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

Nolin H. Crook

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A STUDY TO DETERMINE THE DEGREE OF CURRICULUM EMPHASIS ON MIDDLE SCHOOL CAREER EDUCATION

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Vocational Education

by
Nolin H. Crook
June 1993
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Approved by:

Joseph L. English, Ed.D., Chairman
Ronald K. Pendleton, Ph.D.
ABA Extract

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 determine 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 curricula, 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 today's generation reflects 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
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 Alyord 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).
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
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).
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 preferred 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 today's 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 Hierich 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 too 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 advocates and adversaries to this idea. Throughout that time we can look at the works of four educational leaders: Calvin M. Woodward,
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).
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 Hampton Institute, organized by General Samuel Chapman for Negroes, New York Trade School founded by Colonel Richard Tylden Auchmuty 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-disciplinary 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

<table>
<thead>
<tr>
<th>Groups</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Service</td>
<td>1. Professional managerial 1</td>
</tr>
<tr>
<td>II. Business Contract</td>
<td>2. Professional managerial 2</td>
</tr>
<tr>
<td>III. Organizations</td>
<td>3. Semiprofessional</td>
</tr>
<tr>
<td>IV. Technology</td>
<td>4. Skilled</td>
</tr>
<tr>
<td>V. Outdoor</td>
<td>5. Semiskilled</td>
</tr>
<tr>
<td>VI. Science</td>
<td>6. Unskilled</td>
</tr>
<tr>
<td>VII. General Cultural</td>
<td></td>
</tr>
<tr>
<td>VIII. Arts and Entertainment</td>
<td></td>
</tr>
</tbody>
</table>
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 asked 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
columns valued great, much, some, little, and none 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.
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 outnumbered 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](image)

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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.
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.
4. Identifying short term goals.
5. Identifying long term goals.
6. 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.
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.
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 there 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 statistical differences greater than .05 between teacher's emphasis on career awareness and career exploration. This means that while there was
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 Education 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.
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 in place 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 integrating career education into the curriculum.
3. Active support is needed from parents, schools administrators, teachers and local business leaders.
BIBLIOGRAPHY


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 for 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

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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 column which indicates the appropriate degree of emphasis you include in your subject area. Statements may apply to any or all disciplines or programs.

(Example: Recognizing the interrelatedness of all occupations.)

<table>
<thead>
<tr>
<th>IN YOUR PROGRAM EMPHASIS IS PLACED ON STUDENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Recognizing how values become important to an individual.</td>
</tr>
<tr>
<td>2) Recognizing which values become important to an individual.</td>
</tr>
<tr>
<td>3) Recognizing work values. (Example: work neatly, work safely, work together, avoid waste, follow directions, etc.)</td>
</tr>
<tr>
<td>4) Exploring work values.</td>
</tr>
<tr>
<td>5) Identifying short term goals.</td>
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<tr>
<td>6) Identifying long term goals.</td>
</tr>
<tr>
<td>7) Recognizing the effect of values and goals in decision making.</td>
</tr>
<tr>
<td>8) Exploring the effects of short term and long term goals upon decision making.</td>
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<td>9) Exploring alternative behavior in given decision making situations.</td>
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<td>10) Recognizing the consequences of given decisions.</td>
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<tr>
<td>12) Exploring decisions that may be irreversible.</td>
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<tr>
<td>13) Exploring the availability of employment opportunities through various resources.</td>
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<table>
<thead>
<tr>
<th>Great</th>
<th>Much</th>
<th>Some</th>
<th>Little</th>
<th>None</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

65
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.
34) Exploring the resources available for students to learn more about themselves.

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.

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.