

A STUDY OF PARENTAL ATTITUDES TOWARD  
SELECTED CONCEPTS OF CAREER EDUCATION

---

A Dissertation  
Presented to  
the Faculty of the College of Education  
University of Houston

---

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

---

by  
John Wiley Wilkerson  
May, 1974

### ACKNOWLEDGMENTS

I wish to express my deep gratitude to those persons whose knowledge, assistance, and patience made this all possible:

To all of the staff and co-workers at Region IV Education Service Center who provided time, materials, and advice.

To Dr. Stanley G. Sanders, Committee Chairman, Dr. Laverne Carmical, Dr. Guy D. Cutting, and Dr. Joseph P. Schnitzen for their comments and criticisms which helped create a more professional study.

To each of the persons who assisted in the role of experts in career education for their time, effort, and concern.

To my wife, Linda, and my son, Andy, for their continued love and patience during my numerous absences from them.

A STUDY OF PARENTAL ATTITUDES TOWARD  
SELECTED CONCEPTS OF CAREER EDUCATION

---

A Dissertation  
Presented to  
the Faculty of the College of Education  
University of Houston

---

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

---

by  
John Wiley Wilkerson

May, 1974

## ABSTRACT

John Wiley Wilkerson. "A Study of Parental Attitudes Toward Selected Concepts of Career Education." Unpublished Doctoral Dissertation, University of Houston, May, 1974.

Committee Chairman: Dr. Stanley G. Sanders

Career education, as a relatively new concept in education in the United States, has received much attention from many different sources since its inception. While a number of studies have been devoted to various aspects of career education, none have directly studied the attitudes of parents toward career education as it was operationally defined.

The purpose of this study was to assess those attitudes of parents of public school children toward selected concepts of career education. This assessment was to be realized through the development of a survey instrument which was composed of statements embodying the essence of the selected concepts. The concepts were to be identified through a review of the literature.

## PROCEDURES

A review of existing and proposed career education programs revealed a set of career education concepts which were divided by the researcher into two groups, one group consisting of eight identified program goal statements and the other of eleven identified program components. Statements were developed embodying the spirit of each of the concepts. This set of statements was submitted to a panel of career education experts for validation. The statements were revised according to the experts' responses, and the final instrument was

sent to a sample of randomly identified parents in a seven county area in and around the Houston, Texas metropolitan area. An identical set of surveys was sent to school board members in the same area to ascertain the attitudes held by this level of educational leadership.

Responses of the parents were analyzed in terms of a mean established by the experts for each of the thirty-eight statements. Responses were defined on a Likert-type scale from Strongly Agree to Strongly Disagree, with each defined level of the five point scale being assigned a number for purposes of analyzing the data through a t-test of the difference of the means. Analysis was also carried out according to each of several parameters identified by the researcher including

- . sex of the child identified in the random selection process
- . grade level of child identified in the random selection process
- . size of the city or town of the parent
- . ethnic or racial origin of the parent
- . occupational category of the parent
- . occupational category desired by the parent for his child
- . form of the test

This last parameter was included to determine if any difference could be noted between parents who responded to statements relating the concepts to their own children and parents responding to statements relating to all children.

## CONCLUSIONS

A return of 72.5 percent of the surveys permitted the analysis of a sample sufficiently large to permit generalizations (N=371). The original statistical procedure chosen to determine significance was discarded when its use revealed statistical but not real significance on nearly all of the statements. A graphic analysis was then utilized to provide these conclusions:

- . Parents indicated positive support of nearly all of the program goals and program components of career education.
- . In instances where parents tended to disagree with a particular concept, that disagreement appeared to be related to the impact that the concept would have in altering the existing educational practices and relationships.
- . In general, parents tended to support the program goals fully while their disagreement was centered in those program components which seemed to threaten the continuance of established programs.
- . There appeared to be no substantial differences in responses among the subgroups of each grouping of parents investigated, thus indicating a rather broad base of agreement among all kinds of parents.
- . School board members indicated a slight tendency to be somewhat less supportive of several of the career education concepts than parents; however, as a whole they appeared to be nearly always in agreement with parents.
- . Parents issued strong support for the traditional elements of the instructional program, especially those which assisted in preparing their children for college entry.

#### RECOMMENDATIONS

The following recommendations were made on the basis of the findings:

- . School districts engaged in career education must make concerted efforts to utilize the existing support of parents for the goals of career education.
- . School administrators should avoid the wanton replacement of traditional educational practices which are supported by parents in implementing career education programs.
- . School administrators must enlist the assistance of parents in developing program components which will lead to a successful program.
- . School administrators must seek ways to continually inform parents and others about employment trends away from the need for a college degree as a prerequisite for employment.
- . School districts would be wise to replicate this study in their own unique settings with their own particular program goals and components so as to precisely determine the potential response of their own constituents.

## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	xi
LIST OF FIGURES. . . . .	xii
CHAPTER	
I. INTRODUCTION . . . . .	1
The Problem. . . . .	2
Statement of the Problem . . . . .	2
Historical Development . . . . .	2
Significance of the Study. . . . .	8
Research Procedures. . . . .	8
Development of a Survey Instrument . . . . .	9
Defining the Population and Sample . . . . .	9
Statistical Treatment. . . . .	11
Hypotheses . . . . .	11
II. REVIEW OF THE LITERATURE . . . . .	13
The Nature of Parental Influence on Children . . . . .	13
Limitations on Parental Influence. . . . .	15
Selected Theories of Occupational Choice . . . . .	16
The Nature of Parental Influence on Vocational Choice . . . . .	17
Summary. . . . .	21
A Survey of the Concepts of Career Education . . . . .	22
Career Education Operationally Defined . . . . .	23
Rationale. . . . .	23

## CHAPTER

## Page

	A Survey of the Goals of Career Education Programs . . . . .	25
	A Survey of the Components of Career Education Programs . . . . .	36
	Synthesis and Summary. . . . .	40
III.	METHODOLOGY. . . . .	45
	The Development of an Instrument . . . . .	45
	Development of the Survey Statements . . . . .	45
	Validation Process . . . . .	47
	Finalization of the Survey . . . . .	51
	Identification of a Sample . . . . .	53
	Identification of Schools. . . . .	53
	Identification of Parents. . . . .	54
	Identification of School Board Members . . . . .	57
	Collection, Summarization, and Analysis of the Data. . .	57
	Statistical Methodology. . . . .	58
	Test for Reliability . . . . .	58
IV.	SUMMARIZATION AND ANALYSIS OF THE DATA . . . . .	59
	Statistical Treatment of the Data. . . . .	59
	Summarization of the Responses Obtained from School Board Members and All Parents. . . . .	60
	Career Education Program Goals . . . . .	61
	Career Education Program Components. . . . .	68
	Summarization of Parental Responses According to Identified Group . . . . .	80
	Analysis of the Findings . . . . .	81
V.	CONCLUSIONS AND RECOMMENDATIONS. . . . .	91
	Conclusions. . . . .	93



CHAPTER	Page
Recommendations. . . . .	94
REFERENCES . . . . .	95
APPENDICES	
A. Initial Set of Statements Sent to Experts. . . . .	104
B. Revised Set of Statements Sent to Experts. . . . .	121
C. Survey Instruments Sent to Parents, Forms A and B. . . . .	126
D. Letter Sent to School Districts. . . . .	135
E. Letter Sent to Each Identified School. . . . .	137
F. Letter Sent to Each Identified Teacher . . . . .	139
G. Letter Sent to School Board Presidents . . . . .	141
H. Original Statistical Treatment of the Data . . . . .	143

## LIST OF TABLES

TABLE	Page
1. Summary of Career Education Goals by Bibliographic Source Number. . . . .	43
2. Summary of Career Education Program Components by Bibliographic Source Number. . . . .	44
3. Averages of the Responses of the Experts on the Initial Survey Compared with Optimum Response Averages . . . . .	50
4. Averages of the Responses of the Experts on the Revised Survey Compared with Optimum Response Averages . . . . .	52
5. Randomly Selected Schools. . . . .	56
6. Mean Responses by Group: Form of Survey . . . . .	84
7. Mean Responses by Group: Sex of the Child . . . . .	85
8. Mean Responses by Group: Grade Level of Child . . . . .	86
9. Mean Responses by Group: Size of City or Town . . . . .	87
10. Mean Responses by Group: Ethnic or Racial Origin. . . . .	88
11. Mean Responses by Group: Occupational Category of the Parent. . . . .	89
12. Mean Responses by Group: Occupational Category Desired for Child. . . . .	90

## LIST OF FIGURES

FIGURE	Page
1. Methodological Framework . . . . .	46
2. Location of Randomly Selected Districts in Region IV . . . . .	55

## CHAPTER I

### INTRODUCTION

In 1970 Sidney P. Marland, U.S. Commissioner of Education, proposed a new thrust for education. He suggested that a significant means for eliminating the artificial separation between things academic and things vocational was the program called career education. This program, which organized academic, vocational, and counseling activities under a common banner, Marland believed would serve to give new vitality and meaning to an educational process being spurned by vast numbers of students every year.

In addition to Commissioner Marland's emphasis, career education received the endorsement of President Nixon in 1970(11:iii). In Texas the Texas Education Agency decreed career education as one of three target concerns for the 1973-74 school year.

A major goal of public education in Texas is to develop economic and occupational competency in students . . . Local school districts are, therefore, encouraged to develop and implement Career Education comprehensively from Kindergarten through the twelfth grade for all pupils and in all programs(90:1).

Because of the rapidly developing interest in career education on the national and state levels, many local school districts became involved in the development of career education programs. In order to facilitate the successful implementation of these programs, it was desirable to identify and control as many of the factors as possible which could noticeably influence such an undertaking.

The analysis of a factor which was felt could be most influential in affecting the successful implementation of the concept of

career education was the focus of this study.

## THE PROBLEM

The significance of the concept of career education and the apparent need to identify forces which could exert an effect on the operational realization of that concept functioned together to generate the research problem.

### Statement of the Problem

The purpose of this study is to assess the attitudes of parents of public school children toward selected concepts of career education.

### Historical Development

In order to understand the importance of career education in the last few years, it was necessary to investigate those elements in the American society which illuminated the need for this kind of program on the part of the public schools.

Several areas contributed to the call for career education. One of the clearest problem areas in the 1960's was student unrest. This unrest materialized in two forms, visible protest and dropping out. The complaint of lack of relevance was heard so often that it almost became the key word of the decade in education. Indeed, the first chapter of one of the foremost books of the decade, Crisis in the Classroom, was devoted to asking the question inherent in this complaint.

If they [teachers] make a botch of it, and an uncomfortably large number do, it is because it simply never occurs to more than a handful to ask why they are doing what they are doing - to think seriously or deeply about the purposes or consequences of education(80:11).

The other approach to an irrelevant educational experience was to tacitly complain by dropping out. The U.S. Office of Education estimated that in a single school year alone (1970-71) 850,000 students dropped out of the formal educational system in the United States(11:4). Two additional sources indicated that the impact of that group on the society as a whole was substantial. The 1973 Manpower Report of the President disclosed that in 1971 the unemployment rate for sixteen to twenty-five year old youth was 26 percent and an astounding 47 percent for the non-white segment of that group(58:14). Kenneth Hoyt noted also that the unemployment rates for sixteen to nineteen year old youth in 1969 and 1972 respectively were 12.2 percent and 16.2 percent as compared with the overall unemployment rates for those years of 3.5 percent and 5.6 percent(6:17). Each of these figures suggested that out-of-school youth contributed markedly to the societal problems generated by unemployment.

Hoyt elicited the fact that in 1972 43 percent of the jobless could be accounted for in terms of new entrants to the labor force, i.e. youth(6:20). Surely, if the educational process had had purpose and meaning for these students, many of them would not have rejected that system by dropping out of it.

The second major area of concern dealt with career preparation. The inability of high school students to make realistic, rational career choices was noted in two studies conducted in the 1960's(15,6). However, in many areas, Texas included, these students were required to make this kind of career decision in the eighth or ninth grade through the completion of their four-year plan. Related to this was the lack of a genuine set of career-oriented options in the high school

program. A student was either channeled into the academic track, the so-called college-prep route, or he became a vocational education student and was directed into one of the limited areas of choice available in this program. The student whose talents lay in neither sphere was potentially another dropout. Sixty-five percent of one group of dropouts who were studied asserted that they would have returned to school if there had been a program with something to offer them(77:395). It was also noted that students following the general curriculum, which enrolled about 25 percent of all secondary students, constituted 70 percent of the dropouts, 88 percent of the Manpower enrollees, and 78 percent of the inmates in the nation's penal institutions(44:36).

The Advisory Council for Technical-Vocational Education in Texas reported that even though only 20 percent of the available jobs in the coming years would require as much as a bachelor's degree

75 percent of our educational experiences are directed toward a bachelor's degree or higher . . . The 1972 High School Seniors showed that less than 15 percent of their credits for four years' work could be related directly to preparation for work(2:1-2).

Two other sources of problems were those individuals who did complete the system and graduated from either college or high school. The U.S. Office of Education once again noted that in 1970-71 750,000 students finished high school with a general curriculum orientation but did not attend college(11:4). These students had no marketable skill derived from their formal education so as to make them immediate, productive members of society. Furthermore, another 850,000 students who entered college in 1967 neither graduated from college in 1971 nor completed an organized occupational program by that time(11:4). Finally, with much of education currently organized toward the production of

college-bound individuals, it was deemed proper to reemphasize the statistic that in the next few years the need for a college degree would exist in only 20 percent of the available jobs(44:36). This would not only be a drastic waste of financial resources in terms of increased expenditures for college building programs, programs which might well stand as half-filled monuments to short-sightedness ten years from now, but more importantly an unforgivable waste of human time and talent.

For these reasons and the related societal problems the concept of career education came to be emphasized and, as a result, began to assume a more definitive conceptual structure. Career education was defined by a number of people, but because of the extensiveness of the definition given by Hoyt, it was used as being representative of the others. Hoyt defined career education as

the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual(44:4).

Hoyt elaborated on this definition by going into what he considered the five essential components of career education.

The first component requires every classroom teacher in every course at every level to emphasize, where appropriate, the career implications of the substantive content he seeks to teach . . .

The second component of career education is represented by vocational skill training that will provide students with specific competencies required for successful entry (or reentry) into the occupational world . . .

A comprehensive career development program which involves the active cooperation and participation of both school and non-school personnel is the third component . . .

The fourth component emerges since achieving the others requires the cooperation and positive involvement of private and public



employers and labor organizations . . .

This component recognizes and capitalizes upon the interrelationships among the home, the family, the community, and the occupational society(44:7-9).

In 1969 the Governor's Committee on Public School Education in Texas reported the following recommendation:

To reach all or nearly all children is a new educational task of the schools. A much larger percentage of the student population must also finish high school, and a second task of public education will be to provide educational opportunities appropriate to the background, abilities, and future needs of all students(31:19).

With impetus provided by this challenge and direction provided by Hoyt's definition, the Regional Education Service Centers in Texas were assigned the task of implementing career education in the public schools in the state. The Service Centers in Regions IV, V, VI, and XII cooperated with Texas A&M University in a research project designed to assess the attitudes of professional educators toward career education(18:6). The long-range goal of the project was to develop inservice programs designed to remediate deficiencies in knowledge or negative attitudes concerning career education on the part of educators. By doing this the probability for success in implementing career education programs in the public schools would be greatly enhanced. A proposal was also under consideration at this time (1973) involving the assessment of attitudes of students in Texas public schools toward the specific needs of students for career education.

There was, however, one additional factor, a factor which Hoyt recognized as his fifth component of career education, that had the potential to ultimately have more influence on the success or failure of career education programs than either of the factors under consideration in the previously mentioned studies. That factor was the

attitudes of the parents of public school children toward the concepts of career education.

The importance of assessing the impact of this factor was noted by Cottrell.

Any item of social behavior is understood only as it is seen as a functional part of a situation composed of interacting selves; and in functioning in an interactive system the organism not only develops the response patterns representing its part in such an interact, but actually incorporates the response patterns of the others in its reactive system(19:370).

Hoyt focused on Cottrell's observation as it related to parents when he noted that no major change in American education had ever occurred without the support of parents(8:7-9). In connection with this observation Lipsett also noted that

the first social group of which most children are aware is the home, and little documentation is needed to demonstrate the importance of home influences in occupational planning. Parents, regardless of their social class, do a great deal to determine whether a child will be work-oriented or a sluggard, whether he will seek responsibility or avoid it(55:58-9).

Liddle and Rockwell corroborated Lipsett's view in a study which found that the negative school experiences of disadvantaged parents caused them to feel that their children would not benefit from being in school(53). This low expectation level by parents for their children's level of achievement in school was identified in this study as being the primary determinant in regulating this factor in children.

Finally, Shinberg, in a general assessment of the prospects for career education as an enduring program, wrote that

unless career education planners take the parental equation into account and successfully modify the attitudes and expectations of parents, they are likely to discover that support for their programs can evaporate very quickly(79:49).

### Significance of the Study

Because of the significance of parental influence upon the cognitive and affective domains of children indicated in the preceding discussion, it was deemed essential that a study be conducted to assess the current attitudes and feelings of parents toward a program which would dramatically affect the occupational information, values, and choices of their children. School districts would be able to utilize the information gained from such a study as a basis for the inclusion of parents in planning, pre-school learning activities, school-home learning reinforcement activities, and other similar settings in which the attitudes of parents toward particular school goals or programs could play an appreciable role in determining the success of those goals or programs.

One final related research question of sufficient importance to be included in the study was an assessment of the attitudes of school board members toward the concepts of career education. Since these people controlled the financial resources of a district, resources which might or might not be used for the funding of career education, it seemed advantageous for educators to be able to identify the attitudes toward career education held by them.

### RESEARCH PROCEDURES

Gathering data for this investigation involved three steps: developing and validating a survey instrument, defining the population and sample, and determining the most appropriate statistic to use in assessing significance in the study.

### Development of a Survey Instrument

The basic concepts of career education were identified through a survey of the literature. Those concepts which were more frequently depicted by authors as being components of career education programs constituted the list of selected concepts. Statements were developed which embodied the essence of each of the concepts as they applied to students and to the schools. The list of statements was then submitted to a selected panel of experts in career education in order to determine instrument validity. From the aggregate responses of the experts came the final form of the survey instrument. The response range for this instrument was defined as a five-point Likert-type scale ranging from Strongly Agree to Strongly Disagree. The final form of the instrument was submitted to a test group to determine reliability. For the purposes of this research, the responses of the experts were defined as the expected or ideal responses so as to provide a basis for the measurement of significance.

### Defining the Population and Sample

The population used in this study consisted of all of the parents of public school children in those school districts covered by the Region IV Education Service Center with the single exception of the Houston Independent School District. From this population a representative sample was identified using the random sampling techniques described in this section. A random sample of schools was drawn (N=32) from the list of all of the individual schools comprising the school districts in the defined area. Four grade levels were arbitrarily chosen as being representative of the range K-12 (First, Fifth, Ninth,

and Twelfth Grades). As each school was identified, it was assigned to an appropriate grade level cell. This process continued until each cell contained eight schools. After each school had been identified, a teacher was randomly selected to distribute the survey instrument to sixteen students in his class. These students then took the surveys home for their parents to complete and return.

Two forms of the survey were developed. Form A related the statements, where appropriate, to the children of the respondent, and Form B related the statements, where appropriate, to children in general. Parents received Form A or Form B of the survey on a random assignment, while the school board members received only Form B since that form better related to the role of the board members.

Each respondent was asked to supply information with regard to the following characteristics: sex of the child identified in the randomization process, grade level of the child identified in the randomization process, size of the respondent's community, racial or ethnic origin of the respondent, occupational category of the primary provider in the household, and the occupational aspirations the parent held for the identified child. The basis of selection of these characteristics was in most instances the ease of identification by the school districts. Such ease of identification was important for districts in the event certain groups indicated widespread reluctance in supporting the concepts of career education. If such a group was present in a district contemplating the implementation of career education, administrators could anticipate parental reactions from this group prior to the actualization of the program and make appropriate preparations for meeting adverse reactions. Therefore, these characteristics

were utilized to form an organizational basis for the hypotheses enumerated in the next section.

### Statistical Treatment

The statistical process determined as being most appropriate for meeting the needs and constraints of this study was the t-test of differences between sample means. One critical assumption underlay the use of this statistic, however, the assumption of intervally-scaled data. The rationale for making this assumption was based on these comments by Williams:

The fine line between ordinal and interval scaling is a recurring problem in measurements such as those used to describe psychological judgments . . . A conservative assumption is that the [Likert-type] scale has the properties of ordinality . . . The assumption of only ordinality, however, will quite drastically restrict the researcher in terms of statistical procedures applicable to his data. A more tenuous assumption is that the scale cells have equal intervals, thus achieving the properties of an interval scale. What this involves is assuming that the distances between cells are equal and that such equality is psychologically meaningful to the user. If this assumption can be made, then a far greater variety of statistical models are available for data analysis and interpretation(93:21).

This line of reasoning was accepted in analyzing the data.

### Hypotheses

The following hypotheses were developed to provide a structure for analyzing the results of the treatment of the data:

H<sub>1</sub>: No statistical significance exists at the .05 level between the expected responses and the observed responses.

H<sub>2</sub>: No statistical significance exists at the .05 level between the responses on Form A and the responses on Form B.

H<sub>3</sub>: No statistical significance exists at the .05 level between the responses of parents of male students and the responses of parents of female students.

H<sub>4</sub>: No statistical significance exists at the .05 level between

the responses of parents whose children are in different grade levels.

H<sub>5</sub>: No statistical significance exists at the .05 level between the responses of parents dwelling in communities of different sizes.

H<sub>6</sub>: No statistical significance exists at the .05 level between the responses of parents of different racial or ethnic origin.

H<sub>7</sub>: No statistical significance exists at the .05 level between the responses of parents in different occupational categories.

H<sub>8</sub>: No statistical significance exists at the .05 level between the responses of parents indicating different occupational aspirations for their children.

H<sub>9</sub>: No statistical significance exists at the .05 level between the expected responses and school board member responses.

## CHAPTER II

### REVIEW OF THE LITERATURE

The nature of this study suggested that the review of the literature be divided into two components. The first of these components included selected studies which gave further substantiation to the need to have solid parental support of any career education programs. The remaining component comprised a review of the appropriate literature which described existing or proposed career education programs.

#### THE NATURE OF PARENTAL INFLUENCE ON CHILDREN

Several authors made statements meaningful to this study in the course of reviews of research related to the role of parents in the development of their children. Thompson made the following comments concerning this relationship:

It would be difficult to overestimate the effects of parental behavior on children's psychological growth and behavior. Home influences probably outweigh the effects of all other environmental impacts combined in determining the fundamental organization of children's behavior(91:621).

Woelfel(41) also noted the role of parents as significant others in being primary determinants of the aspiration levels of their children. According to Nelson, childhood aspiration levels could be altered only if changed early in the child's school life(63:753). Eichman found in a review of studies relating to non-cognitive correlates of academic achievement that many researchers had identified parental influence as a significant determinant of academic achievement levels(28).



Two studies in particular dealt with the reasons for this pre-dominance of parental influence on the values and behaviors of their children. Jones and Gerard stressed the ability of parents to control the learning environment of their young children when they noted that

through their almost complete control over the stimuli that reinforce the child, the parents have an impressive potential for selecting particular responses of which the child is capable and for increasing the likelihood of occurrence of these responses(47:78).

They went on to emphasize that even though outside forces began to influence the learning environment more and more as children matured, the significance of the early learning was difficult to overcome(47:79).

An additional reason for parental preeminence was described by Ausubel in the concept of primacy.

. . . Early experience has a disproportionate effect on development because it enjoys the benefits of primacy. In the unstructured attitudinal field of children from which most competing influences are excluded, the specific behavioral differentiations and value systems of parents soon become relatively pre-emptive in their patterning effects(3:359).

Continuing, he corroborated the contention made by Jones and Gerard regarding parental control of the environment.

Especially during the early years, the child is not exposed directly to a representative sample of the culture but to a restricted family-biased version of it. The parent is under obligation both to interpret the culture to the child and to serve as its official representative in dealing with him . . . Parents are always selective in the cultural alternatives they choose to transmit and in their perceptions of cultural norms(3:369).

Ausubel concluded in further agreement with Jones and Gerard that early learning experiences and the resultant impressions and attitudes tended to dominate later interpersonal relationships(3:371).

The conclusion drawn from these studies was that parents did substantially affect the attitudes and behaviors exhibited by their children. Yet, this conclusion would have been incomplete without

recognizing some limitations on the power of parental influence on children.

### Limitations on Parental Influence

Several factors which inhibited the impact of parental attitudes were noted by Ausubel. He described these as being the communicability of parental attitudes to children, the cognitive capacity and perceptual acuity of both parents and children, the child's particular needs at a given level of growth, and the physical, psychological, and emotional makeup of the child(3:360).

Holland, in his theory of vocational choice, defined six major classifications of personalities and corresponding vocational environments(18). In a reflection on this theory, Osipow stated that individuals of different personality types by definition responded in unique ways to identical situations. Carrying this a step farther, he suggested that this may hold true with respect to the adequacy of a desired response to a given parental style of child-rearing(65:15). If this was valid, what might have been a satisfactory parent-child relationship and learning environment for the "realistic personality" might have been highly inappropriate for the "artistic personality."

Helper found that similarity in father and son scores on a self-concept inventory correlated positively with the mother's approval of the father as a role model(37:192). The obvious implication was that the absence of this maternal approval hindered the ability of the son to identify with his father.

Butler found that parental influence was significantly hindered if parents and other intimate associates failed either to exhibit themselves or to reward in their children those behaviors to which they as

parents gave oral approval(17:4-5). Thus, a parent who did not exemplify those values and behaviors he wished his children to internalize would be an ineffective teacher.

### Selected Theories of Occupational Choice

Because this study dealt with parental influence regarding the vocational choices and values of their children, it was appropriate to briefly review research concerning theories of occupational choice. Super, in his theory of vocational development stressed the role of parents when he stated that

the nature of the career pattern . . . is determined by the individual's parental socio-economic level, mental ability and personality characteristics, and by the opportunities to which he is exposed(86:188).

Coupled with this thought was Super's important proposition that

the process of vocational development is essentially that of developing and implementing a self-concept . . .(86:188)

These two elements of Super's theory provided the basis for suggesting that parental influence was a significant factor in vocational development. This influence was manifested through parental control of many of the factors which contributed to an individual's learning environment and subsequently to the development of his self-concept. Barry and Wolf indicated that the self-concept was not just composed of private inner thoughts but also of experience, expectations, attitudes, values, and opinions derived from other people(4). These other people were given the label of significant others by Herriot(40). Finally, Herr sustained Super's emphasis on the self-concept by including it as a key element in his own career model(38). These theories and studies, while not intended to be a comprehensive review of the topic of vocational choice, did provide sufficient information to

acquaint the reader with major trends in this area of study.

### The Nature of Parental Influence on Vocational Choice

A number of studies were reported which found that parental influence on their children's vocational choices was significant. An early study into the vocational structure of a large metropolitan area conducted by Lipset revealed that more sons entered their father's occupation than any other single category of occupations(54).

X Kinnaue and Pable researched five family variables and their relationship to vocational choice and determined that 1) a materialistic home atmosphere led to emphasis on economic security; 2) a family with a social-artistic environment led to having children seek occupations in terms of the social and cultural contributions that could be made through the occupation; 3) an atmosphere of family cohesiveness led children to seek a work environment which afforded close, positive human relationships; 4) heuristic-creative values in children resulted from cultural stimulation at home; and 5) boys denied independence at home sought jobs which permitted independence. An additional finding revealed that independence at home led to children seeking jobs which permitted independence(50:323).

Along this same line of research Freeberg found evidence that children of superior intellect tended to come from homes where parental interest in intellectual endeavors was evident(30). Sevell and Shah also showed that parental expectations for children's attainments were important influences on later aspirations and attainments(78). Sampson and Stefflre looked at students' first vocational choices as they were related to their fathers' occupations and discovered that while the

students selected jobs at a higher socio-economic level than that of their fathers, they tended to select occupations on the same occupational level(76). In a study program designed to raise achievement levels in reading in elementary students Smith and Brahce found that by utilizing parents' influence in a supportive manner with their children's aspiration levels, a gain of 5.4 months was realized during the study as compared with a gain of only 2.7 months in a control group(81).

Poweil and Bloom found that where the influence of significant others existed in determining the vocational choices of tenth and twelfth grade students, the father was the most influential person for boys, but a person other than the parent was the most influential person for girls (70). One plausible explanation for this peculiarity was the fact that possibly many of the mothers who might have served as career role models for their daughters were not formally employed but rather functioned as housewives.

The effect of parental influence on the interests of college students as related to an inventory of masculine and feminine occupations was the nature of a study by Steimel and Suziedelis. It was found that males who perceived themselves as father-influenced scored higher in the occupational inventory in masculine occupations while males who perceived themselves as mother-influenced scored higher in feminine occupations(85:294).

Finally, Duncan, in a long-range study of dropouts, noted that

. . . the immediate family context is found to account for about 30 percent of the variance among men with respect to school years completed(26:8).

✓ A number of other studies indicated that parental influence was

also manifested in indirect ways. Tseng studied several variables related to the retention of students in high school and found that higher educational levels of parents, a high prestige occupation for the father, and a high degree of family encouragement on matters of education all contributed toward keeping students in high school(92).

Soper noted in a study of Utah high school students that a positive relationship existed between the educational level of the parents and the frequency of reported agreement between parents and children regarding post-secondary plans(83). In a similar study designed to determine the sources of the educational aspirations as planned by students, Joiner found that it was most likely a product of the educational expectations of his parents as perceived by the student(46).

Dave studied six variables of home environment and found a correlation of .80 between ratings of the home environment on these variables and achievement test scores of the children(21). Studies by Havighurst and Neugarten(36:236) and the U.S. Department of Labor(17:5) disclosed that the socio-economic status of the family had a direct influence on a student's grades and on his desire to stay in school. The study by the U.S. Department of Labor also found that low income, broken homes, and poorly educated fathers were all factors which correlated positively with school dropouts.

Moser's study revealed that the types of magazines available in the home were highly related to the vocational choices of high school students(60:525). Obviously, the types of magazines available in the home were a direct manifestation of parental needs or interests which in turn were at least in part dependent on the educational and occupa-

tional levels of the parents. Finally, Peterson, in a study of parental approval of school, discovered that those with more education tended to be more approving of the school program than those with less education(66). Once again, it was clear that the value of education to the occupational roles of the parents bore directly on their assessment of the value of education for their children.

Blau(5), Crites(20), and Sostek(84) each studied the role of parents in determining the occupational choices of their children and found that identification with either or both parents was related to ultimate occupational choice. Kriger's study revealed that career decisions for women in particular were a function of the child-rearing practices of their parents(52), evidence which tended to lend support to Osipow's application of Holland's theory of vocational choice.

Occupational knowledge in young children was studied by De Fleur who found that

the beginning of these conceptions concerning the roles, statuses, and rewards associated with specific occupations appear to emerge even before the child enters the first grade(22:115).

Kohn researched class values and reported that middle class and working class parents had unique sets of values for their children which were most likely a result of the vocational experiences of the parents assisting in determining what those desirable values were(51:141). This finding tied in closely with Super's theory of occupational choice previously noted.

The effect of the permanent loss of a father on the vocational adjustment and plans of children was the topic of a study by Nielson. He found that orphans were less likely to persist in occupational choices that were made than were children with fathers or stepfathers(64). The

absence of a working father who would ordinarily serve as a role model pointed out the important role that parents had in the occupational socialization process.

A final review of three studies served to summarize the need to be aware of the attitudes of parents with respect to the concepts of career education. Doby stated that

. . . responses learned in early childhood are primary and have great persistency and therefore form a base for interacting with subsequent learning . . . they are exceedingly difficult to modify through subsequent experience(23:1823).

This primacy of early childhood learning in a setting in which parental control was nearly total was echoed by two other researchers. Majumder and Thompson described a project in which an attempt was made to effect changes in the attitudes and aspirations, success motives, work skills, and career choices among students in the health careers job cluster. Success was noted in the areas of work skills and career choices; however, and more importantly for the purposes of this study, no significant changes were made in the areas of values and attitudes(56). Such a finding was consonant with Doby's comment concerning the permanence of early learning experiences.

In the last of these summarizing studies Douglass found in an analysis of the influence of mediated career information via significant others on eighth grade students that

mediated career information via significant others will effect no measurable change on occupational aspirations, understandings, and attitudes of eighth grade students(25).

### Summary

This selective survey was designed to provide a brief review of the research concerning the role of parents in influencing the



values and attitudes of their children, particularly with respect to occupational values and occupational choices. The studies presented indicated that parents appear to play generally the most active and significant role in directing both intentionally and inadvertently the ultimate occupational values and choices of their children. The implication inherent in this summary of the findings was that proponents of career education programs, programs which seek to effect meaningful changes in the lives of students with respect to their relationship to the world of work, could not afford to ignore the powerful influence of parents. If parents were ignored or were not made a viable part of the learning processes of their children with respect to occupational socialization, all efforts to generate successful programs of career education could probably be counted as useless.

#### A SURVEY OF THE CONCEPTS OF CAREER EDUCATION

During the literature survey in which the concepts of career education were being reviewed, it was discovered that the definition of what constituted a 'concept' of career education was not universally constant. In reference to this problem Herr noted that

The term 'career education' represents a synthesis and blend of many concepts and elements available at some point and in some place in American education. However, the intent and the implementation tactics so far apparent are to bring these concepts and elements into a new and systematic interrelationship among vocational education, vocational guidance, career development, and other elements of the educational community networks of which they are a part(38:3).

For this reason it was obvious that an operational definition of what constituted the concepts of career education was necessary to effectuate a workable unit of study.

### Career Education Operationally Defined

Concepts of career education were delineated in three basic ways in the literature: as a set of work-oriented truisms, as a set of program goals, and as a set of program components. It was decided, after a review of the nature of each of these three classifications, that for the purposes of this study the concepts of career education could most meaningfully be defined as

that set of program goals and program components which occur in the literature with sufficient frequency so as to be recognizable as typical elements of career education programs.

### Rationale

The rationale for this operational definition rested primarily on the purpose of the study, namely, to determine if career education in its operational setting contained elements which would be conceptually rejected by parents of public school children in Texas. Because there were three unique ways in which career education could be conceptually defined, it was necessary to investigate each way so as to determine which single way or combination of ways could provide the greatest meaning for this study.

The instructional content of most of the career education programs which were reviewed was based on a set of statements which this researcher identified as work-oriented truisms. A representative set of these statements has been presented below for the purposes of current definition and later comparison with program goals and components.

1. All work is important
2. People work for various rewards or satisfactions.
3. Some jobs produce goods; other provide services.
4. Any productive worker should be respected.
5. Many people work to make life better for all.
6. Specialization leads to interdependency.

7. Some jobs are needed everywhere while others may be determined by where one lives, by supply and demand, or by changing conditions.
8. Learning basic school skills - reading, writing, spelling, computation, communication - is necessary for almost all types of jobs.
9. Training is necessary for most jobs; a well-planned school program can provide effective training.
10. Gaining information about many people and many jobs is part of the development process of choosing a career.
11. Understanding oneself is important in developing school skills and choosing a career.
12. Getting along with people is an important part of job success.
13. Leisure time activities affect career choice.
14. Information about abilities, aptitudes and achievement, and acceptance of this information helps individuals make more realistic career decisions.
15. Careers are grouped by fields.
16. Positions are related within career fields.
17. Exploratory work experience helps improve knowledge about careers.
18. Young women as well as young men should prepare for a career.
19. All school subjects have significance for career exploration.
20. Life is a process of change, growth, and development.
21. Career choice may determine whether one will be employed or unemployed.
22. Career choice influences almost every aspect of life.(45:32)

[Note: These career education concepts were originally synthesized by the Texas Education Agency from the concepts of a number of pilot career education projects in school districts throughout Texas.]

A second, more extensive list of these concepts, restructured and elaborated in a K-12 Career Development Program by scope and sequence was developed by Lee Laws and John Ridener(45:33-36). However, the elaboration did not alter the basic message of the previous list.

A perusal of the concepts should have served to make the reader aware that each of these statements represented basic economic or social realities previously described as work-oriented truisms. The basis for rejection of these statements as the operational definition of concepts of career education lay in this characteristic. Local school districts could do little to alter or negate the inherent economic or social reality of any of these truisms. They would continue whether

a career education program was operational or not. Thus, while they might have served as an economic underpinning for career education programs, they did not actually describe career education as it would have been manifested through an operational program.

The rejection of these statements as a basis for an operational definition of the concepts of career education left the task of defining the concepts to the two remaining concrete operatives of career education programs, goals and components. The first of these which was reviewed was the goals of career education programs.

#### A Survey of the Goals of Career Education Programs

Possibly the most important set of goals, particularly with regard to Texas, was developed by a consortium called Partners in Career Education. Membership in this group included Dallas Independent School District, Fort Worth Independent School District, and the Education Service Centers in Regions X and XI. In an extensive, long-range effort this consortium sought to determine the specific student characteristics and learner outcomes that the ideal seventeen year old graduate of a career education program should have. These outcomes and characteristics were defined in terms of a literature survey of career education goals and a series of group interaction work conferences in which perceptions of students, educators, parents, and business and professional representatives were gathered. These were correlated with the Texas State Board of Education's "Goals for Public Education in Texas" and then submitted to a large sample of Texas high school students, parents, educators, and business and professional people for validation. The ultimate result was a list of 177 learner outcomes and student

characteristics which represented an empirically-derived set of goals for career education in Texas(15).

The purpose of the foregoing discussion of the Partners in Career Education project was to insure that its importance for career education in Texas would be recognized and that appropriate credence for its components would be acknowledged. The following list of matrix themes contains the eight areas of goal concentration devised by the Partners in Career Education project as well as the thirty-two thematic statements which embody the spirit of each of the 177 identified outcomes and characteristics. This list may be referred to for clarification of goal statements from other sources which do not elaborate on their terminology.

#### Self Awareness

1. The student will recognize the relationship of his interests, aptitudes, and achievements to the realization of his career goals.
2. The student will learn about himself in relation to his culture through understanding and experiencing roles.
3. The student will understand, accept, and respect his own uniqueness as a result of learning, growth, and maturation.
4. The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.
5. The student will recognize that self-knowledge is related to a set or system of values unique to him.
6. The student will learn to establish, although tentative, personally relevant goals.

#### Educational Awareness

7. The student will recognize that learning is a continuous process occurring in and outside of school.
8. The student will recognize that educational experiences are a part of his career development.
9. The student will recognize that different career directions require varying types of educational preparation.
10. The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

### Career Awareness

11. The student will understand the variety of occupations found in the world of work.
12. The student will understand the way in which occupations relate to needs and functions of society.
13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.
14. The student will recognize that his career includes progression through developmental stages of educational and occupational experiences.
15. The student will understand the relationship between career and life-style.

### Economic Awareness

16. The student will understand the relationship between personal economics, life-style, and occupational roles.
17. The student will understand the range of social and economic benefits associated with various occupations.
18. The student will understand how wealth is accumulated through savings and investments and how it may influence his career and life-style.
19. The student will understand the relationship of his present and anticipated occupational status to economic trends found in his community, state and nation.

### Decision Making

20. The student will identify and state personal goals as part of making career decisions.
21. The student will become proficient in identifying and using resource information in making career decisions.
22. The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.

### Beginning Competency

23. The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.
24. The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial and industrial activities.
25. The student will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.
26. The student will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career area of his choice.

27. The student will develop the skills necessary for employment in the career of his choice.

#### Employability Skills

28. The student will recognize the implications of working, with and without supervision, independently and with others.
29. The student will relate information about himself in selecting, learning, or performing duties.
30. The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his choice.

#### Attitudes and Appreciations

31. The student will recognize the responsibilities to himself and others when accepting a task or job.
32. The student will recognize individual differences and become tolerant in his interpersonal relationships(15:336-338).

As previously noted, these thirty-two thematic statements may be referred to in helping to gain insight as to the meaning of various goal statements in the remaining review of the literature.

Adams identified seven goals of a career education program which included both college and non-college bound students. The program is designed to

1. Give students an opportunity to test their career perception against reality in the world of work.
2. Help them make career choices consistent with the interests and abilities they have identified in themselves.
3. Show students the relationship between school work and job needs for specific skills and knowledge.
4. Narrow the ever-widening gap between students and adults.
5. Help students develop a clearer self-concept . . .
6. Promote wholesome attitudes toward all useful work, and;
7. Increase student's self-confidence(1:39).

The establishment of a set of dimensions for each stated goal was the product of Bottoms in a project for the Georgia State Department of Education. In establishing the objectives for a Career Development Educational Program he identified the following six goals and corresponding dimension ranges:

1. Self-characteristics - from recognition of likes and dislikes to development of self-characteristics appropriate for a given occupation.
2. Occupational area - from recognition of observable jobs in the community to obtaining preparation for and entrance into a specific job.
3. Educational avenues - from recognition of the relationship between subject matter and observable community jobs to acquiring the education necessary for entrance into a chosen field.
4. Decision-making - from recognition of factors that influence decision-making to successfully implementing a career choice.
5. Economic and social values of work - from recognition of economic and social contributions of parents' occupations to the selection of an occupational and work setting that he considers appropriate to him.
6. Psychological and sociological meaning of work - from expressing positive attitudes toward self, others, and school to the involvement in a meaningful and purposeful manner with work and work-related activities(7:9).

The state of West Virginia published a career development guide for their teachers under the authorship of Brown. Included in that document was the following list of goals:

1. The development of attitudes which will enable the adult worker to function interpersonally.
2. The development of attitudes which will enable the adult worker to perform satisfactorily in the occupational setting.
3. The acquisition of academic skills necessary for successful job performance.
4. The acquisition of salable vocational skills which will enable the student to enter the job market. Salable vocational skills may range from welding to the ability to perform surgery.
5. An orientation to the world of work.
6. The breaking down of the stereotype of worker roles.
7. The promotion of the concept that there is dignity in all honest work.
8. The developing of consumer skills which will enable the worker to use his resources wisely.
9. To relate education and vocations in a manner which will make education relevant(8:31-32).

In a review of career education programs on a nationwide scope Budke and others found a set of general goals to be recurrent in most of the programs. These recurring goals included providing

an assessment of interests and abilities . . . a positive attitude toward work and fellow workers . . . worker placement and adjustment . . . skill development . . . the handicapped and disad-



vantaged with career education . . . for curriculum development to facilitate career education(9:31-34).

The state of Alabama established a list of goals for career education. The State Board of Education stated that

the concept of developmental career education dictates the necessity for a total educational program which is relevant to the world of work and is programmed to provide for the development of an awareness of self and the world of work in elementary students, exploratory experiences for junior high students, and for senior high students knowledges and skills necessary to pursue further education or to become employed(13:1).

The Education Service Center in Region XII in Texas identified certain general goals of career education appropriate to its geographic area. These goals were stated in terms of seeking to

1. Develop the ability to analyze oneself as a potentially employable citizen of his community . . .
2. Develop an attitude of respect for the dignity and value of work . . .
3. Develop respect and appreciation for the contribution of community work and of service personnel . . .
4. Relate school to work and realize that school helps now and also helps prepare for the future . . .(14:5)

One of the most extensive statewide career education programs was in operation in New Jersey. The state department of education defined the objectives of career education in this manner:

1. To engage in self-appraisal related to how people differ in skills, interests, and abilities and how these differences will affect an individual's career development.
2. To understand the degree of practice and knowledge that is essential to attain "skill" status.
3. To be aware of the relevancy of school to life and work.
4. To perceive work as a function of man's pride, identity, fulfillment, and need for skillful and creative expression.
5. To know a wide variety and a number of levels of occupations through both directly planned and unplanned exploration.
6. To appreciate all types of work and the people who do them.
7. To know how to plan and to select sequential occupational-oriented experiences, and how these procedures contribute to a foundation for career planning suitable to his own individuality.
8. To be aware of changes that will take place in all types of work . . .
9. To understand the influences and pressures of economic, cultural,

- and political aspects of society in life and work.
10. To understand the effect of attitudes and personality factors in school and job success(24:2).

Private educational research laboratories also assessed the goals of career education. Dunn, writing for the American Institute of Research, noted that

at the minimum career education involves the development of a more objective opinion regarding oneself, knowledge of the various options open to one, and skills in goal formulation, personal planning, and decision-making . . . In brief, career education exists for the benefit of the individual, recognizes the inherent dignity of the individual, attempts to increase the relevance of the curriculum to the specific career needs of individuals, and attempts to demonstrate to the individuals the relevance of the school curriculum to his goals in life(27:5).

Another publication from the West Virginia State Department of Education elaborated on the earlier document produced for teachers. This guide related that the career education emphasis in West Virginia was directed toward

1. Producing individuals able to understand and relate themselves both cognitively and affectively to their work.
2. Producing individuals motivated toward constructive work.
3. Producing individuals who have had exposure to the world of work vicariously, simulated and/or real . . .
4. Producing individuals able to function in the performance of decision-making and work adjustment processes.
5. Producing individuals who have the background necessary to enter their chosen career and to progress within that career or to change the direction of their career if necessary or desirable.
6. Producing individuals able to find and participate in meaningful work.
7. Producing individuals who see education as a continuing life process that is relevant to their life needs.
8. Producing individuals who contribute to and are rewarded by society.
9. Producing individuals who have had exposure to the world of education to the extent that they have some comprehension of the diversity and complexity of educational alternatives both available and appropriate to him(32:3).

The Caldwell Public Schools in North Carolina defined the following objectives of their career education program:

1. To introduce students to the world of work.
2. To provide activities which will develop an opportunity for self improvement.
3. To provide continuous and sequential development of the career decision-making process.
4. To stimulate student understandings of the need for positive work attitudes.
5. To stimulate student understandings of the need for the evaluation of individual behavior.
6. To develop appreciations and understandings of democratic values which are inherent in our free enterprise system.
7. To incorporate career education activities in our curriculum in the public schools.
8. To provide relevancy for the entire educational process(33:3).

In a paper delivered before the 29th Rutgers Guidance Conference, Gysbers made the following comments with respect to behavioral outcomes for career education.

An analysis of these concepts suggests that three areas of needed knowledge, understandings, and skills seem appropriate to serve as a base for career guidance programs: self-knowledge and interpersonal skills, career planning knowledge and skills, and knowledge of the work and leisure worlds(34:10).

Hoyt, in an elaboration of his definition of career education previously quoted (supra, p.5), described the objectives of career education in these terms:

The objectives which mark the way to achievement of the goal of career education . . . are to help all individuals (a) have reasons to want to work, (b) acquire the skills required for useful work, (c) know how to obtain work opportunities, and (d) enter the world of work as a successful and productive contributor(42:18).

In a unique approach to defining the goals of career education Maloney and Hefzallah focused on self-awareness for each individual as the unifying concept for organization of goals. They noted that

. . . we pointed out that career education necessitates career preparation for all students; however, the emphasis should be shifted from job training to student self-awareness . . . In structuring education to foster and develop self-awareness, we believe that the following five objectives are relevant:

1. Recognition and articulation of individual differences and similarities in terms of attitudes, values, interests and abilities.

2. Recognition of changes in self and society . . .
3. Decision-making based on critical thinking . . .
4. Thrust for continued learning . . .
5. Use of leisure time . . .(57:7)

A paper entitled "The Emerging School-Based Comprehensive Education Model" provided the forum for Miller to relate his conceptualization of the eight elements and corresponding outcomes of career education(59:15).

Elements	Outcomes
1. Career Awareness	1. Career Identity
2. Self-Awareness	2. Self Identity
3. Appreciations/Attitudes	3. Self-Social Fulfillment
4. Decision-Making Skills	4. Career Decisions
5. Economic Awareness	5. Economic Understandings
6. Skill Awareness	6. Employment Skills
7. Employability Skills	7. Career Placement
8. Educational Awareness	8. Educational Identity

A set of outcomes similar to this preceding list was developed through the Educational Commission of the States. The Commission enumerated five career and occupational development objectives:

1. Prepare for making decisions.
2. Improve career and occupational capabilities.
3. Possess skills that are generally useful in the world of work.
4. Practice effective work habits.
5. Have positive attitudes toward work(61:15).

The Knox City Department of Public Instruction in Knoxville, Tennessee produced a guide for establishing a K-12 career education program. The guide described three areas of skills necessary for success in life:

Skills needed in life may be grouped into three categories: sociological, psychological, and occupational . . . Sociological development places emphasis on coping with change, making decisions and involving oneself in local, national and international concerns. The psychological skills encompass the development of self-awareness, a positive value system and self-esteem. Finally, occupational skills afford the opportunity to earn a living. Additionally, in the occupational area, work has personal relevance in providing for self-identity, personal dignity and social inter-

action. The goal of career education is to enhance these skills(62:11).

A curriculum guide for the schools in Orleans Parish, Louisiana entitled The World of Work provided the following statement of purposes:

To provide occupational information that is educational as well as vocational . . .  
 To give experiences and training in decision-making . . .  
 To develop a healthy self-concept so that decisions can be made based on a knowledge of his own individual worth . . .  
 [To provide for] the utilization of community resources to enhance the child's knowledge of careers(68:3).

The Nevada State Board of Education published a policy statement regarding career education. They stated that

It is the policy of the Nevada State Board of Education that every learner develop

- . competencies necessary for living and earning a living; and
- . appropriate attitudes toward work and the worth of the worker

Learners should

- . be made aware of a large number of occupations and careers
- . be involved in the exploration of selected occupations and careers, and
- . acquire competencies and/or academic backgrounds for a career(69:5).

Probably the single organization which participated most actively in the development of career education was the American Vocational Association (AVA). Their task force report on career education in 1971 contained these goal orientations:

Career education has the responsibility for helping individuals develop:

- . favorable attitudes toward the personal, psychological, social, and economic significance of work
- . appreciation for the worth of all types and levels of work
- . skill in decision-making for choosing career options and changing career directions
- . capability of making considered choices of career goals, based on development of self in relation to the range of career options
- . capability of charting a course for realization of self-established career goals in keeping with individual desires, needs, and opportunities
- . knowledge, skills, and attitudes necessary for entry and

success in a career

Further, career education should place all participants on the next educational or occupational step and assure that all school-leavers are prepared for work(72:8).

The U.S. Office of Education issued little definitive information concerning its view of the concepts of career education. However, one document, written by Rumpf and others, identified certain goals of career education.

1. To make all educational subject matter more meaningful and relevant to the individual . . .
2. To provide all persons the guidance, counseling, and instruction needed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.
3. To assure the opportunity for all persons to gain an entry level marketable skill prior to their leaving school.
4. To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed . . .(74:4)

California embarked on a significant statewide career education program. Its Center for Vocational and Technical Education identified these eight elements of career education:

1. Career Awareness
2. Self-Awareness
3. Appreciations and Attitudes
4. Decision-Making Skills
5. Economic Awareness
6. Skill Awareness and Beginning Competence
7. Employability Skills
8. Educational Awareness(75:12)

In a paper presented at the 1972 American Educational Research Association convention Swanson listed the purposes of career education:

1. To provide students with an instructive environment and some learning goals which will allow them to relate their education to the world of work . . .
2. To provide students with an opportunity to engage in occupational exploration including work experience, specialized instruction and career decision-making leading toward a preferred life-style and career pattern(88:2).

The nationally-recognized career education program in the Cobb County Public Schools in Cobb County, Georgia characterized the career development themes which constituted the program in this way:

The program . . . is built around a Career Development theme which includes: (1) the student's evaluation of self-characteristics, (2) exploration of broad occupational areas, (3) introduction to the economic and social values of work, (4) introduction to the psychological and sociological meanings of work, (5) explanation of educational avenues, and (6) development of the student's progress of decision-making based on the foregoing items(89:2).

Finally, in an article entitled "Why Career Education?"

Worthington detailed the following set of career education concepts:

- . early orientation to the world of work
- . knowledge concerning occupational clusters and career ladders
- . skill in self-assessment and occupational decision-making
- . development of occupational skills and related knowledge which have typically been associated with programs in vocational education
- . development of attitudes conducive to the acceptance of occupational responsibility
- . knowledge and abilities related to general employability(95:9).

#### A Survey of the Components of Career Education Programs

In contrast to descriptions of the program goals of career education which in most instances described what was already in operation, the literature dealing with program components concerned itself to a large extent with what those elements ought to be rather than what they were. This fact did not detract from the survey, however, for the very newness of the concept permitted the flexibility of program design inherent in such speculation. Thus, all of the descriptions of program components, whether concrete or conceptual, were reviewed.

Miller developed one of the most demonstrative definitions of components of career education programs in a paper presented to the

# National Conference on Career Education for Professors of Educational Administration.

1. Career education is a comprehensive educational program focused on careers. It begins with the entry of the child into a formal school program and continues into the adult years.
2. Career education involves all students regardless of their post-secondary plans.
3. Career education involves the entire school program and the resources of the community.
4. Career education infuses the total school curriculum, rather than providing discrete, high-profile "career education" blocks forced into the curriculum.
5. Career education unites the students, his parents, the schools, the community, and employers in a cooperative educational venture.
6. Career education supports the student from initial career awareness, to career exploration, career direction-setting, career preparation, and career placement, and provides for placement follow-through, including reeducation, if desired.
7. Career education provides the student with information and experiences representing the entire world of work.
8. Career education is not a synonym for vocational education(59:6-7).

The Maryland State Department of Education identified these components of career education programs as being desirable:

Every teacher in every course that has career relevance will emphasize the contribution that subject matter can make to a successful career.

"Hands-on" learning experiences will be utilized as a method of teaching . . .

Learning will not be reserved for the classroom but learning environments for career education will also be identified in the home, the community, and employing establishments.

Beginning in early childhood and continuing through the regular school years, allowing the flexibility for a youth to leave for experience and return to school for further education . . . career education will seek to extend its time horizons without beginning and without end(12:7).

Swanson described four elements of career education programs in a paper presented at the 1972 American Educational Research Association meeting. He stated that

1. Career education is for all students.
2. Career education is an instructional objective at all grade levels.
3. Career education provides job entry skills to all students.
4. 100% placement is a career education feature(16:4-5).



The National Association of State Directors of Vocational Education prepared a position paper in 1971 in which they, too, espoused the necessity of particular program elements. They declared that

Career education enhances rather than replaces regular programs.  
 Career education involves all students.  
 Career education involves all educators.  
 Career education emphasizes individualized instruction and student determination.  
 Career education functions from Kindergarten to the grave.  
 Career education includes specific preparation for occupations(38:4-5).

Hansen, in a paper presented to the U.S. Office of Education Institute for Curriculum Personnel Development, specified these criteria of a comprehensive career education program:

1. It is designed to meet the needs of all students, K-12.
2. It is sequential, building on vocational development tasks at each level.
3. It is implemented throughout the curriculum.
4. It includes behavioral objectives and learning experiences for all of the dimensions . . .
5. It provides for directed occupational experiences in the real world of work, along with simulated and informational experiences to permit focus on career clusters . . .(35:19)

In the American Vocational Association task force report on career education, Hoyt enumerated five basic changes needed in American education in order for career education to function successfully.

1. Substitute educational performance for length of time as the measure of educational accomplishment.
2. Have a true open entry-open exit system.
3. Have full time education open to all persons.
4. Develop a way to grant credit and degrees for non-classroom learning.
5. Develop a broader view of those qualified to teach(43:19).

Kennedy and Williams in describing career education as it was manifested in Kentucky offered the following as typical components:

An effective program must include provisions for the gaining of adequate knowledge about career aims and choices at all age levels; utilization of the entire curriculum as a medium for integrating knowledges and attitudes about occupational choice . . .(49:26)

The Board of Education of the District of Columbia set forth some general propositions in its plan for career education which had meaning for this section of the review of the literature.

1. Career development must be an integral part of a relevant program of education at all levels of instruction.
2. Career development must focus upon . . . the development of marketable skills.
3. Career development must be the cooperative responsibility of all instructional units, with curriculum, guidance, and counseling activities closely coordinated.
4. Career development must be designed in a fashion which facilitates maximum interaction among students throughout their high school careers.
5. Career development must be offered in a variety of flexible patterns to serve realistically the needs and aspirations of individual components . . .
6. Career development must include placement and related follow-up services . . .
7. Career development must aid the handicapped to attain the broadest possible career aspirations within the mainstream of student activities . . .(67:11-17)

Rumpf described several program components in the U.S. Office of Education Working Paper on Career Education.

1. To provide services for placing every person in the next step in his development whether it be employment or further education.
2. To build into the educational system greater utilization and coordination of all community resources.
3. To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and re-entry either into the world of work or the educational system(75:4).

The American Vocational Association task force on career education reported as desirable these program elements outlined below:

- . Career education is for all people.
- . Career education is a lifelong process.
- . Career education is a unifying core for the total educational enterprise.
- . Career education must include performance-based exit and non-penalty reentry from the formal system.
- . Career education is to assure that all school leavers are prepared for work(73:7).

Riles, in describing career education in California, offered this operational definition:

Career education involves all students and all facets of the community . . . Important facets of career education include flexibility to separate and reenter a career course, extensive counseling, emphasis on self-direction, exchange programs between the classrooms and the work world, and a wide range of options such as 'work-study' programs and individualization . . . a key to a successful career education program(74:5).

Smith offered this definition of the components of career education:

A comprehensive, systematic and cohesive plan of learning organized in such a manner that youth at all grade levels in the public schools will have continuous and abundant opportunity to acquire useful information . . .(88:3)

Finally, in Texas the Texas Education Agency in its initial planning for career education stated that career education should

1. consist of coordinated, sequential, and cumulative activities, K-12.
2. be multidisciplinary.
3. have meaning to the student, school, and entire community . . .
4. offer students alternate sequences through a flexible educational system that can adjust to the interests, aptitudes, abilities, aspirations, and unique characteristics of each individual . . .
5. insure that all students are prepared to enter the world of work with a marketable skill(95:2).

### Synthesis and Summary

The function of this review of the literature was to establish a working definition of the concepts of career education. The approach selected for use in this study was a combination of program goals and program components of existing or proposed career education programs. These two components were each reviewed in the literature.

For purposes of summation these concepts were organized into a concise set of goal statements and program components. An analysis of the similarities and differences in the extensive lists disclosed a set of eight basic goal statements and twelve basic program components. A

quantitative enumeration of sources which acknowledged each respective goal or component has been shown in Tables 1 and 2. Finally, these basic goal statements and program components were defined as follows:

#### Goal Statements

1. Self-Awareness - this goal includes all those statements which deal with personal understanding in terms of needs, interests, abilities and goals and the relationship of these characteristics to a self-concept.
2. Educational Awareness - included in this goal are all those statements which develop the relationship between school and the world of work.
3. Career Awareness - this goal encompasses all of the goal statements which imply efforts are being directed toward developing understandings about the world of work.
4. Economic Awareness - goals in this category include all those statements which direct the learner to understandings of the economic implications of work.
5. Decision-Making - as the term implies, this category covers all statements dealing with the understanding and application of the decision-making process to career decisions.
6. Beginning Competency - covered in this concept are all goal statements which suggest that the learning of entry level job skills is imperative.
7. Employability Skills - this category differs from the preceding one in that covered here are the understandings of general employment skills applicable to many jobs, such as proper work habits, the ability to work cooperatively with others, and so on.
8. Attitudes and Appreciations - this goal embraces all goal statements which reflect development of proper values in a work-oriented society such as respect for all work, respect for all workers, and so on.

#### Program Components

1. All Educators Are Involved - all statements which declared that program implementation is the responsibility of the total educational enterprise were included here.
2. Hands-On Learning Experiences - those statements dealing with instructional methods calling for concrete, work-related learning experiences were included here.
3. Extension of the Classroom to the Community - this component unified all of the statements which suggested that the learning environment for career education is not restricted to the formal classroom alone.
4. K-12/Adult Participation - if a statement related the concept that career education was a process applicable to any age person, it was placed in this group.
5. Ease of Exit and Entry to and from the School and Work Systems - program components which suggested a breakdown of the traditional

restrutions on leaving and reentering public school were included here.

6. All Students Are Involved - statements which indicated the inclusion of all students in the program were placed here.
7. Basic Job Skills Are Provided - statements denoting the need for preparation of students with entry level job skills were included here.
8. Placement and Counseling Activities Are Significant - all those statements which emphasized the need for a substantial broadening in the amount and direction of guidance and counseling activities were included here.
9. Existing Curriculum Is the Vehicle for Implementation - if a component of a program stressed the use of the existing curriculum as the most meaningful way to incorporate the concepts of career education into the public schools, it was included.
10. Instruction Is Individualized - statements which placed importance on providing multiple routes to student success in career education were placed here.
11. Sequential, Developmental Program - statements which suggested that the career development process was of a developmental nature were placed here.
12. Success Based on Achievement - those statements which measured success in terms of performance rather than time spent in school were included here.

TABLE I

SUMMARY OF CAREER EDUCATION GOALS  
BY BIBLIOGRAPHIC SOURCE NUMBER

	Goals*							
	1	2	3	4	5	6	7	8
Bibliographic Source Number								
1	x	x	x		x			
7	x	x	x	x	x			x
8		x	x	x			x	x
9	x					x	x	x
13	x		x				x	
14	x	x						x
15	x	x	x	x	x	x	x	x
24	x	x	x	x	x		x	x
27	x	x	x		x			
32	x	x	x	x	x	x	x	x
33		x	x	x	x			x
34	x		x		x			
42						x	x	x
57	x	x			x			
59	x	x	x	x	x	x	x	x
61					x	x	x	x
62	x				x	x		
68	x		x		x			
69		x	x			x		x
72	x				x	x	x	x
74	x	x	x			x		x
75	x	x	x	x		x	x	x
88		x	x		x			
89	x		x	x	x			x
95	x		x		x	x	x	x
Total	19	15	18	9	17	12	12	17

\*Key to Goal Numbers:

1 - Self Awareness  
2 - Educational Awareness  
3 - Career Awareness  
4 - Economic Awareness

5 - Decision-Making  
6 - Beginning Competency  
7 - Employability Skills  
8 - Attitudes/Appreciations

TABLE 2

SUMMARY OF CAREER EDUCATION PROGRAM COMPONENTS  
BY BIBLIOGRAPHIC SOURCE NUMBER

	Components*											
	1	2	3	4	5	6	7	8	9	10	11	12
Bibliographic Source Number												
12	x	x	x	x	x				x			
16				x		x	x	x				
35	x	x		x		x			x		x	
38	x			x		x	x		x	x		
43			x		x	x						x
49	x			x					x			
59	x		x	x		x		x	x			
67	x			x		x	x	x	x	x		
72	x			x	x	x	x		x			x
73			x		x	x		x		x		
74			x		x	x		x		x		
82				x		x					x	
90	x			x		x	x		x	x	x	
Total	8	2	5	10	5	11	5	5	8	5	3	2

\*Key to Component Numbers

- 1 - All Educators Are Involved
- 2 - Hands-On Learning Experiences
- 3 - Extension of the Classroom to the Community
- 4 - K-12/Adult Participation
- 5 - Ease of Exit and Entry to and from the School and Work Systems
- 6 - All Students Are Involved
- 7 - Basic Job Skills Are Provided
- 8 - Placement and Counseling Activities Are Significant
- 9 - Existing Curriculum Is the Vehicle for Implementation
- 10 - Instruction Is Individualized
- 11 - Sequential, Developmental Program
- 12 - Success Based on Achievement

## CHAPTER III

### METHODOLOGY

In order to determine parental attitudes toward the identified concepts of career education, the following steps were taken:

- . the development of an instrument
- . the identification of a sample
- . the collection, summarization and analysis of the data

Each of these steps consisted of several components, all of which were reviewed in this chapter and were depicted graphically in Figure 1.

#### THE DEVELOPMENT OF AN INSTRUMENT

The statement of the problem and the review of the literature provided the researcher with sufficient data to initiate the development of an appropriate survey instrument. Specifically, the career education concepts identified in Chapter II (supra, p.41-42) formed the basis for the development of the statements which ultimately comprised the body of the parental survey instrument.

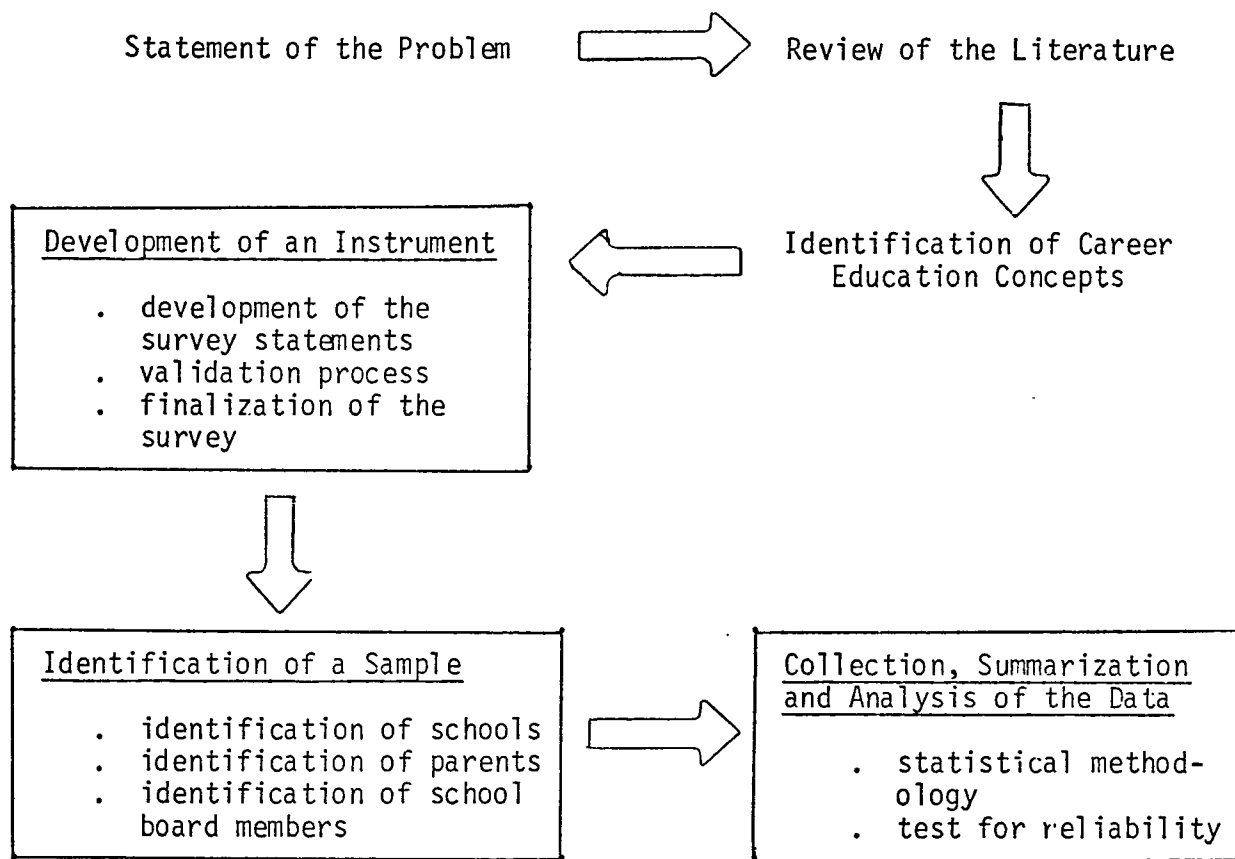
#### Development of the Survey Statements

In advancing from the step of identification of career education concepts to that of development of representative statements, it was decided that a pair of statements for each identified concept would provide the researcher with a better assurance that true parental attitudes were being disclosed. Additionally, the use of a second statement would in several of the concepts permit the researcher to investigate two elements of a particularly complex concept and assess attitudes on parts



Figure 1

## METHODOLOGICAL FRAMEWORK



of each of the several concepts which were unique in one way or another. The statements were developed in such a way as to affirm in one instance and negate in the other instance the concepts they represented whenever this was possible.

Thus, the researcher developed the set of thirty-eight statements reflecting the nineteen (one goal statement and one program component embodied the same concept) unique concepts of career education. This set of statements was revised slightly and then sent to a panel of selected career education experts for validation.

#### Validation Process

The researcher chose to have the instrument validated by a panel of persons who, because of their familiarity with career education, could justifiably be called experts in career education. Since the survey was to be distributed locally, all but one of the persons identified were located within the state of Texas. The list of the seven persons chosen is given below along with their current positions and a brief description of their associations with the career education concept.

Dr. Christopher Borman - Associate Professor, Department of Educational Psychology, Texas A&M University, College Station, Texas. Dr. Borman is currently the director of the Center for Career Development and Occupational Preparation on the Texas A&M campus. This center is developing an implementation model for the state utilizing teachers. In addition, Dr. Borman has authored several articles on career education.

Dr. Kenneth W. Brown - Program Chairman, Department of Business Technology, College of Education, University of Houston, Houston, Texas. Dr. Brown has pioneered a class at the University of Houston dealing with the history, definition, and development of career education. His general knowledge concerning career education led to his inclusion on the panel.

John Etheredge - Director of Career Education Programs, Region XII Education Service Center, Waco, Texas. Mr. Etheredge has been actively involved in Texas for several years in career education and is respected statewide for his knowledge of career education. He

directed the film, "Work Is Child's Play", a Texas-Education Agency-sponsored film describing career education in Texas.

Dr. Kenneth B. Hoyt - Associate Commissioner for Career Education, U.S. Office of Education, Washington, D.C. Dr. Hoyt is nationally respected as one of the real leaders in the career education movement. In addition to an array of articles on the subject, he has co-authored several books, including Career Education, What It Is and How to Do It and Career Education and the Elementary School Teacher.

Mrs. Mary S. Huckabee - Program Director, Career Awareness, K-6, Houston Independent School District, Houston, Texas. Mrs. Huckabee helped organize and develop the nationally-recognized career education program for elementary schools in the Houston Independent School District. She is frequently a speaker on panels and in programs dealing with career education in the elementary school.

Jake Parker - Consultant for Career Education, Region IV Education Service Center, Houston, Texas. Mr. Parker has been career education consultant for Region IV since December, 1972. In this role he has assisted many districts in developing and implementing successful career education programs. Prior to this assignment he served as a consultant for the Houston Independent School District's Career Awareness Program.

Walter Rambo - Director of Career Education, Texas Education Agency, Austin, Texas. As Director of Career Education for Texas Schools, Mr. Rambo has been able to become well-acquainted with career education as it has been defined and practiced in the state.

Dr. Walter Stenning - Associate Professor of Educational Curriculum and Instruction and of Educational Psychology, Texas A&M University, College Station, Texas. Dr. Stenning has done research on various aspects of career education over the past two years. In addition, he has worked for the Center for Career Development and Occupational Preparation at Texas A&M on career education projects.

This panel of experts was sent the survey document found in Appendix A. This survey was designed to retrieve two pieces of information from the experts concerning each statement. First, they were asked to rate each statement on a five-point scale ranging from Strongly Agree to Strongly Disagree. This rating was designed simply to derive an expert opinion as to the desirability of the statement as it related to career education generally. The second rating scale necessitated a response on a scale ranging from Completely to Not at All. Here the

experts were asked to respond to the degree to which the statement accurately embodied the concept upon which it was based. Finally, they were given space to make comments concerning their responses on either or both of the rating scales. These comments were utilized in the revision of several of the statements at a later date.

The results of the tabulation of the responses were reported in Table 3. The thirty-eight numbers correspond to the thirty-eight statements appearing on the survey in Appendix A. The numerical average of the experts' responses is shown immediately to the right of each of those numbers. The number in parentheses just to the right of the average of the experts' response on each statement was placed there to represent the ideal average of the experts' responses from the point of view of the researcher. This ideal average was included to provide a reference point with which to compare the "degree of desirability" of the experts' response averages. An asterisk was placed beside some of the numbers to indicate that the collective responses of the experts were unacceptable to the researcher for consideration of the statement for inclusion on the final form of the survey.

The unacceptability of these responses stemmed from one of three reasons: a numerical average below 4.000 (compared to a desired response of 5.000) or above 2.000 (compared to a desired response of 1.000); an acceptable numerical average but a dispersion of responses of such magnitude as to be considered unreliable for the purposes of establishing a valid survey; an acceptable numerical average but accompanying handwritten comments which cast doubt as to the quality of the statement or its reflection of the career education concept. The remainder of the statements were accepted as being within the limits of functional utility

TABLE 3

AVERAGES OF THE RESPONSES OF THE EXPERTS  
ON THE INITIAL SURVEY COMPARED WITH  
OPTIMUM RESPONSE AVERAGES

Question	Experts' Average	Optimum Average	Question	Experts' Average	Optimum Average
1*	2.857	(5.000)	20	4.285	(5.000)
2*	2.285	(1.000)	21*	4.142	(5.000)
3	1.143	(1.000)	22*	2.000	(1.000)
4	1.285	(1.000)	23	4.714	(5.000)
5	1.285	(1.000)	24*	1.571	(1.000)
6*	4.000	(5.000)	25	1.285	(1.000)
7*	1.714	(1.000)	26	4.714	(5.000)
8	1.285	(1.000)	27*	4.000	(5.000)
9*	2.714	(1.000)	28	1.000	(1.000)
10*	2.000	(5.000)	29*	3.000	(1.000)
11	1.428	(1.000)	30	1.000	(1.000)
12	4.714	(5.000)	31	4.428	(5.000)
13	1.000	(1.000)	32	1.143	(1.000)
14	5.000	(5.000)	33*	4.142	(5.000)
15	1.428	(1.000)	34	1.428	(1.000)
16*	4.000	(5.000)	35*	2.714	(5.000)
17	5.000	(5.000)	36	1.875	(1.000)
18	1.000	(1.000)	37	4.714	(5.000)
19*	2.000	(1.000)	38	1.571	(1.000)

\* denotes an unacceptable statement

on all three bases.

After the determination had been made that fifteen of the statements could not be accepted as they were, it was necessary to revise them so that they could be resubmitted to the experts for validation. A copy of these revised statements can be found in Appendix B.

The results of the tabulation of the responses from the validation process were summarized in Table 4. After this revision, the average of the experts' responses for each of the thirty-eight statements was found to be within limits sufficient so as to permit the construction of the final form of the survey.

The averages of the experts' responses served as the baseline data against which the parental responses were measured to determine significance in the study. After this validation process was completed, the finalization of the survey instrument took place.

#### Finalization of the Survey

Once the statements had been validated by the panel of experts, it was necessary to revise the format of the instrument. On the original survey sent to the experts, the pair of statements developed for each concept were placed next to each other for ease of use both by the experts and the researcher. It was decided that separating the two statements on the final form of the survey would provide a better chance for independent responses on each of the statements.

A second change was the inclusion of a parental information sheet with each survey. This was done so that specific sources of opinion could be identified according to parental responses on each of the identified parameters. Finally, two different survey forms were developed according to the reference to students in the statements. Form A of

TABLE 4

AVERAGES OF THE RESPONSES OF THE EXPERTS  
ON THE REVISED SURVEY COMPARED WITH  
OPTIMUM RESPONSE AVERAGES

Question	Experts' Average	Optimum Average	Question	Experts' Average	Optimum Average
1	4.166	(5.000)	21	4.666	(5.000)
2	1.166	(1.000)	22	1.333	(1.000)
6	4.500	(5.000)	24	1.333	(1.000)
7	1.666	(1.000)	27	4.666	(5.000)
9	1.500	(1.000)	29	1.166	(1.000)
10	1.333	(1.000)	33	1.000	(1.000)
16	1.166	(1.000)	35	5.000	(5.000)
19	1.500	(1.000)			

the survey contained statements referring to the child of the parent being surveyed while Form B referred simply to students in general. These two forms of the survey along with the parental information sheet have been included in Appendix C. Also included was the cover letter sent with the survey designed to describe the purpose of the survey to participating parents.

### IDENTIFICATION OF A SAMPLE

The identification of a random sample of parents involved several steps, each of which was designed to ultimately derive a sample truly representative of the population under study. The initial step in this process was the identification of individual schools in the Region IV area.

#### Identification of Schools

The random selection of schools was effected by utilizing a table of random numbers(48:472-476) and the 1973-74 Texas Public School Directory(71:14ff). Numbers were sequentially assigned to each individual school found in the fifty-four school districts in the region which constituted the population for the study. Schools were then randomly identified by matching the random numbers with the numbers assigned to each of the schools in the population. Selection was carried out on a basis of filling the four available cells as determined by the selected grade levels, first, fifth, ninth, and twelfth.

The final sample represented a population consisting of all of the districts in the region except the one, large metropolitan district, Houston Independent School District. It was felt that this exclusion



still permitted generalization of the findings to a large, pertinent population. Indeed, it was deemed probable that the exclusion of this district, which numerically overwhelms the other school districts in the region, prevented the results from being weighted in favor of the profusion of schools that would have made up nearly fifty percent of the sample had the district been included in the population.

After identification of the schools, the letter found in Appendix D was sent to the superintendent of each of the districts from which schools had been selected asking permission to carry out the research in the identified schools in each district. The return of these letters led to the finalization of the sample of schools, a sample consisting of thirty-two schools in nineteen school districts. These districts have been identified geographically in Figure 2; the schools within each of those districts have been identified along with the appropriate grade level designated for each in Table 5. This set of thirty-two schools permitted a potential sample of 512 parents (thirty-two schools x sixteen surveys per school).

#### Identification of Parents

Within each of the identified schools it was necessary to designate a single teacher to handle the distribution and collection of the survey in order to facilitate the random identification of parents. This was done by means of the letter sent to the principal of each participating school (See Appendix E). A grade level and, in the cases of the ninth and twelfth grades, a subject area were indicated individually on each letter sent out so that the selection was randomly predetermined. The teacher thus identified by the principal received a

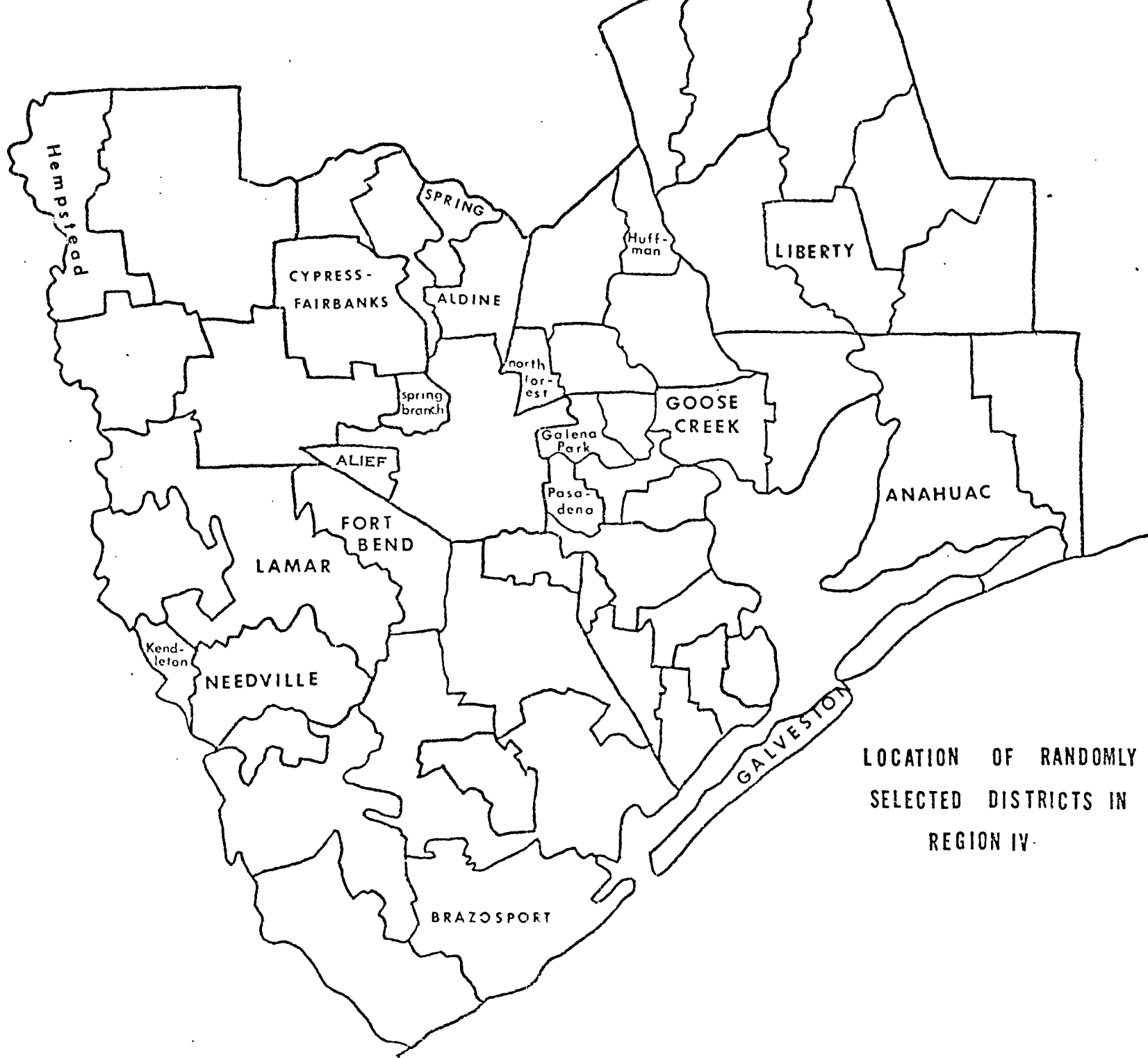


Figure 2

LOCATION OF RANDOMLY  
SELECTED DISTRICTS IN  
REGION IV

TABLE 5  
RANDOMLY-SELECTED SCHOOLS

<u>District</u>	<u>School</u>	<u>Grade Level</u>
Aldine	Aldine High School	9
	Inwood Elementary	5
	MacArthur High School	12
Alief	Alief High School	9
	Boone Elementary	5
	Martin Elementary	1
Anahuac Brazosport	Anahuac Elementary	1
	Brannen Elementary	5
	Brazosport High School	12
Cypress-Fairbanks Fort Bend	Brazoswood High School	9
	Matzke Elementary	1
	Dulles High School	12
Galena Park	North Shore Junior High	9
	Pyburn Elementary	1
	Burnet Elementary	5
Galveston	Rosenberg Elementary	1
	Lee High School	12
	Hempstead Elementary	5
Goose Creek Hempstead	Huffman High School	9
	Powell Point High School	12
	Lamar High School	12
Huffman Kendleton	Lamar High School	12
	Houston Elementary	5
	Needville High School	9
Lamar Liberty	Needville High School	9
	Fonwood Elementary	1
	Lakewood Elementary	5
Needville North Forest	Richey Elementary	1
	Ponderosa Elementary	5
	Spring High School	9
Pasadena Spring	Spring High School	9
	Housman Elementary	1
	Pine Shadows Elementary	5
	Spring Woods High School	12
Spring Branch	Westchester High School	9

set of sixteen surveys, eight of each of the two forms, plus a letter of instructions (See Appendix F). That teacher was then to select a class, if he or she had more than one, and identify the first sixteen pupils in alphabetical order in that class as recipients of the survey. Those students were then asked to take it home to their parents to be completed and returned to the school. Unanswered surveys were to be given to the next child alphabetically in the class to take home. Finally, after three days all of the completed surveys were to be returned to the researcher for analysis.

In the cases of ninth and twelfth grade teacher selection the subject area of English was selected since it was a subject normally taken by most of the students in both of these grades. This permitted a larger potential student population, a fact advantageous to the study for purposes of generalization of the findings.

#### Identification of School Board Members

As a secondary component of the study, the school board members of the nineteen districts involved in the study were sent copies of the survey. Each school board president was sent five copies of the survey along with a letter of explanation concerning the purpose of the study (See Appendix G). This sampling process permitted a potential sample size of ninety-five.

#### COLLECTION, SUMMARIZATION, AND ANALYSIS OF THE DATA

This stage of the investigation was implemented primarily through the service of the Region IV Education Service Center Computer Services Division. The personnel in this division provided the researcher with

assistance in compiling the data and analyzing it on the Region's CDC 6600 computer.

### Statistical Methodology

The raw data was summarized in two ways. First, the mean of the responses for each of the thirty-eight statements was determined according to each of the categories of parameters identified in Chapter I. Statistical significance was ascertained through the use of a t-test of the difference of the means. A .05 level of significance was utilized for this study. Reporting of the results was effected through the use of tables differentiated according to the different parameters identified in Chapter I.

### Test for Reliability

Reliability of the instrument was derived by assessing a small sample of returns utilizing the split-half technique for determining reliability. The Pearson Product-Moment Correlation was used to derive a correlation coefficient of .88.

## CHAPTER IV

### SUMMARIZATION AND ANALYSIS OF THE DATA

The purpose of this study was to investigate the attitudes of parents of public school children toward selected concepts of career education, and to determine the extent to which parents accepted or rejected these basic concepts. A review of the pertinent literature permitted the identification of certain basic goal statements and certain basic program components for career education. The final list was comprised of nineteen of these basic concepts, eight relating to career education goals and eleven relating to career education program components.

Each of these concepts was represented by two separate and independent statements in a survey instrument. This instrument was revised and validated by a panel of experts in career education. It was then distributed to a random sample of parents to determine the degree of their acceptance or rejection of each of the concepts.

### STATISTICAL TREATMENT OF THE DATA

Three hundred and seventy-one of the survey instruments, or 72.5 percent of the distribution, were returned. The data contained in these surveys were processed by computer according to the statistical procedure described in Chapter III. This original statistical treatment of the data (reported in Appendix H) revealed that the means of the parental responses on thirty-two of the thirty-eight statements differed

significantly from those of the experts. However, such significance was not without a negative aspect; in many instances, the mean response of the parents, while statistically different from that of the experts, was realistically indistinguishable from the experts' response within the scalar framework of the survey. For example, when the data were analyzed for statement # 2 (see page 71), they revealed an experts' mean response value of 1.125 and a parental mean response of 1.224. While this proved to be significantly different at the .05 level of significance, the two numbers actually represented agreement when viewed within the scheme of possible responses on the survey instrument.

Because the data generated by this study were designed for use by school districts seeking information to assist in the planning and implementation of career education programs, a decision was made to provide more functional data by utilizing another form of analysis. Thus, the data were reprocessed and organized into the graphic displays found throughout the rest of the chapter.

#### SUMMARIZATION OF THE RESPONSES OBTAINED FROM SCHOOL BOARD MEMBERS AND ALL PARENTS

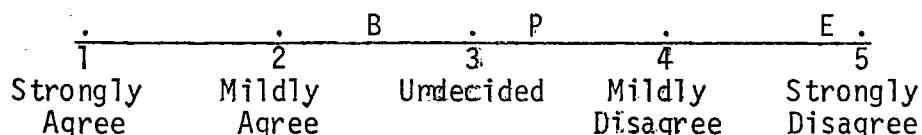
Treatment of the first hypothesis ( $H_1$ ) which sought to test the degree of acceptance or rejection of the concepts by parents and the ninth hypothesis ( $H_9$ ) which sought to test the responses of school board members were reflected in the thirty-eight graphic displays which follow. The following abbreviations were used in those displays:

- B - School Board Members' Response
- E - Experts' Mean Response
- P - Parents' Mean Response

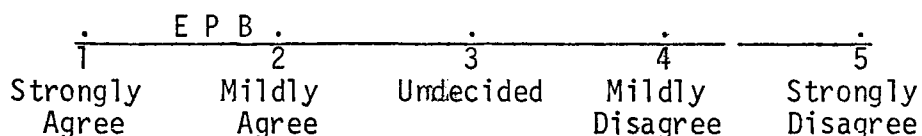
## Career Education Program Goals

### Concept: Self Awareness

Statement # 1. Elementary school is too early for most students to learn about their unique personal characteristics and the influence that these have on their career choices.



Statement # 20. The schools should insure that each elementary school child has the opportunity to learn about who he is in terms of his interests, abilities, and needs.



The concept of self-awareness was identified in the literature as an important program goal. The experts' response (indicated by the letter 'E') indicated strong support of the concept in both of the above statements. Statement # 1 related the perception that students do not need to become aware of themselves at an early age. Since this was the antithesis of the meaning of the concept, the experts' rejection of the statement implied acceptance of the concept which the statement negated. Similarly, because statement # 20 affirmed the concept of self-awareness, the response of the experts reflected that affirmation.

The collective mean response of the parents (indicated by the letter 'P') on statement # 1 revealed some indecision concerning the concept, while their response to the concept in statement # 20 mirrored their agreement with the concept and with the experts. The apparent



disparity in these two responses can possibly be explained by a close look at statement # 1. An unintentional, but nonetheless real implication was present in that statement which suggested that children were to be saddled with the constraint of career options being determined largely by their interests and abilities as they existed in elementary school. If this was, indeed, the meaning of the statement as perceived by parents, then the indecision reflected by their response is understandable.

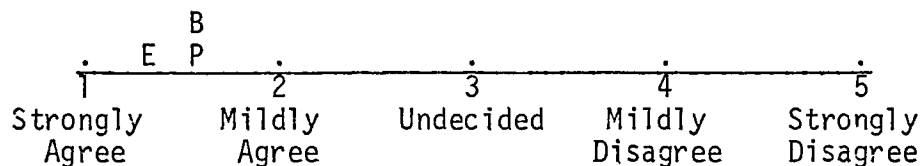
The mean response of school board members (indicated by the letter 'B') was essentially the same on both statements as that of the parents. Even though the board members' mean response on statement # 1 was even more discrepant than the mean response of the parents, it was not so far out of line as to be considered unique. In this and all other discussions of the responses of school board members, the small sample size (N=19) and the relatively small number of school boards which actually participated in the completion of the survey (N=6) were considered. These two facts served to significantly temper the conclusions concerning this group of respondents.

#### Concept: Educational Awareness

Statement # 2. Every child should know how the things learned in school relate to the world outside the school.

. E PB				
1	2	3	4	5
Strongly Agree	Mildly Agree	Undecided	Mildly Disagree	Strongly Disagree

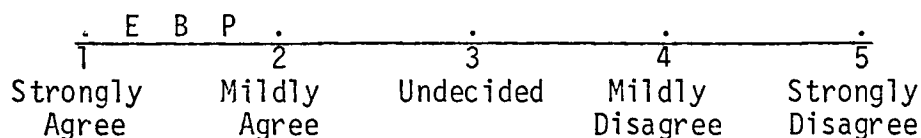
Statement # 21. Learning the role that school has in preparing one for the world of work should be an important goal for all children.



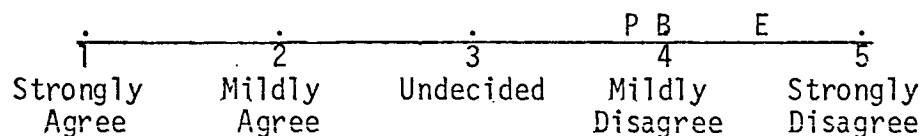
The concept of educational awareness simply related the fact that students need to understand the ways in which traditional school subjects relate to real-life experiences that they might eventually encounter. Since both statements embodied the concept in the affirmative, the experts' mean response on each statement indicated strong support for the concept. Likewise, in each case strong support was given to this program goal by both parents and school board members.

Concept: Career Awareness

Statement # 3. School children should be encouraged to study all kinds of work and workers including waitresses, mechanics, and taxi drivers as well as doctors, lawyers, and bankers.



Statement # 22. Secondary school students do not need to have been exposed to a wide variety of careers in order to make wise and prudent career selections.

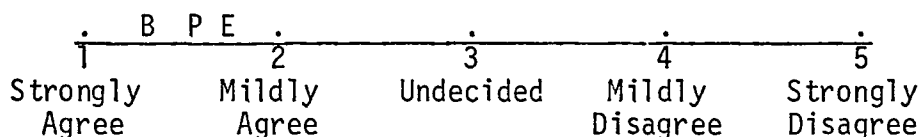


Career awareness states that students need to be exposed to the entire spectrum of career opportunities in order to make the wisest career decision rather than just a set of representative professions or service positions. The experts accepted this concept in both statements shown. The 'Strongly Disagree' response in statement # 22 once again reflected their support of the concept through their rejection of the antithesis of the concept.

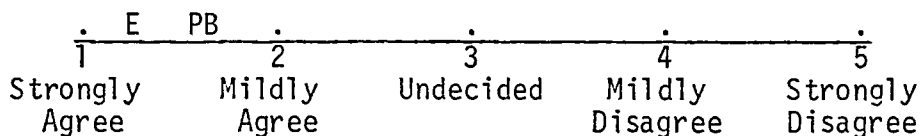
Both parental and school board member responses were in close harmony with each other and with the experts' responses on each of the statements. As such, both groups indicated their support of the concept.

Concept: Economic Awareness

Statement # 4. It is important that students be aware of the financial and social considerations of different jobs that they study or consider.



Statement # 23. Students should be taught the influence that different occupations have on their desired life-style.

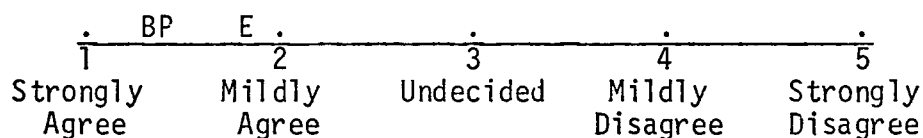


Understanding the relationship between different career choices and desired standard of living is the essence of this program goal. Both statements affirmed the goal, and, correspondingly, the experts' responses on both statements manifested their acceptance of the goal.

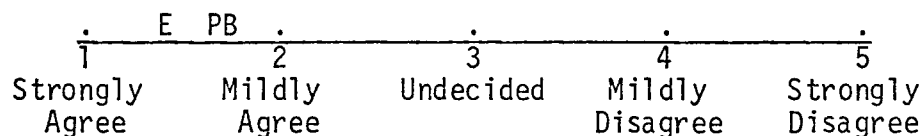
Parents and school board members both acknowledged their support of the concept with mean responses in one instance slightly less than and in another instance slightly greater than the support of the experts. Additionally, in both statements the mean responses of each group were numerically quite close to each other, thus indicating a unity of attitude on this concept among both governor and governed.

Concept: Decision-Making

Statement # 5. Students should be taught to make career decisions on the basis of an extensive knowledge of their abilities, their wants, and the world of work.



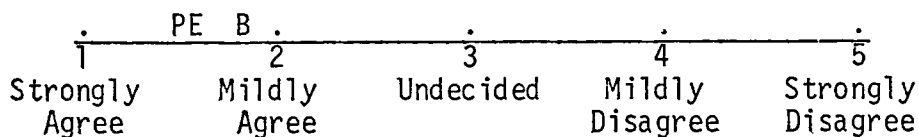
Statement # 24. The schools should emphasize teaching decision-making skills which can be used by students to help them make independent and effective career decisions.



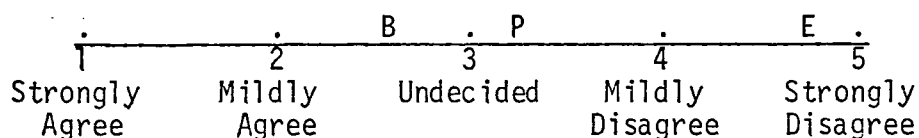
The concept of decision-making includes the teaching of all of those skills which will permit a student to make knowledge-based career decisions. The panel of experts again indicated their approval of the statements embodying this concept by supporting it with a high mean response. Similarly, both of the other groups being studied allied themselves with the concept by affirming it strongly in each of the statements.

Concept: Beginning Competency

Statement # 6. Any student, including dropouts, college-bound and non-college-bound high school graduates, should be prepared with some type of entry level job skills.



Statement # 25. It is not essential that all students leave school with entry-level job skills, particularly if they are prepared to go to college.



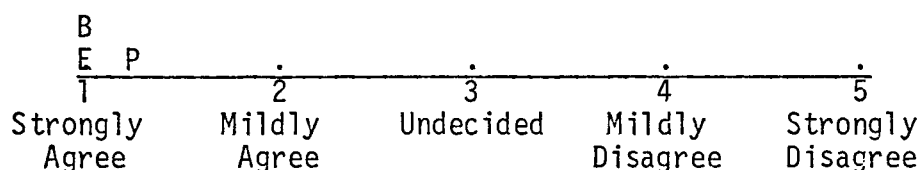
Preparation of all students with some appropriate kind of entry-level job skills in order to help ease the transition from school to work or college is a major goal of career education programs. The two statements which represented that concept were responded to by the experts in terms of affirmation of the concept. Statement # 6 supported the concept and was given a rating of 'Strongly Agree' by the experts, while statement # 25 negated the concept and was correspondingly strongly disagreed with.

On statement # 6 both parents and board members concurred in the opinion of the experts by their agreement with the statement. However, in statement # 25 both groups registered substantial indecision regarding the rendition of the concept. In reviewing this statement for content, the researcher noted that the emphasis was just on college-bound students, while in statement # 6 all groups of students were included in the realm of discussion. It is possible that the isolation of college-bound students reinforced some kind of subconscious belief on the part of

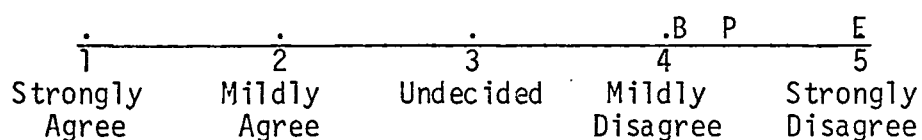
parents of college-bound students that college would prepare their children for work or that their children would never need to work before they finished college. If this was the case, then a sufficient number of responses in the agreement end of the scale could have moved the mean parental response into the area of indecision.

Concept: Employability Skills

Statement # 7. Developing proper work habits in school is an important goal for students.



Statement # 26. Defining and instilling work habits is a task that belongs primarily to business and industry rather than the schools.



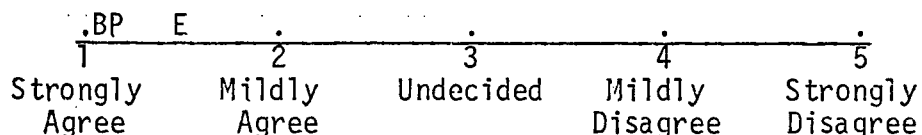
This concept emphasizes the need to teach all students the general skills associated with all kinds of work, things such as promptness, completion of a task, efficient use of time, etc. The experts expressed acceptance of this concept with the 'Strongly Agree' response on statement # 7 and their 'Strongly Disagree' response on statement # 26.

Parents and school board members both expressed strong support of the concept in statement # 7. Their mean responses in the second statement, while less supportive of the concept than the experts, was, nonetheless, of sufficient degree for the researcher to establish this

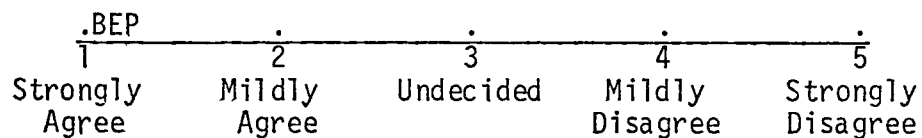
concept as one which was supported by both groups.

Concept: Attitudes and Appreciations

Statement # 8. The schools should teach students that all honest work is to be respected as are the people who perform that work.



Statement # 27. The schools should teach students to respect and appreciate all honest work.



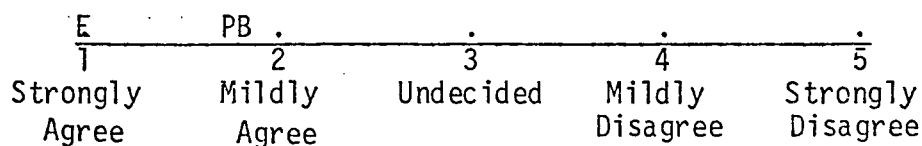
The development of attitudes of respect and appreciation of all kinds of work and all kinds of workers is the object of this goal. In both statements the experts, parents, and school board members all gave high support to this concept.

Career Education Program Components

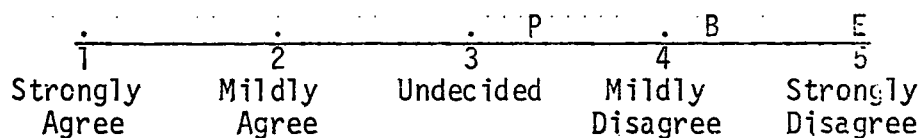
In addition to the eight preceding career education program goals, the following program components were included in the survey.

Concept: All Educators Are Involved

Statement # 9. Teaching students about the world of work should primarily be a role of the vocational education teachers rather than academic teachers.



Statement # 28. English and math teachers as well as shop teachers should use their classes as a means of teaching students about the world of work.



The first of the program elements which suggests that every person involved in education is a career educator generated some disharmony among the three groups. The experts supported the concept completely in both statements through disagreement with the obverse of the concept in statement # 9 and agreement with the embodiment of the concept in statement # 28.

Parents' response to this concept was in both statements less supportive than that of the experts. In statement # 9 parents voiced a reluctance to support the concept with a mean response in the indecision range. Their response in the second statement, though affirmative in terms of support of the concept, was only weakly so. Together, these two responses appeared to indicate a hesitancy on the part of parents to permit academic teachers to give up regular classroom time to teach about the world of work. Possibly, the fear existed that this would take away from instruction in basic skills or adequate preparation for college entry and, therefore, be harmful to the well-being of the child. In essence, parents supported career education so long as it did not interfere with or replace regular instructional activities.

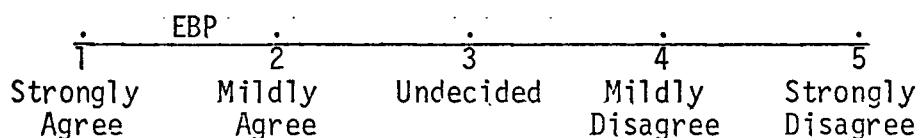
The response of school board members was generally more supportive of the concept though it, too, was only mildly so. It was again likely that the emphasis on preparation for college expressed by



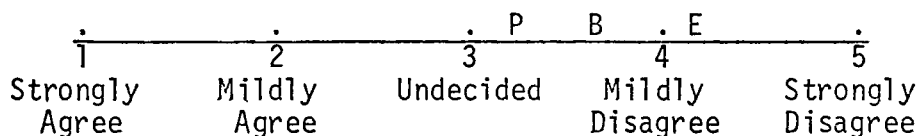
most parents over the past two decades has also caused school boards to respond to this statement in the same frame of mind as that postulated for parents.

Concept: Hands-On Learning Experiences

Statement # 10. Generally speaking, students should be given the opportunity to learn about different kinds of work firsthand, either through actual on-the-job experiences or through classroom work simulations.



Statement # 29. In order to save valuable time students should be taught about different jobs by teachers or counselors rather than learning about them in real or simulated work settings.



Students being able to learn about work by actually experiencing the various roles and responsibilities of different jobs either directly or vicariously is the meaning of this component. It received moderately strong support from the experts in statement # 10 by their affirmation of the statement and in statement # 29 by their negation of the anti-thesis of the concept.

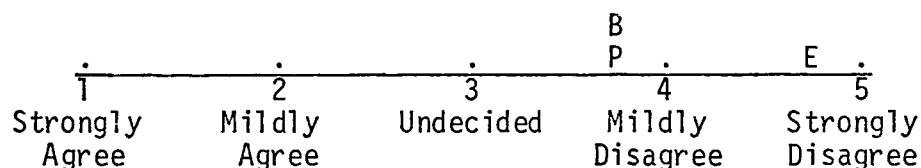
Parents showed positive support of the concept in statement # 10 through their close agreement with the experts' mean response. On statement # 29 their mean response bordered on the level of indecision. While it was possible that the unusually low mean response of the experts

might have predicated a correspondingly lower mean response by parents, there may also have been some preference on the part of parents to save class time by doing away with time-consuming simulations and work experiences. Such a preference would certainly not have been in conflict with previous expressions by parents interpreted by the researcher as desires to maintain the high level of information-based, college-preparatory instruction.

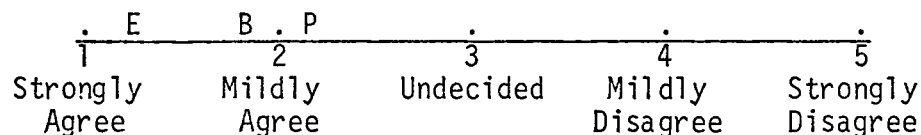
Board members in both statements tended to show support of the concept to a slightly greater degree than did the parents.

Concept: Extension of the Classroom to the Community

Statement # 11. Students' education about work and careers should take place within the organized structure of the classroom rather than partially in the classroom and partially in the community businesses.



Statement # 30. Schools should utilize community workers in their work settings to help provide a relevancy of the curriculum to students, a relevancy not generally found in regular learning activities.



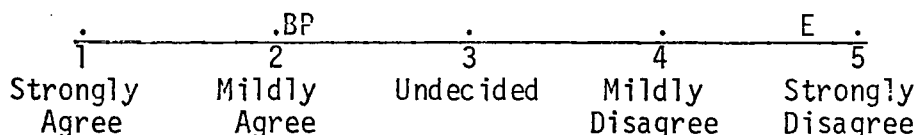
Another important career education concept is the use of community business, labor, and industrial workers and work settings to assist the schools in teaching students about the world of work. The experts' mean responses confirmed the need for this concept in each statement,

with a 'Strongly Disagree' response in statement # 11 and a 'Strongly Agree' response in statement # 30.

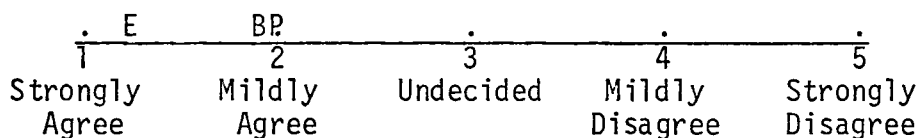
In each of the statements both parents and board members gave only mild support to the concept. Again, the researcher postulated that reluctance to change a long-time institutional pattern of teachers and classrooms being the persons and places for the advancement of learning contributed significantly to the lukewarm acceptance of this concept.

Concept: K - 12 and Adult Participation

Statement # 12. Learning about work and careers should take place primarily in the 9th - 12th grades when students can more easily relate to work after basic reading, writing and math skills have been learned.



Statement # 31. It is important that students study the world of work at each level of their education, from elementary school through, and even beyond, high school.



Career education is a process which begins prior to entry into formal education and continues throughout one's life. This is the content of the concept reflected in the above statements. Experts supported this concept strongly in each instance with a rejection of its antithesis in statement # 12 and a strong support of the fulfillment

of the concept in statement # 31.

Parents and school board members, however, rejected the concept in statement # 12 and only mildly accepted it in statement # 31. A careful review of statement # 12 revealed a probable cause for their agreement with the obverse of the concept. By suggesting that career education ought not to take priority over the instruction in basic learning skills, the statement likely led parents and school board members to interpret the idea as a rational and acceptable one which they logically accepted. There was reason to suspect that this was the case in view of the mild acceptance of the concept in the second statement in which the allusion to basic learning skills was not mentioned.

Concept: Ease of Entry and Exit to and from  
the School and Work Systems

Statement # 13. Any student should be allowed to leave the formal school system without penalty if he finds more relevant learning experiences elsewhere.

.	.	.	P	B	.
1	2	3	4	5	
Strongly Agree	Mildly Agree	Undecided	Mildly Disagree	Strongly Disagree	

Statement # 32. Permitting students to come and go from the school system at will to seek job training, employment, or further education can only lead to chaos in the schools.

.	.	P	B	.	.
1	2	3	4	5	
Strongly Agree	Mildly Agree	Undecided	Mildly Disagree	Strongly Disagree	

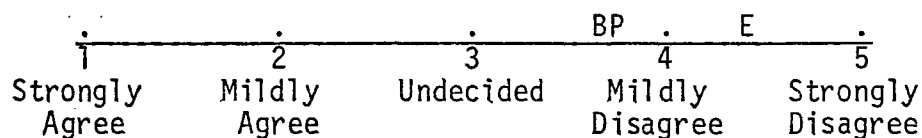
For career education to realize its maximum potential, many

career educators have expressed the belief that it is imperative that students be permitted to seek learning experiences wherever they can find them, either in the regular school program or in the world of work. The reasoning is that by providing the two primary alternative situations in which young people are normally found within the framework of formal education, the concept of 'dropout' will eventually be eliminated from the vocabulary of educators. The panel of experts indicated a strong belief in this component in their 'Strongly Agree' response to statement # 13 and in their 'Strongly Disagree' response to the negation of the concept in statement # 32.

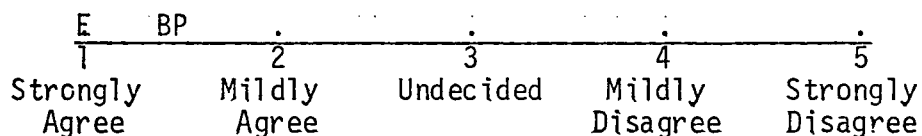
Both parents and board members indicated a strong rejection of this concept in each of the statements. This appeared to be another instance where a concept was probably rejected because of its implications for dramatic change in the existing educational structure. It may very well also have been an indication of the high value placed on the formal education currently practiced in the schools by parents and school board members.

Concept: All Students Are Involved

Statement # 14. There are many students who do not need to learn about the world of work through a school-based program.



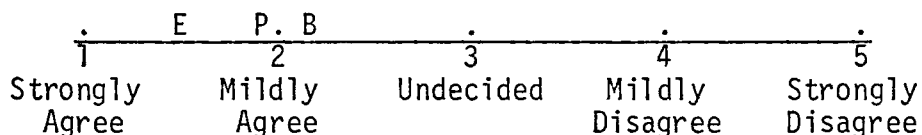
Statement # 33. Students who plan to attend college need to know about the world of work as much as students who do not plan to attend college.



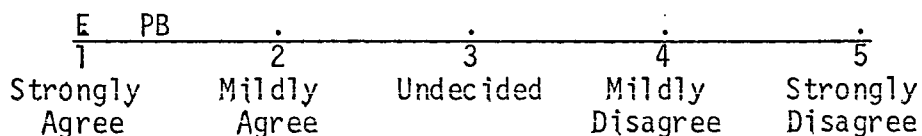
Since nearly every person will, at one time or another in his life, enter the world of work, it makes logical sense in this component that every student receive maximum exposure to career education. The experts acknowledged this in their favorable response toward the concept in both of its forms in the statements. Support for the concept was also acknowledged by parents and school board members in each of the statements.

Concept: Counseling and Placement Activities Are Significant

Statement # 15. Those students not seeking additional education or training after high school should be able to utilize job placement services provided by a school-based program.



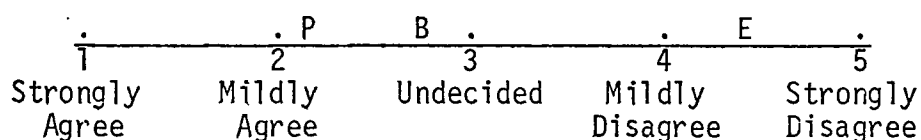
Statement # 34. Counseling activities should provide non-college-bound students as much aid in finding the right job or training after high school as is provided college-bound students in selecting the right college.



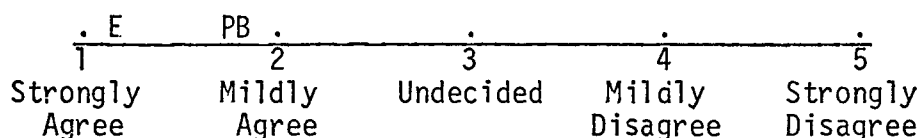
This concept states that counseling activities need to be provided for all students and not just the college-bound. Strong support was given to this component by the experts in their agreement with both statements. Likewise, parents and school board members expressed support for a complete guidance program for all students.

Concept: Existing Curriculum is the Vehicle for Implementation

Statement # 16. Students should learn about work and careers in a special course designed to teach that information.



Statement # 35. The existing curriculum should be used to teach the values, concepts, and skills of work to students.



Career education programs which employ this concept utilize standard curricular offerings and regular classroom teachers as primary facilitators of the program. This approach is in contrast to presenting career education in special classes completely divorced from regular education. The experts supported this concept of career education in both of its manifestations in the survey. Parents, however, while supporting the concept in statement # 35, rejected it significantly in statement # 16. The basis of this rejection was once again hypothesized by the researcher as emanating from the difference between the two statements. Whereas statement # 35 stated the concept in the affirmative and

provided no alternative to implementing within the regular curriculum, statement # 16 offered parents a chance to retain the existing structure of classes while at the same time meeting this need in an innocuous way. It was also hypothesized that the experts' favorable response on both statements may have indicated their awareness of both alternatives even prior to their mention in the survey, an awareness that parents would likely not have had.

Board members reacted in much the same way as parents though not quite to the degree as parents did in statement # 16.

Concept: Instruction is Individualized

Statement # 17. The instructional program of each school should be structured in such a way as to provide a relevant education for each individual student.

E	PB			
1	2	3	4	5
Strongly Agree	Mildly Agree	Undecided	Mildly Disagree	Strongly Disagree

Statement # 36. Each student should be allowed to achieve his educational and occupational goals through an instructional program suited to his own needs.

E	P B.			
1	2	3	4	5
Strongly Agree	Mildly Agree	Undecided	Mildly Disagree	Strongly Disagree

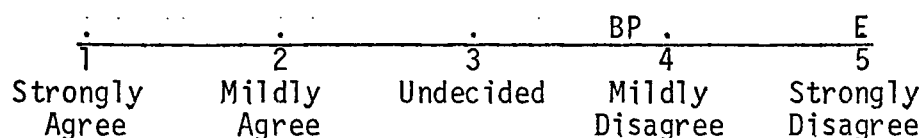
In order for each student to receive the optimum relevency from his years in school, it is important that his career education provide experiences unique to his own personal needs and desires. This same idea was shared fully by the panel of experts. While the support was not as complete as that of the experts, both parents and board members



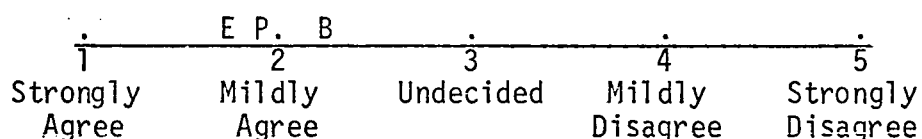
accepted the concept as it was represented in each of the statements.

Concept: Sequential, Developmental Program

Statement # 18. The education of students toward the world of work should take place at the discretion of each teacher rather than as a part of the regular instructional program.



Statement # 37. Students need to gain information and attitudes about work in a developmental sequence similar to the manner in which math or reading skills are taught.

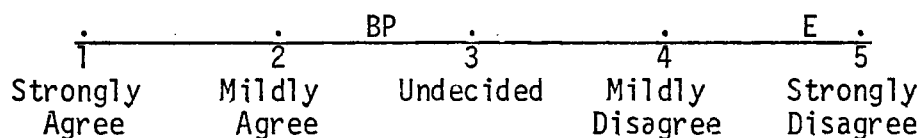


This component of career education programs stresses that career education, like any other area of instruction, functions most effectively and efficiently when presented in an organized and logical sequence appropriate for the maturity and ability levels of the students. The experts supported the concept, though their support in statement # 37 was somewhat less than complete. Parental and board member responses paralleled those of the experts in statement # 37. In statement # 18, however, both parents and board members indicated some reticence concerning support of the concept. This may well have resulted from the reluctance on the part of parents of college-bound students to include career education activities as a regular part of the instructional program when an option was given to them to have career education without

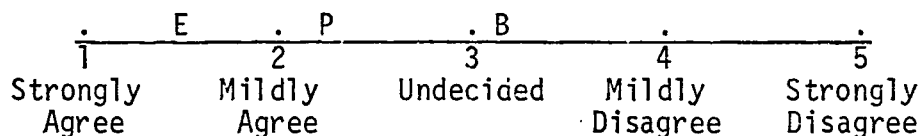
having it replace a portion of regular academic instruction. This option would certainly have generated less disruption with respect to the stability of the traditional instructional program than adjusting the academic classes to incorporate career education.

Concept: Success Based on Achievement

Statement # 19. Students need to complete 12 years of school so that a diploma represents the same amount of effort for all students.



Statement # 38. Students should be permitted to graduate whenever they successfully complete the objectives of each required course, no matter when that might be.



The essence of the concept of success based on achievement is that it exemplifies performance-based education. Infusion of this concept into a career education program would permit bright students to accelerate to their own levels of competence while it would allow slower learners to receive extra time and help to permit greater chances for success and fewer chances for failure. The experts supported both statements which embodied this concept.

Parents, however, responded to the concept in statement # 19 with mild rejection and in statement # 38 with only mild acceptance. School board members rejected it mildly in both of the statements.

The possible cause for this lack of acceptance rested in the reluctance of parents and board members to relinquish their hold on an educational practice of great endurance, success based on the passage of time. Performance-based education probably represented a concept which posed a threat to the stability of the institution of public education, a threat which could not be readily tolerated by either group.

In retrospect, the original hypotheses,  $H_1$  and  $H_9$ , were rejected when subjected to the originally-proposed treatment of a t-test of the difference of the means since thirty-two of the thirty-eight statements were statistically different. However, in view of the purpose of the study a graphic analysis of the data revealed only minor deviation on the part of both groups, parents and board members, so that each of those hypotheses were subsequently accepted, i.e. that no difference existed between the responses of the experts and those of the parents and board members.

#### SUMMARIZATION OF PARENTAL RESPONSES ACCORDING TO IDENTIFIED GROUP

In addition to a summary of the responses of the experts, parents, and school board members, the data were summarized in the same manner as previously utilized according to parental responses within each of the six categories identified for response on a personal information sheet attached to the survey. These categories included

- . sex of the child who brought the survey home
- . grade level of the child who brought the survey home
- . size of parent's city or town
- . parent's ethnic or racial origin
- . parent's occupational category
- . occupational category desired by the parent for his child

As a final category, parents completed one of two forms of the survey.

Form A related the survey statements where applicable to the child of the parent while Form B related the statements to school children in general. The results of the treatment of the data as organized around each of these parameters have been reported in Tables 6 - 12 at the end of this chapter.

The results of the summarization of the data revealed that there was no substantial deviation between or among the subgroups which composed each category. While there were occasional deviations (note the underlined areas in Tables 6 - 12), these appeared to be almost randomly generated. This observation led the researcher to conclude that there were no significant differences among the various subgroups in each of the identified categories; hence, hypotheses  $H_2 - H_8$  were accepted by the researcher.

#### ANALYSIS OF THE FINDINGS

Major attention in the summarization of the data was focused on overall parental and school board member response to selected concepts of career education. Review of the data revealed that, in general, both parents and school board members supported the concepts of career education, both program goals and components. In instances where the rejection of a concept was observed, the researcher ascertained that some elements appeared to be common to each of the rejections. Each of the concepts listed below was partially or, in one instance, completely rejected:

- . All Educators Are Involved
- . Existing Curriculum is the Vehicle for Implementation
- . Beginning Competency
- . K - 12 and Adult Participation
- . Ease of Entry and Exit to and from the School and Work Systems
- . Sequential, Developmental Program
- . Success Based on Achievement

In reviewing each of these concepts the researcher noted that whenever parents and school board members both supported and rejected a concept through different responses on the two representative statements for that concept, the statement which was rejected generally suggested a significant change in the traditional educational program. In several cases a concept proposed the utilization of academic teachers and regular class time for the implementation of career education. Other statements suggested imaginative new educational plans such as performance-based instruction, extension of the concept of the 'classroom', and even a new meaning of the location and constituents of 'school'. A second trend observed by the researcher lent further support to this analysis. Whenever parents and board members were given an option in a statement to implement career education without disturbing the regular learning environment, they generally took that option. Finally, both parents and school board members issued strong support for the emphasis on college-preparatory instruction through their rejection of those statements which threatened to alter that instruction in any way.

A second summarization of the data around the various identified parameters revealed that there was no apparent pattern of deviations by any one of the numerous subgroups in any of the categories. In nearly every summarization by group it was found that the spread of mean responses was so slight as to be considered essentially non-existent.

The conclusions and recommendations based on the two summarizations of the data were reported in Chapter V.

# KEY TO SUBGROUP NUMBERS USED IN TABLES 6 - 12

TABLE 6 - Form of Test

- 1 - Form A (N=179)
- 2 - Form B (N=192)

TABLE 7 - Sex of the Identified Child

- 1 - Male (N=182)
- 2 - Female (N=189)

TABLE 8 - Grade Level of the Identified Child

- 1 - First Grade (N=88)
- 2 - Fifth Grade (N=111)
- 3 - Ninth Grade (N=107)
- 4 - Twelfth Grade (N=65)

TABLE 9 - Size of Parent's City or Town

- 1 - 0 - 1,000 (N=25)
- 2 - 1,000 - 5,000 (N=48)
- 3 - 5,000 - 10,000 (N=29)
- 4 - 10,000 - 25,000 (N=36)
- \*5 - 25,000 - 50,000 (N=4)
- 6 - 50,000 and above (N=229)

TABLE 10- Ethnic or Racial Origin of the Parent

- 1 - Negro (N=36)
- 2 - Caucasian (N=291)
- 3 - Spanish-Surnamed American (N=20)
- \*4 - American Indian (N=4)
- \*5 - Oriental American (N=8)
- \*6 - Other (N=12)

TABLE 11 - Occupational Category of the Parent

- 1 - Professional, Managerial, or Technical (N=209)
- 2 - Clerical/Sales (N=20)
- 3 - Service (N=32)
- \*4 - Farming/Fishing (N=10)
- \*5 - Processing (N=16)
- 6 - Machine Trades (N=33)
- \*7 - Benchwork (N=4)
- 8 - Structural Work (N=33)

TABLE 12 - Occupational Category Desired for Child

- 1 - Occupational Category Not Specified (N=43)
- 2 - Professional, Managerial, or Technical (N=246)
- 3 - Clerical/Sales (N=20)
- 4 - Service (N=42)
- \*5 - Farming/Fishing (N=10)
- \*6 - Processing (N=0)
- \*7 - Machine Trades (N=4)
- \*8 - Benchwork (N=3)
- \*9 - Structural Work (N=3)

\* Indicates that this subgroup was not included in the tables because N was less than 20

TABLE 6

MEAN RESPONSES BY GROUP:  
FORM OF SURVEY

Item	Form A	Form B
1	3.477	3.183
2	1.134	1.309
3	1.768	1.796
4	1.480	1.490
5	1.363	1.422
6	1.277	1.366
7	1.124	1.104
8	1.090	1.162
9	3.483	3.354
10	1.638	1.712
11	3.685	3.713
12	2.246	2.078
13	3.685	3.587
14	4.298	3.524
15	1.818	1.942
16	2.271	2.211
17	1.580	1.660
18	3.830	3.750
19	2.503	2.754
20	1.630	1.623
21	1.477	1.613
22	3.983	3.746
23	1.489	1.700
24	1.491	1.421
25	3.567	2.963
26	4.385	4.250
27	1.148	1.209
28	1.667	1.837
29	3.166	3.437
30	2.094	3.437
31	1.824	2.132
32	2.111	2.385
33	1.423	1.524
34	1.216	1.286
35	1.686	1.286
36	1.665	1.705
37	1.851	1.705
38	2.287	2.328

TABLE 7

MEAN RESPONSES BY GROUP:  
SEX OF THE CHILD

Item	Male	Female
1	3.348	3.301
2	1.210	1.238
3	1.742	1.823
4	1.484	1.487
5	1.467	1.323
6	1.348	1.299
7	1.132	1.096
8	1.105	1.149
9	3.483	3.351
10	1.718	1.636
11	3.715	3.684
12	2.088	2.228
13	3.812	3.462
14	3.867	3.925
15	1.832	1.930
16	2.317	2.166
17	1.648	1.595
18	3.844	3.735
19	2.553	2.711
20	1.708	1.548
21	1.612	1.487
22	3.767	3.951
23	1.624	1.574
24	1.520	1.392
25	3.105	3.401
26	4.318	4.311
27	1.166	1.194
28	1.804	1.745
29	3.339	3.276
30	2.034	2.168
31	2.017	1.952
32	2.079	2.425
33	1.470	1.481
34	1.228	1.276
35	1.778	1.787
36	1.711	1.661
37	1.955	1.914
38	2.439	2.180



TABLE 8

MEAN RESPONSES BY GROUP:  
GRADE LEVEL OF CHILD

Item	First	Fifth	Ninth	Twelfth
1	3.360	3.378	3.458	2.952
2	1.182	1.198	1.280	1.234
3	1.659	1.755	1.887	1.828
4	1.580	1.532	1.449	1.338
5	1.409	1.450	1.374	1.308
6	1.172	1.306	1.467	1.317
7	1.114	1.081	1.123	1.156
8	1.045	1.126	1.112	1.270
9	3.163	3.473	3.594	3.365
10	1.632	1.631	1.766	1.667
11	3.541	3.873	3.841	3.375
12	2.432	2.387	1.916	1.800
13	3.517	3.883	3.651	3.333
14	3.828	3.973	3.925	3.813
15	1.849	1.855	1.943	1.875
16	2.256	2.243	2.330	2.063
17	1.578	1.550	1.629	1.785
18	3.750	3.900	3.887	3.484
19	2.698	2.761	2.689	2.246
20	1.424	1.620	1.821	1.585
21	1.619	1.541	1.579	1.415
22	3.810	3.847	3.981	3.750
23	1.547	1.672	1.654	1.453
24	1.435	1.482	1.434	1.469
25	3.264	3.432	3.075	3.238
26	4.233	4.473	4.392	4.031
27	1.115	1.198	1.183	1.231
28	1.698	1.755	1.750	1.952
29	3.221	3.243	3.442	3.313
30	1.988	2.093	2.118	2.234
31	1.690	1.955	2.165	2.138
32	2.163	2.222	2.333	2.306
33	1.345	1.509	1.538	1.492
34	1.138	1.264	1.282	1.338
35	1.640	1.782	1.903	1.781
36	1.586	1.727	1.740	1.662
37	1.871	1.847	1.990	2.078
38	2.092	2.459	2.382	2.231

TABLE 9

MEAN RESPONSE BY GROUP:  
SIZE OF CITY OR TOWN

Item	0- 1000	1000- 5000	5000- 10000	10000- 25000	50000+
1	4.273	3.000	3.000	2.833	3.417
2	1.208	1.396	1.276	1.167	1.192
3	1.833	1.936	2.069	1.722	1.719
4	1.440	1.500	1.483	1.306	1.515
5	1.120	1.542	1.483	1.250	1.402
6	1.217	1.375	1.448	1.278	1.311
7	1.042	1.128	1.138	1.167	1.109
8	1.087	1.146	1.138	1.028	1.144
9	3.364	3.500	3.310	3.444	3.412
10	1.318	1.708	1.759	1.667	1.694
11	3.500	3.660	3.276	3.583	3.796
12	2.040	2.125	2.069	2.111	2.218
13	2.826	3.362	3.965	3.972	3.702
14	3.833	3.708	3.793	3.861	3.974
15	1.958	1.872	1.621	1.639	1.947
16	2.125	2.167	1.966	2.472	2.274
17	1.680	1.583	1.862	1.444	1.613
18	3.913	3.729	3.690	3.556	3.839
19	2.160	2.521	2.138	2.657	2.760
20	1.320	1.617	1.724	1.714	1.634
21	1.292	1.479	1.607	1.528	1.582
22	4.182	3.521	3.862	3.743	3.916
23	1.333	1.688	1.724	1.778	1.566
24	1.333	1.532	1.621	1.500	1.429
25	3.375	2.750	3.103	3.250	3.370
26	4.087	4.104	4.172	4.278	4.405
27	1.120	1.229	1.172	1.167	1.182
28	1.792	1.750	2.393	1.714	1.710
29	3.583	3.292	3.379	2.944	3.317
30	2.087	2.167	2.143	2.265	2.072
31	1.440	1.938	2.517	2.139	1.969
32	2.273	2.250	2.207	2.088	2.285
33	1.160	1.583	1.643	1.556	1.462
34	1.440	1.229	1.379	1.250	1.224
35	1.833	1.917	1.897	1.778	1.721
36	1.400	1.787	1.793	1.889	1.644
37	1.522	2.063	2.069	1.917	1.924
38	2.080	1.938	2.448	2.686	2.332

TABLE 10

MEAN RESPONSES BY GROUP:  
ETHNIC OR RACIAL ORIGIN

Item	Negro	Caucasian	Spanish-Surname
1	3.824	3.318	2.950
2	1.194	1.231	1.150
3	1.800	1.786	1.737
4	1.333	1.526	1.200
5	1.361	1.405	1.200
6	1.143	1.370	1.100
7	1.086	1.120	1.100
8	1.200	1.134	1.000
9	3.000	3.587	2.400
10	1.441	1.752	1.350
11	2.818	3.869	3.100
12	2.528	2.158	1.550
13	3.057	3.775	2.800
14	3.722	3.927	3.900
15	1.765	1.927	1.800
16	2.143	2.298	2.050
17	1.500	1.614	1.750
18	3.152	3.938	3.200
19	1.857	2.780	2.300
20	1.235	1.699	1.400
21	1.457	1.584	1.350
22	3.606	3.899	3.800
23	1.514	1.649	1.350
24	1.294	1.476	1.550
25	3.314	3.283	3.105
26	3.588	4.447	4.250
27	1.200	1.198	1.000
28	1.882	1.811	1.400
29	3.029	3.437	2.550
30	1.909	2.153	1.950
31	1.486	2.066	2.000
32	2.303	2.223	2.474
33	1.343	1.509	1.300
34	1.314	1.244	1.368
35	1.441	1.867	1.500
36	1.486	1.735	1.500
37	1.735	2.017	1.500
38	1.743	2.428	2.150

TABLE 11

MEAN RESPONSES BY GROUP:  
OCCUPATIONAL CATEGORY  
OF THE PARENT

Item	Prof. Mgr. Technical	Clerical Sales	Service	Machine Trades	Strct'l. Work
1	3.362	2.800	3.594	3.438	3.500
2	1.269	1.250	1.094	1.061	1.094
3	1.763	1.900	1.781	2.031	1.750
4	1.603	1.350	1.188	1.303	1.188
5	1.416	1.650	1.313	1.636	1.125
6	1.415	1.400	1.094	1.188	1.125
7	1.149	1.000	1.000	1.125	1.125
8	1.149	1.300	1.031	1.063	1.063
9	3.614	3.500	3.344	2.938	3.188
10	1.841	1.950	1.344	1.469	1.281
11	3.860	4.000	3.452	3.182	3.742
12	2.211	1.850	2.531	1.818	2.469
13	3.678	4.200	3.688	3.909	3.188
14	3.894	3.850	3.969	4.091	3.875
15	1.961	1.895	1.567	2.091	1.438
16	2.495	2.053	1.968	1.879	1.688
17	1.710	1.526	1.613	1.438	1.375
18	3.947	3.789	3.548	3.394	3.781
19	2.845	3.368	2.323	2.394	2.355
20	1.737	1.579	1.333	1.606	1.344
21	1.700	1.316	1.333	1.333	1.419
22	3.908	4.053	3.645	3.938	4.000
23	1.748	1.450	1.387	1.394	1.594
24	1.483	1.684	1.567	1.242	1.313
25	3.106	3.450	3.677	3.727	3.500
26	4.443	4.700	4.258	4.485	4.125
27	1.223	1.100	1.097	1.121	1.094
28	1.800	1.842	1.600	1.758	1.750
29	3.387	3.550	2.968	2.909	3.281
30	2.078	2.350	2.133	1.969	1.813
31	2.107	2.300	1.774	2.061	1.438
32	2.343	2.250	2.065	2.250	2.167
33	1.543	1.950	1.233	1.333	1.188
34	1.244	1.150	1.323	1.303	1.125
35	1.893	1.800	1.613	1.606	1.406
36	1.722	1.950	1.548	1.667	1.531
37	2.098	2.100	1.935	1.727	1.531
38	2.429	2.550	2.032	2.273	2.125

TABLE 12

MEAN RESPONSES BY GROUPS:  
OCCUPATIONAL CATEGORY  
DESIRED FOR CHILD

Item	Not Specified	Prof. Mgr. Technical	Clerical Sales	Service
1	3.233	3.410	2.778	3.190
2	1.349	1.220	1.368	1.143
3	1.571	1.746	2.200	2.095
4	1.767	1.459	1.350	1.429
5	1.465	1.398	1.450	1.214
6	1.419	1.324	1.525	1.190
7	1.167	1.105	1.050	1.048
8	1.163	1.114	1.316	1.119
9	3.512	3.430	2.824	3.690
10	1.674	1.743	1.444	1.595
11	3.930	3.636	3.632	3.833
12	2.000	2.236	1.550	2.190
13	3.279	3.675	3.722	3.550
14	3.619	3.947	3.895	3.929
15	2.000	1.898	1.684	1.976
16	2.238	2.303	1.895	1.857
17	1.619	1.589	1.895	1.595
18	3.837	3.839	2.882	3.643
19	3.116	2.612	2.400	2.732
20	1.619	1.602	1.950	1.548
21	1.548	1.570	1.500	1.537
22	3.651	3.934	3.444	3.825
23	1.744	1.574	1.947	1.476
24	1.475	1.421	1.684	1.405
25	2.881	3.245	3.526	3.286
26	4.048	4.415	3.789	4.450
27	1.190	1.181	1.400	1.143
28	1.643	1.805	2.111	1.833
29	3.714	3.306	2.632	3.190
30	1.786	2.197	2.111	2.000
31	2.095	1.909	2.500	2.071
32	2.200	2.289	2.667	2.122
33	1.643	1.450	1.650	1.500
34	1.390	1.226	1.450	1.195
35	1.952	1.783	1.737	1.683
36	1.854	1.695	1.750	1.405
37	2.167	1.926	2.056	1.786
38	2.415	2.821	2.400	2.171

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This study was designed to assess the attitudes of parents of public school children toward selected concepts of career education. A review of the literature revealed that while career education was considered an important element for inclusion in the school curriculum, no existing study had investigated the attitudes of parents toward its basic concepts. Since further investigation indicated the significant role that parents had in influencing their children and, consequently, their children's attitudes and perspectives toward education, the researcher chose to investigate this new area of education.

In order to be able to provide school districts with useable information the assessment of attitudes included analysis by identified groups as well as collectively of all parents. Parameters included in this analysis were:

- . sex of the child identified in the sampling process
- . grade level of the child identified in the sampling process
- . size of the city or town of the parent
- . ethnic or racial origin of the parent
- . occupational category of the parent
- . occupational category desired by the parent for his child

Additionally, the researcher ascertained that a sample of school board members needed to be surveyed to determine if educational leadership as represented by these people viewed the concepts of career education any differently from the general sample of parents.

Further review of the literature was undertaken to establish the identity of the basic concepts of career education. Reviews of

operational as well as philosophical career education programs generated a set of the most frequently identified concepts. The ultimate list of nineteen concepts included eight concepts identified as program goals and eleven concepts identified as program components. These concepts constituted the basis for the development of a survey instrument designed to assess parental attitudes toward career education as defined by these concepts.

A set of thirty-eight statements was developed by the researcher which reflected the essence of each of the concepts. These were submitted to a panel of previously identified experts in the field of career education for validation. After revision of the statements according to the panel's ratings and comments, the final survey instrument was completed.

This survey was distributed to a sample of parents (N=512) identified through a process of random selection. Individual school campuses were randomly identified in the geographic area encompassed by the Region IV Education Service Center and grouped into four cells according to four identified grade levels. A single teacher was then randomly identified at each site as were sixteen students in one of that teacher's classes. These students served as the liason between their parents and the identified teacher. Sets of surveys were then sent to each teacher through her school for distribution to parents.

Completed Surveys amounted to a 72.5 percent return of the original sample. The data were treated in two ways. First, they were compared with the expected or desired response as defined by the mean responses of the panel of experts. A t-test of the difference of the means was applied to each statement to assess significance. The results

of this analysis proved to be unworkable for the purposes of the study; therefore, a second analysis was undertaken utilizing a graphic presentation of the data. This summary permitted the researcher to make several noteworthy observations.

Each of the nine original hypotheses was accepted; i.e. that essentially no differences existed between the mean responses of all parents and the expected responses of the experts, between subgroups in each defined grouping of parents, or between the responses of school board members and the experts. The word 'essentially' is used above because there was some deviation from this which was noted. Parents voiced disapproval of several of the concepts whenever one of them referred directly or indirectly to a major change being brought about in traditional educational practices because of its inclusion in the school program. Some further inconclusive but interesting patterns of responses were noted in several of the response means of school board members. While their responses were nearly always aligned with those of parents, they had a tendency to be slightly less supportive of concepts favored by parents. Finally, with respect to the analysis of the responses by groups it was noted that none of the parameters produced a response pattern among any of its subgroups which was deviant.

### CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

- . Parents indicated positive support of nearly all of the program goals and components of career education.
- . In instances where parents tended to disagree with a particular concept, that disagreement appeared to be related to the impact



that the concept would have in altering the existing educational practices and relationships.

- . In general, parents tended to support the program goals fully while their disagreement was centered in those program components which seemed to threaten the continuance of established programs.
- . There appeared to be no substantial differences in responses among the subgroups of each grouping of parents investigated, thus indicating a rather broad base of agreement among all kinds of parents.
- . School board members indicated a slight tendency to be somewhat less supportive of several of the career education concepts than parents; however, as a whole they appeared to be nearly always in agreement with parents.
- . Parents issued strong support for the traditional elements of the instructional program, especially those which assisted in preparing their children for college entry

#### RECOMMENDATIONS

The following recommendations were made on the basis of the preceding findings and conclusions:

- . School districts engaged in the planning or implementation of career education must make concerted efforts to utilize the strong, existing support of parents for the overall goals of career education.
- . It is apparent that school administrators must avoid the wanton replacement of current educational practices which are strongly supported by parents in the implementation of program components of career education.
- . School administrators must undertake serious efforts to enlist the assistance of parents in developing program components in order to enhance the chances for ultimate success in implementing a working career education program.
- . School administrators must seek ways to inform parents and other educators about the current and future employment trends which indicate a decreasing need for college students.
- . School districts would be wise to replicate this study in their own unique environmental setting and with their own unique set of goals and components in order to more precisely determine the exact nature and direction of parental attitudes toward such programs.

## REFERENCES

## REFERENCES

- 1 Adams, Velma A. "Career Education that Includes the College Bound." School Management, XVII (May, 1973), 39-42.
- 2 Advisory Council for Technical-Vocational Education in Texas. A Redirected Education System - A Plan for Action. Austin: Texas State Board of Education, 1973.
- 3 Ausubel, David P. Theory and Problems of Child Development. New York: Grune and Stratton, 1958.
- 4 Barry, R. and Wolf, B. Epitaph for Vocational Guidance. New York: Teachers College Press, 1962.
- 5 Blau, Peter M. et al. "Occupational Choice: A Conceptual Framework." Industrial and Labor Relations Review, VIII (July, 1956), 531-546.
- 6 Borman, Christopher and Reilley, Robert, eds. Vocational Guidance in the '70's. College Station: Texas A&M University, 1971.
- 7 Bottoms, Gene. Career Development Education, K Through Post-Secondary and Adult Education. Atlanta: Georgia Department of Education, 1971.
- 8 Brown, Duane et al. A Career Development Guide for West Virginia Teachers. Charleston, West Virginia: West Virginia State Department of Education, 1971.
- 9 Budke, E. et al. Career Education Practice, Final Report. Columbus, Ohio: Ohio State University, 1972.
- 10 Butler, Annie L. Recent Research in Early Childhood Education. Urbana, Illinois: Illinois University, 1971.
- 11 Career Education. Washington, D.C.: Department of Health, Education and Welfare, 1971.
- 12 Career Education: A Handbook for Implementation. Baltimore: Maryland State Department of Education, 1972.
- 13 Career Education - Alabama. Montgomery, Alabama: Alabama State Department of Education, 1972.
- 14 Career Education: Getting Started. Waco, Texas: Region XII Education Service Center, 1973.
- 15 Career Education Needs Assessment, Vol. III: A Survey to Determine Basic Student Characteristics and Learner Outcomes. Arlington, Texas: Partners in Career Education, 1973.

- 16 Career Education: Papers Presented at the 1972 Annual Meeting of the American Educational Research Association. Washington, D.C.: American Educational Research Association, Chicago, Illinois, April 4; 1972.
- 17 Career Thresholds, A Longitudinal Study of the Educational and Labor Market Experience of Male Youth. Washington, D.C.: U.S. Department of Labor, Manpower Research Monograph No. 16, Vol. II, 1971.
- 18 "A Cooperative Project in Career Education in Regions IV, V, VI and XII - a Teacher-Directed System for Delivering Career Education Programs to Students." Abstract of a research proposal submitted by Texas A&M University, 1972.
- 19 Cottrell, L. "The Analysis of Situational Fields in Social Psychology." American Sociological Review, VII (1942), 370-382 in Laurence Lipsett, "Social Factors in Vocational Development," Personnel and Guidance Journal, XL (January, 1962), 432-437.
- 20 Crites, J.O. "Parental Identification in Relation to Vocational Interest Development." Journal of Educational Psychology, LIII (1962), 262-270.
- 21 Dave, R.H. "The Identification and Measurement of Environmental Variables That Are Related to Educational Achievement." Unpublished doctoral dissertation, University of Chicago, 1963.
- 22 De Fleur, Lois B. "Assessing Occupational Knowledge in Young Children." Sociological Inquiry, XXXVI (1966), 98-115.
- 23 Doby, John T. Introduction to Social Psychology. New York: Appleton-Century-Crofts, 1966.
- 24 Doherty, Patrick. "Answers to Five Basic Questions about Career Education." Special Paper from the Bureau of Occupational Research and Development, New Jersey State Department of Education, 1972.
- 25 Douglass, Richard Lee. "A Pilot Study on the Influence of Mediated Career Information Via Significant Others on Aspirations, Understandings, and Attitudes of Eighth Grade Students." Unpublished doctoral dissertation, University of Nebraska, 1971.
- 26 Duncan, Beverly. Family Factors and School Dropouts: 1920-1960. Ann Arbor, Michigan: University of Michigan, 1965.
- 27 Dunn, James A. et al. Career Education: A Curriculum Design and Instructional Objectives Catalog. Palo Alto, California: American Institute for Research, 1973.
- 28 Eichman, Nelson F. "Academic Achievement and Student Perception of Importance of Non-Cognitive Correlates." Unpublished doctoral dissertation, University of Houston, 1970.

- 29 Flanagan, John C. and Cowley, William. Project Talent, One Year Follow-Up Studies. Pittsburgh: University of Pittsburgh, 1966.
- 30 Freeberg, Norman E. and Dayne, Donald T. "Parental Influence on Cognitive Development in Early Childhood: A Review." Child Development, XXXVIII (March, 1967), 65-87.
- 31 Governor's Committee on Public School Education. The Challenge and the Change, Research Report Vol. I, Public Education in Texas, Perspectives, Content, and Goals. Austin: State of Texas, 1969.
- 32 A Guide for the Development of Career Education. Charleston, West Virginia: West Virginia State Department of Education, 1972.
- 33 Guidelines for the Operation, Demonstration, Evaluation, and Diffusion of a Model for Comprehensive Career Education Programs in North Carolina. Caldwell County Public Schools, 1972.
- 34 Gysbers, Norman C. "Career Guidance: A New Focus." in Behavioral Outcomes for Career Education, William C. Bingham, ed. Proceedings of the 29th Rutgers Guidance Conference, New Brunswick, New Jersey, October 18, 1972.
- 35 Hansen, L. Sunny. "Social Aspects and Considerations of Career Education." Paper presented at the USOE Institutes for Curriculum Personnel Development, Ft. Collins, Colorado and Washington, D.C., October, 1972.
- 36 Havighurst, Robert J. and Neugarten, Bernice L. Society and Education. Boston: Allyn and Bacon, 1957.
- 37 Helper, M.M. "Learning Theory and the Self-Concept." Journal of Abnormal and Social Psychology, LI (1955), 184-194.
- 38 Herr, Edwin L. Review and Synthesis of Foundations for Career Education. Columbus, Ohio: Ohio State University, 1972.
- 39 \_\_\_\_\_. "What Is Career Education?" Paper presented at the Career Education Conference for Cochise City School Administrators, Casa Grande, Arizona, August, 1971.
- 40 Herriot, Robert E. "Some Social Determinants of Educational Aspiration." Harvard Educational Review, XXXIII (Spring, 1963), 157-177.
- 41 Holland, John L. "A Theory of Vocational Choice." Journal of Counseling Psychology, VI (Spring, 1959), 35-45.
- 42 Hoyt, Kenneth B. "What Are the Issues in Career Education and How Shall They Be Resolved Through AVA?" Report of AVA Task Force on Career Education, Presented at the American Vocational Association Convention, December 3-8, 1971.

- 43 Hoyt, Kenneth B. et al. Career Education and the Elementary School Teacher. Salt Lake City, Utah: Olympus, 1973.
- 44 . Career Education, What It Is and How to Do It. Salt Lake City, Utah: Olympus, 1972.
- 45 I Can Be: A Curriculum Handbook Introducing Career Education to the Elementary Teacher. Amarillo, Texas: Paso Education Service Center, Region XVI, 1973.
- 46 Joiner, Lee M. et al. "Student Definitions of the Educational Expectations of Others and the Development of Educational Plans: A Longitudinal Study of High School Males." A paper presented at the American Educational Research Association Annual Convention, Chicago, Illinois, February 18, 1966, 1-29.
- 47 Jones, Edward E. and Gerard, Harold B. Foundations of Social Psychology. New York: John Wiley and Sons, 1967.
- 48 Kendall, M.G. and Smith, B.B. Randomness and Random Sampling Numbers. J.R. Statistical Society, CI (1938), 147-166 reproduced in Allen L Edwards, Statistical Methods for the Behavioral Sciences, New York: Rinehart and Co., 1954.
- 49 Kennedy, Elsie and Williams, Lawrence, eds. Synopsis: Career Education in Kentucky. Lexington, Kentucky: Kentucky University, 1973.
- 50 Kinnaue, J.K. and Pable, M.W. "Family Background and Work Value Orientation." Journal of Counseling Psychology, IX (1962), 320-325.
- 51 Kohn, Melvin L. Class and Conformity, A Study in Values. Homewood, Illinois: Dorsey Press, 1969.
- 52 Kriger, Sara Finn. "Need Achievement and Perceived Parental Child-Rearing Attitudes of Career Women and Homemakers." Unpublished doctoral dissertation, Ohio State University, 1971.
- 53 Liddle, G.P. and Rockwell, R.E. "The Role of Parents and Family Life," in The Disadvantaged Learner, S.W. Webster, ed. San Francisco: Chandler, 1966, 398-406.
- 54 Lipset, S.M. and Bendix, R. "Social Mobility and Occupational Career Plans." American Journal of Sociology, LVII (1952), 366-374ff.
- 55 Lipsett, Laurence. "Social Factors in Vocational Development." in Vocational Guidance and Career Development, Selected Readings 2nd Ed. H.J. Peters and James C. Hansen, eds. New York: Macmillan, 1971.
- 56 Majumder, Ranjit K. and Thompson, Donald L. "Effect of Work-Exposure, Counseling and Guidance on Disadvantaged Youth." Proceedings of

the Annual Convention of the American Psychological Association, 1972, Vol. VII (part 2), 731-732.

- 57 Maloney, W. Paul and Hefzallah, Ibrahim M. Career Education: The Student in Focus. Fairfield, Connecticut: Fairfield University, 1972.
- 58 Manpower Report of the President. Washington, D.C.: Department of Labor, 1973.
- 59 Miller, Aaron J. "The Emerging School-Based Comprehensive Education Model." Paper presented to the National Conference on Career Education for Professors of Educational Administration, Columbus, Ohio, May 7-9, 1972.
- 60 Moser, W.E. "The Influence of Certain Cultural Factors Upon the Selection of Vocational Preferences by High School Students." Journal of Educational Research, XLV (1952), 523-526.
- 61 National Assessment of Educational Progress: Objectives for Career and Occupational Development. Denver, Colorado: Educational Commission of the States, 1971.
- 62 Neal, William L. Guide for Establishing a Career Education Program: K-12. Contemporary Curriculum for Career Development Series Knoxville, Tennessee: Knox City Department of Public Instruction, 1972.
- 63 Nelson, Richard C. "Knowledge and Interests Concerning Sixteen Occupations Among Elementary and Secondary School Students." Educational and Psychological Measurement, XXIII (1963), 741-754.
- 64 Nielson, Lester John. "Impact of Permanent Father Loss on the Intellectual Level, Vocational Interests, Personal Adjustment and Career Plans of Male War Orphans." Unpublished doctoral dissertation, University of Utah, 1971.
- 65 Osipow, Samuel H. "Implications for Career Education of Research and Theory on Career Development." Paper presented to the National Conference on Career Education for Professors of Educational Administration, Columbus, Ohio, May 7-9, 1972.
- 66 Peterson, Thor. "School Approval-Disapproval and Educational Level, Age, Race, Geographic Area and Length of Residency." Unpublished doctoral dissertation, Michigan State University, 1971.
- 67 A Plan for Career Development in the Public Schools of the District of Columbia: Task Force Report on Vocational Education. Washington, D.C.: District of Columbia Board of Education, 1969.
- 68 Pointer, Leah, ed. The World of Work: A Curriculum Guide for Grades 1-12. New Orleans: Educational Systems Development Corporation and Orleans Parish School Board, 1971.

- 69 A Position and Policy Statement for Career Education Development in Nevada. Carson City, Nevada: Nevada State Department of Education, 1972.
- 70 Powell, M. and Bloom, U. "Development of and Reasons for Vocational Choices of Adolescents Through the High School Years." Journal of Educational Research, LVI (1962), 126-133.
- 71 Public School Directory, 1973-74. Austin, Texas: Texas Education Agency, 1973.
- 72 Report of AVA Task Force on Career Education. Washington, D.C.: American Vocational Association, 1971.
- 73 Riles, Wilson. "California and Career Education." Thrust, I (April, 1972), 4-5.
- 74 Rumpf, Edwin L. et al. "Career Education Paper No. 1: Description and Goals." Working Papers on Career Education. Washington, D.C.: U.S. Office of Education, 1971.
- 75 Sampiari, Robert A. "Comprehensive Career Education Model." Thrust, I (April, 1972), 10-14.
- 76 Sampson, Ruth and Stefflre, B. "Like Father - Like Son." Personnel and Guidance Journal, XXXI (1952), 35-39.
- 77 Schulman, Sam et al. Mexican American Youth and Vocational Education in Texas. Houston: Center for Human Resources, University of Houston, 1973.
- 78 Sewell, William H. and Shah, Vemel P. "Social Class, Parental Encouragement and Educational Aspirations." American Journal of Sociology, LXXIII (March, 1968), 559-572.
- 79 Shinberg, Benjamin. "Stop the Bandwagon, I Want to Get Off." American Vocational Journal, XLVII (October, 1972), 47-49.
- 80 Silberman, Charles E. Crisis in the Classroom. New York: Random House, 1970.
- 81 Smith, Mildred B. and Brahce, Carl I. "Focus on Achievement." Educational Leadership, XX (February, 1963), 314-318.
- 82 Smith, W. "A Bridge to Relevancy in the Public Schools." Sacramento, California: California State Department of Education, 1972.
- 83 Soper, Edward L. "A Study of Factors Influencing the Post-Secondary Educational and Vocational Decisions of Utah High School Students, Final Report." Salt Lake City: Utah State Board Of Education, 1971.
- 84 Sostek, Alan B. "The Relation of Identification and Parent-Child



- Climate to Occupational Choice." Unpublished doctoral dissertation, Boston University Graduate School, 1963.
- 85 Steimel, Raymond J. and Suziedelis, Antanas. "Perceived Parental Influence and Inventoried Interests." Journal of Counseling Psychology, X (1963), 289-295.
  - 86 Super, Donald A. "A Theory of Vocational Development." American Psychologist, VIII (May, 1953), 185-190.
  - 87 Super, Donald A. and Overstreet, Phoebe. The Vocational Maturity of Ninth Grade Boys. New York: Columbia University, 1960.
  - 88 Swanson, Gordon I. "Facts and Fantasies of Career Education." in Career Education: Papers Presented at the 1972 Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 4, 1972.
  - 89 Synopsis, Cobb County Georgia Occupational and Career Development Program. Marietta, Georgia: Cobb County Public Schools, 1972.
  - 90 A Tentative Framework for Developing Comprehensive K-12 Education. Austin, Texas: Texas Education Agency, 1972.
  - 91 Thompson, George G. Child Psychology. Boston: Houghton-Mifflin, 1962.
  - 92 Tseng, M.S. "Comparison of Selected Familial, Personality, and Vocational Variables of High School Students and Dropouts." Journal of Educational Research, LXV (July-August, 1972), 462-466.
  - 93 Williams, Frederick. Reasoning with Statistics. New York: Holt, Rinehart and Winston, 1968.
  - 94 Woelfel, Joseph. "A Paradigm for Research on Significant Others." Paper presented at the Joint Session of the Society for the Study of Social Problems and the American Sociological Association, (unpublished), 1967.
  - 95 Worthington, Robert. "Why Career Education?" Thrust, I (April, 1972), 9.

## A P P E N D I C E S

## APPENDIX A

### Initial Set of Statements Sent to Experts

Dear

I am currently engaged in a research project to determine parental attitudes toward some selected concepts of Career Education. These concepts were synthesized from a review of the literature in which the following operational definition provided the basis for selection

The concepts of Career Education could most effectively defined as that set of program goals and program components which occur in the literature with sufficient frequency as to be recognizable as typical elements of Career Education programs.

On this basis a set of eight program goals and twelve program components were identified.

Statements reflecting each of these concepts have been developed to serve as an instrument for surveying parental attitudes. This instrument is to be validated through the collective opinions of selected Career Education experts. You have been identified as one of these experts.

If you are agreeable to participating in this validation process, please proceed to the enclosure. If for any reason you cannot participate, please return the materials in the enclosed envelop as soon as possible.

Your consideration and participation in this endeavor is greatly appreciated.

Sincerely,

Wiley Wilkerson  
Technical Assistant, Career Education  
Region IV Education Service Center

### Instructions for Validation

This survey instrument consists of thirty-eight statements which are designed to relate to the participant a selected concept of Career Education. Some statements are designed to transmit concepts explicitly while others are designed to transmit them implicitly. Your task in this validation process is to read a statement and respond to it on the basis of your expertise concerning Career Education. Complete this step for each statement, ignoring for the moment the other response spaces. When you complete the final statement, read the instructions which follow that statement and complete the instrument accordingly.

After you have finished, enclose the survey in the attached envelope and return it to me as soon as possible.

NOTE: In statements where it is applicable, general words such as "students" and "children" will be changed on one form of the survey to "your child". This should have no effect on the conceptual content of the statements; however, you should keep it in mind as you read over each statement and note any problem which might be caused by its insertion.

A SURVEY OF THE CONCEPTS OF CAREER EDUCATION  
VALIDATION INSTRUMENT

NAME \_\_\_\_\_

POSITION \_\_\_\_\_

INSTITUTION \_\_\_\_\_

\_\_\_\_\_ I would like a summary of the results of this survey when it is completed.

INSTRUCTIONS: Circle the number along the continuum marked "A" which reflects your agreement or disagreement with the statement.

1. No child should have to be confronted early in his school years with the realization that there are some things which he cannot do very well.

Strongly  
Agree

Strongly  
Disagree

A.      1                  2                  3                  4                  5

Concept: Self-Awareness

Completely

Not at all

B.      1                  2                  3                  4                  5

Reason(s) (If rated 3, 4 or 5) \_\_\_\_\_

2. All children should recognize in their elementary school years who they are in terms of what they can and cannot do well, what they like and dislike, and what their needs, goals, abilities, and interests are.

Strongly  
Agree

Strongly  
Disagree

A.      1                  2                  3                  4                  5

Concept: Self-Awareness

Completely

Not at all

B.      1                  2                  3                  4                  5

Reason(s) (If rated 3, 4 or 5) \_\_\_\_\_

3. Every child should know how the things learned in school relate to the world outside the school.

Strongly  
AgreeStrongly  
Disagree

A.      1            2            3            4            5

Concept: Educational Awareness

Completely

Not at all

B.      1            2            3            4            5

Reason(s) (If rated 3, 4 or 5) \_\_\_\_\_

4. Learning the role that school has in preparing one for the world of work should be a prime goal for all children.

Strongly  
AgreeStrongly  
Disagree

A.      1            2            3            4            5

Concept: Educational Awareness

Completely

Not at all

B.      1            2            3            4            5

Reason(s) (If rated 3, 4 or 5) \_\_\_\_\_

5. School children should study all kinds of work and workers including waitresses, mechanics, and taxi drivers as well as doctors, lawyers and bankers.

Strongly  
AgreeStrongly  
Disagree

A.      1            2            3            4            5

Concept: Career Awareness

Completely

Not at all

B.      1            2            3            4            5

Reason(s) \_\_\_\_\_

6. Students should not have to learn about kinds of jobs which are not suited to their ability levels.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Career Awareness

	Completely			Not at all
B.	1	2	3	4
				5

Reason(s) \_\_\_\_\_

7. It is important for all children to recognize and understand that some kinds of jobs offer greater economic and social benefits than other kinds of jobs.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Economic Awareness

	Completely			Not at all
B.	1	2	3	4
				5

Reason(s) \_\_\_\_\_

8. Students should be taught the relationship between different occupations and desired life-style.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Economic Awareness

	Completely			Not at all
B.	1	2	3	4
				5

Reason(s) \_\_\_\_\_



9. Students should be taught to make rational career choices based on a full knowledge of their abilities, their wants, and the world of work, even if that choice conflicts with the desires of their parents.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Decision Making

	Completely				Not at all
B.	1	2	3	4	5

Reasons(s) \_\_\_\_\_

10. The rational decision making process is not necessarily the best way for all students to arrive at a career decision.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Decision Making

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

11. Any student, including dropouts, college bound and non-college bound high school graduates, should be prepared with entry level job skills.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Beginning Competency

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

12. It is not essential that all students leave school with entry-level job skills, particularly if they are prepared to go to college.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Beginning Competency

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

13. Developing proper work habits is an important goal for all students.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Employability Skills

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

14. Defining and instilling work habits is a task that belongs to business and industry rather than the schools.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Employability Skills

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

15. The schools should teach students that all honest work is to be respected as are the people who perform that work.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Attitudes/Appreciations

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

\_\_\_\_\_

16. Students should be able to recognize that some work (and workers) are not important to our society.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Attitudes/Appreciations

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

\_\_\_\_\_

17. Teaching students about the world of work should primarily be a role of the vocational education teachers rather than academic teachers.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: All Educators are Involved

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

\_\_\_\_\_

18. English and math teachers as well as shop teachers should use their classes as a means of teaching students about the world of work.

	Strongly Agree		Strongly Disagree	
--	-------------------	--	----------------------	--

A.	1	2	3	4	5
----	---	---	---	---	---

Concept: All Educators are Involved

	Completely		Not at all	
--	------------	--	------------	--

B.	1	2	3	4	5
----	---	---	---	---	---

Reason(s) \_\_\_\_\_

19. All students should be allowed to learn about different kinds of work by actually doing the work either in the classroom or out in the work world.

	Strongly Agree		Strongly Disagree	
--	-------------------	--	----------------------	--

A.	1	2	3	4	5
----	---	---	---	---	---

Concept: Hands-on Learning Experiences

	Completely		Not at all	
--	------------	--	------------	--

B.	1	2	3	4	5
----	---	---	---	---	---

Reason(s) \_\_\_\_\_

20. In order to save valuable time students should be taught about different job skills by teachers and counselors rather than learning about them in real or simulated work settings

	Strongly Agree		Strongly Disagree	
--	-------------------	--	----------------------	--

A.	1	2	3	4	5
----	---	---	---	---	---

Concept: Hands-on Learning Experiences

	Completely		Not at all	
--	------------	--	------------	--

B.	1	2	3	4	5
----	---	---	---	---	---

Reason(s) \_\_\_\_\_

21. Students' education about work and careers should take place in the public schools rather than out in the community.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Extension of the Classroom with the Community

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

22. Workers in community work settings can provide a meaningful kind of education that students cannot usually receive in the regular classroom.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Extension of the Classroom with the Community

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

23. Learning about work and careers should take place primarily in the 9th-12th grades and when students can more easily relate to work after basic reading, writing, and math skills have been learned.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: K-12 Participation

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

24. Elementary students need to spend time learning about work and careers as much as high school students do.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: K-12 Participation

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

25. Any student should be allowed to leave the formal school system without penalty if he finds more relevant learning experiences elsewhere.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Ease of Entry and Exit

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

26. Permitting students to come and go from the school system at will to seek employment, job training or further education can only lead to chaos in the schools.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Ease of Entry and Exit

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

27. Not every child should have to learn about the world of work.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: All Students Are Involved

	Completely			Not at all	
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

28. Students who plan to attend college need to know about the world of work as much as students who do not plan to attend college.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: All Students Are Involved

	Completely			Not at all	
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

29. All students not going on to additional education or training after high school should be placed in a job by the school counselor or placement office.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Placement/Counseling Activities are prominent

	Completely			Not at all	
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

30. Counseling activities should provide non-college bound students as much aid in finding the right job or training after high school as is provided college-bound students in selecting the right college.

Strongly  
Agree

Strongly Disagree

A.            1            2            3            4            5

Concept: Placement/Counseling Activities are prominent

Completely

Not at all

**B.            1            2            3            4            5**

Reason(s)

31. Students should learn about work and careers in a special course designed to teach that information.

Strongly  
Agree

Strongly  
Disagree

A.        1            2            3            4            5

Concept: Existing Curriculum is the Vehicle for implementation

Completely

Not at all

B.	1	2	3	4	5
----	---	---	---	---	---

Reason(s)

32. The existing curriculum should be used to teach the values, concepts, and skills of work to students.

Strongly Agree

Strongly  
Disagree

A.            1            2            3            4            5

Concept: Existing Curriculum is the Vehicle for implementation

Completely

Not at all

B.	1	2	3	4	5
----	---	---	---	---	---

Reason(s)



33. All students need to go through a uniform instructional program so that a standardized curriculum can be maintained.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Instruction is Individualized

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

34. Each student should be allowed to achieve his educational and occupational goals thorough an instructional program suited to his own needs.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Instruction is Individualized

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

35. The Education of students toward work and career goals and information should take place as teachers see that it's needed.

	Strongly Agree				Strongly Disagree
A.	1	2	3	4	5

Concept: Sequential Developmental Program

	Completely				Not at all
B.	1	2	3	4	5

Reason(s) \_\_\_\_\_

36. Students need to gain information and attitudes about work in a developmental sequence similar to the manner in which math or reading skills are learned.

	Strongly Agree			Strongly Disagree
--	-------------------	--	--	----------------------

A.	1	2	3	4	5
----	---	---	---	---	---

Concept: Sequential Developmental Program

Completely	Not at all
------------	------------

B.	1	2	3	4	5
----	---	---	---	---	---

Reason(s) \_\_\_\_\_

37. Students need to complete 12 years of school so that a diploma represents the same amount of effort for all students.

	Strongly Agree			Strongly Disagree
--	-------------------	--	--	----------------------

A.	1	2	3	4	5
----	---	---	---	---	---

Concept: Success based on Achievement

Completely	Not at all
------------	------------

B.	1	2	3	4	5
----	---	---	---	---	---

Reason(s) \_\_\_\_\_

38. Students should be permitted to graduate whenever they successfully complete the objectives of each required course, no matter when that might be.

	Strongly Agree			Strongly Disagree
--	-------------------	--	--	----------------------

A	1	2	3	4	5
---	---	---	---	---	---

Concept: Success based on Achievement

Completely	Not at all
------------	------------

B.	1	2	3	4	5
----	---	---	---	---	---

Reason(s) \_\_\_\_\_

Now that you have responded to each statement on the scale marked "A", you are to go back and assess the extent to which each statement accurately reflects the concept upon which it is based. This is labeled "Concept" and is to be found directly below the continuum marked "A". These responses are to be recorded on the scale marked "B". If you do not rate the fit between the statement and the concept as a 1 or a 2, then list the reason(s) for the rating on the lines provided.

## APPENDIX B

### Revised Set of Statements Sent to Experts

## Revised Survey Statements

Please respond to the statements below in the following manner:

Circle the number along the continuum which reflects your agreement or disagreement with the statement. Then, if you feel the statement is deficient in representing the Career Education concept upon which it is based, please indicate the nature of that deficiency in the space marked "Comments."

1. Elementary school is too early for most students to learn about their unique personal characteristics and the influence that these have on their career choices.

Strongly  
Agree

Strongly  
Disagree

1

2

3

4

5

Concept: Self-Awareness

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The schools should insure that each elementary school child has the opportunity to learn about who he is in terms of interests, abilities, and needs.

Strongly  
Agree

Strongly  
Disagree

1

2

3

4

5

Concept: Self-Awareness

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Secondary school students do not need to have been exposed to a wide variety of careers in order to make wise and prudent career selections.

Strongly  
Agree

Strongly  
Disagree

1

2

3

4

5

Concept: Career Awareness

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. It is important that students be aware of the financial and social conditions of different jobs that they study or consider.

Strongly  
Agree

Strongly  
Disagree

1

2

3

4

5

Concept: Economic Awareness

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Students should be taught to make career decisions on the basis of an extensive knowledge of their abilities, their wants, and the world of work.

Strongly  
Agree

Strongly  
Disagree

1

2

3

4

5

Concept: Decision-Making

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. The schools should emphasize teaching decision-making skills which can be used by students to help them make independent and effective career decisions.

Strongly  
Agree  
1

2

3

4

Strongly  
Disagree  
5

Concept: Decision-Making

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. The schools should teach students to respect and appreciate all honest work.

Strongly  
Agree

1

2

3

4

Strongly  
Disagree

5

Concept: Attitudes/Appreciations

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19. Generally speaking, students should be given the opportunity to learn about different kinds of work firsthand either through actual on-the-job experience or through classroom work simulations.

Strongly  
Agree

Strongly  
Disagree

1

2

3

4

5

Concept: Hands-on Learning Experiences

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

21. Student's education about work and careers should take place within the organized structure of the classroom rather than partially in the classroom and partially in the community businesses.

Strongly  
Agree

Strongly  
Disagree

Concept: Extension of the classroom into the Community

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

22. Schools should utilize community workers in their work settings to help provide a relevancy of the curriculum to students, a relevancy not generally found in regular instructional activities.

Strongly  
Agree

Strongly  
Disagree

Concept: Extension of the Classroom into the Community

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



24. It is important that students study the world of work at each level of their education, from elementary school through and even beyond high school.

Strongly  
Agree

Strongly  
Disagree

1

2

3

4

5

Concept: K-12 Participation

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

27. There are many students who do not need to learn about the world of work through a school-based program.

Strongly  
Agree

Strongly  
Disagree

1

2

3

4

5

Concept: All students are Involved

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

29. Those students not seeking additional education or training after high school should be able to utilize job placement services provided by a school-based placement program.

Strongly  
Agree

Strongly  
Disagree

1

2

3

4

5

Concept: Placement/Counseling Activities are Prominent

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

33. The instructional program of each school should be structured in such a way as to provide a relevant education for each individual student.

Strongly  
Agree

Strongly  
Disagree

1

2

3

4

5

Concept: Instruction is Individualized

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

35. The education of students toward the world of work should take place at the discretion of each teacher rather than as a regular part of the instructional program

Strongly  
Agree

Strongly  
Disagree

1

2

3

4

5

Concept: Sequential, Developmental Program

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX C

Survey Instruments Sent to Parents, Forms A and B

January 25, 1974

Dear Parent:

Your child has been asked to bring the attached survey home for you to complete as a part of a research project that his school is participating in. The project is designed to determine what parents in this part of Texas feel about the relationship between the public schools and the world of work. By taking a few minutes to express your views on this important and current subject, you will be making a real contribution to your child's educational opportunities.

The attached survey consists of 38 statements to which you are asked to respond within a range of "Strongly Agree" to "Strongly Disagree", and a set of six general questions about you or your child which will aid in identifying specific sources of opinion.

If you would like to participate in this study, simply fill out the attached information sheet and the survey and return them by your child to his school as soon as possible. If you do not wish to participate, please return the survey anyway so that another parent may have the chance to voice his opinions.

Thank you for your consideration and help.

Sincerely,

Wiley Wilkerson, Researcher

Please note: None of the statements on this survey necessarily reflect the policies or viewpoints of your child's school or district.

## Information Sheet

Instructions: Please check the appropriate blank for each of the six questions.

1. Sex of the child who brought the survey home.

\_\_\_\_\_ Male      \_\_\_\_\_ Female

2. Grade level of the child who brought the survey home.

\_\_\_\_\_ 1st      \_\_\_\_\_ 5th      \_\_\_\_\_ 9th      \_\_\_\_\_ 12th

3. Size of your city or town.

\_\_\_\_\_ 0 - 1,000      \_\_\_\_\_ 5,000 - 10,000      \_\_\_\_\_ 25,000 - 50,000  
 \_\_\_\_\_ 1,000 - 5,000      \_\_\_\_\_ 1,000 - 25,000      \_\_\_\_\_ 50,000 and above

4. Ethnic or Racial Origin.

\_\_\_\_\_ Negro      \_\_\_\_\_ Spanish-Surnamed American      \_\_\_\_\_ Oriental-American  
 \_\_\_\_\_ Caucasian      \_\_\_\_\_ American Indian      \_\_\_\_\_ Other

5. Occupational category of the primary provider of the household.

\_\_\_\_\_ Professional, Technical, Managerial Occupations  
 \_\_\_\_\_ Clerical and Sales Occupations  
 \_\_\_\_\_ Service Occupations (any occupation which provides personal services to individuals)  
 \_\_\_\_\_ Farming, Fishing, Forestry and Related Occupations  
 \_\_\_\_\_ Processing Occupations (any occupation in which a raw material is processed)  
 \_\_\_\_\_ Machine Trades Occupations (any occupation involving personal handling of a machine)  
 \_\_\_\_\_ Bench Work Occupations (any occupation in which a product is assembled or repaired)  
 \_\_\_\_\_ Structural Work Occupations (any occupation associated with construction)

6. Occupational category you would like to see your child enter.

(Go back to the occupational categories in question 5 and place a zero in the blank next to the kind of occupational category you would like to see your child enter.)

# A Survey of Parental Attitudes Toward Work and the Public Schools

Instructions: Read each statement and then circle the number corresponding to your degree of agreement or disagreement with the statement. The meaning of each of the five numbers is described below.

- |   |      |   |
|---|------|---|
| 1 | (SA) | Strongly agree with the statement                                 |
| 2 |      | Mildly agree with the statement                                   |
| 3 |      | Undecided about your agreement or disagreement with the statement |
| 4 |      | Mildly disagree with the statement                                |
| 5 | (SD) | Strongly disagree with the statement                              |

Please return this survey to your child promptly so that he may return it to his teacher. Thank you for your help.

- |     |   |         |   |   |   |  |  |         |
|-----|---|---------|---|---|---|--|--|---------|
|     |   | SA      |   |   |   |  |  | SD      |
| 1.  | Elementary school is too early for your child to learn about his unique personal characteristics and the influence that these have on his career choices.   | 1       | 2 | 3 | 4 |  |  | 5       |
| 2.  | Your child should know how the things learned in school relate to the world outside the school.   | SA<br>1 | 2 | 3 | 4 |  |  | SD<br>5 |
| 3.  | Your child should be encouraged to study all kinds of work and workers including waitresses, mechanics, and taxi drivers as well as doctors, lawyers, and bankers.                                  | SA<br>1 | 2 | 3 | 4 |  |  | SD<br>5 |
| 4.  | It is important that your child be aware of the financial and social conditions of different jobs that he studies or considers.   | SA<br>1 | 2 | 3 | 4 |  |  | SD<br>5 |
| 5.  | Your child should be taught to make career decisions on the basis of an extensive knowledge of his abilities, his wants, and the world of work.   | SA<br>1 | 2 | 3 | 4 |  |  | SD<br>5 |
| 6.  | Your child, whether a dropout, a college-bound or non-college bound high school graduate, should be prepared with some type of entry level job skills.  | SA<br>1 | 2 | 3 | 4 |  |  | SD<br>5 |
| 7.  | Developing proper work habits in school is an important goal for your child.  | SA<br>1 | 2 | 3 | 4 |  |  | SD<br>5 |
| 8.  | The schools should teach your child that all honest work is to be respected as are the people who perform that work.  | SA<br>1 | 2 | 3 | 4 |  |  | SD<br>5 |
| 9.  | Teaching your child about the world of work should primarily be a role of the vocational education teachers rather than academic teachers.  | SA<br>1 | 2 | 3 | 4 |  |  | SD<br>5 |
| 10. | Generally speaking, your child should be given the opportunity to learn about different kinds of work firsthand, either through actual on-the-job experience or through classroom work simulations. | SA<br>1 | 2 | 3 | 4 |  |  | SD<br>5 |

- |   | SA | 2 | 3 | 4 | SD |
|---|----|---|---|---|----|
| 11. Your child's education about work and careers should take place within the organized structure of the classroom rather than partially in the classroom and partially in the community businesses.     | 1  |   |   |   | 5  |
| 12. Learning about work and careers should take place primarily in the 9th to 12th grades when your child can more easily relate to work after basic reading, writing, and math skills have been learned. | 1  |   |   |   | 5  |
| 13. Your child should be allowed to leave the formal school system without penalty if he finds more relevant learning experiences elsewhere.  | 1  |   |   |   | 5  |
| 14. Your child does not need to learn about the world of work through a school-based program.   | 1  |   |   |   | 5  |
| 15. If your child is not or will not be seeking additional education or training after high school, he should be able to utilize job placement services provided by a school-based placement program.     | 1  |   |   |   | 5  |
| 16. Your child should learn about work and careers in a special course designed to teach that information.  | 1  |   |   |   | 5  |
| 17. The instructional program of each school should be structured in such a way as to provide a relevant education for each individual student including your child.                                      | 1  |   |   |   | 5  |
| 18. The education of your child toward the world of work should take place at the discretion of each teacher rather than as a regular part of the instructional program.                                  | 1  |   |   |   | 5  |
| 19. Your child needs to complete twelve years of school so that his diploma represents the same amount of effort as the diplomas of his fellow students.  | 1  |   |   |   | 5  |
| 20. The schools should insure that each elementary school child has the opportunity to learn about who he is in terms of his interests, abilities, and needs.   | 1  |   |   |   | 5  |
| 21. Learning the role that school has in preparing one for the world of work should be an important goal for your child.  | 1  |   |   |   | 5  |
| 22. Secondary school students do not need to have been exposed to a wide variety of careers in order to make wise and prudent career selections.  | 1  |   |   |   | 5  |
| 23. Your child should be taught the influence that different occupations could have on his desired life-style.  | 1  |   |   |   | 5  |
| 24. The schools should emphasize teaching decision-making skills which can be used by your child to help him make independent and effective career decisions.   | 1  |   |   |   | 5  |
| 25. It is not essential that your child leave school with entry-level job skills, particularly if he is preparing to go to college.   | 1  |   |   |   | 5  |

				131	
	SA				SD
26. Defining and instilling work habits is a task that belongs primarily to business and industry rather than the schools.	1	2	3	4	5
	SA				SD
27. The schools should teach your child to respect and appreciate all honest work.	1	2	3	4	5
	SA				SD
28. English and math teachers as well as shop teachers should use their classes as a means of teaching your child about the world of work.	1	2	3	4	5
	SA				SD
29. In order to save valuable time your child should be taught about different jobs by teachers and counselors rather than learning about them in real or simulated work settings.	1	2	3	4	5
	SA				SD
30. Schools should utilize community workers in their work settings to help provide a relevancy of the curriculum to your child, a relevancy not generally found in regular instructional activities.	1	2	3	4	5
	SA				SD
31. It is important that your child study the world of work at each level of his education, from elementary school through, and even beyond, high school.	1	2	3	4	5
	SA				SD
32. Permitting your child to come and go from the school system at will to seek employment, job training or further education can only lead to chaos in the schools.	1	2	3	4	5
	SA				SD
33. If your child plans to attend college, he needs to know about the world of work as much as if he did not plan to attend college.	1	2	3	4	5
	SA				SD
34. Counseling activities should provide non-college bound students as much aid in finding the right job or training after high school as is provided college-bound students in selecting the right college.	1	2	3	4	5
	SA				SD
35. The existing curriculum should be used to teach the values, concepts, and skills of work to your child.	1	2	3	4	5
	SA				SD
36. Your child should be allowed to achieve his educational and occupational goals through an instructional program suited to his own needs.	1	2	3	4	5
	SA				SD
37. Your child needs to gain information and attitudes about work in a developmental sequence similar to the manner in which math or reading skills are learned.	1	2	3	4	5
	SA				SD
38. Your child should be permitted to graduate whenever he successfully completes the objectives of each required course, no matter when that might be.	1	2	3	4	5



# A Survey of Parental Attitudes Toward Work and the Public Schools

Instructions: Read each statement and circle the number corresponding to your degree of agreement or disagreement with the statement. The meaning of each number is described below.

- 1 (SA) Strongly agree with the statement
- 2 Mildly agree with the statement
- 3 Undecided about your agreement or disagreement with the statement
- 4 Mildly disagree with the statement
- 5 (SD) Strongly disagree with the statement

Please return this survey to your child promptly so that he can return it to his teacher. Thank you for your help.

- |  |         |   |   |   |         |
|--|---------|---|---|---|---------|
| 1. Elementary school is too early for most students to learn about their unique personal characteristics and the influence that these have on their career choices.                                    | SA<br>1 | 2 | 3 | 4 | SD<br>5 |
| 2. Every child should know how the things learned in school relate to the world outside the school.  | SA<br>1 | 2 | 3 | 4 | SD<br>5 |
| 3. School children should be encouraged to study all kinds of work and workers including waitresses, mechanics, and taxi drivers as well as doctors, lawyers, and bankers.                             | SA<br>1 | 2 | 3 | 4 | SD<br>5 |
| 4. It is important that students be aware of the financial and social conditions of different jobs that they study or consider.  | SA<br>1 | 2 | 3 | 4 | SD<br>5 |
| 5. Students should be taught to make career decisions on the basis of an extensive knowledge of their abilities, their wants, and the world of work.   | SA<br>1 | 2 | 3 | 4 | SD<br>5 |
| 6. Any student, including dropouts, college bound and non-college bound high school graduates, should be prepared with some type of entry level job skills.  | SA<br>1 | 2 | 3 | 4 | SD<br>5 |
| 7. Developing proper work habits in school is an important goal for all students.  | SA<br>1 | 2 | 3 | 4 | SD<br>5 |
| 8. The schools should teach students that all honest work is to be respected as are the people who perform that work.  | SA<br>1 | 2 | 3 | 4 | SD<br>5 |
| 9. Teaching students about the world of work should primarily be a role of the vocational education teachers rather than academic teachers.  | SA<br>1 | 2 | 3 | 4 | SD<br>5 |
| 10. Generally speaking, students should be given the opportunity to learn about different kinds of work firsthand, either through actual on-the-job experiences or through classroom work simulations. | SA<br>1 | 2 | 3 | 4 | SD<br>5 |

		SA		133		SD
11.	Student's education about work and careers should take place within the organized structure of the classroom rather than partially in the classroom and partially in community businesses.	1	2	3	4	5
12.	Learning about work and careers should take place primarily in the 9th - 12th grades when students can more easily relate to work after basic reading, writing, and math skills have been learned.	SA 1	2	3	4	SD 5
13.	Any student should be allowed to leave the formal school system without penalty if he finds more relevant learning experiences elsewhere.	SA 1	2	3	4	SD 5
14.	There are many students who do not need to learn about the world of work through a school-based program.	SA 1	2	3	4	SD 5
15.	Those students not seeking additional education or training after high school should be able to utilize job placement services provided by a school-based placement program.	SA 1	2	3	4	SD 5
16.	Students should learn about work and careers in a special course designed to teach that information.	SA 1	2	3	4	SD 5
17.	The instructional program of each school should be structured in such a way as to provide a relevant education for each individual student.	SA 1	2	3	4	SD 5
18.	The education of students toward the world of work should take place at the discretion of each teacher rather than as a regular part of the instructional program.	SA 1	2	3	4	SD 5
19.	Students need to complete 12 years of school so that a diploma represents the same amount of effort for all students.	SA 1	2	3	4	SD 5
20.	The schools should insure that each elementary school child has the opportunity to learn about who he is in terms of his interests, abilities, and needs.	SA 1	2	3	4	SD 5
21.	Learning the role that school has in preparing one for the world of work should be an important goal for all children.	SA 1	2	3	4	SD 5
22.	Secondary school students do not need to have been exposed to a wide variety of careers in order to make wise and prudent career selections.	SA 1	2	3	4	SD 5
23.	Students should be taught the influence that different occupations have on their desired life styles.	SA 1	2	3	4	SD 5
24.	The schools should emphasize teaching decision-making skills which can be used by students to help them make independent and effective career decisions.	SA 1	2	3	4	SD 5
25.	It is not essential that all students leave school with entry-level job skills, particularly if they are prepared to go to college.	SA 1	2	3	4	SD 5

	SA	1	2	3	4	SD
26. Defining and instilling work habits is a task that belongs primarily to business and industry rather than the schools.	SA	1	2	3	4	SD
27. The schools should teach students to respect and appreciate all honest work.	SA	1	2	3	4	SD
28. English and math teachers as well as shop teachers should use their classes as a means of teaching students about the world of work.	SA	1	2	3	4	SD
29. In order to save valuable time students should be taught about different jobs by teachers and counselors rather than learning about them in real or simulated work settings.	SA	1	2	3	4	SD
30. Schools should utilize community workers in their work settings to help provide a relevancy of the curriculum to students, a relevancy not generally found in regular learning activities.	SA	1	2	3	4	SD
31. It is important that students study the world of work at each level of their education, from elementary school through, and even beyond, high school.	SA	1	2	3	4	SD
32. Permitting students to come and go from the school system at will to seek job training, employment, or further education can only lead to chaos in the schools.	SA	1	2	3	4	SD
33. Students who plan to attend college need to know about the world of work as much as students who do not plan to attend college.	SA	1	2	3	4	SD
34. Counseling activities should provide non-college bound students as much aid in finding the right job or training after high school as is provided college bound students in selecting the right college.	SA	1	2	3	4	SD
35. The existing curriculum should be used to teach the values, concepts, and skills of work to students.	SA	1	2	3	4	SD
36. Each student should be allowed to achieve his educational and occupational goals through an instructional program suited to his own needs.	SA	1	2	3	4	SD
37. Students need to gain information and attitudes about work in a developmental sequence similar to the manner in which math or reading skills are learned.	SA	1	2	3	4	SD
38. Students should be permitted to graduate whenever they successfully complete the objectives of each required course, no matter when that might be.	SA	1	2	3	4	SD

## APPENDIX D

### Letter Sent to School Districts



# EDUCATION SERVICE CENTER

• HOUSTON, TEXAS 77018 •

## BOARD OF DIRECTORS:

L. H. Moon  
John Robinson  
Chas. G. Dibrell, Jr.  
W. L. Wheeler  
Frank G. Swindle  
N. A. Keithley  
Dean Leaman

January 9, 1974

EXECUTIVE DIRECTOR:  
T. S. Hancock

Dear

Region IV Education Service Center is deeply interested in the concept of Career Education and, as such, is assisting one of our staff in his doctoral research which concerns the attitudes of parents in Region IV toward the operational concepts of Career Education. We feel the results of this study will prove beneficial to districts interested in Career Education programs.

Your help is sought in obtaining data for this research. The schools and grade levels from your district listed on the attached sheet have been identified at random as components of the overall sample. Only one teacher and sixteen pupils in one class for each school listed will be involved. Instructions for distributing the survey instrument will be included with a packet of materials to be sent to the principal of each school listed. Actual teacher time consumed by this study should be no more than ten minutes.

We are asking your permission to utilize the principal and one teacher at each school listed to assist in the distribution and collection of this instrument. Please indicate your decision regarding participation in this study on the enclosed form and return it in the self addressed envelope provided for your convenience no later than Friday, January 18. A summary of conclusions and recommendations will be sent to each participating district upon completion of the research in April.

Thank you for your consideration.

Sincerely,

T. S. Hancock  
Executive Director

TSH:d1  
Encl. (2)

## APPENDIX E

Letter Sent to Each Identified School

January 25, 1974

Dear

Permission has been granted by your superintendent to conduct a survey in your school of parental attitudes toward concepts of Career Education. Enclosed is a set of sixteen survey instruments, all of which go to a single teacher defined below. Your cooperation in disseminating this material upon receipt and seeing that it is returned to this office as quickly as possible will be greatly appreciated.

In the event any problems or questions arise please call me at  
in Houston.

Thank you again for your help.

Sincerely

Wiley Wilkerson

---

Please distribute the enclosed packet of survey instruments to the teacher in your school defined below. Instructions for him or her are included in the packet of materials.

Grade Level:

Subject:

The teacher who fits in these categories and who last name is first alphabetically among all of those teachers who fit in both of these categories should receive the packet of surveys.

## APPENDIX F

Letter Sent to Each Identified Teacher



January 25, 1974

Dear Teacher:

Your district has given us permission to conduct some research in your classroom concerning parental attitudes toward the public schools and work. Your role in this project is simple and should consume less than ten minutes of your time.

In this envelope you should find a total of sixteen survey forms and letters to parents. These surveys are to be distributed to your students in the following manner:

1. Identify a single class (if you have more than one) which satisfies the grade level and subject matter qualifications listed on the envelope.
2. Hand out the surveys to the first 16 students alphabetically in your roll book.
3. Read them this statement. "This survey is to be taken home to your parents tonight for them to fill out and then return to me tomorrow. If they do not wish to participate after reading the attached letter, please return the survey to me so that I may give another parent the chance to fill it out."
4. Collect the surveys the following day in this envelope. If any are returned unanswered, please distribute them to the next person(s) on your roll alphabetically, giving them the same instructions as before.
5. Continue this process for 3 days or until all of the surveys have been completed, whichever occurs first. Then return these to us in the self addressed envelope.

Special Instructions: If you feel that one or more of the children included in the initial sample should not receive a survey for any reason, simply select the next name on your roll alphabetically and omit the first child. It is hoped that all of this can be completed the week of January 28 - February 1, so that analysis of the data can begin immediately.

If you have any questions or problems, contact your principal or call me at \_\_\_\_\_ in Houston. Thank you for your cooperation in gathering the data for this research.

Sincerely,

Wiley Wilkerson

WW:d1

## APPENDIX G

Letter Sent to School Board Presidents

Dear

Your school district is currently participating in a research project to assess parental attitudes toward statements concerning the public schools and the world of work.

In an effort to compare the attitudes of school board members with those of parents, I am asking you to participate in this same project. Enclosed are five surveys for you and your fellow board members to complete. Your district will receive a review of the findings and recommendations of this study which is encompassing the territory of Region IV Education Service Center. In addition, you will receive a copy of the responses of parents and of board members in your district to compare with each other and with overall regional results.

If you would be willing to participate in this research, please fill out a survey and enlist the cooperation of your fellow board members (extra copies of this may be duplicated if necessary) in completing this and returning it in the enclosed envelop by Wednesday, February 6. If you are unable to participate please return the surveys in the envelop so that I may know of your decision as soon as possible.

Thank you for your consideration and assistance.

Sincerely,

Wiley Wilkerson  
Researcher

WW:d1

## APPENDIX H

### Original Statistical Treatment of the Data

## ALLRESPONDENTS

Critical Value of t at the .05 level = 1.658

	HYPOTH MEAN	GROUP MEAN	T-TEST VALUE	DEGREES OF FREEDOM	SD
1	4.857	3.324	-19.0846	366	1.539
2	1.125	1.224	3.2391	369	.590
3	1.250	1.783	8.9469	367	1.142
4	1.571	1.485	-2.0165	370	.820
5	1.714	1.394	-7.9951	370	.772
6	1.375	1.323	-1.4363	367	.690
7	1.000	1.114	5.0413	368	.434
8	1.500	1.127	-14.8926	368	.481
9	5.000	3.416	-21.9310	364	1.380
10	1.429	1.677	5.1314	367	.926
11	4.714	3.699	-15.6567	365	1.240
12	4.750	2.159	-36.0870	370	1.383
13	1.250	3.635	30.9982	366	1.474
14	4.429	3.897	-8.0159	368	1.275
15	1.429	1.882	7.6364	364	1.134
16	4.500	2.240	-32.4689	366	1.334
17	1.000	1.621	12.4677	363	.950
18	5.000	3.788	-17.9684	363	1.286
19	4.750	2.634	-25.9121	365	1.562
20	1.571	1.626	1.0929	363	.967
21	1.375	1.548	3.8335	364	.862
22	4.429	3.860	-8.2692	363	1.313
23	1.250	1.598	7.5559	365	.882
24	1.286	1.455	4.3023	364	.750
25	4.750	3.255	-19.4191	367	1.476
26	5.000	4.315	-11.4960	361	1.134
27	1.143	1.180	1.2865	366	.549
28	1.000	1.774	13.3251	362	1.107
29	4.125	3.307	-11.4560	364	1.364
30	1.286	2.101	14.6266	357	1.054
31	1.286	1.984	11.0974	365	1.203
32	4.750	2.254	-32.9815	357	1.432
33	1.000	1.475	9.2448	365	.984
34	1.000	1.252	7.5825	364	.635
35	1.125	1.782	12.9271	362	.969
36	1.375	1.686	6.3024	365	.943
37	1.750	1.934	3.5243	363	.996
38	1.500	2.309	10.6778	362	1.443