

ATTITUDES EXPRESSED BY OKLAHOMA VOCATIONAL
HOME ECONOMICS TEACHERS CONCERNING
CAREER EDUCATION

By

DONNA RISNER BOYD

//

Bachelor of Science

Oklahoma College of Liberal Arts

Chickasha, Oklahoma

1966

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1974

Thesis
1974
B789a
cop. 2

NOV 25 1974

ATTITUDES EXPRESSED BY OKLAHOMA VOCATIONAL
HOME ECONOMICS TEACHERS CONCERNING
CAREER EDUCATION

Thesis Approved:

Elaine Jorgensen

Thesis Adviser

Lora Casey

Robert Terry

James P. Key

N. N. Durham

Dean of the Graduate College

896421

ACKNOWLEDGMENTS

There are many people who have helped in various ways during the preparation of this study. First of all, I express my deep appreciation to Dr. Elaine Jorgenson, thesis adviser, for her guidance and valuable suggestions throughout this study. Gratitude is also expressed to Dr. Lora Cacy, Dr. Robert Terry, and Dr. James Key for their helpful recommendations.

The study could not have been completed had it not been for the cooperation of the 96 vocational home economics teachers who took time to complete and return the questionnaire used. I express my gratitude to each of them for their help.

Special help was also given during the course of this study by members of my family. I thank my parents, Mr. and Mrs. C. L. Risner, and my sister and brother-in-law, Mr. and Mrs. Tony Farquhar, for their help and encouragement. And, finally, I am especially thankful to my sons, Sean and Colin, for their tolerance, and to my husband, Joe, for his faith, patience, and support throughout this study and all phases of my graduate work.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Description of the Problem	1
Statement of the Problem	2
Significance of the Problem	2
Objectives of the Study	3
Procedure	4
Limitations of the Study	5
Definitions of Terms	5
Summary	6
II. REVIEW OF RELATED LITERATURE	7
Career Education	7
Role of Home Economics	20
Attitudes and Career Education	24
Attitudes	26
Attitude Measurement	27
Summary	28
III. PROCEDURE	29
Selection of the Instrument	30
Selection of the Sample	31
Analyzing the Data	31
Summary	33
IV. PRESENTATION AND ANALYSIS OF DATA	34
Indication of Attitudes About Career Education	36
Attitudes Concerning Career Preparation in High School	39
Present Status of Career Education	42
Career Education in the Curriculum	47
Impact on Future of Students	50
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	52
Summary	52
Conclusions	55
Recommendations	56

Chapter	Page
A SELECTED BIBLIOGRAPHY	58
APPENDIX	61

LIST OF TABLES

Table	Page
I. Home Economics Courses Would be More Meaningful if Focused Around Career Education--Responses by Age of Respondents	37
II. Home Economics Courses Would be More Meaningful if Focused Around Career Education--Responses by Years in the Field of Education	37
III. Home Economics Courses Would be More Meaningful if Focused Around Career Education--Responses by Education Level of Responding Teachers	38
IV. Home Economics Courses Would be More Meaningful if Focused Around Career Education--Responses by Size of School	39
V. Attitudes Concerning Career Preparation in High School	40
VI. Attitudes Toward Combining School and Employment	42
VII. The Positive Stated Items Concerning Principles of Career Education	44
VIII. The Negatively Stated Items Concerning Principles of Career Education	46
IX. Attitudes Concerning Teaching Career Education in Subject Matter Courses	48
X. Attitudes Concerning Teaching Career Education Separately From Subject Matter	49
XI. Funding Career Education	51

CHAPTER I

INTRODUCTION

Description of the Problem

The term career education as a new direction in education was first put into use in 1971 by Dr. Sidney Marland, then U. S. Commissioner of Education. As Dr. Marland (26) defined it, career education is a

. . . new orientation of education--starting with the earliest grades and continuing through high school--that would expose the student to the range of career possibilities, help narrow down the choices in terms of his own aptitudes and interests, and provide him with education and training appropriate to his ambitions.

The beginning phases of career education are directed toward school-based models. Starting with career awareness and values of work emphasis in the lower grades and becoming more specialized towards preparation for work in high school and adult education, career education will be structured to relate course work to careers. Initially the Office of Education set up pilot programs in seven cities. Many school systems have since set up their own career education systems using local, state, and/or federal funding.

Out of these changes have come new needs--instructional materials, personnel, training programs, and special funding among them--and varied reactions. While appraisals of career education often seem favorable, some are more cautious than others. There is concern about whether the value career education warrants all the required changes and extra finances.

At this initial stage of implementation the attitudes that people have concerning career education are important and need to be noted. Attitudes of those involved may have an effect on its implementation.

Areas of career education have already been incorporated into many home economics programs, especially in vocational home economics. In Oklahoma, for example, one of the established goals for the 1973-74 school year for vocational home economics education was "to include career education emphasis in all aspects of the home economics program" (38). Oklahoma vocational home economics educators, then, should be incorporating career education in their classrooms and should be able to express attitudes toward career education based on their experience.

Statement of the Problem

Since teachers are charged with making sure the new emphasis on career education reaches the students, and since teachers' attitudes may give some indication of general acceptability of career education on a wider basis, the problem of this study is to identify attitudes expressed by home economics teachers toward career education.

Significance of the Problem

The purpose of this study is to provide evaluative information for school administrators, administrators of career education programs, designers of in-service training, and college home economics education supervisors about the positive or negative attitudes of home economics teachers toward aspects of career education. In studying these attitudes in the initial stages of development it is hoped this information could be used as background information in future programs.

Having a system of feedback is one recommendation to help improve programs of career education (19). In studying the attitudes of teachers it is hoped information pertinent to the direction and thrust of career education can be determined. By noting present attitudes about past endeavors at career preparation one may be able to get information concerning what steps should be undertaken for improvement.

Certainly the attitudes a person holds about an idea will affect the way he responds and his behavior towards it. In appraising attitudes toward career education expressed by those directly involved in its teaching, it may be possible to evaluate the general acceptance of career education and its chances of becoming a successful program, and the willingness of teachers to make changes to implement it in their classes.

Objectives of the Study

There are four main objectives in this study. They are to

1. determine attitudes expressed by home economics teachers concerning career preparation of students in high school;
2. determine attitudes expressed by home economics teachers concerning the way career education could best be incorporated into the school system curricula to achieve the objectives for which it was designed;
3. determine attitudes expressed by home economics teachers concerning the present status of career education;
4. determine attitudes expressed by home economics teachers about the possible impact of career education on the future of the students.

Procedure

The general procedure for this study is as follows:

1. Investigation was done of recent research concerning career education and attitudes about career education.
2. A questionnaire concerning career education was located which had been previously tested and evaluated and which met the objectives of this study and was appropriate for this use. The questionnaire had been devised by the Institute for Educational Development and used to identify attitudes concerning career education.
3. A letter was sent to the authors of the questionnaire asking permission to use their instrument. Permission was granted. Two of the three sections of this instrument were appropriate to be used for this study, and a supplemental section was developed for additional information needed in this survey. The parts of the Institute's instrument and the supplemental information sheet were reproduced.
4. From a list of 390 vocational home economics teachers in Oklahoma a random sample of 130 ($33\frac{1}{3}$ per cent) was chosen to be surveyed.
5. Questionnaires were sent with a stamped, addressed envelope to the 130 in the sample.
6. There were 96 responses to the questionnaire.

Limitations of the Study

Limitations of the study were:

1. The study was limited to a random sample of vocational home economics teachers in Oklahoma teaching in the 1973-74 school year.
2. The study was limited by the instrument used.
3. Little background material was available on attitudes towards career education because of the relatively recent implementation of career education in school programs.

Definitions of Terms

The following definitions were selected during the review of literature to help clarify terms used in this study.

Attitude is an "internalized counterpart of an external object, representing the individual's subjective tendencies to act toward that object" (14).

Attitude measurement is the "assignment of numbers to observations according to a set of rules" (39).

Attitude scales are "devices constructed or employed by researchers to quantify the responses of a subject on a particular variable" (40).

Career education is "the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual" (19).

Summary

Career education as a new emphasis in education programs was begun in 1971. Its purpose is to help prepare people more satisfactorily for the world of work, with the school playing an important part. While general reaction to career education in the schools seems favorable, it seems important to determine how people feel about career education since money will need to be spent and many changes will need to be made for its proper implementation. Oklahoma vocational home economics teachers were asked to incorporate career education into their programs this year. A survey of a sample of these teachers was made with four objectives in mind which pertain to their attitudes about aspects of career education. It is realized that this study is limited by the sample, by the instrument, and by the recent introduction of the career education concept.

CHAPTER II

REVIEW OF RELATED LITERATURE

Career Education

Career Education Defined

A new emphasis in education was initiated in 1971 with help from Dr. Sidney Marland, U. S. Commissioner of Education at the time. The term Dr. Marland used to describe this new emphasis was career education. He viewed career education as a blending of vocational education, general education, and college preparatory education toward a goal of preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work, which will be for all age groups and for all students. Career education encompasses "attitudes, knowledge, and skills necessary to choose, prepare for, and pursue a successful career" (19).

Many people have spoken out since Dr. Marland's initiation of career education to express their concept of career education. President Nixon sees career education not as a single program, but as an educational goal to be pursued through many methods, and through the combining of valuable features of an academic and a vocational education (6). Kenneth Hoyt (19) says,

Career education is defined as the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal

value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

He believes that career decisions must be a matter of "sensible choice" rather than of "haphazard chance" (18).

Although there is not a single definition for career education, its purpose seems to be generally clear to those acquainted with its organization. Career education begins in kindergarten and continues through post-secondary training and into adult education. In its early levels, it seeks to acquaint children with the values of work and to instill in them a sense of the dignity of all work, not neglecting white collar jobs, but not emphasizing them. As children progress through school they learn about jobs, economics, and values until they are ready to study in detail occupations of their choice (27). From there, students may avail themselves to "hands on" experience and training in a certain area, or to the further education their chosen occupation requires. Career education seeks to provide all those who must leave school before graduation with a saleable skill and citizenship qualities. It also seeks to invite those back who are not adequately prepared for citizenship in either of these areas (27).

Why Career Education is Needed

The idea for a career education goal has evolved in part because of the failure of general education to prepare people for the world in which the majority would actually live (34). Education has fared well in the two areas of vocational education and college preparatory education, areas where there is more or less a specific goal which motivates the students (27). Yet the majority of students are in neither of these

types of programs. Those in a general education curriculum are neither systematically prepared for jobs through skills training, nor for a specific goal of further education (27). General education's goal appears to be to learn for the sake of learning, and while this certainly is not "bad," in today's world perhaps there needs to be a more clear cut purpose to an enterprise which uses so many billions of dollars and which helps mold the future of millions of people (27).

To be more specific, the needs of today's students for a place in the job market are not being met. About 90 per cent of the school aged population begin tenth grade, while only 78 per cent graduate from high school, and only 17 per cent graduate from college. Yet some 75 per cent of the high school students are enrolled in college preparatory or general education courses, and 25 per cent in vocational education courses (37). Those who neither graduate from college nor receive vocational education training are in the majority, the majority which will not be prepared to enter the job market. Job openings in the 1970's will probably fall into the percentages of: 17 per cent requiring a four year college degree; 50 per cent requiring post high school training but not four years of college; and 30 per cent requiring high school vocational education (another three per cent allows for shifts in jobs) (37). There is a gap between our educational achievements and our needs. The following chart compares employment needs and current production, illustrating the problem in Oklahoma (37).

EDUCATION GAP		
Needs	Level of Training	Production
20%	College	17%
50%	Post High School	29%
25%	High School	23%
5%	Less than High School	31%

One of the problem areas in Oklahoma, as in the rest of the United States, can be seen on the chart by comparing needs and production in the less than high school level. In 1970-71, drop-outs in the United States numbered about 850,000, mostly high school drop-outs (27). It should be noted, too, that most drop-outs occur at age 16, and that almost all vocational programs except home economics begin about age 16, so that drop-outs would probably miss these job oriented areas. Without a skill it is hard to find a job--there are fewer jobs for the unskilled than there are job seekers. There should be some kind of training before grade ten for those who must leave school for economic or other reasons, and for those who leave just because they lose interest or see school courses as irrelevant (35). Dr. Marland feels that a student who drops out for whatever reason should be entitled to preparation as a citizen and as a wage earner the same as those who are able to graduate from high school. He says that the sense of failure which accompanies dropping out is a "crushing effect" on those who leave school. Moreover, Dr. Marland hopes that a change of emphasis to career education would permit an open school system where leaving need not be a permanent situation (27).

It is not, of course, only the drop-outs who have trouble finding jobs (27). In 1970-71 there were approximately 750,000 general education students who graduated from high school but had no job training and did not go on to college (27). There was an unemployment rate in this group of 24 per cent for those 18-24 years of age, while the unemployment rate for those who had vocational training was around 5 per cent (37). Dr. Marland added to this 750,000 another 850,000 who began college in 1967 but did not graduate, and the secondary school

drop-outs, and the total was "2,450,000 young people who could have had the realistic education in career development but did not" (27). The educational expenditure for those students made up almost a third of the education budget, \$28 million.

Career education isn't aimed only at easing initial entry into the job market. Assuming a person is able to find a job immediately after graduation, current graduates will be faced with seven job changes, on the average, before their retirement. Those in the present work force will average four job changes (37). Presently there are few resources to draw on in the event of a job change. People have only vague ideas of other occupations they are qualified for or would be qualified for with additional training, or of how to go about looking into various occupations. Part of the task of easing these job changes is given to career education. "Career education is a concept not just for youth, but must include adults who need to upgrade their skills, update their knowledge, and, if necessary and desirable, retrain for a new job" (19). Consider, too, that in the year 2000 A.D. two-thirds of the jobs will not be similar to any of those found today (37). It becomes clear that more orientation to the world of work and specific job information and training must be an important part of some kind of education, continuing into adult education.

Changes in the woman's role is another reason why career education seems necessary. In 1972 there were approximately 28.1 million women in the labor force, an increase of 800,000 over 1971 (29). Nineteen million of these women are married (29). Both the number of women employed and the percentage of working women to men are destined to change. Yet the extent of training and orientation to available jobs

for the woman may consist of high school business courses. This is reflected by the high percentage of clerical workers in the woman's work force (9). As the role of women allows them more freedom of choice to work at the jobs they are interested in and may be qualified for, there will have to be some type of orientation for women as to the different types of jobs available, and resultant training in some of these areas.

Besides the other factors given as to why to implement career education, one social problem toward which career education will be directed is the "decline in the desire to work" (27). That is, our society needs to rediscover the value of the dignity of work (3). As a highly technological society we have come to value the white collar, college-degree type jobs more than jobs requiring equally dignified work done with the hands. We have come to prize leisure time, even if taken at the price of reducing the quality of our work. The dignity of work and pride in one's work regardless of the educational requirements to perform it seem to be no longer a value of the majority. "The worth of an occupation and hence of its workers is more properly judged by its societal contributions than by the amount of formal education required for entry into that occupation" (19). Career education aims to reestablish our work ethic and to show that we do need college-trained people, but that we desperately need, for example, nurses-aides, plumbers, mechanics, and teachers aides, too.

Organization of Career Education

Many people have accused career education of being only an expanded program of vocational education (25) (26) (34). This is not the intent

of career education, nor is the intent to introduce a new curriculum at the expense of vocational education. Career education includes aspects of vocational education, such as the possibility of skill training at advanced levels. Yet career education encompasses much more than is included in vocational education. Perhaps a description of the general organization of career education and an explanation of the terms pertinent to its instrumentation will help clarify further the hoped-for impact of career education. The terms to be discussed are clusters, phases, elements, and models.

To accomplish the goals of career education the U. S. Office of Education feels that "the curriculum should be built around jobs and work" (27). "Therefore approximately 20,000 jobs were codified by experts into 15 major groupings called 'career clusters'" (27). These clusters are: Agri-business and Natural Resources Occupations; Business and Office Occupations; Communications and Media Occupations; Consumer and Homemaking-related Occupations; Construction Occupations; Environmental Occupations; Fine Arts and Humanities Occupations; Health Occupations; Hospitality and Recreation Occupations; Manufacturing Occupations; Marine Science Occupations; Marketing and Distribution Occupations; Personal Services Occupations; Public Service Occupations; and Transportation Occupations (37).

As students begin school in kindergarten and continue through high school they are gradually exposed to the more specific subjects concerning career development. There are three basic phases. Career Awareness, including career orientation, covers grades Kindergarten-Six and is the phase where children "become familiar with all the career clusters through instructional materials and field trips and the kinds of

teaching approaches now used" (27). Career Exploration begins as early as grade six and is stressed in grades nine and ten. In this phase a pupil selects one or two clusters of his choosing and explores certain careers in the clusters in depth. Career Preparation includes work awareness, with some learning of skills, work experience, including vocational-type training and placement at the high school level, or as an alternative, preparation for further education, probably at the post-secondary or the college level.

The elements of career education are the eight basic thrusts of the program, along with the desired outcomes of these thrusts. These elements and outcomes are summarized as follows (32).

<u>Element</u>	<u>Outcome</u>
Career Awareness Knowledge of total spectrum of careers	Career Identity Role or roles within world of work
Self Awareness Knowledge of the components that make up self	Self Identity Know himself--consistent value system
Appreciations, Attitudes Life roles--feeling toward self and others in respect to society and economics	Self Social Fulfillment Active work role Satisfying work role
Decision-Making Skills Applying information to rational processes to reach decisions	Career Decisions Career direction, has a plan for career development
Economic Awareness Perceives processes in production, distribution, and consumption	Economic Understanding Solve personal and social problems in an economic environment
Skill Awareness and Beginning Competence Skills Ways in which man extends his behaviors	Employment Skills Competence in performance of career-related tasks

Employability Skills
 Social and communication
 skills appropriate to
 career placement

Career Placement
 Employed in line with
 career development
 plan

Educational Awareness
 Perceives relationship
 between education and
 life roles

Educational Identity
 Ability to select
 educational avenues
 to develop career plans

"Models" is the term used to classify the four learning grounds of career education (15). The school-based model, of course, has to do with career education in the school systems, and would be the concern of administrators, teachers, counselors, and education paraprofessionals, among others. The industry-based or employer-based model seeks to increase the relevancy of the world of school to the world of work, while at the same time utilizing resources of employers in the community. The home-based model seeks to integrate home and community into the career development and learning processes by using television, tapes, radio, correspondence, career clinics, and tutors. This area will call for home economists to assist women wishing to return to work. Home economists would help provide "continuous education for homemakers" (32), and would assist in programs for training paraprofessionals. Handicapped persons would also profit from this model.

The fourth model is the residential-based model, and is the least developed at this time. The intent is (32)

. . . to bring whole family units to training sites so each family member can develop an appropriate career role through employment, study, home management, or a combination of these methods. Employment upon completion of the residency is guaranteed by the home state of each family.

Another aspect of the organization of career education is the financing. Initially much of the program is being financed through the U. S. Office of Education from vocational funds. The fiscal 1973

education budget included \$168 million for career education, \$85,500,000 of which is from vocational education funds (6). It would seem fairer to the purposes of vocational education and career education for the funding to be funnelled differently than in the past (37). Yet the initial thrust must appear to be coming from federal funds. Once the concept has been sufficiently introduced, state, school-district, and industry and business funds should be forthcoming. This is becoming the case in many instances already. School districts are setting up their own career education programs modeled after the National Standard Education Model, and industries are showing interest (and providing funds) in developing the concept. If career education proves its worth, communities will take over major parts of the financing after the initial thrust of federal funding (37).

Present Implementation

The beginning phases of career education are directed toward the school-based models. The Office of Education set up pilot programs in the school systems of Jefferson County, Colorado; Atlanta, Georgia; Hackensack, New Jersey; Pontiac, Michigan; Los Angeles, California; and Mesa, Arizona (27). In addition numerous cities are taking the task of career education upon themselves. Examples of this are San Diego, California and Dallas, Texas (27) (36). The Office of Education has also requested states to implement one or more career education school-based models of their own, using federal funds. In Oklahoma, the Sand Springs Schools represent the school-based model (24). In 1971 Arizona set up \$2 million in funds for career education (19). Wisconsin is presently setting up a state model on its own (12).

Career education is filtering into various programs, including the Oklahoma vocational home economics program. The new Oklahoma Home Economics I, Basic Core from the Division of Oklahoma Vocational Home Economics Education includes an entire unit for career development (11).

Changes Needed for Career Education

With the implementation of career education also comes new needs in the school. One of the basic needs will be for pretraining and extra training for teachers who will be introducing career education in their classes. College preparatory courses in career education must be available to future teachers (19). Teacher education programs may be restyled. Teachers already teaching will have to have extra courses or in-service training concerning career education (19). There will be new knowledge, new lesson plans, new values toward work, and aid from special leaders or paraprofessionals who work specifically with classroom teachers (15).

The school itself will have to have new instructional materials and devices. Some of these devices have been developed already in the form of games, but more material is needed for the students and the teachers (34).

Paraprofessional aides have been mentioned as a force in updating teacher knowledge (19) (23). They may also serve a purpose in coordination of career education in schools. It is important for as much career education information to be covered as possible with the least amount of duplication (16). Therefore, coordinators are an important part of career education development. Paraprofessionals may also be

used in a classroom capacity to help direct individual efforts of the students.

Students will need more guidance during career education programs than has been available previously. Career education necessitates more counselors, guidance personnel trained in career education, and better occupational assessment and testing devices for the counselors to use. Counselors will be working closely with teachers, coordinating personnel, and aides, as well as the students for the benefit of the students (19).

There will have to be new policies at the administrative level of the school. In helping administrators view career education Dr. Marland held 17 regional assemblies in 1972 for school boards, school administrators, teachers, counselors, and business and labor leaders (28).

One of the changes called for is an increased response from the community and from industry. Businesses and labor organizations have unique resources to offer. They may serve as sources of information, may lend themselves to being observed, may help provide work experience or training for students, and may be used as work-study opportunities for classroom teachers (19). It would serve to benefit both the school and business if the two were brought closer together for career education endeavors. A successful example is the Dallas multipurpose facility at Skyline School, where the Chamber of Commerce, school personnel, and businesses work closely together (36).

Career Education and Leisure Time

Lest the career education program be accused of being too work-oriented, it should be brought out that career educators also hope to

counsel in the area of leisure time (7). Perhaps too many hours of leisure time are spent doing nothing because people know of nothing better or more satisfying. Since approximately 27 years of an average life of 70 years are now spent in leisure time activities and childhood play, people need some guidance in finding satisfying releases and creative activities (37). Career education could introduce people to avocations, for which they may or may not be paid, and hobbies to help them get more enjoyment from their leisure time and from retirement. With people living many years after retirement they, too, can prepare for the many free hours when they can indulge in creative and personally rewarding pursuits. Attitudes must change to include education for leisure time.

Cautions About Career Education

Though career education would seek to make education more relevant to the problems of the country, it is easy to get carried away with an endeavor which sounds so promising. Those who administer the programs must make sure career education does not obscure or take the place of basic educational skills needed by all. They must make sure that education does not become so wrapped up in "jobs" that it is less humanistic towards those who perform those jobs (31). They must work hard to insure that wasteful duplication does not occur (16). Questions about the goals and the relative success of career education continue to be asked. Time and evaluation will help in answering these questions (19).

Role of Home Economics

Traditional Role of Home Economics

In studying the attitudes of home economics teachers toward career education it is first relevant to understand why home economists should be concerned with this area and what the major concerns in the field of home economics are. The study of home economics originally emerged as a curriculum centered solely around home and family life. It was noted in the National Conference on Contemporary Issues in Home Economics Education in 1965 that home economics earned its place in education by providing useful skills to homemakers, by contributing to the development of women and the quality of family living (5).

In general the importance of the individual and the home in our society is still being stressed in the home economics curricula. Following is a description of home economics as set forth by the American Home Economics Association (1).

Home economics is the field of knowledge and service primarily concerned with strengthening family life through: educating the individual for family living; improving the services and goods used by families; conducting research to discover the changing needs of individuals and the means of satisfying these needs; furthering community, national, and world conditions favorable to family living.

The traditional areas that home economics encompasses includes those areas dealing with various physical and social aspects of individual and family living. As Coon (10) identifies them, studies may include the areas of resource management, consumer education, foods and nutrition, child development, family relationships, textiles and clothing, housing, and health. In a 1964 publication the American Home Economics Association described five basic areas of study--human

development and the family, home management and family economics, foods and nutrition, textiles and clothing and housing (2).

Changes in the Role of Home Economics

Until a few years ago the teaching of home economics was generally restricted to teaching in the traditional areas as they related to a home setting. As society and the world have changed so must the field of home economics change to help the individual and family adjust in society. It is a responsibility of home economics teachers to help the students in adjusting to these changes which affect the family. Not only must details of studies be changed, but also, perhaps the aspects of home economics emphasis (1). "Present day home economists use essentially the same definition for the field but define the environment and man's social being more precisely" (1).

One of the major changes occurring in the home economics curriculum in the past several years is towards the area of vocational training and gainful employment. One reason for this emphasis is the increase in the employment of women.

Presently women account for over one-third of all workers. Of these about three-fifths are married and three-fifths of all part-time work is done by married women (13). Being married and being a housewife no longer means that a woman shuns outside employment. She may deal with both the roles of homemaker and wage earner. It seems important that home economics teachers help women learn to deal with both these roles successfully. Fleck (13) states:

Home economics has a special charge to prepare students for a stable and happy home and family life. Girls and women will require special attention to prepare them for the dual roles of wage earner and homemaker.

They also need help in learning about the job opportunities which are evolving, and in seeking out areas of employment other than those which are traditionally sought by women and tend to be overcrowded (13).

A step in the direction of gainful employment emphasis was made by the federal government in 1963. In that year the Vocational Education Act was put into effect. This act required that 25 per cent of all funds to home economics under previous vocational education acts be used for gainful employment education. A new emphasis in home economics became officially funded. Some money previously used for preparation for work at home was allotted for education culminating in employment outside the home.

Opportunities for Home Economists in

Career Education

Home economics-related occupations are included as one of the 15 career clusters, and there are "at least 1,000 different job titles in home economists" (8). To simplify these the home economics area may be divided into eight main job areas: education; homemaking; dietetics; communications; health and welfare; consumer service; research; and business. One can think of home economics opportunities another way, in terms of subject matter-related jobs available (child development: child care aides, teacher aides, recreational supervisor, administrator for children's programs) (food and nutrition: hostess, cook, caterer, dietary aide). Either way home economists seem to be able to find a place in helping students develop careers in home economics. In fact, many classrooms may already be set up to deal with work and skill awareness and skill training in various areas. Many home economics

courses already include phases of career education dealing with finding a job, writing resumes, the woman's role, economic awareness, and decision-making.

Home economists must be prepared to train students for occupations, to train them for paraprofessional work in home economics, and to train for the role of housewife, mother, working woman, or any combination of these.

Curriculum Development

In looking at wage earning and career education in home economics it is perhaps important to look briefly at how curriculum is defined and how it should be developed. Curriculum may be defined as course work and class activities or, more broadly, as the total experiences a student experiences under the guidance of the school (17). Hatcher and Andrews (17) prefer to think of home economics curriculum "as a learner's experience which will improve personal, family, and community living." This would include class activities as well as other experiences outside the classroom.

Tyler (41) views the development of curricula as proceeding according to one of two basic beliefs. Some develop curricula around the belief that there are certain basic values which are transferred from one generation to the next through education. Others develop curricula to help learners deal more effectively with the problems which they are facing. He himself advocates, "The school's efforts should be focused particularly upon the serious gaps in the present development of students" (41).

Curricula in Home Economics

Dr. Mary Lee Hurt (20) states that home economist must teach the problem of curricula planning as related to home economics.

Home economics curriculums should remain flexible and open to change in order to be relevant to the students they serve. But there are also some constants for individual, family and community living that need to be preserved. . . . Continuous evaluation and revision of programs will make it possible to strike an acceptable balance.

What type role will career education fill in home economics curriculums? Certainly home economics must not completely abandon its traditional role, nor should it overly stress the skills training for gainful employment. Perhaps the influence of career education can be alluded to by previous experience with gainful employment programs.

Home Economics teachers must not fall into the trap of making a narrow interpretation of instruction of wage earning. Programs should be designed with vision, creativity, flexibility, and a deep regard for human values (13).

Both emphases are important in home economics curriculum and it appears that the home economics teacher will be incorporating aspects of occupational education into their curriculums as well as continuing to emphasize traditional areas (22).

Attitudes and Career Education

Evaluation of the effectiveness of career education may not be available for several years. But since Hoyt (19) has noted that feedback is important in the success of career education, evaluation of attitudes about career education appears to be useful in these initial stages of implementation. Because teachers are responsible for the actual classroom organization and teaching, and for some of the guidance

roles in the school-based career education models, teacher attitudes need to be appraised. Those teachers who are already familiar with career education, as are Oklahoma vocational home economics teachers, have had time to form some ideas, based on personal opinion or classroom experience, concerning the purposes of the career education program.

A study of attitudes may be useful in teacher training. In a study of in-service training and career education Jacobsen and Drier (21) have found that some teachers express highly resistive attitudes toward career education, and that these teachers needs are not met by including them in in-service training programs with teachers who have differing attitudes. They state:

Through our experience during the past two years, it appears both wise and cost effective to initially assess where staff are in relation to accepting or rejecting career education and deal with them on that level (21).

An initial evaluation was made by the Institute for Educational Development for the Comprehensive Career Education Program. This evaluation served to determine attitudes toward career education of students, staff, and parents in the six Comprehensive Career Education (CCE) areas where career education had been implemented. Their findings showed "widespread favorable attitudes toward career education" (4).

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 career education can change a person's future. 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 (4).

The Institute for Educational Development has undertaken a follow-up study on the same six areas to determine attitude changes. Both

studies were sponsored by the Comprehensive Career Education Program. Though the results are not published, the Institute for Educational Development says attitudes are relatively unchanged and remain very positive (see Appendix).

Attitudes

There are varying definitions of attitudes. A classic definition first supplied by Thurstone dealt with attitudes as a man's total feelings about a subject, and going further, with opinion as expressions of attitudes. Rath (3) implies that an attitude is a value indicator when he states, ". . . an attitude does not necessarily represent a value, but may approach a value." Remmers (33) sees attitude as ". . . an affectively toned idea or groups of ideas predisposing the organism to action with reference to specific attitude objects. . . ."

In this study it may also be valuable to look at concepts about attitudes which are generally agreed upon. Summers (39) enumerates these as:

- . . . an attitude is a predisposition to respond, [that is rather than the actual responding]
- . . . attitude is persistent over time, [they may change but it is difficult]
- . . . attitude produces consistency in behavioral outcroppings.
- . . . attitude has a directional quality.

He further adds, "There is general agreement that attitude connotes preference regarding outcomes involving the object. . . ."

If this is true, studying attitudes about career education may give some idea of the direction which teachers are taking to assure its success.

Attitude Measurement

Summers (39) defines measurement as the "assignment of numbers to observations according to some set of rules." Since attitudes cannot be measured directly and must be inferred from behavior the measurement of attitudes becomes complicated.

In order to measure attitudes Remmers (33) made four assumptions:

. . . that attitudes are measurable, that they vary along a linear continuum, and that measurable attitudes are common to the group, that they are held by many people.

At the same time he cautions that attitudes do change and that expressed attitudes (opinions) may at times deviate from real self-attitudes. However, attitude measurement is not only possible, but because attitudes are so important in determining behavior, is desirable (33).

There are five methods of inferring attitudes as given by Summers (39). They are:

. . . (1) self-reports of beliefs, feelings, and behaviors; (2) observation of overt behavior; (3) reaction to or interpretation of partially structured stimuli which involve the attitudinal object; (4) performance of 'objective' tasks which involve the attitudinal object; and (5) physiological reactions to the attitudinal object or representations of it.

While the self-report method has disadvantages it is to date the most widely used method of attitude measurement (39).

One of the major contributions to attitude measurement was made by Thurstone (14) when he developed one of the first attitude measurement scales, originally published in 1928. Likert's (14) attitude measurement scale, published in 1932 was a refinement which assigned arbitrary weights to the responses and gave similar results but with less time and effort expended. Louis Guttman (39), a sociologist working with

the Department of the Army, developed another approach to attitude measurement scales in 1944.

Summary

Chapter II has included a review of literature related to this study. The areas included aspects of career education; the role of home economics; curriculum development; attitudes and career education; attitudes; and attitude measurement. A description of the procedure followed will be included in Chapter III.

CHAPTER III

PROCEDURE

One approach in evaluating the place of career education in the American school system is to determine the predisposition of teachers towards it and its objectives--in other words to discern attitudes about career education. Attitude studies help in defining general variations in acceptability, such as those differences noted by region or socio-economic groups (33). In speaking of attitude study in education Remmers (33) concludes, "It provides much data for the drawing up of programs, for changing teaching methods, for measuring how well information is 'getting through' to students."

It seemed that some assessment could be made of the impact of career education by determining attitudes people had about it. It was decided to study attitudes of Oklahoma vocational home economics teachers because part of their suggested directives for the 1973-74 school year emphasized career education, which would indicate that many might already have some knowledge of career education. Therefore, four objectives were developed for looking at these attitudes. They were:

1. To determine attitudes expressed by home economics teachers concerning career preparation of students in high school.
2. To determine attitudes expressed by home economics teachers concerning the way career education could best be incorporated

into the school system curricula to achieve the objectives for which it was designed.

3. To determine attitudes expressed by home economics teachers concerning the present status of career education.
4. To determine attitudes expressed by home economics teachers about the possible impact of career education on the future of the students.

Selection of an Instrument

To accomplish these objectives it was necessary to develop or to find an instrument which met the objectives that had already been developed. In researching information concerning career education an instrument was located which in general could be used in determining the information needed. This instrument had been developed by the Institute for Educational Development for the Comprehensive Career Education Model Program (CCEM). (See the Appendix for the source of the instrument.) It had been previously tested and used in identifying the attitudes of parents, pupils, and staff in the six CCEM school systems--those in Atlanta, Georgia; Hackensack, New Jersey; Jefferson County, Colorado; Los Angeles, California; Mesa, Arizona; and Pontiac, Michigan. Results of the survey were analyzed to give an indication of attitudes in areas where career education programs were already in effect. A follow-up study was undertaken in June, 1973, as a second phase of the study, to determine what changes in attitudes, if any, occurred using the 1972 survey as a baseline (4). The part of the instrument used for determining attitudes was set up as a Likert type scale--that is, arbitrary weights were assigned to the five responses possible on each question

(14). A Likert type scale is used in determining the amount of agreement or disagreement a person feels about a particular attitude statement (40).

After determining that part of this instrument could be used in this study, a letter was sent to the authors of the questionnaire asking permission to use their instrument. They granted permission to reproduce the instrument and to use it in this study. Because the first part of their instrument was developed for identifying background information needed for their use, it was decided to delete it from this survey and to develop background questions more suited to this study.

Selection of the Sample

Since vocational home economics teachers in Oklahoma were to be surveyed, a list of home economics education personnel from the Oklahoma Department of Vocational Home Economics was obtained. From the list there were 390 possible vocational home economics teachers who might be used in this survey. A random sample representing one-third (33 and one-third per cent), or 130 teachers, was selected. After reproducing the questionnaire and a letter of introduction the material was enclosed with a stamped, addressed envelop for return and sent to the 130 teachers in the sample. There were 96 questionnaires returned, or 74 per cent of the 130 sent out.

Analyzing the Data

It was decided to analyze the data on the questionnaire in two ways. Background material on Part I was to be analyzed in terms of the number of responses to each section of each question to determine

general background characteristics of respondents. Questions on Part II, and question seven on Part I, all dealt with the teachers' attitudes toward career education. In analyzing the results of these items in relation to the previously stated objectives, questions were grouped as they pertained to a given objective or a particular aspect of one of the objectives.

There were nine general divisions of questions which applied to the four objectives. Objective one, dealing with career preparation in high school, related to two groups of questions--questions concerning attitudes toward career preparation in high school, and attitudes toward combining school and employment. The second objective, concerning the way career education could be incorporated into the school, related to three groups of questions: teaching career education in subject matter classes, teaching career education separately from subject matter courses, and the funding of career education. Three groups of questions were pertinent in helping determine the third objective, the present status of career education. These groups were the positively stated and the negatively stated items concerning principles of career education, and outside support for career education. Questions dealing with the possible impact of career education on the future of students related to the fourth objective.

Individual questions within the groups of questions were analyzed by tallying the responses and recording the per cent agreeing, that is indicating Strongly Agree or Agree on the questionnaire; those disagreeing, indicating Disagree or Strongly Disagree; or those indicating No Opinion at this time. In addition the percentage of those not responding was figured. The percentage was figured by dividing the

number of responses in question by 96, the number of total questionnaires returned. Percentages were rounded off to the nearest whole per cent. A majority was considered to be agreement or disagreement of 51 per cent or more. For example, in Item Seven, Part I, 61 indicated Agree or Strongly Agree with the statement, indicating agreement. The number 61 was divided by 96. It was determined that 63 per cent, a majority, agreed with that statement.

After following this procedure it was then possible to analyze information pertaining to background characteristics and general attitudes of the responding teachers towards career education. From the analysis it was possible to draw some conclusions.

Summary

In Chapter III the procedure followed in this study was given. The steps undertaken included selection of the survey population and sample, selection and review of an instrument, revision of parts of the instrument, sending the survey, and analysis of data received. Chapter IV will present the analysis of data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

In trying to ascertain the attitudes towards aspects of career education of the teachers responding to the questionnaire, the individual responses were analyzed with the objectives of the study in mind. The resulting data are reported in this chapter.

In analyzing the background data, the corresponding response for each of the questions was recorded and the number of responses for each was found by adding these. The number of responses rather than percentages were used for questions in Part I with the exception of Item Seven. In that instance percentages were used as will be explained.

The makeup of the respondents to the questionnaire was varied. Almost one-half of the 96 responses (47) were from teachers 20-29 years of age. The next largest group was of those ages 40-49 (18 responses), followed by those 50 years and over (16 responses), and lastly, those aged 30-39 (15 responses). Well over one-half (57) had taught five years or less, though only 13 of those had less than one year of experience. There were 21 teachers who said they had taught 15 years or more, 11 who had taught five to nine years, and seven who had been teaching 10-14 years. As might be expected, the largest category of those responding to the question of educational level attained held Bachelor's degrees (71). The other 24 who responded held master's degrees.

A majority (49) of the respondents were from schools with an enrollment from 100-499, while 20 respondents taught in schools where the enrollment was 500-999. There were 12 teachers who taught in the largest enrollment category, 1000 and over, and only four from schools of under 100.

In determining the grade levels at which the teachers most often taught, 85 responded that they had one or more eleventh grade class, 83 had twelfth grade classes, 79 had tenth grade classes, and 74 had ninth graders. In addition one teacher taught in a non-graded situation, and there were five who had eighth graders and three who taught seventh graders.

In originating this study it was assumed that many vocational home economics teachers in Oklahoma would have some knowledge of career education. It was hoped the inclusion of Item Eight, Part I concerning sources of information about career education available to the teachers would help determine something about the type and number of sources used. The source of information concerning career education most often mentioned by these teachers was the State Department of Vocational Home Economics, cited by 88 of the 96 respondents, followed by 86 responding to the magazine and journals category. Seventy-two responded they had been to meetings concerning career education, 67 had read something about it in books, and 57 had read from newsletters. Workshops containing career education information had been attended by over one-third (37) of the group. The particular school system of the teacher had given information to 26 of the respondents, and over one-fourth (25) had been involved in in-service training. Twenty responding teachers

indicated other sources of information, such as college courses or short courses.

Since so many of the teachers gave credit to the State Department of Vocational Home Economics it would appear that so far it is the main source of information about career education for the teachers who responded. It also appears that since over three-fourths had been to meetings, over one-third had attended workshops, and over one-fourth had been involved in in-service training pertaining to career education, information is being disseminated in these ways also.

Indication of Attitudes About Career Education

Brickell and Aslanian (4) stated that one indication of the general acceptance of career education is the feeling of teachers about having subjects in their particular field focused around career education. For this reason the researcher developed this type of question to be included as Item Seven on Part I of the questionnaire. When asked if they agreed that "Home economics courses would be more meaningful if focused around career education," 63 per cent of the responding teachers were in agreement. There were 24 per cent who disagreed. Five per cent returning the questionnaire did not respond to this question, and seven per cent indicated that they had no opinion at this time.

As shown in Table I the most favorable attitudes concerning this question were in the age groups of those 50 and over (69 per cent agreeing) and 20-29 (70 per cent agreeing).

Those teaching less than one year showed the highest percentage of agreement, with 92 per cent of this group agreeing to this particular question.

TABLE I
 HOME ECONOMICS COURSES WOULD BE MORE MEANINGFUL
 IF FOCUSED AROUND CAREER EDUCATION--
 RESPONSES BY AGE OF RESPONDENTS

Age of Respondents	Number Responding	Per Cent			
		Agree	Disagree	No Opinion	No Response
20-29	47	70	17	8	4
30-39	15	54	20	13	13
40-49	18	50	44	5	
50 and over	16	69	6	19	6

TABLE II
 HOME ECONOMICS COURSES WOULD BE MORE MEANINGFUL
 IF FOCUSED AROUND CAREER EDUCATION--
 RESPONSES BY YEARS IN THE
 FIELD OF EDUCATION

Years in Field of Education	Number Responding	Per Cent			
		Agree	Diagree	No Opinion	No Response
Less than one year	13	92	8		
1-5 years	44	66	20	9	4
5-9 years	11	54	27	9	9
10-14 years	7	71	29		
15 years and over	21	43	38	9	9

A summary of other variations within groupings for size of school and level of education of the teacher is found in Tables III and IV. Table III gives variations by level of education. There were no responses by those holding other than bachelor's or master's degrees.

TABLE III
HOME ECONOMICS COURSES WOULD BE MORE MEANINGFUL
IF FOCUSED AROUND CAREER EDUCATION--
RESPONSES BY EDUCATION LEVEL
OF RESPONDING TEACHERS

Level of Education of Teacher	Number Responding	Per Cent			
		Agree	Disagree	No Opinion	No Response
Bachelor's Degree	71	64	21	8	6
Master's Degree	24	62	8	29	

The teacher's responses were not affected with any consistency by the size of the school in which they taught. Table IV summarizes the responses by size of the school.

The majority, then, seem in favor of including career education in the home economics curriculum at this time. This may be taken to indicate that a majority of respondents had favorable attitudes toward career education in general.

TABLE IV
HOME ECONOMICS COURSES WOULD BE MORE MEANINGFUL
IF FOCUSED AROUND CAREER EDUCATION --
RESPONSES BY SIZE OF SCHOOL

Size of School	Number Responding	Per Cent			
		Agree	Disagree	No Opinion	No Response
Less than 100	4	50	25		25
100-499	49	67	18	8	6
500-999	20	50	40	10	
1000 and over	12	58	33		8

Attitudes Concerning Career Preparation
in High School

There were five questions (Items 1, 5, 12, 29, and 30) used in discerning attitudes concerning career preparation in high school, as shown in Table V.

In three of these questions, Items 1, 29, and 30, the researcher felt that a response of agreement a majority of the time would indicate dissatisfaction with some aspects of present career preparation. Since 86 per cent indicated that high school graduates do not know what kind of career they prefer and 89 per cent indicated that high school graduates are not prepared to go to work, it seems that this group may have felt present high school career preparation is inadequate. In addition the response to Item 30 shows that 62 per cent of the teachers indicated

that high school counselors are not cognizant of many possible careers for students.

TABLE V
ATTITUDES CONCERNING CAREER PREPARATION
IN HIGH SCHOOL

Statements from Questionnaire	Per Cent			
	Agree	Disagree	No Opinion	No Response
1. Many people finish high school not knowing what kind of career they prefer.	86	12		1
5. Every student should have at least one paying job before graduating from high school.	79	11	9	
12. Every student should graduate from high school with a salable skill he can use on a job.	71	24	5	
29. Most high school graduates are not prepared to enter the business world.	89	6	3	1
30. Guidance counselors don't know enough about career possibilities for students.	62	23	11	3

In Items 5 and 12 teachers agreed (79 per cent) when asked if students should have at least one paying job before high school, and 71 per cent agreed that every student graduating should have a salable skill. These responses indicate that the teachers felt all students should have job preparation or experience while in high school.

Another group of questions was used in determining attitudes toward combining school and employment. This included Items 15-23 and Item 45, and is illustrated by Table VI.

Items 15-23 concerned receiving credit towards graduation for work. There was general agreement on all occupations mentioned that credit should be given for those specific jobs. Not quite one-half (48 per cent) agreed that credit should be given for any type work. Only 25 per cent actually disagreed on this item. The particular types of work which received the most agreement in the responses were the jobs of dental assistant, sales clerk, and stock clerk, with 73 per cent agreement; and teaching assistant, with 72 per cent agreement. The least number of positive responses (55 per cent) was for the job of political campaign worker, although the majority did concur. Evidently there were no strong objections to students receiving high school credit for being employed in any of the eight jobs mentioned and almost one-half would give credit for any type of work. They seemed to feel that this type of learning experience was a valid part of high school career education.

TABLE VI
ATTITUDES TOWARD COMBINING SCHOOL AND EMPLOYMENT

Statement from Questionnaire	Per Cent			
	Agree	Disagree	No Opinion	No Response
A high school student should receive credit toward graduation for working as a:				
15. (a) Camp counselor	66	19	11	4
16. (b) Gas station attendant	67	17	8	6
17. (c) Stock clerk	73	14	7	6
18. (d) Teacher assistant	72	18	6	4
19. (e) Hospital volunteer	69	17	7	7
20. (f) Political campaign worker	55	24	14	7
21. (g) Dental assistant	73	14	8	5
22. (h) Sales clerk	73	12	8	6
23. (i) Any type of work	48	25	15	12
45. As part of the high school program, students should be allowed to leave school during the day to work.	77	8	10	4

Present Status of Career Education

For the purposes of this study 16 items were analyzed as indicators of attitudes favorable towards principles of career education.

Eight items (Items 7, 8, 24, 27, 32, 34, 41, and 48) were stated in a positive manner--a majority responding in agreement would indicate positive attitudes towards career education. The eight other statements (Items 4, 9, 11, 13, 26, 31, 33, and 49) were stated in a negative manner--a majority disagreeing would be interpreted as indicating positive attitudes towards career education.

Table VII shows the results of the analysis of the first group of these items.

Only one of the items in this group, Item 24, did not receive a majority of positive responses. On Item 24 only 25 per cent agreed that elementary school should be focused around career education. The high percentage of agreement on the other items, however, seems to indicate a favorable attitude expressed concerning other principles of career education. Ninety-one per cent agreed that you do not necessarily have to have a college degree to be a success, one of the principles brought out in career education programs. Attitudes toward effectiveness of possible career education programs were discussed in Items 8 and 27. Ninety per cent indicated that they thought career education in high school could change a student's career choice. Eighty-nine per cent indicated effective career education programs can lower the rate of dropouts. A majority of agreeing responses to Items 34 and 48 indicates that teachers may feel career orientation in school would benefit both students and the quality of education. While only 25 per cent indicated grade school should be career-oriented, 85 per cent agreed that career education should be available to all students beginning in kindergarten. Perhaps this indicates that they feel career education should certainly

be included but should not be emphasized to too great an extent in grade school.

TABLE VII
THE POSITIVE STATED ITEMS CONCERNING
PRINCIPLES OF CAREER EDUCATION

Statement from Questionnaire	Per Cent			
	Agree	Disagree	No Opinion	No Response
7. You don't need a college degree to be a success.	91	6	2	
8. A student's choice of career can be changed by career education in school.	90	4	3	2
24. Elementary school would be better if centered around the world of work.	25	52	22	1
27. An effective program of career education would lower the dropout rate.	89	4	7	
32. Elementary school students should have workmen, such as postmen, garment workers, and electricians, coming to school to talk about their jobs.	88	2	7	3
34. If schools were career-oriented, they would be useful to more students.	85	5	6	3
41. Career education should be available to all students from kindergarten through grade 12.	85	8	5	1
48. The quality of education would be raised by an emphasis on jobs and work.	67	9	19	5

As shown in Table VIII the negatively stated items also show a generally favorable attitude towards the principles involved in career education programs.

Responding teachers disagreed a majority of the time to all but Item 11, showing agreement with the principles of career education on all but that item.

Respondents to Item 4 indicated they did not feel elementary school was too early for students to begin to think about possible careers. This item is similar to Item 41 which was discussed above, and responses seem to be favorable to inclusion of career education materials in elementary school.

Positive responses to Item 9 would seem to indicate that family factors would have a dominant effect in a child's choice of career. Since 84 per cent of the teachers responding disagreed with this, the general feeling could be that while this is sometimes the case, family ambitions and occupational ties need not be the only or most important factor in determining a child's future occupation.

Item 11 shows support for the idea that other criteria need to be taken into account in judging a high school other than the percentage of students it sends on to college. Certainly good high schools may send many on to college, but teachers were divided as to the importance of this criteria in judging a high school "good." Only 36 per cent agreed with this statement while 37 per cent disagreed.

Perhaps one indication of attitudes about the permanence career education programs is given in the responses to Item 49. There were only three per cent who agreed that career education would soon be forgotten, while 82 per cent disagreed with this idea. Teachers

TABLE VIII
 THE NEGATIVELY STATED ITEMS CONCERNING
 PRINCIPLES OF CAREER EDUCATION

Statements from Questionnaire	Per Cent			
	Agree	Disagree	No Opinion	No Response
4. Elementary school is too early for a student to start thinking about career possibilities.	5	90	3	1
9. One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation.	10	84	4	1
11. Good high schools have a high percentage of students who go to college.	36	37	18	8
13. Students going on to college should not make their career plans while in high school.	3	94		3
26. There are areas in the school program more important than career education that need our time, money, and effort.	28	48	20	4
31. The present high school vocational education courses teach students enough about the world of work.	11	74	6	8
33. Courses such as art and music would be damaged by including information about job possibilities in those fields.	2	90	4	3
49. Career education is just another fad that will soon be forgotten.	3	82	9	5

indicated that the thrust behind career education will carry it forward.

The responding teachers, who are themselves vocational teachers, seem to feel that current vocational programs are not able to sufficiently prepare the majority of students for the world of work. Seventy-four per cent disagreed with Item 31.

Another indication of the status of career education is the outside support it has from other sectors of the community. Two questions, Items 35 and 39, pertained to this aspect. In responding to these items 84 per cent of the teachers indicated they thought local business and professional people would help in career education programs, with only five per cent disagreeing with this idea. Similarly, 72 per cent responded favorably to Item 39--that local people would probably be glad to visit the school to talk about their jobs. Only 13 per cent disagreed on this point. Teachers indicated that, once initiated, career education programs would be supported by the community.

Career Education in the Curriculum

In analyzing data to help determine objective three, how career education could best be incorporated into the curriculum, there were three groups of questions to be considered. The first group of questions (Items 2, 10, 40, 43, and 44) considered attitudes toward teaching career education in subject matter classes. The second group of questions (Items 25, 33, 42, and 47) considered this idea as teaching career education apart from subject matter classes. And a third area included questions about appropriate funding for career education programs (Items 36, 37, and 38).

As Table IX shows on the five items considered to show positive attitudes towards teaching career education in subject matter classes, a majority of respondents agreed on all items. The attitude expressed seemed to be that it was appropriate or even desirable for career education material to be included in the subject areas to which it related.

TABLE IX
ATTITUDES CONCERNING TEACHING CAREER EDUCATION
IN SUBJECT MATTER COURSES

Statement from Questionnaire	Per Cent			
	Agree	Disagree	No Opinion	No Response
2. Students should be told about different job requirements during the study of every subject in every grade.	85	13	2	
10. Visits from industrial chemists would create more interest in a chemistry class.	78	8	10	3
40. Students who are good in history should be told about jobs in this field.	94	2	4	
43. Foreign language teachers should teach about careers in their classes.	93	2	3	2
44. The way mathematics can be used in jobs can be taught in a few days in every mathematics course.	54	31	9	6

Four questions were used in determining attitudes toward career education being taught other than in subject matter areas. Table X shows that there was disagreement with this method.

TABLE X
ATTITUDES CONCERNING TEACHING CAREER EDUCATION
SEPARATELY FROM SUBJECT MATTER COURSES

Statement from Questionnaire	Per Cent			
	Agree	Disagree	No Opinion	No Response
25. The school guidance department should carry the primary responsibility for career education.	20	72	4	4
33. Courses such as art and music would be damaged by including information about job possibilities in those fields.	2	90	4	3
42. Separate courses on career education would be better than incorporating this subject into existing courses.	17	73	8	2
47. Career education should be taught by special career education teachers rather than by regular teachers.	23	53	20	4

The responses to Item 25 indicated that teachers disagreed that career education should be left primarily to the guidance department (72 per cent disagreed). Teaching separate courses on career education

or having a special career education teacher also drew negative reaction, 73 per cent disagreeing with separation and 53 per cent disagreeing with using special teachers. It appears that teachers may feel the proper place for teaching career education is in the classroom along with the subject matter to which it relates, and that career education can effectively be taught by classroom teachers.

As far as funding career education goes teachers indicated, as shown in Table XI, that career education is going to cost money to be implemented, but that it will have important enough consequences in terms of employment that it will be worth the investment. Seventy-nine per cent agreed with this statement, and only seven per cent disagreed. In their attitudes concerning where this funding should come from it seems that money for implementation should not come entirely from the State and Federal Governments, but probably from local funds. There were 48 per cent who disagreed that Federal and State governments should pay the full cost (28 per cent agreed), while 54 per cent thought the local community should support funding if the State and Federal governments cannot. Teachers seem to prefer, then, to keep funding at the local level as much as possible.

Impact on Future of Students

Teachers indicated that career education would have an effect on the future of students in the programs. Eighty-seven per cent responded positively to Item 8, that career education could change a student's choice of career. They disagreed that career education would be of more use in the long run to boys than to girls (96 per cent indicated that this would not be true). And when asked what they knew about

career education in Part III of the questionnaire 90 per cent indicated on Item 54 that they considered it true that the Career Education Program would help students in making more realistic career choices.

TABLE XI
FUNDING CAREER EDUCATION

Statement from Questionnaire	Per Cent			
	Agree	Disagree	No Opinion	No Response
36. Career education will cost money but will be a saving for society because of an increase in employment.	79	7	6	7
37. State and Federal Governments should pay the full cost of career education.	27	48	19	5
38. Our local community should pay for career education if the State and Federal Governments cannot.	54	12	29	4

In Chapter IV the data collected were analyzed according to relationships with the objective stated for this study in determining attitudes expressed by Oklahoma vocational home economics teachers about career education. Chapter V will summarize the findings of this analysis and make concluding statements and suggestions.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The general purpose of this study was to determine attitudes expressed by Oklahoma vocational home economics teachers about career education. More specifically there were four objectives which the study was designed to determine. These were to determine attitudes of the selected teachers specifically towards: (1) career preparation of students in high school; (2) the way career education could best be incorporated into the curriculum; (3) the present status of career education; and (4) the possible impact on the future of students.

In preparing for the study related literature was reviewed in the areas of career education, the role of home economics, curriculum development, home economics curriculum, attitudes, and attitude measurement. Also undertaken was a search for a possible instrument which had already been tested and which would be appropriate for the purposes of this study. An instrument developed by the Institute for Educational Development for use in determining attitudes of teachers towards aspects of career education was located. It was decided this instrument could be used in meeting the objectives of this study. Permission was granted by the Institute for Educational Development for the use of the instrument in this study.

It was decided to survey a random sample representing one-third of the 390 vocational home economics teachers in Oklahoma. Questionnaires were reproduced and sent to these teachers. Ninety-six (74 per cent) of the questionnaires were returned.

To give a better understanding of the findings of the study summary statements have been made. These are presented according to the particular objective of this study to which they relate.

Career Preparation in High School

1. Most responses to the questions regarding career preparation of high school students show that teachers seem to be dissatisfied with present career preparation of students, to feel there is a lack of career preparation by the students, or that there is a lack of adequate knowledge in the counseling area.
2. Most teachers responding agreed that students should have held a job or have had job preparation or job training while in high school.
3. A majority of the teachers agreed that it was valid to give credit towards graduation for work in any of the eight occupations mentioned, and almost half (48 per cent) said it was right to give credit for any type of work done in high school.

Present Status of Career Education

1. Sixteen items were analyzed to determine attitudes toward some of the principles of career education. Fourteen items

showed positive attitudes a majority of the time. One item concerning the value of focusing elementary school around career education was disagreed with by the majority.

Teachers showed divided opinions on whether a good high school sends a high percentage of its graduates on to college.

2. There were 63 per cent who agreed that home economics would be more meaningful if focused around career education.

Incorporating Career Education Into the Curriculum

1. The majority of the teachers agreed on all pertinent items that career education should not be taught separately, should not be taught by special teachers, or should not be left to the guidance counselors.
2. Responses to questions concerning teaching career education in subject matter courses showed that a majority agreed on all items that career education should be taught in this way.
3. Teachers indicated that although initial implementation would require money, the results would justify this. They also indicated a preference for funding to come from local sources, rather than entirely from federal or state governments.

Impact of Career Education on the Future
of Students

1. The majority of those responding indicated that career education might cause a student to change his choice of career.
2. Almost all of those replying (96 per cent) disagreed that career education would be of more use to boys than girls.
3. Most indicated that they thought it was true that career education would help students make career choices more realistically.

Conclusions

After analyzing the results of the survey the researcher made the following conclusions:

1. Vocational home economics teachers in Oklahoma seem to express positive attitudes about career education in relation to the four objectives of this study, and its importance in the home economics class as well as in the school system. This is especially true as career education is allowed to be taught by teachers in the various subject matter areas.
2. Though students need job preparation and work experience before graduation from high school it has not generally been available to them.
3. Even vocational courses are not able to adequately prepare students for the world of work.

4. Successful career education programs could help all students prepare for the world of work and make more realistic career choices.
5. Career education programs could help ease the problem of dropouts.
6. Properly implement, career education programs will be a valuable addition to school curriculums.

Recommendations

Keeping in mind the results and conclusions of the study the following recommendations are made:

1. School administrators and school systems studying possible career education programs should be made aware of the positive attitudes towards certain aspects of career education expressed by those surveyed.
2. Those setting up career education programs should have access to the results of the study concerning the ideas expressed by these teachers of how best to incorporate aspects of career education into the curriculum.
3. Results of the study should be available to college home economics education teachers so that the reported general attitudes expressed can be taken into account in planning teacher education courses.
4. Designers of in-service training in career education should note areas of interest in this study which may help them in planning for in-service training.
5. Teachers expressed a preference for local funding of

career education programs. Local school boards could perhaps keep these preferences in mind.

6. After career education programs have been in effect for several years follow-up studies should be done in relation to attitudes, to note any specific changes, and in relation to the relative success of career education programs in helping to prepare students more effectively for the world of work.

A SELECTED BIBLIOGRAPHY

- (1) American Home Economics Association. Home Economics - New Directions: A Statement of Philosophy and Objectives. Washington, D. C.: American Home Economics Association, 1959.
- (2) American Home Economics Association. The Field of Home Economics: What It Is. Washington, D. C.: American Home Economics Association, 1964.
- (3) "Barriers to Effective Career Education." Compact, Vol. 6, No. 4 (August, 1972), p. 32.
- (4) Brickell, Henry M., and Carol B. Aslanian. "Attitudes Toward Career Education." New York: The Institute for Educational Development, February, 1972.
- (5) Broudy, Harry S. Home Economics as General Education. Report to the National Conference on Contemporary Issues in Home Economics Education. Urbana, Illinois: University of Illinois, May 9-13, 1965.
- (6) Burkett, Lowell A. "Career Education: How Do Others Interpret the Concept?" American Vocational Journal, Vol. 47, No. 3 (1972), 9-10.
- (7) Career Education News - Special Report. New York: McGraw-Hill, February 28, 1973.
- (8) "Careers in Home Economics." Career World, Vol. 1, No. 3 (Mid-November, 1972), pp. 4-8.
- (9) Center for Vocational and Technical Education. Implications of Women's Work Patterns for Vocational and Technical Education. Columbus, Ohio: The Ohio State University, 1967.
- (10) Coon, Beulah I. Home Economics Instruction in the Secondary School. Washington, D. C.: The Center for Applied Research in Education, Inc., 1964.
- (11) Division of Vocational Home Economics Education. Oklahoma Vocational Home Economics Education: Home Economics I, Basic Core. Oklahoma City, Oklahoma, 1972.
- (12) Drier, Harry N., Jr. "Career Development Activities Permeate Wisconsin Curriculum." American Vocational Journal, Vol. 47, No. 3 (1972), 39-41.

- (13) Fleck, Henrietta. Toward Better Teaching of Home Economics. New York: The Macmillan Company, 1968.
- (14) Gage, N. L. Handbook of Research on Teaching. Chicago: Rand McNally and Company, 1963.
- (15) Goldhammer, Keith. "Roles of Schools and Colleges of Education in Career Education." Paper presented to National Conference on Career Education, Columbus, Ohio, April 24, 1972.
- (16) Gysbers, Norman C., and Earl J. Moore. "Career Guidance Program Content and Staff Responsibilities." American Vocational Journal, Vol. 47, No. 3 (1972), 60-62.
- (17) Hatcher, Hazel M., and Mildred E. Andrews. The Teaching of Home Economics, 2nd ed. Dallas: Houghton Mifflin Company, 1963.
- (18) Hoyt, Kenneth B. "Career Education and Career Choice." American Vocational Journal, Vol. 47, No. 2 (1972), 84-88.
- (19) Hoyt, Kenneth B., Rupert N. Evans, Edward F. Mackin, and Garth L. Mangum. Career Education--What It Is and How to Do It. Salt Lake City, Utah: Olympus Publishing Co., 1972.
- (20) Hurt, Dr. Mary Lee. "Home Economics." Curriculum Handbook for School Executives. Edited by William J. Ellena. Washington, D. C.: American Association of School Administrators, 1967.
- (21) Jacobsen, Kaare, and Harry N. Drier. "Attitudes Towards Career Education--Identification and Change." Presentation to the Seventh Annual Vocational and Technical Teacher Education Seminar, Hotel Adolphus, Dallas, Texas, October 22-25, 1973.
- (22) Karnes, M. Ray. "Problems and Issues." Presentation to National Conference on Contemporary Issues in Home Economics Education, University of Illinois, May 9-13, 1965.
- (23) Laramore, Darryl. "Career Education Concept Filters Down." American Vocational Journal, Vol. 47, No. 9 (1972), 45-51.
- (24) Leslie, Frank. "Preparation for a Career Should Be Ultimate Goal of School Effort." Tulsa Sunday World, April 1, 1973.
- (25) "Marland on Career Education." American Education, Vol. 7, No. 9 (November, 1971), 25-28.
- (26) Marland, Sidney, Jr. "Career Education." From speech presented to the 33rd Session of International Conference on Education, Houston, Texas, January 23, 1971.
- (27) Marland, Sidney, Jr. "Career Education: Every Student Headed for a Goal." American Vocational Journal, Vol. 47, No. 3 (1972), 34-36, 62.

- (28) Marland, Sidney, Jr. "Career Education 300 Days Later." American Vocational Journal, Vol. 47, No. 2 (1972), 14-17.
- (29) Nixon, Richard M. Manpower Report of the President--A Report on Manpower Requirements, Resources, Utilization, and Training. Transmitted to the Congress March, 1973. Washington, D. C., 1973.
- (30) Raths, Louis E., Merrill Harmin, and Sidney B. Simon. Values and Teaching. Columbus, Ohio: Charles E. Merrill Publishing Company, 1966.
- (31) Ray, Dr. Elizabeth M. "Career Education--A Point of View for Consideration by Home Economics Educators." Paper presented at Home Economics Division Meeting, American Vocational Association, December 3, 1972.
- (32) Reinhart, Dr. Bruce. "Career Education." Tele-lecture presented to Seminar for State Supervisors of Home Economics, Oklahoma State University, May 16, 1972.
- (33) Remmers, H. H. Introduction to Opinion and Attitude Measurement. New York: Harper and Brothers, 1954.
- (34) Shoemaker, Byrl R. "Career Education: A Chance for Change." American Vocational Journal, Vol. 47, No. 3 (1972), 27-31.
- (35) Smith, Joel. "The Need for Math Seemed Endless." American Vocational Journal, Vol. 47, No. 3 (1972), 50-51.
- (36) Stamps, B. J. "Career Education--Big D Style." American Vocational Journal, Vol. 47, No. 3 (1972), 42-44.
- (37) State Department of Vocational and Technical Education. "Career Education for Oklahoma?" Curriculum and Instructional Material Center, Stillwater, Oklahoma, 1972 (Mimeographed).
- (38) State Department of Vocational and Technical Education, Home Economics Education Division. "Goals and Objectives for State Home Economics Program." Oklahoma City, Oklahoma, 1973 (Mimeographed).
- (39) Summers, Gene F. ed. Attitude Measurement. Chicago: Rand McNally, 1970.
- (40) Tuckman, Bruce W. Conducting Educational Research. New York: Harcourt Brace Jovanovich, Inc., 1972.
- (41) Tyler, Ralph. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1950.

APPENDIX

POLICY STUDIES IN EDUCATION

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

January 28, 1974

Donna Risner Boyd
Graduate Student
Home Economics Education
1544 Hanson Circle
Stillwater, Oklahoma 74074

Dear Ms. Boyd:

I am answering your letter of January 10, 1974, addressed to Carol B. Aslanian.

You are hereby granted permission to use the career education attitudes instrument we developed while at the Institute for Educational Development in New York. You may reproduce copies of the instrument yourself. However, all copies must retain the existing reference to 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 highly favorable to start with; they were highly favorable 18 months later.

Good luck with your studies.

Sincerely,



Henry M. Brickell
Director

HMB:sd

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

Department of Home Economics Education
372-6211, Ext. 486

74074

1544 Hanson Circle
Stillwater, Oklahoma 74074
February 14, 1974

Dear Home Economics Teacher:

As you know there has been much emphasis lately on incorporating career education into the curriculum, and funds are being appropriated for this purpose. It is important to evaluate certain aspects of career education in these initial phases to help determine its usefulness and acceptance in the curriculum as a basis for future programs and for teacher training.

I am currently a graduate student in Home Economics Education at Oklahoma State University. For my thesis I hope to determine the attitudes expressed by vocational home economics teachers in Oklahoma toward career education. Enclosed you will find a copy of the questionnaire I am using for this research.

Please use a few minutes of your time to fill out the questionnaire and return it as soon as possible in the envelope provided. Do not sign your name -- all questionnaires are to be treated anonymously. You need not respond to any item about which you are hesitant.

Feel free to make additional comments if you wish.

Thank you for your help.

Yours truly,

Donna Risner Boyd

Donna Risner Boyd
Graduate Student
Home Economics Education

Elaine Jorgenson

Elaine Jorgenson, Advisor
Home Economics Education

REFERENCE FOR INSTRUMENT

For further information about the questionnaire used in this study contact:

Institute for Educational Development

52 Vanderbilt Avenue

New York, New York 10017

VITA

Donna Risner Boyd

Candidate for the Degree of

Master of Science

Thesis: ATTITUDES EXPRESSED BY OKLAHOMA VOCATIONAL HOME ECONOMICS
TEACHERS CONCERNING CAREER EDUCATION

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Tulsa, Oklahoma, June 22, 1944, the
daughter of Mr. and Mrs. C. L. Risner; married to Joel D.
Boyd, 1964; two sons, Sean, born 1967, and Colin, born, 1971.

Education: Graduated from Edison High School, Tulsa, Oklahoma, in
May, 1962; attended Oklahoma State University, 1962-64;
received Bachelor of Science degree from Oklahoma College of
Liberal Arts in May, 1966; completed requirements for the
Master of Science degree at Oklahoma State University in
July, 1974.

Professional Experience: Taught English and home economics at
Madison Junior High School in Tulsa, Oklahoma, 1966; substi-
tute teacher at Eisenhower High School, Lawton, Oklahoma, in
spring, 1970.