A study to determine the degree of curriculum emphasis on middle school career education

Nolin H. Crook

A STUDY TO DETERMINE THE DEGREE OF CURRICULUM EMPHASIS

ON MIDDLE SCHOOL CAREER EDUCATION

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A Thesis

Presented to the

Faculty of

California State University,

San Bernardino

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In Partial Fulfillment

of the Requirements for the Degree

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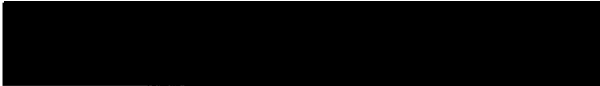
Education: Vocational Education

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ABSTRACT

A STUDY TO DETERMINE THE DEGREE OF CURRICULUM EMPHASIS

ON MIDDLE SCHOOL CAREER EDUCATION

The purpose of this study was to determine the
level of emphasis middle schools place on career
awareness and exploration. The study was limited to
three intermediate schools in the Alvord Unified School
District in the City of Riverside, California. Teachers
were given a questionnaire designed to determined the
levels of career awareness and exploration. A review of
literature and other data obtained from a questionnaire,
provided information that was used as data for the
study.

Analysis of the data indicated that there were no
significant difference in curriculum emphasis between
awareness and exploration. Also, there were no
significant differences among the various discipline
areas. Findings support the conclusion that very little
career education was being taught in the middle schools
surveyed in the study. The study demonstrates a need for
more emphasis on career exploration in middle schools
and expanded awareness in elementary curriculum.

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Chapter I

INTRODUCTION

Background

During the 1980's educational reform was rampant in
America. Schools were trying to respond to the public
outcry for superior scholastic educational institutions
(Watkins, 1992). Graduation requirements and number of
school days were increased along with other
modifications designed to improve student achievement
(Dagget & Stevens, 1989). These reforms were futile in
their attempt to rehabilitate schools. Simply updating
curriculua, course offerings, and support services was
not enough. Slight modifications failed to acknowledge
the profound changes affecting when, where, and how
people live. Politically driven changes that came about
in education did not prepare students to face a changing
world driven by technology and international economic
competition. Current trends in our society include
technical innovation, a shifting economy and a different
national demographic profile (Dagget & Stevens, 1989).

Aspiration of todays generation reflect a need for economic growth. The top two goals of American youth are challenging careers and substantial personal income. These two objectives mirror the need for a strong career education foundation. This education must start at an early age for the student to take full advantage (Dagget & Stevens, 1989).

Nature of the Problem

The future of any society is based on the people who are members and their contributions to that society. If a society is unable to meet the basic needs of man, the results will be a dysfunctional society. Much research has been done to identify the problems our country will face both now and in the future. Kenneth B. Hoyt (1988) has accumulated a great deal of data which show that job training must become a high priority if society is to meet the need of the people:

A Research-Based Overview of Problems and Needs:

1. The rate of job growth between 1986 and the year 2000 will be only about half as great as it was during the 1972-1986 period.

2. The percentage of 16-24 year olds in the total labor force will decline from 20% in 1986 to 16% in 2000, while the percentage of 25-54 year old

workers will increase from 67% in 1986 to 73% in the year 2000.

3. Skill levels required for occupational success will increase with both the content and complexity of jobs being modified by technological change.

4. When compared to current jobs, a higher percentage of the new jobs to be created during the 1986-2000 period will demand some form of post-secondary education while a sharp decline will occur in the percentage of new jobs requiring less than a high school education.

5. Almost 5 in 6 of the 21 million new labor market entrants will be minority persons, women, or immigrants. Only 8% of this 1986 increase will be non-minority white men, down from 18% of labor force growth during the 1976-1986 period. Birth rate statistics make it likely that this trend will accelerate in the future.

6. Women, minority persons, and immigrants in today's labor force are underrepresented in those occupational areas experiencing the greatest job growth and overrepresented in those areas experiencing the least amount of job growth.

7. Women and minority persons are currently less well prepared for occupational success by the existing educational system than are non-hispanic white men.

8. Blacks, Hispanics, and Asians account for a rising proportion of the school population: 23 of the 25 largest city school systems enroll more minority than non-minority pupils.

9. Minority youth and family households headed by women under age 25 are likely to find employment problems greatly compounded by the fact that they are poor.

10. Both black and Hispanic youth have higher dropout rates than non-minority youth and this contributes to their difficulties in career development (p.32-33).

These findings are staggering and need to be addressed. The work force is changing drastically to meet the needs of society. These needs point to the pressure for more vocational education. Today, people need to prepare themselves educationally to reap the economic benefits of technological society.

Significance of the Study

Despite the large outlay of public funds for education - federal, state and local - amounting to 8 percent of America's gross national product, millions of youth, on leaving school, find themselves lacking skills needed for employment. The need to orient educational systems toward manpower requirements and economic development should become an educational priority.

Acquiring occupational skills is essential in modern society. In view of the changing nature of the work force and increasing technological requirements, it becomes necessary to train workers to a higher degree than in the past. The increasing focus on academic requirements leaves little time for students to enroll in vocational courses. These courses are considered by some to be used primarily for students who do not succeed in the academic curriculum. In this country there is a need to have people who want to work, who are prepared to work, and who regard work as a meaningful part of their lives. For this reason, vocational education is no longer an alternative to academic skills and has become vital for everyone's career preparation (Watkins, 1992).

Career education, particularly career awareness and exploration at the middle school level can help students to develop an awareness of the knowledge and skills required in the world of work. All occupations require wholesome attitudes and proper work habits, the ability to consider educational and occupational alternatives to traditional or general education options (Dagget & Stevens, 1989).

This study provided information necessary for determining and recommending a course of action for teachers to facilitate the acquisition of knowledge and the overall benefits regarding career education.

Statement of the Problem

Vocational education is no longer an alternative to academic training, but is vital for everyone's career preparation. The primary economic problem in most communities is no longer finding enough jobs for people - it is finding enough people who have the skills for the new jobs (Vaughan, 1991).

During the middle school years, it is exploration and career development that helps students build a core of responsible attitudes toward their personal future. Therefore, career education programs must be part of the middle school curriculum.

Do teachers emphasize career education in the middle school curriculum? Since career education encompasses a lifelong process, and since career awareness exploration are the first two levels of this process, teachers in the middle school must emphasize these first two levels of career education.

Therefore, the problem was to determine the current level of emphasis middle school teachers place on career education in the curriculum.

Research Questions to Guide the Study

The goal of middle school is to implement the exploration phase of career education. This study was guided by questions relating to the emphasis middle schools place on career education. Do teachers emphasize career education in the middle school curriculum? What level do teachers teach career education? Do schools prepare students to enter the world of work? These are general questions that guided this study.

Purpose of the Study

The purpose of this study was to answer questions concerning the current levels of emphasis on career education in three middle schools. Two major areas of concern were: career awareness and career exploration. The following curricular areas were represented in

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grades 7 and 8: Math, Language Arts, Social Science, Science, Physical Education, and Electives including Art, Band, Computer Literacy, Drama, Life Skills, and Technology Education.

Limitations

The sample was limited to Alvord Unified School District located in Riverside, California. Conditions and regional practices may limit the generalizability of the findings. The use of these measures in other settings should be accompanied by information about reliability and validity.

Definition of Terms

For purposes of this study, the following terms will be utilized:

Awareness Phase - is the stage when an individual becomes familiar with the values of a work-oriented society (Hoyt, 1972).

Career - a way of living; an occupation or profession; a general course of action or progress through life (Marland, 1974).

Career Adaptability - the living interaction between worker and work environment (Watkins, 1992).

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Career Awareness - knowledge and understanding of one's career options and capabilities (Marland, 1974).

Career Development - is the sum of all educational experiences curriculum, instruction and counseling geared to preparation for economic independence (Watkins, 1992).

Career Education - is the total effort of public education and the community aimed at helping all individuals to become   familiar with the values of a work-oriented society, to integrate these values into their personal value systems and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual (Hoyt, 1972).

Career Exploration - the process of becoming able to cope with the tasks of career decision making; the crystallizing of and specifying an occupational preference (Marland, 1974).

Career Maturity - one's readiness to make will-informed, age-appropriate career decisions (Watkins, 1992).

Career Orientation - the motivation and instructive functions that encourage students to begin career-planning, know something about occupations as they relate to the subject matter being discussed, and develop a proper balance between self and career aspirations (Marland, 1974).

Career Pattern - The life sequence formed when an individual makes choices and the manner in which he enacts the resultant roles. developed by teaching, training, study, or experience (Watkins, 1992).

Exploratory Phase - is the stage when an individual thinks about himself and about work values, decides the meanings various work values have for him, accepts those that are congenial to his total personal value system and rejects those that are not (Hoyt, 1972).

Job Cluster - is the arrangement of occupations systematically by industry, product, job content,

skill transferability or physical and psychological
characteristics. The United States Office of
Education clusters were developed along industry
lines so that they would be helpful at the
awareness stage of youth (Hoyt, 1972).

Middle School - a school between elementary and
high school, housed separately and ideally, in a
building designed for its purpose, and covering at
least three of the middle school years, beginning
with grades five and six (Murphy, 1965).

Vocational Behavior - that which develops over time
through processes of growth and learning (Blustien,
1987).

Vocational Education - a lifetime process that
helps people when they enter the work force,
supports them as they move up the career ladder,
and helps them retrain when their old skills are no
longer sufficient (Watkins, 1992).

Vocational Maturity - the readiness to cope with
the specific vocational tasks that are associated

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with an individual's stage of life (Blustien, 1987).

Work Values - the internal state or motivating force of a person, more specifically his feelings about outcomes or results, such as the importance, purpose, or worth of an activity (Hoyt, 1972).

Chapter II

REVIEW OF LITERATURE

Vocational Education: An Historical Perspective

Ancient civilizations depended upon forms of
craftsmanship and industry for cultural and economic
survival. Treasures that remain from these civilizations
remain today because of the craftsmanship that built
these societies. For thousands of years it was the
strong family tradition that was handed down from father
to son or master to apprentice relations (Watkins,
1992).

The Greeks and Romans built industrial and
agricultural empires on the backs of slaves. Athens
especially grew prosperous through the skills of its
people. Social stratification of the population was
apparent through the division of occupations with
industrial workers being second class citizens. Both the
Greek and Roman empires are remembered today for the
technical accomplishments of their artisans (Barlow,
1990).

Records indicated that vocational training in the Greek and Roman empires was done through apprenticeships within the family. During the fourth century professional vocational training was introduced through the use of schools to prepare architects, physicians, machinist and mechanics (Barlow, 1990).

In the early times, scriptorium monasteries contributed large numbers of manuscripts that were copied by monks and distributed throughout the Christian world. Monks were required to devote seven hours each day to manual labor. This established manual labor as an honorable and prefered position. Agriculture and trades composed a large section for meeting the manual labor requirement. Apprenticeships and manual labor were built into the foundations of early Christianity for the preservation of learning (Butts, 1955).

The Renaissance began in the fourteenth century with a great revival of learning for the upper class. A trend started from the people placing a strong value on the present rather than on the past. Therefore, because of the language barrier the average man was not affected. Latin had long been the language of religion and learning. More of society could not be penetrated until the language barrier had been lifted. Society had

became dependent on the middle class and the arts-and-crafts guilds. At this time industrial education was done through the father-son or master-apprentice system (Watkins, 1992). The apprentice worked with the father or master for a period of seven years which was sufficient to provide a large variety of learning experiences. In some cases the master was required to teach reading and writing to his apprentices (Mays, 1948).

During the Renaissance and Reformation, something like formal industrial education came into practice. Guilds made a major contribution to making craftsmanship a very respectable trait. The theory of industrial education was developed during the sixteenth and seventeenth centuries and included formal programs for industrial-related educational training. Pestalozzi's philosophy and ideas of learning by doing have made a great contribution to todays educational system (Barlow, 1990).

Between the sixteenth and nineteenth centuries educational reform moved to put more priority on the common man. The leaders could see where schools were needed to teach specific subject matter. John Hienrich Pestalozzi, father of the modern day elementary

education, a Swiss educator, derived a system where learning was done by doing. This is why industrial education subscribes to its modern day foundations (Barlow, 1990).

A philoanthropist from the United States, William Maclure, visited a Pestalozzian school in Paris, run by Joeseph Nicolas Neef. Maclure was impressed and offered Neef aid in opening a similar school in America. The first school failed, but in 1825, Neef opened a school in Indiana that combined physical labor with moral and intellectual culture. Labor activities in agriculture provided real interest for the students. Industrial education became a natural avenue for educational reform. It was practical, easily understood, and close to the common experience of man (Bennett 1937).

Apprenticeships were practiced throughout colonial America and governed by the standing government. Authority was given to individuals to oversee the programs and to verify that conditions were being met. There were two different types of apprenticeships: (1) The voluntary method where the individual worked of his own free will to learn the trade; (2) involuntary method provided work for those who were poor or orphaned. Apprenticeships provided food, shelter, clothing,

religious training, and general education as needed for the trade (Barlow, 1990).

In the early years of this nation the need for educated workers continued to grow rapidly. With the onset of the industrial revolution and public education becoming more available to all people the General Society of Mechanic and Tradesmen became more relaxed with their direct participation in educational work (Bennett, 1937).

During the industrial age, the United States economy was centered around the factories. Factories contributed greatly to the fall of apprenticeships in this country because they did not need the master craftsmen. In response to the nations interest in industrial education agricultural and mechanical colleges were built in every state of the union (Barlow, 1990).

During the late part of the nineteenth century a "new education" emerged containing traditional educational ideas, social and economical needs, patterns of educational reform, and newer ideas from Russia and Scandinavian countries to form the beginning of manual and trade education. In 1820 America began to awaken to the concept of public education for everyone but it

would still take over fifty years to accept the idea. It was not until the famous Kalamazoo Case in 1872 that produced public tax money to pay for the schools. High schools, often referred to as the "people's college," which indicated that the classes taught must meet the needs of the student. This was the start of vocational education in public schools (Barlow, 1990).

As education became the goal for all men, more and more people were being taught in public schools. For a large number of students this was the only form of formal education that they received. Parents of these students were of the working class. This was the first generation where the majority of children had received a better education than their parents. This was the beginning of "general" education. The curriculum of the public schools caused much controversy and criticism. Many evaluators believed that the schools placed to much emphasis on book work and not enough on subject matter for the working class people. Various reforms were offered generously, among them:

1. The schools should concentrate on fewer subjects.

2. Schools should distinguish between knowledge and skill.

3. Schools should recognize that skill can only be obtained by practice.

4. Students should be tested to demonstrate what they have learned not merely tell about it.

5. Only the useful and necessary parts of arithmetic should be taught and the curious elements should be avoided (Barlow, 1990, p. 13).

Schools were established to prepare the student for adult life. Industrial education wanted to connect liberal and practical education to produce an "educated worker" that would benefit the workforce. Industrial classes were to be on the same level as professional classes. With the decay of the apprenticeship system, industrial education was deemed a national necessity. The St. Louis Manual Training School is famous for its early educational development of industrial education and was later copied to be used in other cities (Barlow, 1990).

Between the years of 1875 and 1900, the theory of practical education was discussed in educational literature. There were both advocators and adversaries to this idea. Throughout that time we can look at the works of four educational leaders: Calvin M. Woodward,

William T. Harris, E. E. White and John D. Runkle to clarify some of the basic issues (Barlow, 1990).

While at Washington University, Woodward became dean of the engineering department. Students were required to produce models out of wood showing basic mechanical principles. Upon evaluation Woodward concluded that the students did not have basic hand tool knowledge, with this information the university carpenter was brought in to demonstrate proper use of hand tools. By 1871 a modest workshop was in place for the students to develop skills using hand tools. This in turn led to the foundation of the St. Louis Manual Training School on September 6, 1880, for 50 boys. The students were enrolled in two hours of woodshop and one hour in each of mathematics, science, Latin or English, and drawing (Bennett, 1937).

In 1880, President E.E. White of Purdue University described what he believed to be the correct way in which the public education should be directing their efforts. White believed vocational trades should not be included in the curriculum of public schools. Liberal education considered technical education a "deceptive farce", a potential threat to the intellect and very unacceptable in public education (Barlow, 1990).

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While visiting the Centennial Exposition of 1876 in Philadelphia, John Daniel Runkle, became very exhilarated by the exhibit from the Imperial Technical School of Moscow. Runkle's question as to what type of method was needed to give engineering students practical training had been answered. He took ideas to the Corporation of the Massachusetts Institute of Technology to present recommendations of building instruction shops for students to use in practical learning (Bennett, 1937).

William T. Harris, another prominent American educator, was a stalwart believer that the schools first responsibility was to teach citizenship, second "to the intellectual mastery of the scientific view of the world," and third to education that relates to the business of making a living. Harris' mind was not to be altered on on his views of manual training. He felt strongly that education of trades was not a true means of education (Barlow, 1990).

As a result, there was much conflict and debate over what should and should not be taught in public schools. This conflict is still argued today. It became very evident that everyone would not come to a complete compromise of their beliefs concerning education. This

in turn caused different groups to start their own
schools that would provide training. Curriculum and
instruction was necessary to prepare students for
careers. A few of these schools were: The Hamptom
Institute, organized by General Samuel Chapman for
Negroes, New York Trade School founded by Colonel
Richard Tylden Auchtmuty in 1881, Hebrew Technical
Institute in New York City 1883, Williamson Free School
of Mechanical Trades of Philadelphia in 1891 founded by
Isaiah V. Williamson. Each of these schools maintained
different plans which provided students with different
skills and training. As other schools were developed,
they looked to these institutes to replicate their plans
and philosophy in setting up their programs. One
exception was the corporation schools.

Corporation schools were developed to revive the
apprenticeships of old, where students would go to
classes primarily for a specific job. These schools were
developed by businesses and studies all related to the
work of that company. Students would go to school in the
evening time and study English, mechanical drawing,
arithmetic, geometry, and algebra (Barlow, 1990).

During the early 1900's people were beginning to
realize that the skilled work force was not able to keep

up with the growing demands of industry. A committee was
formed at the 1900 NEA convention to focus on the
relationship between manual training and trade
education. Many educators were beginning to see the
benefits of teaching industrial arts in the public
school system. One of the biggest conflicts at the time
was what types of industrial training was necessary. If
this could be determined, then a place could be made for
it in the educational system. In 1906 the Douglas
Commission reported the need for a public industrial
education program of a trade nature (Barlow, 1990).

Career Education Theory in Middle Schools

Middle schools were formulated with the idea to
make the transition from elementary school to high
school easier for the student. The middle school model
was developed by William Alexander in the 1960's with
six critical elements:

  1. Inter-discplinary academic teams with flexible
  daily schedules.

  2. Daily guidance program that include all
  teachers.

  3. A full-scale exploratory program.

4. Provisions in the curriculum for such broad

goals as personal development, continued

learning skills and basic knowledge.

5. Instructional strategies designed specifically

for early adolescent.

6. Continued orientation and explanation for

students, parents and teachers (Dohner, 1990, p.

77).

Middle school (grades six through eight) should

have a core curriculum that includes three years of

exploratory courses. Industrial arts, home economics,

technology education, computer literacy and typing are

considered pre-vocational courses that middle schools

offer their students. The vocational education program

in middle schools should give early adolescents

opportunities to explore careers and increase self-

understanding. Interdisciplinary units presented

cooperatively by academic and vocational teachers using

a core curriculum that includes exploratory courses are

ways to accomplish these goals (Dohner, 1990).

Career education is looked upon as a lifelong

developmental process that permits individuals to

acquire the appropriate skills and attitudes to prepare

for a successful and satisfying work life. Career

education brings relevance to public schools, allowing institutions to produce graduates who have acquired marketable job skills, positive work attitudes, career decision making skills, basic academic skills and the ability to be flexible with the needs of society (Mori, 1982).

Guidance counselors and many other educational personnel believe that students do not have to make a career decision until they get into college. They have these beliefs because many of the educators themselves went through their career decision process this way and feel that that is the proper path to take. These people do not realize that many students either do not go to college or simply drop out of school with very little career information or job skills.

Career guidance for school children should be a joint effort from family, schools and community. Children at this age (9 through 13) are described as a period of learning about their likes, dislikes, values, and abilities and how these attributes relate to careers (Rubinton, 1985). Research shows that this learning needs to take place in an experimental setting where children are able to test and investigate the knowledge learned.

The importance of making early career decisions cannot be over emphasized. Schools are cutting out many of the career awareness programs at the early stages leaving vocational education the sole provider of career education. In turn this causes the vocational programs to dilute its content and not focus in on the skills the job requires. The society as a whole (besides the individual) is the one that is truly hurt because of the education breakdown of career development (Cheeks, 1990).

Research shows that guidance counselors and other educational administrators have very little experience in the world of work. They in turn are unable to provide students with the proper information concerning careers and career planning. Without the proper information students are unable to make wise decisions and this causes the transition from school to employment extremely difficult. Schools have been documented as showing very little effort in helping place students in jobs. The excuse has been that students are not primed for work and that they should delay any attempt until there is sufficient preparation (Cheeks, 1990).

Middle School Career Education Programs

Throughout middle schools there are many different types of programs that strive to accomplish the need for career education. Through research several programs have been highlighted for promoting career education in the middle school.

Milwee Middle School in Longwood, Florida, uses the Program of Achievement with Teachers Helping Students program (PATHS). The goal of PATHS is to link a student up with an adult for the three years that the student is at Milwee. Adults met daily for twenty-five minutes to emphasize studying, thinking, and the developing of self-esteem. During the seventh grade all students are required to take a class in career preparation. While in the eighth grade students take classes from the traditional classes: technology, home economic, business education, music and art, computer literacy, and health occupations. Also, students sit down with a counselor and their PATHS advisor to develop a four year plan for high school (Mason, 1992)

Career Exploration for Youth (CEY) was developed and implemented by career educators from Kingsboughs Community College of New York and Community School District #22 in Brooklyn, New York. The teachers and

parents came together with students from middle and junior high schools to use the resources available at the college. Classes were taught on Saturdays in four week cycles. Activities for the youth would include:

Examination of myths about careers.

Examination of biases against and for careers familiar to the children.

Motivation to explore unfamiliar and nontraditional careers.

Generation of career-related options in cluster areas of interest.

Provision of direct participation in career experiences.

Introduction to role models.

Relating of careers to the value of the children. (Rubinton, 1985, p. 250)

Parents would take classes in career decisions and career development. School personnel would participate in basic knowledge, understanding in teaching career education, assistance in integration of career education into existing curriculum, implementation of ideas, goals, and methods of career education in teachers classrooms.

Chapter III

DESIGN OF THE STUDY

Theory of Career Education

Career education theories can be divided into six
major categories. The first category is trait and
factor. The individual compares his abilities with those
demanded by the occupation and agrees on the one that
best matches his profile. Second category pertains to
developmental, decision-making behavior which begins in
childhood and continues throughout adulthood. The third
category is psychoanalytic. The individual adjusts to
social expectations and mores by sublimating the desires
and impulses which he experiences as a result of his
biological nature. The fourth category is personality,
workers select their jobs because they see potential for
the satisfaction of their basic personal orientation.
Needs, desires, and the focus on desires which stimulate
individuals to prefer one occupation over another
constitute the fifth category. General approaches (a
catch-all for the remaining theories) is the last
category (Bailey and Stradt, 1973).

The major difference among career education
theories is that of emphasis. Many theorists have the
tendency to pursue new concepts rather than building on
existing ones (Bailey and Stradt, 1973). Ginzberg's
General Theory of Occupational Choice and Anne Roe's
Theory of Personality Traits will be further explored.
Ginzberg's General Theory of Occupational Choice was the
result of an empirical study of 64 college students. The
research findings from this study led to the development
of his theory. Occupational decision making can be
broken down into three periods of time. Fantasy takes
place during the ages of six to eleven years. Children
act out adult careers by role playing traditional
stereotyped roles. Their choices are arbitrary and are
made without reference to reality, ability or potential.

The second period is the Tentative stage which is
broken down four ways:

1. The interest stage is from eleven to twelve
years old. The child begins to select his personal
likes and interests.

2. The capacity stage covers ages twelve to
fourteen. The child evaluates his ability to
function in the areas that interest him.

3. The value stage occurs at approximately fifteen

or sixteen. He becomes aware of the range of

factors necessary in making occupational decisions.

4. The transition stage usually occurs at seventeen

years of age when he shifts from subjective factors

to reality.

(Bailey and Stradt, 1973).

Lastly is the Realistic period which begins at

eighteen years of age. It is composed of exploration,

crystallization, and specification. The individual must

make a decision on what he wants and the opportunities

which are available to him (Bailey and Stradt, 1973).

The significance of Ginzberg's research is that

occupational choice is not a single decision. It is a

developmental process which takes place over a minimum

of six or seven years and more typically, over ten years

or more. This process can be changed by different

attitudes and behavior at different age levels (Bailey

and Stradt, 1973).

Roe's (1957) work on personality traits of

physical-biological and social scientist led her to

develop the theory of Early Determinants of Vocational

Choice. The theory explained the relationship between

childhood experiences and vocational behavior. According

to Roe, the emotional climate of the home is one of three types: emotional concentration on the child, avoidance of the child, or acceptance of the child (see Figure 1) (Bailey and Stradt, 1973).

Identifying which one of the three emotional climates was experienced in the home helps to determine the general vocational area choices which will be made. The relationship between eight occupational groups (see Table 1) and early childhood experiences are suggested in Figure 1.

Table 1. Categories in Roe's Classification of Occupations

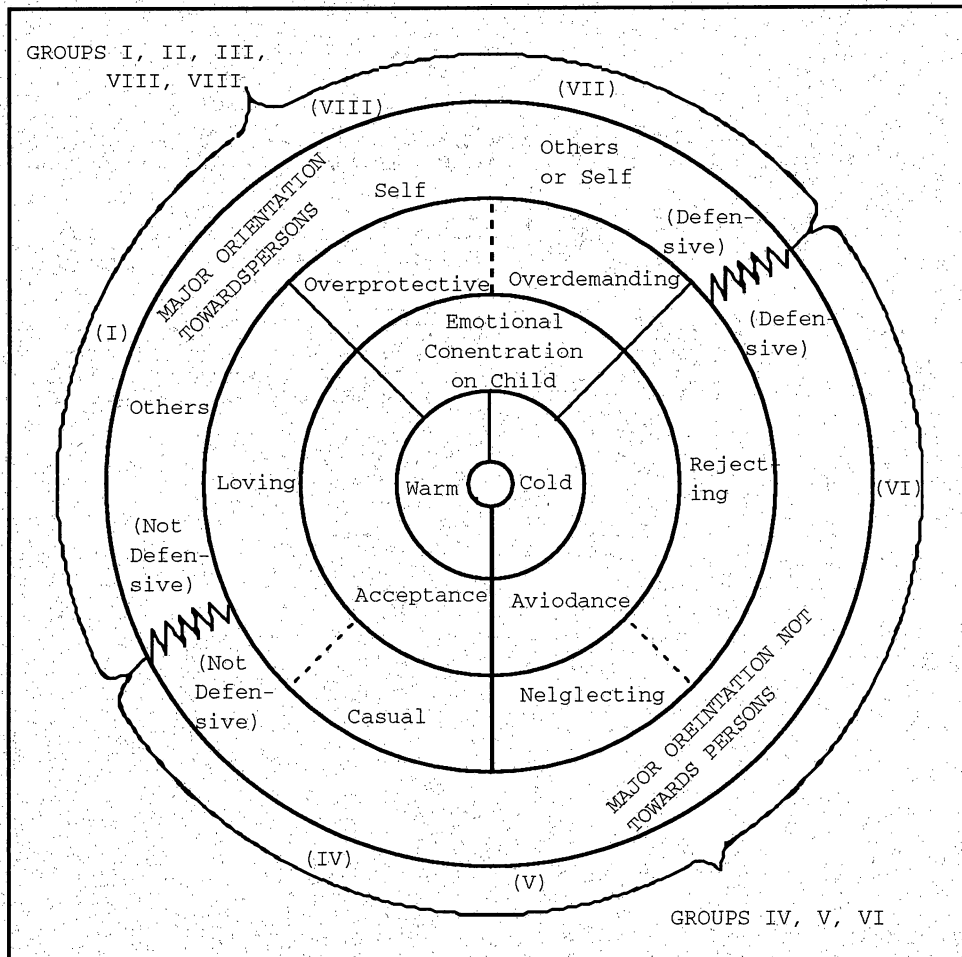| Groups	Levels
I. Service	1. Professional managerial 1
II. Business Contract	2. Professional managerial 2
III. Organizations	3. Semiprofessional
IV. Technology	4. Skilled
V. Outdoor	5. Semiskilled
VI. Science	6. Unskilled
VII. General Cultural	
VIII. Arts and Entertainment	

Figure 1. Roe's Model, Early Determinants of Vocational Choice.

Six levels of occupation shown in Table 1 are contained within each group. The level selected is determined by the intensity of the person's need. This is the point where Roe orchestrates Manslow's hierarchy of needs into her theory. The "need" of the individual is dictated through the product of such elements as genetic factors, and is limited by variables such as

intelligence and socioeconomic background (Bailey and
Stradt, 1973).

Introduction

This study examined the current level of emphasis
that middle school teachers place on career education in
the Alvord Unified School District. The specific focus
of this study was to determine the degree of emphasis
which teachers place upon the awareness and exploratory
phases of career education in the middle school.

Research Design

The research was designed to measure the extent
of career awareness and career exploration teachers
place at the middle school level. The survey was given
at a meeting at which teachers were present. They were
asked to fill out an information sheet, which asked at
what school they teach, their gender, age, race, and
specific job at the school. This information was used
to determine the overall characteristics of the
population.

Research Questions

Answers to the following research questions were
sought:

1. To what extent do teachers emphasize career awareness and career exploration in the middle school curriculum?

2. Do significant differences exist between the levels of curriculum emphasis on career awareness and career exploration?

3. Which subject matter is placing the most emphasis on career education?

Description of the Subjects

The study consisted of the entire teacher population at three Intermediate middle schools: Arizona, Loma Vista and Wells, in the Alvord Unified School District. The curricular areas represented at these sights are: Math, Language Arts, Social Science, Science, Physical Education, Electives (Art, Drama,Technology Education), and Special Education in the 7th and 8th grades.

Instrument

A survey, "The Career Education Emphasis Questionnaire," was used to collect the data for the study. This survey is designed to be a data gathering instrument for use by persons involved in planning, implementing, and evaluating career education programs.

The survey consisted of 46 items that are rated according to the degree of emphasis placed by the respondent on each item. Half of the items concerned career awareness, and the other half relate to career exploration. The responses were GREAT, MUCH, SOME, LITTLE, and NONE (see Appendix B). The data was compiled according to the number of individual responses in these categories, giving a column variable. In addition, total responses can be calculated by frequency of selection. This will give two row variables, one for the awareness items and one for the exploration items. An analysis of variance was performed to determine if there was a significant statistical difference between the two sets of independent variables.

Reliability and Validity

The Career Education Emphasis Questionnaire is included in a compilation of data gathering instrumentation developed by Delaware's Occupational-Vocational Education Model in 1973, under Part "D" of Public Law 90-576. Though originally designed to determine the extent of career education integrated in home economics programs in Delaware (English, 1974), this questionnaire was chosen because it represents the constructs of this study.

The generalizability of the findings in this study are limited to the characteristics of the population surveyed. The conditions of the research (including the surroundings, time of day, and time of year) may also have affected the results. Without a larger population sample it cannot be determined whether some scores were affected by the teacher's curricular area and/or content of subject matter.

A random sample of teachers were interviewed after participating in the questionnaire as a follow-up to establish the validity of the questionnaire that they filled out. Teachers were ask to give specific examples on how they instruct students in Career Education.

Methods and Procedures

The questionnaire was administered to teachers in the Alvord Unified School District at Arizona, Loma Vista and Wells Intermediate Schools. Alvord Unified School District is located in Riverside, California, approximately 40 miles east from Los Angeles.

Before administering the survey, permission was gained from the principals of each school. The survey was given on March 27 and April 6, 1993, during faculty meetings in which 84% of teachers were present. The teachers responded to 46 items by placing check marks in

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columns valued <u>great</u>, <u>much</u>, <u>some</u>, <u>little</u>, and <u>none</u>
according to the degree of emphasis placed on the item
in their curriculum. The teachers returned the complete
questionnaires within a designated time period.

Statistical Procedures

The data was analyzed to ascertain the extent to
which emphasis is placed on each of the two phases of
career education appropriate for middle school programs.
The frequency of responses was calculated for each line
item and for each column. The line items are separated
into two categories, the awareness items (see Table 2)
and the exploratory items (see Table 3). Data was
obtained from the awareness items and from the
exploration items. This approach yielded two sets of
independent variables; (1) row values for the awareness
and exploration items and (2) a column value for the
levels of responses labeled GREAT, MUCH, SOME, LITTLE,
and NONE. The data will be given in the form of a bar
graph.

Comparing means within these 2 independent
variables gives an interval level of measurement. For
this reason a two-way analysis of variance will be used
to analyze the data.

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Chapter IV

FINDINGS AND DISCUSSION

The purpose of this study was to determine the
extent of career awareness and career exploration in
middle schools. The questions asked correlate directly
with the data gathered. Findings reinforce the need for
career awareness and exploration to start at an early
age. The findings of this study provided answers to the
following specific research questions:

    1. To what extent do teachers emphasize career

    awareness and career exploration in the middle

    school curriculum?

    2. Do significant differences exist between the

    levels of curriculum emphasis on career awareness

    and career exploration?

    3. Which subject matter is placing the most

    emphasis on career education?

Demographics

    This study included teachers at three intermediate
schools that teach 7th and 8th grade students. The
instrument was given to the teachers at their staff
meeting in early April 1993 and was returned within a

given period of time. The instrument was issued to 74
teachers. Data were gathered from a total of 47 returned
questionnaire yielding a sixty-four percent return rate.
Each school had the following returns: Arizona
Intermediate School twenty-six percent (12 people), Loma
Vista Intermediate School thirty-six percent (17 people)
and Wells Intermediate School had thirty-eight percent
(18 people) (see Figure 2). Teachers ranged in age from
24 to 60 years of age. The average age was 34 years old
for the teachers. Females out numbered the males almost
2 to 1. There were 31 females and 16 males who
responded. The ethnic make up of those who responded
were seventy-nine percent white (n = 37), while the
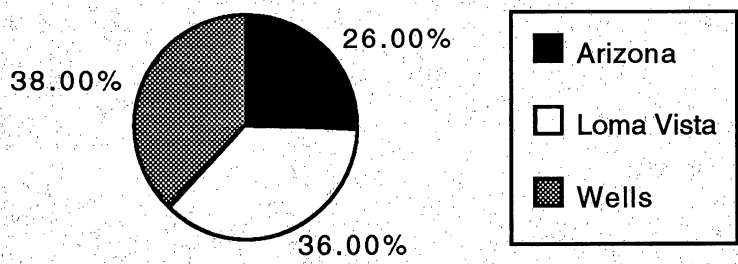remaining twenty-one percent (n = 10) were of Hispanic
descent.

Figure 2. Data Received from Schools

Teachers received their education from the
following types of institutions:

1. 49% (n = 23) From Universities.

2. 49% (n = 23) From State Colleges.

3. 2% (n = 1) From Private Colleges.

Data were also collected on the size of the
institutions teachers graduated from (see Figure 3):

1. 19% (n = 9) From 0-5,000 population.

2. 32% (n = 15) From 5,001-10,000 population.

3. 21% (n = 10) From 10,001-15,000 population.

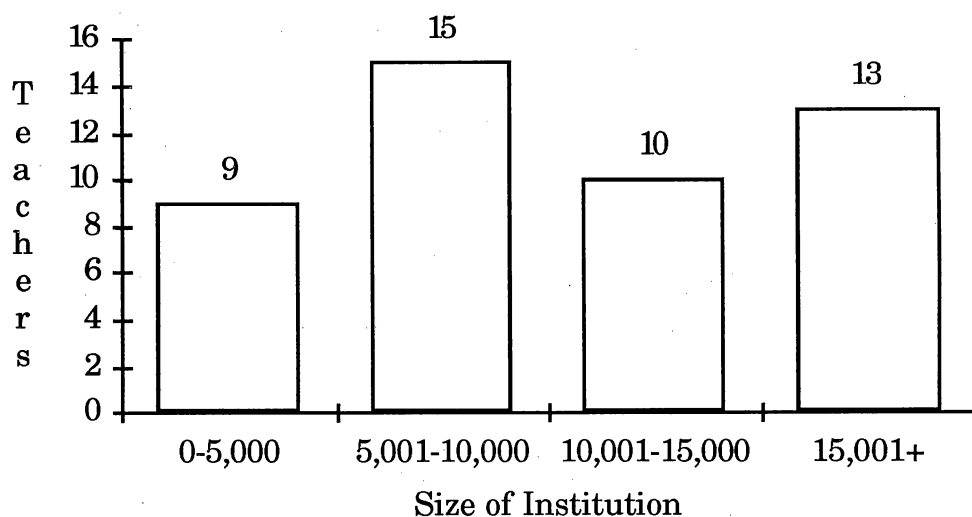4. 28% (n = 13) From 15,001 and greater population.

Figure 3. Size of Institutions Graduating Teachers Who
Participated in this Study.

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When surveyed teachers indicated which subject area they taught in. Out of those surveyed thirty-two percent (15 people) teach core, twenty-one percent (10 people) teach electives (art, computer literacy, drama, home economics, and technology education), seventeen percent (8 people) teach science, fifteen percent (7 people) teach math, eleven percent (5 people) physical education and four percent (2 people) teach special education.

Instrument

The instrument was broken down into two parts: Awareness items and Exploration items. Table 2 shows each awareness item as separated by English (1974).

Table 2

Questionnaire - Career Awareness Items.

1. Recognizing how values become important to an individual.

2. Recognizing which values become important to an individual.

3. Recognizing work values.

5. Identifying short term goals.

6. Identifying long term goals.

7. Recognizing the effect of values and goals in decision making.

10. Recognizing the consequences of given decisions.

11. Recognizing that some decisions may be irreversible.

15. Recognizing that job requirements vary among jobs.

17. Recognizing educational level requirements for job entry.

19. Recognizing job skills vary within occupation.

21. Recognizing working conditions vary within occupations.

23. Recognizing the availability of educational opportunities in the area.

25. Recognizing that jobs deal with people, data, things, or ideas and various combinations.

26. Recognizing the impact of technology on the subject matter field.

28. Recognizing the interrelatedness of subject matter areas to jobs.

30. Recognizing work roles related to subject matter areas.

35. Recognizing personal traits desirable for employment.

37. Recognizing that the mental picture one holds

of oneself may differ from how others see him.

38. Recognizing the reasons for individuals losing

jobs.

39. Recognizing all jobs have advantages and

disadvantages.

41. Recognizing the trend for women to combine

homemaking and wage earning.

44. Recognizing the influence of occupations upon

life styles.

46. Recognizing the technological impact on society

in   relation to expanded employment opportunities.

Table 3

Questionnaire - Career Exploration Items

4. Exploring work values.

8. Exploring the effects of short term and long

term goals upon decision making.

9. Exploring alternative behavior in given decision

making situations.

12. Exploring decisions that may be irreversible.

13. Exploring the availability of employment

opportunities through various resources.

14. Exploring the restrictions of certain
occupations may limit job choice.

16. Exploring job requirements for an occupation of
personal interest.

18. Exploring educational requirements for job
entry of personal interest.

20. Exploring job skills required for an occupation
of personal interest.

22. Exploring working conditions of an occupation
of personal interest.

24. Exploring an educational route for a career of
personal interest.

27. Exploring the impact of technology upon the
subject matter field.

29. Exploring the interrelatedness of subject
matter areas to jobs.

31. Exploration of work roles.

32. Exploring the career cluster concept.

33. Exploring a career cluster of a personal
choice.

34. Exploring the resources available for students
to learn more about themselves.

36. Exploring personality qualities necessary for
employment.

40. Exploring the advantages and disadvantages of a personal   interest.

42. Recognizing changing roles of people in today's world.

43. Exploring changing roles of people in today's world.

45. Exploring life styles in reference to occupations.

Answers to the following specific research questions were sought:

Research Question 1

To what extent do teachers emphasize career awareness and career exploration in the middle school curriculum?

The analysis of data showed the majority of the frequency lies within the SOME category for Exploration (17.238) and Awareness (16.68). Awareness variables are more frequent in the SOME, MUCH, and GREAT categories than in NONE and LITTLE. Career exploration variables show that their is very little career exploration in the middle schools (see Figure, 4). The majority of findings showed that only some career exploration was only being done by SOME (17.238) and drastically drops off in the

MUCH (7.809) and further in the GREAT (2.666). This showed that career awareness is being taught more prevalent than is career exploration.
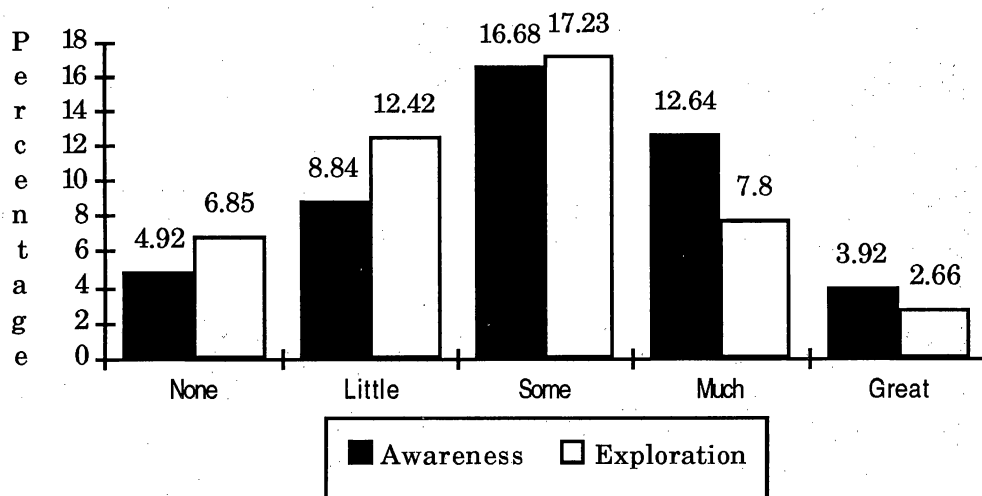

Figure 4. Level of Emphasis and Percentage in Category

Research Question 2

Do significant differences exist between the levels of curriculum emphasis on career awareness and career exploration?

Through running analyses of variances of the data, there were no significant satistical differences greater than .05 between teacher's emphasis on career awareness and career exploration. This means that while there was

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a slight difference, it was not statistically

significant.

Research Question 3

Which subject matter is placing the most emphasis

on career education?

The results of the data analysis showed that all

discipline areas put a greater emphasis on the awareness

part rather than on the exploration aspect (see Figure

5). Special Education places emphasis on career

exploration (3.50). Special Eduction and Science place
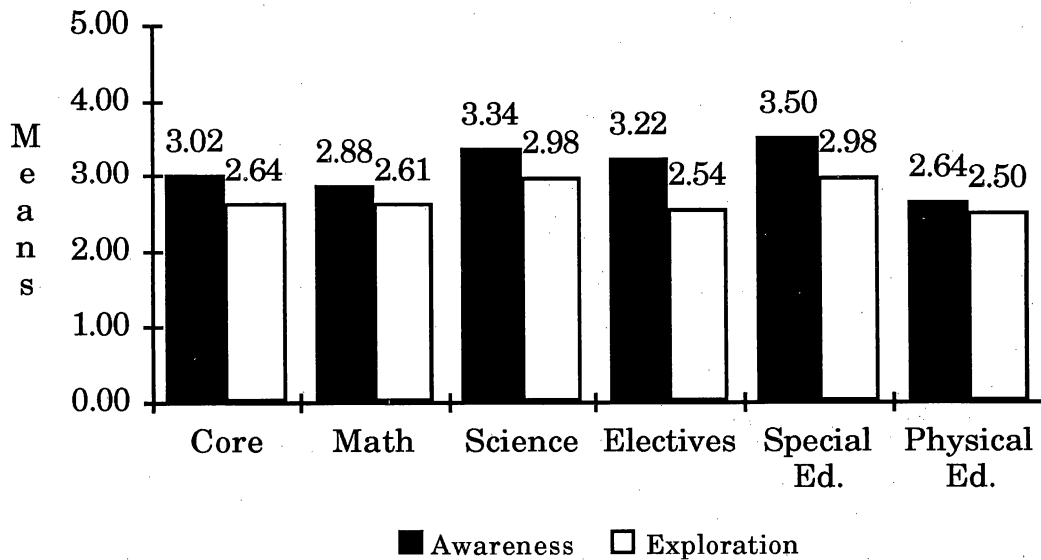
equal emphasis (2.98) on exploration.

Figure 5. Mean Level of Emphasis Reported by Teachers

Discussion

The results of this study supported finds reported by Watkins (1992). The findings of this study showed the lack of career exploration at the middle school. Results also showed that these middle schools are not meeting the assigned exploration goals assigned to these schools. Teachers in this study placed more emphasis on the awareness phase than on the exploration phase.

After instruments were returned, a random sample of eight teachers was interviewed and asked a specific question. The question was "What do they do in their curriculum specifically for career education?". Results from those interviewed seemed to correspond with the data gathered from the instrument. One teacher had a curriculum set up for career education to allow students to become more informed regarding careers. Three teachers placed some emphasis on career education but had no formal curriculum support. Two teachers could not give any specific examples but they claimed to spend a "little time" in career education. One teacher did not spend any time on career education. Another teacher thought that teachers should not be teaching careers to students at this age but it should come at a later time in the educational process.

Through this study, findings indicated that
teachers in middle schools are only placing emphases on
the awareness phase of career education. The total mean
for all variables was 2.833 which falls into the upper
category of LITTLE or lower category of SOME. This
finding illustrates the extent of career education in
the middle school. Data from the different discipline
areas showed that there was no one particular discipline
doing significantly more in terms of career awareness or
exploration.

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This research study answered several questions that
pertained specifically to middle school teachers. Three
intermediate schools that serve 7th and 8th grade
students participated in this study. Seventy-four
teachers were given a career education questionnaire in
which data were gathered and analyzed.

Data reflected information gathered from the review
of literature. "The importance of making early career
choices cannot be over emphasized" (Cheeks, 1990, p.
54). Teachers in the middle schools were not emphasizing
career education to the degree necessary to build a
strong career program. The goal of a middle school is to
"explore," but the review of literature and the data
from this study showed that students were getting
greater emphasis on awareness as compared to that of
exploration. Indicators indicated that teachers limited
their curriculum to the awareness phase of career
education.

Across the various disciplines, there was not a significant amount of difference. There was no specific area that placed more emphasis than the others. Each teacher had their own agenda to decide when, what and how much weight they placed on career education.

Recommendations

The results of this study pointed to other areas for further research. Career awareness must begin with parents and broadened by teachers. Future studies must determine the amount of career education provided for children; also, the level of curriculum inplace provided by the school should be defined. The following are recommendations for further studies:

1. A study is needed to examine the different attitudes between those teachers with work experience and those without.

2. Further studies should include a cross section of teachers at all teaching levels to determine the level of emphasis on career education.

3. Another study should be conducted to determine how attitudes of educational administration affect the level of career education emphasis?

4. A study should be conducted to determine the effects of teachers attitudes on the degree of emphasis placed on career education.

Teachers need to spend more time exploring careers with their students in middle schools. The following are recommendations emphasizing career education:

1. Teachers need to be better prepared with out-of-class work experiences.

2. Teachers need more inservice pertaining to intergrating career education into the curriculum.

3. Active support is needed from parents, schools administrators, teachers and local business leaders.

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APPENDICES

Appendix A

Letter Sent to Principal

RE: Career Education Emphasis Questionnaire

c/o Dr. Richard Carr, Principal
Wells Intermediate School
Riverside, Ca.

I am currently undertaking a research project to determine the extent of emphasis of career education in 7th and 8th grade teachers. I am hopeful that you will assist me in this project by allowing me to survey your teachers at the beginning of your in-service meeting on April 9th, 1993.

In view of the changing nature of the work force, this study will make a case fore the importance of the career development process. The surveys will be the basis for evaluation the level of emphasis and attitudes in middle-school teachers.

I appreciate your support and enthusiasm for my career education project, and I formally request permission to survey your teachers. I am enclosing a copy of the questionnaire I would like to give to you staff. To acknowledge your agreement, please sign a copy of this letter and return it to me at Wells Intermediate before March 19th.   Thank you.

Sincerely,

Nolin Crook

x_____

Dr. Richard Carr

Appendix B

Data Gathering Questionnaire

Dear Teachers,

My final requirement for my Master of Arts degree is a research project to determine the extent of emphasis of career education within all curricular areas. I am hopeful that you will assist me in this project by filling out this survey and returning it to Nolin Crook at Wells Intermediate School no later than April 8th.

The surveys will be the basis for evaluating the level of emphasis and attitudes in teachers regarding the career education process. The information below will be used for statistical purposes only, therefore, your response is optional. I appreciate and thank you for your support of my project.

Sincerely,

Nolin H. Crook

School you teach at: Arizona Loma Vista   Wells

Your age: _____

Your race: _____

Gender: Male   Female

Your job (curricular area): _____

Type of institution from which you graduated

(University, State College, etc):_____

Approximate size of Institution above (population):_____

Directions: Place a "x" in the colum which indicates the appropriate degree of emphasis you include in your subject area. Statements may apply to any or all disciplines or programs.

	Great	Much	Some	Little	None
(Example: Recognizing the interrelatedness of all occupations.)			X		

IN YOUR PROGRAM EMPHASIS IS PLACED ON STUDENTS:

	Great	Much	Some	Little	None
1) Recognizing how values become important to an individual.					
2) Recognizing which values become important to an indiviual.					
3) Recognizing work values. (Example: work neatly, work safely, work together, avoid waste, follow directions, etc.)					
4) Exploring work values.					
5) Identifying short term goals.					
6) Identifying long term goals.					
7) Recognizing the effect of values and goals in decision making.					
8) Exploring the effects of short term and long term goals upon decision making.					
9) Exploring alternative behavior in given decision making situations.					
10) Recogninzing the consequences of given decisions.					
11) Recognizing that some decisions may be irreversible.					
12) Exploring decsions that may be irreversible.					
13) Exploring the availability of employment opportunities through various resources.					

	Great	Much	Some	Little	None

14) Exploring the restrictions of certain occupation may limit   job choice. (Example: age, experience, union shop, certificate)_____

15) Recognize that job requirements vary among jobs. _____

16) Exploring job requirements for an occupation of personal interest. _____

17) Recognizing educational level requirements for job entry. _____

18) Exploring educational requirements for job entry of personal interest. _____

19) Recognizing job skills vary within occupation. _____

20) Exploring job skills required for an occupation of personal interest. _____

21) Recognizing working conditions vary within occupations. _____

22) Exploring working conditions of an occupation of personal interest. _____

23) Recognizing the availability of educational opportunities in the area. _____

24) Exploring an educational route for a career of personal interest. _____

25) Recognizing the jobs deal with people, data, things, or ideas and various combinations. _____

26) Recognizing the impact of technology on the subject matter field. _____

27) Exploring the impact of technology upon the subject matter field. _____

28) Recognizing the interrelatedness of subject matter areas to jobs. _____

29) Exploring the interrelatedness of subject matter areas to jobs._____

30) Recognizing work roles realted to subject matter areas. (Example: cook, teacher, model, child care aide, engineer, etc.) _____

31) Exploration of work roles._____

32) Exploring the career cluster concept. _____

33) Exploring a career cluster of a personal choice._____

	Great	Much	Some	Little	None
34) Exploring the resources available for students fo learn more about themselves.					
35) Recognizing personal traits desirable for employment.					
36) Exploring personality qualities necessary for employment.					
37) Recognizing that the mental picture one holds of oneself may differ from how others see him.					
38) Recognizing the reasons for individuals losing jobs.					
39) Recognizing all jobs have advantages and disadvantages.					
40) Exploring the advantages and disadvantages of a personal interest.					
41) Recognizing the trend for women to combine homemaking and wage earning.					
42) Recognizing changing roles of people in today's world.					
43) Exploring changing roles of people in today's world.					
44) Recognizing the influence of occupations upon life styles.					
45) Exploring life styles in reference to occupations.					
46) Recognizing the technological impact on society in relation to expanded employment opportunities.					