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The Implementation of Career Education in the General Business Classes of Cache County Junior High Schools

Katie Graham
Utah State University

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THE IMPLEMENTATION OF CAREER EDUCATION IN THE
GENERAL BUSINESS CLASSES OF CACHE COUNTY
JUNIOR HIGH SCHOOLS

by

Katie Graham

A report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Plan B

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Katie Graham
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CHAPTER I
INTRODUCTION

All of us who have mastered the new math, survived the new science, and the new social studies, lived through the new language arts, struggled through individualized instruction, and taken up team teaching... now face a new challenge: career education. (18, p. 67)

Career education is the goal of the seventies; the direction education will take, and the force that can give new meaning to all teaching techniques and classroom instruction. More significantly, career education is the new power that can change for the good the lives of all students by assuring that every young person completing high school would be ready to either enter higher education or to secure useful and rewarding employment (17, p. 21). However, as emphasized by May, career education is on the launch pad and the count down has started, but the ultimate responsibility for getting career education off the ground lies with the classroom teacher (18, pp. 67-68).

Specifically focusing upon business teachers, Selland points out definite ways in which business teachers can provide leadership and initiative for the full implementation of career education. For instance, Selland suggests that business teachers could cooperate with and assist colleagues from kindergarten through adult classes by helping to identify career education resource materials; by acting as liaison personnel between the business community; by sending senior high school and other office students to visit with younger students; and by volunteering to give talks and demonstrate office skills (14, pp. 47-48).
More specifically focusing upon the junior high school level, Church, LaBarre, and Scrittorale suggest that business teachers could make occupational information readily available for all students interested in researching a career area. The junior high school general business class, because of the nature of the subject matter, would be a good place, in particular, to explore various careers. Also, basic business subjects such as general business, may be designed to help students develop an understanding and appreciation of the world of work.

Business teachers can help "spread the word" about the many vocational opportunities available, not only in terms of the current situation for various occupational fields, but also in terms of future employment trends. In essence, the business teacher such as the general business teacher at the junior high school grade level, can help provide students with the information and opportunity to explore, think about, and plan for a career that will be most rewarding and beneficial to them (18, pp. 47-51).

**Statement of the Problem**

The purpose of this study was to determine the motives and/or practices of Cache County Junior High School general business teachers in implementing, or not implementing, components of the concept of career education in general business classes.

More specifically, the objectives of this study were to:

1. Determine the general business teachers' perceptions of the concept of career education
2. Assess the rationale for implementation, or non-implementation of components of the career education concepts in general business classes

3. Determine what the general business teachers have done, would like to do, or plan to do in implementing components of the concept of career education in general business classes

4. Identify instructional material and information resources utilized, and desired by the general business teachers in implementing components of the concept of career education in general business classes

5. Identify present and potential, or perceived, difficulties in implementing components of the career education concept in general business classes

6. Make recommendations for enhancement or improvement in implementing components of the concept of career education in general business classes.

Need for the Study

There have been numerous essays, articles, and speeches, written (distinctly philosophical, polemical, and theoretical in nature) dealing with universal themes of career education, but very little empirical data or systematic analysis has been conducted to refute or support the work of such authors. (8, p. 257)

In general, considering the limited amount of research that has been conducted some critics feel that there is too much loose talk about career education being
implemented or integrated into the educational curriculum. Therefore, according to Crawford:

... a challenging task for a basic researcher in any discipline (perhaps even as an essential step for further progress) might consist of testing various authors' underlying assumptions in a laboratory situation or by gathering empirical data on a systematic basis which either supports, refutes, or creates new ideas pertaining to the concept of career education. (8, p. 258)

This study was, therefore, conducted in a quest for knowledge and understanding pertaining to the practices and motives of Cache County Junior High School general business teachers in implementing, or not implementing components of the career education concept in general business classes.

Delimitation of the Study

This study pertains only to the practices and motives of Cache County Junior High School general business teachers in implementing, or not implementing components of the career education concept in general business classes.

Definition of Terms

For purposes of the study, the following terms were defined as:

1. Career education: Career education is education at all grade levels which enables every student to make informed choices in the preparation and development of a life-long, satisfying, and productive career.

2. Cache County Junior High Schools: The Cache County Junior High Schools are Logan City Junior High School, South Cache Junior High School, and North Cache Junior High School.
CHAPTER II

REVIEW OF LITERATURE

A Brief History of Career Education

The concept of career education is neither new nor revolutionary; it has evolved from decades of experience and experimentation with career development theories (7, p. 2).

The current movement towards career education in American public schools can be traced to the early nineteen fifties when guidance and vocational experts such as Donald Super, Henry Barow, Edwin Herr, and Martin Katz, theorized about the need to make a student's learning experience more relevant to the real world of work.

The Sputnik scare of the late fifties prompted American schools to de-emphasize vocational training and urged students to concentrate on mathematics, the sciences, and college preparatory courses. Then, in 1963, Congress passed a broad Vocational Education Act which stimulated interest in career development theory and focused new attention on preparing the individual student for job performance and mobility. The Vocational Education Act of 1963 had far-reaching effects in that some of the early components of career education were first identified in exemplary vocational education projects funded under this and subsequent legislation such as the 1968 Vocational Education Amendments: These amendments provided many of the structural elements for career education by
supporting an expanded concept of guidance and counseling which re-emphasized the need for pre-vocational activity, stressed the significance of developing new career development programs, and provided services to facilitate the job selection and placement process (25, p. 4).

The passage of the 1968 Vocational Amendments was in some aspects prompted by the sharp criticism of American education during the latter part of the sixties. As technology became increasingly complex in a modern society, there was growing popular concern that the traditional public schools lacked relevance for many young people. In fact, large numbers of high school and college graduates, as well as recipients of doctoral and master's degrees, were unemployed; substantial portions of the population lacked relevance and fulfillment in their work (7, p. 3). Due to factors such as the latter, pertinent to the inadequacies of the American public school system:

1. Why do thirty per cent of our public school students drop out before completing high school?

2. Why are most school courses designed for twenty per cent of the students who complete a college education, when eighty per cent of the careers that people actually pursue do not require a college degree?

3. Why aren't 15,000 school hours (kindergarten through twelfth grade) enough to prepare the average student to enter the world of work, if he or she chooses to do so upon exiting high school?

4. Why is the relevance of school repeatedly being questioned by students?

5. Why do people enter careers by chance rather than by design? (21)

One feasible solution to the problems posed in the latter questions was developed
through the United States Office of Education—the solution directly addresses the problem of helping students to achieve self-fulfillment in a realistic, measurable manner. This solution was identified in July of 1970 in the Third Annual Report of the National Advisory Council on Vocational Education, which called for a complete reform of the American educational system to include career education—the viable solution (26, p. 12).

The Implementation of Career Education:

The School-Based Model

The most recent thrust to implement career education in the American educational system emanated from the United States Office of Education when the former United States Commissioner of Education, Sidney P. Marland, Jr., issued his call for "Career Education Now" to the National Association of Secondary School Principals in Houston in January of 1971 (7, p. 4). Upon deciding that there was, indeed, sufficient merit in the concept of career education, a research and engineering project consisting of four experimental models was designed to create career-oriented programs; these experimental models were school-based, employer-based, home or family-based, and community-based. The process of implementing the school-based model proceeded in the following manner.

In May of 1971, following the decision to implement a Comprehensive Career Education Model—the formal name for school-based model—the Ohio State University Center for Vocational and Technical Education submitted a
proposal to bid for the role of the project manager for the school-based model; and on June 15, 1971, the CVTE, Center for Vocational and Technical Education at Ohio State University, was awarded a two million dollar grant to develop, test, and install a comprehensive career education system by structuring the existing educational program around career education objectives (7, pp. 5-7).

In July, 1971, six school districts were selected as participants in a pilot study for the development of a comprehensive career education model (that encompassed kindergarten through twelfth grade). The six school districts selected were Pontiac, Michigan; Jefferson County, Colorado; Los Angeles, California; Atlanta, Georgia; and Hackensack, New Jersey. From research efforts in these six districts, eight areas of education experience were identified which summarized the basic conceptual elements or distinctive parts of career education. The elements identified were:

- Self-Awareness
- Economic Awareness
- Educational Awareness
- Employability Skill
- Beginning Competence
- Appreciation Development
- Decision Making Skills
- Attitude Development

After these elements were refined by specialists and consultants from various academic fields, the CVTE staff designated terminal outcomes or realistic student learning goals for each element. The outcomes were designated to equip the existing student with an entry-level job skill and to prepare the student for further academic or vocational education. Throughout 1971 and 1972, career education curriculum materials and appropriate educational
strategies were continued to be developed, tested, refined, and validated; the CVTE at Ohio State University still currently serves as a clearing house for validated career education materials (7, pp. 11-12)

Definition and Objectives of Career Education

In order to provide a clarified base from which to develop career education programs, the concept of career education was defined in operational terms such as, "career education: an education that would ensure that all students leaving high school would be prepared to either enter the world of work or enter higher education." (16)

However, in a finite as opposed to operational terms, the concept of career education yet remains to be precisely defined because career education is a general and highly symbolic concept. As a proposed innovation, it is broad enough to include something for everyone; herein lies part of the problem in the formulation of a universally acceptable definition of career education. Like the Roscharch Ink Blot Test, it becomes a projective device that enables different people to read their own meaning into the concept; and, what different people or groups see in career education often depends upon their cultural values, background, experiences, etc. For example, Marland and other proponents of career education define the concept in terms of the work ethic. Marland states that:

What the term career education means to me is basically a point of view, a concept—a concept that says three things: First, that career education will be a part of the curriculum for all students, not just
some. Second, that it will continue throughout a youngster's stay in school, from the first grade through senior high and beyond, if he so elects. And third, that every student leaving school will possess the skills necessary to give him a start in making a livelihood for himself and his family, even if he leaves before completing high school. (28, p. 1)

According to Hoyt, career education is:

... the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual. (10, p. 1)

Evans defines career education in terms of a community effort:

Career education is the total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life. (10, p. 1)

Taylor defines career education as a sequence of learning experiences for different life roles:

Career education is a new paradigm for education which focuses on career development by systematically integrating and culminating a series of learning experiences that will help each student to achieve increased power to make relevant decisions about his/her skill in the performance of different life roles. (25, p. 14)

The Idaho State Department Board of Education in conjunction with the State Department Board of Vocational Education has defined career education as a fabric of academic and occupational goals closely woven into a mutually supportive pattern in the educational program wherein the student is involved in learning to live, learn, and to make a living:

Learning to Live: means developing a self-awareness of one's capabilities and developing the ability to utilize leisure time and to understand society in general.
Learning to Learn: involves the motivation of students by making education subjects meaningful and relevant to life and to the world of work.

Learning to make a living: means preparing students with the capability to support themselves economically and to become productive members of the community. (13, p. 3)

The Utah State Board of Education defines career education as a medium for providing occupational information and vocational guidance:

...the concept of career education is a comprehensive correlated educational system (including all facets of the present system) focused upon individual career needs beginning in grade one or earlier which provides occupational information, career guidance, and concept and skill development. (29, p. 64)

As implied from the latter definitions, it would seem as if career education encompasses all education--vocational and academic; however, some people or groups of people referred to as academic critics firmly believe that career education is vocational education in disguise; therefore, to these people the denotation of career education is synonymous with vocational education. However, it is pointed out by Hoyt, Evans, and Mangum that:

...although vocational education is a significant and identifiable component of career education, the concept of career education is not synonymous with vocational education because career education involves all education. It is neither academic nor vocational, yet it involves both. Early childhood and college education are as much a part of the concept as elementary and secondary schools--wherever youth and adults can find learning relevant to the world of work, regardless of academic goals or socio-economic status. (10, p. 43)

Career education is, therefore in essence, all encompassing--consisting of academic, vocational, and general education: it includes attitudes, knowledges, and the skills necessary to choose, prepare for, and to pursue a successful
career; and, it is the primary objective or purpose of career education to enable every person to make informed choices as he or she develops a career. More specifically, the objectives of career education are exemplified by the 1972 Utah State Board of Education's Position Paper on career education which states that:

Career education not only provides occupational information, career guidance and concept and skill development, but also helps students to develop attitudes about the personal, psychological, social, aesthetic, and economic significance of life and the world of work in which the individual lives ... It (career education) calls for a united effort of the school and community to help all individuals become familiar with the values of a work-oriented society; to integrate these values into their lives; and to implement them in such a way that work becomes useful, meaningful, and satisfying ... in order to carry out the board's position, the following programs will be implemented:

1. The kindergarten through sixth grade program will be revised to include career awareness dealing with the development of proper attitudes, appreciation, and understandings in the World of Work.

2. The junior high or middle school will focus on career orientation and exploration with continued development of foundation skills and attitudes. At this level, students should have opportunity for in-depth exploration of different job families and to acquire information about themselves, their interests, and talents and how these can be transferred into career opportunities.

3. The senior high program will provide for the extension and expansion of programs identified in the elementary and junior high and for appropriate career specialization and support programs. A student should identify a tentative career goal as a matter of record. Within his senior high experience, the student should be able to devote a minimum of one-fourth of his time to study in a chosen area of concentration.

4. At high school graduation or at the time of leaving school, each student will be successfully placed at his next step. This may include entry-level employment, military employment, technical
school, college, homemaking, or any other temporary or permanent goal identified by the student.

5. Programs of study at the adult and post-secondary levels will be tailormade to each student's interests and needs. Course content of subject matter related to his career choice will provide retraining for specific job needs. (29, p. 64)

The Impact of Career Education on Vocational Education

Although career education is not synonymous with vocational education, Marland states that the concept of career education does provide a grand opportunity for vocational educators to upgrade the status of vocational education in the community. Generally, vocational education had low prestige value; it has been associated with social rejects, the drop-outs, and those who fail to learn. The implementation of career education into the total educational curriculum could greatly diminish or even eradicate the low-prestige or low-status stigma attached to vocational education by preparing all students—regardless of academic ability, educational goals, or socio-economic background, for the world of work (24, p. 8).

However, in order to upgrade the status of vocational education, Cross believes that vocational associations, departments, schools, and educators must assume a significant leadership in the support and implementation of career education (4, p. 26). In a recent American Vocation Task Force Report, the concept of career education was endorsed and methods of supporting and implementing career education were depicted as follows:

... the agencies and associations providing direction to vocational education should give leadership to career education by such activities
as conducting institutes, preparing and distributing publications, collecting and interpreting data, promoting White House conferences, and by giving visibility within the AVA organizational structure to emerging aspects of career education. (4, p. 72)

Many vocational educators have and are continuing to contribute significantly to the implementation of career education by integrating components of the concept into their courses. For instance, Thomas relates her methods of incorporating career education into her junior high school general business class:

Career education is not a single unit in general business not in any other course in business education. Thus, in my general business class a conscientious effort was made during the entire school year to integrate career education into various units through such avenues as films, field trips, newspapers, guest speakers, and informal class discussions. . . . For quite sometime, general business teachers have used a type of crossword puzzle to emphasize vocabulary words for certain units. It seemed to me that this would be an excellent way to review career titles. Consequently, I devised a Career-O-Gram puzzle as a meaningful game to ensure students' awareness of careers. (27, p. 57)

In Arizona, vocational educators in conjunction with educators from other disciplines, and administrators devised a highly successful method of implementing career education into the Arizona classrooms. The following article delineates how the successful implementation of career education was accomplished:

Teachers in the Westside Career Occupation Project (WACOP) are beginning to see the results of the third year of implementing career education in their Arizona classrooms. In order to provide accessible expertise and materials, WACOP offers the services of nine career consultants and a media center with more than 5,000 job titles. Activities have ranged from the traditional career day with classroom speakers to shadowing experiences, from mass production and sale of bean bag chairs to the creation of Career Interest Centers . . . Washington High School in Phoenix chose to set up an interest center based on career exploration in the school library. Pupils were
released from regular classes upon request to go to the center to try to answer their immediate questions relating to career opportunities. (2, p. 14)

As implied from activities described in the latter quotes, it is the role and responsibility of teachers, specifically vocational educators (if the status of vocational education is to be upgraded), to get career education off the ground on to a successfully running trace.

**Funding and Assistance in the Implementation of Career Education Programs**

Funding and assistance in the implementation of career education programs (such as those previously outlined) is provided as the state and federal levels. Part C of the 1968 Vocational Amendments authorized eighteen million dollars for vocational education research for the fiscal year 1973--half of the funds distributed directly to the states and half provided to the Commissioner of Education to support activities in the area that he conceives of as worthwhile. According to Marland, "it was my decision to allocate my share of the purse--nine million dollars, to the states on a formula basis to begin construction of their own model for the implementation of career education." (16) States such as Arizona, Idaho, West Virginia, and others have or are in the process of implementing career education into the public school systems.

Funding is also available for research in the development of career education strategies and curricular materials. Recently, the Department of
Business Education at Colorado State University received such a grant in the amount of $250,000 (2).

Summary

Career education is still a developing concept. Although there are many operational programs, philosophical, and even quite controversial points of view concerning the concept, no set standard definition has been widely accepted. However, the popularity and significance of career education is definitely substantiated and nationally proclaimed as in the following speech by Marland which summarizes the reasons for the significance and popularity of career education, and its basic objectives:

Something is wrong when public education allows 2.5 million young people in a single year to exit our schools and colleges without marketable skills. Even college graduates find themselves increasingly in this situation.

These unfortunate young people represent an investment of $28 billion—about one-third the total annual cost of the educational enterprise. Even more distressing is the personal loss these young people undoubtedly experience as they find few if any rewarding outlets for their aspirations and energy.

Career education is simply a concept whose time has come. Traditional avenues to semi-skilled occupations through on-the-job training are all but closed. Projects currently supported by my office are designed to help youngsters identify possible career choices in the course of their academic studies and to prepare for one or more of these choices so that wherever they leave the system—as high school dropouts or graduates, as college dropouts or graduates—they carry with them job skills commensurate with their interests and abilities. (7, p. 42)

In order to implement the former Commissioner's plans pertaining to career
education, the school based, comprehensive career education model has been
designed and is charged with the development of a program that would restruct­
ture the present educational curriculum around career development goals.
These goals were identified in an intensive research and engineering effort by
the CVTE. This effort towards the full implementation or integration of career
education into the total school curriculum is an on-going dynamic process of
continuous development and refinement which can improve and upgrade the
quality of all education, specifically vocational education, for the good of all
students.
CHAPTER III

METHODS AND PROCEDURES

In order to determine the motives and practices of Cache County Junior High School general business teachers in implementing, or not implementing components of the career education concept in general business classes, a thirty-minute interview was conducted with the general business teacher at Logan, North Cache, and South Cache Junior High Schools--the only three junior high schools in Cache County.

A letter seeking permission to conduct the study was mailed to the principals of the schools on March 4, 1974. On the same date, a packet was mailed to the general business teachers. This packet contained the following:

1. a letter explaining the study and seeking the co-operation and participation of the general business teachers
2. a discussion questionnaire based upon the objectives of the study
3. an interview appointment form
4. a self-addressed stamped envelope

On March 11, 1974, telephone calls were made to non-respondent teachers and administrators, requesting them to co-operate by filling out and returning the specified items. Interviews were scheduled and conducted at the schools from March 12-15, 1974. Information resulting from discussion during the interviews was reported in Chapter IV, Findings.
CHAPTER IV
FINDINGS

As a result of interviews with the general business teachers of Cache County Junior High Schools, information was obtained pertaining to the motives and practices of the general business teachers in implementing, or not implementing components of the concept of career education in general business classes. This information is reported in the following six sections pertaining to the general business teachers perceptions of the concept of career education, rationales for implementation or non-implementation, activities in implementation, utilization of instructional materials and media, difficulties in implementation, and recommendations for implementation. The general business teachers are referred to as General Business Teachers A, B, and C.

**Perceptions of the Concept of Career Education**

Career education was perceived by General Business Teacher "A" as education which helped students to find out about different careers and the education or training needed to pursue those various careers.

General Business Teacher "B" perceived career education as education which helped expose students to various careers--that is, education which enabled students to find out what various careers entailed before deciding to go into them.
Career education was perceived by General Business Teacher "C" as education which directed students towards some career goal in which the teacher assisted the students in the selection of a specific vocation.

In general, two of the general business teachers perceived career education as education which helped students to become aware of and exposed to various career fields; the other general business teacher perceived career education as education which directed students towards some specific vocation.

Rationales for Implementation or Non-Implementation

It is believed by General Business Teacher "A" that career education at the junior high school level in courses such as general business, is important because it helps the students to relate theoretical book learnings and career interests to the real world of work. Career education, according to General Business Teacher "A," forces the students to think about the real world. For instance, if a student were contemplating leaving school, previous career information and exploration would help the student to realize that he or she could not comfortably function in this business society without a high school education. Therefore, according to General Business Teacher "A," the implementation of components of the concept of career education in junior high school general business classes is important because students are motivated to reach a goal—a goal at least to finish high school.

General Business Teacher "B" also believed that career education was important. According to General Business Teacher "B," it is important to
implement components of the concept of career education in junior high school classes such as general business because the students are at an age in which they are, and perhaps should be, thinking about a vocation. Career education, according to General Business Teacher "B," can expose the students to various careers by providing them with informative materials and instruction.

In contrast to the views of General Business Teachers "A" and "B," General Business Teacher "C" expressed the view that the implementation of components of the concept of career education in general business is not important. According to General Business Teacher "C," career education at the junior high school level in classes such as general business, is not a significant part of the coursework because at the junior high school level the students are too young to make a decision pertaining to the career or vocation they wish to pursue.

In addition, according to General Business Teacher "C," the needs of students differ from area to area; consequently, curriculum programs or concepts developed in New York or Washington, D.C., by different teachers with different concepts for their particular students, do not necessarily meet the needs of students elsewhere. Therefore, according to General Business Teacher "C," there must be a measure of flexibility—not only in the choice of a career field by students, but also a measure of flexibility by teachers elsewhere in applying or not applying these concepts and programs in accordance with the needs of the students.
In retrospect, one of the general business teachers did not believe that the implementation of components of the concept of career education in junior high school general business classes was important; the other two general business teachers, however, believed that the implementation of components of the concept of career education in junior high school general business classes was important.

Activities in Implementation

General Business Teacher "A" commented that he had implemented some of the components of the concept of career education in general business classes through such activities as:

A. Centering learning units around three cycles
   1. Purposes of businesses
   2. Jobs people in businesses perform
   3. Services businesses render

B. Discussing the economic role of citizens as consumers
   1. Buying a car
   2. Buying a home
   3. Buying insurance

C. Assigning individual three-page library reports relevant to a career field selected by the student—i.e., some reports have dealt with the Cache Cheese industry, prominent businessmen like Howard Hughes, and politicians like the Kennedy's.

D. Having speakers—such as a representative from:
   1. a bank when doing the unit on money and banking
   2. an insurance company when doing the insurance unit
   3. a USU engineer when doing the transportation/safety unit
E. Sponsoring field trips—such as the trip to a meat packing plant where students saw the various marketing steps involved and jobs performed in getting meat to consumers.

General Business Teacher "B" indicated that components of the concept of career education had not been implemented in general business classes because, according to General Business Teacher "B," neither the opportunity, resource information, or instructional materials and media were available to implement various approaches or concepts such as career education in general business classes. However, General Business Teacher "B" did emphasize the point that in the future he was willing to and planning to, if the necessary instructional materials and information could be obtained, use many different approaches and concepts such as career education in his general business classes.

In accordance with the previously stated rationale, and because it was not the philosophy of General Business Teacher "C" and the school's, to direct students towards some specific career goal, it was reported by General Business Teacher "C" that nothing had been done to implement components of the concept of career education in general business classes.

Retrospectively focusing, a modest effort (in only one of the Cache County Junior High School general business courses), has been made to implement components of the concept of career education in general business classes. Generally, in all three junior high school general business classes, the implementation of components of the concept of career education in general business classes was sparse.
Utilization of Instructional Materials and Media

In the implementation of some of the components of the concept of career education in general business classes, General Business Teacher "A" reported the utilization of the following instructional materials and media.

Instructional Materials and Media

1. Speakers The community
2. Textbook Southwestern Publishing Company
3. Films Business community State Department
4. Related oral discussions Personal experiences
5. Programmed learning units Groiller Publishing Company
6. Magazines and other periodicals (containing information relevant to career education) Library

General Business Teacher "B" reported that he did not utilize because he did not have access to (other than the textbook and the workbook), sources of instructional materials and media relevant to new techniques, methods, or concepts such as career education.

However, General Business Teacher "B" did indicate that he was planning to improvise some sources of instructional materials and media by writing to various companies and agencies for instructional materials and video-taping the functions performed by employees in different occupations,
such as video-taping the functions performed by employees in a computer center, such as the center at Utah State University.

As far as the utilization of instructional materials and media, General Business Teacher "C" reported that he had not utilized or previously planned to utilize any specific instructional materials or media in implementing components of the concept of career education in general business classes.

**Difficulties in Implementation**

General Business Teacher "A" reported "little or no difficulties," especially from the administration, in implementing various approaches or concepts such as career education in general business classes. However, it is anticipated by General Business Teacher "A" that the present energy crisis may present problems in obtaining buses for field trips.

According to General Business Teacher "B" his difficulties in implementing components of the concept of career education in general business classes would be:

1. obtaining instructional materials and media
2. finding out about methods and procedures of implementation
3. finding time to structure and apply such new innovations in the classes.

The implementation of career education concepts in general business classes, according to General Business Teacher "C," would mean the deletion of more valuable learning units in order to have time to insert career education.
In addition, General Business Teacher "C" foresees difficulties in sponsoring such learning activities as field trips because of problems in scheduling, obtaining buses, and disciplining students.

In essence, all three general business teachers anticipated difficulties in the implementation of components of the concept of career education in general business classes. Some of the anticipated difficulties consisted of difficulties in sponsoring learning activities such as field trips, finding a place for the implementation of concepts of career education in the already established course content, and obtaining instructional materials and media.

**Recommendations**

As far as the implementation of components of the concept of career education in general business classes, it is recommended by General Business Teacher "A" that teachers instill and maintain student interest and motivation by getting students involved in the total learning process by using the textbook more as a reference, not as a bible, and by relating theoretical or abstract book learnings to the real world of work.

General Business Teacher "B" recommended that professors and educators at the collegiate level work more closely with middle school classroom teachers, especially in supplying the middle school teachers with more recent and relevant information and materials pertaining to new innovations or concepts such as career education.
General Business Teacher "C" recommended that components of the concept of career education not be implemented in general business classes at the junior high school level.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the motives and practices of general business teachers in Cache County Junior High Schools in implementing, or not implementing, components of the concept of career education in general business classes. More specifically, the objectives of this study were to:

1. determine the general business teachers' perceptions of the concept of career education
2. assess the general business teachers' rationales for implementation, or non-implementation, of components of the concept of career education in general business classes
3. determine what the general business teachers have done, would like to do, or plan to do in implementing components of the concept of career education in general business classes
4. identify instructional materials and information resources utilized, and desired, by the general business teachers in implementing components of the concept of career education in general business classes
5. identify present and potential, or perceived, difficulties of the general business teachers in the implementation of components of the concept of career education in general business classes
6. obtain the general business teachers recommendations for enhancing and improving the integration of components of the career education concept in general business classes.

A thirty-minute interview was conducted with each of the three general business teachers in Cache County Junior High Schools. During the interviews questions directly derived from the previously stated six objectives were discussed; from discussion of the questions with the general business teachers, the following conclusions and recommendations were derived.

**Perceptions of the Concept of Career Education**

Two of the general business teachers perceived career education as education which helped students to become aware of and exposed to various career fields; the other general business teacher perceived career education as education which directed students towards some specific vocation.

**Conclusion**

Based upon the latter finding pertaining to the general business teachers perceptions of the concept of career education, it is concluded that the concept of career education at the junior high school level as expounded upon by Marland and depicted by the Utah State Board of Education personnel was understood by most, but not all of the three general business teachers interviewed. Marland and the Utah State Board of Education personnel depict career education at the junior high school level as education which enables students to explore
and become aware of many different career fields—not to select or pursue a specific career or vocation. (See Review of Literature.)

**Recommendation**

It is, therefore, recommended in accordance with the previous conclusion that more thorough and accurate knowledge pertaining to career education in the junior high schools be disseminated to or obtained by all the general business teachers.

**Rationales of the General Business Teachers for Implementation or Non-Implementation of Components of the Concept of Career Education**

One of the general business teachers did not believe that the implementation of components of the concept of career education in junior high school general business classes was important; basically because the students were too young to make a vocational choice; the two other general business teachers, however, believed that the implementation of components of the concept of career education in junior high school general business classes was important because career education was beneficial to students by helping them to explore various careers before deciding upon a career or deciding to leave school.
Conclusion

In accordance with the latter finding pertaining to the rationales of the general business teachers for implementation or non-implementation of components of the concept of career education, it is apparent, and therefore, concluded, that perhaps the reason for one of the general business teachers commenting on the insignificance of career education at the junior high school level in courses such as general business, is because the purpose, denotation, and significance of career education is misunderstood or only partially understood. The general business teacher may be quite right in his assumption that junior high school students are too young to choose a vocation; however, directing students towards some specific vocation is not the purpose of career education at the junior high school level in courses such as general business.

Recommendation

It is, therefore, recommended that more thorough and accurate knowledge pertaining to the purposes and significance of career education at various grade levels be disseminated to or obtained by the general business teachers.

Implementation Activities of the General Business Teachers

One of the three general business teachers interviewed indicated that he had implemented some of the components of the concept of career education in his general business classes through such class activities as a field trip,
special library reports, class discussions, filmstrip presentations, and speakers from the community.

Although a second general business teacher believed that the exposure of junior high school students to various careers through career education was important, it was indicated that components of the concept of career education had not been implemented in general business classes because neither the opportunity, resource information, or instructional materials and media were available to do so--implement various approaches or new concepts such as career education in general business classes.

Another general business teacher reported that nothing had been done to implement components of the concept of career education in general business classes because it was not their philosophy--his and the school's, to direct students towards a career goal.

Conclusion

It is concluded that a modest effort (in only one of the Cache County Junior High School general business courses), had been made to implement components of the concept of career education in general business classes; as a whole, meaning all three junior high school general business courses, the implementation of components of the concept of career education was sparse.

Recommendation

Based upon the latter conclusion, it is recommended that all the general business teachers put for the time and the effort necessary in altering
previously established course content to include career education concepts in all learning units. Resource information pertaining to the implementation of components of the concept of career education (and related literature) could be obtained from the Educational Research Information Center in Columbus, Ohio.

**Utilization of Instructional Materials and Media by the General Business Teachers**

In the implementation of some of the components of the concept of career education in general business classes, one of the general business teachers reported the utilization of such instructional materials and media as filmstrips, speakers from the community, oral discussions, and library resources--books and periodicals with literature relevant to career education concepts.

Another general business teacher reported that he did not utilize, because he did not have access to (other than the textbook and the workbook) sources of instructional materials and media relevant to new techniques, methods, or concepts such as career education.

The third general business teacher reported that he did not utilize or plan to utilize any specific instructional materials or media in implementing components of the concept of career education in general business classes.
Conclusion

In essence, because only one out of the three general business teachers utilized some instructional materials and media, it is concluded that the utilization of instructional materials and media in the implementation of components of the concept of career education in Cache County Junior High Schools was sparse.

Recommendation

Based upon the previous finding, it is recommended that the general business teachers should work more diligently towards obtaining instructional materials and media for the implementation of components of the concept of career education in general business classes. Information pertaining to instructional materials and media relevant to career education could be obtained by attending a workshop on career education (such as the workshop being held at Utah State University this summer), reading periodicals with relevant information, writing to the Educational Research Information Center in Columbus, Ohio, for information pertaining to the utilization of instructional materials and media in the implementation of components of the concept of career education in general business classes.

Difficulties in Implementation

All three of the general business teachers anticipated difficulties in the implementation of components of the concept of career education in general
business classes. The anticipated difficulties consisted of difficulties in sponsoring learning activities such as field trips, finding a place for implementation of career education concepts in the pre-established course content, and obtaining instructional methodology, materials, and media.

Conclusion

In accordance with the previously stated difficulties, it is concluded that perhaps the main underlying reason for these anticipated difficulties in the implementation of components of the concept of career education in general business classes was due to the lack of complete and accurate knowledge or understanding pertaining to the teaching methodology involved in the implementation of career education concepts.

Recommendation

It is, therefore, recommended in quest of elimination of many of the general business teachers anticipated difficulties, that professors and other educators at the secondary and collegiate level work more closely with the middle school teachers—specifically the general business teachers, by supplying them with recent and relevant information pertaining to the implementation of new techniques or concepts in education such as career education; such a working relationship can be established through student teachers from the university or publications like the Business Educator.
Recommendations of the General Business Teachers

Pertaining to the implementation of components of the concept of career education in general business classes, the recommendations of the general business teachers were as follows:

1. General business teachers should make textbook information more interesting to the students by using practical illustrations and situations from the real world of work in which the students can relate to.

2. Educators should work more closely with general business teachers, especially in keeping the general business teachers informed of new innovations or concepts in education such as career education.

3. Components of the concept of career education should not be implemented in all junior high school general business classes.

Conclusion

From the recommendations of the general business teachers pertaining to the implementation of components of the concept of career education in general business classes, it is concluded that much more can and need to be done in many areas—specifically in changing the negative attitudes of teachers towards career education, providing instructional materials and media, and providing information about curriculum planning and teaching methodology.
Recommendation

In accordance with the latter conclusion, it is recommended that more studies, perhaps on a regional or state-wide basis, be conducted to find out exactly what can and needs to be done to promote the full implementation of components of the concept of career education in general business classes.
BIBLIOGRAPHY


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Appendix I: Letter to the Principals
February 27, 1974

Principals
Cache County Junior High
Cache County, Utah 84300

Dear Principal:

Career education is now quite a popular concept in education which according to the former United States Commissioner of Education, Sidney P. Marland, Jr., "can change for the good the lives of all our students." However, it is realized by Marland and others that for the full implementation of successful career education models on a nation-wide basis, much research is needed in many disciplines and in many localities in order to develop, generate, and validate methodology and materials.

In the state of Utah, elementary school teachers have implemented components of the career education concept in their classes. At the junior high school level, it is believed that individual teachers are also integrating components of the concept in their classes, specifically general business classes; however, the extent to which components of the career education concept are being implemented by these teachers is not known.

It is, therefore, the purpose of my study to determine what the general business teachers in the junior high schools of Cache County have done, would like to do, or see done, as far as implementing components of the career education concept in general business.

The survey instrument for this study consists of a thirty-minute interview with the general business teachers in which questions on the enclosed questionnaire will be discussed; and, in no way will results of the tabulated data reflect upon any specific school or general business teacher.

Your approval to conduct this study is requisitory. Therefore, will you please fill out and return in the enclosed envelope the attached statement of approval within the week. Your expedient reply to this request is anticipated and will be most appreciated. If you have any questions or comments pertaining to my study, please do not hesitate to contact me immediately.

Sincerely,
(Miss) Katie Graham

Approved:

_________________________________
Director, Graduate Programs in
Business Education

kmg
Enclosures (2)
Appendix II: Statement of Approval Form

STATEMENT OF APPROVAL TO CONDUCT STUDY

Miss Katie Graham has my permission to conduct a study pertaining to the implementation of career education in general business by interviewing the school's general business teacher.

________________________________________
Signature

________________________________________
School

________________________________________
Date

Would you like to have a copy of the completed study? YES ____ NO ____
Appendix III: Letter to General Business Teachers
February 27, 1974

General Business Teachers
Cache County Junior High Schools
Cache County, Utah 84321

Dear General Business Teachers:

Career education is now quite a popular concept in education which according to the former United States Commissioner of Education, Sidney P. Marland, Jr., "can change for the good the lives of all our students." However, it is realized by Marland and others that for the full implementation of successful career education models on a nation-wide basis, much research is needed in many disciplines and in many localities in order to develop, generate, and validate methodology and materials.

In the state of Utah, elementary school teachers have implemented components of the career education concept in their classes. At the junior high school level, it is believed that individual teachers are also integrating components of the concept in their classes, specifically the general business classes; however, the extent to which components of the career education concept are being implemented by these teachers is not known.

It is, therefore, the purpose of my study to determine what the general business teachers in the junior high schools of Cache County have done, would like to do, or see done, as far as implementing components of the career education concept in general business.

The survey instrument for this study consists of a thirty-minute interview with the general business teachers in which questions on the enclosed questionnaire will be discussed; and, in no way will results of the tabulated data reflect upon any specific school or general business teacher.

Your participation in this study is requisitory. Therefore, will you please fill out and return in the enclosed envelope the attached interview appointment form within the week. Your expedient reply to this request is anticipated and will be most appreciated. If you have any questions pertaining to my study, please do not hesitate to contact me immediately.

Sincerely,

(Miss) Katie Graham

Approved:

Director, Graduate Programs in Business Education

kmg
Enclosures (2)
Appendix IV: Interview Appointment Form

INTERVIEW APPOINTMENT FORM

NAME:__________________________________________________________

SCHOOL:_______________________________________________________

ADDRESS:
(School)_______________________________________________________

ROOM NO.:____________________________________________________

Your scheduled interview is for ________________________________, 1974 from
3:30 to 4:00 p.m. (in the room indicated above).

If the above appointment is inconvenient, please suggest a more appropriate
date and time___________________________________________________.

Would you like to have a copy of the completed study? YES____ NO____
Appendix V: Discussion Questionnaire
DISCUSSION QUESTIONS

PART I: PERCEPTIONS

What is your perception of the concept of career education?

PART II: RATIONALES

Why is it important or unimportant to include components of the career education concept in junior high school general business classes?

PART III: ACTIVITIES

What have you done to implement components of the career education concept in your general business class(es)?

Is there anything that you haven't done that you plan to do, or would like to see done in implementing components of the concept of career education in general business?
PART IV: INSTRUCTIONAL MATERIALS (OR MEDIA) AND INFORMATION RESOURCES

In implementing components of the concept of career education in your general business class(es), what kinds of instructional materials (or media) were utilized and what was the source of these materials (or media)?

Example: Instructional Materials (or Media)  
Guest Speaker  
Source: Business Community

PART V: DIFFICULTIES

What difficulties or problems did you encounter or would anticipate in implementing and teaching components of the career education concept in your general business class(es)?

PART VI: RECOMMENDATIONS

What recommendations would you make to potential undergraduate general business teachers planning to implement components of the concept of career education in their classes?
VITA

Katie Graham

Candidate for the Degree of

Master of Science

Report: The Implementation of Career Education in the General Business Classes of Cache County Junior High Schools

Major Field: Business Education

Biographical Information:

Personal Data: Born in Newport, North Carolina, on April 27, 1951, to Mr. and Mrs. Jonathan H. Graham, Sr.

Education: Graduated from West Carteret High School, 1969
Graduated from North Carolina A and T State University, 1973
Anticipated graduation from Utah State University, 1974

Professional Experience: Numerous secretarial and clerical positions
Graduate teaching assistant
EDPA Fellow