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The Role of the Counselor in Assessment of Career Education and Its Effect on Students

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THE ROLE OF THE COUNSELOR IN ASSESSMENT
OF CAREER EDUCATION AND ITS
EFFECT ON STUDENTS

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EFFECT ON STUDENTS

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BY

MARGARET C. STEVENS

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

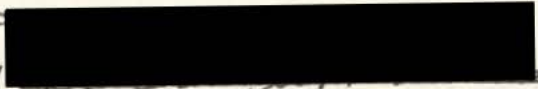
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CHAPTER 1

INTRODUCTION

Throughout his existence, man has engaged in purposeful activity. Earliest prehistoric man maintained himself and his family by hunting and fishing. As cultures became more sophisticated, the occupations of farmers and craftsmen evolved. During the early period of this transition the individual interest or group recognition of an unusual skill. The trend toward focusing effort upon a specific group of tasks started and at that point the concept of career was born.

Since that time many stages of development in the work-world or the career-world have been witnessed. The element of time has developed to a period where such terms as vocational education, career education, and career development have come into vogue. These terms will take on more meaning as the role of the counselor is discussed and the degree of student assessment in the work-world as a result of the role of the counselor in his life.

When thinking of man and work, two aspects of the man-work relationship should be of major concern. Isaacson (8, 6) states these aspects as, first, the induction process by which the individual prepare for, enters, and assumes a place in the world of work. The second is a readjustment process by which some individuals are assisted in re-entering the world of work or revising their relationship to it to bring greater satisfaction.

The job of making students career conscious or career oriented to the point of seeking a vast array of information has been left to the school because it is the one agent in society that greatly influences the student's life during his formative and developmental years. Since this is true, the educational system must assess some means to serve this student in the search for both a place in society and identity as a person, and to assist him in making appropriate choices and in developing insights that will lead to his major goals set for life. Tyler (10, 2) points out the importance of the counselor in the role of helping students in exploring the various career choices and intelligently selecting a career that can be adapted to with the least amount of difficulty.

It is the intent of this paper to explore the meanings of career education, career development, the counselor, and vocational counseling in order to show how the counselor can be very effective in encouraging the students to seek career information. Campbell (2, 2, 3) gives several accounts of the effectiveness of a counseled group of students. The accounts given did not state emphatically that this was the panacea or that the non-counseled group of students was completely unsuccessful. The studies did prove that the counseled group of students have shown more accomplishments in many areas of their lives than the non-counseled group of students. The differences have not been significant, but they do exist and that is the important factor here.

The career counselor can be effective in many different ways. The group method and the individual method will be the specific methods for this paper. Bennett (1, 5, 6) discusses different types of group counseling which include group counseling, multiple counseling, group therapy, small-group counseling, and therapeutic group counseling.

STATEMENT OF THE PROBLEM

Many students have completed what is referred to as "formal education" and have not been able to qualify for a suitable job, or even have an idea of what their capabilities are for entering the work world. It should be a fact that all students leave high school with a salable skill in order to be an effective member in society. The problem of this study is to determine to what extent the counselor is involved in helping the students attain career information and at what point the students will be initiated to do some career-seeking on their own.

HYPOTHESES

The basic hypotheses of this study are as follows:

1. Career counselors are a much needed part of the school counseling program.
2. The students who received career counseling during their high school years will adjust better in the career world.
3. The students who received counseling will have shown less frustration in adapting to jobs and are happier per se in the career choices because of the wide array of knowledge of many job choices.
4. The students who have received counseling services throughout school will have less difficulty conducting interviews.

BACKGROUND AND SIGNIFICANCES OF THE STUDY

The idea of group counseling is not a new idea. This concept has been in use for many years and the concept has proven to be very effective in many aspects of counseling. Since the idea of career education is in vogue this year, the group method of counseling will be effective because of the similiar-

ity of the cases involved. Many associations have endorsed the concept of career education. Hoyt (7, 1) lists these associations as The National Education Association, The National Association of Chief State School Officers, The American Vocational Association, and The National Advisory Council on Vocational Education. The concept is on the way of gaining wide acceptance across the United States.

Not only is this new acceptance of the term career education important or that counselors can use the group method of working with students effectively, but the portrayal of the fundamental concept of career education that all types of educational experiences, curriculum, instruction, and counseling should involve preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work is very significant. (7, 2) Career education seeks to give meaning to all education by relating its content to the job world. Under this plan, every student should leave the school system with a salable skill -- a minimum of an entry-level job skill if continuing his education in a technologically or academically oriented post-secondary institution. Harmin (5, 226) further emphasizes that in the vocational area the guidance program is concerned with the process of helping a student to choose wisely and then to begin his preparation for a given vocation. Anything which will assist that student to understand himself better, to gain a better appreciation of the vocational world in which he will live, or to relate these two sets of factors contributes to his vocational preparations. The counselor plays a great role in making all of this possible for the students.

DEFINITION OF TERMS

Career Education -- Hoyt (7, 1) defines Career Education as the total effort of public education and the community aimed at helping all individuals to be-

come familiar with the values of work-oriented society, to intergrate these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

Counseling -- Isaacson (8, 522) gives Wrenn's definition of counseling as a dynamic and purposeful relationship between two people in which procedures vary with the nature of the student's need but in which there is always mutual participation by counselor and student with the focus upon self-clarification and self-determination by the student.

Group Guidance -- is referred to by Bennett (1, 5) as any phase of a guidance or personal program carried on with groups of individuals rather than between counselor and counselee or clinician and client in the face-to-face interview.

Vogue -- the fashion; popularity; acceptance.

LIMITATIONS OF THE STUDY

This paper has many limitations because of the time limit involved in writing this paper was very short, due to the time limit there are no original data, all information is of a secondary nature. Due to the recent emphasis upon career development and career education over just vocational education there is a limited amount of information available.

OUTLINE OF REMAINDER OF THE PROPOSAL

Chapter two will consist of a review of literature. Chapter three an analysis of findings, and Chapter four will include a conclusion and recommendations. An appendix is also included.

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CHAPTER II

REVIEW OF LITERATURE

The role of the counselor has become more and more important in the life of students. The counselors have taken on added dimensions in the role of services by being more involved with the career aspects of the student's life rather than just academic or discipline problems. Tyler (10, 18) cited several studies that have been conducted to relate the great need of counselors to students. Sageser sent a questionnaire to 1,212 students in eight institutions. Only four out of the total number expressed no need for counseling. Three-fourths of them desired help with academic problems, one-half with vocational problems, and one-tenth with psychological or psychiatric problems. (Appendix "A" is a questionnaire that may have been similar to the type used by Sageser.)

Tyler, also, (10, 19) cited studies analyzing the problems and characteristics of students who do make use of a counseling service. Williamson and Bordin examined case records of 2,053 students who received counseling at the University Testing Bureau, University of Minnesota, during the period of 1932-1935. About two-thirds of the problems presented were vocational or educational. Students who sought counseling on their own initiative averaged higher in school achievement and college aptitude test score than those who were referred by members of the university staff.

Many studies show that students are seeking more vocational or career aid than in past years. This fact was evident in some of the early studies.

Since this is true, Fullmer asserts that (4, 162) the counselor should be capable of sound intellectual work. The counselor should have a knowledge of career information and occupational planning. He should have the ability to administer tests, questionnaires, and inventories. The ferment in the human sciences is too great for a counselor not to be involved in research, at least on the library level. It is also important that research be conducted in the school, at least to the extent of determining local needs and evaluating the efficacy of the counseling and guidance program. The counselors can use this experience for setting up a student career information center and can encourage students individually or collectively to make use of this service. (Consult Appendixes A, B, and C for examples of the types of materials counselors must be able to work with effectively.)

Vocational guidance is influenced by many forces. It should be remembered that while most of us go to work because we have to, people are strongly motivated in their vocational choice by what persons significant in their lives value as important and worthwhile. Complications often are caused by disagreement among persons in the family of a student. Often times a youngster whose parents prefer one vocation for him and whose Uncle John insists he adopt another. In vocational guidance the counselor will encounter a wide variety of more complicated and subtle situations. Fullmer (4, 102) gives an example of a counselee and girl who desires for college graduation permeated her whole existence. With only low-average academic ability, the girl had managed to get through three years of marginal-to-failure college work. It was learned in counseling that the girl's motivation for attending college stemmed from her mother's near worship of college educated people. As an indication of how deeply ingrained the girl's motivation was, at last report she had not yet abandoned her goal. It was almost as if abandoning the goal would have caused her

personality to disintegrate.

High prestige vocations are typically overpopular, partly because these are well known and the range of information a youngster commands about other vocations is limited. Fullmer (4, 102) inserts that the counselor's job is to get and systematically disseminate information about possible vocations -- entrance avenues, education requirements, opportunities for advancement, and other vital data of use to parents, teachers, and youngsters.

Fullmer (4, 102) quotes a study done by Kenneth Hoyt at the University of Iowa. The student of his study is one whose desires for education is motivated primarily by a need to acquire an occupational skill. The typical four-year academic education does not appeal to such a student. This student is perhaps a part of the great pool of manpower needed in technological fields. The counseling and guidance of youngsters like these have been largely ignored in public education. Traditional vocational education is not designed to meet their needs. The only recourse for the students is to attend private vocational schools or technical institutes, which have been able to flourish only because state supported schools have been dominated by academically oriented personnel. Hoyt became very concerned about this procedure of meeting the needs or haphazardly placing students into a vocational area. Hoyt began to explore the concept of career education to see if it would not be more meaningful for the students throughout school and on into adult life.

Hoyt (7, 1) defined career education as the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

Isaacson (8, 14) deals with the concept by defining career as one's life work pattern -- the way in which the individual expresses himself and relates to society through work -- while vocational guidance is defined as the process of assisting an individual to choose, prepare for, enter, and advance in vocation. Isaacson (8, 15) defined career information as "valid and usable materials about the world of work which are appropriate for assisting the individual seeking vocational guidance." From these definitions can be drawn the implications of the overlapping relationship of career education and vocational education. Career education is the very broad area while vocational education is a smaller area within career education. (Consult Appendix D for a diagram showing the position of career education within education and vocational education within career education. Hoyt (7, 12).

From the above definitions can be drawn the basic assumption that our society is and should be achievement oriented, with the development of the individual as its primary objective but with that development best accomplished and measured through service to others and to the whole. Hoyt, (7, 2). The process of career development is directed at reducing future occurrences of unemployment and under employment which presently haunt countless Americans who are not just school dropouts but also high school and college graduates as well. It is also aimed at reducing an alarming school dropout rate by making education more relevant to the needs of all students. Appendix E shows the steps of Career Development, (12, 4).

Career development is the backbone of a concept called "career education" which simply seeks to involve all educational experiences obtained at school, at home and in the community in the career development process which is the mechanism for determining and achieving career goals, (12, 4). A point of information here is that not all career fields offer good opportunities

for finding jobs nor are all careers appealing to all students. While progressing through the career development steps, students will determine which careers are related to their interests, abilities, aptitudes and circumstances as well as which careers offer the best opportunities for employment.

Hoyt (7, 2) states that a career is a personally satisfying succession of productive activities hinged together over a lifetime and generally leading toward greater satisfaction and contribution. Career education is preparation for all meaningful and productive activity, at work or at leisure, whether paid or volunteer, as employer or employee, in private business or in the public sector, or in the family. It is through the process of career development that students discover the skill requirements for different careers. They will determine the amount of education and training needed to develop these skills, (12, 4). Isaacson (8, 14) inserts that choosing a vocation necessitates understanding by the counselor, and to some extent by the counselee, of the ways in which such choices are made. This requires exploration of theories of vocational choice and development, and some application of insight into the procedure and roles involved. Through this exposure, students would be in a good position to make realistic decisions about their future based on their needs as well as the need of the economy.

The students would then begin developing the skills needed to function in a career or careers of interest to them during the "preparation stage", (12, 5). Hoyt says, (7, 2) the fundamental concept of career education is that all types of educational experiences, curriculum, independence, personal fulfillment, and an appreciation for dignity of work. It seeks to give meaning to all education by relating its content to the job world. Under career education, every student should leave the school system with a salable skill -- a minimum of an entry level job still upon leaving at or before the end of high school or

a more advanced skill if continuing his education in a technologically or academically oriented post-secondary institution. Isaacson concludes, (8, 14) that preparing for a vocation requires information about how individuals obtain the knowledge, skills and similar assets that can be successfully marketed. Preparation may be general or specific theoretical or practical, formal or informal, or any combination of variable quantities of these factors.

For students becoming aware of and investigating different careers, the world of work (as shown in Appendix E) provides an ideal opportunity to look at and explore different jobs in their natural setting. For students in the preparation stage, the world of work may be necessary to develop some skills needed to function in a career, (12, 5). Entering a vocation demands information about the induction process -- how does the individual make the transition from preparation to application of skill? Are there "rites of passage" or other initiation procedures? Are there groups, agencies, or individuals who perform essential functions in accomplishing the transfer?, Isaacson (8, 14). It must be kept in mind that some students may want to or need to enter the work world either part time or full time earlier than other students. Hoyt (7, 3) explains this by stating that career education is not something which precedes participating in society but it is an integration of learning and doing that merges the worlds of the home, the community, the school, and the work place into a challenging and productive no ceilings or locked doors. It encourages early tentative choices to give meaning and motivation to study and experience but encourages delay of permanent choice until all the facts are in about self and jobs. (Appendix F gives an ideal check list for students to use in career development, (12, 11). It offers a salable skill at any port of entry into the job market, yet keeps the doors open to return for further upgrading and progression or change of career direction.

Career education should become a part of the student's curriculum from the moment he enters school. This idea challenges the role of the counselor even further. Isaacson, (8, 15) instructs that the counselor must make available a wide range of materials to counselees as they progress through the various phases. This necessitates collecting a variety of publications, evaluating them for potential use, often abstracting information from them, and filing them in some system to assure easy recovery. The counselor will also need information regarding effective uses of career information with individuals as well as with groups of counselees.

Vocational counseling is concerned with helping young people select a field of work suitable to their aptitudes and interests. Harms (6, 231, 232) suggests to do this effectively, the counselor needs not only the personal qualities, the training and experience which make him skillful in dealing with young people and their problems; he must also know the community -- not only its socio-ethnic composition and income level; he must know it vocationally. This involves full knowledge of training resources, opportunities for apprenticeship, and trade schools.

The vocational counselor is work oriented, seeing the vocational problems as basic, with its solution contributing to the solution of other problems. Pepinsky (9, 7, 8) explains this by seeing the counselor as a practitioner. The practicing counselor seems to be pre-occupied with "real life" as distinguished from "theoretical" or laboratory problems. His job has been typed as one which places a premium upon "social" rather than "abstract" intelligence. The counselor is thought of as one who is able to get along with other people and to be socially sensitive in his responses to his clients, with limitations. Once a work adjustment has been made, the young person is better able to cope with other problems. A satisfactory work experience has a

effect on emotional adjustment, as observed by Harms (6, 232). Harms (6, 232) further observed that since vocational problems are closely associated with other problems, counseling, therefore, on personal and social development and adjustment should be included in the functions of the vocational counselor.

The role of the vocational counselor is not an easy one, but a most rewarding one when positive worthwhile results are seen. Harms (6, 232) sums it up by stating that vocational counseling deals with the individual. It recognizes that the client must be seen, listened to, and understood as an individual -- one whose present is the result of a past that forms the basis, but not the measure, of his future. He must always be thought of as a growing and developing individual, even where at first he might seem to have reached the limit of his development. The vocational counselor while considering immediate possibilities must always think in terms of the potentialities of the individual and his capacities for realizing them, in terms of training and other developing experiences. Also, (12, 11) counselors must keep keenly aware of the "over-kill" or too many people training in certain career areas and not enough jobs to go around. They must be cognizant of this possibility long before it happens and be able to do something about it as it relates to counseling students.

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CHAPTER III

ANALYSIS OF CAREER COUNSELING AND ITS AFFECT

A study of career as an aspect of personal development, and of personality as a determinant of career, shows that: work is a significant factor in one's life; satisfaction in work reflects the implementation of one's self-concept; occupations differ in temperamental requirements and in their attractiveness in terms of personal needs and values, vocational adjustment problems have significant emotional components; children who find schooling contributory to personal development have an advantage in vocational life-planning, *Psychology Today* (12, 9).

A review of much vocational development research leads to the following generalizations: rough prediction of the direction of one's vocational decision-making is possible but not necessary; vocational development is truly developmental; the formation, clarification, and acceptance of self-concepts is basic to vocational development; attitudes form early and are determinative of educational and vocational planning; models among adults, both parents and others, are important assets to the child in his vocational and educational development; parental influence is strong and often determinative; interests and values play an important part in vocational and educational planning. The factors involved in these processes are too complex to accept either a deterministic or a laissez-faire attitude on the part of school counselors and their colleagues as regards the need for effective educational and vocational guidance, Hoyt (7, 106).

Vocational guidance involves a reinforcement of our commitment to the five basic guidance learnings. These are all supported by the findings of research on educational and vocational development. Thus a systematic program of educational and occupational study needs to be instituted, beginning early in the elementary school. This must be followed by more mature attention to the same understandings and values regarding education and work at each level of education. Counseling services for children and parents are needed in both elementary and secondary schools. Special attention needs to be given early to helping children and their parents achieve mutual understanding and acceptance of self and of others. A wider range of emotional experiences to enrich understandings of education and work and to provide acceptable adult models is another important component of vocational guidance, Atherton, (1, 32).

The wide-spread introduction of "career education" programs in the schools, from kindergarten through high school, represents a natural development of increased concern for applying what we know about vocational development and the need for increasing relevance of educational experiences. Counselors should be ready to provide major assistance in this movement.

Systematic instruction regarding the place of education in one's life, how education and vocation are related, the nature of the world of work, and the importance and nature of systematic self-planning can thus become an integral portion of the regular instructional effort of elementary, middle and secondary schools. Delay of this until early secondary school years is no longer defensible, if one has a sharp eye out for the nature of change and the need for a developmental approach to education for change. Attitudes, understandings and values of a determinative nature are forming throughout the elementary school years. Leaving the development of these to chance is

truly miseducation, Barry (2, 27).

The services of a trained counselor are invaluable in assisting the individual to assess properly his academic and vocational strengths. By the use of the personal interview, tests, bulletin boards, basic occupation information, and news releases, the counselor can significantly enhance appropriate career selection in secondary schools and colleges.

By virtue of his training and experience, the counselor can recognize and assess certain discernible characteristics and skills about the individual which would be an asset to him in a chosen field of endeavor. The results of tests, achievement and special aptitude, will help to ascertain and lend significance to interest areas expressed by the student, Tyler (10, 52).

Anyone enjoys talking about his areas of interest. As such, the counselor provides the environment which lends itself to the mutual exchange of information. Such data can be readily recorded in the permanent files of the individual and referred to as the situation requires. This information, together with test data and special interest inventories, provides a good basis upon which to base training programs and specialized academic curricula necessary to assist in selecting the appropriate career. Proper evaluation of these data is vital, however, and every effort should be made to insure that it is used only to assist the student in making his own decision as to the career he will pursue, Cottle (4, 42).

Much of the work of self-appraisal and occupational study is handled most efficiently through the group approach. Quite frequently the school sets up a class in occupations or occupational civics wherein these two activities are carried out under the supervision of a teacher, usually one certificated in social studies. Unfortunately, however, the teacher far too frequently

has never had any education in this field. Because of this fact, self-appraisal is either omitted or given only a superficial attention and the occupational information is "taught" like English, Algebra, Science or any other subject in the curriculum. Optimum results in terms of the objectives of vocational group guidance cannot be attained by the usual academic classroom teaching techniques. Group activities in vocational guidance stress such goals as an appreciation of the worth of all types of honest labor and of the interdependence of the nation's workers. They stress the methodology of vocational selection, preparation, job-getting and advancement. They provide occupational motivation and information through field trips, career conferences, occupational information workshops, audiovisual aids, socio-drama and a host of other instruments or activities, Peters (9, 37, 38).

Apart from the acquisition of occupational information, both general and special, group activities provide an excellent opportunity to develop much needed concepts and attitudes respecting the individual's work philosophy, reactions to parental pressures, armed services' plans, pulp magazine job advertisements, self-acceptance and training problems.

Through the group approach, each individual gets practice in taking inventory of himself, in studying the world of work and in bringing the two together in terms of intelligent job selection. Often this group activity points up the need for individual counseling, and numerous referrals are made to the specialist in that area, Campbell (3, 17).

Special training is needed if the vocational help is to be effective. The help which youth needs and which it has a right to expect of us is not something which just any adult can give. The extreme specialization of our economic system and the dynamic nature of its structure do not permit one to

rely on his own experience in giving youth vocational counsel. There is much to learn in the way of both information and techniques, so much in fact that the name occupationology already is being applied to the new subject area. The training of vocational guidance personnel is indeed a matter deserving our serious attention today.

Although the vocational problems of youth have much in common, nevertheless they differ greatly among individuals. The patterns of personality, interests, aptitudes, backgrounds and situations of no two persons are exactly the same. Consequently, individual help is needed and, in guidance, the process of giving that individual help is called counseling. As simple as this definition seems, it is nevertheless deceiving in that it encompasses several different theories and emphases.

In late years, with or without the influence of Carl Rogers, those whose education or experience is clinically oriented are prone to view the vocational guidance problems of individuals from the angle of personal problems of the more or less typical individual -- the one with whom they deal in their psychological clinics. With this orientation, therefore, they oppose "diagnostic" vocational counseling which is predicted upon a comprehensive study of the individual by means of tests, inventories, case histories, school records and such. Their opposition is not a denial or complete disregard of the value of psychometric testing and case history, both of which they are willing to admit have a place in guidance. Rather, they put the emphasis not on facts gathered but on the individual's self-acceptance, his reactions to situations, his drives and his ability to make use of his potentialities, Hoppock (6, 199). Counselors are to combine the functions of assessment and information collection with the function of helping his clients

to utilize the resulting information in a broader process that includes exploration, and possibly change, of self-concept and prevalent modes of behavior, *Psychology Today* (12, 2).

It remains to be seen whether it is practicable for most counselors to play this combined role. Some surely can and some surely cannot, but a profession's planning must of necessity be based on what is feasible for the typical rather than the exceptional practitioner. The competencies required of a counselor are several and demanding: knowledge of assessment and information resources and their uses; skill in interpretation of assessment results and various kinds of information; and the ability and willingness to be neutral about the information, to refrain from urging, and to be non-defensive about interpretations of the information. This impressive array of knowledge, skill, and attitudes is then combined with all those needed for the relational and other process aspects of counseling, Atherton (1, 41).

Combination is a difficult one and certainly requires more than the amount of professional education that is now usual. It also requires a degree of flexibility that may be more than is realistic to expect of the average practitioner in our field (or any field, for that matter).

Perhaps we will have to conclude that this is just too much for one person to do and will abandon the notion of the general, multi-function counselor. If so, it will be necessary, first, to define separately the duties of the assessor, the counselor, and possibly the environmental information specialist; then to devise patterns of organizational structure and relationship for them; and finally to develop appropriate programs of professional education.

I am especially impressed with a method used by Campbell, a psychological counselor at the University of Wisconsin, who is conducting a research pro-

gram in vocational or career selection. "The Strong Interest Test" is used in this research, which is a questionnaire that list more than 400 occupation titles, interest, activities and kinds of people you would like to work around. The person is asked to give his response to each one of the listed activities. The test is returned, analyzed and the results sent to the individual.

This test is usually given to high school and freshman college students and may be considered a short cut to aiding in the selection of a vocation or career. Where a person may spend time in a number of occupations, to see if he likes the same things the people in the occupation do. In thirty minutes he can compare himself with forty to fifty occupations.

This test has also become popular with the thirty-five to forty-five year olds. According to a survey, 80% of Americans over age thirty become uncomfortable in their chosen occupation because they were not made aware of their abilities or subconscious interest. Few older people make changes but often find ways of using their interest in extra activities.

Young people who are not licker into an occupation will often follow the interest reported by test.

Parents also play an important part in vocational or career choices. Parents are often the cause of misdirected choices. It is often the parental influence that causes a young person to endeavor in an area which is not suited for his interests or abilities.

It is the role of the career counselor to enlighten the parent as to findings, as a result of test and counseling. In most cases, parents will allow the youth individual choice in his selection of a vocation or career.

Test information, is information which should be made available to the individual for the most favorable results in counseling. A person is

more apt to accept guidance if he realizes the directions he is receiving is based upon valid reasoning, which would be derived from test results.

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CHAPTER IV

RECOMMENDATIONS

Based upon the research of this paper, the following recommendations have been submitted:

1. Youth are frustrated in the intelligent selection of a vocation because of the lack of knowledge of vocational fields. Conflicts arise when the individual is not aware of the breadth of opportunities in each vocational field and thus the youth becomes inhibited in entering an occupation of his choice. There is definite need for more vocational orientation in junior and senior high school.
2. Adolescents are not aware of the motives for selecting vocations. They can not recognize the inconsistency of motive and ability. Further research is recommended in this area. What motives and influences are actually operating besides the obvious ones? How can motives be recognized and redirected into a more suitable vocational outlook? Are certain personality types attracted to similar vocations? Can motives be altered through effective guidance and unfavorable influences overcome?
3. It is recommended that teachers relate their classroom instructions to the world of work. They should show students how the knowledge they are obtaining is applicable to "living" and

"making a living."

4. It is recommended that field trips be taken into the work community in order that students can see firsthand "work in its actual setting."
5. It is recommended that parents be made a very active part of the career program for youth.
6. In spite of emphasis on guidance in school, adolescents have had little vocational guidance and seldom is it effective. Is vocational guidance a function of the school? Are counselors trained to give effective guidance? Are school programs designed to provide real counseling? Some attention should be given these matters. If vocational guidance is accepted as a function of our present school system, measures ought to be taken to ascertain the value and standard of the counseling.
7. It is recommended that special training be provided for career counselors through the college curriculum courses, so the counselors can successfully perform their duties.
8. The lack of effective guidance coupled with an inability to recognize motives inhibits the students in establishing long-range vocational objectives. The advanced degree of our culture demands that many be willing to postpone goal fulfillment through the need of many years of education. The goals as specified by the students are not mature in outlook nor do they represent an understanding of adult culture. The very obscurity of the responses demands additional study to discover the degree of knowledge of the students in regard to the establishment of vocational objectives. This should direct the path of counseling to remedial procedures.

CONCLUSIONS

The fate of today's young people rests greatly with guidance programs. This is true at any grade level, but especially at the junior high and high school levels. Counseling is a "reasoning out loud" process in which the individual is encouraged and assisted in expressing his thoughts, his knowledge and perceptions, the personal meaning that various bits of information have for him, bases on which he is considering making decisions, and the actual making of decisions themselves. It represents a means by which the individual can validate for himself the bases on which his decisions are being made and the quality of such decisions.

It must be the role of guidance services to tie the educational experiences of students together as they progress up the educational ladder. Counselors will need to encourage teachers, administrators, employers and parents to get involved. It must be a team approach.

Students must recognize and understand the importance of career development and the responsibility of making realistic decisions. They must be helped to discover careers and the requirements for those careers.

Students must know where to get and how to use occupational information materials. Students must understand that the "initiative" for researching occupational materials, mapping out career plans and making career decisions rests with "them." Students should be encouraged to confront teachers, counselors, parents, administrators and employers when they have questions or need advice.

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APPENDIX

RESULTS OF QUESTIONNAIRE COMPLETED BY 43 COUNSELORS WHO HAD COMPLETED
THE HIGH SCHOOL COUNSELING PRACTICUM AT THE UNIVERSITY OF KANSAS
GUIDANCE BUREAU

QUESTION	TOTAL ANSWERS	PER CENT OF RESPONSE
1. Has the course proved helpful to you?	43	
a. It was as helpful as any of the other courses I took.	11	26
b. It helped me apply the knowledge I gained in other courses.	31	72
c. In actual work situations it has not been helpful.	1	2
2. Was it helpful to you to have the counseling supervisor participate in each interview (present at all times) in the first Practicum?	43	
a. I felt it cut down on my effectiveness as a counselor.	10	23
b. The presence of the supervisor gave me the security I needed for my first interview.	23	53
c. The presence of the supervisor made no difference.	10	23
3. Was the method of participation by the supervisor helpful in improving your counseling?	39	
a. It was helpful for the supervisor to do the first interview, so I would have a broad pattern to follow.	32	82
b. It would have been more helpful for the supervisor to have done the second interview following the discussion of my first interview.	4	10
c. Some other method of suggestions and supervision would prove more helpful.	3	8

QUESTIONS	TOTAL ANSWERS	PER CENT OF RESPONSE
4. Did you gain enough additional help in the practicum class meetings to warrant continuing them?	41	
a. I got some help; they could be held once or twice during the course.	14	34
b. They were helpful and should be continued as they were scheduled.	27	66
c. I could have spent my time to better advantage.	0	0
5. How did the class of trainees affect you?	40	
a. I resented or felt threatened by their comments.	2	5
b. I felt that what they said was of minor importance.	8	20
c. I found their comments quite helpful.	30	75
6. Did it disturb you to have the recordings of your interviews played in class?	34	
a. I was a little disturbed at first but found the comments helpful.	31	91
b. I do not think this is helpful as it is too disturbing.	0	0
c. All the recordings were about the same. I did not get much out of listening to other people's recordings.	3	9
7. Did you feel that the use of the tape recorder in interviews was helpful?	43	
a. I felt I could remember the important points about the interview.	1	2
b. I found it very helpful not only in picking up points about the interview, but in helping me correct undesirable verbal habits.	42	98
c. I felt it hindered me in my effectiveness; it made me too self-conscious.	0	0
8. Were the surroundings in which you did your counseling satisfactory?	43	
a. The surroundings were not conducive to good counselor training.	4	9
b. The surroundings did not affect me.	16	37
c. The surroundings were not perfect, but were as good as possible.	23	53

QUESTION	TOTAL ANSWERS	PER CENT OF RESPONSE
9. In terms of semester hours preparation, where in the training of counselors should Practicum be offered?	42	
a. After 16 or 20 hours preparation - M.A.	36	86
b. After 28 or 30 hours preparation - Specialist.	5	12
c. After 56 or 60 hours preparation - Doctorial.	1	2
(Check as many opinions as necessary)		
10. If the procedure in Practicum were changed, which of the following should be eliminated?	48	
a. Counseling supervisor participating in each interview.	14	29
b. Tape recorder.	0	0
c. Playing of trainee recordings in class.	3	6
d. Practicum class meetings.	2	4
e. Having interviews at local schools.	4	8
f. No major changes.	25	52
g. Others	0	0

(7, pp. 305-306)

FORM FOR EVALUATING STANDARDIZED TEST

I. Preliminary Data: Name of test _____
 Author _____ Publisher _____
 Parallel forms available? _____ Is test part of a series? _____
 Cost per test _____ Type: Individual _____ Group _____
 Use suggested by author _____

II. Validity Indices	Number and Type of Subjects	Criterion	Adequacy of Criterion
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III. Reliability Coefficients	Number and Type of Subjects	Methods Used	Other Data
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

IV. Details of Administration: Untimed _____ Timed _____ Under 25 min. _____
 Under 45 min. _____ Under 90 min. _____ Over 90 min. _____
 Materials needed: Stop watch _____ Electrographic Pencil _____
 Special answer sheet _____ Punch board _____ Punch _____ Extra paper for work-
 ing problems _____ Other materials _____
 Special training needed? Yes _____ No _____ Type _____
 Number of subtests and subscores _____ Purpose of these _____

V. Method of scoring: Hand scored _____ Machine scored _____ Either _____
 Self-scoring _____ Scoring stencil _____ Strip Key _____ Scoring time
 per test _____ Can it be scored by client? Yes _____ No _____ Weighting
 system used? Yes _____ No _____
 Norms: Reported for what grades, groups, sex, and so forth _____
 _____ How reported? IQ's _____, Centiles _____,
 Standard scores _____ Other _____ Adequacy of these norms _____

VI. Minimal interpretation needed:
 _____ By psychologist only.
 _____ By counselor with psychometric training.
 _____ By an instructor with no psychological training.
 _____ By client with explanation.
 _____ By client without explanation.

VII. Recommendation: By whom recommended? _____ For what
group? _____ For what purpose? _____
References _____

VIII. On the bottom of this sheet write a short summary and evaluation, (3, p.177)

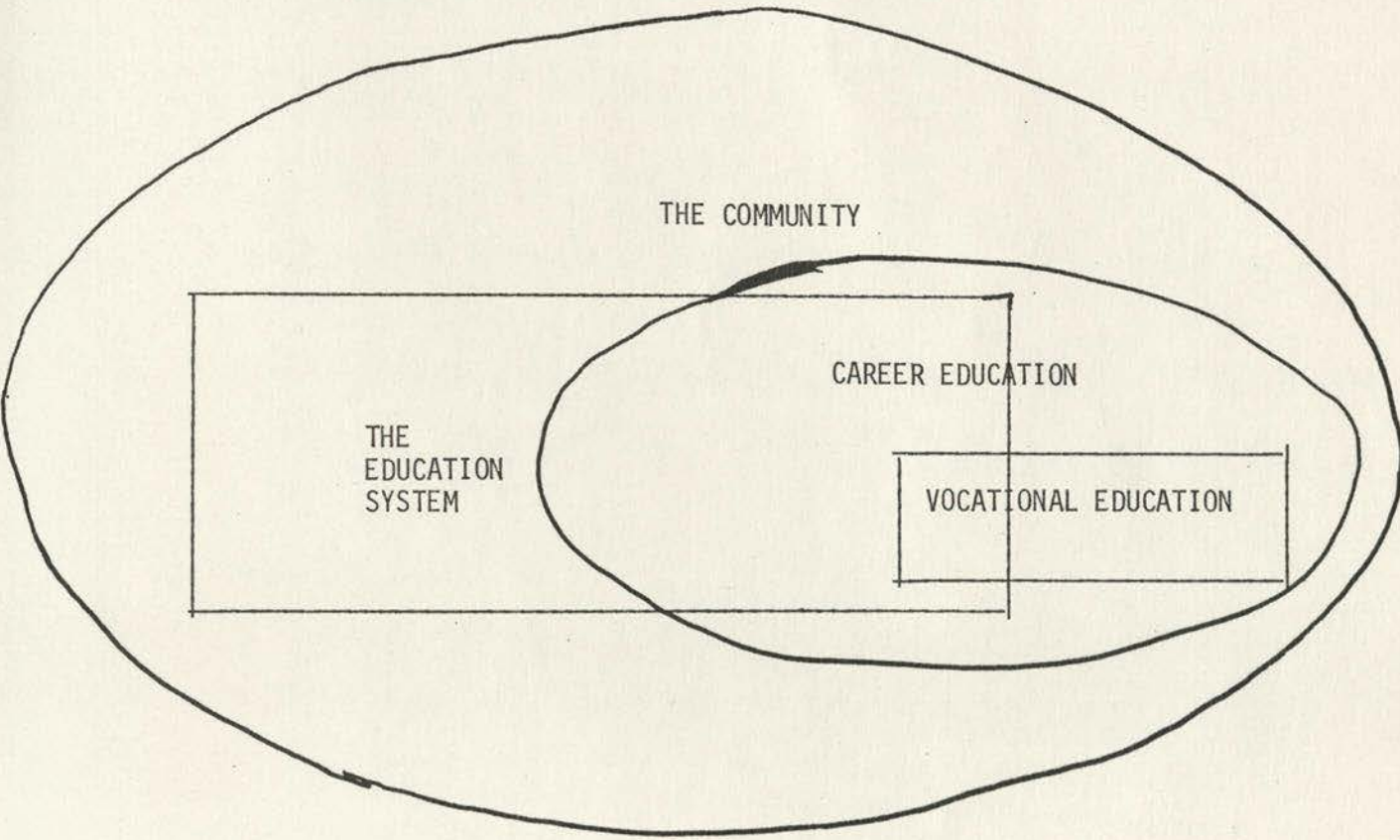
COMPUTATION OF THE SPEARMAN RANK-ORDER CORRELATION COEFFICIENT

Individual	(1) Intell. Test Scores	(2) Algebra Test Scores	(3) Rank on Intell. Test	(4) Rank on Algebra Test	(5) D	(6) 2 D
1	62	58	1	6	5	25.
2	53	42	2	16	14	196.
3	54	66	3.5	2	1.5	2.25
4	54	60	3.5	4	.5	.25
5	52	68	5	1	4	16.
6	50	42	6	16	10	100.
7	49	53	7	10.5	3.5	12.25
8	48	37	9	22	13	169.
9	48	48	9	12.5	3.5	12.25
10	48	46	9	7.5	5	25.
11	46	53	11	5	.5	.25
12	45	48	12	3	.5	.25
13	43	56	13	18.5	5.5	30.25
14	42	59	14.5	25	9.5	90.25
15	42	63	14.5	7.5	11.5	132.25
16	41	40	16	9	2.5	6.25
17	39	32	17	16	8	64.
18	38	56	18	18.5	10.5	110.25
19	36	54	19	20.5	10	100.
20	34	42	20	23	4	16.
21	33	40	21	20.5	2.5	6.25
22	32	38	22	24	1.5	2.25
23	30	36	23	14	0	0.
24	29	38	24	10.5	3.5	12.25
25	24	34	25	12.5	1	1.

$$E = 1,129.50$$

This table contains the scores of 25 students on an intelligence test and on an algebra test, (3, p.131)

CAREER EDUCATION'S PLACE IN EDUCATION



CAREER DEVELOPMENT OUTLINE

- I. Getting A Picture of Work
 - A. Occupations Classified
 1. By interest areas
 2. By level of academic ability
 - a. Training time needed
 - b. Costs of training
 - B. Social and Economic Effects on Occupations
 1. Technological changes
 2. Industrial decentralization
 3. Discovery and depletion of natural resources
 4. Population changes
 5. Transportation
 6. Legislation
 7. War
- II. Making Career Plans
 - A. Self-Appraisal
 1. Personality traits and needs in specific occupational field
 2. Abilities and needs in specific occupational field
 - a. Strengths
 - b. Weaknesses
 3. Interests and effect on life's occupation
 - a. Importance of social status
 - b. Importance of financial reward
 - c. Importance of personal rewards
 - d. Importance of opportunities for advancement
 - e. Importance of level of responsibility
 - f. Importance of educational level including years, cost, need for financial aid, location of training facilities.
 - g. Importance of happiness and success in employment

B. Make a Check List of Information Necessary for Decision-Making

1. Prospects for employment
2. Location of work
3. Nature of work
4. Personal qualifications needed for employment
5. Entrance requirements
6. Preparation needed
7. Opportunities for advancement
8. Role of unions
9. Discrimination
10. Salary
11. Other advantages and disadvantages

III. Testing Career Plans

A. Importance of Part-Time Jobs

B. Importance of School Subjects-Success or Failure in Subjects Needed as Background for the Occupations. List jobs and subjects needed for each

C. Importance of Leisure-Time Activities

IV. Securing a Job and Progressing In It

A. How to Get a Job

1. Where to look
2. Making a resume
3. Writing a job application
4. Conducting the job interview
5. Letters of recommendation
6. Post-interview evaluation

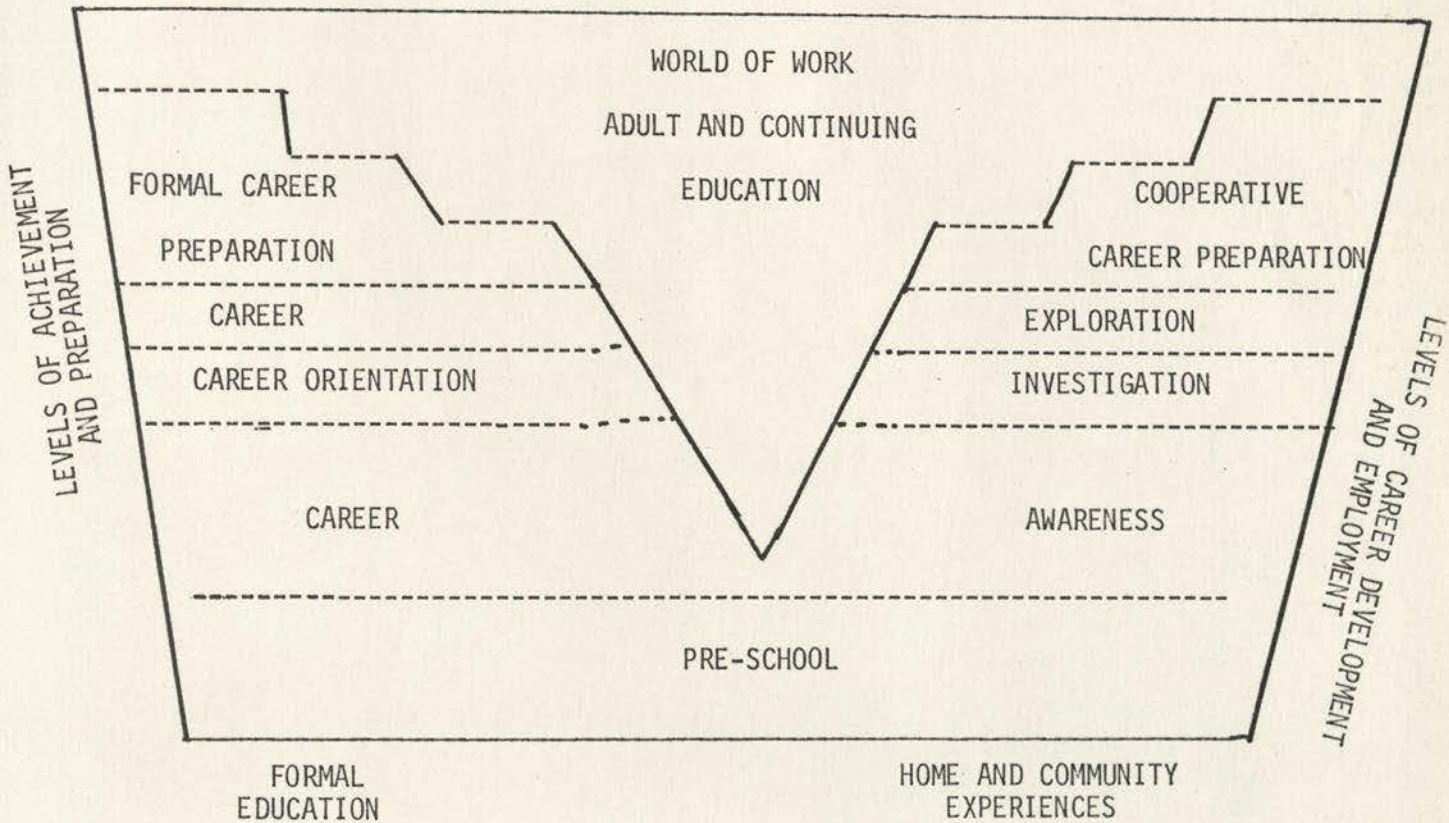
B. How to Hold a Job and Gain Satisfaction From It

1. Your responsibilities to the job
2. Employer's responsibilities to you

C. How to Improve Yourself on the Job

1. In-service training
2. Further education
3. Taking positive direction from supervisors

A CAREER EDUCATION MODEL



Career development is the backbone of a concept called "career education" which simply seeks to involve all educational experiences (academic, vocational, etc.) obtained at school, at home and in the community in the career development process which is the mechanism for determining and achieving career goals.

Career Development, (12, p.4)