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DUNCAN, CLARA SHADE

A STUDY OF THE KINDS OF INFORMATION AND
SKILLS IN CAREER PLANNING AND PLACEMENT
PROVIDED BY VOCATIONAL BUSINESS TEACHERS AND
GUIDANCE COUNSELORS IN MICHIGAN HIGH SCHOOLS.

MICHIGAN STATE UNIVERSITY, PH.D., 1978

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1978

**A STUDY OF THE KINDS OF INFORMATION AND SKILLS IN CAREER
PLANNING AND PLACEMENT PROVIDED BY VOCATIONAL
BUSINESS TEACHERS AND GUIDANCE COUNSELORS
IN MICHIGAN HIGH SCHOOLS**

By

Clara Shade Duncan

A DISSERTATION

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

DOCTOR OF PHILOSOPHY

Department of Secondary Education and Curriculum

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ABSTRACT

A STUDY OF THE KINDS OF INFORMATION AND SKILLS IN CAREER PLANNING AND PLACEMENT PROVIDED BY VOCATIONAL BUSINESS TEACHERS AND GUIDANCE COUNSELORS IN MICHIGAN HIGH SCHOOLS

By

Clara Shade Duncan

Statement of the Problem. The problem of the study was two-fold: (1) to determine the nature and extent of the involvement of vocational business teachers and guidance counselors in providing specific kinds of information and skills in career planning and placement, and (2) to ascertain their opinions regarding the career planning and placement responsibilities of the vocational business teacher, guidance counselor, and placement coordinator.

Research Procedures. The descriptive survey method employing the questionnaire was used to obtain data for this study. The questionnaire was validated by a jury panel and pretested in a pilot study. The population of the study consisted of all vocational business teachers and guidance counselors in secondary schools in the State of Michigan operating a state-approved Cooperative Office Education Program. Schools were grouped according to enrollment size, and a disproportional random sample of schools was drawn. All vocational business teachers and a maximum of three guidance counselors chosen at random were surveyed in the sample schools. Usable questionnaires were returned from approximately 62 percent of the sample.

Findings. Vocational business teachers generally indicated a high degree of involvement in the majority of the information and skills in career planning and placement. Vocational business teachers were most involved in providing self-placement skills and least involved in providing placement activities.

Guidance counselors did not appear to be effective participants in career planning and placement of vocational office students as evidenced by their low degree of involvement in the majority of the information and skills. Guidance counselors indicated the highest degree of involvement in providing career information and the lowest degree of involvement in providing placement activities.

Research hypotheses compared groups of respondents in their involvement in providing three categories of information and skills, and statistical significance was achieved showing the following:

1. Vocational business teachers were more involved than guidance counselors in providing career information, self-placement skills and placement activities.
2. When vocational business teachers were divided into two groups and compared with guidance counselors, teachers were found to be more involved than guidance counselors in providing only two of the three categories--career information and self-placement skills. Teacher/coordinators, however, were more involved than guidance counselors in providing career information, self-placement skills, and placement activities.
3. Among vocational business teachers, teacher/coordinators were more involved in placement activities than teachers.

Vocational business teachers and guidance counselors perceived the information and skills to be the responsibilities of the vocational business teacher and placement coordinator. Both groups generally assigned self-placement skills to the vocational business teacher and placement activities to the placement coordinator.

Vocational business teachers and guidance counselors believe the guidance counselor should participate in the career planning and placement of students. However, both groups appeared not to know exactly what specific information and skills the guidance counselor should provide.

Respondents believe there exists a need for a placement coordinator at their school, and described current placement efforts as "mostly an informal service where teachers, coop coordinators, and guidance counselors help place students."

The following recommendations are among those made:

1. Each school should employ an individual in the position of placement coordinator whose primary and only responsibility should be to coordinate a comprehensive placement effort in the school. Although others may be involved, the placement coordinator should coordinate the career planning and placement efforts particularly of teachers and guidance counselors to meet the needs of all students in the school.

2. The placement coordinator should be primarily responsible for those information and skills concerned with securing job placements for students through close contact with representatives of business and industry, and coordinating the delivery of career information and self-placement skills by guidance counselors and teachers.

3. In-service workshops should be conducted involving teachers, guidance counselors, and placement coordinators, in which each participant is made aware of his role in the career planning and placement process and the roles of other participants in terms of specific, concrete kinds of information and skills to be provided and how to provide them.

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CHAPTER I

INTRODUCTION

The Vocational Education Amendments of 1968 represent the first significant legislation in direct support of vocational guidance, counseling, and placement. In Part D--Exemplary Programs and Projects, Congress provided specific categorical funding for "programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement."¹

The high level of youth unemployment was of primary concern to Congress. Approximately eight out of ten high school dropouts had never had counseling regarding training or employment opportunities, and four out of ten high school graduates had never had such counseling. In stating the purpose of Part D of the 1968 Amendments, Section 141 reads:

The Congress finds that it is necessary to reduce the continuing seriously high level of youth unemployment by developing means for giving the same kind of attention as is now given to the college preparation needs of those young persons who go on to college, to the job preparation needs of the two out of three young persons who end their education at or before completion of the

¹U.S., Congress, House, Committee on Education and Labor, Vocational Education Amendments of 1968, H.R. 18366, Report No. 1938, by Darl D. Perkins (Washington, D.C.: Government Printing Office, 1968), p. 20.

secondary level, too many of whom face long and bitter months of job hunting or marginal work after leaving school. The purposes of this part, therefore, are to stimulate . . . new ways to create a bridge between school and earning a living²

This legislation recognized a growing concern for the need to provide students not only with occupational skills, but also with assistance in career planning and job placement in the occupation of their choice. Also, in the 1972 education amendments, Congress directed the Commissioner of Education to promote and encourage job placement services as the responsibility of even elementary and secondary schools.

Placement defined simply "includes assisting youth to secure part-time and summer employment, full-time employment after their school career is terminated, and placement in post high school educational and training situations."³ A comprehensive definition of Placement Services is as follows:

School-based Placement Services cover the entire range of assistance offered by a school to help the student develop and implement his or her career plan. These services help students to choose and successfully reach placement goals⁴

The high level of youth unemployment was a major factor in drawing attention to the importance and necessity of providing youth with job placement assistance at the secondary level. However,

²Ibid., p. 19.

³William Hopke, Dictionary of Personnel and Guidance Terms (Chicago: J. G. Ferguson Publishing Co., 1968), p. 271.

⁴Placement Guide in Career Education Handbook for Implementation, Program Development Section (Lansing, Michigan: Department of Education, n.d.), p. V-2.

the primary impetus has been the Career Education Movement of the 1970s. The fundamental concept of career education is that all types of educational experiences should involve preparation for economic independence, personal fulfillment, and appreciation for work.

Central to the career education concept is the school's responsibility to actively assist all students in implementing their career goals. School-based placement services at the secondary level is one way of assisting youth in this area, and many states have moved to develop guidelines and implement a placement service in their schools.

Statement of the Problem

The problem of this study was twofold: (1) to determine the nature and extent of the involvement of vocational business teachers and guidance counselors in providing specific kinds of information and skills in career planning and placement, and (2) to ascertain their opinions regarding the career planning and placement responsibilities of the vocational business teacher, guidance counselor, and placement coordinator.

This study attempted to answer the following questions:

1. What kinds of information and skills in career planning and placement are provided most frequently by vocational business teachers?
2. What kinds of information and skills in career planning and placement are provided most frequently by guidance counselors?

3. To what extent are vocational business teachers and guidance counselors involved in providing specific kinds of information and skills in career planning and placement?
4. Are the information and skills provided most frequently by vocational business teachers similar to those provided by guidance counselors?
5. Are there differences between the responses of various types of respondents regarding the extent of their involvement in providing career information, self-placement skills, and placement activities?
6. What kinds of information and skills do vocational business teachers perceive to be the responsibilities of the vocational business teacher, guidance counselor, and placement coordinator?
7. What kinds of information and skills do guidance counselors perceive to be the responsibilities of the vocational business teacher, guidance counselor, and placement coordinator?
8. Do guidance counselors agree with vocational business teachers regarding the responsibilities of the vocational business teacher, guidance counselor, and placement coordinator?
9. Who, in the opinions of guidance counselors, should have the primary responsibility for career planning and placement of vocational office education students?

10. Who, in the opinions of vocational business teachers, should have the primary responsibility for career planning and placement of vocational office education students?
11. Do vocational business teachers and guidance counselors believe there exists a need for a placement coordinator?
12. To what extent does the involvement of those vocational business teachers and guidance counselors who indicate a need for a placement coordinator differ from those who indicate there is no need?
13. What type of placement service currently exists at the secondary level?

The following null hypotheses will be tested:

Hypothesis One

There is no difference between the responses of vocational business teachers and guidance counselors regarding their involvement in providing career information, self-placement skills, and placement activities.

Hypothesis Two

There is no difference between the responses of teachers and teacher/coordinators regarding their involvement in providing career information, self-placement skills, and placement activities.

Hypothesis Three

There is no difference between the responses of teachers and guidance counselors regarding their involvement in providing career information, self-placement skills, and placement activities.

Hypothesis Four

There is no difference between the responses of teacher/coordinators and guidance counselors regarding their involvement in providing career information, self-placement skills, and placement activities.

Hypothesis Five

There is no difference between vocational business teachers and guidance counselors regarding their involvement in career planning and placement in relationship to their responses regarding the need for a placement coordinator.

Hypothesis Six

There is no difference in the extent of involvement in career planning and placement between those guidance counselors who indicate a need for a placement coordinator and those guidance counselors who indicate there is no need.

Hypothesis Seven

There is no difference in the extent of involvement in career planning and placement between those vocational business teachers who indicate a need for a placement coordinator and those vocational business teachers who indicate there is no need.

Purpose of the Study

The specific purposes of this study were as follows:

1. To identify and compare the kinds of information and skills in career planning and placement provided secondary vocational office education students by vocational business teachers and guidance counselors and to ascertain the present level of their involvement.
2. To determine the kinds of information and skills in career planning and placement provided most frequently.
3. To compare the responses of the following types of respondents regarding the extent of their involvement in three groupings of items: career information, self-placement skills, and placement activities.

- a. Vocational business teachers and guidance counselors.
 - b. Teachers and teacher/coordinators.
 - c. Teachers and guidance counselors.
 - d. Teacher/coordinators and guidance counselors.
4. To compare the kinds of information and skills which should be the responsibility of the vocational business teacher, guidance counselor, and placement coordinator.
 5. To ascertain the need for a placement coordinator at the secondary level and to make recommendations concerning responsibilities.

Need for the Study

Assisting youth in the transition from school to work is considered to be one of the most critical problems facing education today. The increasing complexity of the work world coupled with inadequate career guidance, basic job-seeking skills, and placement assistance makes the transition almost impossible for many youth. Frequently, many who find initial employment become work dropouts because they lack job-keeping skills.

Although the literature is filled with information which identifies students' need for career information and assistance with career planning and placement, no previous research has attempted to identify and ascertain the involvement of vocational business teachers and guidance counselors in providing specific activities in career planning and placement. Several studies can be found which researched the responsibilities of guidance counselors. However, they generally focused on the total guidance program and

devoted little, if any, attention to the world of work. Knezek comments in her review of the literature:

An increasing number of studies in the general area of guidance have been published in recent years. Generally there has been more research and other literature on the individual receiving guidance services than on the world of work he plans to enter. The literature reflects an emphasis on and preoccupation with the psychological aspects of guidance, including the extensive use of tests.⁵

Similarly, studies which have researched the role of business education teachers in guidance have emphasized their role in the total guidance program. The Moriwaki⁶ study is an indication that at least up to 1962, the guidance responsibilities of business education teachers focused primarily on their role in the total guidance program and that their participation in guidance excluded any significant emphasis on career planning and placement. Moriwaki concluded:

The business teacher's responsibility in the guidance program is to give guidance to students with regard to selection of courses of study, future educational plans, occupational choices, and personal problems. Also, he utilizes cumulative records and test scores to provide guidance for the student.⁷

⁵LaVerne E. Knezek, "Identification and Analysis of Kinds of Information Needed by Community Junior College Students About Business Career Opportunities" (unpublished Ph.D. dissertation, North Texas State University, 1972), p. 15.

⁶Takeshi Moriwaki, "An Analysis, Classification, and Synthesis of Research Findings and Thought on Guidance in Business Education" (unpublished Ph.D. dissertation, Indiana University, 1962).

⁷Ibid.

Several studies (White,⁸ Sprehe,⁹ Ellis,¹⁰) do indicate that business education teachers should participate in placement, and that placement should be a joint responsibility between guidance counselors and business teachers. However, in these studies respondents typically checked "job placement" to indicate their participation and no specific activities were enumerated or identified.

Hallam¹¹ at the conclusion of his study to determine new dimensions for research in business education, included guidance as one of several secondary areas of business education which needed further research. Andrews agrees and comments that "little guidance research is designed specifically for business education--and business education has not researched its guidance function."¹²

⁸Ralph L. White, "The Guidance Responsibilities of Business Education Teachers" (unpublished Ed.D. thesis, Arizona State University, 1965).

⁹Robert Sprehe, "A Study of Guidance and Counseling Practices as They Relate to Business Education in Selected Iowa High Schools" (unpublished Ph.D. dissertation, University of Iowa, 1966).

¹⁰Roger W. Ellis, "Guidance Functions and Business Education in Arizona Community Colleges" (unpublished Ed.D. thesis, Arizona State University, 1972).

¹¹James Hallam, "New Dimensions for Research in Business Education as Revealed by a Study of the Titles of Research Completed, 1954-64, and by an Opinion Survey of a Selected Group of High School and College Business Educators Regarding Recommended Research" (unpublished Ph.D. dissertation, The University of Iowa, 1965).

¹²Margaret Andrews, "The Improvement of Guidance, Placement, and Follow-Up in Business Education," Contributions of Research to Business Education, National Business Education Yearbook No. 9 (Washington, D.C.: National Business Education Association, 1971), p. 130.

These studies as well as others indicate a major gap in previous research. No previous research has identified specific career planning and placement activities and attempted to determine the involvement of vocational business teachers and guidance counselors in these activities. Studies which included job placement in a broad range of guidance services did not indicate if respondents did more than make referrals to employers. They did not indicate what specific job-seeking skills, decision-making skills, career information or placement activities, teachers and guidance counselors provided students.

The increasing attention placement is receiving at the secondary level is an indication of the need to study and evaluate the roles various school personnel can play in meeting the career planning and placement needs of students in terms of specific, concrete responsibilities. Vocational teachers and guidance counselors have for years been the primary providers of whatever career planning and placement assistance existed in the school. It is, therefore, appropriate that the participation and opinions of these individuals should be examined first. An examination and redefinition of roles in terms of specific, assigned responsibilities can contribute to a more comprehensive and organized effort on the part of teachers and counselors, and help avoid duplication. Also, regardless of the present formal or informal structure of the school's placement efforts, such a study can provide information on the existing placement activity in the school which is a necessary prerequisite to establishing any type of placement effort.

Delimitations of the Study

1. Participants were limited to vocational business teachers employed during the school year 1976-1977, and guidance counselors listed in the 1976-77 Director of Elementary and Secondary Public School Counselors in the randomly selected schools.
2. The study was limited to secondary schools having a cooperative office education program in the State of Michigan during the 1976-77 school year.
3. The survey instrument was limited to selected questions relating to one aspect of vocational development--career planning and placement.

Limitations of the Study

1. Information obtained represented the opinions of guidance counselors and vocational business teachers.
2. The study was subject to the limitations inherent in survey research utilizing the questionnaire. Questions were subject to the interpretation of the respondents and it was assumed that respondents answered honestly.

Definition of Terms

The following definitions are provided so that the reader will understand how key terms are being used in this study:

Career Planning refers to the process of identifying and investigating information from relevant sources, both external and

internal, and utilizing the collected information in making informed and reasonable decisions about one's life career goals.

Placement means providing information to a student that leads directly to a job. That is, bringing students in touch with the available employment opportunities that lead to placement.

Placement Activities refers to all activities performed which directly or indirectly assist students in reaching their occupational goals.

Placement Services. ". . . the entire range of assistance offered by a school to help the student develop and implement his or her career plan. These services help students to choose and successfully reach placement goals."¹³

Self-Placement Skills refers to those knowledges and skills which are necessary for students to independently place themselves and which help insure long-term success outside the formal school setting.

Placement Coordinator. An individual designated with the specific responsibility, on a day-to-day basis, for coordinating or performing placement activities in the school. The individual can be a full-time person serving several schools or a part-time person serving one school.

Career Information includes current, accurate, usable information or materials related to the world of work, and

¹³Placement Guide, op. cit., p. V-2.

information concerning training and educational programs leading to specific occupations.

Vocational Business Teacher refers to any individual teaching a State reimbursed vocational office education program and/or coordinating a cooperative office education program.

Teacher refers to the vocational business teacher as defined in this study who teaches a State reimbursed vocational office education program.

Teacher/Coordinator refers to the vocational business teacher as defined in this study who (1) coordinates the cooperative office education program and (2) teaches the related class and coordinates the cooperative office education program.

Vocational Office Education refers to that body of subject matter that provides practical experience organized into programs of instruction for students to prepare for and achieve career objectives in their selected office occupation.

Organization of the Study

Chapter I contains the introduction, statement of the problem, purpose and need for the study, delimitations and limitations of the study, definitions of terms, and organization of the study.

Chapter II is a review of related literature and research.

Chapter III contains the research procedures and methodology and includes the population, selection of participants, instrumentation and data analysis.

Chapter IV includes the findings of the study covering the involvement of vocational business teachers and guidance counselors in career planning and placement.

Chapter V contains the summary of findings, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

No research or other literature relates closely to the problem of the present study. The literature is devoid of studies that attempt to identify the specific kinds of information and skills in career planning and placement provided by vocational business teachers and guidance counselors.

The discussion in this chapter will group the literature reviewed under four major headings: (1) Related Research Studies; (2) Status of Career Guidance, Counseling, and Placement; (3) Impact of Career Education on Career Guidance, Counseling, and Placement; and (4) The Michigan Scene. A summary of the chapter is presented at the end.

Related Research Studies

Because of the lack of closely related studies in the literature, only two research studies are discussed in this section.

A study by Knezek¹⁴ in 1972 is closely related to the present study in basic idea. Knezek attempted to identify and analyze the kinds of information needed by community junior college students about career opportunities in business. Students, business

¹⁴Knezek, op. cit.

teachers, and guidance counselors in the State of Texas checked "Important--Don't know," "Important--Already know," and "Unimportant--Don't need to know," on a sixty-three item checklist which covered the following major categories:

- Nature, extent, and locations of business-related job opportunities
- Vocational and job characteristics and requirements
- Monetary rewards
- Nonmonetary rewards
- Sources of job information

Knezek concluded that guidance about career opportunities in business was inadequate in community junior colleges. The majority of students in all groups appeared to need various kinds of information about business-related occupational opportunities. The item ranked highest by all students as "Important--Don't know" was "What businesses hire the largest number of former junior college students?" Counselors and business teachers were in general agreement that students need more business career information. This study is similar to the present study in that an attempt was made to identify specific kinds of information relating to one aspect of the present study--career information.

In 1972, Billett¹⁵ studied the vocational guidance and counseling services available for high school students enrolled in vocational office occupations programs in Tennessee. Guidance

¹⁵Nancy J. Billett, "An Analysis of the Guidance and Counseling Practices for Vocational Office Occupations Programs in Tennessee High Schools" (unpublished E.D. thesis, University of Mississippi, 1972).

counselors, office occupations teachers, and office occupations students comprised the populations for the study.

Using a questionnaire, Billett surveyed a broad range of guidance and counseling services; however, only those related to job placement activities are relevant to the present study. Teachers and counselors were asked to check "none," "occasionally," or "almost always," to indicate in which of the following vocational guidance practices they participated:

- Job placement services for graduates
- Job placement services for dropouts
- Placement services for part-time work
- Cooperate with community job placement offices
- Follow-up of students in schools or colleges
- Follow-up of students with jobs
- Follow-up of students who have dropped out

The majority of the eighty-four guidance counselors participated occasionally in all seven vocational guidance activities. The majority of the 105 office occupations teachers participated occasionally in five of the seven vocational guidance activities. Approximately 62 percent of the office occupations teachers did not respond to "Job placement services for dropouts" and 46.7 percent did not respond to "Follow-up of students who have dropped out."

Students were asked in this study to indicate those counseling services they had experienced. Of the 2,164 office occupations students surveyed, 38.8 percent reported that they had received no help in securing part-time employment, while 33.2 percent indicated they had received some type of assistance in finding part-time work. Students were also asked if their school had a job

placement service. Thirty-five percent or 757 of the students indicated their school had a job placement service; however, 505 or 66.7 percent of this number did not know where the job placement service was located.

Both counselors and teachers were asked who should have the responsibility for the vocational guidance of office occupations students. Both respondent groups indicated that the vocational guidance of office occupations students should be the joint responsibility of the guidance counselors and the office occupations teachers.

Status of Career Guidance, Counseling and Placement

The Vocational Education Amendments of 1968 provided specific categorical funding for intensive occupational guidance, counseling, and initial job placement. This legislation together with the Career Education Movement of the 1970s and certain socio-economic factors focused increased attention on the quality and quantity of vocational guidance, counseling and placement youth are receiving in the schools.

The Career Education Movement also contributed to the increased usage of the term "career guidance" in place of occupational or vocational guidance. The current term "career guidance" is used to subsume both the educational and vocational aspects of the career guidance process. Gysbers gives the following definition of career guidance:

. . . assisting all individuals in the development of self-knowledge and interpersonal skills, in obtaining life career planning competencies, in identifying and using placement resources and in gaining knowledge and understanding of life roles, settings and events, specifically those associated with family, education, work, and leisure.¹⁶

Bottoms defines career guidance more simply as:

. . . the process in which students are given assistance in making considered choices that increase their abilities to manage and direct their career lives. This does not mean choosing for the students or directing their choices; it means helping them to acquire the tools and experiences they need to make choices that will increase their ability to plan where they want to go, what they want to do, and how to accomplish their purposes.¹⁷

Implicit in both definitions is the centrality of career planning and placement in the career development of youth.

Criticisms of American Guidance and Counseling

American guidance in general has been the object of much criticism in the past. That criticism accelerated with the Career Education Movement, which has drawn attention particularly to the status of vocational guidance at the secondary level. Ginzberg, a severe critic of American guidance practices commented:

¹⁶Norman C. Gysbers, "Career Guidance Needs of Youth and Adults," in To Implement Change In Counseling and Career Guidance: Report of the National Workshop, April 27-29, 1975 (Washington, D.C.: American Personnel and Guidance Association, American Vocational Association, and National Advisory Council on Vocational Education, April 1975), p. 30.

¹⁷Gene Bottoms, "The Mission of Career Guidance: Definition and Leadership," American Vocational Journal (March 1975), p. 50.

Observations, impressions, and systematic investigations of guidance programs generally do not confirm claims that guidance plays a decisive role in the career plans and outcomes of its clients. School counselors appear to spend the bulk of their time in approving courses of study, in assisting with college applications, in dealing with rule infractions, and in test administration.¹⁸

Ginzberg's criticisms are supported by several studies which revealed the need for improvement in career guidance.

In 1966, Campbell¹⁹ conducted a national survey of vocational guidance in secondary education. A total of 6,484 questionnaires were returned from school counselors, principals, teachers, students, and parents from 353 schools in 48 states. Campbell found that counselors spent more time counseling students with problems related to attending college than for any other kind of student problem. Counselors reported that educational guidance was the service most frequently sought. The largest block of counselor time was devoted to individual counseling with students, and the remaining time devoted to a large range of guidance activities.

Kaufman, et al.,²⁰ in 1967, investigated the school's role in preparing youth for employment. Questionnaires and interviews were used to survey 8,400 high school graduates of vocational,

¹⁸Eli Ginzberg, Career Guidance: Who Needs It, Who Provides It, Who Can Improve It (New York: McGraw-Hill Book Co., 1971), p. 267.

¹⁹Robert E. Campbell, Vocational Guidance in Secondary Education: Results of a National Survey (Columbus, Ohio: The Center for Vocational and Technical Education, 1968).

²⁰Jacob Kaufman, et al., The Role of the Secondary Schools in the Preparation of Youth for Employment (University Park, Pennsylvania: The Pennsylvania State University, 1967).

academic, and general programs of a sample of schools in Ohio, Pennsylvania, New York, New Jersey, and Maryland. Major weaknesses identified as a result of the study were poor guidance, placement, and follow-up activities. Counselors in high schools neglected the employment-bound youth and directed most of their guidance activities toward the counseling of college-bound youth.

Similar results were found in a later study by Kaufman and Lewis²¹ in which 583 interviews were conducted of high school graduates from four different years in three Pennsylvania cities. Although the first major decision in the vocational development of students is generally a choice of high school curriculum, over one-half of the vocational graduates interviewed had never discussed their course choices with a counselor. It was found that three-fourths of the graduates had never discussed their job plans with a counselor. In each of the three school systems studied, counselors generally lacked preparation necessary for vocational counseling and were primarily oriented toward the college bound.

In 1972, the United States Office of Education commissioned a review of research concerned with the realignment of practical career guidance and counseling for non-college bound youth since the Vocational Education Amendments of 1968. Ganschow, et al.,²²

²¹Jacob Kaufman and Morgan V. Lewis, The Potential of Vocational Education: Observations and Conclusions (University Park, Pennsylvania: The Pennsylvania State University, The Institute for Research on Human Resources, May 1968).

²²L. H. Ganschow, et al., Practical Career Guidance, Counseling and Placement for the Non-College Bound Student: A Review of the Literature (Palo Alto, California: American Institute for Research, 1973).

reviewed more than 350 significant documents consisting mainly of expert opinion. They found that very few studies existed which dealt with the extent to which vocational guidance and counseling functions had been realigned to meet the needs of non-college bound youth. After an extensive review of the literature, Ganschow, et al. concluded:

1. Vocational counseling or provision of practical career guidance for non-college bound students suffers in favor of precollege counseling in particular and other counselor functions in general.
2. The functions of guidance and counseling personnel working with non-college bound students have not been realigned to provide practical career guidance.²³

A Wisconsin research project²⁴ reported on placement services available in select Wisconsin Communities. The survey covered services available, those being utilized and needed as reported by users and providers of placement services. Among the respondents were current and former high school students. This study found that over 90 percent of the current high school seniors planned on looking for employment following high school. Yet, while 55 percent indicated they received help from counselors in exploring and evaluating educational goals, only 38 percent indicated that they had received such help with employment goals. Guidance services received by the majority of both current and former high school

²³ Ibid., pp. 7-2, 7-3.

²⁴ Survey and Analysis of Career Placement Activities: Volume II of a Research Project to Develop a Coordinated Comprehensive Placement System (Madison, Wisconsin: University of Wisconsin, Center for Studies in Vocational and Technical Education, May 1975).

seniors were: aptitude tests, achievement tests, help with talking to parents about plans, written materials about occupations or training programs, and help in exploring further educational goals.

Current high school seniors gave the following guidance services as most important in occupational planning and placement.

1. Help with talking to parents about job and school plans.
2. Training for a specific occupation.
3. Help with exploring and evaluating further educational goals.
4. Training for interviewing and applying for a job.
5. Help with exploring and evaluating employment goals.
6. Assistance in locating a specific job.
7. Information about job openings.
8. Training in how to get along on the job.
9. Job tryouts or work experiences.²⁵

Among the major providers of placement services surveyed were high school guidance counselors. Findings were similar to those in earlier studies. High school counselors were directing most of their time and effort toward college-bound students. Fourteen of the counselors did not answer questions related to job placement commenting that they did not participate in such activities.

The National Advisory Council on Vocational Education in its Sixth Report, Counseling and Guidance: A Call for Change, described the status of counseling in practice as "shaky and shabby." The Council's concerns summarized many of the findings in the previously mentioned studies.

1. Counselors and counseling are being subjected to criticism by other educators, parents, students, and industry, and there is validity in this criticism.

²⁵Ibid., p. 35.

2. Most counselors know very little about the world outside of education.
3. Counselors are much more competent in guiding persons toward college attendance than towards vocational education.
4. Job placement and follow-up services are not now being routinely provided as an important part of counseling and guidance programs.
5. Counseling and guidance services are being rejected by the hard core disadvantaged as irrelevant and ineffective.
6. Numerous school boards have reassigned counselors to full-time teaching duties as "economy" measures.
7. In almost no setting is the counselor--counselee ratio low enough to justify strict one-to-one counseling, but counselors still persist in their attempts to use this technique, rather than group counseling approaches, as their primary method of helping people solve their problems.
8. Some national authorities have recommended elimination of elementary school counselors.
9. There is a need for the counselor--counselee ratio to be improved in the poverty pockets of the United States.²⁶

The National Advisory Council made several recommendations which were considered urgent reforms needed to improve the quality and quantity of counseling and guidance services. These included the following among others:

Job placement and follow-up services be considered major parts of counseling and guidance programs.

Responsible decision-makers embark on an immediate major campaign designed to upgrade the vocational knowledge and career guidance skills of currently employed counselors.

²⁶ Counseling and Guidance: A Call for Change. Sixth Report of the National Advisory Council on Vocational Education (Washington, D.C.: National Advisory Council on Vocational Education, June 1972), pp. 3-4.

Career development programs be considered a major component in Career Education, both in legislation and in operating systems.

Immediate efforts be made to lower the counselor-pupil ratio in elementary, secondary, and post-secondary educational institutions to a point where all who need counseling and guidance services will, in fact, receive them, while simultaneously encouraging more guidance in groups.

Concerted efforts, including computerized guidance systems, be made to get more accurate, timely data to counselors regarding vocational and technical training and job opportunities.

Decision-makers in education make extensive provision for the training and employment of a wide variety of para-professional personnel to work in guidance under the supervision of professionally qualified counselors.

Individuals with rich backgrounds of experience in business, industry, and labor, but with no teaching experience, be infused into the counseling system.

Increased efforts be made to improve sound counseling and guidance services to members of minority populations and disadvantaged persons.²⁷

Career Planning and Placement Needs of Youth

The unemployment of youth was of major concern to Congress in passing the 1968 Vocational Educational Amendments. The following figures reveal the magnitude of the problem of youth unemployment.

In the first quarter of 1972, unemployment among teenagers was 17.8 percent--the highest figure recorded in the post-World War II years.²⁸ In the year ending October 1974, some 800,000

²⁷ Ibid., pp. 6-7.

²⁸ Manpower Report of the President: A Report on Manpower Requirements, Resources, Utilization, and Training (Washington, D.C.: U.S. Department of Labor, March 1973), p. 18.

youth in the 16 to 24 year age group left school without completing high school, continuing the upward trend in the number of dropouts per year since the late 1960s.²⁹ In 1975, four out of five new unemployed entrants in the labor force were youths between 16 and 19. The labor force rate for this group, 54.8 percent in the first quarter of 1975, was over ten percentage points higher than a decade ago.³⁰

These figures imply that many youth find it difficult to make the transition from school to work. Gysbers and Moore feel their difficulty is related to the present complexity of the work world as compared to what it was at the turn of the century.

The work world in particular has undergone dramatic changes both structurally and occupationally. Industrial and business structures have become highly complex and occupational specialization is increasing. As a result, the work world frequently is invisible and unknown, particularly to youth. Their knowledge and understanding of the industrial and occupational world and their relationship to it is often diffuse and distorted. Suffering in varying degrees from occupational illiteracy, many youth find it difficult to visualize a career life.³¹

Several studies revealed the mechanisms typically used by youth to find employment, as well as their need for help in career

²⁹ Anne M. Young, Students, Graduates, and Dropouts in the Labor Market, October 1974 (Washington, D.C.: Bureau of Labor Statistics, U.S. Department of Labor, August 1975), p. 6.

³⁰ Paul O. Flaim and Curtis Gilroy, Job Loss and Other Factors Behind the Recent Increase in Unemployment, Report No. 446 (Washington, D.C.: Bureau of Labor Statistics, U.S. Department of Labor, June 1975), p. 6.

³¹ Norman Gysbers and Earl J. Moore, Career Guidance, Counseling, and Placement: Elements of an Illustrative Program Guide (Columbia: Missouri University, February 1974), p. 218.

planning. Kaufman, et al., found in their study of 8,400 high school graduates that at least one-half found jobs through direct application and other self-initiated methods. The researchers comment:

The evidence is ample from this study and from many others that the labor market operates in an inefficient manner. Informal sources are used far more frequently than the institutions organized to place workers. Young people frequently seem to take anything that comes along rather than seeking out jobs where they can find outlets for their interests and abilities.³²

Kaufman, et al., recommended that the high school assume the responsibility for establishing a post-high school plan for each departing student and actively assist students who desire employment upon leaving high school.

A later study by Kaufman and Lewis³³ found similar results in follow-up studies of high school graduates. Only one-fourth of the graduates in this later study had received assistance from their schools in obtaining their first job. Most found employment through direct application and personal or family friends. Kaufman and Lewis comment that lack of knowledge of job opportunities is a major impediment to market efficiency and effectiveness.

. . . the bridge between training and employment is an informal and unstructured one in which the individual's immediate environment is a major factor in determining where he will seek employment. A potential job market whose boundaries are determined by one's own knowledge of opportunities, plus the awareness of family and friends, is far from being optimally efficient in the sense of matching abilities and interests with available jobs.³⁴

³²Kaufman, et al., op. cit., p. 13-6.

³³Kaufman and Lewis, op. cit.

³⁴Ibid., p. 92.

When Little ³⁵ reviewed the results of several studies on the placement and follow-up of vocational education students, he found graduates most frequently used friends and relatives and other self-initiated means in finding employment. Few respondents in these studies found their schools, counselors, or teachers helpful in finding employment.

The Wisconsin Research Project ³⁶ corroborates the findings of earlier studies. The researchers found former high school students relied primarily on their personal contacts to find employment. School personnel appeared to rarely be the sources of productive job leads. Findings in this study point clearly to the needs of youth for help in career planning and job placement. The following difficulties in finding employment were anticipated by the indicated percentages of current high school seniors.

1. The employer will want someone experienced (66%).
2. There will be no openings in the jobs I am trained for (57%).
3. I might not be qualified for the job (49%).
4. The job won't pay enough (49%).
5. I won't know what types of jobs I'd like to do (46%).
6. I won't know where to look for work (43%).

³⁵ J. K. Little, The Placement and Follow-Up of Vocational Education Students--A Review and Synthesis of the Research (Columbus: ERIC Clearinghouse on Vocational and Technical Education, Ohio State University, 1970).

³⁶ Survey and Analysis of Career Placement Activities.

7. I won't know what types of jobs I can do (41%).

8. I might be too young for the job (38%).³⁷

The problems experienced by former high school graduates in finding employment closely parallels those anticipated by current high school seniors.

1. I didn't know what types of jobs I'd like to do (65%).

2. I didn't know what types of jobs I could do (51%).

3. Employer wanted someone experienced (50%).

4. I didn't know where to look for work (44%).

5. The job didn't pay enough (44%).

6. I wasn't qualified for the job (31%).³⁸

A nationwide study by Prediger, et al.,³⁹ of the American College Testing Program, surveyed approximately 32,000 eighth, ninth, and eleventh grade students in 200 schools about various aspects of their career development needs. This study found that making career plans was perceived as the major area of need indicated by eleventh graders. Also, students lacked knowledge about the world of work and the career planning process. Prediger, et al., concluded:

. . . we find student-expressed need for help with career planning in sharp contrast to the amount of help students feel they have received. This discrepancy is reflected in what students have (and more often haven't) done to prepare for the difficult career decisions they face. Lack of knowledge about the world of work and the career planning

³⁷Ibid., p. 33.

³⁸Ibid., p. 43.

³⁹D. J. Prediger, J. D. Roth, and R. J. Noeth, Nationwide Study of Student Career Development: Summary of Results (Iowa City: American College Testing Program, 1973).

process also testifies to their need for help. Considered together, we believe these three vantage points for viewing student career development provides a consistent and dismal picture.⁴⁰

Research and Literature on Placement

Prior to the Career Education Movement, very little literature could be found on placement of secondary vocational students. Little concluded after his review of the literature on placement and follow-up of vocational education students that:

The search for studies dealing specifically with placement activities was practically fruitless. Placement is typically viewed as a separate activity from the educational program. Few secondary schools conceive job placement as a built-in function.⁴¹

In 1974, Wenzl⁴² looked at the process and performance of job placement from an historical point of view. An in-depth review of the literature uncovered that no exclusive and definitive work had been done on the subject; however, the current writings in the 1970s evidenced a growing interest in, and demand for better job placement performance.

Ganschow, et al.,⁴³ found in their review, primarily of literature since 1968, that the needs of youth for placement were well documented in the literature; however, little data existed on

⁴⁰Ibid., p. 46.

⁴¹Little, op. cit., p. 36.

⁴²Donald E. Wenzl, "The History of Job Placement Within a Social and Cultural Context" (unpublished Ph.D. dissertation, University of Utah, 1974).

⁴³Ganschow, et al., op. cit., p. 3.

the availability of placement services in schools or the quality of placement services offered.

Campbell and others comment on the lack of literature for use in developing placement programs.

While placement is a concept frequently alluded to and discussed as a necessary emphasis within a comprehensive program, few generators of career guidance resources have responded to the development of specific resources and programs. This is obviously an important gap, especially when one considers that increasing emphasis is being placed on providing the same placement services to those entering the world of work as is available to those entering higher education.⁴⁴

In 1975, Boss, et al.,⁴⁵ reported on their search and review of job placement literature. They found very few placement programs on which to model components of placement services and functions. A request for studies from state boards of education nationwide on innovative or outstanding placement programs failed to uncover any extensive innovation or outstanding features. Of the twenty-nine states that responded to the request, only eighteen reported placement programs. Six reported no placement programs; five reported being unaware of placement programs. The researchers summarized:

From the materials and manuals received, and from searching publications and presentations, the most pervasive feature of occupational placement became obvious--the effect of local conditions and decisions on programs. Innovation in

⁴⁴Robert Campbell, et al., Career Guidance: A Handbook of Methods (Columbus, Ohio: Charles E. Merrill Publishing Co., 1973), p. 202.

⁴⁵Review and Synthesis of Job Placement Literature: Volume I of a Research Project to Develop a Coordinated Comprehensive Placement System (Madison: University of Wisconsin, Center for Studies in Vocational and Technical Education, March 1975).

placement services has generally been a change of local adaptations to the older existing models. Smaller schools make cuts in staff positions, up-to-date schools use computers, and local politics and educational philosophies determine the "location" of job placement services--within the guidance and counseling programs or as an autonomous entity.⁴⁶

Impact of Career Education on Career Guidance Counseling and Placement

Career Education has been the catalyst needed to bring about attempts to improve, redefine and expand career guidance, counseling and placement in recent years.

Career education came prominently into view in 1971, when U.S. Commissioner of Education, Sidney P. Marland, Jr., speaking at the 1971 convention of the National Association of Secondary School Principals in Houston, discussed major changes needed in secondary education. Marland suggested that the term "vocational education" be dropped in favor of "career education."

Career education as defined by Goldhammer and Taylor is designed to prepare individuals for their life roles: economic, home, community, avocational, religious, and aesthetic. Career education recognizes the central role careers play in our lives. It is

. . . a systematic attempt to increase the career options available to individuals and to facilitate more rational and valid career planning and preparation. Through a wide range of school and community based resources, young people's career horizons should be broadened. Their self-awareness should be enhanced. Their framework for

⁴⁶Ibid., p. 81.

accomplishing these goals are the phases in the career education program: career awareness, career exploration, career preparation:⁴⁷

The impact of the Career Education Movement can be seen in the efforts of various states to reorganize and redefine their guidance services particularly with respect to job placement.

One of the effects of the Career Education movement has been to underscore the need for renewed attention to career guidance with particular attention to the placement component of such guidance efforts. Increasingly, many schools have begun to accept the responsibility for the post-school placements of their students. In turn, educators, administrators, and counselors have found that to answer such placement demands, their placement efforts must involve a coordination of the efforts of family, school, and government programs and an increase in the comprehensiveness of the career guidance services available to include all aspects of guidance as well as the needs of all students.⁴⁸

Career guidance, counseling and placement are natural components in the career education concept. Worthington states that "the success of career education will depend on the input of the guidance and counseling component to make it possible for students to choose knowledgeably from among all possible careers open to them."⁴⁹

⁴⁷ Keith Goldhammer and Robert Taylor, Career Education--Perspective and Promise (Columbus, Ohio: Charles E. Merrill Publishing Co., 1972), p. 6.

⁴⁸ Data Base Establishment and Model Development for a Coordinated Comprehensive Placement System: Final Report (Madison: University of Wisconsin, Center for Studies in Vocational and Technical Education, November 1975), p. 5.

⁴⁹ R. Worthington, "Guidance and the Promises and Demands of Career Education," American Vocational Journal (March 1974), p. 62.

Bottoms comments on the relationship of career guidance and vocational education in career education:

All educational experiences that lead to mastery of career development goals and objectives add up to career education. Career guidance and vocational education are essential parts of the whole Unless career guidance is made the nerve system of career education, many students may fail to see the purpose of their education. Without career guidance, career education runs the risk of becoming an imposed set of externally applied goals and methods.⁵⁰

The placement component is a critical element in the career education concept because career education has implied that schools be held accountable for subsequent placement of students. In statements before the U.S. House of Representatives Subcommittee Hearings on Career Education,⁵¹ the point was stressed that career education will be a farce if it succeeds in helping youth want to work, but neglects to help them find work upon leaving school. This implied responsibility has provided the thrust for implementation of school-based placement services at the secondary level. The rationale offered is that

Since an interweaving of the educational realm and the occupational realm is inherent to the success of a career education program, it becomes obvious that a placement service is necessary for the movement of students and workers between these realms . . . in the career education model, the school's purpose is the career development of youth. The subsequent career behavior of students

⁵⁰Bottoms, op. cit., p. 51.

⁵¹U.S., Congress, House, Committee on Education and Labor, Career Education, Hearings, before the subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 94th Cong., 1st sess., 1975, p. 92.

leaving these schools will, therefore, be a measure of the school's effectiveness in meeting this objective.⁵²

Wasil⁵³ agrees and sees job placement as the "fusing element" within the career development structure in order for career development to be effective. In career education, career development is the component that blends prior educational, guidance, and career awareness activities into a meaningful picture for the student.

Increase in Guidance Support Personnel

The Career Educational movement forced a redefinition of the roles of teachers and counselors in the career guidance and placement of youth, and brought about an increase in the use of guidance support personnel. These new guidance specialists have not replaced counselors, but instead supplement the work of the counselor at certain stages of the student's education. Bottoms comments:

These new specialists have not replaced counselors; they have arrived on the scene to answer needs that require specialized and concentrated attention during a given period of time. Among them are the junior high exploration teacher, the job placement coordinator, group guidance teacher, outreach coordinator, and the student assessment specialist.⁵⁴

⁵²Review and Synthesis of Job Placement Literature, p. 63.

⁵³Raymond A. Wasil, "Job Placement--Keystone of Career Development," American Vocational Journal (december 1974), p. 32.

⁵⁴Bottoms, op. cit., p. 52.

A survey of state directors of vocational education revealed more than twenty titles of individuals considered as career specialists.⁵⁵

Although many new guidance personnel now exist at the secondary level, Campbell⁵⁶ sees very little evidence that they have been organized to function effectively. He believes that the roles of individuals other than guidance counselors in career guidance, planning and decision-making and how to include them in "career guidance equations" have been treated only minimally in the literature. Bottoms, Drier, and Pritchard agree:

Existing professional guidance personnel (counselor, placement coordinator, exploratory teachers, educational and occupational information specialists, etc.) and paraprofessional guidance personnel have not been organized into a coordinated team to address the career development needs of students Few comprehensive career guidance programs in which the functions, activities and responsibilities have been differentiated and assigned to professional and paraprofessional guidance workers have been put into operation.⁵⁷

In a major address presented at a national workshop to implement change in counseling and career guidance, Bottoms, Drier and Pritchard recommended that decision-makers in education make provision for a differentiated guidance staff to include a variety of professional and paraprofessional guidance workers both within

⁵⁵ Ibid.

⁵⁶ Campbell, Career Guidance, p. 204.

⁵⁷ Gene Bottoms, Harry Drier, and Dave Pritchard, "Recommendations for Meeting the Career Development Needs of All Individuals," in To Implement Change in Counseling and Career Guidance: Report of the National Workshop, April 27-29, 1975 (Washington, D.C.: American Personnel and Guidance Association, American Vocational Association, National Advisory Council on Vocational Education, April 1975), p. 14.

and outside the curriculum. Their recommendation was based on the following assumptions:

1. To meet career development needs of students, a variety of professional and paraprofessional guidance workers will be needed both within and outside the curriculum.
2. The current ratio of student to guidance worker has proved inadequate to develop and coordinate the curriculum, community, individual experiences needed by students at each educational level to master appropriate career development objectives.
3. In almost no setting is the counselor--counselee ratio low enough to justify one-to-one counseling as a primary function, but counselors still persist in their attempts to use this technique, rather than other counseling approaches, as their primary method of helping people solve their problems.⁵⁸

Role of Teachers

The career Education Movement has proclaimed that career guidance is and must be the responsibility and concern of the entire school staff. Attempts to implement the career education concept have caused considerable interest in various roles to be assumed by vocational and academic teachers. Teacher participation in the guidance process is based on the assumption that students do not see the relationship between education and the world of work. Bottoms believes:

The classroom teacher, whether academic or vocational; can no more be divorced from the career guidance team than can the counselor, for in many ways, teachers are equally important to the guidance effort. Teachers, at whatever level, hold a potential key to career development of students. They can help students select learning

⁵⁸Ibid., pp. 14-15.

activities that enable them to discover the career implications of skills and subject fields.⁵⁹

In a policy paper of the U.S. Office of Education, the following kinds of tasks were listed as essential for initial implementation of a comprehensive career education effort:

All classroom teachers will:

1. Devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.
2. Utilize career oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.
3. Help pupils acquire and utilize good work habits.
4. Help pupils develop, clarify, and assimilate personally meaningful sets of work values.
5. Integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.

Some teachers, in addition, will be charged with:

1. Providing students with specific vocational competencies at a level that will enable them to gain entry into the occupational society.
2. Helping students acquire job-seeking and job-getting skills.
3. Participating in the job placement process.
4. Helping students acquire decision-making skills.⁶⁰

The National Vocational Guidance Association and the American Vocational Association in a joint position paper, "Career

⁵⁹Bottoms, op. cit., p. 51.

⁶⁰Career Education, Hearings, pp. 15-16.

Development and Career Guidance," outline the following contributions academic teachers and vocational educators can make to the career guidance process:

Vocational Educators

1. Provide realistic educational and occupational information to students and staff based on knowledge of occupational fields and continuous contact with workers and work settings.
2. Identify and recruit resource persons in the employment community to assist in the school program.
3. Provide exploratory experiences in vocational classrooms, labs, and shops for students not enrolled in occupational preparation programs and assist those teachers who wish to incorporate "hands on" types of activities in their courses.
4. Identify basic and academic skills and knowledge needed to succeed in the occupations of their field and communicate this information to academic teachers and guidance specialists.
5. Assist academic teachers and guidance specialists in designing appropriate occupational exploration experiences.
6. Provide students with information about vocational offerings and guidance specialists with information about the kinds of careers for which students are prepared.
7. Assist students enrolled in vocational programs to analyze and interpret their learning experiences for better understanding of self in relation to occupations and the world of work.
8. Plan and provide vocational instruction which prepares students to enter, adjust, progress and change jobs in an occupational field.
9. Assist students in identifying a wide range of occupations for which their vocational instruction is applicable.
10. Encourage employers to assist in expanding student awareness of career opportunities.

11. Arrange observation activities or part-time employment for student and school staff to help them learn more about occupations and work settings.
12. Participate in the planning and implementation of a comprehensive career education program.

Academic teachers

1. Provide for easy transition of students from home to school, from one school environment to another, and from school to further education or employment.
2. Provide students with curriculum and related learning experiences to insure the development of basic concepts of work and the importance of those who perform work.
3. Provide group guidance experiences, with appropriate aid from guidance specialists and vocational educators, to regularly demonstrate the relationship between learning and job requirements.
4. Help parents understand and encourage the career development process as it relates to their children.
5. Provide opportunities within the curriculum for students to have decision-making experiences related to educational and vocational planning
6. Assist students in synthesizing accumulated career development experiences to prepare them for educational transitions.
7. Provide career exploratory experiences to help students gain an understanding of worker characteristics and work requirements.
8. Provide experiences to help students increase their understanding of their own capabilities, interests and possible limitations.
9. Provide for career preparation experiences that will enable the individual to acquire skills necessary to enter and remain in the world of work at a level appropriate to his capabilities and expectations.
10. Provide, as an extension of the in-school learning experience, opportunities for the individual to

experience work first-hand in a non-threatening environment.⁶⁰

Bottoms, Drier and Pritchard feel that teachers must acquire additional knowledge if they are to significantly affect career guidance goals.

. . . teachers must acquire additional knowledge regarding (a) career development theory; (b) values, abilities, and interests, their origin and place in the individual's career development; (c) decision-making and planning processes as related to career development; (d) the difference between guidance and instruction; and, (3) guidance processes and instructional strategies that facilitate individual career development.⁶¹

The assumption is that the teacher must be a member of the guidance team, and guidance an integral part of the school curriculum if students are to master career development tasks.

School-Based Placement Services

There is little doubt that the Career Education Movement provided the thrust needed to draw attention to the needs of youth for assistance in implementing their career goals, and has been directly responsible for attempts by various states to develop guidelines and implement a school-based placement service. Probably the greatest impact of career education has been felt in the placement area.

⁶⁰"Career Development and Career Guidance," A joint Position Paper of the National Vocational Guidance Association and the American Vocational Association, in A Coordinated and Comprehensive School-Based Career Placement Model: Volume III of a Research Project to Develop a Coordinated Comprehensive Placement System (Madison: University of Wisconsin, Center for Studies in Vocational and Technical Education, November 1975), pp. 33-35.

⁶¹Bottoms, Drier, and Pritchard, op. cit., p. 23.

Wasil believes school-based placement is a service that has long been needed, but slow in coming. He comments:

Rapidly emerging in education today is an area that serves as a common denominator for the fractionalized secondary educational system We have found a common denominator. That common interest area within the educational structure, where we may all be comfortable working together regardless of our backgrounds or specific interest areas, in an area that will lend credibility to education.⁶²

The key elements in a school-based placement service according to Wasil are:

Comprehensive placement services would normally utilize four key elements; and these elements would be delivered within a coordinated systematic system. Basically, the elements are pre-employment preparation, a central data system, placement activities, follow-up and follow-through activities⁶³

It is stressed throughout the literature that placement services should be comprehensive. The service must do more than concentrate on a referral system alone; it must promote as much independence as possible in career planning and placement activities.

Since the student will encounter situations throughout life which suggest the need for changing career pathways, the student needs to have maximum independence in placement securing skills. For a variety of reasons, including school policy, the student may be unable to return to the school for placement assistance. Herein perhaps lies the greatest contribution a placement program can make.⁶⁴

There is general consensus in the literature that placement services should not only be comprehensive, but also cooperative in

⁶²Raymond A. Wasil, "Placement Services: The Common Denominator for Educational Fragmentation," American Vocational Journal (February 1976), p. 52.

⁶³Ibid.

⁶⁴Review and Synthesis of Job Placement Literature, p. 57.

nature. Whatever the direction of placement services in the school, multiple contacts with employers should be avoided. This requires an organized, structured, and centralized placement effort throughout a district, region, and/or State.

In the concept of career education, placement services is intended not for a specific group of students, vocational or non-vocational, but for all students exiting the school.

In essence the concept of career education is based on contemporary theories of career development. It recognizes that career development is a continuous life-long process in which educational and vocational decisions interact in the career process. Decisions to embark on continued education are not accepted per se, but challenged for their occupational ramifications. Similarly, occupational experiences are not divorced from the educational system, but rather integral to its purpose.⁶⁵

Wasil agrees:

. . . the national interpretation is not services directed to a specific group of young people exiting school, but to all young people who are leaving school. All seem to have common needs in terms of information related to employment, job expectations, availability of employment related to their skill training.⁶⁶

With career education providing the rationale, many states undertook studies and developmental research projects to provide a basis for developing guidelines for establishing and implementing school-based placement services. Several states introduced relevant legislation. For example, Florida in 1973 was the first state to pass legislation requiring all secondary and all two-year

⁶⁵Review and Synthesis of Job Placement Literature, p. 57.

⁶⁶Wasil, "Placement Services," p. 52.

postsecondary schools to provide job placement services to all students. Virginia passed similar job placement legislation in 1975. Michigan has mandated placement services under its career education legislation and has introduced a bill in the Michigan legislature which would cover planning, coordination and funding of placement.

Development of placement materials in recent years has escalated at both national and local levels. In 1974, the U.S. Office of Education awarded a grant to the National Association for Industry-Education Cooperation (NAIEC) to develop a training manual to provide guidelines for the establishment of school-based job placement services. The manual was developed to be used by school systems to train local staff who would operate placement programs. Also several national and regional conferences have been held to provide participants with information and training to enable them to go back and improve or implement their placement services.

In summary, the Career Education Movement has been primarily responsible for placement services at the secondary level becoming a vital area of concern at state and national levels.

The Michigan Scene

In 1974, the Michigan Department of Education conducted a survey of its schools. The findings helped form the basis of their report to the Michigan legislature on the extent to which local school districts were providing a comprehensive occupational program to prepare students for employment, and making available to each student career development information. The survey revealed that

placement was the career development component receiving the least attention. Districts tended to provide placement services for further education if placement was provided at all. The report to the legislature summarized:

A major deficiency reported concerns placement, a career development activity vital to educational accountability to students. The report indicates that placement activities serve too few students in too few agencies and tend to be inadequate in serving both students who are prepared for jobs and those prepared for further education.⁶⁷

The Michigan's 1975 Secondary Vocational Education Follow-Up Survey⁶⁸ revealed that students prepared for jobs received little placement help from the school. Unemployed graduates seeking work were asked to indicate the sources they contacted for help in finding a job. Over 66 percent indicated relative or friend; 33.3 percent indicated public employment agency; 15.9 percent indicated teacher or co-op coordinator; and 13.4 percent indicated school placement office. However, the school was the source most frequently sought for assistance in continuing education placement by almost half of the vocational graduates who were continuing their education.

Michigan Model for Career Education

One piece of significant Michigan legislation is the Career Education Act of 1974 which formalized the statewide planning

⁶⁷Report of the Michigan Department of Education to the State of Michigan 77th Legislature, Regular Session of 1974. (Mimeographed.)

⁶⁸Michigan's 1975 Secondary Vocational Education Follow-Up Survey (Lansing: Michigan Department of Education, 1975).

activities for the comprehensive delivery of career education in Michigan. This Act says that every school system must have a plan for career education.

The Michigan Model for Career Education identifies two major areas of career education--career preparation and career development. They are defined:

. . . career preparation is academic, vocational and technical instruction intended to provide the basis skills and employment skills necessary for the efficient fulfillment of life career roles.

Career development is the content which provides the knowledge and skills an individual needs in order to plan for and establish life-career roles. The elements of career development are self-awareness, career exploration, decision-making, planning and placement.⁶⁹

Activities in the career planning and placement component of career development are designed to help students develop and implement systematic programs to reach career goals.

The individual in this component sets out to acquire prerequisite skills and knowledge which lead to his or her life-career goals.

The individual identifies and uses appropriate resources to acquire these skills and knowledges, and consciously assesses progress toward life-career goals, making whatever adjustments are necessary to maintain progress toward meaningful life-career goals.⁷⁰

⁶⁹ Process Guide for Career Guidance in Career Education Handbook for Implementation, Program Development Section (Lansing, Michigan: Michigan Department of Education, n.d.), pp. 15-16.

⁷⁰ Career Development, Goals and Performance Indicators (Lansing, Michigan: Michigan Department of Education, 1974), p. 7.

Development of Resource and Curriculum Materials

The Michigan Department of Education has developed curriculum materials and initiated research projects to support its career education commitment. A major document is the Career Education Handbook for Implementation, which includes a Placement Guide⁷¹ outlining elements and objectives for school-based placement services. Also included is the Process Guide for Career Guidance⁷² which serves as a guide to assist counselors in Michigan "to get organized, identify goals and objectives, design, implement and evaluate a career guidance program."⁷³

A grant was awarded to Manpower Sciences Services, by the Michigan Department of Education, to research, develop, and test a training program for placement personnel. A task analysis was done of the jobs of placement specialists and placement coordinators in the schools and intermediate school districts. Usable responses were received from 181 of the 416 people to whom the survey instrument was sent. Sixty-four of the respondents worked at job placement functions from 75-100 percent of their time. Of the remaining who worked at job placement less than full time, 33.8 percent also served as counselors, 27.5 percent were coop coordinators, 21.8 percent were administrators, 20.4 percent were vocational teachers. The remainder were scattered among a variety of duties.

⁷¹Placement Guide, op. cit.

⁷²Ibid.

⁷³Ibid., p. 1.

From this task analysis, the following modules were identified as the contents for the placement personnel training program.

The modules given high priority were:

1. Identifying and Locating Students/Former Students to Receive Placement Services
2. Referring Individuals to Jobs
3. Placement Record Keeping Systems
4. Promoting the Placement Service
5. Locating Potential Employers and Making Initial Contacts
6. Making Persuasive Presentations to Employers
7. Maintaining and Expanding Employer Accounts.⁷⁴

Four modules identified for later development were:

1. Organizing and Using Advisory Groups
2. Program Assessment, Follow-Up, and Evaluation
3. Managing a Placement Program
4. Coordinating with Other School Programs.⁷⁵

None of the above modules were concerned with employability skills development. These were developed through a grant to the Institute of Agricultural Technology at Michigan State University. A series of eleven pieces of teacher and student materials were developed written in module form to help students acquire job-seeking and job-keeping skills. The content of the student modules included:

⁷⁴Job Placement Specialists' Tasks and Training Needs: A Survey, Manpower Science Services Inc., pp. 5-7. (Mimeographed.)

⁷⁵Ibid.

1. Determine your job goal.
2. Build a master list of possible employers.
3. Develop facts to prove your value to employers.
4. Use your facts to put your actual resume together.
5. Learn how to contact employers by letter and by phone.
6. Learn how to handle all the paperwork related to working.
7. Get ready for the job interviews.
8. Learn how to handle the actual job interviews.
9. Learn how to choose, accept and keep the best job.
10. Learn how to handle things once you're on the job.
11. Learn how to recycle the skills you've learned.

Included with the Employability Skills Sheets and Employability Skills Sheet Guides is a slide/tape presentation which provides an overview of the entire package of materials and can also serve as an introduction to the curriculum materials.

Current Placement in Michigan

According to Martin⁷⁶ placement in Michigan at the secondary level started about 1970-71 with the funding of exemplary placement programs in seven area skill centers. These programs were funded on a three-year basis and were considered quite successful. In 1975 the concept was applied to the comprehensive high school with the funding of sixteen area placement projects, established as pilot

⁷⁶Jack Martin, "Student Placement Services: An Integral Part of Career Education," Indiana Invitational Conference on Placement, Smithville, Indiana, June 25-27 (Indianapolis: Indiana State Board of Vocational and Technical Education, June 1975), p. 27.

programs covering most of the population centers of the State. These projects were funded on an annual basis for three years.

The rationale behind the concept of "area placement" is explained as follows:

A labor market will generally encompass several schools or school districts. Therefore, it is advantageous to the schools and the employers in the area to coordinate efforts in canvassing employers and to exchange information concerning available manpower and unfilled job openings. The primary component in the actual delivery of placement services to students is the local school but the placement efforts of that school are not isolated from other schools within the labor market. Area placement is primarily designed to coordinate and support local effort.⁷⁷

Area placement gives a local placement person an opportunity to exchange labor market information with other local placement specialists. This exchange of information on job openings at the local level allows individual schools a much broader coverage of the labor market than would be possible through individual efforts alone.

Twenty-two people are assigned full-time responsibility for placement at the area level. At the local level, 502 people have some responsibility for placement; however, only about 20 percent work more than 50 percent of their time in placement. Twenty-nine percent work between 10 percent and 25 percent of their time in placement, and 43 percent work less than 10 percent of their time in placement.

⁷⁷Vocational Education Area Placement Projects, Michigan Department of Education. (Mimeographed.)

Although Michigan has done much to strengthen existing job placement, current efforts still do not serve the needs of all students. Job placement has not as yet been extended to populations other than vocational education students. The existing placement efforts could be improved substantially by the addition of people at the local level with placement as their primary responsibility rather than as an added responsibility.

A bill has been introduced into the Michigan legislature which has provisions concerning job placement services. House Bill 4014 has as its target a much larger population than that of the area placement projects, and provides for the planning, coordination and funding of job placement services in Michigan.

Summary

A review of the literature revealed that no studies have been done that dealt with the involvement of vocational business teachers and guidance counselors in providing specific kinds of information and skills in career planning and placement. However, much of the literature spoke to the student's need for assistance in career planning and placement, as well as the lack of career guidance, counseling and placement assistance at the secondary level.

The following statements summarize the literature reviewed.

1. Guidance counselors have been severely criticized in recent years for devoting most of their efforts toward the college-bound and educational placement, while neglecting the employment-bound and occupational placement.

2. There have been studies which suggested that students leave the educational system without having received assistance with career planning and job placement.
3. Several studies revealed that students rely on friends, relatives, and other self-initiated methods to obtain employment.
4. The literature is devoid of significant studies on placement for developing programs, as well as on the placement and follow-up of secondary students.
5. The Career Education Movement of the 1970s has been largely responsible for attempts to improve, redefine and expand career guidance, counseling, and placement. Its impact can be seen in the following:
 - a. School-based placement services at the secondary level has become a vital area of concern at state and national levels.
 - b. Several states have undertaken studies and developmental research projects to provide a basis for developing guidelines for establishing and implementing school-based placement services.
 - c. There has been an increase in guidance support personnel such as placement coordinator, career education specialist, and occupational information specialist.
6. The State of Michigan has done much to strengthen existing job placement; however, current efforts still do not serve the needs of all students. Job placement has not as yet been extended to populations other than vocational education students.

CHAPTER III

RESEARCH PROCEDURES AND METHODOLOGY

The problem of the study was to determine the nature and extent of the involvement of vocational business teachers and guidance counselors in providing specific kinds of information and skills in career planning and placement, and to ascertain their opinions regarding the kinds of information and skills which should be the responsibility of the vocational business teacher, guidance counselor, and placement coordinator.

The descriptive survey method was chosen as being most appropriate to achieve the purposes of this study. Gay defined descriptive research as follows:

. . . involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are.⁷⁸

Hopkins points out that the label descriptive research is not wholly appropriate because this type of research does more than describe.

Descriptive research can be viewed as having two distinct parts. First, the study by description provides data about the present conditions Second, the

⁷⁸L. R. Gay, Educational Research: Competencies for Analysis and Application (Columbus, Ohio: Charles E. Merrill Publishing Co., 1976), p. 123.

establishment of the meaning takes the data and forms conclusions by comparing, contrasting, or identifying relationships.⁷⁹

Because of the type of data needed and the size of the sample, the questionnaire was chosen as the most efficient means of gathering information. Gay comments:

. . . the use of a questionnaire has some definite advantages over other methods of collecting data which are not available through other sources . . . a questionnaire is much more efficient in that it requires less time, is less expensive, and permits collection of data from a much larger sample.⁸⁰

Population

In order to insure representation of vocational office teacher/coordinators, the population of the study consisted of all vocational business teachers and guidance counselors in schools having a state-approved cooperative office education program. During the 1976-77 school year, there were in Michigan 306 secondary schools operating state-approved cooperative office education programs.

Selection of Participants

Secondary schools having a cooperative office education program were grouped according to size to insure that teachers and counselors from all schools would be represented. The classification by the Michigan High School Athletic Association was used to

⁷⁹Charles D. Hopkins, Educational Research: A Structure for Inquiry (Columbus, Ohio: Charles E. Merrill Publishing Co., 1976), p. 137.

⁸⁰Ibid., p. 128.

group schools according to the following enrollments: Class A - 1,480 or more; Class B - 716 to 1,479; Class C - 371 to 715; and Class D - less than 371.

A disproportional random sample of schools was drawn. It was decided that all vocational business teachers in the sample would be surveyed and a maximum of three guidance counselors chosen at random from each school. Table 1 shows the relevant data concerning the sample selection.

In October 1977, the 296 guidance counselors and 299 vocational business teachers selected for the study were mailed a questionnaire, a letter of explanation, and a stamped, pre-addressed envelope for the return of the questionnaire (see Appendices A and B). Two weeks later, a follow-up questionnaire with letter of explanation and a stamped, pre-addressed envelope were mailed to participants not responding to the first questionnaire. At the end of two weeks, a total of 372 or 63 percent of the questionnaires had been returned. A final postcard requesting cooperation was mailed at this time (Appendix C). Three weeks after the postcard follow-up, only an additional fifteen questionnaires had been received bringing the total number of questionnaires received to 387 or 65 percent. However, at least one questionnaire was returned from 93 percent or 105 of the 113 sample schools.

Of the 387 questionnaires returned, 371 or 62 percent were usable. Table 2 shows the distribution of final returns of the questionnaires.

TABLE 1.--Sample Selection.

Class	Number of Schools (less pilot)	Sample Percentages Drawn	Sample Schools	Number of Vocational Business Teachers	Number of Guidance Counselors	Total
A	152	50	76	225	219	439
B	95	25	24	53	57	110
C and D	52	25	13	21	20	41
TOTALS	299		113	299	296	595

TABLE 2.--Distribution of Final Returns of Questionnaires from Guidance Counselors and Vocational Business Teachers in Michigan Schools.

Type of Respondent	Questionnaires Mailed	Questionnaires Returned	Percent of Return
Vocational Business Teachers	299	183	61.2
Teachers (99)			
Teacher/Coordinators (84)			
Guidance Counselors	296	188	63.5
TOTALS	595	317	62.4

Instrumentation

One questionnaire was developed for both vocational business teachers and guidance counselors. The instrument asked participants to respond to selected items in career planning and placement on two scales to (1) determine the extent of their involvement in providing specific kinds of information and skills, and (2) ascertain their opinions concerning who should have primary responsibility for providing each item.

The questionnaire was developed using information found in the literature relating to career development, vocational guidance and counseling, occupational information, and placement. The most significant sources used included the following: Occupational Information by Hoppock,⁸¹ the Michigan Department of Education's Placement Guide⁸² and Process Guide for Career Guidance,⁸³ and research studies by Knezek⁸⁴ and Billett.⁸⁵

Validity

The original form of the instrument was submitted to a jury panel composed of five members agreed upon by the writer and dissertation chairman:

⁸¹Robert Hoppock, Occupational Information (3rd ed.; New York: McGraw-Hill Book Company, 1967).

⁸²Placement Guide, op. cit.

⁸³Process Guide, op. cit.

⁸⁴Knezek, op. cit.

⁸⁵Billett, op. cit.

A vocational office education teacher at the secondary level,
an Associate Professor in Career Education at a state
university,
an Assistant Professor in Guidance and Counseling at a state
university,
a Career Information Specialist in the Counseling Center at
a state university, and
a Director of Placement at a two-year community college.

The panel evaluated the items for relevancy, completeness, and clarity. They were asked to add, change, reword, or delete any items, and then classify them into three categories: career information, self-placement skills, and placement activities. Classification by at least three members determined the category of each item. This classification was done for the purpose of making statistical comparisons of respondents to groups of items. Therefore, the questionnaire did not show the classifications of the items.

Based on panel recommendations, three items were added, several reworded, and none deleted.

Pilot

A pilot group consisting of twenty vocational business teachers and guidance counselors from seven schools was selected to pre-test the survey instrument for clarity of items and directions, ease in answering, and length of time required.

The pilot revealed primarily that the directions were not as clear as they could have been, and the questionnaire was too long. All items were evaluated again and some combined reducing the total number of items on the final questionnaire to fifty-one.

A factor analysis was done to see if items from the pilot responses compared favorably with the classification of items by the

jury panel. Even taking into consideration the small number of respondents, the results were favorable: career information - 40 percent; self-placement - 83 percent; and placement activities - 79 percent (see Appendix D for the classification of questionnaire items).

The final form of the questionnaire was approved by the members of the dissertation committee.

Analysis of Data

The data was coded and punched on cards for computer input. The following methods were used to analyze the data by SPSS (Statistical Package for the Social Sciences) and the Multivariate Program on CDC 6500 computer at Michigan State University.

Descriptive Analysis

The data was analyzed giving frequency responses, percentages, means, and standard deviations when applicable for each item. The means were used to determine a rank ordering of items on the first scale of the questionnaire.

Chi Square Test

The chi square test of homogeneity was selected to determine if agreement existed between respondents regarding the kinds of information and skills to be provided by the vocational business teacher, guidance counselor, and placement coordinator.

Multivariate Analysis of Variance

The multivariate analysis of variance procedure was chosen to determine if significant differences existed in Hypotheses One through Four regarding the extent of involvement of groups of respondents in three categories of items: career information, self-placement skills, and placement activities.

T-tests were used as the post hoc procedure to determine which of the three categories in each hypothesis was responsible for producing significant differences between the groups of respondents.

In testing Hypotheses Five, Six, and Seven, a two-way analysis of variance was used to examine interaction effects between vocational business teachers and guidance counselors in relationship to their responses regarding the need for a placement coordinator and their involvement in career planning and placement.

CHAPTER IV

FINDINGS

The findings of the study are organized into two major sections:

1. Involvement of Vocational Business Teachers and Guidance Counselors in Providing Specific Kinds of Information and Skills in Career Planning and Placement.
2. Opinions of Vocational Business Teachers and Guidance Counselors Regarding Career Planning and Placement Responsibilities of the Vocational Business Teacher, Guidance Counselor, and Placement Coordinator.

Data regarding the involvement of vocational business teachers and guidance counselors in career planning and placement were based on a disproportional stratified random sample of secondary schools in Michigan operating a Cooperative Office Education program. Respondents to the questionnaire represented 371 or sixty-two percent of the 595 vocational business teachers and guidance counselors in the sample.

Involvement of Vocational Business Teachers and Guidance
Counselors in Providing Specific Kinds of Information
and Skills in Career Planning and Placement

The first scale of the questionnaire is discussed in this section. Respondents were asked to indicate how often they performed fifty-one selected items in career planning and placement using the following: (1) rarely or never; (2) sometimes; (3) frequently; and (4) always. Table 3 shows the rank, means, and standard deviations of the responses of vocational business teachers and guidance counselors to the first scale of the questionnaire.

In the following discussions, items with a mean score of 3.0 or above and 2.0 or below will be pointed out. The mean score for each item was used to determine a rank order of the fifty-one items separately for vocational business teachers and guidance counselors. When two or more items had the same mean score, the middle rank was assigned to all.

Involvement of Vocational Business Teachers
in Career Planning and Placement

The mean involvement scores of the fifty-one kinds of information and skills for vocational business teachers ranged from a low of 1.6 to a high of 3.5. The following fifteen items (29 percent) received mean involvement scores of 3.0 or above which indicated the kinds of information and skills provided most frequently by vocational business teachers:

18. Teach and require students to prepare a resume or data sheet. (3.5)

TABLE 3.--Summary Table of the Means, Standard Deviations, and Rank Order of the Responses of Vocational Business Teachers and Guidance Counselors Regarding their Involvement in Providing Specific Kinds of Information and Skills in Career Planning and Placement.

Kinds of Information and Skills	Vocational Business Teachers			Guidance Counselors		
	Rank	Mean	Standard Deviation	Rank	Mean	Standard Deviation
1. Present information on types of jobs available to students completing a secondary vocational office program.	11.5	3.1	.81	9.5	2.6	.767
2. Prepare a handbook or guide for students and parents describing placement assistance available to students.	50	1.8	1.0	50.5	1.65	.99
3. Conduct interviews with potential school dropouts for placement purposes.	51	1.6	.78	21.5	2.26	.91
4. Inform students of the requirements of various office occupations.	3.5	3.4	.74	6	2.7	.82
5. Acquaint employers with the type of student available for employment from the vocational office program.	29.5	2.6	1.0	35	2.1	1.1
6. Present information on various tools, machines, and other materials used in office occupations.	9	3.2	.85	35	2.1	1.1
7. Make regular visits to employers to update knowledge of job requirements and solicit job vacancies.	29.5	2.6	1.1	46	1.9	1.1

TABLE 3.--Continued.

Kinds of Information and Skills	Vocational Business Teachers			Guidance Counselors		
	Rank	Mean	Standard Deviation	Rank	Mean	Standard Deviation
8. Inform students what a typical working day is like and type of work environment in office occupations.	9	3.2	.75	21.5	2.3	.96
9. Conduct surveys of local businesses to determine job openings.	44.5	2.1	.99	49	1.8	1.1
10. Inform students of the normal working hours for various office jobs.	11.5	3.1	.81	21.5	2.3	.97
11. Impress upon students the importance of non-skill qualifications of the employee such as loyalty, honesty, punctuality, dependability.	3.5	3.4	.68	3	3.0	.82
12. Conduct follow-up surveys of graduates to determine types of employment found.	41.5	2.2	1.1	21.5	2.3	1.1
13. Present information on the typical career ladder associated with the students' occupational area of training.	21.5	2.8	.9	13	2.5	.87
14. Assist students in learning the nature of the work performed in each position on their career ladder.	21.5	2.8	.87	15.5	2.4	.89

TABLE 3.--Continued.

Kinds of Information and Skills	Vocational Business Teachers			Guidance Counselors		
	Rank	Mean	Standard Deviation	Rank	Mean	Standard Deviation
15. Locate and identify potential job placements for students.	29.5	2.6	1.0	35	2.1	1.0
16. Inform students of educational requirements and/or experience necessary to advance to other positions on his/her career ladder.	14	3.0	.86	6	2.7	.84
17. Inform students how to identify sources for obtaining names and addresses of prospective employers locally.	21.5	2.8	.85	15.5	2.4	.85
18. Teach and require students to prepare a resume or data sheet.	1.5	3.5	.68	35	2.1	1.0
19. Identify and record information concerning each student's skills and employment or educational objective in order to make referrals to employers or another counselor.	21.5	2.8	1.1	21.5	2.3	1.1
20. Provide actual samples of employment applications and require the student to compete.	6	3.3	.79	35	2.1	1.1
21. Assist students in evaluating their own job qualifications in light of employer requirements.	14	3.0	.80	13	2.5	.86

TABLE 3.--Continued.

Kinds of Information and Skills	Vocational Business Teachers			Guidance Counselors		
	Rank	Mean	Standard Deviation	Rank	Mean	Standard Deviation
22. Inform students of standards of dress, grooming and hygiene in the work setting.	1.5	3.5	.67	9.5	2.6	.9
23. Teach students how to identify and seek appropriate individuals to serve as references.	6	3.3	.75	13	2.5	.89
24. Teach students how to write a letter of application in response to an actual vacancy.	6	3.3	.77	35	2.1	1.0
25. Provide a central place for bringing together general employer information.	44.5	2.1	1.1	35	2.1	1.0
26. Inform students of differences between secondary, two-year and private school programs for business jobs.	21.5	2.8	.82	2	3.1	.78
27. Assist students in making comparisons of types of jobs available to students completing a two-year and secondary business curriculum.	34.5	2.5	.89	6	2.7	.83
28. Inform students of types of examinations which may be given by various types of employers.	14	3.0	.81	28.5	2.2	.91
29. Acquaint students with sources of career information and where to locate them.	17	2.9	.85	1	3.3	.68

TABLE 3.--Continued.

Kinds of Information and Skills	Vocational Business Teachers			Guidance Counselors		
	Rank	Mean	Standard Deviation	Rank	Mean	Standard Deviation
30. Present information on the regional and national outlook with projected openings for various office occupations.	29.5	2.6	.94	9.5	2.6	.89
31. Assist students in securing summer employment	39.5	2.3	.96	28.5	2.2	.85
32. Assist students in securing part-time employment while in school.	34.5	2.5	.97	21.5	2.3	.83
33. Present information on the local job outlook with projected openings for various office occupations.	37.5	2.4	.95	28.5	2.2	.96
34. Present information on number and distribution of the work force in office occupations by sex, age, education, job title.	47.5	2.0	.89	46	1.9	.89
35. Make referrals of individual students to various employers with job openings for full-time employment.	34.5	2.5	.9	35	2.1	.91
36. Present information on new office occupations or decline in office occupations as a result of new technology.	34.5	2.5	.9	41.5	2.0	.87

TABLE 3.--Continued.

Kinds of Information and Skills	Vocational Business Teachers			Guidance Counselors		
	Rank	Mean	Standard Deviation	Rank	Mean	Standard Deviation
37. Visit employers to keep abreast of innovations or changes in office occupations and to revise or update curriculum.	29.5	2.6	.97	46	1.9	1.0
38. Arrange opportunities for students to talk to recent graduates or individuals working in office occupations.	39.5	2.3	.84	41.5	2.0	.86
39. Inform students of approximate beginning salary ranges and fringe benefits (sick leave, vacation, insurance).	17	2.9	.87	21.5	2.3	.84
40. Organize "career days" where employers discuss local job opportunities.	49	1.9	1.0	21.5	2.3	.94
41. Help students see the relationship between size of employer and advancement opportunities.	29.5	2.6	.89	35	2.1	.81
42. Keep an up-to-date listing or posting of current local job openings.	44.5	2.1	1.1	41.5	2.0	1.1
43. Conduct a yearly survey of employers of vocational office graduates to determine how the office program might be improved.	47.5	2.0	1.1	50.5	1.7	.97

TABLE 3.--Continued.

Kinds of Information and Skills	Vocational Business Teachers			Guidance Counselors		
	Rank	Mean	Standard Deviation	Rank	Mean	Standard Deviation
44. Identify sources of information concerning opportunities for employment, and procedures required to utilize these services.	37.5	2.4	.9	28.5	2.2	.91
45. Make available to students information on what businesses have hired former graduates and in what types of positions.	44.5	2.1	.98	46	1.9	.87
46. Make available specific materials or contacts that can prepare a student with information about an employer prior to an interview.	41.5	2.2	1.0	46	1.9	.93
47. Acquaint students with community agencies providing job placement.	25.5	2.7	.98	9.5	2.6	.83
48. Describe or demonstrate the interview process including how to arrange an interview, typical questions asked, and dress.	9	3.2	.82	21.5	2.3	.93
49. Teach students how to evaluate a job offer in light of their own personal criteria (financial, social).	25.5	2.7	.86	21.5	2.3	.80
50. Acquaint students with generally accepted procedures for terminating a job including length of notice, and request for references.	21.5	2.8	.93	41.5	2.0	.93
51. Make students aware of the need to investigate and weigh information before making a decision.	17	2.9	.82	4	2.9	.81

22. Inform students of standards of dress, grooming and hygiene in the work setting. (3.5)
4. Inform students of the requirements of various office occupations. (3.4)
11. Impress upon students the importance of non-skill qualifications of the employee such as loyalty, honesty, punctuality, and dependability. (3.4)
23. Teach students how to identify and seek appropriate individuals to serve as references. (3.3)
24. Teach students how to write a letter of application in response to an actual vacancy. (3.3)
20. Provide actual samples of employment applications and require student to complete. (3.3)
6. Present information on various tools, machines and other materials used in office occupations. (3.2)
8. Inform students what a typical working day is like and type of work environment in office occupations.
48. Describe or demonstrate the interview process including how to arrange an interview, typical questions asked, and dress. (3.2)
10. Inform students of the normal working hours for various office jobs. (3.1)
1. Present information on types of jobs available to students completing a secondary vocational office program. (3.1)
21. Assist students in evaluating their own job qualifications in light of employer requirements. (3.0)
16. Inform students of educational requirements and/or experience necessary to advance to other positions on their career ladders. (3.0)
28. Inform students of types of examinations which may be given by various types of employers. (3.0)

Conversely, the following kinds of information and skills received mean involvement scores of 2.0 or less to indicate least involvement by vocational business teachers.

3. Conduct interviews with potential school dropouts for placement purposes. (1.6)
2. Prepare a handbook or guide for students and parents describing placement assistance available. (1.8)
40. Organize "career days" where employers discuss local job opportunities. (1.9)
34. Present information on number and distribution of the work force in office occupations by sex, age, education. (2.0)
43. Conduct a yearly survey of employers of vocational office graduates to determine how the office program might be improved. (2.0)

Table 4 shows the rank order of the fifty-one kinds of information and skills according to the mean involvement scores of vocational business teachers.

Involvement of Guidance Counselors in Career Planning and Placement

The mean involvement scores of the fifty-one items for guidance counselors ranged from a low of 1.7 to a high of 3.3. Three items (6 percent) received mean involvement scores of 3.0 or above.

29. Acquaint students with sources of career information and where to locate them. (3.3)
26. Inform students of differences between secondary, two-year and private school programs for business jobs. (3.1)
11. Impress upon students the importance of non-skill qualifications of the employee such as loyalty, honesty, punctuality, and dependability. (3.0)

Least involvement by guidance counselors was indicated by the following kinds of information and skills which received mean involvement scores less than 2.0.

TABLE 4.--Rank Order of the Kinds of Information and Skills in Career Planning and Placement Provided by Vocational Business Teachers.

Rank	Kinds of Information and Skills		Mean
1.5	18.	Teach and require students to prepare a resume or data sheet.	3.5
1.5	22.	Inform students of standards of dress, grooming, and hygiene in the work setting.	3.5
3.5	4.	Inform students of the requirements of various office occupations.	3.4
3.5	11.	Impress upon students the importance of non-skill qualifications of the employee such as loyalty, honesty, punctuality, dependability, etc.	3.4
6	23.	Teach students how to identify and seek appropriate individuals to serve as references.	3.3
6	24.	Teach students how to write a letter of application in response to an actual vacancy.	3.3
6	20.	Provide actual samples of employment applications and require the student to complete.	3.3
9	6.	Present information on various tools, machines, and other materials used in office occupations.	3.2
9	8.	Inform students (by any method) what a typical working day is like and type of work environment in office occupations.	3.2
9	48.	Describe or demonstrate the interview process including how to arrange an interview, typical questions asked, dress, etc.	3.2
11.5	10.	Inform students of the normal working hours for various office jobs.	3.1
11.5	1.	Present information on types of jobs available to students completing a secondary vocational office program.	3.1
14	21.	Assist students in evaluating their own job qualifications in light of employer requirements.	3.0

TABLE 4.--Continued.

Rank	Kinds of Information and Skills	Mean
14	16. Inform student of educational requirements and/or experience necessary to advance to other positions on his or her career ladder.	3.0
14	28. Inform students of types of examinations which may be given by various types of employers.	3.0
17	29. Acquaint students with sources of career information and where to locate them.	2.9
17	39. Inform students of approximate beginning salary ranges and fringe benefits (sick leave, vacation, insurance, etc.)	2.9
17	51. Make students aware of the need to investigate and weigh information before making a decision.	2.9
21.5	13. Present information on the typical career ladder associated with the student's occupational area of training.	2.8
21.5	14. Assist students in learning the nature of the work performed in each position on his or her career ladder.	2.8
21.5	17. Inform students how to identify sources for obtaining names and addresses of prospective employers locally.	2.8
21.5	19. Identify and record information concerning each student's skills and employment or educational objective in order to make referrals to employers or another counselor.	2.8
21.5	26. Inform students of differences between secondary, two-year and private school programs for business jobs.	2.8
21.5	50. Acquaint students with generally accepted procedures for terminating a job (including length of notice, request for references).	2.8
25.5	47. Acquaint students with community agencies providing job placement.	2.7

TABLE 4.--Continued.

Rank	Kinds of Information and Skills		Mean
25.5	49.	Teach students how to evaluate a job offer in light of their own personal criteria (financial, social).	2.7
29.5	5.	Acquaint employers with the type of student available for employment from the vocational office program.	2.6
29.5	7.	Make regular visits to employers to update knowledge of job requirements and solicit job vacancies.	2.6
29.5	15.	Locate and identify potential job placements for students.	2.6
29.5	30.	Present information on the regional and national outlook with projected openings for various office occupations.	2.6
29.5	37.	Visit employers to keep abreast of innovations or changes in office occupations and to revise or update curriculum.	2.6
29.5	41.	Help students see the relationship between size of employer and advancement opportunities.	2.6
34.5	27.	Assist students in making comparisons of types of jobs available to students completing a two-year and secondary business curriculum.	2.5
34.5	32.	Assist students in securing part-time employment while in school.	2.5
34.5	35.	Make referrals of individual students to various employers with job openings for full-time employment.	2.5
34.5	36.	Present information on new office occupations or decline in office occupations as a result of new technology.	2.5
37.5	33.	Present information on the local job outlook with projected openings for various office occupations.	2.4
37.5	44.	Identify sources of information concerning opportunities for employment, and procedures required to utilize these services.	2.4

TABLE 4.--Continued.

Rank	Kinds of Information and Skills		Mean
39.5	38.	Arrange opportunities for students to talk to recent graduates or individuals working in office occupations.	2.3
39.5	31.	Assist students in securing summer employment.	2.3
41.5	12.	Conduct follow-up surveys of graduates to determine types of employment found.	2.2
41.5	46.	Make available specific materials or contacts that can prepare a student with information about an employer prior to an interview.	2.2
44.5	9.	Conduct surveys of local businesses to determine job openings.	2.1
44.5	42.	Keep an up-to-date list or posting of current local job openings.	2.1
44.5	25.	Provide a central place for bringing together general employer information.	2.1
44.5	45.	Make available to students information on what businesses have hired former graduates and in what types of positions.	2.1
47.5	43.	Conduct a yearly survey of employers of vocational office graduates to determine how the office program might be improved.	2.0
47.5	34.	Present information on number and distribution of the work force in office occupations by sex, age, education.	2.0
49	40.	Organize "career days" where employers discuss local job opportunities.	1.9
50	2.	Prepare a handbook or guide for students and parents describing placement assistance available to students.	1.8
51	3.	Conduct interviews with potential school dropouts for placement purposes.	1.6

43. Conduct a yearly survey of employers of vocational office graduates to determine how the office program might be improved. (1.7)
2. Prepare a handbook or guide for students and parents describing placement assistance available. (1.7)
9. Conduct surveys of local businesses to determine job openings. (1.8)
46. Make available specific materials or contacts than can prepare a student with information about an employer prior to an interview. (1.9)
45. Make available to students information on what businesses have hired former graduates and in what types of positions. (1.9)
37. Visit employers to keep abreast of innovations or changes in office occupations and to revise or update curriculum. (1.9)
34. Present information on number and distribution of the work force in office occupations by sex, age and education. (1.9)
7. Make regular visits to employers to update knowledge of job requirements and solicit job vacancies. (1.9)

Table 5 shows the rank order of all items according to the mean involvement scores of guidance counselors.

Comparisons of the Responses of Groups of Respondents Regarding Their Involvement in Career Planning and Placement

One of the purposes of this study was to compare the responses of groups of respondents on the extent of their involvement in three categories of questionnaire items determined by the jury panel: career information, self-placement skills and placement activities. (See Appendix D for classification of items.)

All vocational business teachers were first compared with guidance counselors. For further comparisons with guidance

TABLE 5.--Rank Order of the Kinds of Information and Skills in Career Planning and Placement Provided by Guidance Counselors.

Rank	Kinds of Information and Skills		Mean
1	29.	Acquaint students with sources of career information and where to locate them.	3.3
2	26.	Inform students of differences between secondary, two-year and private school programs for business jobs.	3.1
3	11.	Impress upon students the importance of non-skill qualifications of the employee such as loyalty, honesty, punctuality, dependability.	3.0
4	51.	Make students aware of the need to investigate and weigh information before making a decision.	2.9
6	27.	Assist students in making comparisons of types of jobs available to students completing a two-year and secondary business curriculum.	2.7
6	16.	Inform students of educational requirements and/or experience necessary to advance to other positions on their career ladder.	2.7
6	4.	Inform students of the requirements of various office occupations.	2.7
9.5	1.	Present information on types of jobs available to students completing a secondary vocational office program.	2.6
9.5	22.	Inform students of standards of dress, grooming, and hygiene in the work setting.	2.6
9.5	30.	Present information on the regional and national outlook with projected openings for various office occupations.	2.6
9.5	47.	Acquaint students with community agencies providing job placement.	2.6
13	23.	Teach students how to identify and seek appropriate individuals to serve as references.	2.5
13	21.	Assist students in evaluating their own job qualifications in light of employer requirements.	2.5

TABLE 5.--Continued.

Rank	Kinds of Information and Skills		Mean
13	13.	Present information on the typical career ladder associated with the student's occupational area of training.	2.5
15.5	14.	Assist students in learning the nature of the work performed in each position on their career ladder.	2.4
15.5	17.	Inform students how to identify sources for obtaining names and addresses of prospective employers locally.	2.4
21.5	8.	Inform students what a typical working day is like and type of work environment in office occupations.	2.3
21.5	3.	Conduct interviews with potential school dropouts for placement purposes.	2.3
21.5	10.	Inform students of the normal working hours for various office jobs.	2.3
21.5	12.	Conduct follow-up surveys of graduates to determine types of employment found.	2.3
21.5	19.	Identify and record information concerning each student's skills and employment or educational objective in order to make referrals to employers or another counselor.	2.3
21.5	32.	Assist students in securing summer employment.	2.3
21.5	39.	Inform students of approximate beginning salary ranges and fringe benefits (sick leave, vacation, insurance).	2.3
21.5	40.	Organize "career days" where employers discuss local job opportunities.	2.3
21.5	48.	Describe or demonstrate the interview process including how to arrange an interview, typical questions asked, and dress.	2.3
21.5	49.	Teach students how to evaluate a job offer in light of their own personal criteria (financial, social).	2.3

TABLE 5.--Continued.

Rank	Kinds of Information and Skills		Mean
28.5	33.	Present information on the local job outlook with projected openings for various office occupations.	2.2
28.5	44.	Identify sources of information concerning opportunities for employment, and procedures required to utilize these services.	2.2
28.5	28.	Inform students of types of examinations which may be given by various types of employers.	2.2
28.5	31.	Assist students in securing summer employment.	2.2
35	5.	Acquaint employers with the type of student available for employment from the vocational office program.	2.1
35	6.	Present information on various tools, machines, and other materials used in office occupations.	2.1
35	15.	Locate and identify potential job placements for students.	2.1
35	18.	Teach and require students to prepare a resume or data sheet.	2.1
35	20.	Provide actual samples of employment applications and require the student to complete.	2.1
35	24.	Teach students how to write a letter of application in response to an actual vacancy.	2.1
35	25.	Provide a central place for bringing together general employer information.	2.1
35	35.	Make referrals of individual students to various employers with job openings for full-time employment.	2.1
35	41.	Help students see the relationship between size of employer and advancement opportunities.	2.1
41.5	36.	Present information on new office occupations or decline in office occupations as a result of new technology.	2.0

TABLE 5.--Continued.

Rank	Kinds of Information and Skills		Mean
41.5	38.	Arrange opportunities for students to talk to recent graduates or individuals working in office occupations.	2.0
41.5	42.	Keep an up-to-date list or posting of current local job openings.	2.0
41.5	50.	Acquaint students with generally accepted procedures for terminating a job, including length of notice, request for references.	2.0
46	7.	Make regular visits to employers to update knowledge of job requirements and solicit job vacancies.	1.9
46	34.	Present information on number and distribution of the work force in office occupations by sex, age, education.	1.9
46	37.	Visit employers to keep abreast of innovations or changes in office occupations and to revise or update curriculum.	1.9
46	45.	Make available to students information on what businesses have hired former graduates and in what types of positions.	1.9
46	46.	Make available specific materials or contacts that can prepare a student with information about an employer prior to an interview.	1.9
40	9.	Conduct surveys of local businesses to determine job openings.	1.8
50.5	2.	Prepare a handbook or guide for students and parents describing placement assistance available to students.	1.7
50.5	43.	Conduct a yearly survey of employers of vocational office graduates to determine how the office program might be improved.	1.7

counselors, vocational business teachers were divided into two groups: teachers and teacher/coordinators. Table 6 shows the mean involvement scores and standard deviations for each respondent groups across the three categories of items.

Four null hypotheses were tested comparing four respondent groups. The multivariate analysis of variance was chosen as the most appropriate statistical procedure to determine if significant differences existed between the mean involvement scores of respondent groups in the three categories. This statistical procedure was chosen because each of the four hypotheses involved a contrast with three interrelated variables which could be look at simultaneously. (See Appendix E for results of Pearson Correlation Coefficient). Thus, each of the four hypotheses was tested by the multivariate F-test at .001 level of significance. For any hypothesis that was rejected, the t-test with pooled variance was used as the post hoc procedure to determine which of the three categories produced significant differences between each pair of respondent groups.

The results of the multivariate analysis of variance and the post hoc t-test for each hypothesis are discussed separately.

Hypothesis One

There is no difference between the responses of vocational business teachers and guidance counselors regarding their involvement in providing career information, self-placement skills, and placement activities.

The multivariate F-test of Hypothesis One was 63.81 which was significant at .001 level. Therefore, the hypothesis was

TABLE 6.--Summary Table of the Mean Involvement Scores and Standard Deviations of Four Groups of Respondents Across Three Categories of Items in Career Planning and Placement.

Respondent Groups	Number of Respondents	Career Information		Self-Placement		Placement Activities	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Vocational Business Teachers*	183	2.77	.58	3.13	.58	2.34	.65
(1) Teachers	99	2.70	.54	3.05	.56	2.03	.59
(2) Teacher/Coordinators	84	2.84	.59	3.23	.54	2.71	.49
Guidance Counselors	188	2.42	.60	2.41	.69	2.09	.70

* Vocational business teachers were divided into two groups.

rejected. At least one of the three categories produced a significant difference between the responses of vocational business teachers and guidance counselors. Table 7 contains the relevant data for this hypothesis.

The post hoc t-test revealed that all three categories--career information, self-placement skills, and placement activities--were significant at the .001 level. Table 8 displays the results of the t-test for this hypothesis.

As shown in Table 6, the mean involvement scores of vocational business teachers were higher than those of guidance counselors in all three categories. Therefore, it can be concluded that vocational business teachers were more involved than guidance counselors in providing career information, self-placement skills, and placement activities.

Hypothesis Two

There is no difference between the responses of teachers and teacher/coordinators regarding their involvement in providing career information, self-placement skills, and placement activities.

In this hypothesis, vocational business teachers were divided into two groups--teachers and teacher/coordinators--and compared with each other.

As shown in Table 7, the multivariate F-test was found to be significant at the .001 level; therefore, Hypothesis Two was rejected. A significant difference was found between the responses of teachers and teacher/coordinators produced by at least one or more of the three categories.

TABLE 7.--Hypotheses One and Two: Results of Multivariate Analysis of Variance to Determine Differences Between Groups of Respondents Regarding their Involvement in Career Planning and Placement.

Source of Variation	F-ratio	df ₁	df ₂	Sign. Level
Vocational Business Teachers versus Guidance Counselors	63.81	3	366	.0001*
Teachers versus Teacher/Coordinators	32.46	3	366	.0001*

The multivariate F-test is significant at .001 level.

TABLE 8.--Result of Post Hoc T-Test to Determine Differences Between Vocational Business Teachers and Guidance Counselors Regarding Their Involvement in Providing Career Information, Self-Placement Skills and Placement Activities.

Variable	Magnitude of Difference	Standard Error	T Value	df	Sign. Level
Career Information	.36	.0603	5.902	368	.000*
Self-Placement Skills	.73	.0649	11.220	368	.000*
Placement Activities	.28	.0655	4.256	368	.000*

*The t-test is significant at .001 level.

Table 9 shows that the post hoc t-test found a significant difference between the responses of teachers and teacher/coordinators in only one of the three categories--placement activities.

The mean involvement scores as shown in Table 6 were higher for teacher/coordinators than for teachers. It appears that teacher/coordinators were more involved than teachers in placement activities. However, there were no significant differences between these two groups in the extent of their involvement in providing career information and self-placement skills.

Hypothesis Three

There is no difference between the responses of teachers and guidance counselors regarding their involvement in providing career information, self-placement skills, and placement activities.

The multivariate F-test of Hypothesis Three was found to be significant at the .001 level. Therefore, the hypothesis was rejected. Table 10 displays the results of the multivariate F-test.

The post hoc t-test revealed that two categories were responsible for the difference found between teachers and guidance counselors in the multivariate F-test. Table 11 shows that significant differences were found between the responses of teachers and guidance counselors in two categories--career information and self-placement skills.

It appears from the mean involvement scores in Table 6 that teachers were more involved than guidance counselors in providing career information and self-placement skills. However, there was

TABLE 9.--Result of Post Hoc T-Test to Determine Differences Between Teachers and Teacher/ Coordinators Regarding Their Involvement in Providing Career Information, Self- Placement Skills and Placement Activities.

Variable	Magnitude of Difference	Standard Error	T Value	df	Sign. Level
Career Information	-.14	.068	-1.635	368	.103
Self-Placement Skills	-.18	.0925	-1.926	368	.055
Placement Activities	-.68	.0936	-7.256	368	.000*

*The t-test is significant at .001 level.

TABLE 10.--Hypotheses Three and Four: Results of Multivariate Analysis of Variance to Determine Differences Between Groups of Respondents Regarding Their Involvement in Career Planning and Placement.

Source of Variation	F-ratio	df ₁	df ₂	Sign. Level
Teachers versus Guidance Counselors	55.65	3	366	.0001*
Teacher/Coordinators versus Guidance Counselors	40.62	3	366	.0001*

*The multivariate F-test is significant at .001 level.

TABLE 11.--Result of Post Hoc T-Test to Determine Differences Between Teachers and Guidance Counselors Regarding Their Involvement in Providing Career Information, Self-Placement Skills and Placement Activities.

Variable	Magnitude of Difference	Standard Error	T Value	df	Sign. Level
Career Information	.29	.0720	3.968	368	.000*
Self-Placement Skills	.64	.0776	8.250	368	.000*
Placement Activities	-.06	.0782	- .769	368	.442

*The t-test is significant at .001 level.

no significant difference between teachers and guidance counselors regarding their involvement in placement activities.

Hypothesis Four

There is no difference between the responses of teacher/coordinators and guidance counselors regarding their involvement in providing career information, self-placement skills, and placement activities.

The multivariate F-test of Hypothesis Four was 40.62 which was significant at the .001 level. Therefore, the null hypothesis was rejected. Table 10 displays the results of the multivariate F-test.

The post hoc t-test revealed that all three categories were responsible for the difference found between the responses of teacher/coordinators and guidance counselors in the multivariate F.-test. Table 12 shows the results of the post hoc t-test.

As the mean involvement scores were higher for teacher/coordinators than for guidance counselors, it appears that teacher/coordinators were more involved than guidance counselors in providing career information, self-placement skills and placement activities.

Overall Review of the Involvement of Vocational Business Teachers and Guidance Counselors in Career Planning and Placement

Degree of Involvement. Vocational business teachers were more involved than guidance counselors in all items in career planning and placement. Fifteen items, or 29 percent, received mean involvement scores of 3.0 and above from vocational business

TABLE 12.--Result of Post Hoc T-Test to Determine Differences Between Teacher/Coordinators and Guidance Counselors Regarding Their Involvement in Providing Career Information, Self-Placement Skills, and Placement Activities.

Variable	Magnitude of Difference	Standard Error	T Value	df	Sign. Level
Career Information	.43	.0760	5.602	368	.000*
Self-Placement Skills	.82	.0818	9.981	368	.000*
Placement Activities	.62	.0826	7.474	368	.000*

*The t-test is significant at .001 level.

teachers; while only 3 items, or 6 percent, received mean involvement scores of 3.0 and above from guidance counselors. Similarly, 40 items, or 78 percent, received mean involvement scores of 2.5 and below from guidance counselors; while only 19 items, or 37 percent, received mean involvement scores of 2.5 and below from vocational business teachers.

Kinds of Information and Skills. Vocational business teachers tended to be most involved in providing self-placement skills and least involved in placement activities. Guidance counselors tended to be most involved in providing career information and least involved in placement activities.

Item 29--"Acquaint students with sources of career information and where to locate them"--received the highest mean involvement score from guidance counselors. The item receiving the highest mean involvement score from vocational business teachers was Item 18--"Teach and require students to prepare a resume or data sheet."

Conversely, the items receiving the lowest mean involvement scores from guidance counselors were Item 43--"Conduct a yearly survey of employers of vocational office graduates to determine how the vocational office program might be improved," and Item 2--"Prepare a handbook or guide for students and parents describing assistance available to students." Item 3--"Conduct interviews with potential school dropouts for placement purposes"--received the lowest mean involvement score from vocational business teachers.

Results of Hypotheses Tested. In order to determine the kinds of information and skills various groups of respondents were

involved in providing, items were groups into three categories-- career information, self-placement skills, and placement activities. The Multivariate F-tests revealed significant differences between all groups of respondents in the extent of their involvement. The post hoc t-tests revealed the specific categories of items in which significant differences existed between the groups of respondents.

1. Significant differences were found between vocational business teachers and guidance counselors in their involvement in providing career information, self-placement skills, and placement activities.
2. Significant differences were found between teachers and teacher/coordinators in their involvement in providing placement activities.
3. Significant differences were found between teachers and guidance counselors in their involvement in providing career information and self-placement skills.
4. Significant differences were found between teacher/coordinators and guidance counselors in their involvement in providing career information, self-placement skills, and placement activities.

Table 13 shows a summary of four hypotheses tested.

TABLE 13.--Summary Table: Hypotheses One Through Four.

Respondent Groups	Multivariate* Analysis of Variance	Post Hoc T-Test*		
		Career Information	Self- Placement	Placement Activities
Hypothesis One:				
Vocational Business Teachers versus Guidance Counselors	Reject	X	X	X
Hypothesis Two:				
Teachers versus Teacher/Coordinators	Reject			X
Hypothesis Three:				
Teachers versus Guidance Counselors	Reject	X	X	
Hypothesis Four:				
Teacher/Coordinators versus Guidance Counselors	Reject	X	X	X

*Significant at .001 level.

Opinions of Vocational Business Teachers and Guidance
Counselors Regarding Career Planning and Placement
Responsibilities of Vocational Business Teacher,
Guidance Counselor, and Placement Coordinator

The second scale of the questionnaire is discussed in this section. Respondents were asked to indicate who should have primary responsibility for providing each item on the questionnaire: (A) Vocational Business Teacher; (B) Guidance Counselor; or (C) Placement Coordinator. Items were assigned to the vocational business teacher, guidance counselor, or placement coordinator when indicated by 50 percent or more of the respondents. The summary frequencies and percentages of responses of vocational business teachers and guidance counselors for each item are shown in Table 14.

In the following discussion, items receiving the highest percent of response will be pointed out and the percent of response indicated in parentheses following each item.

Responsibilities of the Vocational Business
Teacher, Guidance Counselor, and Placement
Coordinator as Perceived by Vocational
Business Teachers

Vocational business teachers perceived the fifty-one items in career planning and placement as primarily divided between themselves and a placement coordinator. Of the fifty-one items, 57 percent were perceived to be the responsibilities of the vocational business teacher; 25 percent were perceived to be the responsibilities of a placement coordinator; and 2 percent were perceived to be the responsibilities of the guidance counselor by at least 50 percent of the vocational business teachers.

TABLE 14.--Summary Table of Frequency and Percent of Responses of Vocational Business Teachers and Guidance Counselors Regarding the Kinds of Information and Skills to be Provided by the Vocational Business Teacher, Guidance Counselor and Placement Coordinator.

Kinds of Information and Skills	Vocational Business Teachers			Guidance Counselors		
	A*	B	C	A	B	C
1. Present information on types of jobs available to students completing a secondary vocational office program.	66.3* (122)	15.2 (28)	18.5 (34)	38.3 (72)	30.3 (57)	31.4 (59)
2. Prepare a handbook or guide for students and parents describing placement assistance available to students.	17.4 (32)	14.1 (26)	68.5 (126)	6.4 (12)	16.0 (30)	77.7 (146)
3. Conduct interviews with potential school dropouts for placement purposes.	10.9 (20)	35.3 (65)	53.8 (99)	3.2 (6)	39.9 (75)	56.9 (107)
4. Inform students of the requirements of various office occupations.	80.4 (148)	10.9 (20)	8.7 (16)	.5 (1)	50.5 (95)	35.6 (67)
5. Acquaint employers with the type of student available for employment from the vocational office program.	48.4 (89)	1.6 (3)	50 (92)	31.4 (59)	9.0 (17)	59.6 (112)
6. Present information on various tools, machines, and other materials used in office occupations.	92.4 (170)	2.2 (4)	5.4 (10)	79.8 (150)	7.4 (14)	12.2 (23)
7. Make regular visits to employers to update knowledge of job requirements and solicit job vacancies.	53.3 (98)	.5 (1)	46.2 (85)	25 (47)	3.7 (7)	71.3 (134)

*Entry is percent of responses. Number of responses is given in parentheses. (A) Vocational Business Teacher; (B) Guidance Counselor; (C) Placement Coordinator.

TABLE 14.--Continued.

Kinds of Information and Skills	Vocational Business Teachers			Guidance Counselors		
	A*	B	C	A	B	C
8. Inform students (by any method) what a typical working day is like and type of work environment in office occupations	92.4 (170)	.5 (1)	6.5 (12)	76.6 (144)	10.1 (19)	13.3 (25)
9. Conduct surveys of local businesses to determine job openings	30.4 (56)	1.1 (2)	68.5 (126)	14.9 (28)	2.1 (4)	83 (156)
10. Inform students of the normal working hours for various office jobs.	84.8 (156)	2.2 (4)	13 (24)	67.0 (126)	11.7 (22)	21.3 (40)
11. Impress upon students the importance of non-skill qualifications of the employee such as loyalty, honesty, punctuality, dependability.	92.4 (170)	2.7 (5)	4.9 (9)	55.9 (105)	31.4 (59)	12.8 (24)
12. Conduct follow-up surveys of graduates to determine types of employment found.	20.1 (37)	12.0 (22)	67.9 (125)	8.0 (15)	28.2 (53)	63.8 (120)
13. Present information on the typical career ladder associated with the student's occupational area of training.	76.1 (140)	12.0 (22)	12.0 (22)	39.4 (74)	43.6 (82)	17.0 (32)
14. Assist students in learning the nature of the work performed in each position on their career ladders.	81.0 (149)	10.9 (20)	8.2 (15)	50.5 (95)	34.6 (65)	14.9 (28)
15. Locate and identify potential job placements for students.	31.0 (57)	1.6 (3)	67.4 (124)	10.6 (20)	9.0 (17)	80.3 (151)

TABLE 14.--Continued.

Kinds of Information and Skills	Vocational Business Teachers			Guidance Counselors		
	A*	B	C	A	B	C
16. Inform students of educational requirements and/or experience necessary to advance to other positions on their career ladders.	67.4 (124)	19.0 (35)	13.6 (25)	33.0 (62)	54.8 (103)	12.2 (23)
17. Inform students how to identify sources for obtaining names and addresses of prospective employers locally.	59.8 (110)	7.1 (13)	33.2 (61)	31.4 (50)	22.3 (42)	46.3 (87)
18. Teach and require students to prepare a resume or data sheet.	94.6 (174)	.5 (1)	4.9 (9)	76.1 (143)	8.5 (16)	15.4 (29)
19. Identify and record information concerning each student's skills and employment or educational objective in order to make referrals to employers or another counselor.	69.6 (128)	6.0 (11)	24.5 (45)	41.0 (77)	22.9 (43)	36.2 (68)
20. Provide actual samples of employment applications and require the student to complete an application.	91.3 (168)	.5 (1)	8.2 (15)	72.9 (137)	6.9 (13)	20.2 (38)
21. Assist students in evaluating their own job qualifications in light of employer requirements.	80.4 (148)	5.4 (10)	14.1 (26)	50.5 (95)	25.5 (48)	23.9 (45)
22. Inform students of standards of dress, grooming, and hygiene in the work setting.	91.8 (169)	1.6 (3)	6.5 (12)	66.5 (125)	20.7 (39)	12.8 (24)
23. Teach students how to identify and seek appropriate individuals to serve as references.	87 (160)	4.3 (8)	8.7 (16)	62.6 (117)	21.8 (41)	16 (30)

TABLE 14.--Continued.

Kinds of Information and Skills	Vocational Business Teachers			Guidance Counselors		
	A	B	C	A	B	C
24. Teach students how to write a letter of application in response to an actual vacancy.	92.9 (171)	1.1 (2)	6.0 (11)	79.3 (149)	5.9 (11)	14.9 (28)
25. Provide a central place for bringing together general employer information.	25 (46)	10.9 (20)	64.1 (118)	13.3 (25)	16.0 (30)	70.7 (133)
26. Inform students of differences between secondary, two-year and private school programs for business jobs.	37 (68)	50.5 (93)	12.5 (23)	12.8 (24)	83 (156)	4.3 (8)
27. Assist students in making comparisons of types of jobs available to students completing a two-year and secondary business curriculum.	30.4 (56)	49.5 (91)	20.1 (37)	24.5 (46)	66.5 (125)	9 (17)
28. Inform students of types of examinations which may be given by various types of employers.	69 (127)	14.7 (27)	16.3 (30)	59 (111)	19.7 (37)	21.3 (40)
29. Acquaint students with sources of career information and where to locate them.	32.6 (60)	47.3 (87)	20.1 (37)	7.4 (14)	82.4 (155)	10.1 (19)
30. Present information on the regional and national outlook with projected openings for various office occupations.	45.7 (84)	25 (46)	29.3 (54)	19.7 (37)	55.3 (104)	25 (47)
31. Assist students in securing summer employment.	23.4 (43)	2.2 (4)	74.5 (137)	9.0 (17)	14.4 (27)	76.6 (144)
32. Assist students in securing part-time employment while in school.	37 (68)	1.6 (3)	61.4 (113)	12.2 (23)	13.8 (26)	73.9 (139)

TABLE 14.--Continued.

Kinds of Information and Skills	Vocational Business Teachers			Guidance Counselors		
	A	B	C	A	B	C
33. Present information on the local job outlook with projected openings for various office occupations.	41.8 (77)	14.1 (26)	44 (81)	30.3 (57)	23.9 (45)	45.7 (86)
34. Present information on number and distribution of the work force in office occupations by sex, age, education, and job title.	42.9 (79)	21.2 (39)	35.9 (66)	36.2 (68)	27.1 (51)	36.7 (69)
35. Make referrals of individual students to various employers with job openings for full-time employment.	29.9 (55)	3.3 (6)	66.8 (123)	15.4 (29)	12.2 (23)	72.3 (136)
36. Present information on new office occupations or decline in office occupations as a result of new technology.	63.6 (117)	12.5 (23)	23.4 (43)	54.3 (102)	19.1 (36)	26.6 (50)
37. Visit employers to keep abreast of innovations or changes in office occupations and to revise or update curriculum.	75 (138)	3.3 (6)	21.7 (40)	58.5 (110)	5.9 (11)	35.6 (67)
38. Arrange opportunities for students to talk to recent graduates or individuals working in office occupations.	66.8 (123)	9.2 (17)	23.9 (44)	48.9 (92)	28.7 (54)	22.3 (42)
39. Inform students of approximate beginning salary ranges and fringe benefits (sick leave, vacation, insurance).	69 (127)	8.2 (15)	22.8 (42)	39.4 (74)	27.1 (51)	33.5 (63)
40. Organize "career days" where employers discuss local job opportunities.	23.4 (43)	31.5 (58)	45.1 (83)	8.5 (16)	52.7 (99)	38.8 (73)

TABLE 14.--Continued.

Kinds of Information and Skills	Vocational Business Teachers			Guidance Counselors		
	A	B	C	A	B	C
41. Help students see the relationship between size of employer and advancement opportunities.	65.2 (120)	11.4 (21)	23.4 (43)	48.9 (92)	23.4 (44)	27.7 (52)
42. Keep an up-to-date list or posting of current local job openings.	25.5 (47)	4.9 (9)	69.6 (128)	8 (15)	10.6 (20)	81.4 (153)
43. Conduct a yearly survey of employers of vocational office graduates to determine how the office program might be improved.	44.6 (82)	8.7 (16)	46.7 (86)	46.8 (88)	7.4 (14)	45.7 (86)
44. Identify sources of information concerning opportunities for employment, and procedures required to utilize these services.	42.9 (79)	15.8 (29)	41.3 (76)	17.0 (32)	25.5 (48)	57.4 (108)
45. Make available to students information on what businesses have hired former graduates and in what types of positions.	35.9 (66)	8.7 (16)	55.4 (102)	23.4 (44)	14.9 (28)	61.7 (116)
46. Make available specific materials or contacts that can prepare a student with information about an employer prior to an interview.	41.8 (77)	5.4 (10)	52.7 (97)	31.4 (59)	13.3 (25)	55.3 (104)
47. Acquaint students with community agencies providing job placement.	47.8 (88)	10.9 (20)	41.3 (76)	21.3 (40)	27.1 (51)	51.6 (97)

TABLE 14.--Continued.

Kinds of Information and Skills	Vocational Business Teachers			Guidance Counselors		
	A	B	C	A	B	C
48. Describe or demonstrate the interview process including how to arrange an interview, typical questions asked, dress.	84.2 (155)	2.7 (5)	13 (24)	67.6 (127)	13.3 (25)	19.1 (36)
49. Teach students how to evaluate a job offer in light of their own personal criteria (financial, social).	77.2 (142)	9.8 (18)	13 (24)	52.1 (98)	28.2 (53)	19.1 (36)
50. Acquaint students with general accepted procedures for terminating a job including length of notice, and request for references.	83.7 (154)	2.7 (5)	13.6 (25)	63.8 (120)	11.7 (22)	23.4 (44)
51. Make students aware of the need to investigate and weigh information before making a decision.	80.4 (148)	7.1 (13)	12.5 (23)	33 (62)	54.8 (103)	10.6 (20)

Responsibilities of the Vocational Business Teacher. Table 15 lists the responsibilities of the vocational business teacher as perceived by 50 percent or more of the vocational business teachers. Over 90 percent of the vocational business teachers indicated the following kinds of information and skills as the responsibilities of the vocational business teacher.

18. Teach and require students to prepare a resume or data sheet. (94.6 percent)
24. Teach students how to write a letter of application in response to an actual vacancy. (92.9 percent)
11. Impress upon students the importance of non-skill qualifications of the employee such as loyalty, honesty, punctuality, and dependability. (92.4 percent)
8. Inform students what a typical working day is like and type of work environment in office occupations. (92.4 percent)
6. Present information on various tools, machines, and other materials used in office occupations. (92.4 percent)
22. Inform students of standards of dress, grooming, and hygiene in the work setting. (91.8 percent)
20. Provide actual samples of employment applications and require the student to complete. (91.3 percent)

Responsibilities of the Guidance Counselor. Only one item was designated the responsibility of the guidance counselor by at least 50 percent of the vocational business teachers:

26. Inform students of differences between secondary, two-year and private school programs for business jobs. (50.5 percent)

Responsibilities of the Placement Coordinator. The responsibilities of the placement coordinator as perceived by 50 percent or more of the vocational business teachers are listed in Table 16.

TABLE 15.--Career Planning and Placement Responsibilities of the Vocational Business Teacher as Perceived by Vocational Business Teachers.

Rank	Kinds of Information and Skills	Percent
1	18. Teach and require students to prepare a resume or data sheet.	94.6
2	24. Teach students how to write a letter of application in response to an actual vacancy.	92.9
4	11. Impress upon students the importance of non-skill qualifications of the employee such as loyalty, honesty and punctuality.	92.4
4	8. Inform students what a typical working day is like and type of work environment in office occupations.	92.4
4	6. Present information on various tools, machines, and other materials used in office occupations.	92.4
6	22. Inform students of standards of dress, grooming, and hygiene in the work setting.	91.8
7	20. Provide actual samples of employment applications and require the student to complete.	91.3
8	23. Teach students how to identify and seek appropriate individuals to serve as references.	87.0
9	10. Inform students of the normal working hours for various office jobs.	84.8
10	48. Describe or demonstrate the interview process including how to arrange an interview, typical questions asked, and dress.	84.2
11	50. Acquaint students with generally accepted procedures for terminating a job.	83.7
12	14. Assist students in learning the nature of the work performed in each position on their career ladders.	81.0
14	4. Inform students of the requirements of various office occupations.	80.4

TABLE 15.--Continued.

Rank	Kinds of Information and Skills		Percent
14	21.	Assist students in evaluating their own job qualifications in light of employer requirements.	80.4
14	51.	Make Students aware of the need to investigate and weigh information before making a decision.	80.4
16	49.	Teach students to evaluate a job offer in light of their own personal criteria (financial, social).	77.2
17	13.	Present information on the typical career ladder associated with the student's occupational area of training.	76.1
18	37.	Visit employers to keep abreast of innovations or changes in office occupations and to revise or update curriculum.	75.0
19	19.	Identify and record information concerning each student's skills and employment or educational objective in order to make referrals to employers or another counselor.	69.6
21	15.	Locate and identify potential job placements for students.	69.0
21	28.	Inform students of types of examinations which may be given by various types of employers.	69.0
21	39.	Inform students of approximate beginning salary ranges and fringe benefits such as sick leave, vacation, insurance.	69.0
23	16.	Inform students of educational requirements and/or experience necessary to advance to other positions on their career ladders.	67.4
24	38.	Arrange opportunities for students to talk to recent graduates or individuals working in office occupations.	66.8
25	1.	Present information on types of jobs available to students completing a secondary vocational office program.	66.3

TABLE 15.--Continued.

Rank	Kinds of Information and Skills		Percent
26	41.	Help students see the relationship between size of employer and advancement opportunities.	65.2
27	36.	Present information on new office occupations or decline in office occupations as a result of new technology.	63.6
28	17.	Inform students how to identify sources for obtaining names and addresses of prospective employers locally.	59.8
29	7.	Make regular visits to employers to update knowledge of job requirements and solicit job vacancies.	53.3

TABLE 16.--Career Planning and Placement Responsibilities of the Placement Coordinator as Perceived by Vocational Business Teachers.

Rank	Kinds of Information and Skills	Percent
1	31. Assist students in securing summer employment.	74.5
2	42. Keep an up-to-date list or posting of current local job openings.	69.6
3.5	2. Prepare a handbook or guide for students and parents describing placement assistance available to students.	68.5
3.5	9. Conduct surveys of local businesses to determine job openings.	68.5
5	12. Conduct follow-up surveys of graduates to determine types of employment found.	67.9
6	15. Locate and identify potential job placements for students.	67.4
7	35. Make referrals of individual students to various employers with job openings for full-time employment.	66.8
8	25. Provide a central place for bringing together general employer information.	64.1
9	32. Assist students in securing part-time employment while in school.	61.4
10	45. Make available to students information on what businesses have hired graduates and in what types of positions.	55.4
11	3. Conduct interviews with potential school dropouts for placement purposes.	53.8
12	46. Make available specific materials or contacts that can prepare a student with information about an employer he/she is to interview.	52.7
13	5. Acquaint employers with the type of student available for employment from the vocational office program.	50.0

The top seven items, as indicated by vocational business teachers, were:

31. Assist students in securing summer employment. (74.5 percent)
42. Keep an up-to-date list or posting of current local job openings. (69.6 percent)
2. Prepare a handbook or guide for students and parents describing placement assistance available to students. (68.5 percent)
9. Conduct surveys of local businesses to determine job openings. (68.5 percent)
12. Conduct follow-up surveys of graduates to determine types of employment found. (67.9 percent)
15. Locate and identify potential job placements for students. (67.4)
35. Make referrals of individual students to various employers with job openings for full-time employment. (66.8 percent)

Disagreement Among Vocational Business Teachers Regarding Assignment of Responsibilities. The following kinds of information and skills were not assigned to the vocational business teacher, guidance counselor, or placement coordinator as each failed to receive at least 50 percent of the responses of vocational business teachers. The items indicate disagreement regarding who should be responsible.

27. Assist students in making comparisons of types of jobs available to students completing a two-year and secondary business curriculum.
29. Acquaint students with sources of career information and where to locate them.

30. Present information on the regional and national outlook with projected openings for various office occupations.
33. Present information on the local job outlook with projected openings for various office occupations.
34. Present information on number and distribution of the work force in office occupations by sex, age, education, job title.
40. Organize "career days" where employers discuss local job opportunities.
43. Conduct a yearly survey of employers of vocational office graduates to determine how the office program might be improved.
44. Identify sources of information concerning opportunities for employment, and procedures required to utilize these services.
47. Acquaint students with community agencies providing job placement.

Responsibilities of the Vocational Business
Teacher, Guidance Counselor, and Placement
Coordinator as Perceived by Guidance
Counselors

Guidance counselors perceived the fifty-one selected items in career planning and placement as primarily the responsibilities of the vocational business teacher and placement coordinator.

Of the fifty-one items, 33 percent were designated the responsibilities of the vocational business teacher; 31 percent were designated the responsibilities of the placement coordinator; and 16 percent were designated the responsibilities of the guidance counselors by at least 50 percent of the responding guidance counselors.

Responsibilities of the Guidance Counselor. The responsibilities of the guidance counselor as indicated by 50 percent or more of the guidance counselors are enumerated in Table 17.

The following two items received the highest percent of response from guidance counselors:

26. Inform students of differences between secondary, two-year and private school programs for business jobs. (83 percent)
29. Acquaint students with sources of career information and where to locate them. (82.4 percent)

Responsibilities of the Vocational Business Teacher. The kinds of information and skills designated the responsibilities of the vocational business teacher by guidance counselors are listed in Table 18.

Items designated the responsibilities of the vocational business teacher by guidance counselors received between 50 and 79 percent of the responses. The following kinds of information and skills received over 70 percent of the responses:

6. Present information on various tools, machines and other materials used in office occupations. (79.8 percent)
24. Teach students how to write a letter of application in response to an actual vacancy. (79.3 percent)
8. Inform students by any method what a typical working day is like and type of work environment in office occupations. (76.1 percent)
18. Teach and require students to prepare a resume or data sheet. (76.1)
20. Provide actual samples of employment applications and require the student to complete. (72.9 percent)

TABLE 17.--Career Planning and Placement Responsibilities of the Guidance Counselor as Perceived by Guidance Counselors.

Rank	Kinds of Information and Skills	Percent
1	26. Inform students of differences between secondary, two-year and private school programs for business jobs.	83.0
2	29. Acquaint students with sources of career information and where to locate them.	82.4
3	27. Assist students in making comparisons of types of jobs available to students completing a two-year and secondary business curriculum.	66.5
4	30. Present information on the regional and national outlook with projected openings for various office occupations.	55.3
5.5	16. Inform students of educational requirements prior experience necessary to advance to other positions on his/her career ladder.	54.8
5.5	51. Make students aware of the need to investigate and weigh information before making a decision.	54.8
7	40. Organize "career days" where employers discuss local job opportunities.	52.7
8	4. Inform students of the requirements of various office occupations.	50.5

TABLE 18.--Career Planning and Placement Responsibilities of the Vocational Business Teacher as Perceived by Guidance Counselors.

Rank	Kinds of Information and Skills	Percent
1	6. Present information on various tools, machines, and other materials used in office occupations.	79.8
2	24. Teach students how to write a letter of application in response to an actual vacancy.	79.3
3	8. Inform students by any method what a typical working day is like and type of work environment in office occupations.	76.6
4	18. Teach and require students to prepare a resume or data sheet.	76.1
5	20. Provide actual samples of employment applications and require the student to complete.	72.9
6	48. Describe or demonstrate the interview process including how to arrange an interview, typical questions asked, dress.	67.7
7	10. Inform students of the normal working hours for various office jobs.	67.0
8	22. Inform students of standards of dress, grooming, and hygiene in the work setting.	66.5
9	50. Acquaint students with generally accepted procedures for terminating a job including length of notice, request for references.	63.8
10	23. Teach students how to identify and seek appropriate individuals to serve as references.	62.2
11	28. Inform students of types of examinations which may be given by various types of employers.	59.0
12	37. Visit employers to keep abreast of innovations or changes in office occupations and to revise or update curriculum.	58.5

TABLE 18.--Continued.

Rank	Kinds of Information and Skills	Percent
13	11. Impress upon students the importance of non-skill qualifications of the employee such as loyalty, honesty, punctuality, dependability.	55.9
14	36. Present information on new office occupations or decline in office occupations as a result of new technology.	54.3
15	49. Teach students how to evaluate a job offer in light of their own personal criteria (financial, social, etc.).	52.1
16.5	14. Assist students in learning the nature of the work performed in each position on their career ladders.	50.5
16.5	21. Assist students in evaluating their own job qualifications in light of employer requirements.	50.5

Responsibilities of the Placement Coordinator. Table 19 contains the items designated the responsibilities of the placement coordinator by guidance counselors. Sixteen items received between 50 and 83 percent of the responses.

The following kinds of information and skills received over 70 percent of the responses of guidance counselors:

9. Conduct surveys of local businesses to determine job openings. (83 percent)
42. Keep an up-to-date list or posting of current local job openings. (81.4 percent)
15. Locate and identify potential job placements for students. (80.3 percent)
2. Prepare a handbook or guide for students and parents describing placement assistance available to students. (77.7 percent)
31. Assist students in securing summer employment. (76.6 percent)
32. Assist students in securing part-time employment while in school. (73.9 percent)
35. Make referrals of individual students to various employers with job openings for full-time employment. (72.3 percent)
7. Make regular visits to employers to update knowledge of job requirements and solicit job vacancies. (71.3 percent)
25. Provide a central place for bringing together general employer information. (70.7 percent)

Disagreement Among Guidance Counselors Regarding Assignment of Responsibilities. The following items were not assigned to the vocational business teacher, guidance counselor, or placement coordinator by at least 50 percent of the guidance counselors.

TABLE 19.--Career Planning and Placement Responsibilities of the Placement Coordinator as Perceived by Guidance Counselors.

Rank	Kinds of Information and Skills	Percent
1	9. Conduct surveys of local businesses to determine job openings.	83.0
2	42. Keep an up-to-date list or posting of current local job openings.	81.4
3	15. Locate and identify potential job placements for students.	80.3
4	2. Prepare a handbook or guide for students and parents describing assistance available to students.	77.7
5	31. Assist students in securing summer employment.	76.6
6	32. Assist students in securing part-time employment while in school.	73.9
7	35. Make referrals of individual students to various employers with job openings for full-time employment.	72.3
8	7. Make regular visits to employers to update knowledge of job requirements and solicit job vacancies.	71.3
9	25. Provide a central place for bringing together general employer information.	70.7
10	12. Conduct follow-up surveys of graduates to determine types of employment found.	63.8
11	45. Make available to students information on what businesses have hired former graduates and in what types of positions.	61.7
12	5. Acquaint employers with the type of student available for employment from the vocational office program.	59.6

TABLE 19.--Continued.

Rank	Kinds of Information and Skills	Percent
13	44. Identify sources of information concerning opportunities for employment, and procedures required to utilize these services.	57.4
14	3. Conduct interviews with potential school dropouts for placement purposes.	56.9
15	46. Make available specific materials or contacts that can prepare a student with information about an employer prior to an interview.	55.3
16	47. Acquaint students with community agencies providing job placement.	51.6

These items indicate disagreement regarding who should be responsible.

1. Present information on types of jobs available to students completing a secondary vocational office program.
13. Present information on the typical career ladder associated with the student's occupational area of training.
17. Inform students how to identify sources for obtaining names and addresses of prospective employers locally.
19. Identify and record information concerning each student's skills and employment or educational objective in order to make referrals to employers or another counselor.
33. Present information on the local job outlook with projected openings for various office occupations.
34. Present information on number and distribution of the work force in office occupations by sex, age, education, and job title.
38. Arrange opportunities for students to talk to recent graduates or individuals working in office occupations.
39. Inform students of approximate beginning salary ranges and fringe benefits such as sick leave, vacation, and insurance.
41. Help students see the relationship between size of employer and advancement opportunities.
43. Conduct a yearly survey of employers of vocational office graduates to determine how the office program might be improved.

Agreement Between Vocational Business
Teachers and Guidance Counselors
Regarding Assignment of
Responsibilities

A chi-square test of homogeneity was calculated for each of the fifty-one items to determine if vocational business teachers

and guidance counselors agreed on the assignment of the items.

Table 20 shows that 38 or 74.5 percent of the fifty-one items were found to be significant at the .001 level indicating no significant agreement between vocational business teachers and guidance counselors in assignment of the fifty-one items.

The following 13 items (25 percent) were not found to be significant at the .001 level indicating agreement or similar distribution patterns between vocational business teachers and guidance counselors in assignment of the items:

2. Prepare a handbook or guide for students and parents describing placement assistance available to students.
3. Conduct interviews with potential school dropouts for placement purposes.
6. Present information on various tools, machines, and other materials used in office occupations.
25. Provide a central place for bringing together general employer information.
28. Inform students of types of examinations which may be given by various types of employers.
33. Present information on the local job outlook with projected openings for various office occupations.
34. Present information on number and distribution of the work force in office occupations by sex, age, education, and job title.
36. Present information on new office occupations or decline in office occupations as a result of new technology.
37. Visit employers to keep abreast of innovations or changes in office occupations and to revise or update curriculum.
41. Help students see the relationship between size of employer and advancement opportunities.

TABLE 20.--Results of Chi-Square Test of Homogeneity to Determine Agreement Between Guidance Counselors and Vocational Business Teachers Regarding Kinds of Information and Skills to be Provided by the Vocational Business Teacher, Guidance Counselor and Placement Coordinator.

Kinds of Information and Skills	Chi-Square	Sign. Level*
1. Present information on types of jobs available to students completing a secondary vocational office program.	28.99	.000*
2. Prepare a handbook or guide for students and parents describing placement assistance available to students.	10.94	.004
3. Conduct interviews with potential school dropouts for placement purposes.	8.58	.014
4. Inform students of the requirements of various office occupations.	38.50	.000*
5. Acquaint employers with the type of student available for employment from the vocational office program.	17.99	.000*
6. Present information on various tools, machines, and other materials used in office occupations.	11.77	.003
7. Make regular visits to employers to update knowledge of job requirements and solicit job vacancies.	32.76	.000*
8. Inform students by any method what a typical working day is like and type of work environment in office occupations.	23.71	.000*
9. Conduct survey of local businesses to determine job openings.	13.36	.001*

*The Chi-square test is significant at .001 level, and has 2 degrees of freedom.

TABLE 20.--Continued.

Kinds of Information and Skills	Chi-Square	Sign. Level*
10. Inform students of the normal working hours for various office jobs.	19.39	.000*
11. Impress upon students the importance of non-skill qualifications of the such as loyalty, honesty, punctuality, dependability.	67.27	.000*
12. Conduct follow-up surveys of graduates to determine types of employment found.	22.12	.000*
13. Present information on the typical career ladder associated with the student's occupational area of training.	57.20	.000*
14. Assist students in learning the nature of the work performed in each position on their career ladders.	40.38	.000
15. Locate and identify potential job placements for students.	30.38	.000*
16. Inform students of educational requirements and/or experience necessary to advance to other positions on their career ladders.	54.15	.000*
17. Inform students how to identify sources for obtaining names and addresses of prospective employers locally.	34.68	.000*
18. Teach and require students to prepare a resume or data sheet.	26.55	.000*
19. Identify and record information concerning each student's skills and employment or educational objective in order to make referrals to employers or another counselor.	36.73	.000*

TABLE 20.--Continued.

Kinds of Information and Skills	Chi-Square	Sign. Level*
20. Provide actual samples of employment applications and require the students to complete.	24.45	.000*
21. Assist students in evaluating their own job qualifications in light of employer requirements.	42.11	.000*
22. Inform students of standards of dress, grooming, and hygiene in the work setting.	41.11	.000*
23. Teach students how to identify and seek appropriate individuals to serve as references.	32.82	.000*
24. Teach students how to write a letter of application in response to an actual vacancy.	14.96	.001*
25. Provide a central place for bringing together general employer information.	9.17	.010
26. Inform students of differences between secondary, two-year and private school programs for business jobs.	43.46	.000*
27. Assist students in making comparisons of types of jobs available to students completing a two-year and secondary business curriculum.	13.08	.001*
28. Inform students of types of examinations which may be given by various types of employers.	3.87	.144
29. Acquaint students with sources of career information and where to locate them.	52.90	.000*

TABLE 20.--Continued.

Kinds of Information and Skills	Chi-Square	Sign. Level*
30. Present information on the regional and national outlook with projected openings for various office occupations.	40.98	.000*
31. Assist students in securing summer employment.	28.50	.000*
32. Assist students in securing part-time employment while in school.	43.34	.000*
33. Present information on the local job outlook with projected openings for various office occupations.	8.22	.016
34. Present information on number and distribution of the work force in office occupations by sex, age, education, job title.	2.48	.290
35. Make referrals of individual students to various employers with job openings for full-time employment.	18.71	.000*
36. Present information on new office occupations or decline in office occupations as a result of new technology.	4.49	.106
37. Visit employers to keep abreast of innovations or changes in office occupations and to revise or update curriculum.	11.96	.003
38. Arrange opportunities for students to talk to recent graduates or individuals working in office occupations.	23.70	.000*
39. Inform students of approximate beginning salary ranges and fringe benefits (sick leave, vacation, insurance).	38.20	.000*
40. Organize "career days" where employers discuss local job opportunities.	23.52	.000*

TABLE 20.--Continued.

Kinds of Information and Skills	Chi-Square	Sign. Level*
41. Help students see the relationship between size of employer and advancement opportunities.	12.84	.002
42. Keep an up-to-date list or posting of current local job openings.	23.04	.000*
43. Conduct a yearly survey of employers of vocational office graduates to determine how the office program might be improved.	.28	.868
44. Identify sources of information concerning opportunities for employment and procedures required to utilize these services.	30.48	.000*
45. Make available to students information on what businesses have hired former graduates and in what types of positions.	8.64	.013
46. Make available specific materials or contacts that can prepare a student with information about an employer prior to an interview.	9.07	.011
47. Acquaint students with community agencies providing job placement.	34.29	.000*
48. Describe or demonstrate the interview process including how to arrange an interview, typical questions asked, and dress.	18.26	.000*
49. Teach students how to evaluate a job offer in light of their own personal criteria (financial, social).	28.14	.000*
50. Acquaint students with generally accepted procedures for terminating a job including length of notice, and request for references.	20.78	.000*
51. Make students aware of the need to investigate and weigh information before making a decision.	105.13	.000*

43. Conduct a yearly survey of employers of vocational office graduates to determine how the office program might be improved.
45. Make available to students information on what businesses have hired former graduates and in what types of positions.
46. Make available specific materials or contacts that can prepare a student with information about an employer prior to an interview.

As indicated earlier, responsibilities were assigned to the vocational business teacher, guidance counselor, and placement coordinator when indicated by at least 50 percent of the respondents. Although items 33, 34, and 43 were not found to be significant at the .001 level, they were not assigned by vocational business teachers or guidance counselors. Thus, these three items actually indicate disagreement among both groups rather than agreement in assignment.

Overall Review of the Opinions of Vocational
Business Teachers and Guidance Counselors
Regarding Assignment of Responsibilities

Vocational business teachers perceived the fifty-one items in career planning and placement as primarily divided between themselves and a placement coordinator. Of the fifty-one items, 57 percent were perceived to be the responsibilities of the vocational business teacher; 25 percent were perceived to be the responsibilities of the placement coordinator; and only two percent were perceived to be the responsibilities of the guidance counselor by at least 50 percent of the vocational business teachers.

Guidance counselors perceived the fifty-one items in career planning and placement as primarily the responsibilities of the vocational business teacher and placement coordinator. Of the fifty-one items, 33 percent were designated the responsibilities of the vocational business teacher, 31 percent were designated the responsibilities of the placement coordinator; and only 16 percent were designated the responsibilities of the guidance counselor by at least 50 percent of the guidance counselors.

Responsibilities of the Vocational Business Teacher. Items assigned to the vocational business teacher received between 50 and 95 percent of the responses of vocational business teachers and between 50 and 80 percent of the responses of guidance counselors.

Vocational business teachers assigned 29 items and guidance counselors assigned 17 items as responsibilities of the vocational business teacher. Sixteen items were assigned to the vocational business teacher by both groups--6, 8, 10, 11, 14, 18, 20, 21, 22, 23, 24, 36, 37, 48, 49, and 50. Nine of the top ten ranked items assigned by both groups were identical as shown in Tables 15 and 18.

The kinds of information and skills designated the responsibilities of the vocational business teacher by both groups were generally self-placement skills.

Item 18--"Teach and require students to prepare a resume or data sheet"--received the highest percent of response from vocational business teachers. Item 6--"Present information on various tools, machines, and other materials used in office occupations"--received the highest percent of response from guidance counselors.

Both vocational business teachers and guidance counselors gave the highest percent of response to Item 24--"Teach students how to write a letter of application in response to an actual vacancy."

Responsibilities of the Guidance Counselor. Items designated the responsibilities of the guidance counselor received between 50 and 83 percent of the responses of guidance counselors. Eight of the fifty-one items were assigned to the guidance counselor by guidance counselors; while vocational business teachers assigned only one of the fifty-one items to the guidance counselor.

Item 26--"Inform students of differences between secondary, two-year and private school programs for business jobs"--received the highest percent of response from guidance counselors. Item 26 was also the only item designated the responsibility of the guidance counselor by at least 50 percent of the vocational business teachers.

Responsibilities of the Placement Coordinator. Items assigned to the placement coordinator by vocational business teachers received between 50 and 75 percent of the responses; items assigned to the placement coordinator by guidance counselors received between 50 and 83 percent of the responses.

Vocational business teachers assigned thirteen items and guidance counselors assigned sixteen items as responsibilities of the placement coordinator. The items assigned by both groups were identical except for four items--7, 31, 44, and 47. (See Tables 16 and 19.) The kinds of information and skills assigned to the placement coordinator by both groups were placement activities.

Item 9--"Conduct surveys of local businesses to determine job openings" received the highest percent of response from guidance counselors. The item receiving the highest percent of response from vocational business teachers was Item 31--"Assist students in securing summer employment." Item 42--"Keep an up-to-date list or posting of current, local job openings"--received the highest percent of response from both vocational business teachers and guidance counselors.

Disagreement Regarding Assignment of Responsibilities.

Vocational business teachers were divided in their opinions regarding who should be responsible for providing Items 27, 29, 30, 33, 34, 40, 43, 44, and 47. These items were not assigned to the vocational business teacher, guidance counselor or placement coordinator by at least 50 percent of the responses of vocational business teachers.

Guidance counselors were divided in their opinions regarding who should be responsible for Items 1, 13, 17, 19, 33, 34, 38, 39, 41, and 43. Fifty percent or more of the guidance counselors failed to assign these items to the vocational business teacher, guidance counselor or placement coordinator.

Application of a chi square test of homogeneity revealed that vocational business teachers and guidance counselors did not agree at the .001 level of significance on who should be responsible for providing 38 or 74.5 percent of the 51 kinds of information and skills. Vocational business teachers and guidance counselors agreed on the assignment of only ten items--2, 3, 6, 25, 28, 36, 37, 41, 45, and 46.

Opinions of Vocational Business Teachers
and Guidance Counselors Regarding Type
of Current Placement Activity
in the School

Guidance counselors and vocational business teachers were asked to indicate the description which best described the current type of job placement in their schools.

As shown in Table 21, the largest percentage, 49.7 percent, of both guidance counselors and vocational business teachers described job placement at their school as "mostly an informal service where teachers, coop coordinators and guidance counselors help place students."

Individual at School Responsible for
Job Placement on Day-to-Day Basis

Respondents were asked to indicate whether there was an individual at their school designated with the responsibility for job placement on a day-to-day basis. Over 50 percent responded "no". 47.3 percent responded "yes". Table 22 displays the relevant data.

Those who responded yes were asked to write in the title of the individual responsible for job placement. Approximately 44 percent indicated placement coordinator; 33 percent indicated coop coordinator; 11.3 percent indicated guidance counselor; and 10.4 percent indicated other title. Table 23 lists the titles given of individuals responsible for job placement.

TABLE 21.--Description of Job Placement at Individual School as Indicated by 369
Vocational Business Teachers and Guidance Counselors.

Description of Job Placement	Number	Percent
a. mostly a full-time formal service with a full-time placement coordinator.	69	18.5
b. mostly a part-time formal service with a part-time placement coordinator.	45	12.1
c. mostly an informal service where teachers, coop coordinators, and guidance counselors help place students.	185	49.7
d. a little of both (b) and (c).	42	11.3
e. my school does not provide job placement assistance.	28	7.5

TABLE 22.--Individual at School Designated Specifically
Responsible for Job Placement on a Day-to-Day Basis
as Indicated by 372 Vocational Business Teachers and
Guidance Counselors.

Response	Number	Percent
Yes	176	47.3
No	190	51.1
Don't Know	6	1.6
TOTAL	372	100.0

TABLE 23.--Titles of Individuals at School Designated Specifically Responsible for Job Placement on a Day-to-Day Basis as Indicated by Vocational Business Teachers and Guidance Counselors.

Titles	Number	Percent
Placement Coordinator/Counselor	78	44.3
Coop Coordinator	58	33
Guidance Counselor	20	11.3
Work Experience Coordinator	7	3.9
Youth Employment Counselor	4	2.3
Vocational Counselor/Specialist/Director	4	2.3
Career Education Specialist	2	1.1
Occupational Specialist	1	.6
Exploration Site Specialist	1	.6
Career Planning and Placement Specialist	1	.6
TOTAL	176	100.0

Respondents' Opinions Regarding the Need
for a Placement Coordinator

Vocational business teachers and guidance counselors were asked the question, "Do you feel there is a need for a placement coordinator at your school?"

Approximately 79 percent of the vocational business teachers responded "yes". Forty-two percent responded "Yes--part-time" and 27 percent responded "Yes--full-time". Eighty-seven percent of the guidance counselors responded "yes" to this question. Approximately 47 percent responded "Yes--part-time" and 39.9 percent responded "Yes--full-time". Only 20.1 percent of the vocational business teachers and 12.2 percent of the guidance counselors responded "no" to the need for a placement coordinator. Table 24 shows the relevant data.

An attempt was made to determine if vocational business teachers and guidance counselors who responded "No" to the need for a placement coordinator were more involved in career planning and placement than those who responded "Yes". Table 25 shows the mean involvement scores and standard deviations for vocational business teachers and guidance counselors according to their "Yes" and "No" responses to the need for a placement coordinator.

The following three null hypotheses were tested to determine if there were significant differences in the mean involvement scores of vocational business teachers and guidance counselors when grouped according to their responses to the need for a placement coordinator.

TABLE 24.--Need for a Placement Coordinator as Expressed by Vocational Business Teachers and Guidance Counselors.

Type of Respondent	Number Responding to Survey	Question: Do you feel there is a need for a placement coordinator at your school?					
		Yes				No	
		Part-time		Full-time			
		Number	Percent	Number	Percent	Number	Percent
Vocational Business Teachers	182	77	41.8	68	37.0	37	20.1
Guidance Counselors	187	89	47.3	75	39.9	23	12.2
TOTAL	369	166	44.6	143	38.4	60	16.1

TABLE 25.--Involvement in Career Planning and Placement of Vocational Business Teachers and Guidance Counselors Grouped According to Responses Regarding the Need for a Placement Coordinator.

Response to the Following Question	Number Responding to Survey	Involvement in Career Planning and Placement					
		Vocational Business Teachers			Guidance Counselors		
		Number	Mean	Standard Deviation	Number	Mean	Standard Deviation
Do You Feel There is a Need for a Placement Coordinator at Your School?							
Yes	309	145	2.67	.55	164	2.27	.64
No	60	37	2.76	.44	23	2.36	.53

Hypothesis Five

There is no difference between vocational business teachers and guidance counselors regarding their involvement in career planning and placement in relationship to their responses regarding the need for a placement coordinator.

Hypothesis Six

There is no difference in the extent of involvement in career planning and placement between those guidance counselors who indicate a need for a placement coordinator and those guidance counselors who indicate there is no need.

Hypothesis Seven

There is no difference in the extent of involvement in career planning and placement between those vocational business teachers who indicate a need for a placement coordinator and those vocational business teachers who indicate there is no need.

Hypothesis Five was tested first by a two-way analysis of variance to determine whether the between-groups variance was significantly greater than the within-groups variance. The two-way analysis of variance had two factors: (1) type of response (yes/no) and (2) type of respondent (vocational business teachers and guidance counselors). The dependent variables were the mean involvement scores for each group. As show in Table 26, the two-way analysis of variance test for Hypothesis Five revealed that the interaction of vocational business teachers and guidance counselors and their yes/no responses to the need for a placement coordinator has the probability of .966 which was not significant at the .001 level. Therefore, the null hypothesis was rejected.

If the interaction of vocational business teachers and guidance counselors and their yes/no responses had yielded a significant F ratio in Hypothesis Five, the null would have been

TABLE 26.--Result of Two-Way Analysis of Variance to Determine Interaction Effects Between Vocational Business Teachers and Guidance Counselors According to Their Responses Regarding the Need for a Placement Coordinator.

Source of Variation	D.F.	Sum of Squares	F-Value	Sign. Level
Factor 1: Type of Respondent--Vocational Business Teachers and Guidance Counselors	1	14.834	43.845	.001*
Factor 2: Need for a Placement Coordinator--Yes and No Responses	1	.367	1.085	.298
Factor 1 by Factor 2	1	.001	.002	.966
Error	365	123.485		

*The test is significant at .001 level.

rejected; and computation of t-tests for Hypotheses Six and Seven would have been calculated. However, since the two-way analysis of variance yielded a non-significant F ratio, computation of t-tests in Hypotheses Six and Seven was unnecessary because any differences found would not be meaningful. Therefore, Hypotheses Six and Seven also cannot be rejected.

It can be concluded that there is no difference in the involvement in career planning and placement between vocational business teachers and guidance counselors who responded "no" to the need for a placement coordinator in the school and those who responded "yes."

Responsibility for Career Planning and Placement of Vocational Office Students

Vocational business teachers and guidance counselors were asked, "Who should have the primary responsibility for career planning and placement of vocational office students?"

Table 27 shows that the majority of vocational business teachers and guidance counselors believed career planning and placement of vocational office students should be a joint responsibility. Of the 188 guidance counselors who responded, 16.5 percent indicated joint responsibility between the guidance counselor and the vocational business teacher; 13.3 percent indicated joint responsibility between the vocational business teacher and placement coordinator; and 32.4 percent indicated joint responsibility between the guidance counselor, vocational business teacher, and placement coordinator.

TABLE 27.--Person(s) Who Should Have Primary Responsibility for Career Planning and Placement of Vocational Office Students as Expressed by 182 Vocational Business Teachers and 188 Guidance Counselors.

Person(s) Who Should Be Responsible	Vocational Business Teachers		Guidance Counselors		Total	
	Number	Percent	Number	Percent	Number	Percent
The student's guidance counselor	1	.5	4	2.1	5	1.3
The vocational office teacher and/or and/or coop coordinator	37	20.1	29	15.4	66	17.7
Placement Coordinator	29	15.8	38	20.2	67	18.0
Joint effort of guidance counselor and vocational office teacher/ coordinator	28	15.2	31	16.5	59	15.9
Joint effort of vocational office teacher/coordinator and placement coordinator	36	19.6	25	13.3	61	16.4
Joint effort of guidance counselor, vocational office teacher/ coordinator and placement coordinator	51	27.7	61	32.4	112	30.1

Of the 183 vocational business teachers who responded, 15.2 percent indicated joint responsibility between the guidance counselor and vocational business teacher; 19.6 percent indicated joint responsibility between the vocational business teacher and placement coordinator; and 27.7 percent indicated joint responsibility between the guidance counselor, vocational business teacher, and placement coordinator.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Assisting youth in the transition from school to work is considered one of the most critical problems facing education today. The increasing complexity of the work world coupled with the high level of youth unemployment has drawn particular attention to job placement assistance for students in the school. The Career Education Movement of the 1970s has been primarily responsible for the current focus on career planning and placement at the secondary level.

The problem of this study was to determine the nature and extent of the involvement of vocational business teachers and guidance counselors in providing specific kinds of information and skills in career planning and placement, and to ascertain their opinions regarding the career planning and placement responsibilities of the vocational business teacher, guidance counselor, and placement coordinator.

A questionnaire was developed using information in the literature relating to career development, vocational guidance, occupational information, and placement. The questionnaire was validated by a jury panel and pretested in a pilot study involving vocational business teachers and guidance counselors.

The population of the study consisted of all vocational business teachers and guidance counselors in secondary schools in the State of Michigan operating a state-approved Cooperative Office Education program during the 1976-77 school year. Schools were grouped according to enrollment size, and a disproportional random sample of schools was drawn. A maximum of three guidance counselors chosen at random, and all vocational business teachers in the sample schools were surveyed.

Usable questionnaires were returned from 371 or 62.4 percent of the 595 vocational business teachers and guidance counselors in the sample schools. Participants in the study included 188 guidance counselors and 183 vocational business teachers.

Findings

The findings of this study are reported in two major categories: (1) Involvement of Vocational Business Teachers and Guidance Counselors in Career Planning and Placement and (2) Opinions of Vocational Business Teachers and Guidance Counselors Regarding the Career Planning and Placement Responsibilities of the Vocational Business Teacher, Guidance Counselor and Placement Coordinator.

Involvement of Vocational Business Teachers and Guidance Counselors in Career Planning and Placement

1. The mean involvement scores of the fifty-one items in career planning and placement for vocational business teachers ranged from a low of 1.6 to a high of 3.5. Fifteen items, or

29 percent, received mean involvement scores of 3.0 and above; 19 items, or 37 percent, received mean involvement scores of 2.5 and below.

A rank order of the mean involvement scores indicated that the kinds of information and skills provided most frequently by vocational business teachers were self-placement skills. The top ranked items concerned resume preparation and letters of application, standards of dress and grooming in the work setting, non-skill qualifications of the employee, seeking references, employment applications, and the interview process. "Teach and require students to prepare a resume or data sheet" received the highest mean involvement score from vocational business teachers.

The kinds of information and skills receiving the lowest mean scores were placement activities. These items dealt primarily with preparing a handbook, organizing career days, conducting yearly survey of employers of vocational office graduates, informing students of businesses that have hired former students, conducting surveys of local businesses and follow-up surveys of graduates, and keeping a list of current local job openings. "Conduct interviews with potential school dropouts for placement purposes" received the lowest mean involvement score from vocational business teachers.

2. The mean involvement scores of the 51 items in career planning and placement for guidance counselors ranged from a low of 1.7 to a high of 3.3. Three items, or 6 percent received mean involvement scores of 3.0 and above; 40 items, or 78 percent, received mean involvement scores of 2.5 and below.

A rank order of the mean involvement scores of guidance counselors indicated the kinds of information and skills provided most frequently. The top ranked items were generally career information items concerned with acquainting students with sources of career information, differences between secondary and two-year business programs, types of jobs available to students completing secondary and two-year business programs, educational requirements in relation to career ladder, career decision-making, and requirements of various office occupations. "Acquaint students with sources of career information and where to locate them" received the highest mean involvement score from guidance counselors.

Guidance counselors gave the lowest mean involvement scores to placement activities dealing primarily with preparing placement handbook, surveying local businesses and employers of vocational office graduates, presenting information on what businesses have hired former graduates, employer literature. The items receiving the lowest mean involvement scores were: "Conduct a yearly survey of employers of vocational office graduates to determine how the office program might be improved" and "Prepare a handbook or guide for students and parents describing placement assistance available to students."

Results of Hypotheses Tested. In order to determine the kinds of information and skills various groups of respondents were involved in providing, items were grouped into three categories: career information, self-placement skills, and placement activities. The multivariate F-test revealed that significant differences

existed at .001 level between all groups of respondents in the extent of their involvement in career planning and placement. Post hoc t-tests revealed the specific categories of items in which significant differences existed between the groups of respondents at .001 level of significance.

1. It was found that vocational business teachers were more involved than guidance counselors in providing career information, self-placement skills, and placement activities. The mean involvement scores of vocational business teachers in providing career information, self-placement skills, and placement activities were 2.77, 3.13, and 2.34 respectively; while the mean involvement scores of guidance counselors were 2.42, 2.41, and 2.09.

2. At the .001 level of significance, it appeared that teacher/coordinators were more involved than teachers in providing placement activities. The mean involvement score of teacher/coordinators in placement activities was 2.71; while the mean involvement score of teachers was 2.03. No significant differences were found between teachers and teacher/coordinators in their involvement in providing career information and self-placement skills.

3. Teachers appeared to be more involved than guidance counselors in providing career information and self-placement skills. The mean involvement scores of teachers in providing career information and self-placement skills were 2.70 and 3.05 respectively; while the mean involvement scores of guidance counselors were 2.41 and 2.42. No significant difference was found

between teachers and guidance counselors in their involvement in placement activities.

4. It was determined that teacher/coordinators were more involved than guidance counselors in providing career information, self-placement skills, and placement activities. The mean involvement scores of vocational business teachers in providing career information, self-placement skills, and placement activities were 2.77, 3.13, and 2.34 respectively; while the mean involvement scores of guidance counselors were 2.42, 2.41, and 2.09.

Opinions of Vocational Business Teachers
and Guidance Counselors Regarding the
Career Planning and Placement Respon-
sibilities of the Vocational Business
Teacher, Guidance Counselor, and
Placement Coordinator

1. Vocational business teachers perceived the fifty-one items in career planning and placement as primarily divided between between themselves and a placement coordinator. Fifty-seven percent were perceived to be the responsibilities of the vocational business teacher; 25 percent were perceived to be the responsibilities of a placement coordinator; and two percent were perceived to be the responsibilities of the guidance counselor, by at least 50 percent of the vocational business teachers.

2. Guidance counselors divided the majority of the items in career planning and placement between the vocational business teacher and placement coordinator. Thirty-three percent were designated the responsibilities of the vocational business

teacher; 31 percent were designated the responsibilities of the placement coordinator; and 16 percent were designated the responsibilities of the guidance counselor by at least 50 percent of the guidance counselors.

3. Responsibilities of the Vocational Business Teacher.

Items assigned to the vocational business teacher received between 50 and 95 percent of the responses of vocational business teachers and between 50 and 80 percent of the responses of guidance counselors. Vocational business teachers assigned 29 and guidance counselors assigned 17 of the 51 items to the vocational business teacher.

Sixteen items were assigned to the vocational business teacher by both groups--6, 8, 10, 11, 14, 18, 20, 21, 22, 23, 24, 36, 37, 48, 49, and 50.

The kinds of information and skills designated the responsibilities of the vocational business teacher by vocational business teachers and guidance counselors were generally self-placement skills.

(a) "Teach and require students to prepare a resume or data sheet" received the highest percent of response from vocational business teachers.

(b) "Present information on various tools, machines, and other materials used in office occupations" received the highest percent of response from guidance counselors.

(c) "Teach students how to write a letter of application in response to an actual vacancy" received the highest percent of response from vocational business teachers and guidance counselors.

4. Responsibilities of the Guidance Counselor. Items designated the responsibilities of the guidance counselor received between 50 and 83 percent of the responses of guidance counselors. Eight of the fifty-one items were perceived to be the responsibilities of the guidance counselor by guidance counselors; while vocational business teachers perceived only one of the fifty-one items to be the responsibility of the guidance counselor. "Inform students of the differences between secondary, two-year and private school programs for business jobs" received the highest percent of responses of vocational business teachers and guidance counselors.

5. Responsibilities of the Placement Coordinator. Items assigned to the placement coordinator by vocational business teachers received between 50 and 75 percent of the responses; items assigned to the placement coordinator by guidance counselors received between 50 and 83 percent of the responses. Thirteen items were assigned by vocational business teachers and sixteen items were assigned by guidance counselors. The kinds of information and the skills assigned were placement activities. Items assigned by both groups were the same except for Items 7, 31, 44, and 47.

(a) "Conduct surveys of local businesses to determine job openings" received the highest percent of response from guidance counselors.

(b) The item receiving the highest percent of response from vocational business teachers was "Assist students in securing summer employment."

(c) "Keep an up-to-date list or posting of current local job openings" was assigned to the placement coordinator by the highest percent of response of vocational business teachers and guidance counselors.

6. Disagreement Regarding Assignment of Responsibilities.

Vocational business teachers were divided in their opinions regarding who should be responsible for Items 27, 29, 33, 34, 40, 43, 44, and 47. These items dealt primarily with the job outlook, types of jobs available, organizing "career days", sources of career information and community agencies providing job placement.

Guidance counselors were divided in their opinions regarding who should be responsible for Items 1, 13, 17, 19, 33, 34, 38, 39, 41. These items dealt primarily with identifying types of job available, student career ladders, sources of prospective employers, job outlook, beginning salary ranges, and recording each student's career objective and skills.

A chi square test of homogeneity revealed that vocational business teachers and guidance counselors did not agree at the .001 level of significance on who should be responsible for providing 38 or 74.5 percent of the 51 items.

7. Agreement Regarding Assignment of Responsibilities.

The chi square test of homogeneity revealed that vocational business teachers and guidance counselors were in agreement regarding who should be responsible for Items 2, 3, 6, 25, 28, 36, 41, 45, and 46. These items concerned preparing a placement handbook, interviewing school dropouts for placement, providing a central place for employer information, keeping abreast of changes in office occupations and identifying for students employers of recent graduates.

8. Over 49 percent of the vocational business teachers and guidance counselors described job placement at their school as "mostly an informal service where teachers, coop coordinators and guidance counselors help place students."

9. Over 50 percent of the respondents indicated there was no one at their school designated with the responsibility for job placement on a day-to-day basis.

10. Of those respondents indicating there was an individual at their school responsible for placement on a day-to-day basis, 44.3 percent indicated the individual was a coop coordinator or guidance counselor; 44.3 percent indicated a placement coordinator; and 11.4 percent indicated other titles.

11. The majority of the vocational business teachers, 78.8 percent, and the majority of the guidance counselors, 87.2 percent, indicated there was a need for a placement coordinator at their school on a part-time or a full-time basis.

12. Results of Hypotheses Tested. In order to determine if vocational business teachers and guidance counselors who responded "no" to the need for a placement coordinator were more involved in career planning and placement than those who responded "yes", three null hypotheses were tested. A two-way analysis of variance yielded a non-significant F-ratio indicating no significant differences at the .001 level in the involvement in career planning and placement of vocational business teachers and guidance counselors in relationship to their responses regarding the need for a placement coordinator.

13. Respondents' Opinions Concerning Responsibility for Career Planning and Placement of Vocational Office Students. The majority of vocational business teachers and guidance counselors indicated career planning and placement of vocational office students should be some type of joint responsibility. Of the 188 guidance counselors, 16.5 percent indicated joint responsibility between the guidance counselor, and vocational business teacher; 13.3 percent indicated joint responsibility between the vocational business teacher and placement coordinator; and 32.4 percent indicated joint responsibility between the guidance counselor, vocational business teacher, and placement coordinator. Of the 183 vocational business teachers who responded, 15.2 percent indicated joint responsibility between the guidance counselor and vocational business teacher; 19.6 percent indicated joint responsibility between the vocational business teacher and placement

coordinator; and 27.7 percent indicated joint responsibility between the guidance counselor, vocational business teacher, and placement coordinator.

Conclusions

1. Vocational business teachers generally indicated a high degree of involvement in providing all kinds of information and skills in career planning and placement. Sixty-three percent of the items received mean involvement scores above 2.5 indicating the kinds of information and skills provided "frequently" or "always" by vocational business teachers. Vocational business teachers indicated the highest degree of involvement in providing self-placement skills and the lowest degree of involvement in placement activities. "Teach and require students to prepare a resume or data sheet" was the item provided most frequently by vocational business teachers. "Conduct interviews with potential dropouts for placement purposes" received the lowest mean involvement score from vocational business teachers.

2. Guidance counselors did not appear to be effective participants in career planning and placement as evidenced by their low degree of involvement in providing specific kinds of information and skills. Only 22 percent of the items received mean involvement scores above 2.5 indicating the kinds of information and skills provided "frequently" or "always" by guidance counselors.

Guidance counselors indicated the highest degree of involvement in providing career information items and lowest degree of involvement in placement activities. "Acquaint students with sources of career information and where to locate them" received the highest mean involvement score from guidance counselors. Guidance counselors were least involved in providing the following items: "Conduct a yearly survey of employers of vocational office graduates to determine how the vocational office program might be improved" and "Prepare a handbook or guide for students and parents describing placement assistance available to students."

3. When all information and skills were grouped into three categories, vocational business teachers tended to be involved in providing the information and skills in order of self-placement skills first, career information second, and placement activities third. Guidance counselors tended to be involved in providing career information first, self-placement skills second, and placement activities third.

Groups of respondents were compared in their involvement in providing three categories of information and skills, and statistical significance was achieved showing the following:

- a. Vocational business teachers were more involved than guidance counselors in providing career information, self-placement skills and placement activities.
- b. When vocational business teachers were divided into two groups and compared with guidance counselors, teachers were found to be more involved than guidance counselors in providing only two of the three categories--career information and self-placement skills. Teacher/coordinators, however, were more

involved than guidance counselors in providing career information, self-placement skills, and placement activities.

- c. Among vocational business teachers, teacher/coordinators were more involved in placement activities than teachers.

4. Vocational business teachers and guidance counselors generally perceived the information and skills in career planning and placement to be the responsibilities of the vocational business teacher and placement coordinator.

5. Vocational business teachers and guidance counselors were in general agreement regarding the kinds of information and skills which should be the responsibilities of the vocational business teacher. However, vocational business teachers perceived themselves providing more information and skills than guidance counselors perceived them providing, and exhibited a higher percent of agreement.

The kinds of information and skills designated the responsibilities of the vocational business teacher by guidance counselors and vocational business teachers tended to be self-placement skills.

6. Vocational business teachers and guidance counselors perceived the guidance counselor as providing the least number of information and skills in career planning and placement. However, guidance counselors perceived themselves providing more than vocational business teachers perceived them providing.

7. Guidance counselors and vocational business teachers were in agreement regarding responsibilities to be assigned to the

placement coordinator. The kinds of information and skills assigned were placement activities, with the following item receiving the highest percent of response from both groups: "Keep an up-to-date list or posting of current, local job openings." Vocational business teachers gave the highest percent of response to "Assist students in securing summer employment;" while guidance counselors gave the highest percent of response to "Conduct surveys of local businesses to determine job openings."

Application of a chi square test of homogeneity indicated there was not a high degree of agreement between vocational business teachers and guidance counselors regarding who should be responsible for providing the fifty-one items in career planning and placement.

9. Career planning and placement of vocational office students should involve some combination of joint responsibility between the vocational business teacher, guidance counselor or placement coordinator. Approximately 42.9 percent of the vocational business teachers and 48.9 percent of the guidance counselors indicated joint responsibility for career planning and placement involving the guidance counselor; however, both groups appeared not to know exactly what information and skills the guidance counselor should provide.

10. Vocational business teachers and guidance counselors believe there exists a need for a placement coordinator at their school, and described job placement at their school as "mostly

an informal service where teachers, coop coordinators and guidance counselors help place students."

Recommendations and Implications

The findings and conclusions in this study have led to the following recommendations and implications:

1. Each school should employ an individual in the position of placement coordinator whose primary and only responsibility would be to coordinate a comprehensive placement effort in the school, on either a part-time or full-time basis depending on the size of the school. Although others may be involved, the placement coordinator should coordinate the career planning and placement efforts particularly of teachers and guidance counselors to meet the needs of all students in the school. This recommendation is based on the following assumptions:

- a. Vocational business teachers and guidance counselors believe there exists a need for a placement coordinator in the school.
- b. Current placement efforts are being carried out primarily by guidance counselors and coop coordinators and are not adequate to meet the needs of all students.
- c. Guidance counselors do not appear to be effective participants in the career planning and placement process even though some have been designated with the responsibility for placement.

2. The placement coordinator should be primarily responsible for those information and skills concerned with securing job placements for students through close contact with representatives of business and industry, and coordinating the delivery

of career information and self-placement skills by guidance counselors and teachers.

The kinds of information and skills provided by the placement coordinator should include the following: Referrals of individual students to employers; conduct surveys of local businesses to determine job openings; conduct follow-up surveys of graduates; prepare a placement handbook for students and parents; assist students in securing summer employment, part-time employment while in school, and full-time employment; keep an up-to-date posting of current local job openings; make available information on what businesses have hired former graduates and in what types of positions; and acquaint employers with the vocational programs in the school.

3. In-service workshops in career planning and placement should be conducted involving teachers, counselors, and placement coordinators. In these workshops, each participant should be made aware of his role in the career planning placement process, and the roles of other participants, in terms of specific, concrete kinds of information and skills to be provided, and how to provide them. This recommendation is based on the following assumptions:

- a. Guidance counselors believe they should be participants in the career planning and placement of students, however, they appeared not to know exactly what specific information and skills they should provide.
- b. Vocational business teachers believe the guidance counselor should participate in career planning

and placement of students along with vocational business teachers and placement coordinator. However, they appeared not to know what kinds of information and skills the guidance counselor should provide.

- c. Guidance counselors and vocational business teachers perceived the vocational business teacher as providing self-placement skills, and the placement coordinator providing placement activities. However, both groups were undecided regarding who should provide a variety of career information items.
- d. Career planning and placement of students should be a joint responsibility involving teachers, guidance counselors, and placement coordinators.

4. Curriculum materials designed to provide students with specific kinds of information and skills in career planning and placement should be developed and made available to all schools. These materials should be easily adaptable to a variety of delivery methods since each school should be responsible for organizing their placement effort into the best combinations of people and programs for the most effective, efficient, and comprehensive delivery of placement.

5. Further research should be undertaken to discover methods of effectively utilizing the guidance counselor in the career planning and placement process.

6. Similar research should be undertaken periodically to include current and former high school students, to determine if specific kinds of information and skills are being provided students at the secondary level.

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APPENDICES

APPENDIX A

SAMPLE OF LETTER TO PARTICIPANTS

October 1977

Dear Colleague:

A study is being conducted to determine the specific kinds of information and skills in career planning and placement provided secondary vocational office students by vocational business teachers and guidance counselors. I am conducting this study for my Ph.D. dissertation at Michigan State University.

By participating in this study you will have an opportunity to (1) express your opinion regarding the need for a placement coordinator at your school, (2) indicate specific kinds of activities the placement coordinator should perform, and (3) indicate the specific kinds of activities you should perform.

As a former business teacher, I know how busy you are and the numerous questionnaires you must receive each school year. However, please give me a few minutes of your time to support a project on a topic that is of increasing concern to students, parents, and educators.

Thank you,

Clara S. Duncan, Assistant Director
Placement Services
113 Student Services Building
Michigan State University
East Lansing, Michigan 48824

Enclosures

APPENDIX B

SAMPLE QUESTIONNAIRE

SAMPLE QUESTIONNAIRE

PART I - BACKGROUND INFORMATION

(1) Your primary responsibility

- ☐ Vocational teacher
- ☐ Coop Coordinator
- ☐ Teacher and Coordinator
- ☐ Guidance Counselor

(2) Job placement at my school can best be described as
(circle one)

- a. mostly a full-time formal service with a full-time placement coordinator
- b. mostly a part-time formal service with a part-time placement coordinator
- c. mostly an informal service where teachers, coop coordinator and counselors help place students
- d. a little of both (b) and (c)
- e. my school does not provide job placement assistance.

(3) Does your school currently have a staff person designated specifically responsible for job placement on a day-to-day basis?

- ☐ Yes (Title: _____)
- ☐ No
- ☐ Don't Know

(4) If you checked "yes" in No. (3), how effective, in your opinion is this individual?

- a. very effective
- b. somewhat effective
- c. somewhat ineffective
- d. very ineffective
- e. don't know

(5) Who do you feel should have the PRIMARY responsibility for career planning and placement of vocational office students?

- a. the student's guidance counselor
- b. the vocational officer teacher and/or coop coordinator
- c. a placement counselor/coordinator
- d. joint effort of (a) and (b)
- e. joint effort of (b) and (c)
- f. joint effort of (a), (b), and (c).

(6) Do you feel there is a need for a placement coordinator at your school?

- ☐ Yes, part-time
☐ Yes, full-time
☐ No

PART II - DIRECTIONS

The items on the following pages are selected activities in career planning and placement. Each item should be read carefully and each requires TWO RESPONSES.

(1) CIRCLE THE APPROPRIATE NUMBER to indicate how often you provide the information or perform the activity for vocational office students.

- 1 NEVER - I never or rarely do this
(for any of my students)
2 SOMETIMES - I occasionally do this
(for some of my students)
3 FREQUENTLY - I often do this
(for most of my students)
4 ALWAYS - Yes, I always do this
(for all my students)

(2) CIRCLE THE APPROPRIATE LETTER to indicate who in your opinion should have the primary responsibility for providing the information (or performing the activity) regardless of whether or not your school currently employs such an individual. (PLEASE DO NOT CIRCLE MORE THAN ONE LETTER).

- A -Vocational office teacher and/or Coop Coordinator
B -Guidance Counselor
C -Placement Counselor/Coordinator

REMEMBER: CIRCLE ONLY ONE LETTER AND ONE NUMBER

PLEASE CIRCLE ONLY ONE NUMBER AND ONE LETTER

	Never	Sometimes	Frequently	Always	Tchr/Coord	Guid Couns	Plac Coord
1. Present information on types of jobs available to students completing a secondary vocational office program.	1	2	3	4	A	B	C
2. Prepare a handbook or guide for students and parents describing placement assistance available to students.	1	2	3	4	A	B	C
3. Conduct interviews with potential school dropouts for placement purposes.	1	2	3	4	A	B	C
4. Inform students of the requirements of various office occupations.	1	2	3	4	A	B	C
5. Acquaint employers with the type of student available for employment from the vocational office program.	1	2	3	4	A	B	C
6. Present information on various tools, machines, and other materials used in office occupation.	1	2	3	4	A	B	C
7. Make regular visits to employers to update knowledge of job requirements and solicit job vacancies.	1	2	3	4	A	B	C
8. Inform students what a typical working day is like and type of work environment in office occupations.	1	2	3	4	A	B	C
9. Conduct surveys of local businesses to determine job openings.	1	2	3	4	A	B	C
10. Inform students of the normal working hours for various office jobs.	1	2	3	4	A	B	C
11. Impress upon students the importance of non-skill qualifications of the employee such as loyalty, honesty, punctuality, dependability.	1	2	3	4	A	B	C
12. Conduct follow-up surveys of graduates to determine types of employment found.	1	2	3	4	A	B	C

PLEASE CIRCLE ONLY ONE NUMBER AND ONE LETTER

	Never	Sometimes	Frequently	Always	Tchr/Coord	Guid Couns	Plac Coord
13. Present information on the typical career ladder associated with the students' occupational area of training.	1	2	3	4	A	B	C
14. Assist students in learning the nature of the work performed in each position on his career ladder.	1	2	3	4	A	B	C
15. Locate and identify potential job placements for students.	1	2	3	4	A	B	C
16. Inform students of educational requirements and/or experience necessary to advance to other positions on his/her career ladder.	1	2	3	4	A	B	C
17. Inform students how to identify source for obtaining names and addresses of prospective employers locally.	1	2	3	4	A	B	C
18. Teach and require students to prepare a resume or data sheet.	1	2	3	4	A	B	C
19. Identify and record information concerning each student's skills and employment or educational objective in order to make referrals to employers or another counselor.	1	2	3	4	A	B	C
20. Provide actual samples of employment applications and require the student to compete.	1	2	3	4	A	B	C
21. Assist students in evaluating their own job qualifications in light of employer requirements.	1	2	3	4	A	B	C
22. Inform students of standards of dress, grooming and hygiene in the work setting.	1	2	3	4	A	B	C
23. Teach students how to identify and seek appropriate individuals to serve as references.	1	2	3	4	A	B	C

PLEASE CIRCLE ONLY ONE NUMBER AND ONE LETTER

	Never	Sometimes	Frequently	Always	Tchr/Coord	Guid Couns	Plac Coord
24. Teach students how to write a letter of application in response to an actual vacancy.	1	2	3	4	A	B	C
25. Provide a central place for bringing together general employer information.	1	2	3	4	A	B	C
26. Inform students of differences between secondary, two-year and private school programs for business jobs.	1	2	3	4	A	B	C
27. Assist students in making comparisons of types of jobs available to students completing a two-year and secondary business curriculum.	1	2	3	4	A	B	C
28. Inform students of types of examination which may be given by various types of employers.	1	2	3	4	A	B	C
29. Acquaint students with sources of career information and where to locate them.	1	2	3	4	A	B	C
30. Present information on the regional and national outlook with projected openings for various office occupations.	1	2	3	4	A	B	C
31. Assist students in securing summer employment.	1	2	3	4	A	B	C
32. Assist students in securing part-time employment while in school.	1	2	3	4	A	B	C
33. Present information on the local job outlook with projected openings for various office occupations.	1	2	3	4	A	B	C
34. Present information on number and distribution of the work force in office occupations by sex, age, education, job title.	1	2	3	4	A	B	C

PLEASE CIRCLE ONLY ONE NUMBER AND ONE LETTER

	Never	Sometimes	Frequently	Always	Tchr/Coord	Guid Couns	Plac Coord
35. Make referrals of individual students to various employers with job openings for full-time employment.	1	2	3	4	A	B	C
36. Present information on new office occupations or decline in office occupations as a result of new technology.	1	2	3	4	A	B	C
37. Visit employers to keep abreast of innovations or changes in office occupations and to revise or update curriculum.	1	2	3	4	A	B	C
38. Arrange opportunities for students to talk to recent graduates or individuals working in office occupations.	1	2	3	4	A	B	C
39. Inform students of approximate beginning salary ranges and fringe benefits (sick leave, vacation, insurance).	1	2	3	4	A	B	C
40. Organize "career days" where employers discuss local job opportunities.	1	2	3	4	A	B	C
41. Help students see the relationship between size of employer and advancement opportunities.	1	2	3	4	A	B	C
42. Keep an up-to-date listing or posting of current local job openings.	1	2	3	4	A	B	C
43. Conduct a yearly survey of employers of vocational office graduates to determine how the office program might be improved.	1	2	3	4	A	B	C
44. Identify sources of information concerning opportunities for employment and procedures required to utilize these services.	1	2	3	4	A	B	C
45. Make available to students information on on what businesses have hired former graduates and in what types of positions.	1	2	3	4	A	B	C

PLEASE CIRCLE ONLY ONE NUMBER AND ONE LETTER

	Never	Sometimes	Frequently	Always	Tchr/Coord	Guid Couns	Plac Coord
46. Make available specific materials or contacts that can prepare a student with information about an employer prior to an interview.	1	2	3	4	A	B	C
47. Acquaint students with community agencies providing job placement.	1	2	3	4	A	B	C
48. Describe or demonstrate the interview process including how to arrange an interview, typical questions asked, and dress.	1	2	3	4	A	B	C
49. Teach students how to evaluate a job offer in light of their own personal criteria (financial, social).	1	2	3	4	A	B	C
50. Acquaint students with generally accepted procedures for terminating a job including length of notice, and request for references.	1	2	3	4	A	B	C
51. Make students aware of the need to investigate and weigh information before making a decision.	1	2	3	4	A	B	C

APPENDIX C

SAMPLE FOLLOW-UP POSTCARD

You recently received two questionnaires asking your participation in a study to determine the specific kinds of information and skills in career planning and placement being provided secondary vocational office students. A high percent of return is needed.

Will you please take a few minutes to return your questionnaire? Your cooperation would be very much appreciated.

Clara S. Duncan, Assistant Director
Placement Services, 113 Student Services Bldg.
Michigan State University
East Lansing, Michigan 48824

APPENDIX D

CLASSIFICATION OF QUESTIONNAIRE ITEMS

CLASSIFICATION OF QUESTIONNAIRE ITEMS BY CATEGORY

<u>Career Information</u>	<u>Self- Placement</u>	<u>Placement Activities</u>
4	11	1
6	17	2
8	18	3
10	20	5
13	21	7
14	22	9
16	23	12
26	24	15
27	47	19
29	49	25
30	50	28
33	51	31
34	48	32
36		25
38		37
39		40
41		42
		43
		44
		45
		46

APPENDIX E

PEARSON CORRELATION COEFFICIENT

Hypotheses One through Four
Pearson Correlation Coefficient

	Career Information	Self- Placement	Placement Activities
Self-Placement	.823213		
Placement Activities	.764662	.774099	