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**ABSTRACT**

One of several investigations comprising a study of students' needs related to school vocational services in a three-county area, the document reports the results of a survey designed to include all senior high school teachers in 10 schools. The questionnaire is a 21-item instrument developed to provide information on the extent to which teachers are emphasizing career implications in their courses of study. The content of the survey includes the following areas: (1) job-seeking skills information; (2) career opportunities; (3) career information; and (4) career placement. The data obtained will be used for career education program development; they are presented in four tables, each followed by a one- or two-page analysis. Brief summaries of the results and six recommendations to help high school teachers effectively prepare students for the world of work conclude the document. (AJ)

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RESULTS OF THE HIGH SCHOOL TEACHER  
SURVEY QUESTIONNAIRE

CAREER EDUCATION PROJECT

in implementing a

JOB DEVELOPMENT, PLACEMENT AND FOLLOW-UP  
PROGRAM

U.S. DEPARTMENT OF HEALTH  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

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PREFACE

Career education is designed to prepare students for the attached case professions as well as lunch box occupations. American schools are producing too many youngsters who qualify neither for a job nor for college. Many high school graduates go on to college only because they haven't the vaguest idea of what else to do.

Career education is designed to give every youngster a genuine choice as well as the intellectual and occupational skills necessary to back it up. Career education is not merely a substitute for "vocational education" or "general education," or "college-preparatory education." Rather, it is a blending of all three into an entirely new curriculum. The fundamental concept of career education is that all educational experiences--curriculum instruction, and counseling--should be geared to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work.\*

Career education will eliminate the artificial separation between things academic and things vocational. Three factors will distinguish career education from traditional vocational education; it will be offered as part of the curriculum of all students; it will permeate the entire spectrum of a youngster's education, from kindergarten through high school; and it will offer a much wider range of occupational choices than are now available in regular vocational education programs . . . .

Thus, career education will demand no permanent bondage to a single career goal. Rather, it will reveal to students the great range of occupational options open to them and help them develop positive attitudes toward work.

\*Sidney P. Marland, Jr., former United State Commissioner of Education

## INTRODUCTION

An Employee Relations Manager from one of Sedalia's leading corporations voiced business and industry support for career education in area school counselors/administrators held at State Fair Community College. Mr. Russell Woodyard from Olin Corporation in his speech on, "Impressions of High School Graduates' Job Seeking Skills" recommended that teachers at all levels of education provide specific training in the techniques of seeking, applying for, and securing a job where their specific skills, talents, and abilities can be utilized. His recommendations included:

1. Assisting students in determining the kind of job that corresponds with their interests and abilities.
2. Providing assistance to students in filling out job applications and developing adequate job interview behavior.
3. Making students aware of kinds of interviewers questions.
4. Helping students gain more information about the businesses and industries to which students seek employment.
5. Assisting students in developing the "right" attitude toward the world of work, i.e. shift work, regular hours or weekend work, company loyalty, pride in one's work, responsibility to self and company.
6. Helping students develop more positive view of self.

In conclusion, Mr. Woodyard stated that business and industry is willing to work closely with school personnel in the establishment and the operation of a comprehensive career education program designed to help students make a successful transition from school to work.

For teachers who feel that they simply do not have time to teach the substantive content they know their students should be getting, one answer might be that the time teachers spend toward motivating students toward studying the course content could be spent in emphasizing the career implications of the subject matter.

From the results of the survey questionnaires completed by 130 high school teachers in the ten cooperating school districts involved in the Career Education Project, some teachers are emphasizing the career implications of their subject matter which they seek to help their students learn.

It is obvious for all teachers, not only for the 130 who completed the survey questionnaire, that one of the ultimate goals of education is to give students experiences that prepare them to participate in the full range of life's activities found in modern society.

FINDINGS FROM ANALYSIS AND INTREPRETATION OF  
HIGH SCHOOL TEACHERS RESPONSES TO THE SURVEY QUESTIONNAIRE  
FOR THE CAREER EDUCATION JOB PLACEMENT PROGRAM

Need for High School Teacher Survey Questionnaire

The purpose of this study is to analyze, interpret, and draw conclusions from the responses to a survey questionnaire of 130 high school faculty members from nine\* local school districts in Benton, Pettis and Saline counties.

All high school faculty members in the nine participating schools in the Career Education Job Development, Placement and Follow-up Program were included in the study. Survey questionnaires were sent to administrators/counselors in September 1973 for distribution. A total of 130 survey questionnaires were returned by December 12, 1973 and tabulated by the Job Placement Specialist in the Career Education Project located at State Fair Community College.

The data gathered from area secondary teachers will be used as follows:

1. To obtain information useful in establishing a baseline for implementation of job development and job placement and job placement activities within area schools.
2. To obtain information as to the extent secondary teachers in area schools are emphasizing career implications in their courses of study.
3. To provide information for use by academic faculty members, administrators and counselors in designing new programs or in curriculum modification and changes.
4. To survey the extent and need for occupational information for high school students in assisting them in vocational career-making decisions.
5. To provide data for the career education program's development, implementation, and evaluation.

Statement of the Problem

The Job Development, Job Placement and Follow-up Program is an exemplary project in vocational education that includes ten cooperating high schools located in a three-county area. The program is designed to prepare high school seniors and early school leavers to make a positive transition from high school to suitable employment or post-secondary training.

\*Survey questionnaires from Sacred Heart unavailable.

The problem of this study is to determine the students' need for more job seeking skills information, career placement services, occupational and career information, and the formal or informal intergration of world of work information within courses of study in area high schools.

The data was gathered by use of the High School Teacher Survey Questionnaire, Career Education/School Placement Service.

#### Procedure for Conducting the Study

Five areas were selected for describing the procedure used in conducting the study with each of the nine participating schools included in the survey. These areas include:

1. Developing the Survey Instruments
2. Content and Use of the High School Survey Questionnaire
3. Selecting the Respondents
4. Collection of Data
5. Analysis and Interpretation of the Data

#### Developing the Survey Questionnaire

The High School Survey Questionnaire was designed by the Placement Specialist. High School teachers were requested to check activities and/or instruction being provided or being planned in preparing students for the world of work.

#### Content and Use of the Survey Questionnaire

The High School Survey Questionnaire is a 21 item instrument developed to provide information as to the extent secondary teachers in area schools are emphasizing career implications in their courses of study. The content of the Survey includes the following areas:

1. Job Seeking Skills Information
2. Career Opportunities
3. Career Information
4. Career Placement

Data obtained from the Survey will be used for the career education program development, implementation and evaluation.

#### Selecting the Respondents

The survey was designed to include all senior high school teachers in the following high schools:

Cole Camp High School  
Green Ridge High School  
Northwest (Hughesville) H.S.  
LaMonte High School  
Lincoln High School

Marshall High School  
Sacred Heart High School  
Sedalia Smith-Cotton High School  
Smithton High School  
Warsaw High School

A total of 130 senior high school teachers are included in the survey with approximately 75 percent of the area high school teachers representing the target population.

Collection of Data

Conditions under which the questionnaire was administered to area teachers, some of the items included in the survey, secondary instructors' attitude that the content of some questions did not have application to their situations, and the possibility that some teachers may have completed a questionnaire had they been aware of its purpose may be significant factors to be considered.

An attempt was made by the writer to explain to respondents the scope of the school placement program and the implications in having them complete the survey questionnaire through use of an introductory paragraph to the survey.

It may have been appropriate if a more thorough field testing of the instrument had been conducted. Some questions could stand further refinement or possibly be eliminated entirely.

It is important for the reader to keep these limitations in mind when interpreting the conclusions that follow.

Pretest Percentages of Responses For High School  
Teachers on the Job Placement Service Survey  
Questionnaire.

Table 1

| JOB SEEKING SKILLS INFORMATION  | Testing<br>Date<br>Oct.-Dec. '73 | Number of<br>Teachers<br>N=130 | Percent of<br>Teachers<br>N=130 |
|---|----------------------------------|--------------------------------|---------------------------------|
| 1. An outline which a student could use in preparing a job resume or sample resumes, including needed documents.                                    |                                  | 35                             | 26.1                            |
| 2. Students practicing job seeking and job interview through role playing or dramatization.   |                                  | 32                             | 24.8                            |
| 3. Sample job application forms from various businesses and industries.   |                                  | 33                             | 25.5                            |
| 6. Films and/or filmstrips useful for understanding job seeking or job retention skills.  |                                  | 36                             | 27.9                            |
| 9. Classroom units on career development, job seeking skills or job interview skills.   |                                  | 52                             | 40.0                            |
| 14. Former students returning to school to relate job seeking, job finding activities on the job experiences.                                       |                                  | 17                             | 13.1                            |
| 15. Students completing one or more sample job applications of area businesses and industries, preferably one or more in which they are interested. |                                  | 22                             | 16.1                            |
| 16. Students writing job application letters or follow-up letters after a job interview   |                                  | 35                             | 26.1                            |



**ANALYSIS OF DATA FROM THE HIGH SCHOOL TEACHER  
SURVEY QUESTIONNAIRE PERTAINING TO JOB SEEKING SKILLS  
INFORMATION**

The eight questions in the series of items from the survey pertaining to information on job seeking skills are to determine the number of teachers providing formal or informal instructional activities for area high school students. Analysis of the data reveal that 40 percent of the teachers as indicated in Table 1 provide classroom units on career development, job seeking skills or job interview skills. A higher proportion of teachers engaged in this particular instructional activity in providing information on job seeking skills than any of the other items included in the survey.

The use of films and/or filmstrips in understanding job seeking or job retention was indicated by 27.9 percent of area high school teachers.

Like anything else that is worthwhile, seeking a job requires careful planning and preparation if a high school graduate is to obtain the type of job suited to his interests and abilities. 26.1 percent of the teachers surveyed indicated they provided classroom instructional activities for their students in the preparation of a job resume and in writing job application letters.

Providing students with sample job application forms from various businesses and industries was indicated by 25.5 percent of the teachers who completed the survey questionnaire. Only 16.1 percent of the teachers indicated they actually provide students with sample job applications from local businesses and industries in which the students may be interested in obtaining a job after graduation.

The utilization of former high school students to relate their personal experiences in the world of work was indicated by 13.1 percent of the surveyed teachers.

Pretest Percentages of Responses For High School  
Teachers on the Job Placement Service Survey  
Questionnaire

Table 2

| CAREER OPPORTUNITIES  | Number of<br>Teachers<br>N=130 | Percent of<br>Teachers<br>N=130 |
|---|--------------------------------|---------------------------------|
| 4. Announcements to students in the class-<br>room or on a classroom bulletin board infor-<br>mation on job requests and opportunities. | 54                             | 41.7                            |
| 8. Brochures and/or hand-outs describing<br>job opportunities in businesses and indus-<br>tries.  | 55                             | 42.4                            |

**ANALYSIS OF DATA FROM THE HIGH SCHOOL TEACHER  
SURVEY QUESTIONNAIRE PERTAINING TO CAREER OPPORTUNITIES**

Because of the rapidity with which jobs become obsolete and new jobs are created, it is important for students, as they begin their career exploration activities, to be provided with information on broad career fields as well as specific jobs.

Analysis of the data of the questions pertaining to providing students with information on career opportunities in Table 2 indicate that 41.7 percent of the teachers provide students with information on job requests and job opportunities.

Brochures and/or hand-outs to students describing job opportunities in businesses and industries are utilized by 42.4 percent of the teachers.

**Pretest Percentages of Responses for High School Teachers on the Job Placement Service Survey Questionnaire.**

**Table 3**

| <b>CAREER INFORMATION</b>  | <b>Number of Teachers<br/>N=130</b> | <b>Percent of Teachers<br/>N=130</b> |
|--|-------------------------------------|--------------------------------------|
| 7. Tape record interviews with employers, personnel managers, and graduates concerning job requirements, job descriptions. | 5                                   | 3.1                                  |
| 10. Providing current trade journals and publications.   | 20                                  | 15.5                                 |
| 11. List of free and inexpensive visual materials related to occupations.  | 16                                  | 12.4                                 |
| 17. Inviting representatives from various businesses and industries who hire graduates to speak to students.               | 35                                  | 26.1                                 |
| 18. Arranged field trips to various businesses and industries.   | 39                                  | 30.0                                 |

**ANALYSIS OF THE DATA FROM THE HIGH SCHOOL  
TEACHER SURVEY QUESTIONNAIRE PERTAINING TO CAREER INFORMATION**

Adequate career decisions can be made only when information about occupational alternatives, the changing nature of work, educational requirements, and procedures for job entry is easily accessible.

Providing students with information for self-evaluation with respect to career information cannot be left to chance, but should be an on-going instructional activity within the school curriculum.

Responses indicate that 30 percent of the teachers arrange field trips to various business and industries for their students while 26.1 percent invite representatives who hire graduates to speak to students in their classes.

In response to having a list of free and inexpensive visual materials related to occupations for use in the classroom 12.4 percent of the teachers maintain they have a bibliography and 15.5 percent state they provide current trade journals and publications for use by their students.

Only 3.1 percent of those teachers included in the survey indicate they have used tape recorded interviews with employers, personnel managers, and school graduates concerning job requirements and job descriptions.

Pretest Percentages of Responses for High School  
Teachers on the Job Placement Service Survey  
Questionnaire.

Table 4

| CAREER PLACEMENT ACTIVITIES   | Number of<br>Teachers<br>N=130 | Percent of<br>Teachers<br>N=130 |
|---|--------------------------------|---------------------------------|
| 5. Job reference requests from employers of students skills and classroom performance in relation to job placement.                                       | 29                             | 22.4                            |
| 12. Actively assist students in finding full-time jobs.   | 14                             | 19.1                            |
| 13. Lists of employers with whom you have solicited jobs and conducted placement activities.  | 16                             | 12.4                            |
| 19. Survey students interested in particular types of work and those in need of employment assistance.  | 16                             | 12.4                            |
| 20. Inform prospective employers of students to be graduated.   | 13                             | 10.0                            |
| 21. Frequent contact with the local state employment office for information on jobs, training programs or current and projected employment opportunities. | 4                              | 3.1                             |

**ANALYSIS OF THE DATA FROM THE HIGH SCHOOL TEACHER  
SURVEY QUESTIONNAIRE PERTAINING TO CAREER PLACEMENT**

Offering career placement information and assistance are becoming part of the "team concept" which involves the total school faculty. The rationale for establishing this important function, for restructuring our educational practices, for becoming more accountable and for developing strategies for change and innovation in school programs is broadening the opportunities offered to students and projecting a more positive image of the school.

Responses indicated that 19.1 percent of the teachers surveyed actively assist students in finding full-time jobs while 12.4 percent maintain a list of employers with whom they have solicited jobs and conducted job placement activities.

Table 4 indicates that 22.4 percent of the high school teachers provide employers with references concerning students skills and their classroom performance in relation to job placement activities.

In response to the item, "Do you survey students interested in particular types of work and those in need of employment assistance?", 12.4 percent maintain they have conducted student surveys while 10 percent indicate they have informed prospective employers of students to be graduated.

Few teachers surveyed make use of information on career opportunities or job placement services provided by local public service agencies. Responses indicated that 3.1 percent maintain frequent contact with their local State Employment Office for information on jobs, training programs, or current and projected employment opportunities.

## Summary

In the survey of area high school teachers, an attempt was made to determine what this group educators felt they were contributing to the preparation of their students for the world of work. In order to obtain information concerning existing classroom activities/instructions already being provided on a formal or informal basis in nine of the ten participating schools, high school teachers were asked to complete a 21 item questionnaire covering four areas. These categories include:

1. Job Seeking Skills Information
2. Career Opportunities
3. Career Information
4. Career Placement Activities

Career education has proclaimed the importance of emphasizing education as preparation for work. Its underlying assumption is that a great need exists for helping students discover a relation between what they will do in the world of work, what opportunities exist, how they can go about seeking their career goals, and the assistance they need in obtaining their goals after leaving school.

There is nothing new about the basic emphasis and assumption of career education in our educational philosophy. The only thing new is the recognition of its growing importance for the employment-bound and the need for changes in attitudes in emphasizing the career implications of subject matter content. In making the course content of any subject meaningful with respect to how students might use the knowledge in their latter vocational lives, a teacher is emphasizing career implications of his subject matter and helping his students in preparation for the world of work.

### Job Seeking Skills Information

Most teachers recognize the importance of the initial impression made by a job applicant during the interview with a prospective employer. Adequate job interview skills, clarity of the job application, personal appearance, and handling the employment interviewer's questions are only a few of the important job seeking skills that high school students need to acquire.

An effective transition from school to work is becoming increasingly more difficult for a number of high school graduates. This is evident from the fact that unemployment among youth in the labor force is two to three times that of the national rate and is steadily rising. One of the reasons for this high unemployment rate is the lack of development of adequate job seeking skills or preparation for the initial entry into the world of work.



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Of the eight items in table 1, the one selected by most of the area high school teachers included in job seeking skills information was the item on using classroom units concerning career education. Fifty-two high school teachers (40%) of the 130 teachers included in the survey maintain they have provided classroom units on career development, which includes job seeking skills or job interview skills.

### Career Opportunities

Students decisions made in the process of career development are based largely on available information about opportunities for jobs. The adequacy of a student's career decision can be assumed to be in direct relationship to the accessibility and quality of available information on career opportunities. Since persistent changes in technology and society or rapidly modifying career opportunities, career planning is becoming an increasingly complex process for students contemplating entry into the working world. Over 25% of today's workers are employed in occupations that were non-existent 25 year ago.\*

Over 40,000 specific job titles are listed in the 1965 Dictionary of Occupational Titles. Not only are the careers from which students may choose growing in multiplicity, but the matter is complicated by the fact that many career opportunities are characterized by lack of visibility by non-urban youth. Consequently, students, if unaided, can hardly be expected to acquire an accurate understanding of the complexities of occupational life.

A significant number of teachers indicated that they provide students with information on career opportunities by use of classroom bulletin boards, brochures describing job opportunities, and by announcing to their students information on job requests and opportunities.

### Career Information

Decisions in the process of career information, development and selection are among the most important decisions youth must make. Yet, our society frequently imposes choice points in the lives of youth without providing adequate information about such choices or means of understanding, exploration and human development.

Career decisions can only be as adequate as the information about self and the occupational world on which they are based. Classroom teachers (30%) included in the survey have arranged field trips to various local businesses and industries for their students. Other teachers (26.1%) have invited representatives who hire area high school graduates from various businesses and industries to speak to their students.

\*U. S. Department of Labor, Bureau of Statistics

## Career Placement

Approximately 47.8 percent of the seniors in the ten cooperating schools will continue on to higher degree programs after high school graduation, but for the majority, a high school diploma is the symbol to proceed immediately into a work situation. Without offering each student, whether graduate or drop-out, proper job preparation, selection and assistance, many will not locate appropriate and satisfying jobs. Some students often accept jobs which underutilize their full abilities. They may wander aimlessly from job to job or become an unemployment statistic.

Any effective positive transition from one institutional environment to another requires not only preparation, but also the implementation of activities prior to the effected change. Therefore, job as college and universities offer placement services and arrange interviews for seniors prior to graduation, similar procedures should be offered youth planning to enter the labor market upon graduation from high school. Just as professors often help their students find suitable and meaningful employment, classroom teachers can also actively assist their students in finding full-time jobs.

Responses to the items in Table 4 concerning career placement activities, 19.1 percent of the classroom teachers surveyed maintain they help their students find full-time jobs while 10 percent inform prospective employers of students to be graduated.

For an effective school job placement program, a team concept approach in which there is utilization of the counseling staff, classroom teachers, administrators, and students should be an on-going activity with each high school. The establishment of a job development, placement or follow-up program is not what one counselor or one teacher can do, but what the "team" can do in a cooperative effort in helping youth in seeking and finding that all important first job.

## Conclusions and Recommendations

No significant, lasting changes has ever come quickly to American education. Those changes that have come more rapidly were associated with infusion of federal or state funds or other outside pressures. Changes have tended to last only so long as the federal or state funds are provided. This means that there were no changes at all, but simply accommodations to federal or state pressures. Lasting changes in education have come only when there exist an internal commitment and a personal willingness to change on the part of educators, specially the classroom teachers.

It is evident that educators in the ten cooperating schools want a career education program that will survive and make an impact on their school districts. Survival depends not only on the low "benefit versus cost" factors but on the ability of the program to establish itself in the mainstream of the school's educational program and have a lasting beneficial effect upon all students.

What, in conclusion, can high school teachers, as helping professionals do more effectively to help prepare students for the world of work and encourage students to plan more effectively for their own futures. Some recommendations may include the following:

1. To develop a sequentially structured program of preparing all students for the work of work demonstrated in regular courses of study.
2. To make available career information and information on opportunities for all students. (Teachers should check with their designated teacher in your school or contact the curriculum Specialist in your grade area through the Career Education Project, State Fair Community College.
3. Many community public agencies serve as helping resources for teachers and the entire school system, and these agencies offer specialized services that are beneficial to many individual students. A resource directory provided by the Missouri State Department of Education has been compiled to provide referral information for teachers who assist students and others in helping them realize their full potential in all aspects of human development.
4. To develop provisions through your school administration an on-going high school teacher and business/industry and public agency advisory committee to make these groups and the school more cognizant of each others problems and how to reduce them.
5. To develop provisions for improving lines of communication among counselors, work-study coordinators, and administrators in relation to preparing students for the world of work and job placement. Responses from the survey indicate that many high school teachers are actively assisting their students in job development and placement services
6. To help inform the community about the schools job development and placement program and the intergration of career education in the school's curriculum.

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### EPILOQUE

The survey recently completed from students, teachers and counselors in the ten participating high schools have a practical focus as well as establishing a baseline for the implementation of developmental activities for the Job Placement Program in area schools. The survey indicates that faculty members in area schools are interested in the work-bound and actively assist high school seniors in obtaining full-time jobs.

The national work force now numbers more than 75 million. The largest group is the 13 million semi-skilled workers engaged in assembling goods in factories, driving trucks, buses, cabs, and operating machinery.\* One worker in six is in a semi-skilled job and included in this group are jobs not very much above the unskilled level. Many are in entry level jobs. Factory production jobs account for most of the semi-skilled jobs and provide many entry opportunities for high school graduates.

The next largest group is 12 million clerical workers who operate computers and office machines, keep records, take dictation, and type. The clerical field also offers many entry level jobs for high school graduates. A common passport to a clerical job is the completion of a high school business education course.

The next three occupational groups are the same size. There are nearly 10 million skilled workers, about the same number of professional and technical workers, and more than 9 million service workers. Mechanics, repairmen and building trades make up the bulk of the skilled workers. A number of paths lead to skilled status. One is through technical education after completing high school; another is through apprenticeship programs. Others achieve skilled status through combinations of experience, on-the-job training, and a variety of formal study programs.

Three relatively small groups--each with fewer than 5 million workers remain; they are sales workers, unskilled nonfarm workers and finally, farmers, farm managers, farm laborers, and foremen.

This review of the occupational structure above suggests that high school students without further training are in need of intensive career planning prior to their being graduated from high school.

\*U. S. Department of Labor