To the Graduate Council:

I am submitting herewith a thesis written by Ruby Teresa Bivans entitled "Career Guidance Tasks and Career Maturity in Business and Office Education." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Business Education.

Anthony G. Porreca, Major Professor

We have read this thesis
and recommend its acceptance:

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Vice Chancellor
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CAREER GUIDANCE TASKS AND CAREER MATURITY IN BUSINESS AND OFFICE EDUCATION

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee, Knoxville

Ruby Teresa Bivans

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ABSTRACT

The problem of this study was to compare teacher performance of career guidance tasks and student career maturity in vocational office education classes and office practice classes.

A list of 89 career guidance tasks were identified through a review of literature concerned with the role of the secondary school counselor. The 89 career guidance tasks were validated by a guidance personnel panel. The validation process synthesized the 89 tasks into 39 career guidance tasks used in this study. A student questionnaire was developed based on the 39 career guidance tasks. The questionnaire was pilot tested. The purpose of the career guidance tasks questionnaire was to measure students' perception of teacher performance of career guidance tasks in the classroom.

To determine the career maturity of vocational office education students and office practice students the Career Maturity Inventory Test was used. The purpose of the test was to measure competencies that are critical in realistic career decision making.

The career guidance tasks questionnaire and Career Maturity Inventory Test were administered to six classes of vocational office education and four office practice classes from Chattanooga, Tennessee high schools and Knoxville, Tennessee high schools. Questionnaire and test score data were statistically analyzed with the use of a SPSS program.

The analysis of the data resulted in the following findings:

1. Vocational office education teachers performed more career guidance tasks than office practice teachers as perceived by students.

2. A statistically significant difference beyond the .05 level of confidence was found between mean scores for vocational office education students and office practice students on all five parts of the Career Maturity Inventory Test. Office practice students had significantly higher scores than vocational office education students.

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CHAPTER I

INTRODUCTION

The main goal of American education is to help each student develop purposeful directions and constructive learning to the maximum of his abilities.[1] In order to help achieve this goal, the guidance counselors' services have been integrated into our school system. Even after this integration of counselors' services we find youth unsure of their future direction.

The problem of lack of career guidance becomes even more complex as the student population grows and as the business world rapidly changes. The counselors' services should be a shared responsibility with the business teacher because the business teacher is familiar with the business world.

The business teacher must realize that the concept of career guidance should be based on a series of planned evaluated experiences designed to explore career alternatives.[2] Without teacher participation, many students will not be able to make these career decisions.

Recent studies have shown that students look to their business teachers for career guidance. The question needed to be answered is: Are business teachers providing career guidance? No longer can business teachers believe it is not their responsibility to help

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[1]Will, Helen R. "The Role of the High School Teacher in Counseling" National Business Education Quarterly (Winter 1969), p. 27.

[2]Super, Donald E. "Career Development Theory A Psychological Perspective" Decisions Ahead for Vocational Technical Education (University of Tennessee, 1975), p. 38.

students in the career guidance process. With the stress of accountability, teachers must take a closer look at their roles in preparing youth for a meaningful work. The present study will seek to identify if vocational office education teachers and office practice teachers are providing career guidance to their students. The present study will also identify whether vocational office education students and office practice students have similar career maturity levels. The implications from this research will help business teachers identify useful guidance tasks in order to better prepare their students to make career decisions.

I. STATEMENT OF THE PROBLEM

The problem of this study was to compare teacher performance of career guidance tasks and student career maturity in vocational office education classes and office practice classes.

II. IMPORTANCE OF THE STUDY

Career guidance has become more important as the business world is changing so rapidly. Efforts to keep pace during this rapid change seem to be futile. Counselors' jobs become virtually impossible as the students population in schools grow and counselors try to keep abreast of current trends in careers. The increase in the amount of guidance tasks needing to be performed, higher student/counselor ratios, and limited time add to the demand placed on counselors to provide adequate career guidance services.

"The biggest share of the guidance process in the school consequently, must be carried on by the classroom teacher."[3] The guidance responsibilities must be a cooperative effort between counselors and teachers; no one person can do it. Since there is a need for a joint effort, every secondary school teacher has a role to play in the guidance counseling of his school.[4]

Teachers rather than guidance counselors have the greatest amount of daily contact with students. Due to this large amount of daily contact, teachers are in a key position to offer guidance to their students. "Actually teachers of less formal courses such as business courses are in a better position to know and help students than are many other school staff members."[5] The business and office education teachers are in especially influential positions in regard to career guidance because of their close relationship with the business field. Dame and Brinkman state the following:

> Many who will agree that guidance is a necessary education function of the school cannot see how the business department has a special interest in this matter. This pertinent interest is present of course, because of the close working relationship the business department must maintain with the business community.[6]

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[3]Arbuckles, Dugald, Pupil Personnel Services in American Schools (Boston: Allyn and Bacon, Inc., 1962), p. 100.

[4]Eastern Business Teachers Association, Modern Guidance in Business Education (Third Edition: Cincinnatti: South-Western, 1961), p. 185.

[5]Wellington, A. M. "Vocational Guidance Process" National Business Education Quarterly (Winter, 1969), p. 100.

[6]Dame, J. F. and Brinkman, A. R., Guidance in Business Education (Third Edition: Cincinnati: South-Western, 1961), p. 10.

Business teachers have a definite role in career development of their students because of this close working relationship with business. "The business department has an important part in the guidance of our youth because of the diversity of business courses offered and the high proportion of graduates who go into business occupations."[7] Many business and office education teachers have had past experience in the business world; therefore, these teachers should be familiar with the demands of the business community. Recent certification requirements for vocational office education teachers require vocational office education teachers to have completed 2,000 hours of work experience before certification.

The Virginia State Advisory Council on Vocational Education states:

> Counselors have had the least experience in the area of occupational information because of their own educational background and, generally, their lack of work experience on a continuing basis in other than an educational setting.[8]

Many of these problems are of greater magnitude today. Wanous found that 23 out of 24 nationally recognized leaders in business education believed that the business teacher should assist counselors by keeping them informed about changing employment requirements in business occupations.[9] Also, the Commission for Business Education stated the

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[7]DeYoung, Ronald C., "Every Business Teacher: An Agent for Vocational Guidance" Balance Sheet (January, 1970), p. 218.

[8]Virginia State Advisory Council on Vocational Education "Guidance and Counseling Services in Virginia Public Schools A Call for Redirections" Special Report Number One (July, 1973), p. 5.

[9]DeYoung, op. cit., p. 218.

"Business teachers should through their business courses acquaint their students with the many opportunities in business and the requirements for entering the various fields."[10]

"Too many teachers and counselors are inadvertently recruiters for the army of the unemployed."[11] Teachers and counselors have failed to teach youngsters about occupational opportunities and the vast array of educational paths.[12]

Part of the failure of the guidance counselors is due to the small amount of time he devotes to career counseling. About one-fifth of his time is open to vocational counseling, which leaves an apparent void in career guidance.[13] Because there is a void, the business teacher should try to fill this career guidance void.

Career guidance is needed even more today than it was several years ago. "Today, not tommorrow, the business teacher must become a team member in the guidance program."[14] Billets' study reported students most frequently sought vocational guidance from business and office education teachers.[15] The present study will survey vocational office education classes and office practice teachers to ascertain if

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[12] Ibid., p. 41.

[13] Virginia State Advisory Council, op. cit., p. 4.

[14] Bangs, Kendrick, "Guidance in Business Education" National Business Education Quarterly (May, 1963), p. 72.

[15] Billets, Nancy Jane, "Guidance and Counseling Practices for Vocational Office Occupations" (Ed. D. Dissertation, the University of Mississippi, 1972).

they are, in fact, trying to fill this void by assuming career guidance tasks in their classrooms.

III. QUESTIONS TO BE ANSWERED

An inquiry into the problem of career guidance tasks and career maturity suggests several areas to investigate. Specifically, the inquiry leads one to ask the following questions:

1. What are career guidance counselors' tasks?

2. What career guidance counselors' tasks are performed by teachers as perceived by students?

3. Is there a difference in performance, as perceived by students, of career guidance tasks by teachers of vocational office education when compared to teachers of office practice?

4. Is there a difference in career maturity between students enrolled in vocational office education classes and office practice classes?

IV. VARIABLES

The following is a list of items to be considered when answering the question of comparison of teacher performance of career guidance tasks and career maturity in vocational office education classes and office practice classes.

1. Career guidance counselors' tasks

2. Vocational office education teachers' and office practice teachers' performance of career guidance tasks in the classroom

   a. vocational office education teachers' performance of career guidance tasks in the classroom as perceived by students

b. office practice teachers' performance of career guidance tasks in the classroom as perceived by students

3. Career maturity

a. vocational office education students' career maturity

b. office practice students' career maturity

V. DEFINITION OF TERMS

For the purpose of this study the following terms have been defined:

Career Guidance. Guidance which centers around assisting students with plans for a career or vocation. Career guidance involves not only assessing the vocational traits and abilities of students but acquainting them with occupational information appropriate to their needs. Another function of career guidance is to provide an opportunity for students to examine carefully their vocational fields of work.[16]

Vocational Office Education Teachers. Teachers who work in programs which are federally reimbursed and who have obtained the special certification requirements required by the State of Tennessee, such as nine hours of study beyond a bachelors degree and 2,000 hours of certified work experience.

Office Practice Teachers. Teachers who do not participate in vocational office education programs but who are teachers of office practice. In some schools these classes were called secretarial procedures, typing three, or some similar subject matter name to identify a capstone experience of a business curriculum.

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[16]Hope, William E., Dictionary of Personnel and Guidance Terms, (Chicago: J. G. Ferguson Publishing Company, 1968), p. 385.

Career Maturity Inventory Test.[17] This test consists of five parts that measure the following career choice competencies: Part one: (Self-Appraisal) Knowing Yourself; Part two: (Occupational Information) Knowing about Jobs; Part three: (Goal Selection) Choosing a Job; Part four: (Planning) Looking Ahead; Part five: (Problem Solving) What Should They Do.

VI. SCOPE AND LIMITATIONS

The career guidance tasks used in this study were those tasks validated by the Career Guidance Personnel Panel. The tasks were arranged by the researcher for high school students' reading level.

The sample was chosen from Chattanooga and Knoxville area high schools. Only vocational office education classes and office practice classes were used in the present study. Career maturity tests were used only if all five parts of the test were completed by the students. No relationship is made between individual students' perceptions and their scores on the Career Maturity Inventory Test.

VII. ORGANIZATION OF THE STUDY

This study is organized into five chapters. Also included is a bibliography and appendices.

Chapter I contains the introduction, the problem, statement of the problem, questions to be answered, variables, definition of terms, scope and limitations, and organization of the study.

Chapter II presents a review of related literature. The relationship of the reviewed literature to the present study is discussed. A summary of the literature review is also included.

Chapter III includes the procedures used in this study. Also included in this chapter is an explanation of the instruments used, selection of sample, and administration and scoring of these instruments.

Chapter IV contains the analysis of the data. Data are analyzed according to questions to be answered.

Chapter V presents a summary of the findings, conclusions, and recommendations of the study.

A bibliography of published and unpublished references is included. Appendices A through G follow the bibliography.

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature in the field of guidance was reviewed for research involving the function of the teacher in the role of guidance. Much research has been done concerning the area of guidance. The following studies are concerned with career guidance and the role of the teacher in guidance.

I. THE MORIWAKI STUDY

Moriwaki's study was to provide a basis for the improvement of guidance in business education by providing a synthesis of research reports and articles on guidance in business education.[18] Moriwaki reviewed all master's and doctor's theses, journals, yearbooks, and monographs that have been done in the area of guidance in business education.

Moriwaki concluded that in the majority of schools only partial use was made of tools of guidance. Larger cities included more techniques and tools than smaller school systems. Functions and responsibilities of each guidance functionary (school administration, business teacher, and counselor) were not clear, nor was their relationship to each other. Also, business education teachers are in a unique position to help students to make wise occupational choices.

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[18]Moriwaki, Takeshi, "An Analysis, Classification and Synthesis of Research Findings and Thought on Guidance in Business Education" (Ed. D. Dissertation, Indiana University, 1962).

The present study and the Moriwaki study dealt with the role of the business educator in guidance. The present study determined if the business teacher performed certain guidance tasks in the classroom and the career maturity of these students. The present study, however, administered questionnaires to students in order to determine teacher performance of career guidance tasks.

II. THE DANIELS STUDY

The purpose of the Daniels' study was to synthesize the thoughts of Elvin S. Eyster about business education as reflected in his writings.[19] Daniels synthesized the writings of Elvin Eyster and drew conclusions based on Eyster's writings.

Daniels concluded, based on Eyster's writings, that "the teacher has the responsibility for helping students in selection and preparation for a career." The business teacher should be both an instructor and a counselor; also he should provide the counselor with information about business career opportunities and their requirements.

Daniels' study and the present study are related because they both stress the need for business educators to assume a guidance role and recognize the need for career guidance for all students. The present study also attempts to describe the teachers' role in career guidance.

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[19]Daniels, Frances, "A Philosophy of Business Education as Reflected Through the Writings of Elvin Eyster" (Ed. D. Dissertation, The University of Tennessee, 1970).

III. THE ANTHIS STUDY

Anthis' study determined the classroom teacher's perception of his responsibility, his preparedness, and the means of guidance services.[20] In addition, Anthis determined what factors are related to the teacher's performance in these areas.

Questionnaires were sent to Fort Wayne Community Schools, non-professional personnel, senior high school teachers, and junior high school teachers. Usable questionnaires were obtained from 74 of 76 non-teaching professional personnel, 256 of 260 senior high school teachers, and 256 of 274 junior high school teachers.

Anthis found a majority of teachers did not feel responsible for providing occupational information or counseling of students about occupational choices. Teachers who felt responsible for providing guidance services were more likely than others to feel prepared for providing services. These teachers were more likely than others to feel guidance services should be provided through the regular subject class. Several factors were found to be related to the teacher's perception of his role; these included subject area, teacher's guidance training, and the level of educational attainment.

The present study and the Anthis study are related in that they both dealt with the question of teacher's responsibility of performing guidance services to students. The present study is concerned with the

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[20]Anthis, Bill Clinton, "The Classroom Teacher's Perception of his Responsibility, his Preparedness, and the Preferred Mean for Providing Selected Guidance Services" (Ed. D. Dissertation, Indiana University, 1962).

business education teacher's performance of career guidande tasks and not with teacher's perception.

IV. THE BROWN STUDY

Brown determined the difference in attitudes existing among teachers, guidance workers, and principals concerning teachers participating in various guidance functions.[21] Similarities in attitudes among these groups and the extent of responsibility teachers should assume was also identified.

An attitude scale was validated and sent to 275 academic teachers, 275 guidance workers, 275 principals, and 275 vocational teachers which were randomly selected among full-time personnel employed in Indiana schools. A total of 635 or 57.3 percent of the questionnaires were usable. Analysis of variance technique was used to analyze the data.

Brown concluded statistically significant differences in attitudes among all three groups concerning performance of the 108 guidance functions pertaining to careers, vocations, and placement than did academic teachers, guidance workers, and principals. The researcher concluded that sex, age, level of training, years of teaching experience, and graduate studies did not significantly affect the ratings of the group's attitudes.

While Brown found that vocational office educators should perform tasks pertaining to career vocations and placement, the researcher of

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[21]Brown, Duane, "A Study of the Attitudes of Indiana Academic Teachers, Guidance Workers, Principals and Vocational Teachers Toward Guidance Functions of Teachers" (Ph. D. Dissertation, Purdue University, 1965).

the present study will determine if students perceive their teachers as performing career guidance tasks in their classroom.

V. THE JOHNSON STUDY

The purpose of the Johnson study was to report the opinions of whether teachers should perform guidance tasks.[22] Johnson surveyed the opinions of principals, teachers, and counselors regarding the guidance roles of teachers. Johnson sought to determine any factors that cause a statistically significant difference in opinions. These factors included age, sex, number of years taught, number of credit hours in guidance, and academic and non-academic teaching areas.

An instrument containing 66 statements of teacher's guidance roles were mailed to 36 principals, 62 counselors, and 196 secondary teachers in Okalahoma public schools. A stratified random sampling technique was used to select the sample. A total of 98 percent of the instruments were returned and usable. One-way analysis of variance and the Mann-Whitney U-Test were used to test for significance. The level of significance was .05.

The researcher found statistical differences of opinions existing between principals and teachers and between counselors and teachers. Age was the only factor that caused a statistically significant difference in opinions. These differences in opinions indicated that teacher's roles in guidance are not clearly delineated, and further research is needed to improve the functioning of teachers in school guidance programs.

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[22] Johnson, Roy Paul, "A Study of Secondary School Classroom Teacher's Roles in Guidance" (Ed. D. Dissertation, The University of Oklahoma, 1961).

While Johnson surveyed teachers opinions of teacher's performing guidance tasks, the present study surveyed students' opinions of whether their teachers actually performed certain tasks in their classrooms. The present study will list those guidance tasks that are performed, not performed, and those not known by students.

VI. THE STEWART STUDY

In 1956-57, in the state of Washington, Stewart correlated certain factors that influenced classroom teachers' participation and attitudes toward guidance.[23] The sample group surveyed by questionnaires consisted of 436 teachers, 171 counselors, and 111 principals in Washington. Ninety-three percent of the sample consisted of personnel from secondary schools.

Stewart determined teachers are actively participating in guidance. Teachers' attitudes toward guidance were significantly correlated with their participation of guidance tasks. Teachers' mean attitude scores did not differ significantly by marital status, experience, certificate, subjects taught, or graduate degree.

The present study and the Stewart study determined teacher participation in career guidance in secondary schools. The present study's sample consisted of vocational office education and office practice students in secondary schools in Chattanooga and Knoxville, Tennessee.

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[23] Stewart, James Albert, "A Study of Certain Factors Influencing Classroom Teachers' Participation in and Attitudes Toward the Guidance Program in the State of Washington (Ph. D. Dissertation, University of Washington, 1958).

VII. THE SPREHE STUDY

The purpose of the Sprehe study was to analyze the guidance programs in selected Iowa secondary schools.[24] Several other objectives were sought, such as to report the extent of cooperation between guidance and business departments, to report the attitude of guidance personnel to vocational guidance and business courses, and to report suggested guidance procedures as reflected through current literature. Questionnaires were sent to a random sample which consisted of five different sizes of schools totaling 25 different schools.

The Sprehe study stated that guidance efforts on the part of the business department need to be expanded. Business departments should develop handbooks containing course descriptions. Business teachers need to point out the value of business courses for part-time work, initiate follow-up studies, and actively participate in placement procedures. Restricted guidance service was given to students because of lack of time on the part of the counselor.

The Sprehe study and the present study determined the role of business teachers in career guidance. The present study identified what career guidance tasks were most often performed by teachers and those that were least performed by teachers.

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[24]Sprehe, Robert Lee, "A Study of Guidance and Counseling Practices As They Relate To Business Education In Selected Iowa High Schools" (Ed. D. Dissertation, The University of Iowa, 1966).

VIII. THE KALLENBACH STUDY

Kallenbach studied whether or not the classroom teacher was judged to be a competent guidance worker by secondary administrators, counselors, and teachers.[25] Questionnaires containing 39 competencies were mailed to 398 representative counties in California. A total of 72 percent of the questionnaires were returned usable.

The proposed competencies, except three, were found highly acceptable at the .001 level of significance. Teachers were considered to be competent of performing guidance functions. A favorable climate at approval existed for classroom teachers to actively participate in the guidance program.

While Kallenbach determined teachers to be competent in performing guidance in their classrooms the present study identified what specific guidance tasks are being performed by teachers, as perceived by their students. The present study used a list of 39 career guidance tasks.

IX. THE BILLETS STUDY

Billets determined the similarities and differences in viewpoints of counselors, teachers, and students in regard to vocational

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[25] Kallenbach, William Warren, "The Guidance Compentencies of the Teachers as Perceived by Three Groups: Secondary Administrators, Counselors, and Teachers (Ed. D. Dissertation, Stanford University, 1959).

guidance and counseling services.[26] Three questionnaires were developed for each of the three groups. Billets sample was drawn from 96 schools in Tennessee. One counselor from each school, 121 vocational office education teachers, and 3,600 students completed the study.

Billets' study reported a responsibility does exist for the vocational office education teacher to participate in guidance along with the guidance counselor. Students more often sought vocational guidance from the vocational office education teachers than from high school counselors. The responsibility for vocational guidance should be a joint responsibility.

Billets' study and the present study surveyed students' opinions of teachers' performance of career guidance tasks in vocational office education classes. The present study also surveyed office practice classes in the state of Tennessee to determine if their teachers were performing career guidance tasks in their classroom.

X. THE WHITE STUDY

In 1965, White examined the understanding and cooperation that existed between the business department and the counseling department in the state of Louisiana.[27] The survey and interview methods were used to collect the data from college educators, principals, and secondary

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[26]Billets, Nancy Jean, "An Analysis of the Guidance and Counseling Practices for Vocational Office Occupation Programs in Tennessee High Schools" (Ed. D. Dissertation, University of Mississippi, 1972).

[27]White, Ralph, "The Guidance Responsibilities of Business Education Teachers" (Ed. D. Dissertation, Arizona State University, 1965).

high school teachers in the state of Louisiana. A Chi-square test was used to determine whether there was a significant difference at the .05 level between the responses of the various groups of respondents.

White reported several joint responsibilities of business educators in the field of business. Joint responsibilities are as follows: research to determine job entry skills, determining course offerings, placement and follow-up, interpretation of standardized tests for business students, and determining prerequisites for special business education courses.

The present study and the White study are related in that they both are concerned with responsibilities of the teachers to help students identify their career goals. The present study will rank teachers according to their performance of career guidance tasks in vocational office education and office practice classes.

XI. SUMMARY

Although much research has been done in the area of guidance, very little research has been done on the role of the business teacher in career guidance. Most of the research listed dealt with perceptions, attitudes, and opinions of teachers, counselors, and administrators on the role of the teacher as a counselor.

Billets' study was the only study that actually dealt with how students perceived the teacher in the area of career guidance. The present study will seek to find out if the business and office education teachers actually perform career guidance tasks in their classrooms and the extent of this performance. Also, the career maturity of these students will be determined.

CHAPTER III

PROCEDURES

The purpose of this study was to compare teacher performance of career guidance tasks and student career maturity in vocational office education and office practice. In order to measure teachers' performance of career guidance tasks, a student questionnaire was developed from a list of career guidance tasks. To determine career maturity, a test was administered to a select group of students in vocational office education and office practice. This chapter outlines the procedures used in the identification of career guidance tasks, validation of career guidance tasks, career guidance task questionnaire pilot study, Career Maturity Inventory Tests, selection of sample, administration of questionnaires and Career Maturity Inventory Tests, and scoring of tests and coding of questionnaires.

Identification of Career Guidance Tasks

A list of 89 career guidance tasks performed by secondary school counselors was developed by reviewing recent research and periodicals in the area of "the role of the secondary school counselor." These career guidance tasks are included in Appendix A. These tasks were then regrouped into seven categories: appraisal, consultant, counseling, educational information, follow-up, occupational information, and placement.

Validation of Career Guidance Tasks

The 89 career guidance tasks were submitted to a career guidance personnel panel. The panel consisted of two high school counselors, two professors in the area of educational psychology, and committee members of the present study. Each panel member received a memorandum explaining the procedures necessary to validate the career guidance tasks. The memorandum and checklist are in Appendix B. The responses indicated how each panel member perceived a task as one that should be performed by a career guidance counselor. Panel members responded by checking yes or no to each career guidance task. The panel members were allowed to rewrite, regroup, or add tasks that appeared to be omitted. When appropriate, tasks were deleted or combined in order to eliminate any duplication of tasks. The 39 validated career guidance tasks can be used by high school counselors and classroom teachers of any subject matter area.

These career guidance tasks were then edited for high school reading level. The high school student's version of the list was submitted to committee members for approval. The final form of the list included 39 career guidance tasks. See Appendix E.

Students responded to each task relevant to their classroom teacher's performance of career guidance tasks. Students' responses were secured through a questionnaire format listing the 39 career guidance tasks. Each listed task required one of three responses: yes, no, or don't know. The career guidance task questionnaire is in Appendix C.

Career Guidance Task Questionnaire Pilot Study

The purpose of the pilot study was to determine if high school students could understand the questionnaire. The questionnaire was administered to a pilot group of 17 business education students. The pilot administration of the questionnaire showed that the questionnaire was an instrument designed for high school students' reading level.

Career Maturity Inventory Test[28]

The Career Maturity Inventory Test was designed and constructed to measure the maturity of attitudes and competencies that are critical in realistic career decision making. The Career Maturity Inventory Test provides two types of measures which are the Attitudes Scale and the Competence Test. This study used the Competence Test.

The Career Maturity Inventory can be profitably used in varied settings--schools and colleges, business and industry, community agencies, and other institutions and organizations.[29] The Competence Test measures five cognitive variables. The cognitive variables are in five parts of the Competence Test, which are: Part one: Knowing Yourself, how well the individual can appraise his job-related capabilities, Part two: Knowing About Jobs, how much he knows about the world of work, Part three: Choosing a Job, how adept he is in matching personal characteristics with occupational requirements, Part four: Looking Ahead, how

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[28]Crites, John O., Career Maturity Inventory Theory and Research Handbook. (Monterey: CTB/McGraw-Hill, 1973), p. 11-14.

[29]Ibid., p. 11.

foresightful he is in planning for a career, Part five: What Should They Do, how effectively he can cope with the problems which arise in the course of career development.

Reliability on the Career Maturity Inventory Test is currently being collected. Internal consistency coefficients have been found highly acceptable across grades with only two exceptions, they range from .72 to .90. The two low coefficients are for the Problem Solving subtest in the sixth and seventh grades. In general, however, the KR 20's indicate that all five parts of the Competence Test are relatively homogeneous sets of items, and therefore, it can be assumed that within a subtest the items measure essentially the same variables.

At this writing validation of the Competence Test has just been initiated, however, construct validity reports that for each combination of parts across all grade levels the r's range from .25 to .73 with a mean of .54. Even though information is still being collected concerning construct validity, present data indicates consistency with the career choice competencies for which the test was devised to measure.[30]

Selection of Sample

The sample of this study consisted of two groups of twelfth grade students: vocational office education students enrolled in certified vocational office education classes and students enrolled in office practice classes.

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[30]Ibid., p. 31-35.

Several Knoxville and Chattanooga high school classes were used in this study. Two office practice student groups were selected from Chattanooga and two were selected from Knoxville city schools. These four groups had enrollments totaling 79 students. Four student groups of vocational office education were selected from Chattanooga and two were selected from the Knoxville city schools. These six groups had enrollments totaling 91 students. For the purpose of determining where differences existed between the means of test scores within the two groups, vocational office education and office practice, The Duncan Multiple Range Test was used.[31]

Appropriate arrangements were made to administer the questionnaire and Career Maturity Inventory Test. Student groups, schools, and class types (office practice or vocational office education) were coded to assure privacy of data.

Administration of Questionnaire and Career Maturity Test

On the test days each student group received explanations on the procedures to be followed and purposes of the study. Necessary information for completing the questionnaire was read to the students. The students were encouraged to respond as accurately as possible to each item on the questionnaire.

After all students' questions were answered, the students completed the questionnaire. Approximately 15 to 20 minutes were

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[31]Winer, B. J., Statistical Principles in Experimental Design. (Second Edition, New York: McGraw-Hill, 1971), p. 196-218.

needed for students to complete the questionnaire.

Each student was then given an answer sheet to be used for the Career Maturity Inventory Test. The students completed the biographical section of the answer sheet, and directions were read to the students. After answering questions, the students completed the first part of the test. Students were given adequate time to complete each of the five parts of the test. Due to the length of time of the test, the office practice classes had to take two class periods to complete the Career Maturity Inventory Test.

Some students in vocational office education classes had to leave during the test to go to work; therefore, two days were required by these students to complete the test. Complete test data were secured from 69 office practice students and 71 vocational office education students.

Scoring of Tests and Coding of Questionnaires

Each questionnaire was coded according to responses by students as one--yes, two--no, three--don't know, and according to student group, school, and teacher code. Data from the questionnaires and the tests were placed on IBM cards. Items included on those cards were the students' coded responses to the questionnaire items, the student's scores from each of the five parts of the Career Maturity Inventory Test, student group (either office practice or vocational office education), teacher code, and school code.

A computer program was used to determine the frequency of responses of yes, no, or don't know for each item on the questionnaire. The data collected were analyzed and are reported in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study is to compare teacher performance of career guidance tasks and student career maturity in vocational office education and office practice. This chapter analyzes the responses to the career guidance tasks questionnaire and the Career Maturity Inventory Test, parts one through five. The data presented in this chapter are classified into two main parts: Questionnaire Analysis, which consists of career guidance tasks, performance of career guidance tasks, comparison of performance of career guidance tasks between vocational office education and office practice; and Career Maturity Inventory Test Analysis, which consists of career maturity scores for the two groups, comparison of career maturity scores between vocational office education and office practice, and a comparison of mean scores between vocational office education and office practice and the norm group.

I. QUESTIONNAIRE ANALYSIS

The analysis of the questionnaire data was classified into three parts: Career Guidance Tasks, which gives a listing of the tasks used in this study; Performance of Career Guidance Tasks, which consists of a listing of these tasks and which ones were the most performed by vocational office education and office practice teachers, least performed by teachers, and those tasks not known as being performed by the teachers;

and a Comparison of Performance of Career Guidance Tasks between Vocational Office Education and Office Practice.

Career Guidance Tasks

Career guidance tasks are those tasks which were validated by a panel of experts and reworded for high school reading level, and later used in the questionnaire. This listing appears in Appendix E.

Performance of Career Guidance Tasks

An analysis was made based on students' responses to the questionnaire items. Student responses were tallied according to percentage of yes responses, no responses, and don't know responses for each of the 39 items on the questionnaire. See Appendix F.

Table I lists the career guidance tasks performed by vocational office education teachers according to the percentage of yes responses. The tasks listed first are those tasks most performed by teachers as perceived by students.

Table I shows the four tasks most performed by VOE teachers. Item 21 was the most performed task by 99.0% of teachers: your teacher has conducted student field trips to business and industry. Item 22 was the second most performed task by 93.1% of teachers: your teacher showed film and filmstrips on occupations. Item 26 was the third most performed by 90.2% of teachers: your teacher helped develop interviewing skills. Item 12 was the fourth most performed task by 88.2% of teachers: your teacher helped students to identify their strong and weak points.

TABLE I

VOCATIONAL OFFICE EDUCATION TEACHERS' PERFORMANCE OF CAREER GUIDANCE TASKS AS PERCEIVED BY STUDENTS RANKED ACCORDING TO HIGHEST PERFORMANCE

Career Guidance Tasks	Percentage		
	Yes	No	Don't Know
No. 21 conducted student field trips to business and industry	99.0	1.0	0
No. 22 showed film and filmstrips on occupations	93.1	2.0	4.9
No. 26 helped students develop interviewing skills	90.2	7.8	2.0
No. 12 helped students to identify their strong and weak points	88.2	4.9	6.9
No. 27 helped students to complete job applications	88.2	8.8	2.9
No. 16 helped students in learning to make decisions	87.3	5.9	6.9
No. 34 enabled students to have on-the-job work experience	85.3	6.9	7.8
No. 28 helped students in job hunting techniques	84.3	5.9	9.8
No. 6 surveyed local industry to identify job opportunities	81.4	7.8	10.8
No. 15 helped students in the selection of career courses	79.4	7.8	12.7
No. 7 surveyed local industry to identify work skills and traits of many different jobs	78.4	6.9	14.7
No. 9 presented or has available for students many job descriptions for various jobs	74.5	14.7	10.8

TABLE I (Continued)

Career Guidance Tasks	Percentage		
	Yes	No	Don't Know
No. 36 assisted students in adjusting to employment	74.5	11.8	13.7
No. 11 helped new students get oriented	74.5	6.9	18.6
No. 13 helped students to identify their strong and weak points	69.2	10.8	19.6
No. 32 assisted students in the change from school to employment	64.7	19.6	15.7
No. 23 provided students with briefs, monographs, and/or pamphlets on occupations	62.7	22.5	14.7
No. 38 maintained contact with employers of former students	61.8	13.7	24.5
No. 18 participated in the development of the school curriculum so that it meets the students' needs	60.8	9.8	29.4
No. 2 helped to identify students with personal problems	59.8	16.7	23.5
No. 8 contacted employment agencies (federal, state, and local) to gain information	56.9	16.7	26.5
No. 3 kept a file on students with various types of information such as interests, hobbies, etc.	54.9	27.5	17.6
No. 10 helped students with personal and/or social problems	54.9	23.5	21.6
No. 1 recorded in a folder students' vocational interest	51.0	20.6	28.4
No. 24 provided information handbooks on occupations	51.0	34.3	14.7

TABLE I (Continued)

Career Guidance Tasks	Percentage Yes	No	Don't Know
No. 20 provided current catalogs, publications, or materials, of vocational, industrial, trade institutions (not only college catalogs)	44.1	34.3	78.4
No. 4 talked with other teachers in order to help students with particular problems	44.1	20.6	35.3
No. 5 talked with parents, students, and counselors in joint conferences	44.1	29.4	26.5
No. 35 kept a listing of summer part-time job opportunities for students	42.2	31.4	26.5
No. 39 maintained case studies on individual students	41.2	29.4	29.4
No. 29 provided students with forms, or printed materials from job placement organizations and agencies	40.2	39.2	10.6
No. 33 assisted students in the change from one level of school to another level of school	39.2	27.5	33.3
No. 19 assisted in planning "Career Day" and/or "College Day"	37.3	27.5	35.3
No. 17 maintained information on scholarships, fellowships, and educational loans	37.3	30.4	32.4
No. 25 described the Dictionary of Occupational Titles	32.4	52.9	14.7
No. 31 talked about the labor movement in the United States	27.4	48.0	24.5
No. 14 talked with "potential drop-outs" and drop-outs	24.5	28.4	47.1

TABLE I (Continued)

Career Guidance Tasks	Percentage		
	Yes	No	Don't Know
No. 37 sent out questionnaires to graduates to evaluate the school program	22.5	38.2	39.2
No. 30 provided information from the military services on educational and occupational opportunities	18.6	53.9	27.5

n = 102

Table I presents the four tasks least performed by teachers. Item 25 was the least performed task by 52.9% of teachers: your teacher described the Dictionary of Occupational Titles. Item 31 was the second least performed by 48.0% of teachers: your teacher talked about the labor movement in the United States. Item 29 was the third least performed task by 39.2% of the teachers: your teacher provided students with forms, printed materials from job placement organizations and agencies. Item 37 was the fourth least performed task by 38.2% of teachers: your teacher sent out questionnaires to graduates to evaluate the school program.

Table I shows those tasks which students were not aware of their teachers' performance. Item 20 was the least known task by 78.4% of students: your teacher provided current catalogs, publications, materials on vocational, industrial, trade institutions (not only college catalogs). Item 14 was the second least known task by 47.1% of students: your teacher talked with "potential drop-outs" and drop-outs. Item 37 was the third least known task by 39.2% of students: your teacher sent out questionnaires to graduates to evaluate the school program. Item 19 was the fourth least known task by 35.3% of students: your teacher assisted in planning "Career Day" and/or "College Day".

Table II lists the career guidance tasks performed by office practice teachers according to percentage of yes responses. The tasks listed first are those tasks most performed by teachers as perceived by students.

Table II shows the four tasks most performed by office practice teachers. Item 12 was the most performed task by 78.9% of teachers:

TABLE II

OFFICE PRACTICE TEACHERS' PERFORMANCE OF CAREER GUIDANCE TASKS AS PERCEIVED BY STUDENTS RANKED ACCORDING TO HIGHEST PERFORMANCE

Career Guidance Tasks	Percentage		
	Yes	No	Don't Know
No. 12 helped students to identify their strong and weak points	78.9	15.8	5.3
No. 11 helped new students get oriented	76.3	9.2	14.5
No. 16 helped students in learning to make decisions	71.1	18.4	10.5
No. 22 showed film and filmstrips on occupations	65.8	27.6	6.6
No. 9 presented or has available for students many job descriptions for various jobs	65.8	23.7	10.5
No. 34 enabled students to have on-the-job work experience	56.6	28.9	31.6
No. 15 helped students in the selection of career courses	52.6	30.3	17.1
No. 18 participated in the development of the school curriculum so that it meets the students' needs	50.0	43.4	6.6
No. 23 provided students with briefs, monographs, and/or pamphlets on occupations	48.7	30.3	21.1
No. 13 helped students to identify their strong and weak points	47.4	25.0	28.9
No. 10 helped students with personal and/or social problems	46.1	42.1	11.8
No. 6 surveyed local industry to identify job opportunities	46.1	25.0	28.9

TABLE II (Continued)

Career Guidance Tasks	Percentage		
	Yes	No	Don't Know
No. 26 helped students develop interviewing skills	46.1	42.1	11.8
No. 28 helped students in job hunting techniques	44.7	36.8	18.4
No. 8 contacted employment agencies (federal, state, and local) to gain information	40.8	27.6	31.6
No. 7 surveyed local industry to identify work skills and traits of many different jobs	39.5	23.7	36.8
No. 32 assisted students in the change from school to employment	39.5	35.5	25.0
No. 2 helped to identify students with personal problems	38.2	43.4	18.4
No. 36 assisted students in adjusting to employment	36.8	32.9	30.3
No. 27 helped students to complete job applications	35.5	46.1	18.4
No. 4 talked with other teachers in order to help students with particular problems	34.2	21.1	44.7
No. 24 provided information handbooks on occupations	32.9	32.9	34.2
No. 5 talked with parents, students, and counselors in joint conferences	32.9	53.9	13.2
No. 33 assisted students in the change from one level of school to another level of school	30.3	40.8	28.9
No. 38 maintained contact with employers of former students	27.6	35.5	36.8

TABLE II (Continued)

Career Guidance Tasks	Percentage Yes	No	Don't Know
No. 3 kept a file on students with various types of information such as interests, hobbies, etc.	25.0	63.2	11.8
No. 1 recorded in a folder students' vocational interest	23.7	61.8	14.5
No. 17 maintained information on scholarships, fellowships, and educational loans	21.1	40.8	38.2
No. 20 provided current catalogs, publications, or materials, of vocational, industrial, trade institutions (not only college catalogs)	19.7	44.7	35.5
No. 29 provided students with forms, or printed materials from job placement organizations and agencies	18.4	86.6	25.0
No. 14 talked with "potential drop-outs" and drop-outs	14.5	38.2	47.4
No. 39 maintained case studies on individual students	13.2	46.1	40.8
No. 19 assisted in planning "Career Day" and/or "College Day"	11.8	47.4	40.8
No. 21 conducted student field trips to business and industry	10.5	73.7	15.8
No. 31 talked about the labor movement in the United States	9.2	75.0	15.8
No. 37 sent out questionnaires to graduates to evaluate the school program	7.9	56.6	35.3
No. 25 described the Dictionary of Occupational Titles	7.9	76.3	15.8

TABLE II (Continued)

Career Guidance Tasks	Percentage		
	Yes	No	Don't Know
No. 35 kept a listing of summer part-time job opportunities for students	5.3	63.2	31.6
No. 30 provided information from the military services on educational and occupational opportunities	2.6	69.7	27.6

n = 76

your teacher helped students to identify their strong and weak points. Item 11 was the second most performed task by 76.3% of teachers: your teacher helped new students get oriented. Item 16 was the third most performed task by 71.1% of teachers: your teacher helped students in learning to make decisions. Item 22 was the fourth most performed task by 65.8% of teachers: your teacher showed film and filmstrips on occupations.

Table II presents the four tasks least performed by teachers. Item 25 was the least performed task by 76.3% of teachers: your teacher described the Dictionary of Occupational Titles. Item 31 was the second least performed task by 75.0% of teachers: your teacher talked about the labor movement in the United States. Item 30 was the third least performed task by 69.7% of teachers: your teacher provided information from the military services on educational and occupational opportunities. Item 35 was the fourth least performed task by 63.2% of teachers: your teacher kept a listing of summer part-time job opportunities for students.

Table II shows those tasks which students were not aware of their teachers' performance. Item 14 was the least known task by 47.4% of students: your teacher talked with "potential drop-outs" and drop-outs. Item 21 was the second least known task by 44.7% of students: your teacher conducted student field trips to business and industry. Item 19 was the third least known task by 40.8% of students: your teacher assisted in planning "Career Day" and/or "College Day". Item 17 was the fourth least known item by 38.2% of students: your teacher has maintained information on scholarships, fellowships, and educational loans.

Comparison of Performance of Career Guidance Tasks Between Vocational Office Education and Office Practice

All responses given by students were tallied according to percentage of yes, no, or don't know on each item for each teacher. Appendix F includes a detailed listing of these responses. Yes responses were tallied to determine the total percentage of performance by each teacher, and this information is presented in Table III.

Table III shows that five out of six vocational office education teachers performed more career guidance tasks in their classroom than did office practice teachers. The teacher who performed the most tasks performed 83.53% of all tasks in her classroom as compared to the lowest performance of 30.33% of the tasks.

II. CAREER MATURITY TEST ANALYSIS

The analysis of the Career Maturity Inventory Test was classified into two parts: Career maturity scores for the two groups, which gives the scores on each part of the test, the total possible score for each part, for each teachers' class; a comparison of career maturity scores between vocational office education and office practice, which gives the mean score for both groups and whether a significant difference existed between the two groups, and a comparison of students' mean scores on vocational office education and office practice with mean scores of the norm group.

Career Maturity Scores

Student groups' mean scores for each of the five parts were analyzed. The scores for each part of the test and the composite scores are listed in Table IV, as well as the total possible scores for

TABLE III

TEACHERS' PERFORMANCE OF CAREER GUIDANCE TASKS

Vocational Office Education Teachers' Code	N	Performance
1	15	62.39%
2	8	54.28%
3	19	83.53%
4	19	49.92%
5	23	60.99%
6	18	40.16%
	102	
Office Practice Teachers		
1	15	33.67%
2	17	30.62%
3	18	30.33%
4	26	43.07%
	76	

TABLE IV

MEAN SCORES OF STUDENTS ON CAREER MATURITY INVENTORY TEST

Student Groups	n	Part 1	Part 2	Part 3	Part 4	Part 5
VOE 1	13	11.385	15.077	10.538	11.846	9.231
VOE 2	8	12.875	14.875	12.250	13.625	10.875
VOE 3	14	15.286	15.857	13.286	13.142	11.429
VOE 4	5	16.000	15.000	14.000	13.000	11.000
VOE 5	23	14.913	16.304	13.652	14.957	11.739
VOE 6	8	10.500	10.735	11.750	12.750	8.500
Total Mean	71	13.690	15.070	12.662	13.493	10.704
Error		0.410	0.415	0.371	0.371	0.329
OP 1	12	14.833	18.000	15.000	15.083	12.750
OP 2	17	16.235	17.059	14.647	15.235	13.235
OP 3	14	14.929	15.071	12.286	14.500	10.000
OP 4	26	14.231	16.077	13.654	14.962	11.423
Total Mean	69	14.971	16.449	13.855	14.857	11.812
Error		0.330	0.346	0.339	0.329	0.330
Total Possible		20.000	20.000	20.000	20.000	20.000

OP (Office Practice)

VOE (Vocational Office Education)

Error = $\frac{\text{S. D.}}{\sqrt{n}}$

each of the five parts of the test.

Table IV shows the total mean score for each of the five parts of the test for each of the two groups. A separate score for each part of the test is also shown for every student group in vocational office education and office practice. The number of students used in the sample for vocational office education was 71 and 69 for office practice.

Comparison of Career Maturity Scores Between Vocational Office Education and Office Practice

Comparisons of mean scores on each part were made between vocational office education students and office practice students. A t-test was used to determine if there was a significant difference beyond the .05 level of confidence in the scores between the two groups. This information is presented in Table V.

Table V presents the statistically significant differences among students' mean scores on the five parts of the Career Maturity Test. On all parts office practice students' mean scores were higher than vocational office education students' mean scores. This difference was statistically significant at the .05 confidence level on parts one, two, three, and five. On part four there was a significant difference at the .01 level.

Comparison of Student Groups' Scores with Norm Group Scores

A comparison was made between the mean scores of the two groups as compared to the mean scores established by the Career Maturity Test 12th Grade Norm Group.[32] This information is presented in Table VI.

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[32]Crites, John O., "Administration and Use Manual." Career Maturity Inventory Test. (Monterey: CTB/McGraw-Hill, 1973), p. 48-52.

TABLE V

TWO-SAMPLE TEST OF SIGNIFICANCE ON THE CAREER MATURITY INVENTORY TEST

Test Part	Student Group	N	df	$\bar{X}$	t
Part 1 Knowing Yourself	Vocational Office Education	71	138	13.69	2.43*
	Office Practice	69		14.97	
Part 2 Knowing About Jobs	Vocational Office Education	71	138	15.07	2.55*
	Office Practice	69		16.45	
Part 3 Choosing a Job	Vocational Office Education	71	138	12.66	2.37*
	Office Practice	69		13.86	
Part 4 Looking Ahead	Vocational Office Education	71	138	13.49	2.69**
	Office Practice	69		14.96	
Part 5 What Should They Do	Vocational Office Education	71	138	10.70	2.38*
	Office Practice	69		11.81	

*$<.05$ level of significance

**$<.01$ level of significance

TABLE VI

COMPARISON OF STUDENT GROUPS' SCORES WITH NORM GROUP SCORES

Test Part	N	12th Grade Norm Mean Scores	N	VOE Mean Scores	N	OP Mean Scores
Part 1	218	14.15	71	13.69	69	14.97
Part 2	218	14.93	71	15.07	69	16.45
Part 3	218	12.90	71	12.66	69	13.86
Part 4	218	11.89	71	13.49	69	14.96
Part 5	218	9.50	71	10.70	69	11.81

Table VI shows that on Part One, Knowing Yourself and Part Three, Choosing a Job, vocational office education students scores lower mean scored than the Career Maturity Test 12th Grade Norm Group.[33] On Part Two, Knowing About Jobs, Part Four, Looking Ahead, and Part Five, What Should They Do, vocational office education students scored higher mean scores than the Career Maturity Test 12th Grade Norm Group.[34] Office Practice students scored higher mean scores on all five parts than did the Career Maturity Test 12th Grade Norm Group.[35]

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[33] Ibid.

[34] Ibid.

[35] Ibid.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The problem of the study was to compare teachers' performance of career guidance tasks and students' career maturity in vocational office education and office practice.

The findings are based on the analysis of the data from both the questionnaire and the Career Maturity Inventory Test that were given to vocational office education students and office practice students in selected Knoxville and Chattanooga, Tennessee high schools.

I. FINDINGS

Based on the analysis of the data the following findings are reported:

1. There were 39 career guidance tasks identified in this study.

2. The four tasks which appeared to be the most often performed career guidance tasks by vocational office education were:

   a. Your teacher has conducted student field trips to business and industry.

   b. Your teacher showed film and filmstrips on occupations.

   c. Your teacher helped develop interviewing skills.

   d. Your teacher helped students to identify their strong and weak points.

3. The four tasks which appeared to be the least performed career guidance tasks by vocational office education teachers were:

a. Your teacher described the Dictionary of Occupational Titles.

b. Your teacher talked about the labor movement in the United States.

c. Your teacher provided students with forms and printed materials from job placement organizations and agencies.

d. Your teacher sent out questionnaires to graduates to evaluate the school program.

4. The four tasks which appeared to be the least known by students in vocational office education were:

a. Your teacher provided current catalogs, publications, materials on vocational, industrial, trade institutions (not only college catalogs).

b. Your teacher talked with "potential drop-outs" and drop-outs.

c. Your teacher sent out questionnaires to graduates to evaluate the school program.

d. Your teacher assisted in planning "Career Day" and/or "College Day".

5. The four tasks which appeared to be most often performed career guidance tasks by office practice teachers were:

a. Your teacher helped students to identify their strong and weak points.

b. Your teacher helped new students get oriented.

c. Your teacher helped students in learning to make decisions.

d. Your teacher showed film and filmstrips on occupations.

6. The four tasks which appeared to be the least performed career guidance tasks by office practice teachers were:

a. Your teacher described the Dictionary of Occupational Titles.

b. Your teacher talked about the labor movement in the United States.

c. Your teacher provided information from the military services on educational and occupational opportunities.

d. Your teacher kept a listing of summer part-time job opportunities for students.

7. The four tasks which appeared to be the least known by students in office practice were:

a. Your teacher talked with "potential drop-outs" and drop-outs.

b. Your teacher conducted student field trips to business and industry.

c. Your teacher assisted in planning "Career Day" and/or "College Day."

d. Your teacher has maintained information on scholarships, fellowships, and educational loans.

8. Teachers who performed the most career guidance tasks in their classrooms were vocational office education teachers.

9. As a result of using the Duncan Multiple Range Test, it was found that vocational office education groups were not homogeneous on parts one, two, four, or five of the Career Maturity Test. On part three of the Career Maturity Test the groups were found to be homogeneous

at the .05 level of significant difference. Within the office practice groups, the groups were not homogeneous on parts one, two, three, or five. On part four of the Career Maturity Test the groups were homogeneous at the .05 level of significant difference.

10. A statistically significant difference at the .05 level of confidence was found between mean scores for vocational office education students and office practice students on all five parts of the Career Maturity Inventory Test. Office practice students had significantly higher scores than vocational office education students.

II. CONCLUSIONS

A careful study of the findings supports the following conclusions:

1. As perceived by students, vocational office education teachers perform more career guidance tasks than office practice teachers.

2. Office practice students were able to demonstrate a higher level of understanding of problems dealing with career goals and decisions concerning career choices than vocational office education students.

III. RECOMMENDATIONS

Based on the findings and conclusions the following recommendations are made:

1. Teachers should use the career guidance tasks to assist them in performing career guidance in the classroom.

2. Further research could examine teachers' performance of career guidance tasks in other vocational subject matter areas.

3. This study should have implications for teacher preparation classes.

4. The career guidance tasks are appropriate for other subject matter teachers to use because they are not restricted to any particular subject matter field.

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APPENDICES

APPENDIX A

LIST OF 89 IDENTIFIED CAREER GUIDANCE TASKS

LIST OF 89 IDENTIFIED CAREER GUIDANCE TASKS

APPRAISAL*

Record as part of the cumulative record the vocational preference reported by students

Prepare case studies on students

Administer personal data blanks, autobiographies, and/or completion sentences as student appraisal devices

Gather basic information necessary for the understanding of the student in order to assist school staff in formulating and specifying appropriate plans for educational and behavioral management

Identify students with personal-social adjustment problems

CONSULTANT*

Work with teacher in developing methods for needed appraisals of individual pupils

Help individual teachers with children who present learning or adjustment problems

Plan and coordinate case conferences involving parents, teachers, and other school personnel

Conduct surveys to determine local job opportunities to determine work requirements and opportunities in business

Assist with local and area manpower status and need surveys

Locate and use persons in the community who are able and willing to assist with assembly programs related to the vocational problems of the students

Develop a knowledge of local and area occupational trends for use in advising students regarding employment and career possibilities in business and industry

Acquire and/or develop significant information about the entry and educational requirements for numerous jobs

Interview various types of workers to gain insight into worker characteristics, job satisfaction, and performance requirements

EDUCATIONAL INFORMATION*

Contribute to the public's understanding of educational programs through radio, television, speeches, and panel discussions

Maintain information on resources for education and placement opportunities

Keep up-to-date files of current scholarships, fellowships, and loans available to students for college and vocational-technical training

Conduct educational research in the areas of student needs and student problems

Participate in the development of the school curriculum in relation to the needs of individual pupils

Assist in planning and participate in "Career Day" and "College Day" programs

Assist individual students through the counseling relationship to understand themselves in relationship to the social and psychological world in which the student lives

Make regular use of current catalogs and other materials from vocational, industrial, trade, or technical educational institutions in group guidance

Assist in evaluation of the effectiveness of school curriculum in meeting students' academic and social needs

Conduct parent conferences to better acquaint them with the school and to develop a good home-school relationship

Conduct parent conferences to discuss the child who is having academic difficulty

FOLLOW-UP*

Provide job adjustment counseling

Use follow-up studies of all high school graduates and other former students as one means of evaluating occupational counseling

Provide assistance with the school-work transition problems of school youth

Maintain contact with employers of high school graduates and drop-outs

COUNSELING*

Help plan and coordinate the school orientation program for all students new to the school

Assist individual students and groups of students in attaining satisfactory personal/social adjustments

Work with pupils individually and in groups in order to help them better understand their strong and weak points

Obtain, show, and discuss guidance films with classes

Work with individual students on methods for effective studying

Help students in understanding discrepancies in ambitions and apparent abilities

Interview students concerning academic deficiencies

Assist drop-out students

Counseling with groups of students

Counseling with individual students

Conduct parent conferences

Conduct exit interviews with all students dropping out of school

Assist students in developing occupational decision-making competency

Guide students in the selection of vocational courses on the basis of their interests, aptitudes, and abilities to profit by the instruction

Point out the relationships between education and vocational choices

Encourage drop-outs to return to the school for occupational counseling when pertinent problems confront them

Assist the student and his parents in relating the student's occupational interest, aptitudes, and abilities to current and future occupational opportunities and requirements

Help students consider vocational education as an educational opportunity each year they are in high school

Assist in planning and conducting systematic group instructional units on occupations

Make use of sociograms, checklists, anecdotal records

Conduct follow-up of new students to determine adjustment to school environment

Follow-up the adjustment of an individual student by planning and implementing periodic case conferences

Counsel with individual pupils and/or groups of students when the counseling process is selected as the most effective way of helping the child at a particular time

Participate in staff conferences concerning individual students in school

Assist in developing case histories on individual students referred by other school personnel

Maintain casework records on individual students

Consult with teachers in securing and interpreting information about students

Interview parents in regard to the child's personal history, habits, problems, temperament and interests

Consult with teachers in identifying causes of students' academic failures

Conduct in-service conferences designed to help teachers better understand the nature of pupil appraisal services and student problems

OCCUPATIONAL INFORMATION*

Make use of tours of business and industries

Make use of filmstrips and motion pictures of occupations

Make use of occupational briefs, pamphlets, and monographs

Make use of occupational books

Make use of career days

Teach students how to conduct oneself during an interview

Teach students how to obtain work permits and fill them out

Teach students how to answer want-ads

Accumulate extensive vocational and career information concerning students and their vocational needs and plans

Develop knowledge and understanding of post-secondary vocational and technical educational opportunities

Conduct field trips or visits to industrial plants and business firms in the local and surrounding communities as part of group guidance

Collect and disseminate to students and parents information concerning non-professional careers

Assist the students in obtaining information about the educational and occupational opportunities in the military service

PLACEMENT*

Provide placement services for individual pupils and groups of pupils to assist them in making appropriate transition from one school level to another or from school to employment

Provide opportunities for on-the-job work experience

Place students in jobs in the community

Survey the community each spring for part-time summer job opportunities for students

Assist local employers in securing employees from school graduates and others not planning to pursue further education

Assist the non-college-bound graduate in securing employment

Cooperate with local civic and other groups in securing part-time work for economically underprivileged in the school

*Note: Original listing of tasks was classified according to seven areas of appraisal, consultant, educational information, follow-up, counseling, occupational information, and placement so that general areas of guidance would be included. The synthesis of the 39 career guidance tasks generally covers all seven areas of guidance.

APPENDIX B

MEMO AND VALIDATION LISTING OF CAREER GUIDANCE TASKS

MEMO

TO: Career Guidance Personnel Panel
FROM: Teresa Bivans
DATE: April 5, 1976
SUBJECT: Validation Listing of Career Guidance Tasks

This list of vocational guidance tasks performed by secondary school counselors was developed by reviewing recent research and periodicals in the area of "the role of the secondary counselor." These tasks were then regrouped into seven major categories.

Please indicate in the space provided whether or not a particular item is a career guidance task performed by secondary school counselors. Also, include any suggestions which may improve these tasks.

If you feel any tasks have been omitted from the list, please write them in. After reviewing these tasks, regroup any items which may be in the wrong category.

Your cooperation in reviewing these tasks is appreciated.

VALIDATION LISTING OF CAREER GUIDANCE TASKS

APPRAISAL

Record as part of the cumulative records the vocational preference reported by students YES____ NO____

Prepare case studies on students YES____ NO____

Administer personal data blanks, autobiographies, and/or completion sentences as student appraisal devices YES____ NO____

Gather basic information necessary for the understanding of the student in order to assist school staff in formulating and specifying appropriate plans for educational and behavioral management YES____ NO____

Identify students with personal-social adjustment problems YES____ NO____

CONSULTANT

Work with teacher in developing methods for needed appraisals of individual pupils YES____ NO____

Help individual teachers with children who present learning or adjustment problems YES____ NO____

Plan and coordinate case conferences involving parents, teachers, and other school personnel YES____ NO____

Conduct surveys to determine local job opportunities to determine work requirements and opportunities in business YES____ NO____

Work with pupils individually and in groups in order to help them better understand their strong and weak points YES____ NO____

Obtain, show, and discuss guidance films with classes YES____ NO____

Work with individual students on methods for effective studying YES____ NO____

Help students in understanding discrepancies in ambitions and apparent abilities YES____ NO____

Interview students concerning academic deficiences	YES____ NO____
Assist drop-out students	YES____ NO____
Counseling with groups of students	YES____ NO____
Counseling with individual students	YES____ NO____
Conduct parent conferences	YES____ NO____
Conduct exit interviews with all the students dropping out of school	YES____ NO____
Assist students in developing occupational decision-making competency	YES____ NO____
Guide students in the selection of vocational courses on the basis of their interests, aptitudes, and abilities to profit by the instruction	YES____ NO____
Point out the relationships between education and vocational choices	YES____ NO____
Assist with local and area manpower status and need surveys	YES____ NO____
Locate and use persons in the community who are able and willing to assist with assembly programs related to the vocational problems of the students	YES____ NO____
Develop a knowledge of local and area occupational trends for use in advising students regarding employments and career possibilities in business and industry	YES____ NO____
Acquire and/or develop significant information about the entry and educational requirements for numerous jobs	YES____ NO____
Interview various types of workers to gain insight into worker characteristics, job satisfaction, and performance requirements	YES____ NO____
Prepare job descriptions based on on-site job observation and worker interviews	YES____ NO____
Contact agencies (federal, state, and local) which provide employment information and placement services	YES____ NO____

COUNSELING

Help plan and coordinate the school orientation program for all students new to the school YES____ NO____

Assist individual students and groups of students in attaining satisfactory personal/social adjustments YES____ NO____

Encourage drop-outs to return to the school for occupational counseling when pertinent problems confront them YES____ NO____

Assist the student and his parents in relating the student's occupational interest, aptitudes, and abilities to current and future occupational opportunities and requirements YES____ NO____

Help students consider vocational education as an educational opportunity each year they are in high school YES____ NO____

Assist in planning and conducting systematic group instructional units on occupations YES____ NO____

Make use of sociograms, checklists, anecdotal records YES____ NO____

EDUCATIONAL INFORMATION

Contribute to the public's understanding of educational programs through radio, television, speeches and panel discussions YES____ NO____

Maintain information on resources for education and placement opportunities YES____ NO____

Keep up-to-date files of current scholarships, fellowships, and loans available to students for college and vocational-technical training YES____ NO____

Conduct educational research in the areas of student needs and student problems YES____ NO____

Participate in the development of the school curriculum in relation to the needs of individual pupils YES____ NO____

Conduct follow-up of new students to determine adjustments to school environment YES____ NO____

Follow-up the adjustment of an individual student by planning and implementing periodic case conferences YES____ NO____

Counsel with individual pupils and/or groups of students when the counseling process is selected as the most effective way of helping the child at a particular time YES____ NO____

Participate in staff conferences concerning individual students in school YES____ NO____

Assist in developing case histories on individual students referred by other school personnel YES____ NO____

Maintain casework records on individual students YES____ NO____

Consult with teachers in securing and interpreting information about students YES____ NO____

Interview parents in regard to the child's personal history, habits, problems, temperament, and interests YES____ NO____

Consult with teachers in identifying causes of student's academic failures YES____ NO____

Conduct in-service conferences designed to help teachers better understand the nature of pupil appraisal services and student problems YES____ NO____

OCCUPATIONAL INFORMATION

Make use of tours of business and industries YES____ NO____

Assist in planning and participate in "Career Day" and "College Day" programs YES____ NO____

Assist individual students through the counseling relationship to understand themselves in relationship to the social and psychological world in which the student lives YES____ NO____

Make regular use of current catalogs and other materials from vocational industrial trade or technical educational institutions in group guidance YES____ NO____

Assist in evaluation of the effectiveness of school curriculum in meeting students' academic and social needs YES____ NO____

Conduct parent conferences to better acquaint them with the school and to develop a good home-school relationship YES____ NO____

Conduct parent conferences to discuss the child who is having academic difficulty YES____ NO____

FOLLOW-UP

Provide job adjustment counseling YES____ NO____

Use follow-up studies of all high school graduates and other former students as one means of evaluating occupational counseling YES____ NO____

Provide assistance with the school-work transition problems of school youth YES____ NO____

Maintain contact with employers of high school graduates and drop-outs YES____ NO____

Make use of filmstrips and motion pictures of occupations YES____ NO____

Make use of occupational briefs, pamphlets, and monographs YES____ NO____

Make use of occupational books YES____ NO____

Make use of career days YES____ NO____

Teach students how to conduct oneself during an interview YES____ NO____

Teach students how to obtain work permits and fill them out YES____ NO____

Teach students how to answer want ads YES____ NO____

Accumulate extensive vocational and career information concerning students and their vocational needs and plans YES____ NO____

Develop knowledge and understanding of post-secondary vocational and technical education opportunities YES____ NO____

Conduct field trips of visits to industrial plants and business firms in the local and surrounding communities as part of group guidance YES____ NO____

Collect and disseminate to students and parents information concerning nonprofessional careers YES____ NO____

Assist the students in obtaining information about the educational and occupational opportunities in the military service YES____ NO____

Provide students with forms and other printed materials from job placement organizations and agencies YES____ NO____

Develop competence in understanding the nature, structure, and operational rationale of the labor movements in the United States YES____ NO____

Assist in periodically developing bulletin boards or similar displays on occupational employment and training opportunities YES____ NO____

Make use of Occupational Outlook Handbook YES____ NO____

Make use of Dictionary of Occupational Titles YES____ NO____

Conduct surveys of current employment and future vocational opportunities in the community YES____ NO____

PLACEMENT

Provide placement services for individual pupils and groups of pupils to assist them in making appropriate transition from one school level to another or from school to employment YES____ NO____

Provide opportunities for on-the-job work experience YES____ NO____

Place students in jobs in the community YES____ NO____

Survey the community each spring for part-time summer job opportunities for students YES____ NO____

Assist local employers in securing employees from school graduates and others not planning to pursue further education YES____ NO____

Assist the non-college-bound graduate in securing employment YES____ NO____

Cooperate with local civic and other groups in securing part-time work for economically underprivileged in the school YES____ NO____

APPENDIX C

STUDENT QUESTIONNAIRE

TEACHER PERFORMANCE OF VOCATIONAL
GUIDANCE TASKS

Grade _____ Check only one:

Teacher _____ Vocational Office Education___

School _____ Office Practice Class_____

Instructions:

Check Yes in the box if your teacher does or has done the things described in each statement.
Check No in the no box if he or she has not.
Leave blank if you do not know if your teacher has done these things.

Statements	Teacher Performance	
YOUR TEACHER HAS	YES	NO
1. recorded in a folder your vocational interest		
2. helped to identify students with personal problems		
3. kept a file on you with various types of information such as your interest, hobbies, etc.		
4. talked with other teachers in order to help students with particular problems		
5. talked with parents, students, and counselors in joint conferences		
6. surveyed local industry to identify job opportunities		
7. surveyed local industry to identify work skills and traits of many different jobs		

Statements YOUR TEACHER HAS	Teacher Performance YES	NO
8. contacted employment agencies (federal, state, and local) to gain information		
9. presented or has available for you many job descriptions for various jobs		
10. helped students with personal and/or social problems		
11. helped new students get oriented		
12. helped students to identify their strong and weak points		
13. helped students understand difference between vocational ambition and actual abilities		
14. talked with "potential drop-outs" and drop-outs		
15. helped students in the selection of career courses		
16. helped students in learning to make decisions		
17. maintained information on scholarships, fellowships, and educational loans		
18. participated in the development of the school curriculum so that it meets the student's needs		
19. assisted in planning "Career Day" and/or "College Day"		

Statements YOUR TEACHER HAS	Teacher Performance YES	NO
20. provided current catalogs, publications, materials, of vocational, industrial, trade institutions (not only college catalogs)		
21. conducted student field trips to business and industry		
22. showed films and filmstrips on occupations		
23. provided students with briefs, monographs, and/or pamphlets, on occupations		
24. provided information handbooks on occupations		
25. described the Dictionary of Occupational Titles		
26. helped students develop interviewing skills		
27. helped students to complete job applications		
28. helped students in job hunting techniques		
29. provided students with forms, or printed materials from job placement organizations and agencies		
30. provided information from the military services on educational and occupational opportunities		
31. talked about the labor movement in the United States		
32. assisted students in the change from school to employment		

Statements YOUR TEACHER HAS	Teacher Performance YES	NO
33. assisted students in the change from one level of school to another level of school		
34. enabled students to have on-the-job work experience		
35. kept a listing of summer part-time job opportunities for students		
36. assisted students in adjusting to employment		
37. sent out questionnaires to graduates to evaluate the school program		
38. maintained contact with employers of former students in the program		
39. maintained case studies on individual students		

APPENDIX D

TABLE VII TEACHER CODES

TABLE VII

TEACHER CODES

Office Practice	Number of Tests
OP 1	12
OP 2	17
OP 3	14
OP 4	26
	69

Vocational Office Education	Number of Tests
VOE 1	13
VOE 2	8
VOE 3	14
VOE 4	5
VOE 5	23
VOE 6	8
	71

APPENDIX E

CAREER GUIDANCE TASKS

CAREER GUIDANCE TASKS

ITEM

1. recorded in a folder students' vocational interest
2. helped to identify students with personal problems
3. kept a file on students with various types of information such as interests, hobbies, etc.
4. talked with other teachers in order to help students with particular problems
5. talked with parents, students, and counselors in joint conferences
6. surveyed local industry to identify job opportunities
7. surveyed local industry to identify work skills and traits of many different jobs
8. contacted employment agencies (federal, state, and local) to gain information
9. presented or has available for students many job descriptions for various jobs
10. helped students with personal and/or social problems
11. helped new students get oriented
12. helped students to identify their strong and weak points
13. helped students understand difference between vocational ambition and actual abilities
14. talked with "potential drop-outs" and drop-outs
15. helped students in the selection of career courses
16. helped students in learning to make decisions
17. maintained information on scholarships, fellowships, and educational loans
18. participated in the development of the school curriculum so that it meets the students' needs

19. assisted in planning "Career Day" and/or "College Day"

20. provided current catalogs, publications, or materials, of vocational, industrial, trade institutions (not only college catalogs)

21. conducted student field trips to business and industry

22. showed films and filmstrips on occupations

23. provided students with briefs, monographs, and/or pamphlets on occupations

24. provided information handbooks on occupations

25. described the Dictionary of Occupational Titles

26. helped students develop interviewing skills

27. helped students to complete job applications

28. helped students in job hunting techniques

29. provided students with forms, or printed materials from job placement organizations and agencies

30. provided information from the military services on educational and occupational opportunities

31. talked about the labor movement in the United States

32. assisted students in the change from school to employment

33. assisted students in the change from one level of school to another level of school

34. enabled students to have on-the-job work experience

35. kept a listing of summer part-time job opportunities for students

36. assisted students in adjusting to employment

37. sent out questionnaires to graduates to evaluate the school program

38. maintained contact with employers of former students in the program

39. maintained case studies on individual students

APPENDIX F

INDIVIDUAL TEACHER'S PERFORMANCE OF CAREER GUIDANCE TASKS AS PERCEIVED BY STUDENTS, TABLES VIII THROUGH XVII

TABLE VIII

STUDENTS' PERCEPTIONS OF CAREER GUIDANCE TASKS
PERFORMED BY OP TEACHER CODE 1

ITEM	Percentages		
	YES	NO	DON'T KNOW
1	60.0	13.3	26.7
2	26.7	46.7	26.7
3	33.3	40.0	26.7
4	20.0	26.7	53.3
5	26.7	40.0	33.3
6	20.0	33.3	46.7
7	13.3	33.3	53.3
8	40.0	26.7	33.3
9	86.7	6.7	6.7
10	26.7	26.7	46.7
11	73.3	6.7	20.0
12	73.3	13.3	13.3
13	60.0	26.7	13.3
14	.0	53.3	46.7
15	53.3	26.7	20.0
16	66.7	20.0	13.3
17	20.0	53.3	26.7
18	46.7	20.0	33.3
19	.0	46.7	53.3
20	40.0	20.0	40.0
21	13.3	80.0	6.7
22	93.3	6.7	.0
23	93.3	6.7	.0
24	60.0	20.0	20.0
25	6.7	66.7	26.7
26	40.0	46.7	13.3
27	33.3	46.7	20.0
28	26.7	46.7	26.7
29	26.7	46.7	26.7
30	6.7	86.7	6.7
31	13.3	80.0	6.7
32	13.3	53.3	33.3
33	13.3	40.0	46.7
34	46.7	40.0	13.3

TABLE VIII (Continued)

ITEM	Percentages YES	NO	DON'T KNOW
35	.0	86.7	13.3
36	33.3	33.3	33.3
37	.0	66.7	33.3
38	.0	53.3	46.7
39	6.7	40.0	53.3
Total Performance	33.67		
n = 15			

TABLE IX

STUDENTS' PERCEPTIONS OF CAREER GUIDANCE TASKS
PERFORMED BY OP TEACHER CODE 2

ITEM	Percentages		
	YES	NO	DON'T KNOW
1	35.3	52.9	11.8
2	17.6	70.6	11.8
3	64.7	35.3	.0
4	5.9	23.5	70.6
5	11.8	41.2	47.1
6	35.3	41.2	23.5
7	29.4	35.3	35.3
8	29.4	41.2	29.4
9	76.5	17.6	5.9
10	23.5	41.2	35.3
11	64.7	17.6	17.6
12	47.1	47.1	5.9
13	41.2	47.1	11.8
14	11.8	29.4	58.8
15	47.1	41.2	11.8
16	58.8	29.4	11.8
17	11.8	47.1	41.2
18	41.2	23.5	35.3
19	11.8	47.1	41.2
20	29.4	47.1	23.5
21	11.8	76.5	11.8
22	100.0	.0	.0
23	82.4	17.6	.0
24	47.1	52.9	.0
25	.0	76.5	23.5
26	47.1	35.3	17.6
27	35.3	41.2	23.5
28	23.5	47.1	29.4
29	17.6	64.7	17.6
30	5.9	76.5	17.6
31	5.9	76.5	17.6
32	11.8	47.1	41.2
33	23.5	47.1	29.4
34	41.2	35.3	23.5

TABLE IX (Continued)

ITEM	Percentages YES	NO	DON'T KNOW
35	.0	70.6	29.4
36	23.5	35.3	41.2
37	.0	70.6	29.4
38	.0	70.6	29.4
39	11.8	52.9	35.3
Total Performance	30.62		

n = 17

TABLE X

STUDENTS' PERCEPTIONS OF CAREER GUIDANCE TASKS
PERFORMED BY OP TEACHER CODE 3

ITEM	Percentages		
	YES	NO	DON'T KNOW
1	.0	100.0	.0
2	38.9	38.9	22.2
3	.0	94.4	5.6
4	44.4	22.2	33.3
5	33.3	44.4	22.2
6	50.0	33.3	16.7
7	33.3	33.3	33.3
8	33.3	33.3	33.3
9	44.4	50.0	5.6
10	66.7	16.7	16.7
11	72.2	11.1	16.7
12	88.9	5.6	5.6
13	33.3	27.8	38.9
14	16.7	44.4	38.9
15	33.3	50.0	16.7
16	72.2	22.2	5.6
17	27.8	50.0	22.2
18	27.8	27.8	44.4
19	27.8	44.4	27.8
20	11.1	61.1	27.8
21	11.1	72.2	16.7
22	77.8	16.7	5.6
23	22.2	61.1	16.7
24	22.2	66.7	11.1
25	.0	88.9	11.1
26	44.4	50.0	5.6
27	11.1	72.2	16.7
28	44.4	50.0	5.6
29	22.2	61.1	16.7
30	.0	61.1	38.9
31	5.6	88.9	5.6
32	27.8	50.0	22.2
33	22.2	55.6	22.2
34	55.6	38.9	5.6

TABLE X (Continued)

ITEM	Percentages YES	NO	DON'T KNOW
35	5.6	72.2	22.2
36	33.3	55.6	11.1
37	.0	61.1	38.9
38	27.8	33.3	38.9
39	5.6	72.2	22.2
Total Performance	30.33		

n = 18

TABLE XI

STUDENTS' PERCEPTIONS OF CAREER GUIDANCE TASKS PERFORMED BY OP TEACHER CODE 4

ITEM	Percentages		
	YES	NO	DON'T KNOW
1	11.5	69.2	19.2
2	57.7	26.9	15.4
3	11.5	73.1	15.4
4	53.8	15.4	30.8
5	50.0	15.4	34.6
6	65.4	3.8	30.8
7	65.4	3.8	30.8
8	53.8	15.4	30.8
9	61.5	19.2	19.2
10	61.5	15.4	23.1
11	88.5	3.8	7.7
12	96.2	3.8	.0
13	57.7	23.1	19.2
14	23.1	30.8	46.2
15	69.2	11.5	19.2
16	80.8	7.7	11.5
17	23.1	23.1	53.8
18	80.8	3.8	15.4
19	7.7	50.0	42.3
20	7.7	46.2	46.2
21	7.7	69.2	23.1
22	19.2	65.4	15.4
23	23.1	69.2	7.7
24	15.4	65.4	19.2
25	19.2	73.1	7.7
26	50.0	38.5	11.5
27	53.8	30.8	15.4
28	69.2	15.4	15.4
29	11.5	53.8	34.6
30	.0	61.5	38.5
31	11.5	61.5	26.9
32	80.8	7.7	11.5
33	50.0	26.9	23.1
34	73.1	11.5	15.4

TABLE XI (Continued)

ITEM	Percentages YES	NO	DON'T KNOW
35	11.5	38.5	50.0
36	50.0	15.4	34.6
37	23.1	38.5	38.5
38	61.5	3.8	34.6
39	23.1	26.9	50.0
Total Performance	43.07		
n = 26			

TABLE XII

STUDENTS' PERCEPTIONS OF CAREER GUIDANCE TASKS PERFORMED BY VOE TEACHER CODE 1

ITEM	Percentages		
	YES	NO	DON'T KNOW
1	66.7	20.0	13.3
2	46.7	26.7	26.7
3	86.7	13.3	.0
4	20.0	26.7	53.3
5	46.7	26.7	26.7
6	86.7	.0	13.3
7	80.0	.0	20.0
8	73.3	13.3	13.3
9	73.3	26.7	.0
10	26.7	46.7	26.7
11	73.3	13.3	13.3
12	93.3	6.7	.0
13	93.3	6.7	.0
14	13.3	46.7	40.0
15	73.3	13.3	13.3
16	93.3	6.7	.0
17	46.7	46.7	6.7
18	80.0	13.3	6.7
19	46.7	33.3	20.0
20	40.0	33.3	26.7
21	93.3	6.7	.0
22	80.0	6.7	13.3
23	66.7	26.7	6.7
24	60.0	26.7	13.3
25	40.0	53.3	6.7
26	93.3	6.7	.0
27	100.0	.0	.0
28	93.3	.0	6.7
29	60.0	26.7	13.3
30	20.0	66.7	13.3
31	26.7	60.0	13.3
32	26.7	46.7	26.7
33	33.3	53.3	13.3
34	86.7	6.7	6.7

TABLE XII (Continued)

ITEM	Percentages YES	NO	DON'T KNOW
35	60.0	13.3	26.7
36	73.3	26.7	.0
37	40.0	46.7	13.3
38	60.0	26.7	13.3
39	60.0	33.3	6.7
Total Performance	63.39		
n = 15			

TABLE XIII

STUDENTS' PERCEPTIONS OF CAREER GUIDANCE TASKS PERFORMED BY VOE TEACHER CODE 2

ITEM	Percentages		
	YES	NO	DON'T KNOW
1	62.5	12.5	25.0
2	75.0	25.0	.0
3	25.0	50.0	25.0
4	62.5	12.5	25.0
5	50.0	50.0	.0
6	75.0	12.5	12.5
7	100.0	.0	.0
8	100.0	.0	.0
9	50.0	12.5	37.5
10	50.0	37.5	12.5
11	87.5	.0	12.5
12	87.5	.0	12.5
13	25.0	37.5	37.5
14	37.5	25.0	37.5
15	75.0	12.5	12.5
16	87.5	.0	12.5
17	.0	50.0	50.0
18	37.5	25.0	37.5
19	12.5	37.5	50.0
20	17.5	50.0	37.5
21	100.0	.0	.0
22	75.0	.0	25.0
23	62.5	12.5	25.0
24	62.5	37.5	.0
25	75.0	25.0	.0
26	87.5	12.5	.0
27	87.5	12.5	.0
28	87.5	12.5	.0
29	37.5	25.0	37.5
30	12.5	62.5	25.0
31	25.0	50.0	25.0
32	75.0	25.0	.0
33	50.0	50.0	.0
34	62.5	37.5	.0

TABLE XIII (Continued)

ITEM	Percentages YES	NO	DON'T KNOW
35	12.5	50.0	37.5
36	25.0	50.0	25.0
37	12.0	50.0	37.5
38	50.0	25.0	25.0
39	.0	50.0	50.0
Total Performance	54.28		

n = 8

TABLE XIV

STUDENTS' PERCEPTIONS OF CAREER GUIDANCE TASKS PERFORMED BY VOE TEACHER CODE 3

ITEM	Percentages		
	YES	NO	DON'T KNOW
1	94.7	.0	5.3
2	89.5	10.5	.0
3	84.2	10.5	5.3
4	84.2	10.5	5.3
5	84.2	15.8	.0
6	100.0	.0	.0
7	100.0	.0	.0
8	73.7	15.8	10.5
9	89.5	10.5	.0
10	89.5	10.5	.0
11	94.7	.0	5.3
12	100.0	.0	.0
13	94.7	5.3	.0
14	73.7	21.1	5.3
15	94.7	5.3	.0
16	100.0	.0	.0
17	94.7	.0	5.3
18	84.2	5.3	10.5
19	68.4	26.3	5.3
20	78.9	15.8	5.3
21	100.0	.0	.0
22	100.0	.0	.0
23	94.7	5.3	.0
24	73.7	26.3	.0
25	73.7	26.3	.0
26	94.7	5.3	.0
27	94.7	5.3	.0
28	94.7	5.3	.0
29	57.9	42.1	.0
30	42.1	42.1	15.8
31	47.4	52.6	.0
32	94.7	.0	5.3
33	73.7	10.5	15.8
34	94.7	5.3	.0

TABLE XIV (Continued)

ITEM	Percentages YES	NO	DON'T KNOW
35	47.4	42.1	10.5
36	89.5	5.3	5.3
37	42.1	47.4	10.5
38	94.7	5.3	.0
39	73.7	21.1	5.3
Total Performance	83.53		

n = 19

TABLE XV

STUDENTS' PERCEPTIONS OF CAREER GUIDANCE TASKS PERFORMED BY VOE TEACHER CODE 4

ITEM	Percentages		
	YES	NO	DON'T KNOW
1	10.5	52.6	36.8
2	73.7	15.8	10.5
3	10.5	68.4	21.1
4	57.9	5.3	36.8
5	31.6	21.1	47.4
6	57.9	15.8	26.3
7	68.4	10.5	21.1
8	42.1	21.1	36.8
9	78.9	10.5	10.5
10	84.2	5.3	10.5
11	68.4	.0	31.6
12	94.7	.0	5.3
13	63.2	5.3	31.6
14	10.5	21.1	68.4
15	78.9	.0	21.1
16	84.2	5.3	10.5
17	26.3	36.8	36.8
18	42.1	15.8	42.1
19	.0	42.1	57.9
20	26.3	47.4	26.3
21	100.0	.0	.0
22	100.0	.0	.0
23	42.1	42.1	15.8
24	31.6	52.6	15.8
25	5.3	73.7	21.1
26	94.7	.0	5.3
27	78.9	10.5	10.5
28	84.2	.0	15.8
29	31.6	47.4	21.1
30	10.5	68.4	21.1
31	36.8	31.6	31.6
32	57.9	15.8	26.3
33	15.8	42.1	42.1
34	89.5	.0	10.5

TABLE XV (Continued)

ITEM	Percentages YES	NO	DON'T KNOW
35	5.3	47.4	47.4
36	63.2	10.5	26.3
37	15.8	42.1	42.1
38	47.4	15.8	36.8
39	26.3	31.6	42.1
Total Performance	49.92		

n = 19

TABLE XVI

STUDENTS' PERCEPTIONS OF CAREER GUIDANCE TASKS
PERFORMED BY VOE TEACHER CODE 5

ITEM	Percentages		
	YES	NO	DON'T KNOW
1	60.9	13.0	26.1
2	43.5	13.0	43.5
3	78.3	4.3	17.4
4	26.1	30.4	43.5
5	39.1	26.1	34.8
6	100.0	.0	.0
7	82.6	4.3	13.0
8	60.9	8.7	30.4
9	87.0	8.7	4.3
10	43.5	21.7	34.8
11	60.9	13.0	26.1
12	82.6	4.3	13.0
13	65.2	8.7	26.1
14	8.7	26.1	65.2
15	82.6	4.3	13.0
16	87.0	8.7	4.3
17	26.1	17.4	56.5
18	69.6	4.3	26.1
19	60.9	.0	39.1
20	60.9	30.4	8.7
21	100.0	.0	.0
22	95.7	4.3	.0
23	73.9	13.0	13.0
24	47.8	30.4	21.7
25	8.7	65.2	26.1
26	78.3	17.4	4.3
27	82.6	17.4	.0
28	82.6	8.7	8.7
29	30.4	43.5	26.1
30	8.7	47.8	43.5
31	8.7	47.8	43.5
32	95.7	4.3	.0
33	34.8	13.0	52.2
34	100.0	.0	.0

TABLE XVI (Continued)

ITEM	Percentages YES	NO	DON'T KNOW
35	78.3	13.0	8.7
36	91.3	4.3	4.3
37	8.7	21.7	69.6
38	87.0	.0	13.0
39	39.1	34.8	26.1
Total Performance	60.99		
n = 23			

TABLE XVII

STUDENTS' PERCEPTIONS OF CAREER GUIDANCE TASKS PERFORMED BY VOE TEACHER CODE 6

ITEM	Percentages		
	YES	NO	DON'T KNOW
1	16.7	22.2	61.1
2	38.9	16.7	44.4
3	27.8	33.3	38.9
4	22.2	33.3	44.4
5	16.7	50.0	33.3
6	61.1	22.2	16.7
7	50.0	22.2	27.8
8	16.7	33.3	50.0
9	50.0	22.2	27.8
10	27.8	33.3	38.9
11	72.2	11.1	16.7
12	72.7	16.7	11.1
13	55.6	16.7	27.8
14	11.1	33.3	55.6
15	66.7	16.7	16.7
16	72.2	11.1	16.7
17	11.1	50.0	38.9
18	38.9	5.6	55.6
19	16.7	38.9	44.4
20	22.2	38.9	38.9
21	10.0	.0	.0
22	94.4	.0	5.6
23	33.3	33.3	33.3
24	38.9	33.3	27.8
25	22.2	55.6	22.2
26	94.4	5.6	.0
27	88.9	11.1	.0
28	66.7	11.1	22.2
29	27.8	38.9	33.3
30	16.7	44.4	38.9
31	22.2	50.0	27.8
32	27.8	38.9	33.3
33	33.3	16.7	50.0
34	61.1	11.1	27.8

TABLE XVII (Continued)

ITEM	Percentages YES	NO	DON'T KNOW
35	27.8	33.3	38.9
36	72.2	.0	27.8
37	16.7	33.3	50.0
38	16.7	22.2	61.1
39	27.8	16.7	55.6
Total Performance	40.16		

n = 8

APPENDIX G

COMBINED TEACHERS' PERFORMANCE OF CAREER GUIDANCE TASKS AS PERCEIVED BY STUDENTS AND RANKED ACCORDING TO HIGHEST PERFORMANCE

TABLE XVIII

COMBINED TEACHERS' PERFORMANCE OF CAREER GUIDANCE TASKS AS PERCEIVED BY STUDENTS AND RANKED ACCORDING TO HIGHEST PERFORMANCE

Career Guidance Tasks	Percentages		
	Yes	No	Don't Know
No. 12 helped students to identify their strong and weak points	84.3	9.6	6.2
No. 22 showed film and filmstrips on occupations	81.5	12.9	5.6
No. 16 helped students in learning to make decisions	80.3	11.2	8.4
No. 11 helped new students get oriented	75.3	7.9	16.9
No. 34 enabled students to have on-the-job work experience	73.0	16.3	10.7
No. 26 helped students develop inerviewing skills	71.3	22.5	6.2
No. 9 presented or has available for students many job descriptions for various jobs	70.8	18.5	10.7
No. 15 helped students in the selection of career courses	68.0	17.4	14.6
No. 28 helped students in job hunting techniques	67.4	19.1	13.5
No. 6 surveyed local industry to identify job opportunities	66.3	15.2	18.5
No. 27 helped students to complete job applications	65.7	24.7	9.6
No. 7 surveyed local industry to identify work skills and traits of many different jobs	61.8	14.0	24.2

TABLE XVIII (Continued)

Career Guidance Tasks	Percentages		
	Yes	No	Don't Know
No. 21 conducted student field trips to business and industry	61.2	32.0	6.7
No. 13 helped students to identify their strong and weak points	60.7	19.1	20.2
No. 36 assisted students in adjusting to employment	58.4	20.8	20.8
No. 23 provided students with briefs, monographs, and/or pamphlets on occupations	57.3	31.5	11.2
No. 18 participated in the development of the school curriculum so that it meets the students' needs	57.3	12.9	29.8
No. 32 assisted students in the change from school to employment	53.9	26.4	19.7
No. 10 helped students with personal and/or social problems	51.7	23.6	24.7
No. 2 helped to identify students with personal problems	50.6	28.1	21.3
No. 8 contacted employment agencies (federal, state, and local) to gain information	50.0	21.3	28.7
No. 38 maintained contact with employers of former students	47.2	23.0	29.8
No. 24 provided information handbooks on occupations	43.3	43.7	14.0
No. 3 kept a file on students with various types of information such as interests, hobbies, etc.	42.1	42.7	15.2
No. 4 talked with other teachers in order to help students with particular problems	39.9	20.8	39.3

TABLE XVIII (Continued)

Career Guidance Tasks	Percentages		
	Yes	No	Don't Know
No. 1 recorded in a folder students' vocational interest	39.3	38.2	22.5
No. 5 talked with parents, students, and counselors in joint conferences	39.3	30.8	29.8
No. 33 assisted students in the change from one level of school to another level of school	35.4	33.1	31.5
No. 20 provided current catalogs, publications, or materials, of vocational, industrial, trade institutions (not only college catalogs)	33.7	28.8	27.5
No. 29 provided students with forms, or printed materials from job placement organizations and agencies	30.9	46.6	22.5
No. 17 maintained information on scholarships, fellowships, and educational loans	30.3	34.8	34.8
No. 39 maintained case studies on individual students	29.2	36.5	34.3
No. 19 assisted in planning "Career Day" and/or "College Day"	26.4	36.0	37.6
No. 35 kept a listing of summer part-time job opportunities for students	26.4	44.9	28.7
No. 25 described the Dictionary of Occupational Titles	21.9	62.9	15.2
No. 14 talked with "potential drop-outs" and drop-outs	20.2	32.6	47.2
No. 31 talked about the labor movement in the United States	19.7	59.6	20.8

TABLE XVIII (Continued)

Career Guidance Tasks	Percentages		
	Yes	No	Don't Know
No. 37 sent out questionnaires to graduates to evaluate the school program	16.3	46.1	37.6
No. 30 provided information from the military services on educational and occupational opportunities	11.8	60.7	27.5

VITA

Ruby Teresa Bivans was born in Atlanta, Georgia, on November 10, 1954. She attended elementary school in that city and was graduated from Brown High School in 1971. In September, 1971, she enrolled in Clayton Junior College, graduating in June 1972 with an Associate Arts degree in Secretarial Science. In September, 1973, she entered Georgia State University and in August, 1975, she received a Bachelor of Science degree in Business Education. In September, 1975, she accepted a graduate teaching assistantship and entered graduate school at The University of Tennessee. In December, 1976, she received a Master of Science degree in Business Education with a minor in Office Administration. She is currently a member of Delta Phi Epsilon and National Business Education Association.

She is the daughter of Mrs. Helen Bivans of Woodstock, Georgia. Miss Bivans is employed with Albany Junior College in Albany, Georgia.