • 212 • 684 • 6940

March 12, 1974

Mr. Mike Bailey  
Route 3  
Stillwater, Oklahoma 74074

Dear Mr. Bailey:

Thank you for your recent letter expressing your interest in our career education attitudes instrument. I am enclosing copies of the instrument for the four populations studied. You may reproduce them yourself if your work requires it. In giving us credit for the tests, would you kindly use the following on all copies of the instrument:

Developed under the direction of Dr. Henry M. Brickell, Policy Studies in Education, 52 Vanderbilt Avenue, New York, New York 10017. (This test was developed while Dr. Brickell and his staff were affiliated with the Institute for Educational Development.)

Both the administration of the instrument and the analysis of the results involve an elaborate system, including computer analysis of results. We regret that we have no convenient documentation to share with you.

The follow-up study is now in draft form and has been submitted to the National Institute of Education for final approval. That may take weeks or months. Eventually, the report will be available through ERIC. You should not wait for that.

The follow-up study showed little change in attitudes towards career education on the part of students, teachers, or parents. They were favorable to start with; they were highly favorable 18 months later.

Good luck with your studies.

Sincerely,



Carol B. Aslanian  
Associate Project Director

CBA:els  
Enclosures

**APPENDIX B**

**THE SURVEY INSTRUMENT**

## QUESTIONNAIRE FOR COORDINATORS, TEACHERS AND COUNSELORS

## HOW DO YOU FEEL ABOUT CAREER EDUCATION?

The purpose of this instrument is to measure your feelings about certain things related to Career Education.

Please use 10 to 12 minutes of your time to complete the form. Of course, you do not have to respond to any item about which you feel reluctant.

Please do not sign your name.

Thank you for your cooperation.

PART I Directions:

Please read each question carefully, then circle your answer.

1. Are you:     Male     Female
2. What is your highest level of education?
 

1. High School	4. Master Degree
2. Some College	5. Doctor Degree
3. Bachelor Degree	6. Other (Please specify) _____
3. What is your position?
 

1. Academic Teacher	3. Guidance Counselor
2. Vocational Teacher	4. Vocational Counselor
	5. Other (Please sepcify)
4. How many years have you worked in the field of education?
 

Less than 1 year	11-15 years
1 - 2 years	16-20 years
3 - 5 years	More than 20 years
6 - 10 years	
5. How many years of full-time employment other that teaching have you had?
 

None	6 - 10 years
Less than 1 year	11 - 15 years
1 - 2 years	16 - 20 years
3 - 5 years	More than 20 years
6. What is the name of the school in which you work? \_\_\_\_\_
7. If you are a classroom teacher, circle all the grades you are currently teaching.
 

9    10    11    12
8. If you are a classroom teacher, circle all the subjects you are currently teaching.
 

Art	Music
Business and Office Ed.	Physical Education
Driver Education	Science
Foreign Languages	History
Health Education	Special Education
Home Economics	Distributive Education
Industrial Arts	Trade and Industrial Education
English	Vocational Agriculture
Mathematics	Other (Please specify) _____

(This instrument developed under the direction of Dr. Henry Brickell, Policy Studies in Education, 52 Vanderbilt Avenue, New York, New York 10017)

9. If you are a classroom teacher, do you agree that courses in your subject area or grade would be more meaningful and relevant if focused around career objectives?

Strongly Agree    Agree    No Opinion    Disagree    Strongly Disagree

10. Since last June, how many times have you received information about Career Education from any of the following sources?

<u>Meetings</u>	<u>Workshops</u>	<u>Newsletters or Brochures</u>	<u>Radio Announcements, Newspaper, Television,</u>
<u>Never</u>	<u>Never</u>	<u>Never</u>	<u>Never</u>
1	1	1	1
2	2	2	2
3	3	3	3
Over 3	Over 3	Over 3	Over 3

11. During this school year, how many people visited your classrooms to talk about their jobs and the kind of work they do? For example, a businessman, banker, mechanic, or lawyer.

None    1    2    3    4    5    6    7    More than 7

12. During this school year, how many trips did your class(es) make to observe work being performed? For example, places where goods are sold, products are made, and services are performed, such as a department store, a manufacturing plant or a bank.

None    1    2    3    4    5    6    7    More than 7

13. During this school year, how many trips did your classes take to places other than those types listed in Question 12? For example, cultural or science centers, such as a museum or a planetarium.

None    1    2    3    4    5    6    7    More than 7

## QUESTIONNAIRE FOR STUDENTS

## HOW DO YOU FEEL ABOUT CAREER EDUCATION?

The purpose of this instrument is to measure your feelings about certain things related to Career Education.

Please use about 10 or 12 minutes of your time to complete the form. Of course, you do not have to respond to any item you do not wish to.

Please do not sign your name.

Thank you for your cooperation.

PART I Directions:

Please read each question carefully, then circle your answer.

1. What is your age? 15 16 17 18 19
2. Are you: Male Female
3. What is the name of your school? \_\_\_\_\_
4. In what grade are you? 10 11 12
5. What type of courses are you primarily taking? (Circle only one response)
  - General Education
  - Vocational Education
  - Academic/College Preparatory
  - Other (Please specify)
  - Uncertain
6. During this school year, how many people visited your classrooms to talk about their jobs and the kind of work they do? For example, a businessman, mechanic, banker or lawyer.
 

None 1 2 3 4 5 6 7 More than 7
7. During this school year, how many school assemblies or large group meetings (not in the classroom but in your school or community) did you attend where people talked about their jobs and the kind of work they do?
 

None 1 2 3 4 5 6 7 More than 7
8. During this school year, how many class trips did you take to observe work being performed? For example, places where goods were sold, products were made, and services were provided, such as department store, manufacturing plant, or a bank.
 

None 1 2 3 4 5 6 7 More than 7

(This instrument developed under the direction of Dr. Henry Brickell, Policy Studies in Education, 52 Vanderbilt Avenue, New York, New York 10017)

9. During this school year, how many class trips did you take to places other than those listed in Question 8? For example, cultural or science centers, such as a museum or a planetarium or a concert.

None 1 2 3 4 5 6 7 More than 7

10. Do you plan to finish high school? Yes No Uncertain

11. What are your plans after high school? (you may circle more than one answer)

Marriage	Go to a Business or Trade School
Travel	Go to a 2 year college
Join the Armed Forces	Go to a 4 year college
Get a Job	Other (Please specify) _____
	Uncertain

12. Do you expect to have a full time career some day? Yes No Uncertain

13. Have you: Begun to think about a career? Yes No Uncertain  
 Considered several career possibilities? Yes No Uncertain  
 Selected a career? Yes No Uncertain

14. During this school year, how many times did you talk to a guidance or vocational counselor about what kind of work you could do while in school or after graduation from high school or college? (Circle a response in each column)

<u>Guidance Counselor</u>	<u>Vocational Counselor</u>
Never	Never
1	1
2	2
3	3
More than 3 times	More than 3 times
None Available	None Available

15. During this school year, how many times did you talk to State or Commercial employment service personnel about what kind of work you could do while in school or after graduation from high school or college?

Never 1 2 3 More than 3 times

16. During this school year, how many times did you talk to teachers about what kind of work you could do while in school or after graduation from high school or college?

Never 1 2 3 More than 3 times

17. During this school year, how many times did you talk to your mother or father or another adult in your household about what kind of work you could do while in school or after graduation from high school or college?

Never 1 2 3 More than 3 times

## ATTITUDE SCALE FOR ALL GROUPS

PART II Directions: Please read each statement carefully. There are no right or wrong answers. Just check the box which best describes how you feel about each statement.

SA = Strongly Agree; A = Agree; NO = No Opinion;  
D = Disagree; SD = Strongly Disagree

		SA	A	NO	D	SD
Most people finish high school not knowing what kind of career they prefer.	1					
Students should be told about different jobs and job requirements during the study of every subject in every grade.	2					
"Career Education" is another name for vocational education.	3					
Elementary school is too early for a student to start thinking about career possibilities.	4					
Every student should have at least one paying job before graduating from high school.	5					
You don't need a college degree to be a success.	6					
A student's choice of career can be changed by career education in school.	7					
Visits from industrial chemists would create more interest in a chemistry class.	8					
Good high schools have a high percentage of students who go to college.	9					
Every student should graduate from high school with a salable skill he can use on a job.	10					
Students going on to college should not make their career plans while in high school.	11					
Every high school graduate should be guaranteed either further education or immediate employment.	12					
A high school student should receive credit toward graduation for working as a :						
a) Camp Counselor	13					
b) Gas Station Attendant	14					
c) Stock Clerk	15					
d) Teacher Assistant	16					
e) Hospital Volunteer	17					
f) Political Campaign Worker	18					
g) Dental Assistant	19					
h) Sales Clerk	20					
i) Any Kind of Work	21					
The school guidance department should carry the primary responsibility for career education.	22					
There are areas in the school program more important than career education that need our time, money, and effort.	23					

		SA	A	NO	D	SD
An effective program of career education would lower the school dropout rate.	24					
Students should hold several kinds of jobs before leaving high school.	25					
Most high school graduates are not prepared to enter the business world.	26					
Guidance counselors don't know enough about career possibilities for students.	27					
The present high school vocational education classes teach students enough about the world of work.	28					
Courses such as art and music would be damaged by including information about job possibilities in those fields.	29					
If schools were career-oriented, they would be useful to more students.	30					
Most local business and professional people would help with a career program in the schools.	31					
Career education will cost money but will be a saving for society because of an increase in employment.	32					
Local residents would be eager to visit schools to talk to students about their jobs.	33					
Students who are good in history should be told about jobs in this field.	34					
Career education should be available to all students from kindergarten through grade 12.	35					
Separate courses on career education would be better than incorporating this subject into existing courses.	36					
Foreign language teachers should teach about careers in their classes.	37					
The ways mathematics can be used in jobs can be taught in a few days in every mathematics course.	38					
As part of the high school program, students should be allowed to leave school during the day to work.	39					
Students should be permitted to miss regular classes in order to go on a field trip with another class.	40					
The quality of education would be raised by an emphasis on jobs and work.	41					
Career education is just another fad that will soon be forgotten.	42					
Career education should be taught by special career education teachers rather than by regular teachers.	43					



APPENDIX C

FREQUENCY AND PERCENTAGE RESPONSE BY  
EACH GROUP TO QUESTIONNAIRE  
AND ATTITUDE SCALE

FREQUENCY AND PERCENTAGE RESPONSE BY COORDINATORS  
TO QUESTIONNAIRE AND ATTITUDE SCALE

Item 1.	Frequency	Percentage
Male	7	30
Female	16	70
Item 2.		
Bachelor Degree	9	39
Master's Degree	13	57
AA Degree	1	4
Item 3.		
Vocational Teacher	23	100
Item 4.		
Less than 1 year	0	0
1 - 2 years	2	8.5
3 - 5 years	8	35
6 - 10 years	5	22
11 - 15 years	3	13
16 - 20 years	2	8.5
More than 20 years	3	13
Item 5.		
None	1	4.4
Less than 1 year	1	4.4
1 - 2 years	4	17
3 - 5 years	10	43
6 - 10 years	0	17
11 - 15 years	0	0
16 - 20 years	1	4.4
More than 20 years	1	4.4
No Answer	1	4.4
Item 6.		
Banks	2	9
Ensley	1	5
Glenn	1	5
Hayes	2	9
Huffman	2	9
Jackson-Olin	3	13
Parker	1	5
Phillips	3	13
West End	2	9
Woodlawn	6	27
Item 7.		
9	4	17
10	12	52
11	22	96
12	23	100

Item 8.	Frequency	Percentage
Business and Office Education	5	22
Home Economics	3	13
Distributive Education	10	43
Trade and Industrial Education	5	22
Item 9.		
Strongly Agree	13	57
Agree	6	26
No Opinion	0	0
Disagree	1	4
Strongly Disagree	0	0
No Answer	3	13
Item 10.		
Meetings:		
Never	1	4
1	1	4
2	7	31
3	1	4
Over 3	10	44
No Answer	3	13
Workshops:		
Never	1	4
1	4	17
2	5	22
3	2	9
Over 3	7	31
No Answer	4	17
Newsletters or Brochures:		
Never	0	0
1	0	0
2	0	0
3	5	22
Over 3	15	65
No Answer	3	13
Newspaper, T.V., Radio Announcements:		
Never	1	5
1	3	13
2	2	9
3	3	13
Over 3	7	30
No Answer	7	30
Item 11.		
None	2	9
1	1	4
2	7	31
3	3	13
4	4	17
5	2	9

	Frequency	Percentage
6	0	0
7	0	0
More than 7	0	0
No Answer	4	17

## Item 12.

None	8	35
1	7	30
2	3	13
3	2	9
4	1	4
5	0	0
6	0	0
7	0	0
More than 7	0	0
No Answer	2	9

## Item 13.

None	16	69
1	2	9
2	2	9
3	1	4
4	0	0
5	0	0
6	0	0
7	0	0
More than 7	0	0
No Answer	2	9

ATTITUDE SCALE  
FREQUENCY AND PERCENTAGE

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Item 1.	11-48%	11-48%	0-0%	1-4%	0-0%
Item 2.	9-39	10-44	0-0%	4-17	0-0
Item 3.	0-0	3-13	2-9	10-43	8-35
Item 4.	0-0	1-4.5	1-4.5	9-39	12-52
Item 5.	7-30	13-57	2-9	1-4	0-0
Item 6.	15-65	8-35	0-0	0-0	0-0
Item 7.	6-26	15-65	1-4.5	1-4.5	0-0
Item 8.	6-26	16-70	1-4	0-0	0-0
Item 9.	1-4	7-31	6-26	8-35	1-4
Item 10.	12-52	10-44	0-0	1-4	0-0
Item 11.	1-4	0-0	0-0	11-48	11-48
Item 12.	5-22	6-26	7-30	3-13	2-9
Item 13.	5-22	12-52	4-17	2-9	0-0
Item 14.	9-39	13-57	1-4	0-0	0-0
Item 15.	9-39	13-57	1-4	0-0	0-0
Item 16.	5-22	14-61	1-4	3-13	0-0
Item 17.	4-17	15-65	2-9	2-9	0-0
Item 18.	4-17	10-44	5-22	3-13	1-4
Item 19.	9-39	13-57	1-4	0-0	0-0
Item 20.	9-39	13-57	1-4	0-0	0-0
Item 21.	4-17	5-22	5-22	7-30	2-9
Item 22.	1-4	6-26	3-13	8-35	5-22
Item 23.	0-0	3-13	6-26	9-39	5-22
Item 24.	12-52	7-30	2-9	2-9	0-0

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Item 25.	3-13%	8-25%	5-22%	7-30%	0-0%
Item 26.	8-35	12-53	1-4	1-4	1-4
Item 27.	5-22	12-52	2-9	4-17	0-0
Item 28.	0-0	5-22	4-17	11-48	3-13
Item 29.	1-4	0-0	1-4	10-44	11-48
Item 30.	13-57	9-39	1-4	0-0	0-0
Item 31.	4-17	16-70	2-9	1-4	0-0
Item 32.	8-35	13-56	2-9	0-0	0-0
Item 33.	4-17	16-70	2-0	1-4	0-0
Item 34.	7-31	14-61	1-4	1-4	0-0
Item 35.	13-56	8-35	0-0	2-9	0-0
Item 36.	1-4.5	4-17	1-4.5	13-57	4-17
Item 37.	7-30	16-70	0-0	0-0	0-0
Item 38.	3-13	10-44	3-13	4-17	3-13
Item 39.	9-39	13-57	1-4	0-0	0-0
Item 40.	4-18	12-52	3-13	3-13	1-4
Item 41.	8-35	11-48	3-13	1-4	0-0
Item 42.	0-0	0-0	3-13	10-43.5	10-43.5
Item 43.	1-4	8-35	3-13	9-39	2-9

FREQUENCY AND PERCENTAGE RESPONSE BY ACADEMIC TEACHERS  
TO QUESTIONNAIRE AND ATTITUDE SCALE

Item	Response	Frequency	Percentage
Item 1.	Male	18	32
	Female	39	68
Item 2.	Bachelor Degree	31	54
	Master's Degree	24	42
	AA Degree	1	2
	EDS Degree	1	2
Item 3.	Academic Teacher	57	100
Item 4.	Less than 1 year	2	4
	1 - 2 years	4	7
	3 - 5 years	8	14
	6 - 10 years	12	21
	11 - 15 years	10	18
	16 - 20 years	8	14
	More than 20 years	13	23
	Item 5.	None	22
Less than 1 year	7	12	
1 - 2 years	10	18	
3 - 5 years	7	12	
6 - 10 years	10	18	
11 - 15 years	1	2	
16 - 20 years	0	0	
More than 20 years	0	0	
Item 6.	Banks	5	9
	Carver	5	9
	Ensley	5	9
	Glenn	3	5
	Hayes	4	7
	Huffman	5	9
	Jackson-Olin	4	7
	Jones Valley	4	7
	Parker	5	9
	Phillips	6	10
	Ramsay	3	5
	West End	3	5
	Woodlawn	5	9
	Item 7.	9	33
10		37	65

	Frequency	Percentage
11	34	60
12	30	53
No Answer	2	4
Item 8.		
Art	2	4
Business and Office Education	4	7
Foreign Languages	8	14
Health Education	1	2
Home Economics	4	7
Industrial Arts	1	2
English	13	23
Mathematics	12	21
Music	1	2
Physical Education	3	5
Science	6	11
History	14	25
Special Education	1	2
Other	4	8
Item 9.		
Strongly Agree	13	23
Agree	28	49
No Opinion	3	5
Disagree	10	18
Strongly Disagree	0	0
No Answer	3	5
Item 10.		
Meetings:		
Never	20	35
1	10	18
2	9	16
3	0	0
Over 3	5	9
No Answer	13	23
Workshops:		
Never	26	46
1	10	18
2	3	5
3	0	0
Over 3	3	5
No Answer	15	26
Newsletters or Brochures:		
Never	13	23
1	9	16
2	14	25
3	4	7
Over 3	11	19
No Answer	6	11



	Frequency	Percentage
Newspaper, T.V., Radio Announcements:		
Never	13	23
1	5	9
2	9	16
3	2	4
Over 3	18	32
No Answer	10	18
Item 11.		
None	35	61
1	7	12
2	5	9
3	5	9
4	1	2
5	0	0
6	0	0
7	0	0
More than 7	3	5
No Answer	1	2
Item 12.		
None	48	84
1	1	2
2	1	2
3	3	5
4	1	2
5	0	0
6	1	2
7	0	0
More than 7	0	0
No Answer	2	4
Item 13.		
None	40	70
1	8	14
2	5	9
3	0	0
4	2	4
5	0	0
6	0	0
7	0	0
More than 7	0	0
No Answer	2	4

ATTITUDE SCALE  
FREQUENCY AND PERCENTAGE

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Item 1.	17-30%	33-58%	3-5%	3-5%	2-4%
Item 2.	27-47	20-35	1-2	8-14	1-2
Item 3.	4-7	23-40	8-14	16-28	6-11
Item 4.	3-5	7-12	7-12	27-47	13-23
Item 5.	9-16	31-54	5-9	11-19	1-2
Item 6.	23-40	29-51	1-2	3-5	1-2
Item 7.	12-21	40-70	4-7	1-2	0-0
Item 8.	11-19	40-70	5-9	1-2	0-0
Item 9.	9-16	24-42	12-21	11-19	1-2
Item 10.	15-26	26-46	4-7	11-19	1-2
Item 11.	2-4	2-4	9-16	26-46	18-32
Item 12.	7-12	15-26	11-19	19-33	5-9
Item 13.	11-19	20-35	16-28	8-14	2-4
Item 14.	9-16	24-42	16-28	6-11	2-4
Item 15.	9-16	28-49	14-25	4-7	2-4
Item 16.	13-23	28-49	12-21	3-5	1-2
Item 17.	11-19	27-47	13-23	4-7	2-4
Item 18.	9-16	25-44	14-25	7-12	2-4
Item 19.	12-21	28-49	13-23	2-4	2-4
Item 20.	11-19	24-42	14-25	6-11	2-4
Item 21.	9-16	14-25	18-32	13-23	3-5
Item 22.	9-16	24-42	12-21	10-18	2-4
Item 23.	3-5	18-32	14-25	19-33	3-5
Item 24.	20-35	30-53	7-12	0-0	0-0

	Strongly Agree 1-2%	Agree 23-40%	No Opinion 21-37%	Disagree 11-19%	Strongly Disagree 1-2%
Item 25.	1-2%	23-40%	21-37%	11-19%	1-2%
Item 26.	8-14	38-67	6-11	5-9	0-0
Item 27.	5-9	16-28	22-39	13-23	1-2
Item 28.	1-2	8-14	18-32	24-42	6-11
Item 29.	0-0	2-4	7-12	30-53	18-32
Item 30.	10-18	37-65	6-11	4-7	0-0
Item 31.	4-7	37-65	13-23	2-4	1-2
Item 32.	3-5	38-67	13-23	3-5	0-0
Item 33.	2-4	34-60	16-28	4-7	1-2
Item 34.	8-14	42-74	5-9	2-4	0-0
Item 35.	7-12	29-51	11-19	9-16	1-2
Item 36.	2-4	16-28	15-26	21-37	3-5
Item 37.	4-7	42-74	7-12	3-5	1-2
Item 38.	0-0	30-53	13-23	11-19	3-5
Item 39.	6-11	35-61	10-18	5-9	1-2
Item 40.	5-9	31-54	11-19	9-16	1-2
Item 41.	5-9	24-42	22-39	5-9	1-2
Item 42.	1-2	3-5	13-23	26-46	14-25
Item 43.	2-4	22-39	17-30	16-28	0-0

FREQUENCY AND PERCENTAGE RESPONSE BY COUNSELORS  
TO QUESTIONNAIRE AND ATTITUDE SCALE

Item 1.	Frequency	Percentage
Male	7	23
Female	23	77
Item 2.		
Bachelor Degree	1	3
Master's Degree	22	73
AA Degree	4	13
EDS Degree	3	10
Item 3.		
Guidance Counselor	24	80
Vocational Counselor	6	20
Item 4.		
Less than 1 year	0	0
1 - 2 years	0	0
3 - 5 years	2	7
6 - 10 years	8	27
11 - 15 years	9	30
16 - 20 years	3	10
More than 20 years	7	23
Item 5.		
None	7	23
Less than 1 year	4	13
1 - 2 years	3	10
3 - 5 years	3	10
6 - 10 years	6	20
11 - 15 years	4	13
16 - 20 years	1	3
More than 20 years	0	0
No Answer	2	7
Item 6.		
Banks	2	6
Carver	3	10
Ensley	2	6
Glenn	2	6
Hayes	1	4
Huffman	4	14
Jackson-Olin	2	6
Jones Valley	1	4
Parker	4	14
Phillips	2	6
Ramsay	1	4
West End	2	6
Woodlawn	4	14

Item		Frequency	Percentage
Item 7.	Does Not Apply		
Item 8.	Does Not Apply		
Item 9.	Meetings:		
	Never	1	3
	1	6	20
	2	2	7
	3	3	10
	Over 3	13	43
	No Answer	5	17
	Workshops:		
	Never	3	10
	1	7	23
	2	3	10
	3	4	13
	Over 3	7	23
	No Answer	6	20
	Newsletters or Brochures:		
	Never	0	0
	1	2	7
	2	1	3
	3	1	3
	Over 3	22	73
	No Answer	4	13
	Newspaper, T.V., Radio Announcements:		
	Never	1	3
	1	3	10
	2	0	0
	3	1	3
	Over 3	20	67
	No Answer	5	17
Item 11.	Does Not Apply		
Item 12.	Does Not Apply		
Item 13.	Does Not Apply		

ATTITUDE SCALE  
FREQUENCY AND PERCENTAGE

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Item 1.	15-50%	12-40%	0-0%	3-10%	0-0%
Item 2.	19-63	9-30	1-3	1-3	0-0
Item 3.	4-13	6-20	4-13	14-47	2-7
Item 4.	1-3	0-0	0-0	14-47	15-50
Item 5.	5-17	18-60	5-17	2-7	0-0
Item 6.	11-37	18-60	0-0	0-0	1-3
Item 7.	7-23	22-73	1-3	0-0	0-0
Item 8.	5-17	20-67	5-17	0-0	0-0
Item 9.	0-0	11-37	10-33	9-30	0-0
Item 10.	11-37	10-33	1-3	8-27	0-0
Item 11.	0-0	1-3	0-0	18-60	11-37
Item 12.	5-17	8-27	4-13	9-30	4-13
Item 13.	7-23	16-53	4-13	2-7	1-3
Item 14.	7-23	16-53	4-13	2-7	1-3
Item 15.	7-23	16-53	4-13	2-7	1-3
Item 16.	7-23	17-57	3-10	3-10	0-0
Item 17.	7-23	17-57	3-10	3-10	0-0
Item 18.	7-23	15-50	5-17	3-10	0-0
Item 19.	7-23	18-60	2-7	3-10	0-0
Item 20.	7-23	18-60	2-7	3-10	0-0
Item 21.	6-20	18-60	4-13	2-7	0-0
Item 22.	5-17	9-30	2-7	11-37	3-10
Item 23.	1-3	3-10	2-7	21-70	3-10
Item 24.	11-37	17-57	1-3	1-3	0-0

	Strongly Agree 5-17%	Agree 11-37%	No Opinion 9-30%	Disagree 4-13%	Strongly Disagree 1-3%
Item 25.	5-17%	11-37%	9-30%	4-13%	1-3%
Item 26.	11-37	16-53	1-3	2-7	0-0
Item 27.	4-13	12-40	3-10	8-27	3-10
Item 28.	0-0	0-0	4-13	22-73	4-13
Item 29.	0-0	0-0	2-7	17-57	11-37
Item 30.	9-30	19-63	2-7	0-0	0-0
Item 31.	4-13	19-63	7-23	0-0	0-0
Item 32.	4-13	18-60	7-23	1-3	0-0
Item 33.	1-3	22-73	6-20	1-3	0-0
Item 34.	5-17	20-67	4-13	0-0	1-3
Item 35.	15-50	14-47	1-3	0-0	0-0
Item 36.	1-3	6-20	6-20	9-30	8-27
Item 37.	7-23	19-63	2-7	2-7	0-0
Item 38.	3-10	13-43	4-13	9-30	1-3
Item 39.	5-17	23-77	2-7	0-0	0-0
Item 40.	0-0	18-60	5-17	5-17	2-7
Item 41.	2-7	24-80	4-13	0-0	0-0
Item 42.	0-0	0-0	6-20	14-47	10-33
Item 43.	5-17	7-23	5-17	9-30	4-13

FREQUENCY AND PERCENTAGE RESPONSE BY VOCATIONAL STUDENTS  
TO QUESTIONNAIRE AND ATTITUDE SCALE

Item 1.	Frequency	Percentage
15	3	3
16	11	10
17	37	34
18	52	47
19	7	6
 Item 2.		
Male	45	41
Female	65	59
 Item 3.		
Banks	10	9
Ensley	4	4
Glenn	5	5
Hayes	8	7
Huffman	9	8
Jackson-Olin	12	11
Parker	4	4
Phillips	15	13
West End	10	9
Woodlawn	33	30
 Item 4.		
10	3	3
11	39	35
12	68	62
 Item 5.		
General Education	40	36
Vocational Education	55	50
Academic/College Preparatory	13	12
Uncertain	1	1
No Answer	1	1
 Item 6.		
None	17	15
1	9	8
2	25	23
3	19	17
4	20	18
5	6	5
6	0	0
7	5	5
More than 7	5	5
No Answer	4	4



Item 7.	Frequency	Percentage
None	26	24
1	7	6
2	12	11
3	17	15
4	17	15
5	10	9
6	3	3
7	0	0
More than 7	15	14
No Answer	3	3
Item 8.		
None	72	65
1	21	19
2	7	6
3	5	5
4	0	0
5	1	1
6	1	1
7	0	0
More than 7	1	1
No Answer	2	2
Item 9.		
None	83	75
1	11	10
2	4	4
3	6	5
4	0	0
5	0	0
6	0	0
7	0	0
More than 7	2	2
No Answer	4	4
Item 10.		
Yes	110	100
No	0	0
Item 11.		
Marriage	29	26
Travel	17	15
Join the Armed Forces	8	7
Get a Job	40	36
Go to a Business or Trade School	27	25
Go to a 2 year college	13	12
Go to a 4 year college	29	26
Uncertain	7	6
Item 12.		
Yes	101	92
No	0	0

	Frequency	Percentage
Uncertain	5	4
No Answer	4	4
Item 13.		
Begun to think about a Career:		
Yes	90	82
No	1	1
Uncertain	5	4
No Answer	14	13
Considered several career possibilities:		
Yes	75	68
No	77	6
Uncertain	3	3
No Answer	25	23
Selected a career:		
Yes	44	40
No	24	22
Uncertain	12	11
No Answer	30	27
Item 14.		
Guidance Counselor:		
Never	41	37
1	17	15
2	21	19
3	5	5
More than 3 times	10	9
None Available	1	1
No Answer	15	14
Vocational Counselor:		
Never	37	34
1	23	21
2	17	15
3	3	3
More than 3 times	7	6
None Available	4	4
No Answer	19	17
Item 15.		
Never	77	70
1	14	13
2	4	4
3	4	4
More than 3 times	6	5
No Answer	5	4
Item 16.		
Never	30	27
1	24	22
2	23	21

	Frequency	Percentage
3	9	8
More than 3 times	23	21
No Answer	1	1

## Item 17.

Never	7	6
1	8	7
2	22	20
3	13	12
More than 3 times	59	54
No Answer	1	1

ATTITUDE SCALE  
FREQUENCY AND PERCENTAGE

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Item 1.	29-26%	69-63%	6-5%	6-5%	0-0%
Item 2.	50-45	41-37	11-10	6-5	2-2
Item 3.	21-19	56-51	20-18	9-8	4-4
Item 4.	12-11	18-16	19-17	30-27	31-28
Item 5.	55-50	38-35	11-10	5-4	1-1
Item 6.	56-51	35-32	11-10	6-5	2-2
Item 7.	20-18	70-64	15-13	4-4	1-1
Item 8.	20-18	50-46	32-29	7-6	1-1
Item 9.	14-13	38-35	31-28	20-18	7-6
Item 10.	38-34	54-49	13-12	4-4	1-1
Item 11.	2-2	7-6	14-13	43-39	44-40
Item 12.	18-17	31-28	33-30	18-16	10-9
Item 13.	14-13	38-34	35-32	18-16	5-5
Item 14.	16-15	39-36	29-26	17-15	9-8
Item 15.	19-17	50-46	28-25	8-7	5-5
Item 16.	23-21	55-50	20-18	7-6	5-5
Item 17.	23-21	52-47	23-21	7-6	5-5
Item 18.	14-13	38-34.5	38-34.5	12-11	8-7
Item 19.	23-21	53-48	21-19	6-6	7-6
Item 20.	23-21	57-52	20-18	5-4.5	5-4.5
Item 21.	17-16	33-30	33-30	18-16	9-8
Item 22.	14-13	46-42	34-31	11-10	5-4
Item 23.	11-10	28-25.5	27-24.5	29-26	15-14
Item 24.	22-20	52-47	18-16	12-11	6-6

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Item 25.	9-8%	41-37%	35-32%	22-20%	3-3%
Item 26.	22-20	40-36	18-16	24-22	6-6
Item 27.	8-7	31-28	38-25	29-26	4-4
Item 28.	12-11	36-33	20-18	36-33	6-5
Item 29.	6-5	16-15	23-21	49-44	16-15
Item 30.	24-22	67-61	15-14	4-3	0-0
Item 31.	13-12	59-54	31-28	5-4	2-2
Item 32.	19-17	72-66	16-14	3-3	0-0
Item 33.	13-12	46-42	38-34	12-11	1-1
Item 34.	12-11	70-64	19-17	6-5	3-3
Item 35.	9-8	31-28	26-24	32-29	12-11
Item 36.	6-5	44-40	44-40	11-10	5-5
Item 37.	8-7	44-40	37-34	16-14	5-5
Item 38.	9-8	40-36	27-25	25-23	9-8
Item 39.	63-57	37-34	7-6	2-2	1-1
Item 40.	33-30	32-29	21-19	18-16	6-6
Item 41.	18-16	60-55	26-23	5-4	2-2
Item 42.	4-3	3-3	21-19	36-33	46-42
Item 43.	44-40	35-52	21-19	8-7	2-2

APPENDIX D

FREQUENCY DISTRIBUTION OF SCORES BY  
EACH GROUP ON ATTITUDE SCALE

FREQUENCY DISTRIBUTION OF SCORES  
BY GROUPS I, II, III, AND IV  
ON ATTITUDE SCALE

Vocational Coordinators	Academic Teachers	Counselors	Vocational Students
206	188	198	177
203	186	195	176
191	182	189	174
189	181	181	(5)172
187	(2)179	178	167
186	177	(2)174	166
179	176	(2)172	(2)165
176	173	168	(3)164
(3)172	(2)172	(3)167	163
(2)165	(3)168	(2)166	(2)162
(2)164	167	164	(4)161
163	(2)166	163	(3)160
161	(2)164	162	159
157	163	(2)161	(4)158
(3)156	161	157	(4)157
153	(2)158	156	(2)156
146	157	(3)155	(5)155
	(4)156	154	154
	155	148	153
	(2)154	145	(5)152
	153	(2)142	(5)150
	(2)152		(3)148
	(2)151		(5)147
	150		(9)146
	149		(8)145
	148		(6)144
	(3)147		(2)143
	146		(3)141
	(2)145		(4)140
	(2)141		(2)139
	140		(4)138
	138		(2)137
	135		(2)136
	(2)133		133
	131		(2)132
	130		129
	127		126
	108		119
	87		114
TOTAL 23	57	30	110

VITA

William Michael Bailey

Candidate for the Degree of  
Master of Science

**Thesis:** A SURVEY OF THE ATTITUDES OF COOPERATIVE VOCATIONAL TEACHER-COORDINATORS, ACADEMIC TEACHERS, COUNSELORS, AND VOCATIONAL STUDENTS TOWARD CAREER EDUCATION

**Major Field:** Vocational, Technical, and Career Education

**Biographical:**

**Personal Data:** Born in Tuscaloosa, Alabama, March 16, 1947, the son of Mr. and Mrs. W. D. Bailey.

**Education:** Graduated from A. G. Parrish High School, Selma, Alabama, in June, 1965; received Bachelor of Science degree in General Business Administration from the University of Alabama in June, 1969; enrolled in Vocational Education at the University of Alabama, 1969; enrolled in Master of Science program at the University of Alabama in Birmingham, 1971; completed requirements for Teacher's Certificate in Distributive Education at the University of Alabama, 1973; completed requirements for Master of Science degree in Vocational, Technical, and Career Education at Oklahoma State University, July, 1974.

**Professional Experience:** Distributive Education Teacher-Coordinator, taught Preparatory and Cooperative Distributive Education and supervised adult education programs at Ensley High School, Birmingham, Alabama, 1969-73; recipient of an Alabama awarded Education Professions Development Act "552" Fellowship to participate in Leadership Development Program at Oklahoma State University, 1973-74.

**Professional Organizations:** American Vocational Association, Alabama Vocational Association, National Association of Distributive Education Teachers, Alabama Association of Distributive Education Teachers, Distributive Education Clubs of America.