

THE EXTENT OF AGREEMENT OF PUBLIC SCHOOL  
EDUCATORS IN OKLAHOMA TOWARD SELECTED  
CAREER EDUCATION ASSUMPTIONS

By

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in partial fulfillment of the requirements  
for the Degree of  
DOCTOR OF EDUCATION  
July, 1977

Thesis  
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## ACKNOWLEDGMENTS

The researcher extends sincere appreciation to Dr. Donald S. Phillips, who served as the committee chairman and willingly gave his support and guidance throughout the graduate program and dissertation study.

Appreciation is also extended to other members of my advisory committee for their advice and encouragement; to Dr. Lloyd Briggs, Dr. Lloyd Wiggins, Dr. Wayne Lockwood, and Dr. Price Ewens.

Gratitude is expressed to Oklahoma administrators and classroom teachers who took their time to respond to the instrument.

Special gratitude is expressed to my husband, Howard, for his understanding and support, and to my son, Jack, who has sacrificed so much and to whom this study is dedicated.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	5
Purpose of the Research . . . . .	6
Assumptions of the Study . . . . .	6
Scope and Limitation . . . . .	6
Definitions of Terms . . . . .	7
II. REVIEW OF LITERATURE . . . . .	8
Introduction . . . . .	8
Past and Present Attitudes and Opinions Toward Career Education at the National Level . . . . .	8
Studies Reflecting Attitudes Toward Career Education . . . . .	11
Career Education in Oklahoma . . . . .	14
Summary . . . . .	16
III. METHODOLOGY . . . . .	17
Introduction . . . . .	17
Population . . . . .	17
Sample . . . . .	18
Instrumentation . . . . .	18
Collection of the Data . . . . .	19
Analysis of Data . . . . .	20
IV. PRESENTATION AND ANALYSIS OF DATA . . . . .	21
Introduction . . . . .	21
Study Participants . . . . .	21
Presentation Procedures . . . . .	21
Analysis of the Eight Educator Groups Agreement With the Selected Career Education Assumptions . . . . .	23
Analysis of Selected Professional and Personal Information of Study Respondents to the Selected Career Education Assumptions . . . . .	35
V. SUMMARY, CONCLUSION, AND RECOMMENDATIONS . . . . .	50
Summary . . . . .	50
Findings . . . . .	51
Conclusions . . . . .	52
Recommendations . . . . .	55

Chapter	Page
SELECTED BIBLIOGRAPHY . . . . .	56
APPENDIX A - THE INSTRUMENT . . . . .	58
APPENDIX B - COVER LETTER . . . . .	65
APPENDIX C - PERCENTAGE DISTRIBUTION BY BACKGROUND VARIABLE . . .	67

LIST OF TABLES

Table	Page
I. Selected Study Sample . . . . .	19
II. Number and Percentage of Returned Instruments . . . . .	22
III. Mean Response and Rank of the Selected Assumptions for the Respondents . . . . .	24
IV. Individual Group Mean Value and Mean Rank for All Selected Career Education Assumptions . . . . .	28
V. Percentage and Chi-Square Comparison Among the Eight Educator Groups Responses to the Selected Career Education Assumptions . . . . .	29
VI. Summary of Chi-Square Comparisons of Selected Professional Information of Study Respondents and Career Education Assumptions . . . . .	37
VII. Summary of Significant Chi-Square Comparisons Between the Background Variables and Each of the 35 Career Education Assumptions . . . . .	53

## CHAPTER I

### INTRODUCTION

Several years ago the career education concept was introduced as a result of Richard M. Nixon's (11) State of the Union Address in March, 1970, challenging the leaders of the nation's schools to institute massive educational reform. Nixon asked for education reform "now" to gain the understanding and wisdom needed by school leaders to help every student to reach new levels of achievement and to educate the young in the decades of the seventies. The rationale employed in support of the call for educational reform was the contention that a more effective, more appropriate, and certainly a more relevant learning system was needed to prepare youth for economical independence and an appreciation for the dignity of work.

In 1971, Sidney P. Marland (10), then U.S. Commissioner of Education, introduced the concept of career education as a response to Nixon's (11) nation-wide call for educational reform. In so doing, he stressed the importance of not having an official definition of "career education." Instead he called for career education to be defined by scholars and practitioners throughout the nation. Since then there has been a great deal of activity conceptualizing "career education." In 1972, the U.S. Office of Education (USOE) funded a number of career education exemplary programs, research, and development projects in various states, each state working within its own definition or



concept of career education. As various groups and individuals approached the career education task, growing skepticism, misunderstanding, and confusion began to generate because of the lack of a working definition for career education.

In 1974, Hoyt (7), National Director of Career Education, stated a "working" definition of career education that embraced a number of career education assumptions designed to aid in organizing, installing, and implementing comprehensive career education programs to answer the call for educational reform.

The following 35 career education assumptions are stated in Hoyt's (7) "An Introduction to Career Education: A Policy Paper of the USOE."

1. Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.
2. The concept of productivity is central to the definition of work and so to the entire concept of career education.
3. Since "work" includes unpaid activities as well as paid employment, career education's concerns in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, volunteer workers, and full-time homemakers; and to work activities in which one engages as part of leisure and/or recreational time.
4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"
5. Both one's career and one's education are best viewed in a developmental, rather than a fragmented, sense.
6. Career education is for all persons--the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in the graduate colleges.

7. The societal objectives of career education are to help all individuals a) who want to work; b) acquire the skills necessary for work in these times; and c) engage in work that is satisfying to the individual and beneficial to society.
8. The individualistic goals of career education are to make work a) possible, b) meaningful, and c) satisfying for each individual throughout his or her lifetime.
9. Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.
10. The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.
11. If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.
12. There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books for example, and others will learn best by combining reading with other kinds of learning activities.
13. Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.
14. Increasingly, entry into today's occupational society demands the possession of a specific set of vocational skills on the part of those who seek employment. Unskilled labor is less and less in demand.
15. Career development, as part of human development, begins in the pre-school years and continues into the retirement years. Its maturational patterns differ from individual to individual.
16. Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and are modifiable during those years.
17. Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some

degree, to be modifiable during most of one's adult years.

18. Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, something that can be viewed as a simple matching of individuals with jobs.
19. Occupational stereotyping currently acts to hinder full freedom of occupational choice for both females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.
20. Parent socio-economic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.
21. A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.
22. The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.
23. While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.
24. Career decision making skills, job hunting skills, and job getting skills can be taught and learned by almost all persons. Such skills, once learned, can be effectively used by individuals in enhancing their career development.
25. Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special variations in career development programs for persons suffering such deprivation.
26. An effective means of helping individuals discover both who they are (in a self-concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work that they do.

27. Parental attitudes toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.
28. The processes of occupational decision making and occupational preparation can be expected to be repeated more than once for most adults in today's society.
29. In choosing an occupation, one is, in effect, choosing a lifestyle.
30. Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.
31. Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals rather than occurring in a single sequential pattern.
32. Decisions individuals make about the work that they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.
33. Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.
34. The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.
35. While economic return can be expected almost always to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.

#### Statement of the Problem

Hoyt's (7) policy paper was developed with the aim of providing information that would be useful in the development of career education programs. Since the "working" definition and action plans are

based upon the 35 assumptions, their acceptance is influenced by the extent to which educators agree with the assumptions.

Hoyt (7) has conducted some limited studies to assess the extent to which educators agree with the assumptions. These studies have been limited to small groups of educators at the national level. The problem with which this study is concerned is the lack of information relative to how Oklahoma educators view these assumptions.

#### Purpose of the Research

The overall purpose of this study was to determine the extent of agreement of public school educators in Oklahoma toward the selected career education assumptions as stated by Hoyt (7).

#### Assumptions of the Study

Assumptions used in the study are:

1. The public school educators selected were representative of other public school educators in Oklahoma.
2. The public school educators' responses were their honest opinions toward the career education assumptions.

#### Scope and Limitation

The study was limited in the following ways:

Limitations as to geographic areas: This study was conducted in Oklahoma.

Limitation as to population: This study included a stratified random sample of public school administrators and classroom teachers. The study did not include private or parochial schools.

Limitation as to time: This study was based on the extent of agreement of the public school educators toward the selected career education assumptions in the fall of 1976 and not for any other time frame.

#### Definitions of Terms

For this study, the following definitions supplied by Hoyt's (7) "An Introduction to Career Education: A Policy Paper of the USOE" seemed relevant.

Work: Conscious effort, other than involved in activities whose purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

Career: The totality of work one does in his or her life.

Education: The totality of experiences through which one learns.

Career Education: The totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living.

Selected Career Education Assumptions: The 35 assumptions stated by Hoyt (7) in "An Introduction to Career Education: A Policy Paper of the USOE."

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

Career education, a response to educational reform, has operated as a paper priority of American education since March, 1971. Yet, career education has not become a common practice in the majority of the American educational systems. Before the career education assumptions can be implemented in the school systems or be put into practice as an aid to educational reform, there must be acceptance by those responsible for operating the school systems.

To determine the reasons why career education has continued to be a paper priority and has not become an action program, it was essential that this study lend itself to the following areas for review purposes: (1) past and present attitudes and opinions toward career education at the national level, (2) studies reflecting attitudes toward career education, and (3) career education in Oklahoma.

#### Past and Present Attitudes and Opinions Toward

#### Career Education at the National Level

The two major recommendations in education outlined in Nixon's (11) State of the Union Address concerned the financing of schools and career education. The emphasis on career education was the result of his belief that schools should be doing more to build self-reliance and

self-sufficiency to prepare students for a productive and fulfilling life. Nixon (11) continued that career education is no program, but it could be thought of as a goal for education that could be pursued through many methods. Also, career education will make education and training more meaningful for students, more rewarding for teachers and administrators, more relevant for the disadvantaged and more productive for America.

Sidney P. Marland (10) in an address to the National Association of Secondary Principals stated:

To make public education more relevant according to today's needs and the needs of the future, the entire school program must be restructured; and it is becoming increasingly evident that public education should be focused around the theme of career education (p. 1).

Marland also announced in that same address that career education would be one of a very few major emphases of the U.S. Office of Education priorities in which the intention was to place maximum weight of concentrated resources to effect a thorough and permanent improvement that would aid in the improvement of American education.

Evans (5), Bell (2), and Goldhammer (6) expressed similar attitudes as Nixon (11) and Marland (10) toward career education and its relevance to society. Evans (5) opined: One way to build intrinsic motivation is to show ways in which the materials to be learned are relevant to the needs of society. It is possible that young people are more concerned about services to others than any previous generation in our society. Career education provides a means for demonstrating the social relevance of most school learning by showing its relationship to socially relevant careers, and indeed to the continued existence of society. According to Bell (2), Commissioner



of Education, work in America is the means whereby a person is tested as well as identified. A change in atmosphere and life style can be effected by an individual simply by changing the way he or she makes a living. The idea of work must be central to education and young people must be trained to think in terms of employment. Career education has erased the old idea that a person who has to change careers has somehow failed. Career education stresses career change, aiming at full productivity for the individual as one of the basic tenents of the career education concept.

Goldhammer (6) indicated the primary purpose of career education is to assist the student to become fully capacitated, self-motivating, self-fulfilled, and a contributing member of society. This means that the school shall assist the student to perform all of his life roles with the skills, knowledge, and understanding necessary for his or her acquiring the competencies to be successful in all them.

The concept of full capacitation relates to individuals who can effectively perform their careers; the concept of self-motivating relates to individuals who are self-actualized in their ability to cope with the problems of their existence; the concept of self-fulfillment relates to the establishment of the healthy personality; while the concept of contribution relates to the culmination of healthy personalities within a healthy purposive society. The degree to which the school achieves these ends for all students is the measure of society's ability to perform its functions satisfactorily.

All of the aforementioned scholars and practitioners agree that there must be change in the educational system to meet the needs of

today's youth. All agree that career education represents a response to the call for educational change.

Hoyt (7) states that the call for educational change not only represents scholars and practitioners, but the call for educational reform has arisen from a variety of sources, each of which has voiced dissatisfaction with American education as it currently exists. Such sources include parents, the business-industry-labor community, out-of-school youth and adults, minorities, the disadvantaged and the general public. While their specific concerns vary all seem to agree that American education is in need of major reform at all levels. Career education is properly viewed as one of the possible responses that could be given to this call during the decade of the seventies.

Pucinski (15) expresses his feelings in "Debut of a Decade."

Deep within the cosmic aggregate of our economic, social, political, physical, cultural, and even spiritual soul throbs the wheel of change hurling the nation's seemingly formidable but nonetheless fragile institutions into the tumultuous currents of controversy and challenge--probably for the rest of the twentieth century. The great problem of the seventies cannot be ignored. And surely one of the most persistent issues for the nation's system is: Can American education measure up to the broad mandates for reform and, in particular confront the overwhelming need for effective career preparation (p. 187).

#### Studies Reflecting Attitudes Toward

#### Career Education

Kenneth B. Hoyt (7) conducted a study using the career education assumptions in the Spring of 1974. The population selected to participate in the study consisted of 285 career education leaders from three different kinds of settings: (1) mini-conference participants, (2) state department personnel, and (3) national career education leaders.

An instrument containing concepts was sent to representatives of the aforementioned groups. The instrument was designed on the basis of a two-part Likert-type scale. The respondents were instructed to mark a check after each statement as "agree" or "disagree". The results indicated that a scale using only "agreement" and "disagreement" probably produced a higher degree of consensus than would have been the case if respondents had been simply asked to endorse or disapprove the career education assumptions. Hoyt (7) suggests that to find consensus is not necessarily finding truth. What is agreed to and what is right may be entirely different matters.

Similar studies assessing attitudes toward career education were conducted by Barth (1), Burris (3), Ohanneson (12), and Rask (16). Barth (1) attempted to compare attitudes of Illinois public school administrators toward selected issues in career education. The study contained the following selected issues of career education: (1) How important is work in today's society? (2) What is the desired sequence of activities in career education? (3) What are the primary goals of career education? (4) Which students should participate in career education? (5) How should local career education programs be funded? (6) Who should control local career education programs? (7) Which teacher should teach career education? (8) What is the relationship between career education and other aspects of education?

Burris (3) did a two-fold study of the perceptions of administrators and counselors toward career education in a junior high school in Colorado. First the study was to determine if significant differences exist among perceptions of administrators and counselors with regard to the degree to which the school courses can contribute to the achievement

of career education goals. Secondly, the study was to determine if significant differences exist among the perceptions of educators with regard to the most effective methods of course organization in achieving the goals of career education.

The study by Ohanneson (12) was to assess career education opinions of California high school teachers since teachers will play an important role in developing and implementing career education. It was, therefore, essential to determine which teacher group was supportive and which group was less supportive of the career education concept. Also, the study was to determine what type of background experiences influence teacher opinions about career education.

Rask (16) conducted a study to determine if a relationship existed between teachers' attitudes toward career education and factors such as (1) career education in-service preparation training, (2) years of teaching experience, (3) work experience outside of education, (4) teaching grade level, (5) number of siblings, and (6) location of in-service training.

All the above studies utilized Likert-type attitude scales to reflect attitudes and opinions toward career education. The studies concluded that work experience outside the classroom does influence one's attitude toward career education and that most administrators agree that career education is a useful concept in the school. However, there was disagreement among administrators toward the following issues: the students who would participate in career education and the teachers who should teach career education.

## Career Education in Oklahoma

In 1970, Tulsa public schools initiated an "Exemplary Comprehensive Occupational Orientation Vocational Education Program." The major purpose of the program was to develop an exemplary "total" school approach to meet vocational education needs for the disadvantaged and other youth who had not received benefits from vocational training. The program was to provide elementary school vocational orientation, junior high school vocational orientation and exploration, tenth grade cluster skill training for disadvantaged, senior intensive job training, and drop-out intensive job training.

The general plan of the project was based on the assumption that children can be assisted in choosing an occupation more effectively and can be more properly trained for an occupation through a program which moves logically through the decision-making and learning phases from elementary through high school to on-the-job training. Findings by a third-party investigation team, Jorgenson, et al. (8), found the purpose of the project was accomplished; however, changes in students could not be supported statistically since only slight improvements in mean scores were evidenced from the pre-testing to the post-testing.

In 1973 the Oklahoma City school system initiated an exemplary career education program in vocational education, "Academic and World of Work Gap-Bridging Through Career Education." The Oklahoma City program was similar to Tulsa's program in that the major purpose of the program was to initiate a comprehensive program in career education in grades five through twelve. The evaluation of the third party evaluation team, Patton, et al. (14) concluded that the Oklahoma City career education program had suffered some mistakes, but successes were

realized. The overall impact of the program on the schools within the community and the community itself had been excellent. A positive attitude had grown, and continued to grow.

Sand Springs' career education project was somewhat different from the Oklahoma City and Tulsa career education programs. The major purpose of the Sand Springs project was to initiate a model comprehensive program in career education at all grade levels throughout the school system. After two years of full operation, a third-party evaluation team, Wiggins, et al. (20), concluded that teachers' attitudes toward career education were extremely good, that the negative attitudes of teachers related strongly with negative administrative attitudes and with "closed" school climates.

The evaluations of the three career education programs indicated that career education was well received by the teachers in the school systems. The investigators did not report any attempt to assess attitudes or opinions of administrators toward career education in two of the school systems.

For this reason, there is a need for a study to assess the attitudes of Oklahoma public school administrators as well as classroom teachers toward career education. According to Career Education: A Guide for School Administrators (4), the superintendent of schools is the leader who initiates the career education focus and the school principal is the one who must implement career education. All the career education goals and objectives developed for a school system will melt into nothing unless they are turned into effective learning activities at the place where students and teachers come together through the leadership of the superintendent and the building principal.

## Summary

Since Marland (10) introduced the concept of career education as a response to Nixon's (11) call for educational reform, expressed opinions by Evans (5), Bell (2), Goldhammer (6), Pucinski (15), and Hoyt (7) are in agreement that career education is an answer to educational change to meet the needs of youth in the decades of the seventies.

Studies by Barth (1), Burris (3), Ohanneson (12), and Rask (16) indicated that teachers and administrators expressed positive attitudes toward career education.

Oklahoma career education findings indicated teachers are very receptive of career education. However, at that time, there was no visible involvement or commitment in implementing career education by administrators in Oklahoma.

According to Timmins (18) the school administrators must take the lead in demonstrating commitment to the concept of career education and provide continued support necessary to make the program succeed. To implement a comprehensive career education program demands excellence of management and administration; it requires the best leadership available.

## CHAPTER III

### METHODOLOGY

#### Introduction

This study was conducted among public school educators in Oklahoma to determine the extent of agreement toward the selected career education assumptions as stated by Hoyt (7).

This chapter describes the methodology used to accomplish this study, which involves five distinct steps: (1) population, (2) sample, (3) instrumentation, (4) data collection, and (5) data analysis.

#### Population

There are approximately 35,000 classroom teachers and administrators in Oklahoma public schools, grades K-12. All schools were placed into one of the following groups: (1) rural elementary, (2) rural secondary, (3) urban elementary, and (4) urban secondary.

The determination of elementary or secondary schools was made by using the Oklahoma Educational Directory (13) issued by the State Superintendent of Public Instruction.

The U.S. Census Definition supplied by the Sociology Department, Oklahoma State University, was used to determine urban schools in Oklahoma. Urban schools included all schools in Tulsa and Oklahoma counties, all schools located in cities and towns with a population



of 8,000 or more. Rural schools are schools located in cities or towns with a population of less than 8,000.

### Sample

The sample for this study consisted of approximately two percent of the 35,000 teachers and administrators in the Oklahoma public schools. A sample of 15 schools was selected by the use of the table of random numbers from Runyon and Haber (17) to represent each of the public school groups, giving a total of 60 schools for this study. For each school selected, the principal and ten teachers were asked to participate in the study. In those schools employing more than ten teachers, the principal was asked to identify the ten teachers to participate in the study. The selection of the ten teachers was left entirely to the discretion of the principal. Identification of groups is given in Table I. A sample of 660 public school educators in Oklahoma was selected for this study.

### Instrumentation

The instrument consisted of two parts. Part I was designed to obtain background information from the respondents. Background information solicited was: (1) total years in education; (2) years in current position, (3) subject taught; (4) position; (5) highest degree held; (6) non-education experience; and (7) age of respondent. Part II was designed to assess the respondent's agreement with each of the selected assumptions.

The information was obtained by using a five-point Likert-type scale, ranging from strongly agree to strongly disagree with undecided in the middle. A copy of the instrument is given in Appendix A.

TABLE I  
SELECTED STUDY SAMPLE

Elementary	Number	Secondary	Number	Total
Rural Teachers	150	Rural Teachers	150	300
Urban Teachers	150	Urban Teachers	150	300
Rural Principals	15	Rural Principals	15	30
Urban Principals	15	Urban Principals	15	30
TOTAL	330		330	660

#### Collection of the Data

To facilitate data collection, the principal of each school was contacted by telephone to determine his or her willingness to cooperate in the study and to obtain permission for the teachers to participate. Each principal contacted was asked to distribute, collect, and return the instruments to Oklahoma State University. It was felt that this means of data collection would help in assuring a reasonable rate of return.

Eleven instruments with an appropriate cover letter (See Appendix B) were sent to each principal in October, 1976. Eighty percent were returned by December 11, 1976. Follow-up telephone calls were made to encourage prompt return of the other instruments.

In January, 1977, 91 percent of the instruments were received and returns were considered to be completed.

## Analysis of Data

Upon receipt of the returns from the participating schools the data was coded, keypunched and made available for statistical analysis.

The Statistical Package for the Social Sciences (SPSS) available through the Oklahoma State University Computer Center was used to analyze the data collected in this study.

Descriptive statistics were used to analyze: (1) the mean of each assumption for each of the eight educator groups, (2) the overall mean for each assumption for the eight educator groups, (3) the overall mean rank, (4) the individual group mean for all assumptions, and (5) the individual group mean rank.

Chi-square analysis was used to determine if there was a statistically significant difference in agreement among the eight public school educator groups toward each of the assumptions. Chi-square was also used to determine significant difference groups determined by selected background variables.

In analyzing the chi-square computations for the study participants, it was necessary to collapse the five-point scale into a two-point scale to avoid having more than 20 percent zero cells in the table which would cause distortion of the results. The scale was collapsed by totaling the strongly agree and agree columns to form column 1 and totaling the undecided, disagree, and strongly disagree columns to form column 2. Therefore all chi-square values throughout this study are the results of the two-point scale.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The purpose of this chapter is to present the results of the research relating to the extent of agreement of public school educators toward selected career education assumptions stated in Chapter I.

For the purpose of presenting the results, this chapter is divided into four main sections: (1) study participants, (2) presentation procedures, (3) results of the analysis of the eight specified educator groups agreement with the career education assumptions, and (4) results of the analysis of respondents agreement with the selected assumptions when grouped according to selected professional data.

#### Study Participants

There were 602 responses to the instrument by January 1, 1977. This was 91 percent return of the instruments mailed to the public school educators which included rural and urban, elementary and secondary, and principals and teachers. Percentage of returns is shown in Table II.

#### Presentation Procedures

In order to facilitate the orderly presentation of the results, it was necessary to group the assumptions into two categories:

(1) The first ten assumptions that are closely related to Hoyt's working definition that "career education is the totality of experiences which one learns about and prepares to engage in work as part of his or her way of living," were placed in category one. (2) Assumptions 11 through 35 that can be considered "an aid to implementing career education programs to prepare individuals for the 'world of work'" were placed in category two.

TABLE II  
NUMBER AND PERCENTAGE OF RETURNED INSTRUMENTS

Group	Number Mailed	Number Returned	Percent Returned
Elementary			
Rural Teachers	150	138	92
Urban Teachers	150	140	93
Rural Principals	15	14	93
Urban Principals	15	14	93
Secondary			
Rural Teachers	150	130	87
Urban Teachers	150	139	93
Rural Principals	15	13	87
Urban Principals	15	14	93
TOTAL	660	602	91

Analysis of the Eight Educator Groups  
Agreement With the Selected Career  
Education Assumptions

The focal point of this study was to determine the extent of agreement among the rural elementary teachers (RET), urban elementary teachers (UET), rural secondary teachers (RST), urban secondary teachers (UST), rural elementary principals (REP), urban elementary principals (UEP), rural secondary principals (RSP), and urban secondary principals (USP). Therefore, it was necessary to present tabulated responses identifying group responses in mean values, percentages and chi-square values.

To facilitate the comparison of the means and mean rank, numerical values were assigned to the scale for each assumption in the following pattern: Strongly agree - 1, Agree - 2, Undecided - 3, Disagree - 4, and Strongly disagree - 5.

In Table III, the data are presented as follows. In column one the assumption number is given. In columns two through nine the mean for each group for each assumption is given. In column eleven the mean rank of each assumption for the eight educator groups is presented.

The assumptions were ranked according to the mean values as shown in Table III. Assumption 8, closely related to the concept that the goals of career education are to make work possible, meaningful, and satisfying for each individual throughout his or her lifetime, had the highest mean and was ranked number one. Assumption 35, related to the concept that economic returns can be expected to be a significant factor

TABLE III

MEAN RESPONSE AND RANK OF THE SELECTED  
ASSUMPTIONS FOR THE RESPONDENTS

Mean Response of the Eight Educator Groups										
Assumptions	RET (N=138)	UET (N=140)	RST (N=130)	UST (N=139)	REP (N=14)	UEP (N=14)	RSP (N=13)	USP (N=14)	All Respondents Mean	Rank
1	2.137	2.107	2.030	1.733	2.071	1.857	1.165	2.142	1.995	7
2	2.210	2.200	2.007	2.086	2.142	2.428	1.923	2.142	2.131	14
3	2.217	2.007	1.938	1.928	2.142	1.785	2.000	1.928	2.018	10
4	2.014	2.071	1.915	1.805	1.642	2.071	1.846	1.928	1.945	3
5	2.050	2.042	1.846	1.834	1.857	2.071	2.153	1.642	1.943	2
6	2.050	2.157	2.000	1.812	2.000	1.928	1.615	1.857	1.991	5
7	2.036	2.114	1.915	1.784	1.785	1.857	1.923	1.928	1.955	4
8	1.978	2.142	1.923	1.784	1.500	1.428	1.769	1.857	1.928	1
9	2.130	1.978	1.969	1.892	1.714	1.928	1.692	2.071	1.980	6
10	2.079	2.114	1.992	1.719	1.714	2.357	1.923	2.142	1.988	8
11	2.072	2.021	1.953	1.971	2.071	2.214	2.076	2.285	2.020	11

TABLE III (CONTINUED)

Mean Response of the Eight Educator Groups										
Assumptions	RET (N=138)	UET (N=140)	RST (N=130)	UST (N=139)	REP (N=14)	UEP (N=14)	RSP (N=13)	USP (N=14)	All Respondents Mean	Rank
12	2.036	2.100	2.000	1.884	2.071	1.928	2.153	2.285	2.015	9
13	2.065	2.150	2.061	1.877	1.785	2.214	2.153	2.071	2.039	12
14	2.188	2.135	2.061	2.194	1.714	2.071	1.769	1.785	2.117	13
15	2.166	2.364	2.123	2.071	2.000	2.142	1.769	2.571	2.177	15
16	2.333	2.214	2.146	2.316	2.428	1.857	2.461	2.571	2.260	17
17	2.355	2.242	2.346	2.223	2.285	2.000	1.923	2.500	2.280	19
18	2.253	2.171	2.276	2.086	2.571	1.928	1.846	2.571	2.199	16
19	2.514	2.285	2.376	2.381	2.785	1.928	2.000	2.571	2.383	29
20	2.470	2.257	2.523	2.388	2.428	2.214	1.769	2.785	2.398	34
21	2.420	2.378	2.500	2.237	2.646	1.928	2.307	2.857	2.387	32
22	2.268	2.400	2.407	2.330	3.000	2.357	2.923	2.571	2.384	30
23	2.369	2.442	2.403	2.179	2.714	2.428	2.076	2.571	2.358	24



TABLE III (CONTINUED)

Mean Response of the Eight Educator Groups										
Assumptions	RET (N=138)	UET (N=140)	RST (N=130)	UST (N=139)	REP (N=14)	UEP (N=14)	RSP (N=13)	USP (N=14)	All Respondents Mean	Rank
24	2.550	2.364	2.415	2.208	2.571	2.000	2.615	2.571	2.388	33
25	2.416	2.235	2.492	2.309	2.412	2.000	2.384	3.000	2.364	25
26	2.289	2.285	2.215	2.295	2.214	1.857	2.230	2.928	2.274	18
27	2.275	2.307	2.492	2.302	2.285	2.071	2.307	2.785	2.343	23
28	2.224	2.307	2.415	2.352	2.571	2.285	2.230	2.357	2.327	22
29	2.442	2.231	2.384	2.410	2.500	2.428	2.230	2.214	2.385	31
30	2.355	2.350	2.507	2.323	2.642	2.142	2.000	2.713	2.382	28
31	2.326	2.335	2.484	2.316	2.214	2.285	2.384	3.214	2.378	27
32	2.471	2.171	2.484	2.259	2.357	2.214	2.269	3.285	2.370	26
33	2.408	2.207	2.446	2.266	2.214	2.214	2.230	2.500	2.326	21
34	2.318	2.121	2.484	2.259	2.500	2.071	2.000	2.500	2.290	20
35	2.289	2.200	2.738	2.309	3.285	2.500	2.307	2.571	2.405	35

in decisions individuals make about occupations, had the lowest mean and was ranked number 35.

The means for the individual educator groups were computed for all 35 assumptions as shown in Table IV. The mean values for the eight educator groups ranged from 2.085 to 2.407. The groups were ranked according to mean values, the UEP had the highest mean and was ranked number one. The USP had the lowest mean and was ranked number eight.

Chi-square analysis was the statistics chosen to compare the responses made by the eight educator groups. The results of this analysis is shown in Table V. The data are presented as follows: In column one the assumption number is given. In columns two through nine the percentage agreement for each group toward each of the assumptions is given. The column chi-square shows the value derived as a result of employing the chi-square formula.

The first ten assumptions are related to Hoyt's (7) "working" definition of career education, "career education is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living." There were statistically significant differences in agreement among the eight educator groups toward three of these ten assumptions (assumptions 7, 8, and 10).

Assumptions 7 and 8 stress the idea that career education is to help all individuals prepare to engage in work that is satisfying throughout his or her life. The extent of agreement among the eight groups toward assumption 7 was significant at the  $p = 0.043$  level. Seven groups indicated 75 percent positive agreement and 25 percent undecided and disagreement; however the urban elementary teachers revealed 93 percent positive agreement and 7 percent undecided and

TABLE IV

INDIVIDUAL GROUP MEAN VALUE AND MEAN RANK FOR  
ALL SELECTED CAREER EDUCATION ASSUMPTIONS

	Groups								Overall
	RET	UET	RST	UST	REP	UEP	RSP	USP	Mean
Mean for Assumptions 1-35	2.250	2.224	2.162	2.116	2.249	2.085	2.128	2.407	2.202
Mean Rank	7	5	4	2	6	1	3	8	

TABLE V  
 PERCENTAGE AND CHI-SQUARE COMPARISON AMONG THE  
 EIGHT EDUCATOR GROUPS RESPONSES TO THE  
 SELECTED CAREER EDUCATION ASSUMPTIONS

Assumptions	RET (N=138)		UET (N=140)		RST (N=130)		UST (N=139)		REP (N=14)		UEP (N=14)		RSP (N=13)		USP (N=14)		Chi-Square Value
	A	U+D	A	U+D	A	U+D	A	U+D	A	U+D	A	U+D	A	U+D	A	U+D	
1	78.3	21.7	80.0	20.0	82.3	17.7	87.8	12.2	64.3	35.7	85.7	14.3	100.0	0.0	64.3	35.7	X <sup>2</sup> = 13.577 P = 0.059
2	78.3	21.7	77.1	22.9	83.1	16.9	80.6	19.4	71.4	28.6	71.4	28.6	92.3	7.7	78.6	21.4	X <sup>2</sup> = 4.170 P = 0.760
3	76.8	23.2	85.7	14.3	86.9	13.1	84.9	15.1	78.6	21.4	85.7	14.3	84.6	15.4	78.6	21.4	X <sup>2</sup> = 6.793 P = 0.450
4	85.5	14.5	82.1	17.9	85.4	14.6	87.8	12.2	92.9	7.1	85.7	14.3	100.0	0.0	78.6	21.4	X <sup>2</sup> = 5.223 P = 0.623
5	79.7	20.3	80.7	19.3	88.5	11.5	88.5	11.5	85.7	14.3	78.6	21.4	76.9	23.1	85.7	14.3	X <sup>2</sup> = 7.896 P = 0.341
6	79.7	20.3	76.4	23.6	79.2	20.8	84.9	15.1	78.6	21.4	78.6	21.4	100.0	0.0	85.7	14.3	X <sup>2</sup> = 6.843 P = 0.444
7	78.3	21.7	72.9	27.1	76.9	23.1	76.3	23.7	71.4	28.6	92.9	7.1	79.9	23.1	78.6	21.4	X <sup>2</sup> = 14.476 P = 0.043**
8	84.1	15.9	68.6	31.4	88.5	11.5	90.6	9.4	92.9	7.1	92.9	7.1	84.6	16.4	92.9	7.1	X <sup>2</sup> = 32.921 P = 0.000***
9	73.2	26.8	81.4	18.6	83.1	16.9	83.5	16.5	85.7	14.3	78.6	21.4	84.6	15.4	71.4	28.6	X <sup>2</sup> = 7.147 P = 0.413
10	81.2	18.8	72.9	27.1	79.2	20.8	90.6	9.4	92.9	7.1	64.3	35.7	76.9	23.1	64.3	35.7	X <sup>2</sup> = 20.571 P = 0.004***
11	76.8	23.2	74.8	25.2	83.8	16.2	79.1	20.9	71.4	28.6	71.4	28.6	61.5	38.5	50.0	50.0	X <sup>2</sup> = 12.245 P = 0.092
12	71.0	29.0	71.9	28.1	78.5	21.5	87.1	12.9	71.4	28.6	85.7	14.3	69.2	30.8	66.3	34.7	X <sup>2</sup> = 15.284 P = 0.032**
13	74.5	25.5	70.0	30.0	74.6	25.4	85.6	14.4	85.7	14.3	71.4	28.6	69.2	30.8	78.6	21.4	X <sup>2</sup> = 11.435 P = 0.120

TABLE V (CONTINUED)

Assumptions	RET (N=138)		UET (N=140)		RST (N=130)		UST (N=139)		REP (N=14)		UEP (N=14)		RSP (N=13)		USP (N=14)		Chi-Square Value
	A	U+D	A	U+D	A	U+D	A	U+D	A	U+D	A	U+D	A	U+D	A	U+D	
14	71.0	29.0	71.4	28.6	75.4	24.6	69.8	30.2	92.9	7.1	71.4	28.6	76.9	23.1	92.9	7.1	X <sup>2</sup> = 7.261 P = 0.402
15	69.6	30.4	65.0	35.0	73.1	26.9	76.3	23.7	78.6	21.4	78.6	21.4	92.3	7.7	57.1	42.9	X <sup>2</sup> = 9.708 P = 0.205
16	61.6	38.4	68.6	31.4	72.3	27.7	66.9	23.1	64.3	35.7	85.7	14.3	61.5	38.5	42.9	57.1	X <sup>2</sup> = 9.758 P = 0.202
17	62.3	37.7	66.4	33.6	66.2	33.8	73.4	26.6	50.0	50.0	71.4	28.6	84.6	15.4	50.0	50.0	X <sup>2</sup> = 9.553 P = 0.215
18	66.7	33.3	67.1	32.9	67.7	32.3	74.8	25.2	42.9	57.1	85.7	14.3	76.9	23.1	50.0	50.0	X <sup>2</sup> = 11.802 P = 0.107
19	53.6	46.4	67.1	32.9	64.6	35.4	66.2	33.8	28.6	71.4	78.6	21.4	76.9	23.1	57.1	42.9	X <sup>2</sup> = 18.806 P = 0.008***
20	57.4	42.6	62.9	37.1	52.3	43.8	66.2	33.8	64.3	35.7	71.4	28.6	84.6	15.4	28.6	71.4	X <sup>2</sup> = 13.730 P = 0.056
21	60.9	39.1	59.3	40.7	55.4	44.6	67.6	32.4	57.1	42.9	85.7	14.3	53.8	46.2	28.6	71.4	X <sup>2</sup> = 14.470 P = 0.043**
22	66.7	33.3	61.4	38.6	56.9	43.1	66.9	33.1	35.7	64.3	64.3	35.7	46.2	53.8	42.9	57.1	X <sup>2</sup> = 11.758 P = 0.108
23	59.4	40.6	52.9	47.1	62.3	37.7	71.2	28.8	42.9	57.1	71.4	28.6	76.9	23.1	50.0	50.0	X <sup>2</sup> = 14.940 P = 0.036**
24	49.3	50.7	58.6	41.4	61.5	38.5	69.1	30.9	42.9	57.1	78.6	21.4	46.2	53.8	28.6	71.4	X <sup>2</sup> = 21.453 P = 0.003**
25	59.9	40.1	67.1	32.9	54.6	45.5	64.7	35.3	71.4	28.6	85.7	14.3	61.5	38.5	21.4	78.6	X <sup>2</sup> = 18.815 P = 0.008***
26	61.6	38.4	61.4	38.6	68.5	31.5	65.5	34.5	57.1	42.9	78.6	21.4	61.5	38.5	35.7	64.3	X <sup>2</sup> = 8.397 P = 0.298
27	60.1	39.9	59.3	40.7	54.6	45.4	62.6	37.4	57.1	42.9	78.6	21.4	76.9	23.1	35.7	64.3	X <sup>2</sup> = 8.931 P = 0.257
28	64.5	35.5	56.4	43.6	57.7	42.3	65.5	34.5	50.0	50.0	64.3	35.7	53.8	42.6	42.9	57.1	X <sup>2</sup> = 6.528 P = 0.479

TABLE V (CONTINUED)

Assumptions	RET (N=138)		UET (N=140)		RST (N=130)		UST (N=139)		REP (N=14)		UEP (N=14)		RSP (N=13)		USP (N=14)		Chi-Square Value
	A	U+D	A	U+D	A	U+D	A	U+D	A	U+D	A	U+D	A	U+D	A	U+D	
29	56.5	43.5	60.7	39.3	60.8	39.2	59.7	40.3	50.0	50.0	50.0	50.0	69.2	30.8	50.0	50.0	X <sup>2</sup> = 2.685 P = 0.912
30	58.0	42.0	60.0	40.0	55.4	44.6	67.6	32.4	42.9	57.1	71.4	28.6	84.6	15.4	42.9	57.1	X <sup>2</sup> = 12.239 P = 0.092
31	63.0	37.0	57.9	42.1	56.9	43.1	66.9	33.1	71.4	28.6	64.3	33.7	53.8	46.2	14.3	85.7	X <sup>2</sup> = 17.361 P = 0.015**
32	52.2	47.8	67.9	32.1	54.6	45.4	66.2	33.8	57.1	42.9	71.4	28.6	46.2	53.8	21.4	78.6	X <sup>2</sup> = 21.195 P = 0.003***
33	56.9	43.1	60.7	39.3	59.2	40.8	66.2	33.8	57.1	42.9	71.4	28.6	76.9	23.1	42.9	57.1	X <sup>2</sup> = 6.741 P = 0.465
34	60.1	39.9	65.7	34.3	57.7	42.3	64.7	35.3	57.1	42.9	78.6	21.4	76.9	23.1	42.9	57.1	X <sup>2</sup> = 7.670 P = 0.362
35	62.3	37.7	65.0	35.0	46.2	53.8	67.6	32.4	28.6	71.4	57.1	42.9	51.5	48.5	50.0	50.0	X <sup>2</sup> = 21.761 P = 0.002***

\*\*p < .05  
\*\*\*p < .01

disagreement. The extent of agreement among the eight educator groups toward assumption 8 was significant at the  $p = 0.000$  level. Four groups expressed 90 percent agreement and 10 percent undecided and disagreement with this assumption. The urban elementary teachers expressed 69 percent agreement and 31 percent undecided and disagreement with this assumption. Rural elementary teachers, rural secondary principals, and rural secondary teachers showed 85 percent agreement and 15 percent undecided and disagreement with assumption 8.

Assumption 10 is related to the concept that career education is not limited to a formal educational setting. The extent of agreement among the eight educator groups toward this assumption was statistically significant at the  $p = 0.004$  level. The majority of the groups indicated 75 percent agreement, while the urban secondary teachers and rural elementary principals expressed 91 percent agreement with this assumption.

Assumptions 11 through 35 can be considered as aids to implementing career education programs. The extent of agreement among the eight educator groups relative to assumptions 12, 19, and 21, that emphasize the idea that a diversity of educational, motivational and learning strategies introduced at an early age can reduce occupational choice limitations for most individuals was statistically different.

The responses of the eight educator groups toward assumption 12 was significant at the  $p = 0.023$  level. Six groups indicated 70 percent agreement and 30 percent undecided and disagreement. Urban secondary teachers and urban elementary principals showed 86 percent agreement and 14 percent undecided and disagreement.

The extent of agreement among the educators groups toward assumption 19 was significant at the  $p = 0.008$  level due to the fact that rural elementary teachers and urban secondary principals agreed 55 percent; the urban elementary teachers, urban secondary teachers, and rural secondary principals groups revealed 65 percent agreement. The urban elementary principals and rural secondary principals showed 77 percent agreement, and the rural elementary principals agreed 29 percent with this assumption.

The extent of agreement among the educators toward assumption 21 was significant at the  $p = 0.043$  level. Six groups revealed agreement of 54 to 67 percent, and undecided and disagreement 33 to 46 percent. The urban elementary principals showed agreement of 86 percent and undecided and disagreement 14 percent. However, the urban secondary principals showed 29 percent positive agreement and 71 percent undecided and disagreement.

The extent of agreement among the eight educator groups relative to assumptions 23, 31, 32 and 35, that view work as a concept that has personal meaning that varies from individual to individual, was statistically different.

The agreement among the eight educator groups toward assumption 23 was significant at the  $p = 0.036$  level. Five groups showed agreement of 50 to 59 percent, and undecided and disagreement ranging from 41 to 50 percent. Three groups showed agreement ranging from 71 to 77 percent, and 23 to 29 percent undecided and disagreement.

Agreement among the eight educator groups toward assumption 31 was significant at the  $p = 0.015$  level. Six groups revealed agreement ranging from 54 to 64 percent, and undecided and disagreement 36 to 46



percent. Rural elementary principals revealed agreement of 71 percent and undecided and disagreement of 29 percent. However, 86 percent of the urban secondary principals were undecided or disagreed with the assumption.

Agreement among the eight educator groups toward assumption 32 was significant at the  $p = 0.003$  level. The urban elementary teachers, urban secondary teachers, and urban elementary principals revealed positive agreement of about 70 percent, and 30 percent undecided and disagreement. Rural elementary teachers, rural secondary teachers, and rural elementary principals showed 50 percent agreement and undecided and disagreement of 50 percent. Urban secondary principals and rural secondary principals revealed a larger percentage of disagreement than agreement. The urban secondary principals revealed 78 percent disagreement and the rural secondary principals revealed 54 percent disagreement.

Agreement among the eight educator groups toward assumption 35 was significant at the  $p = 2.002$  level. The urban elementary teachers, urban secondary teachers, urban elementary principals, rural elementary teachers, and rural secondary principals showed agreement ranging from 57 to 67 percent positive agreement, and 33 to 43 percent undecided and disagreement. The rural secondary teachers and urban secondary principals indicated 50 percent agreement and 50 percent disagreement. However, the rural elementary principals showed 71 percent agreement and 29 percent undecided and disagreement.

The extent of agreement among the eight educator groups relative to assumptions 24 and 25, emphasizing the importance of special career development programs to develop job hunting and job getting skills for

persons suffering from deprivation of career development, was statistically significant.

The agreement among the eight educator groups toward assumption 24 was significant at the  $p = 0.003$  level. The urban elementary teachers, urban secondary teachers, urban elementary principals, and rural secondary teachers revealed percentage of agreement ranging from 59 to 78 percent. However, the other groups showed a greater percentage of undecided and disagreement ranging from 51 to 71 percent.

Agreement among the eight educator groups toward assumption 25 was significant at the  $p = 0.008$  level. The urban elementary teachers, rural elementary teachers, rural secondary teachers, and rural secondary principals revealed agreement of 55 to 67 percent and undecided and disagreement of 33 to 45 percent. The urban elementary principals showed agreement of 86 percent and undecided and disagreement of 14 percent.

The results did not show any systematic responses among any particular groups. However, responses toward clusters of assumptions were similar.

#### Analysis of Selected Professional and Personal Information of Study Respondents to the Selected Career Education Assumptions

The eight educator groups were asked to supply seven items of information with regard to professional background (see questionnaire in Appendix A). The information was used to determine if one's background relates to his or her agreement with the career education assumptions.

The seven items of professional and personal information were used to group the study respondents into seven groups for analysis purposes. The combination and breakdown of study respondents into seven groups is shown in column one, Appendix C.

Chi-square was used to analyze the data to determine differences in the extent of agreement among the seven groups. A total of eight statistically significant chi-squares resulted.

The first ten assumptions are related to Hoyt's (7) working definition of career education, "career education is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living." Statistically significant differences in agreement among respondents when grouped according to professional background for this are shown in Table VI.

The extent of agreement among educators relative to assumptions 2, 4, and 8, which relate to career education as being central to productivity, work values, work ethics and making work more meaningful for a satisfying life, was statistically different.

The agreement among educators toward assumption 2, when grouped according to years in current position, was significant at the  $p = 0.046$  level. Educators who had taught in their current position nine or more years indicated positive agreement of 87 percent and undecided and disagreement of 13 percent. Educators who had taught from zero to eight years in their current position indicated positive agreement of 77 percent and undecided and disagreement 23 percent.

The agreement among educators toward assumption 4, when grouped according to total years in education, was significant at the  $p = 0.015$  level. Educators who had been in education four to eight years indicated

TABLE VI

SUMMARY OF CHI-SQUARE COMPARISONS OF  
SELECTED PROFESSIONAL INFORMATION  
OF STUDY RESPONDENTS AND CAREER  
EDUCATION ASSUMPTIONS

Career Education Assumptions	Total Years in Educ.	Years in Current Position	Subject Taught	Position	Highest Degree Held	Non- Education Experience	Age
1. Since both one's career and one's education extend from the pre-school through the retirement years, career education must also span almost the entire life cycle.	4.118	3.190	12.469	0.281	3.391	0.302	6.389
	p = 0.249	p = 0.363	p = 0.1881	p = 0.595	p = 0.183	p = 0.582	p = 0.094
2. The concept of productivity is central to the definition of work and so to the entire concept of career education.	2.283	7.978	8.495	0.008	2.007	0.076	2.341
	p = 0.515	p = 0.046*	p = 0.485	p = 0.926	p = 0.366	p = 0.782	p = 0.504
3. Since "work" includes unpaid activities as well as paid employment, career education's concerns in addition to its emphasis on paid employment, extend to the work of the student as a learner, volunteer workers, and full-time homemakers; and to work activities in which one engages as part of leisure and/or recreational time.	3.537	5.559	3.681	0.019	0.810	0.265	0.364
	p = 0.316	p = 0.135	p = 0.931	p = 0.890	p = 0.666	p = 0.606	p = 0.888

TABLE VI (CONTINUED)

Career Education Assumptions	Total Years in Years in Educ.	Years in Current Position	Subject Taught	Position	Highest Degree Held	Non- Education Experience	Age
4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"	10.449 p = 0.015*	1.822 p = 0.610	7.524 p = 0.582	0.339 p = 0.560	0.981 p = 0.612	0.015 p = 0.900	1.021 p = 0.796
5. Both one's career and one's education are best viewed in a developmental, rather than a fragmented, sense.	2.870 p = 0.412	1.442 p = 0.694	11.832 p = 0.229	0.079 p = 0.778	0.607 p = 0.738	0.112 p = 0.737	1.871 p = 0.599
6. Career education is for all persons-- the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in the graduate colleges.	5.455 p = 0.141	1.088 p = 0.779	12.136 p = 0.205	0.615 p = 0.433	1.454 p = 0.483	0.312 p = 0.576	3.023 p = 0.388
7. The societal objectives of career education are to help all individuals a) who want to work; b) acquire the skills necessary for work in these times; and c) engage in work that is satisfying to the individual and beneficial to society.	0.425 p = 0.934	5.921 p = 0.115	13.580 p = 0.138	0.000 p = 0.998	1.856 p = 0.395	1.302 p = 0.253	2.226 p = 0.526

TABLE VI (CONTINUED)

Career Education Assumptions	Total Years in Educ.	Years in Current Position	Subject Taught	Position	Highest Degree Held	Non- Education Experience	Age
8. The individualistic goals of career education are to make work a) possible, b) meaningful, and c) satisfying for each individual throughout his or her lifetime.	4.092 p = 0.251	2.073 p = 0.552	24.935 p = 0.003**	1.829 p = 0.176	2.435 p = 0.295	3.422 p = 0.064	7.303 p = 0.062
9. Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.	0.478 p = 0.923	0.598 p = 0.896	6.604 p = 0.678	0.017 p = 0.894	0.354 p = 0.827	0.001 p = 0.972	0.609 p = 0.894
10. The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.	6.427 p = 0.092	1.174 p = 0.759	9.544 p = 0.388	0.938 p = 0.332	2.483 p = 0.288	1.149 p = 0.283	2.544 p = 0.467
11. If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.	8.243 p = 0.041*	0.546 p = 0.908	19.470 p = 0.021*	1.729 p = 0.168	1.183 p = 0.553	0.918 p = 0.337	4.017 p = 0.259

TABLE VI (CONTINUED)

Career Education Assumptions	Total Years in Educ.	Years in Current Position	Subject Taught	Position	Highest Degree Held	Non-Education Experience	Age
12. There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books for example, and others will learn best by combining reading with other kinds of learning activities.	0.823 p = 0.843	5.364 p = 0.147	11.589 p = 0.237	0.319 p = 0.572	1.311 p = 0.519	0.254 p = 0.614	1.737 p = 0.628
13. Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.	3.136 p = 0.371	6.557 p = 0.087	11.801 p = 0.224	0.018 p = 0.890	2.034 p = 0.361	0.001 p = 0.970	4.463 p = 0.218
14. Increasingly, entry into today's occupational society demands the possession of a specific set of vocational skills on the part of those who seek employment. Unskilled labor is less and less in demand.	1.836 p = 0.606	1.992 p = 0.570	13.535 p = 0.139	2.946 p = 0.086	0.417 p = 0.811	1.259 p = 0.261	0.384 p = 9.435
15. Career development, as part of human development, begins in the pre-school years and continues into the retirement years. Its maturational patterns differ from individual to individual.	2.716 p = 0.437	0.788 p = 0.852	16.165 p = 0.063	0.480 p = 0.488	0.437 p = 0.803	0.332 p = 0.564	7.555 p = 0.056

TABLE VI (CONTINUED)

Career Education Assumptions	Total Years in Educ.	Years in Current Position	Subject Taught	Position	Highest Degree Held	Non- Education Experience	Age
16. Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and are modifiable during those years.	3.670 p = 0.299	4.527 p = 0.209	9.362 p = 0.404	0.157 p = 0.691	1.661 p = 0.435	1.997 p = 0.157	5.184 p = 0.158
17. Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.	2.078 p = 0.556	3.011 p = 0.389	7.904 p = 0.543	0.139 p = 0.712	0.003 p = 0.998	6.655 p = 0.009**	2.455 p = 0.483
18. Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, something that can be viewed as a simple matching of individuals with jobs.	2.268 p = 0.512	1.783 p = 0.618	6.726 p = 0.665	0.463 p = 0.496	2.842 p = 0.241	0.000 p = 0.976	2.286 p = 0.515



TABLE VI (CONTINUED)

Career Education Assumptions	Total Years in Educ.	Years in Current Position	Subject Taught	Position	Highest Degree Held	Non- Education Experience	Age
19. Occupational stereotyping currently acts to hinder full freedom of occupational choice for both females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.	3.847 p = 0.275	2.090 p = 0.553	9.665 p = 0.378	0.463 p = 0.420	0.573 p = 0.750	0.551 p = 0.457	4.017 p = 0.259
20. Parent socio-economic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.	7.215 p = 0.065	1.798 p = 0.615	11.866 p = 0.221	0.000 p = 0.990	1.262 p = 0.531	0.293 p = 0.588	1.087 p = 0.780
21. A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.	1.156 p = 0.763	1.559 p = 0.668	6.732 p = 0.665	0.258 p = 0.611	2.285 p = 0.319	1.978 p = 0.159	0.787 p = 0.852
22. The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.	1.179 p = 0.165	5.364 p = 0.147	1.134 p = 0.286	2.173 p = 0.141	0.049 p = 0.975	0.003 p = 0.950	0.907 p = 0.823

TABLE VI (CONTINUED)

Career Education Assumptions	Total Years in Educ.	Years in Current Position	Subject Taught	Position	Highest Degree Held	Non-Education Experience	Age
23. While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.	1.124 p = 0.771	1.986 p = 0.575	13.030 p = 0.161	0.003 p = 0.950	4.299 p = 0.116	2.886 p = 0.089	4.026 p = 0.258
24. Career decision making skills, job hunting skills, and job getting skills can be taught to and learned by almost all persons. Such skills, once learned, can be effectively used by individuals in enhancing their career development.	8.176 p = 0.042*	7.431 p = 0.059	13.651 p = 0.135	1.862 p = 0.172	0.468 p = 0.791	0.000 p = 0.992	5.157 p = 0.160
25. Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special variations in career development programs for persons suffering such deprivation.	6.081 p = 0.107	8.832 p = 0.0316*	4.873 p = 0.845	0.010 p = 0.916	2.354 p = 0.308	0.087 p = 0.768	3.634 p = 0.303

TABLE VI (CONTINUED)

Career Education Assumptions	Total Years in Educ.	Years in Current Position	Subject Taught	Position	Highest Degree Held	Non-Education Experience	Age
26. An effective means of helping individuals discover both who they are (in a self-concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work that they do.	0.760 p = 0.858	2.266 p = 0.518	16.471 p = 0.055	0.536 p = 0.463	0.023 p = 0.988	2.980 p = 0.084	1.925 p = 0.588
27. Parental attitudes toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.	3.905 p = 0.271	1.425 p = 0.699	4.640 p = 0.864	0.052 p = 0.819	4.947 p = 0.084	0.690 p = 0.405	5.152 p = 0.161
28. The processes of occupational decision making and occupational preparation can be expected to be repeated more than once for most adults in today's society.	3.138 p = 0.370	6.315 p = 0.097	9.326 p = 0.407	1.122 p = 0.284	0.082 p = 0.959	1.820 p = 0.177	6.898 p = 0.075
29. In choosing an occupation, one is, in effect, choosing a lifestyle.	0.556 p = 0.906	0.966 p = 0.809	9.588 p = 0.384	0.309 p = 0.578	0.436 p = 0.840	0.040 p = 0.841	0.138 p = 0.986

TABLE VI (CONTINUED)

Career Education Assumptions	Total Years in Educ.	Years in Current Position	Subject Taught	Position	Highest Degree Held	Non-Education Experience	Age
30. Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.	0.961 p = 0.810	2.929 p = 0.402	5.013 p = 0.833	0.009 p = 0.922	0.233 p = 0.889	1.334 p = 0.248	2.600 p = 0.457
31. Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals rather than occurring in a single sequential pattern.	1.055 p = 0.787	3.464 p = 0.325	10.856 p = 0.285	1.818 p = 0.177	0.911 p = 0.634	0.375 p = 0.539	1.934 p = 0.586
32. Decisions individuals make about the work that they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.	1.781 p = 0.619	1.182 p = 0.757	6.388 p = 0.700	2.170 p = 0.140	0.662 p = 0.717	0.237 p = 0.626	0.896 p = 0.826
33. Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.	3.766 p = 0.287	2.492 p = 0.476	7.538 p = 0.582	0.000 p = 0.998	2.259 p = 0.323	0.000 p = 0.989	5.070 p = 0.166

TABLE VI (CONTINUED)

Career Education Assumptions	Total Years in Educ.	Years in Current Position	Subject Taught	Position	Highest Degree Held	Non- Education Experience	Age
34. The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.	6.662 p = 0.083	4.838 p = 0.184	10.297 p = 0.326	0.004 p = 0.944	3.592 p = 0.138	0.082 p = 0.773	4.522 p = 0.210
35. While economic return can be expected almost always to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.	7.221 p = 0.065	2.111 p = 0.549	13.246 p = 0.151	2.251 p = 0.133	2.246 p = 0.325	0.040 p = 0.841	3.747 p = 0.290

NOTE: The data from which these statistics were computed is given in Appendix C.

\*  $p < .05$

\*\*  $p < .01$

positive agreement of 91 percent, and undecided and disagreement 9 percent. Beginning teachers and teachers who had been in education nine years and over showed agreement of 80 percent, and undecided and disagreement of 20 percent.

The agreement among educators was significant at the  $p = 0.003$  level toward assumption 8, when grouped according to subject area taught. Educators in music and art indicated 100 percent agreement. Teachers who taught a combination of courses and teachers who taught mathematics indicated 76 percent agreement and all other educators averaged 90 percent agreement.

Assumptions 11 through 35 can be considered as aids to implementing career education programs. The extent of agreement among educators relative to assumptions 11 and 12 that emphasize motivation and learning strategies in school aids one in his or her career development was statistically significant.

The agreement among educators toward assumption 11 was significant at the  $p = 0.021$  level when grouped according to subject area taught. Vocational education, language arts, career education and counseling, social studies indicated 85 percent agreement, and 15 percent undecided and disagreement. Teachers who taught a combination of courses and teachers who taught mathematics and science indicated agreement of 75 percent, and undecided and disagreement of 25 percent. Art and music teachers agreed with this assumption 100 percent. All other teachers showed 60 percent agreement and 40 percent undecided and disagreement.

The agreement among educators was significant at the  $p = 0.041$  level toward assumption 11 when educators were grouped according to total years in education. Educators with a total of one to fourteen

years in education indicated agreement 80 percent, and undecided and disagreement 20 percent. Educators of fifteen to forty-one years of education indicated agreement of 69 percent, and undecided and disagreement of 31 percent.

The extent of agreement among educators toward assumption 17 was significant at the  $p = 0.009$  level when educators were grouped according to using their non-education experience. Educators with two to forty years of experience outside of education revealed agreement of 75 percent, undecided and disagreement 25 percent. Whereas educators with zero to one year of experience outside education showed 63 percent agreement, 37 percent undecided and disagreement.

The extent of agreement among educators relative to assumptions 24 and 25, which emphasize the importance of special career development programs to develop job hunting and job getting skills for persons suffering deprivation of career development, was statistically different.

The agreement among educators was significant at the  $p = 0.042$  level toward assumption 24 when educators were grouped according to total years in education. Educators with one to three years and fifteen to forty-one years revealed 53 percent agreement, 47 percent undecided and disagreement; whereas educators with four to fourteen years of total educational experience showed 61 to 65 percent agreement, and 35 to 39 percent undecided and disagreement.

The agreement among educators was significant at the  $p = 0.0316$  level toward assumption 25 when the educators were grouped according to years in current position. Educators in their current positions from one to eight years revealed agreement ranging from 63 to 68

percent, undecided and disagreement from 32 to 37 percent. Educators of nine to forty-one years in their current position revealed 52 percent agreement, and 48 percent undecided and disagreement.

The analysis of differences in the extent of agreement among the seven groups constituted according to professional background produced eight statistically significant differences at the .05 level. The total number of possible differences was 245.



## CHAPTER V

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to assess the extent of agreement of public school educators in Oklahoma with selected career education assumptions.

The study was undertaken as a result of Hoyt's "working" definition of career education based on career education assumptions that were developed in 1974. The career education assumptions were tested and accepted by a limited group of educators at the national level. The researcher therefore felt the importance of testing the selected career education assumptions at the local level.

To accomplish this purpose a stratified sample of public school educators in Oklahoma was asked to provide information for this study. The sample was stratified according to type of employment and geographical location. The specific educator groups were: rural elementary teachers, urban elementary teachers, rural secondary teachers, urban secondary teachers, rural elementary principals, urban elementary principals, rural secondary principals and urban secondary principals.

The instrument used to collect information was developed as a five-point Likert-type scale in the following manner: Strongly agree - 1, Agree - 2, Undecided - 3, Disagree - 4, and Strongly disagree - 5.

In the Fall of 1976, instruments were mailed to the selected sample (660 public school educators). Ninety-one percent of the sample returned the instruments (602) by January, 1977.

The data was analyzed by utilizing descriptive and chi-square statistics.

### Findings

Descriptive statistics were used to compare the mean value of each selected assumption. Using the mean value the assumptions were ranked from highest to lowest.

Assumption 8 which is closely related to the concept, "the goals of career education are to make work possible, meaningful, and satisfying for each individual throughout his or her lifetime," was ranked number one (mean value = 1.928).

Assumption 35 which relates to the concept "economic returns can be expected to be a significant factor in decisions individuals make about their total pattern of work," was ranked number thirty-five (mean value = 2.405).

The difference in the highest mean (assumption 8--mean = 1.928) and the lowest mean (assumption 35--mean = 2.405) was 0.477. All means were on the agreement side of the scale for all assumptions.

Chi-square was used to determine if there was a statistically significant difference in agreement among the eight public school educator groups toward each of the assumptions. Chi-square was also used to determine significant difference between groups determined by selected background variables. These were: total years in education, subject area specialty, highest degree held, non-education

experience, years in current position, position, and age.

A summary of chi-square differences is given in Table VII. The total number of possible differences was 280. The number of differences as determined by the chi-square analysis was 20.

### Conclusions

Oklahoma educators agree with each of the 35 selected career education assumptions. The mean score for all respondents for all assumptions was on the agree side of the agree-disagree continuum. When the data for the several groups (i.e., type of employment, rural and urban, and selected background characteristics) were analyzed statistically significant differences were found. These were, however, a result of different levels of agreement.

Oklahoma educators view the selected career education assumptions in much the same manner as national leaders in career education. The respondents in this study were found to agree with each of the 35 selected career education assumptions. These results are consistent with those reported by Hoyt (7) in a study which involved national leaders in career education. In his study which involved 225 national leaders he found that the respondents expressed agreement with each assumption.

Oklahoma educators support Hoyt's "working" definition of career education, "the totality of experience through which one learns about and prepares to engage in work as part of his or her way of living." The first ten of the 35 selected career assumptions were related to Hoyt's definition of career education. Nine of these assumptions were

TABLE VII

SUMMARY OF SIGNIFICANT CHI-SQUARE\* COMPARISONS  
 BETWEEN THE BACKGROUND VARIABLES AND  
 EACH OF THE 35 CAREER EDUCATION  
 ASSUMPTIONS

Assumption	Eight Educator Groups	Total Years in Education	Years in Current Position	Position	Subject Taught	Highest Degree Held	Non Education Experience	Age
1								
2			x					
3								
4		x						
5								
6								
7	x							
8	x					x		
9								
10	x							
11		x				x		
12	x							
13								
14								
15								
16								
17						x		
18								
19	x							

TABLE VII (CONTINUED)

Assumption	Eight Educator Groups	Total Years in Education	Years in Current Position	Position	Subject Taught	Highest Degree Held	Non-Education Experience	Age
20								
21	x							
22								
23	x							
24	x	x						
25	x		x					
26								
27								
28								
29								
30								
31	x							
32	x							
33								
34								
35	x							

\*Significant at the .05 level

ranked in the top ten using mean values. The other assumption related to the working definition was ranked number 14.

#### Recommendations

1. Oklahoma educators agree with the 35 selected career education assumptions. These expressions of agreement may however reflect socially and/or professionally acceptable responses. It is recommended that further study be directed toward determining the extent to which Oklahoma educators are willing to implement career education programs.
2. Hoyt (7) has posed a working definition of career education and implementing strategies based upon the 35 selected assumptions. It is recommended that research studies be made to determine the extent to which these have been used or are useful in developing effective career education programs.

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APPENDIX A

THE INSTRUMENT

PROFESSIONAL INFORMATION

How many years have you taught in your present position? 1

How many total years have you taught? 12

Check your teaching grade / write in the subject / your position:

Kindergarten

One

Two

Three

Four

Five

Six



Seven

Eight

Nine

Ten

Eleven

Twelve

Vocational Education



English

What is the highest degree you hold? B.S. Education

How many years of non-teaching experience have you had in your specialty? \_\_\_\_\_

Check your age group: 21 - 30

31 - 40

41 - 50

51 - 65



PLEASE respond to each of the following career education assumptions by checking the response that most nearly expresses your feelings on each individual assumption.

SA - Strongly Agree  
 A - Agree  
 U - Undecided  
 SD - Strongly Disagree  
 D - Disagree

1. Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.

SA	A	U	D	SD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. The concept of productivity is central to the definition of work and so to the entire concept of career education.

SA	A	U	D	SD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Since "work" includes unpaid activities as well as paid employment, career education's concerns in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, volunteer workers, and full-time homemakers; and to work activities in which one engages as part of leisure and/or recreational time.

SA	A	U	D	SD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"

SA	A	U	D	SD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Both one's career and one's education are best viewed in a developmental, rather than a fragmented, sense.

SA	A	U	D	SD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Career education is for all persons--the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in the graduate colleges.

SA	A	U	D	SD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. The societal objectives of career education are to help all individuals  
a) who want to work; b) acquire the skills necessary for work in these  
times; and c) engage in work that is satisfying to the individual and  
beneficial to society.
8. The individualistic goals of career education are to make work  
a) possible, b) meaningful, and c) satisfying for each individual  
throughout his or her lifetime.
9. Protection of the individual's freedom to choose and assistance in  
making and implementing career decisions are of central concern to  
career education.
10. The expertise required for implementing career education is to be  
found in many parts of society and is not limited to those employed  
in formal education.
11. If students can see clear relationships between what they are being  
asked to learn in school and the world of work, they will be motivated  
to learn more in school.
12. There exists no single learning strategy that can be said to be best  
for all students. Some students will learn best by reading out of  
books for example, and others will learn best by combining reading  
with other kinds of learning activities.
13. Basic academic skills, a personally meaningful set of work values,  
and good work habits represent adaptability tools needed by all per-  
sons who choose to work in today's rapidly changing occupational  
society.
14. Increasingly, entry into today's occupational society demands the  
possession of a specific set of vocational skills on the part of  
those who seek employment. Unskilled labor is less and less in  
demand.

SA A U D SD

SA A U D SD

SA A U D SD

SA A U D SD

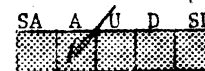
SA A U D SD

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SA A U D SD

SA A U D SD

15. Career development, as part of human development, begins in the pre-school years and continues into the retirement years. Its maturational patterns differ from individual to individual.
16. Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and are modifiable during those years.
17. Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.
18. Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, something that can be viewed as a simple matching of individuals with jobs.
19. Occupational stereotyping currently acts to hinder full freedom of occupational choice for both females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.
20. Parent socio-economic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.
21. A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.
22. The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.



23. While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.

SA	A	U	D	SD
	✓			

24. Career decision making skills, job hunting skills, and job getting skills can be taught to and learned by almost all persons. Such skills, once learned, can be effectively used by individuals in enhancing their career development.

SA	A	U	D	SD
	✓			

25. Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special variations in career development programs for persons suffering such deprivation.

SA	A	U	D	SD
		✓		

26. An effective means of helping individuals discover both who they are (in a self-concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work that they do.

SA	A	U	D	SD
✓				

27. Parental attitudes toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.

SA	A	U	D	SD
✓				

28. The processes of occupational decision making and occupational preparation can be expected to be repeated more than once for most adults in today's society.

SA	A	U	D	SD
	✓			

29. In choosing an occupation, one is, in effect, choosing a lifestyle.

SA	A	U	D	SD
✓				

30. Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.

SA	A	U	D	SD
	✓			

- 31. Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals rather than occurring in a single sequential pattern.
- 32. Decisions individuals make about the work that they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.
- 33. Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.
- 34. The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.
- 35. While economic return can be expected almost always to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.



**APPENDIX B**

**COVER LETTER**





*Oklahoma State University*

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

SHAWAVER, OKLAHOMA 74074  
CLASSROOM BUILDING 406  
405/624-6276

October 8, 1976

Dear Mr. Wilson

Let me again express my appreciation to you for agreeing to participate in the research study I am conducting. As I mentioned to you during our telephone conversation, this research is being supervised by Dr. Donald Phillips and Dr. Lloyd Briggs and is needed for planning, implementing, and improving career education programs.

I am enclosing eleven copies of a questionnaire containing thirty-five career education assumptions designed by Kenneth B. Hoyt, National Career Education Director. Will you please distribute copies to ten of your teachers to complete and complete the eleventh copy yourself. All responses will be confidential.

I realize that this is a busy time in your school, but I would particularly appreciate your immediate attention if it is possible. I have enclosed a stamped, self-addressed envelope to facilitate returning the surveys.

Thank you again for your cooperation.

Sincerely,

Jeanetta C. Shipp  
EPDA Graduate Student

JCS/kp  
Enclosures

APPENDIX C

PERCENTAGE DISTRIBUTION BY  
BACKGROUND VARIABLE

PERCENTAGE DISTRIBUTION FOR EACH CAREER

EDUCATION ASSUMPTION USING SELECTED

INFORMATION OF STUDY PARTICIPANTS

1. Since both one's career and one's education extend from the pre-school through the retirement years, career education must also span almost the entire life cycle.

	N	SA %	A %	U %	D %	SD %
YEARS IN EDUCATION						
0-3	130	22	55	11	11	1
4-8	178	29	51	10	9	1
9-14	142	39	44	7	8	1
15-41	152	24	61	7	7	1

YEARS IN CURRENT POSITION

0-1	139	27	52	9	12	1
2-3	150	28	52	11	9	1
4-8	163	29	54	9	7	1
9-41	150	32	53	7	7	1

SUBJECT TAUGHT

Combination of courses	278	30	58	10	10	1
Vocational education	55	38	41	14	5	2
Mathematics	25	40	48	4	8	0
Industrial arts	57	46	44	2	9	0
Science	30	43	43	10	0	3
Art and music	16	19	36	13	31	0
Reading	17	35	47	18	0	0
Language Arts	60	26	58	8	8	0
Social Studies	38	29	53	11	5	0
Career education and counseling	10	30	60	0	10	0

POSITION

Teacher	547	28	54	8	9	7
Principal	55	38	40	14	6	2

DEGREE HELD

B.S., B.A.	216	22	57	11	9	1
M.S., M.T., M.A.	281	38	48	7	8	1
Ed.D.	3	0	100	0	0	0

NON-EDUCATION EXPERIENCE

	N	SA %	A %	U %	D %	SD %
AGE						
0-1	381	29	53	9	8	1
2-40	173	29	51	10	10	0
AGE						
21-30	193	25	52	13	9	1
31-40	153	33	48	8	11	0
41-50	132	36	48	7	8	1
51-65	113	21	66	6	4	1

2. The concept of productivity is central to the definition of work and so to the entire concept of career education.

	N	SA %	A %	U %	D %	SD %
YEARS IN EDUCATION						
0-3	130	6	61	14	9	1
4-8	178	15	63	11	10	1
9-14	142	22	58	12	8	1
15-41	152	14	68	13	2	1

YEARS IN CURRENT POSITION

0-1	139	18	61	12	8	1
2-3	150	13	63	15	7	1
4-8	163	16	60	13	10	1
9-41	150	19	68	9	3	1

SUBJECT TAUGHT

Combination of courses	278	11	66	14	7	1
Vocational education	55	14	64	14	5	1
Mathematics	25	28	48	16	8	0
Industrial arts	57	29	61	7	1	0
Science	30	20	53	20	3	3
Art and music	16	19	69	0	13	0
Reading	17	6	65	17	6	6
Language arts	16	15	63	7	15	0
Social studies	38	26	50	13	10	0
Career education and counseling	10	10	80	10	0	0

POSITION

Teacher	547	17	63	12	7	1
Principal	55	15	64	15	5	1

DEGREE HELD

B.S., B.A.	216	15	63	17	7	1
M.S., M.T., M.A.	281	19	63	10	7	1
Ed.D.	3	0	67	33	0	0

	N	SA %	A %	U %	D %	SD %
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	16	64	11	8	1
2-40	173	18	61	14	7	1
<b>AGE</b>						
21-30	193	13	63	14	8	1
31-40	153	19	60	10	10	1
41-50	132	21	61	12	5	1
51-65	113	15	67	12	4	2

3. Since "work" includes unpaid activities as well as paid employment, career education's concerns in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, volunteer workers, and full-time homemakers; and to work activities in which one engages as part of leisure and/or recreational time.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	29	58	5	7	1
4-8	178	18	67	11	3	1
9-14	142	31	49	11	6	3
15-41	152	18	63	11	6	1
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	23	63	8	5	1
2-3	150	26	61	6	5	2
4-8	163	18	59	12	7	2
9-41	150	27	56	12	3	2

	N	SA %	A %	U %	D %	SD %
<b>SUBJECT</b>						
Combination of courses	278	18	63	11	6	2
Vocational education	55	27	57	13	4	2
Mathematics	25	32	56	12	0	0
Industrial arts	57	33	56	5	3	2
Science	30	10	73	3	13	0
Art and music	16	31	50	19	0	0
Reading	17	35	53	6	0	6
Language arts	60	30	58	8	3	3
Social studies	38	26	55	5	11	0
Career education and counseling	10	40	50	10	0	0

	N	SA %	A %	U %	D %	SD %
<b>POSITION</b>						
Teacher	547	23	61	9	5	2
Principal	55	29	53	12	4	2

	N	SA %	A %	U %	D %	SD %
<b>DEGREE HELD</b>						
BS., B.A.	216	22	61	10	4	3
M.S., M.T., M.A.	281	26	58	9	6	1
Ed.D.	3	0	100	0	0	0

	N	SA %	A %	U %	D %	SD %
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	22	62	9	5	1
2-40	173	28	54	10	5	2
<b>AGE</b>						
21-30	193	23	61	10	4	2
31-40	153	29	55	9	5	1
41-50	132	22	61	8	8	2
51-65	113	19	62	11	4	3

4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	29	53	12	5	1
4-8	178	28	63	6	1	2
9-14	142	30	58	7	4	1
15-41	152	22	57	12	4	4
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	26	59	12	4	0
2-3	150	30	59	7	2	3
4-8	163	25	59	9	4	4
9-41	150	29	56	9	3	2

	N	SA %	A %	U %	D %	SD %
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	27	63	10	4	2
Vocational education	55	29	61	5	5	0
Mathematics	25	32	44	16	0	8
Industrial arts	57	39	54	7	1	0
Science	30	40	40	17	3	0
Art and music	16	38	56	0	6	0
Reading	17	24	55	0	0	12
Language arts	60	38	52	8	0	2
Social studies	38	26	58	11	3	3
Career education and counseling	10	20	60	20	0	0

	N	SA %	A %	U %	D %	SD %
<b>POSITION</b>						
Teacher	547	27	58	9	3	2
Principal	55	29	60	5	6	0

	N	SA %	A %	U %	D %	SD %
<b>DEGREE HELD</b>						
B.S., B.A.	216	27	58	10	3	2
M.S., M.T., M.A.	281	29	58	8	4	2
Ed.D.	3	33	33	33	0	0

AGE	N	SA %	A %	U %	D %	SD %
21-30	193	26	58	13	2	1
31-40	153	30	57	10	3	0
41-50	132	27	54	13	5	1
51-65	113	27	56	8	7	1

6. Career education is for all persons--the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in the graduate colleges.

YEARS IN EDUCATION	N	SA %	A %	U %	D %	SD %
0-3	130	35	42	10	9	5
4-8	178	28	53	13	5	1
9-14	142	41	46	6	5	3
15-41	152	28	51	10	7	3

YEARS IN CURRENT POSITION	N	SA %	A %	U %	D %	SD %
0-1	139	25	42	10	8	4
2-3	150	32	50	13	2	2
4-8	163	28	54	8	7	3
9-41	150	38	45	9	10	2

SUBJECT TAUGHT	N	SA %	A %	U %	D %	SD %
Combination of courses	278	26	53	13	6	4
Vocational education	55	36	48	5	9	0
Mathematics	25	32	40	12	12	4
Industrial arts	57	37	47	14	2	0
Science	30	33	53	0	10	3
Art and music	16	44	25	6	25	0
Reading	17	65	29	6	0	0
Language arts	60	43	43	5	7	2
Social studies	38	39	39	8	13	3
Career education and counseling	10	40	60	0	0	0

POSITION	N	SA %	A %	U %	D %	SD %
Teacher	547	32	48	10	7	3
Principal	55	38	47	6	9	0

DEGREE HELD	N	SA %	A %	U %	D %	SD %
B.S., B.A.	216	36	48	12	7	2
M.S., M.T., M.A.	281	34	48	8	7	3
Ed.D.	3	0	100	0	0	0

NON-EDUCATION EXPERIENCE	N	SA %	A %	U %	D %	SD %
0-1	381	33	48	10	5	3
2-40	173	32	47	10	10	1

NON-EDUCATION EXPERIENCE	N	SA %	A %	U %	D %	SD %
0-1	381	29	56	9	3	3
2-49	173	26	60	9	4	1

AGE	N	SA %	A %	U %	D %	SD %
21-30	193	30	54	9	4	3
31-40	153	29	58	10	2	1
41-50	132	27	60	9	2	2
51-65	113	23	62	7	4	4

5. Both one's career and one's education are best viewed in a developmental, rather than a fragmented, sense.

YEARS IN EDUCATION	N	SA %	A %	U %	D %	SD %
0-3	130	25	59	13	2	1
4-8	178	29	58	9	3	1
9-14	142	31	53	12	3	0
15-41	152	24	57	11	7	1

YEARS IN CURRENT POSITION	N	SA %	A %	U %	D %	SD %
0-1	139	23	59	13	4	1
2-3	150	29	58	11	3	1
4-8	163	32	52	11	5	1
9-41	150	29	57	10	4	1

SUBJECT TAUGHT	N	SA %	A %	U %	D %	SD %
Combination of courses	278	23	57	14	4	2
Vocational education	52	29	55	16	2	0
Mathematics	25	36	48	12	4	0
Industrial arts	57	21	63	12	4	0
Science	30	30	57	10	3	0
Art and music	16	36	56	6	0	0
Reading	17	41	47	12	0	0
Language arts	60	38	60	2	2	0
Social studies	38	31	50	8	11	0
Career education and counseling	10	30	50	0	20	0

POSITION	N	SA %	A %	U %	D %	SD %
Teacher	547	27	57	11	4	1
Principal	55	27	55	16	2	0

DEGREE HELD	N	SA %	A %	U %	D %	SD %
B.S., B.A.	216	26	58	11	4	1
M.S., M.T., M.A.	281	29	55	11	4	1
Ed.D.	3	0	100	0	0	0

NON-EDUCATION EXPERIENCE	N	SA %	A %	U %	D %	SD %
0-1	381	29	56	11	3	1
2-40	173	25	58	12	5	1

AGE	N	SA %	A %	U %	D %	SD %
21-30	193	34	46	12	7	2
31-40	153	33	51	7	7	2
41-50	132	35	47	8	8	3
51-65	113	26	50	12	6	6

7. The societal objectives of career education are to help all individuals a) who want to work; b) acquire the skills necessary for work in these times; and c) engage in work that is satisfying to the individual and beneficial to society.

#### YEARS IN EDUCATION

0-3	130	26	56	10	7	1
4-8	178	31	49	14	6	0
9-14	142	31	51	13	5	33
15-41	152	34	46	13	6	1

#### YEARS IN CURRENT POSITION

0-1	139	25	57	11	6	1
2-3	150	34	47	13	5	0
4-8	163	34	52	7	5	1
9-41	150	29	45	17	7	1

#### SUBJECT

Combination of courses	278	25	50	17	6	1
Vocational education	55	41	39	11	9	0
Mathematics	25	48	44	4	4	0
Industrial arts	57	35	54	8	5	0
Science	30	28	60	7	7	0
Art and music	16	13	75	13	0	0
Reading	17	41	53	6	0	0
Language arts	60	38	42	10	10	0
Social studies	38	29	53	11	5	0
Career education and counseling	10	60	40	0	0	0

#### POSITION

Teacher	547	30	51	13	6	0
Principal	55	42	38	11	9	0

#### DEGREE HELD

B.S., B.A.	216	29	50	14	6	0
M.S., M.T., M.A.	281	33	50	11	6	1
Ed.D.	3	67	33	0	0	0

#### NON-EDUCATION EXPERIENCE

0-1	381	30	50	14	7	0
2-40	173	38	46	10	6	0

#### AGE

21-30	193	33	49	10	8	0
31-40	153	29	55	11	5	0
41-50	132	30	48	16	5	1
51-65	113	31	47	14	7	1

8. The individualistic goals of career education are to make work a) possible, b) meaningful, and c) satisfying for each individual throughout his or her lifetime.

YEARS IN EDUCATION	N	SA %	A %	U %	D %	SD %
0-3	130	29	50	14	5	2
4-8	178	32	57	9	3	6
9-14	142	39	51	6	9	0
15-41	152	28	53	13	5	1

#### YEARS IN CURRENT POSITION

0-1	139	26	54	12	7	1
2-3	150	31	53	8	4	1
4-8	163	39	47	7	7	0
9-41	150	26	58	12	3	1

#### SUBJECT TAUGHT

Combination of courses	278	28	48	15	7	1
Vocational education	55	45	46	9	0	0
Mathematics	25	28	48	16	8	0
Industrial arts	57	37	53	3	3	0
Science	30	30	63	7	0	0
Art and music	16	25	75	0	0	0
Reading	17	23	65	6	6	0
Language arts	60	30	60	5	3	1
Social studies	38	32	60	0	8	0
Career education and counseling	10	30	60	10	0	0

#### POSITION

Teacher	547	29	57	10	6	1
Principal	55	45	46	9	0	0

#### DEGREE HELD

B.S., B.A.	216	31	51	11	6	1
M.S., M.T., M.A.	281	31	55	9	5	0
Ed.D.	3	33	67	0	0	0

#### NON-EDUCATION EXPERIENCE

0-1	381	31	50	12	6	1
2-40	173	30	58	7	3	1

#### AGE

21-30	193	27	54	13	4	1
31-40	153	31	54	7	7	0
41-50	132	37	53	5	4	1
51-65	113	29	50	13	5	3

9. Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern career education.

	N	SA %	A %	U %	D %	SD %
YEARS IN EDUCATION						
0-3	130	37	44	11	7	1
4-8	178	25	53	13	8	1
9-14	142	37	44	14	4	1
15-41	152	27	52	8	9	2
YEARS IN CURRENT POSITION						
0-1	139	32	50	10	7	1
2-3	150	31	49	15	5	0
4-8	163	35	47	8	9	1
9-41	150	28	51	13	7	2
SUBJECT TAUGHT						
Combination of courses	278	29	48	13	7	2
Vocational education	55	39	39	16	4	2
Mathematics	25	36	48	12	4	0
Industrial arts	57	33	54	9	3	0
Science	30	20	57	10	13	0
Art and music	16	25	56	13	6	0
Reading	17	35	59	6	0	0
Language arts	60	40	40	7	13	0
Social studies	38	26	53	16	5	0
Career education and counseling	10	40	50	0	10	0
POSITION						
Teacher	547	30	50	11	8	1
Principal	55	40	40	16	1	1
DEGREE HELD						
B.S., B.A.	216	34	46	12	7	1
M.S., M.T., M.A.	281	28	52	11	7	1
Ed.D.	3	33	33	0	33	0
NON-EDUCATION EXPERIENCE						
0-1	381	32	49	11	7	2
2-40	173	31	49	13	7	1
AGE						
21-30	193	29	50	12	8	1
31-40	153	34	47	12	6	1
41-50	132	33	49	11	6	1
51-65	113	30	51	9	7	3

10. The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.

	N	SA %	A %	U %	D %	SD %
YEARS IN EDUCATION						
0-3	130	24	52	18	5	2
4-8	178	30	52	11	7	1
9-14	142	31	56	9	4	1
15-41	152	25	53	16	6	1
YEARS IN CURRENT POSITION						
0-1	139	27	51	19	4	0
2-3	150	27	55	13	3	2
4-8	163	29	51	8	11	1
9-41	150	28	54	13	3	1
SUBJECT TAUGHT						
Combination of courses	278	24	53	14	6	2
Vocational education	55	27	46	18	7	1
Mathematics	25	48	36	12	4	0
Industrial arts	57	30	51	12	5	0
Science	30	33	47	10	7	3
Art and music	16	25	50	25	0	0
Reading	17	23	59	18	0	0
Language arts	60	38	55	7	2	0
Social studies	38	24	60	8	8	0
Career education and counseling	10	20	70	10	0	0
POSITION						
Teacher	547	27	54	12	5	1
Principal	55	29	45	18	7	0
DEGREE HELD						
B.S., B.A.	216	30	48	16	6	0
M.S., M.T., M.A.	281	25	58	10	5	2
Ed.D.	3	67	0	33	0	0
NON-EDUCATION EXPERIENCE						
0-1	381	27	52	13	6	1
2-40	173	29	55	12	4	1
AGE						
21-30	193	29	48	15	6	2
31-40	153	31	50	13	5	1
41-50	132	24	61	10	5	0
51-65	113	27	54	12	5	2

12. There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books for example, and others will learn best by combining reading with other kinds of learning activities.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	39	37	15	5	3
4-8	178	34	44	13	6	3
9-14	142	32	46	16	6	1
15-41	152	26	49	16	8	2
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	35	38	20	4	2
2-3	150	33	45	15	5	3
4-8	163	37	47	8	5	2
9-41	150	25	46	17	10	2
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	33	39	20	6	3
Vocational education	55	27	46	18	7	2
Mathematics	25	32	48	8	12	0
Industrial arts	57	49	35	9	7	0
Science	30	23	67	7	0	3
Art and music	16	31	44	12	12	0
Reading	17	23	47	12	0	18
Language arts	60	32	50	8	8	2
Social studies	38	24	55	13	8	0
Career education and counseling	10	40	50	0	10	0
<b>POSITION</b>						
Teacher	547	33	44	15	6	2
Principal	55	27	46	18	7	2
<b>DEGREE HELD</b>						
B.S., B.A.	216	36	42	15	6	1
M.S., M.T., M.A.	281	28	48	15	6	3
Ed.D.	3	67	33	0	0	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	34	43	16	5	1
2-40	173	33	46	13	6	1
<b>AGE</b>						
21-30	193	34	42	17	4	4
31-40	153	35	44	14	6	1
41-50	132	32	48	13	7	1
51-65	113	27	46	15	9	3

11. If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	39	39	12	9	1
4-8	178	34	47	11	5	2
9-14	142	35	45	11	7	1
15-41	152	25	44	15	13	3
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	35	11	12	11	1
2-3	150	36	43	11	8	2
4-8	163	31	46	15	7	2
9-41	150	30	46	13	8	3
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	32	44	15	7	2
Vocational education	55	28	34	27	7	2
Mathematics	25	40	36	12	8	4
Industrial arts	57	37	51	9	3	0
Science	30	28	50	8	13	3
Art and music	16	44	56	0	0	0
Reading	17	29	29	6	35	0
Language arts	60	42	40	5	10	3
Social studies	38	21	63	5	11	0
Career education and counseling	10	50	30	10	10	0
<b>POSITION</b>						
Teacher	547	33	45	11	9	2
Principal	55	29	34	29	6	2
<b>DEGREE HELD</b>						
B.S., B.A.	216	33	46	10	10	1
M.S., M.T., M.A.	281	32	43	16	7	2
Ed.D.	3	33	33	0	33	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	35	44	12	7	1
2-40	173	31	44	13	10	1
<b>AGE</b>						
21-30	193	38	45	8	5	4
31-40	153	38	43	11	8	0
41-50	132	27	43	16	12	2
51-65	113	25	45	18	9	3



13. Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.

	N	SA %	A %	U %	D %	SD %
YEARS IN EDUCATION						
0-3	130	37	43	14	5	1
4-8	178	34	42	14	8	1
9-14	142	28	43	16	11	2
15-41	152	27	51	11	9	2
YEARS IN CURRENT POSITION						
0-1	139	35	48	13	3	1
2-3	150	30	41	17	10	1
4-8	163	31	45	11	10	2
9-41	150	30	44	15	8	3
SUBJECT TAUGHT						
Combination of courses	278	30	42	17	8	2
Vocational education	55	30	46	12	9	2
Mathematics	25	28	40	12	16	4
Industrial arts	57	33	46	14	5	2
Science	30	33	50	13	3	0
Art and music	16	31	37	19	13	0
Reading	17	41	59	0	0	0
Language arts	60	33	47	8	10	2
Social studies	38	26	53	13	8	0
Career education and counseling	10	50	40	0	10	0
POSITION						
Teacher	547	32	46	14	8	2
Principal	55	31	45	13	9	2
DEGREE HELD						
B.S., B.A.	216	33	41	15	10	1
M.S., M.T., M.A.	281	30	48	13	6	3
Ed.D.	3	33	67	0	0	0
NON-EDUCATION EXPERIENCE						
0-1	381	32	45	13	8	1
2-40	173	31	45	16	7	1
AGE						
21-30	193	34	45	14	6	1
31-40	153	36	44	12	6	1
41-50	132	30	45	12	12	1
51-65	113	25	45	15	10	5

14. Increasingly, entry into today's occupational society demands the possession of a specific set of vocational skills on the part of those who seek employment. Unskilled labor is less and less in demand.

	N	SA %	A %	U %	D %	SD %
YEARS IN EDUCATION						
0-3	130	35	38	18	8	1
4-8	178	26	48	14	8	5
9-14	142	28	42	18	10	3
15-41	152	31	45	15	7	3
YEARS IN CURRENT POSITION						
0-1	139	38	35	16	10	1
2-3	150	23	54	15	5	2
4-8	163	31	40	15	7	6
9-41	150	27	44	17	9	3
SUBJECT TAUGHT						
Combination of courses	278	31	40	15	10	4
Vocational education	55	37	45	12	2	4
Mathematics	25	32	36	24	4	4
Industrial arts	57	28	49	16	7	0
Science	30	20	38	33	3	7
Art and music	16	12	62	12	12	0
Reading	17	29	53	12	6	0
Language arts	60	38	48	17	3	0
Social studies	38	21	50	8	18	3
Career education and counseling	10	10	40	30	20	0
POSITION						
Teacher	547	29	43	16	9	3
Principal	55	38	45	13	2	2
DEGREE HELD						
B.S., B.A.	216	30	42	18	7	3
M.S., M.T., M.A.	281	29	46	13	9	3
Ed.D.	3	67	0	33	0	0
NON-EDUCATION EXPERIENCE						
0-1	381	29	43	17	7	4
2-40	173	33	44	12	11	1
AGE						
21-30	193	30	42	18	9	1
31-40	153	31	44	18	5	3
41-50	132	33	41	14	11	2
51-65	113	26	46	14	7	7

15. Career development, as part of human development, begins in the pre-school years and continues into the retirement years. Its maturational patterns differ from individual to individual.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	35	39	18	6	1
4-8	178	20	50	17	11	2
9-14	142	28	48	13	7	4
15-41	152	28	46	18	12	3
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	28	42	16	11	3
2-3	150	22	50	16	9	3
4-8	163	26	49	18	6	2
9-41	150	27	43	17	12	3
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	23	44	19	9	4
Vocational education	55	23	54	12	9	2
Mathematics	25	32	40	16	8	4
Industrial arts	57	35	40	17	7	0
Science	30	23	53	13	10	0
Art and music	16	19	31	31	6	13
Reading	17	35	65	0	0	0
Language arts	60	32	47	12	10	0
Social studies	38	21	45	16	18	0
Career education and counseling	10	0	70	20	0	10
<b>POSITION</b>						
Teacher	547	25	46	17	9	3
Principal	55	24	53	13	9	2
<b>DEGREE HELD</b>						
B.S., B.A.	216	29	43	16	10	1
M.S., M.T., M.A.	281	20	50	17	9	4
Ed.D.	3	67	0	33	0	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	23	47	18	9	3
2-40	173	30	43	16	9	1
<b>AGE</b>						
21-30	193	29	47	16	8	0
31-40	153	19	52	16	9	4
41-50	132	28	48	14	9	1
51-65	113	25	37	21	11	6

16. Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and are modifiable during those years.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	25	40	25	11	0
4-8	178	21	41	25	11	0
9-14	142	24	38	23	13	2
15-41	152	20	51	14	10	3
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	25	43	23	6	2
2-3	150	20	41	24	15	1
4-8	163	24	43	19	12	3
9-41	150	20	52	14	11	3
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	23	42	21	11	2
Vocational education	55	18	45	25	11	2
Mathematics	25	20	40	24	8	8
Industrial arts	57	21	51	18	10	0
Science	30	23	40	23	13	0
Art and music	16	31	63	6	0	0
Reading	17	23	59	18	0	0
Language arts	60	22	47	12	13	7
Social studies	38	16	50	21	13	0
Career education and counseling	10	30	30	10	30	0
<b>POSITION</b>						
Teacher	547	28	45	20	11	2
Principal	55	18	45	24	11	2
<b>DEGREE</b>						
B.S., B.A.	216	25	43	20	11	2
M.S., M.T., M.A.	281	19	47	21	11	2
Ed.D.	3	33	67	0	0	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	22	42	22	11	3
2-40	173	22	49	18	10	1
<b>AGE</b>						
21-30	193	23	44	19	12	2
31-40	153	21	39	25	12	3
41-50	132	26	46	17	9	2
51-65	113	17	53	17	11	3

17. Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	18	49	19	12	2
4-8	178	22	47	20	11	1
9-14	142	23	42	18	11	2
15-41	152	16	48	20	14	3
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	18	50	18	12	2
2-3	150	28	48	18	9	1
4-8	163	17	47	19	14	1
9-41	150	19	43	23	13	3
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	22	43	21	12	2
Vocational education	55	25	38	30	7	0
Mathematics	25	20	32	24	16	8
Industrial arts	57	18	56	18	5	3
Science	30	28	53	7	13	0
Art and music	16	19	44	25	12	0
Reading	17	26	53	18	6	0
Language arts	60	18	43	13	18	2
Social studies	38	8	55	16	18	3
Career education and counseling	10	20	50	10	20	0
<b>POSITION</b>						
Teacher	547	20	47	19	12	2
Principal	55	26	38	29	7	0
<b>DEGREE HELD</b>						
B.S., B.A.	216	20	47	18	13	2
M.S., M.T., M.A.	281	22	45	21	11	1
Ed.D.	3	0	67	33	0	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	21	41	21	14	1
2-40	173	20	55	16	7	2
<b>AGE</b>						
21-30	193	20	48	19	11	2
31-40	153	27	38	22	13	1
41-50	132	21	51	15	10	3
51-65	113	14	50	21	13	2

18. Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, something that can be viewed as a simple matching of individuals with jobs.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	25	42	24	8	1
4-8	178	25	48	20	7	0
9-14	142	22	47	22	7	1
15-41	152	16	48	22	11	2
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	24	45	19	11	1
2-3	150	27	45	23	4	1
4-8	163	19	47	24	10	1
9-41	150	20	48	21	9	1
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	24	43	23	8	2
Vocational education	55	25	37	27	9	2
Mathematics	25	28	40	28	4	0
Industrial arts	57	28	47	17	8	0
Science	30	17	50	27	7	0
Art and music	16	19	69	6	6	0
Reading	17	23	53	12	12	0
Language arts	60	17	52	23	7	2
Social studies	38	13	47	26	13	0
Career education and counseling	10	10	50	20	20	0
<b>POSITION</b>						
Teacher	547	22	47	22	8	1
Principal	55	26	38	25	9	2
<b>DEGREE HELD</b>						
B.S., B.A.	216	23	48	20	8	1
M.S., M.T., M.A.	281	21	46	24	8	2
Ed.D.	3	0	33	67	0	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	24	44	22	9	1
2-40	172	20	49	21	9	1
<b>AGE</b>						
21-30	193	23	44	23	9	1
31-40	153	27	46	21	6	0
41-50	132	17	54	21	6	2
51-65	113	20	45	21	12	2

19. Occupational stereotyping currently acts to hinder full freedom of occupational choice for both females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	15	46	24	12	2
4-8	178	19	43	24	11	3
9-14	142	22	46	18	9	5
15-41	152	15	42	22	18	3
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	14	50	21	13	3
2-3	150	22	43	25	9	1
4-8	163	19	39	25	13	3
9-41	150	17	47	17	14	5
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	20	40	23	13	3
Vocational education	55	20	38	34	9	0
Mathematics	25	28	44	16	8	4
Industrial arts	57	11	53	21	14	2
Science	30	10	60	17	13	0
Art and music	16	0	81	19	0	0
Reading	17	23	59	18	0	0
Language arts	60	20	38	18	18	5
Social studies	38	10	47	21	13	8
Career education and counseling	10	20	30	20	20	10
<b>POSITION</b>						
Teacher	547	18	45	21	13	4
Principal	55	20	36	35	9	0
<b>DEGREE</b>						
B.S., B.A.	216	19	42	25	11	4
M.S., M.T., M.A.	281	16	47	20	14	3
Ed.D.	3	68	0	33	0	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	19	40	24	13	3
2-40	173	16	47	21	12	4
<b>AGE</b>						
21-30	193	18	42	25	12	2
31-40	153	23	44	22	8	3
41-50	132	16	48	20	12	4
51-65	113	14	42	22	18	4

20. Parent socio-economic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	14	41	29	13	3
4-8	178	18	47	22	11	1
9-14	142	23	44	20	11	3
15-41	152	12	43	26	16	3
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	14	43	28	13	2
2-3	150	20	42	26	11	1
4-8	163	17	48	20	13	2
9-41	150	17	43	22	15	3
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	18	42	27	10	1
Vocational education	55	21	39	27	11	2
Mathematics	25	24	44	16	16	0
Industrial arts	57	9	44	28	19	0
Science	30	20	50	27	3	0
Art and music	16	6	50	19	19	7
Reading	17	29	65	0	6	0
Language arts	60	13	43	18	20	5
Social studies	38	18	45	16	16	5
Career education and counseling	10	10	50	10	20	10
<b>POSITION</b>						
Teacher	547	16	44	24	13	2
Principal	55	22	40	25	11	2
<b>DEGREE HELD</b>						
B.S., B.A.	216	15	44	26	13	2
M.S., M.T., M.A.	281	19	44	21	13	3
Ed.D.	3	33	33	33	0	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	17	43	24	13	2
2-40	173	16	47	21	13	2
<b>AGE</b>						
21-30	193	15	48	23	11	2
31-40	153	21	39	22	14	4
41-50	132	13	48	26	12	1
51-65	113	19	38	26	15	1

21. A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	12	49	27	10	2
4-8	178	20	44	23	11	2
9-14	142	22	37	27	13	1
15-41	152	14	45	24	16	1
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	16	44	21	16	3
2-3	150	17	43	29	10	2
4-8	163	18	47	23	10	2
9-41	150	18	40	27	14	1
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	19	41	23	13	3
Vocational education	55	18	38	27	18	0
Mathematics	25	20	44	28	8	0
Industrial arts	57	10	60	21	9	0
Science	30	3	47	33	13	3
Art and music	16	12	44	31	12	0
Reading	17	29	35	29	6	0
Language arts	60	20	43	22	13	2
Social studies	38	8	47	29	13	3
Career education and counseling	10	30	10	40	20	0
<b>POSITION</b>						
Teacher	547	17	44	25	12	2
Principal	55	18	38	25	18	0
<b>DEGREE</b>						
B.S., B.A.	216	17	46	24	11	2
M.S., M.T., M.A.	281	17	40	27	14	2
Ed.D.	3	33	33	33	0	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	18	40	26	14	2
2-40	173	18	47	22	11	2
<b>AGE</b>						
21-30	193	15	45	26	11	3
31-40	153	20	39	28	12	1
41-50	132	17	45	23	14	1
51-65	113	17	47	21	13	2

22. The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	19	43	25	10	3
4-8	178	17	45	24	11	3
9-14	142	23	43	22	8	4
15-41	152	18	40	22	16	5
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	23	42	19	12	4
2-3	150	17	37	34	9	3
4-8	163	16	49	20	12	3
9-41	150	19	43	21	13	5
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	20	44	22	10	4
Vocational education	55	18	29	21	29	4
Mathematics	25	20	36	40	4	0
Industrial arts	57	19	53	23	5	0
Science	30	3	57	17	13	10
Art and music	16	6	62	31	0	0
Reading	17	23	35	29	12	0
Language arts	60	23	33	28	13	2
Social studies	38	13	45	21	16	5
Career education and counseling	10	30	40	20	0	10
<b>POSITION</b>						
Teacher	547	19	44	24	10	4
Principal	55	18	29	20	29	4
<b>DEGREE HELD</b>						
B.S., B.A.	216	19	42	24	11	4
M.S., M.T., M.A.	281	18	44	22	12	4
Ed.D.	3	33	33	33	0	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	20	41	23	11	4
2-40	173	20	42	24	12	2
<b>AGE</b>						
21-30	193	21	39	23	13	4
31-40	153	20	44	25	6	4
41-50	132	17	46	20	15	2
51-65	113	18	42	25	11	4

23. While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	20	40	25	11	4
4-8	178	20	42	24	13	1
9-14	142	22	42	23	9	4
15-41	152	18	25	24	14	3
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	19	43	24	11	3
2-3	150	21	38	24	14	3
4-8	163	22	43	22	12	1
9-41	150	17	41	27	11	3
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	19	37	29	13	2
Vocational education	55	9	52	29	11	2
Mathematics	25	32	32	20	12	4
Industrial arts	57	26	39	25	10	0
Science	30	13	47	23	23	3
Art and music	16	25	44	12	12	6
Reading	17	29	41	18	12	0
Language arts	60	17	38	22	18	5
Social studies	38	10	60	16	11	3
Career education and counseling	10	60	40	0	0	0
<b>POSITION</b>						
Teacher	547	21	40	24	12	3
Principal	55	9	51	27	11	2
<b>DEGREE HELD</b>						
B.S., B.A.	216	21	37	28	12	2
M.S., M.T., M.A.	281	19	46	20	13	2
Ed.D.	3	33	67	0	0	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	19	40	27	12	2
2-40	173	22	44	18	11	3
<b>AGE</b>						
21-30	193	22	42	21	11	3
31-40	153	20	40	27	12	1
41-50	132	20	43	21	12	3
51-65	113	17	37	28	15	3

24. Career decision making skills, job hunting skills, and job getting skills can be taught to and learned by almost all persons. Such skills, once learned, can be effectively used by individuals in enhancing their career development.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	18	33	26	19	3
4-8	178	22	43	23	10	2
9-14	142	23	38	26	9	4
15-41	152	14	40	32	12	2
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	22	32	30	12	5
2-3	150	21	36	28	15	1
4-8	163	21	46	19	11	2
9-41	150	15	41	31	11	2
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	19	35	30	16	3
Vocational education	55	16	32	43	9	0
Mathematics	25	12	48	28	12	0
Industrial arts	57	21	39	19	16	5
Science	30	20	40	23	7	10
Art and music	16	19	56	19	6	0
Reading	17	24	47	6	23	0
Language arts	60	25	43	20	12	0
Social studies	38	11	47	21	18	3
Career education and counseling	10	40	50	10	0	0
<b>POSITION</b>						
Teacher	547	20	40	25	12	3
Principal	55	16	33	42	9	0
<b>DEGREE HELD</b>						
B.S., B.A.	216	20	37	27	14	1
M.S., M.T., M.A.	281	18	42	26	10	4
Ed.D.	3	67	0	33	0	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	18	38	28	13	2
2-40	173	20	38	24	13	5
<b>AGE</b>						
21-30	193	21	39	25	12	3
31-40	153	22	40	23	12	2
41-50	132	19	41	29	9	1
51-65	113	13	36	31	16	3

25. Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special variations in career development programs for persons suffering such deprivation.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	25	41	22	10	2
4-8	178	20	46	18	12	3
9-14	142	20	38	25	15	1
15-41	152	14	41	28	15	3
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	20	48	20	9	2
2-3	150	25	39	20	15	1
4-8	163	17	46	22	11	4
9-41	150	17	35	30	16	2
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	22	42	21	12	3
Vocational education	55	14	45	27	14	0
Mathematics	25	16	28	36	20	0
Industrial arts	57	21	39	25	16	0
Science	30	10	57	20	13	0
Art and music	16	6	56	31	6	0
Reading	17	18	53	18	12	0
Language arts	60	18	42	20	13	7
Social studies	38	16	45	21	13	5
Career education and counseling	10	50	10	10	30	0
<b>POSITION</b>						
Teacher	547	20	42	23	13	3
Principal	55	15	46	25	14	0
<b>DEGREE HELD</b>						
B.S., B.A.	216	20	37	27	14	1
M.S., M.T., M.A.	281	18	42	26	10	4
Ed.D.	3	67	0	33	0	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	19	43	23	13	2
2-40	173	19	41	24	13	2
<b>AGE</b>						
21-30	193	24	40	20	12	3
31-40	153	21	37	25	14	2
41-50	132	18	47	20	12	3
51-65	113	12	45	29	12	1

26. An effective means of helping individuals discover both who they are (in a self-concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work that they do.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	21	39	28	10	2
4-8	178	23	42	24	11	1
9-14	142	27	38	22	12	1
15-41	152	22	41	20	14	3
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	25	33	27	13	3
2-3	150	25	41	25	9	1
4-8	163	19	47	22	11	1
9-41	150	26	39	20	14	1
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	25	36	26	11	2
Vocational education	55	30	29	25	14	2
Mathematics	25	44	44	4	4	4
Industrial arts	57	28	33	28	9	2
Science	30	13	67	13	7	0
Art and music	16	19	19	44	19	0
Reading	17	24	41	24	12	0
Language arts	60	15	52	15	18	0
Social studies	38	8	53	32	8	0
Career education and counseling	10	30	40	10	20	0
<b>POSITION</b>						
Teacher	547	23	41	23	11	2
Principal	55	31	27	25	15	2
<b>DEGREE HELD</b>						
B.S., B.A.	216	25	39	25	10	1
M.S., M.T., M.A.	281	22	42	22	13	2
Ed.D.	3	33	33	0	33	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	26	41	23	10	1
2-40	173	19	39	24	15	3
<b>AGE</b>						
21-30	193	19	41	28	10	1
31-40	153	25	42	22	9	2
41-50	132	26	39	22	12	1
51-65	113	12	45	29	12	1

27. Parental attitudes toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	22	31	29	15	2
4-8	178	21	39	25	15	1
9-14	142	25	40	25	9	1
15-41	152	20	39	26	14	1
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	18	39	28	14	1
2-3	150	25	39	24	12	1
4-8	163	22	36	26	15	1
9-41	150	22	37	26	13	2
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	24	36	29	10	1
Vocational education	55	16	45	25	14	0
Mathematics	25	28	32	20	20	0
Industrial arts	57	19	40	16	25	0
Science	30	13	33	40	13	0
Art and music	16	19	37	31	12	0
Reading	17	35	18	29	18	0
Language arts	60	18	35	30	15	2
Social studies	38	24	45	13	16	3
Career education and counseling	10	10	50	30	10	0
<b>POSITION</b>						
Teacher	547	22	37	26	13	1
Principal	55	16	45	24	15	0
<b>DEGREE HELD</b>						
B.S., B.A.	216	25	33	26	15	2
M.S., M.T., M.A.	281	18	43	26	12	1
Ed.D.	3	0	0	67	33	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	24	34	29	12	1
2-40	173	16	46	21	14	2
<b>AGE</b>						
21-30	193	23	33	23	19	1
31-40	153	19	38	35	7	1
41-50	132	21	46	19	13	1
51-65	113	24	33	29	13	1

28. The processes of occupational decision making and occupational preparation can be expected to be repeated more than once for most adults in today's society.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	29	34	21	15	2
4-8	178	19	39	28	12	2
9-14	142	28	37	22	12	1
15-41	152	24	33	25	15	3
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	25	39	17	18	1
2-3	150	25	30	30	11	3
4-8	163	24	42	21	10	2
9-41	150	23	32	28	15	2
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	28	33	27	10	2
Vocational education	55	27	25	32	14	2
Mathematics	25	32	36	24	4	4
Industrial arts	57	14	53	14	19	0
Science	30	20	40	13	27	0
Art and music	16	25	31	25	19	0
Reading	17	35	41	18	6	0
Language arts	60	13	35	25	23	3
Social studies	38	21	45	18	16	0
Career education and counseling	10	30	40	20	10	0
<b>POSITION</b>						
Teacher	547	24	37	23	14	2
Principal	55	27	25	33	13	2
<b>DEGREE HELD</b>						
B.S., B.A.	216	25	34	25	14	2
M.S., M.T., M.A.	281	23	37	24	13	3
Ed.D.	3	33	33	33	0	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	24	34	25	14	2
2-40	173	27	38	21	14	0
<b>AGE</b>						
21-30	193	25	37	21	14	3
31-40	153	24	33	25	17	1
41-50	132	23	44	25	7	1
51-65	113	25	27	29	15	3



29. In choosing an occupation, one is, in effect, choosing a lifestyle.

	N	SA %	A %	U %	D %	SD %
YEARS IN EDUCATION						
0-3	130	18	41	29	11	1
4-8	178	20	40	25	13	1
9-14	142	27	30	27	13	3
15-41	152	16	44	20	18	2
YEARS IN CURRENT POSITION						
0-1	139	24	34	27	14	1
2-3	150	20	37	32	11	0
4-8	163	21	41	21	13	4
9-41	150	17	42	21	19	2
SUBJECT TAUGHT						
Combination of courses	278	21	37	26	14	2
Vocational education	55	21	34	34	11	0
Mathematics	25	8	36	28	28	0
Industrial arts	57	25	37	28	9	2
Science	30	23	43	23	7	3
Art and music	16	19	56	6	6	13
Reading	17	18	23	41	12	6
Language arts	60	18	43	18	20	0
Social studies	38	8	50	21	21	0
Career education and counseling	10	60	40	0	0	0
POSITION						
Teacher	547	29	39	24	14	2
Principal	55	22	33	34	11	0
DEGREE HELD						
B.S., B.A.	216	22	38	27	12	1
M.S., M.T., M.A.	281	18	40	23	16	3
ED.D.	3	67	0	33	0	0
NON-EDUCATION EXPERIENCE						
0-1	381	20	39	26	13	2
2-40	173	21	39	22	15	2
AGE						
21-30	193	19	39	26	14	1
31-40	153	25	33	25	14	2
41-50	132	20	39	27	11	2
51-65	113	17	43	19	19	1

30. Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.

	N	SA %	A %	U %	D %	SD %
YEARS IN EDUCATION						
0-3	130	19	30	31	9	2
4-8	178	21	42	23	13	1
9-14	142	19	40	22	15	4
15-41	152	18	42	23	13	2
YEARS IN CURRENT POSITION						
0-1	139	22	37	29	10	2
2-3	150	19	40	27	13	1
4-8	163	18	47	17	14	3
9-41	150	18	39	25	14	4
SUBJECT TAUGHT						
Combination of courses	278	22	36	27	11	3
Vocational education	55	18	43	23	16	0
Mathematics	25	8	40	20	28	4
Industrial arts	57	16	39	30	14	2
Science	30	13	47	23	17	0
Art and music	16	12	56	13	13	6
Reading	17	41	35	18	6	0
Language arts	60	17	47	18	17	2
Social studies	38	18	42	21	13	5
Career education and counseling	10	30	50	20	0	0
POSITION						
Teacher	547	20	41	24	13	3
Principal	55	18	42	24	16	0
DEGREE HELD						
B.S., B.A.	216	23	36	26	12	2
M.S., M.T., M.A.	281	15	46	22	14	3
Ed.D.	3	33	33	33	0	0
NON-EDUCATION EXPERIENCE						
0-1	381	22	40	24	13	2
2-40	173	14	42	25	16	3
AGE						
21-30	193	18	38	28	13	3
31-40	153	20	44	22	13	1
41-50	132	23	39	21	14	2
51-65	113	19	41	24	11	5

31. Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals rather than occurring in a single sequential pattern.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	23	39	22	13	2
4-8	178	20	38	25	14	3
9-14	142	23	38	26	11	1
15-41	152	17	43	19	18	3
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	17	40	27	14	2
2-3	150	22	35	23	15	3
4-8	163	21	45	22	10	2
9-41	150	21	36	22	19	2
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	25	35	23	14	2
Vocational education	55	14	36	30	20	0
Mathematics	25	36	36	16	8	4
Industrial arts	57	21	47	18	12	2
Science	30	7	40	23	23	7
Art and music	16	6	37	38	19	0
Reading	17	23	41	24	6	6
Language arts	60	17	42	23	15	3
Social studies	38	8	61	18	13	0
Career education and counseling	10	10	60	20	10	0
<b>POSITION</b>						
Teacher	547	21	40	23	14	3
Principal	55	14	36	31	18	0
<b>DEGREE HELD</b>						
B.S., B.A.	216	23	38	23	13	3
M.S., M.T., M.A.	281	18	42	23	15	1
Ed.D.	3	0	33	33	33	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	23	37	24	14	2
2-40	173	16	47	21	13	2
<b>AGE</b>						
21-30	193	22	38	24	13	3
31-40	153	20	42	23	12	2
41-50	132	21	43	24	10	2
51-65	113	19	36	20	22	2

32. Decisions individuals make about the work that they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	28	32	25	12	2
4-8	178	24	35	24	17	1
9-14	142	20	44	22	13	1
15-41	152	19	37	25	16	3
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	23	39	27	11	1
2-3	150	28	31	26	13	2
4-8	163	20	42	18	18	2
9-41	150	20	36	25	15	3
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	26	34	24	14	2
Vocational education	55	9	41	30	18	2
Mathematics	25	32	20	28	20	0
Industrial arts	57	21	35	19	19	5
Science	30	10	43	27	20	0
Art and music	16	0	56	25	19	0
Reading	17	41	35	18	6	0
Language arts	60	23	40	22	13	2
Social studies	38	16	47	29	5	3
Career education and counseling	10	20	40	30	10	0
<b>POSITION</b>						
Teacher	547	24	37	23	14	2
Principal	55	9	40	31	18	2
<b>DEGREE HELD</b>						
B.S., B.A.	216	26	35	22	15	2
M.S., M.T., M.A.	281	18	39	26	14	2
Ed.D.	3	0	67	0	33	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	22	37	25	13	2
2-40	173	20	37	23	17	2
<b>AGE</b>						
21-30	193	23	38	26	13	0
31-40	153	22	37	24	16	1
41-50	132	21	37	23	15	4
51-65	113	22	34	23	16	5

33. Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.

	N	SA %	A %	U %	D %	SD %
YEARS IN EDUCATION						
0-3	130	22	36	25	17	1
4-8	178	29	37	25	7	2
9-14	142	23	33	28	12	4
15-41	152	22	40	18	18	3
YEARS IN CURRENT POSITION						
0-1	139	23	40	24	12	1
2-3	150	29	30	24	16	1
4-8	163	23	42	25	9	2
9-41	150	21	35	22	16	5
SUBJECT TAUGHT						
Combination of courses	278	27	32	26	13	2
Vocational education	55	23	37	25	14	0
Mathematics	25	28	16	32	20	4
Industrial arts	57	14	44	17	21	4
Science	30	13	40	33	10	3
Art and music	16	19	50	6	12	13
Reading	17	35	35	29	0	0
Language arts	60	28	40	23	7	2
Social studies	38	16	50	16	16	3
Career education and counseling	10	20	50	10	20	0
POSITION						
Teacher	547	24	37	24	13	3
Principal	55	24	38	24	14	0
DEGREE HELD						
B.S., B.A.	216	25	33	25	14	3
M.S., M.T., M.A.	281	23	41	22	12	2
Ed.D.	3	0	67	33	0	0
NON-EDUCATION EXPERIENCE						
0-1	381	26	34	27	10	3
2-40	173	19	42	20	19	1
AGE						
21-30	193	22	36	28	13	1
31-40	153	27	37	23	9	3
41-50	132	23	42	18	13	4
51-65	113	23	30	24	20	3

34. The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.

	N	SA %	A %	U %	D %	SD %
YEARS IN EDUCATION						
0-3	130	26	36	23	11	4
4-8	178	34	35	16	14	1
9-14	142	28	30	22	16	4
15-41	152	20	37	27	13	3
YEARS IN CURRENT POSITION						
0-1	139	31	37	19	11	1
2-3	150	31	29	23	15	3
4-8	163	20	38	22	11	2
9-41	150	22	35	22	17	5
SUBJECT TAUGHT						
Combination of courses	278	35	28	21	12	4
Vocational education	55	23	39	23	13	2
Mathematics	25	24	40	16	8	12
Industrial arts	57	16	28	40	12	3
Science	30	13	50	20	17	0
Art and music	16	37	31	12	19	0
Reading	17	23	29	18	29	0
Language arts	60	27	40	13	20	0
Social studies	38	13	55	22	10	0
Career education and counseling	10	10	50	30	10	0
POSITION						
Teacher	547	28	34	21	13	3
Principal	55	24	40	24	11	2
DEGREE HELD						
B.S., B.A.	216	30	34	19	13	4
M.S., M.T., M.A.	281	24	35	25	14	2
Ed.D.	3	33	67	0	0	0
NON-EDUCATION EXPERIENCE						
0-1	381	30	32	21	13	3
2-40	173	23	41	24	10	2
AGE						
21-30	193	31	37	19	11	2
31-40	153	28	33	23	15	1
41-50	132	22	36	21	16	4
51-65	113	26	33	25	11	5

35. While economic return can be expected almost always to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.

	N	SA %	A %	U %	D %	SD %
<b>YEARS IN EDUCATION</b>						
0-3	130	25	32	20	16	6
4-8	178	32	34	20	10	4
9-14	142	27	34	15	15	9
15-41	152	23	29	21	22	5
<b>YEARS IN CURRENT POSITION</b>						
0-1	139	34	30	16	16	4
2-3	150	24	32	23	15	6
4-8	163	24	36	18	17	5
9-41	150	26	31	20	15	7
<b>SUBJECT TAUGHT</b>						
Combination of courses	278	34	30	19	12	5
Vocational education	55	14	34	23	23	5
Mathematics	25	36	16	12	24	12
Industrial arts	57	21	30	25	16	9
Science	30	10	40	23	17	10
Art and music	16	19	44	19	19	0
Reading	17	23	41	0	24	12
Language arts	60	25	45	15	10	5
Social studies	38	13	34	24	26	3
Career education and counseling	10	40	20	10	30	0
<b>POSITION</b>						
Teacher	547	28	32	19	15	6
Principal	55	14	34	24	24	4
<b>DEGREE HELD</b>						
B.S., B.A.	216	32	30	18	15	5
M.S., M.T., M.A.	281	22	35	21	15	7
Ed.D.	3	0	33	0	67	0
<b>NON-EDUCATION EXPERIENCE</b>						
0-1	381	28	30	20	14	7
2-40	173	24	36	17	20	3
<b>AGE</b>						
21-30	193	32	31	19	14	4
31-40	153	27	36	18	12	6
41-50	132	22	33	23	16	6
51-65	113	25	30	18	21	6

VITA<sup>2</sup>

Jeanetta Combs Shipp

Candidate for the Degree of

Doctor of Education

**Thesis:** THE EXTENT OF AGREEMENT OF PUBLIC SCHOOL EDUCATORS IN OKLAHOMA  
TOWARD SELECTED CAREER EDUCATION ASSUMPTIONS

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

**Biographical:**

**Personal Data:** Born in Clearview, Oklahoma, April 21, 1939, the daughter of Otis and Idessa Combs.

**Education:** Graduated from high school at Clearview, Oklahoma, in 1957; graduated from Langston University in 1961 with a Bachelor of Science degree in Business Education; received a Master of Teaching degree in Elementary Education from Northeastern Oklahoma State University in 1967; completed the requirements for the Doctor of Education degree at Oklahoma State University in July, 1977.

**Professional Experience:** Office secretary, Arlington, Virginia School System, 1961-1962; office secretary, Muskogee Board of Education, 1963-1965; elementary teacher, Muskogee school system, 1965-1966; elementary teacher, Oklahoma City school system, 1966-1971; Director of Programs for Wesley Foundation and U.M.H.E., Oklahoma State University, 1971-1972; Curriculum Specialist in Career Education, State Department of Vocational and Technical Education, 1972-1975; EPDA Awardee, Oklahoma State University, 1975-1977.

**Additional Experience:** Extern Leadership Program; Designed two career education manuals for the State Department of Vocational and Technical Education: "Dictionary of Occupational Titles" and "Career Education: A Teacher's Guide."

Professional Organizations: American Vocational Association,  
Oklahoma Vocational Association, Oklahoma Adult and Contin-  
uing Education Association, Alpha Kappa Alpha, Phi Delta  
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