PERCEPTIONS OF CAREER EDUCATION-COUNSELING PROGRAMS FOR VOCATIONAL AGRICULTURE STUDENTS IN MONTANA HIGH SCHOOLS WITH LESS THAN 350 STUDENTS

by

Jonathan Ray Jackson

A professional paper submitted in partial fulfillment
of the requirements for the degree

of

Master of Science

in

Agricultural Education

MONTANA STATE UNIVERSITY
Bozeman, Montana

June 1987

P378
J1345
Cop.2

APPROVAL

of a professional paper submitted by

Jonathan Ray Jackson

This professional paper has been read by each member of the author's graduate committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

5/18/87
Date

Douglas Bishop
Chairperson, Graduate Committee

Approved for the Major Department

5-18-87
Date

Mark F. Anderson
Head, Major Department

Approved for the College of Graduate Studies

5-22-87
Date

Graduate Dean

STATEMENT OF PERMISSION TO USE

In presenting this professional paper in partial fulfillment of the requirements for a masters degree at Montana State University, I agree that the Library shall make it available to borrowers under rules of the Library. Brief quotations from this paper are allowable without special permission, provided that accurate acknowledgement of source is made.

Permission for extensive quotation from or reproduction of this professional paper may be granted by my major professor, or in his absence, by the Dean of Libraries when, in the opinion of either, the proposed use of the material is for scholarly purposes. Any copying or use of the material in this paper for financial gain shall not be allowed without my written permission.

Signature Jonathan R. Jackson

Date 18 May 1987

ACKNOWLEDGEMENTS

The author wishes to thank all who helped make this study possible. A special thanks is extended to the author's major advisor, Dr. Doug Bishop, for his time, input, and direction throughout the course of this study. A sincere thanks to Dr. Richard Horswill and Dr. Van Shelhamer, members of the author's graduate committee, for their advice and training. The author extends thanks to the Department of Agricultural and Industrial Education and the Department of Educational Services' Counseling Program for their assistance and resources needed to complete this study.

Finally, the author wishes to gratefully thank his wife, Pam, for the many hours she spent providing assistance and encouragement, and his children, Randy, Elfi, and Peter, for their understanding during the hours he was away from home.

TABLE OF CONTENTS

	Page
APPROVAL	ii
STATEMENT OF PERMISSION TO USE	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
ABSTRACT	x
CHAPTER:	
1. THE PROBLEM AND ITS SETTING	1
Introduction	1
Statement of the Problem	2
Objectives and Hypotheses	2
Need for the Study	4
Definitions	6
Limitations	6
Assumptions	7
2. REVIEW OF LITERATURE	8
Importance of Career Education-Counseling Programs	8
Training for Counselors	13
Vocational Agriculture Involvement	14
Conclusion	16
3. METHODOLOGY	17
Population	17
Instrument Design	17
Data Collection	19
Data Analysis	20
4. RESULTS AND ANALYSIS	21
Demographic Data	21
Career Education-Counseling Activities	27

TABLE OF CONTENTS--Continued

	Page
Career Education-Counseling Material and Equipment Areas	56
Career Education-Counseling Facility Areas	61
Career Education-Counseling Support Areas	66
5. CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS AND SUMMARY	72
Conclusions	72
Implications	73
Recommendations for Program Improvement	74
Recommendations for Further Study	75
Summary	76
REFERENCES	77
APPENDICES	81
A: Vocational Agriculture Questionnaire	82
B: Counselor Questionnaire	86
C: High Schools that Field Tested the Survey Questionnaire	90
D: High Schools that Were Surveyed	92
E: First Mailing Cover Letters to Vocational Agriculture Teachers and Counselors	94
F: Second Mailing Cover Letters to Vocational Agriculture Teachers and Counselors	97
G: Third Mailing Letter to Counselors	100
H: Third Mailing Letter to Vocational Agriculture Teachers	102
I: Comments from Vocational Agriculture Teachers	104
J: Comments from Counselors	107

LIST OF TABLES

Table		Page
1.	Response to Questionnaire	21
2.	Years of Experience for Vocational Agriculture Teachers and Counselors	22
3.	College Courses in Career Education-Counseling Taken by Vocational Agriculture Teachers and Counselors	23
4.	Number of Days Counselors Spend with Vocational Agriculture Teachers and Number of Days Vocational Agriculture Teachers Spend with Counselors	24
5.	Hours Counselors Have Available Each Day to Counsel Students	25
6.	Percentage of Students Seen Individually and Percentage of Students Seen in Groups by Counselors	26
7.	Number of Times During the School Year Students Participate in Career Education-Counseling Activities	26
8.	Schools Sponsoring Training for the Faculty on Career Education-Counseling	27
9.	Frequency Responses from the Vocational Agriculture Teachers (Tr) and from the Counselors (Co) to the Importance Ratings Given 19 Career Education-Counseling Activities	28
10.	Career Education-Counseling Activities Ranked According to the Vocational Agriculture Teachers' Importance Rating Means	33
11.	Career Education-Counseling Activities Ranked According to the Counselors' Importance Rating Means	34

LIST OF TABLES--Continued

Table		Page
12.	Chi Square Test of Independence for Importance Ratings Given 19 Career Education-Counseling Activities by the Vocational Agriculture Teachers and Counselors	37
13.	Frequency Responses from the Vocational Agriculture Teachers' (Tr) Adequacy Ratings and from the Counselors' (Co) Frequency Ratings Given 19 Career Education-Counseling Activities	40
14.	Career Education-Counseling Activities Ranked According to the Vocational Agriculture Teachers' Adequacy Rating Means	43
15.	Career Education-Counseling Activities Ranked According to the Counselors' Frequency Rating Means	45
16.	Chi Square Test of Independence for the Adequacy Ratings Given by the Vocational Agriculture Teachers and for the Frequency Ratings Given by the Counselors for 19 Career Education-Counseling Activities	48
17.	Consolidation of the Rankings Given 19 Career Education-Counseling Activities by the Vocational Agriculture Teachers and by the Counselors	52
18.	Frequency Responses from the Vocational Agricultural Teachers (Tr) and from the Counselors (Co) to the Adequacy Ratings Given Eight Career Education-Counseling Material and Equipment Areas	57
19.	Eight Career Education-Counseling Material and Equipment Areas Ranked According to the Vocational Agriculture Teachers' Adequacy Rating Means	59
20.	Eight Career Education-Counseling Material and Equipment Areas Ranked According to the Counselors' Adequacy Rating Means	59

LIST OF TABLES--Continued

Table		Page
21.	Chi Square Test of Independence for Adequacy Ratings Given Eight Career Education-Counseling Material and Equipment Areas by the Vocational Agriculture Teachers and Counselors	61
22.	Frequency Responses from the Vocational Agriculture Teachers (Tr) and from the Counselors (Co) to the Adequacy Ratings Given Four Career Education-Counseling Facility Areas	63
23.	Four Career Education-Counseling Facility Areas Ranked According to the Vocational Agriculture Teachers' Adequacy Rating Means	64
24.	Four Career Education-Counseling Facility Areas Ranked According to the Counselors' Adequacy Rating Means	65
25.	Chi Square Test of Independence for Adequacy Ratings Given the Four Career Education-Counseling Facility Areas by the Vocational Agriculture Teachers and Counselors	66
26.	Frequency Responses from the Vocational Agriculture Teachers (Tr) and from the Counselors (Co) to the Adequacy Ratings Given Four Career Education-Counseling Support Areas	68
27.	Four Career Education-Counseling Support Areas Ranked According to the Vocational Agriculture Teachers' Adequacy Rating Means	69
28.	Four Career Education-Counseling Support Areas Ranked According to the Counselors' Adequacy Rating Means	70
29.	Chi Square Test of Independence for Adequacy Ratings Given Four Career Education-Counseling Support Areas by the Vocational Agriculture Teachers and Counselors	71

ABSTRACT

This study determined the perceptions vocational agriculture teachers and counselors have toward the career education-counseling programs offered to vocational agriculture students in grades 9 through 12 in Montana high schools with less than 350 students. Data for this study were gathered through the use of mailed questionnaires sent to counselors and vocational agriculture teachers in 58 Montana high schools. Information from the returned questionnaires was statistically analyzed using the "MSU STAT" program.

Based on the results of this study, it was concluded that the ratings given by the vocational agriculture teachers and the counselors to 19 career education-counseling activities, eight career education-counseling material and equipment areas, four career education-counseling facility areas, and four career education-counseling support areas, are dependent upon the individual's position as a vocational agricultural teacher or as a counselor. In addition, the counselors' ranking of 19 career education-counseling activities for frequency was different from their ranking of the activities for importance. However, five of the seven career education-counseling helping activities were ranked in the top half by both vocational agriculture teachers for importance and adequacy, and by counselors for importance and frequency. The vocational agriculture teachers and counselors were in agreement as to the adequacy of the career education-counseling areas.

Previous research indicated that teachers perform the majority of the counseling in today's schools. However, it was concluded from the demographic data that most teachers have not received adequate instruction in career education-counseling. The data further show that counselors have four hours or less each day to spend counseling students.

CHAPTER 1

THE PROBLEM AND ITS SETTING

Introduction

Career education-counseling is a comprehensive counseling program containing activities designed to assist individuals in the development of career-relatedness skills to enable them to select appropriate career options (Miller, 1984). The importance of school counselors to provide career education-counseling to vocational agriculture students is essential for these students to succeed in the development of their personal, social, educational, and career-life goals. However, with the additional duties placed upon today's counselors, such as class scheduling, academic record keeping, and working on other high school programs, along with helping students deal with today's social problems, counselors are finding very little time to provide an adequate career education-counseling program.

Because of their busy schedule, counselors must depend on the vocational agriculture teachers to help with the career education-counseling programs for the vocational agriculture students. However, not all vocational agriculture teachers have the counseling skills necessary to provide these students with an appropriate career education-counseling program. This makes it extremely important for counselors and vocational agriculture teachers to establish a good working relationship so as to provide the type of career

education-counseling program Montana vocational agriculture high school students should have.

Statement of the Problem

The purpose of this study was to determine the perceptions vocational agriculture teachers and counselors have toward the career education-counseling programs offered to vocational agriculture students in grades 9 through 12 in Montana high schools with less than 350 students.

Objectives and Hypotheses

The following objectives were established for this research:

(1) To determine the opinions of vocational agriculture teachers and counselors toward career education-counseling activities associated with secondary school counseling.

(2) To determine the adequacy vocational agriculture teachers and counselors place upon the materials and equipment, facilities, and support provided for the career education-counseling programs associated with secondary school counseling.

(3) To determine the nature of the professional training vocational agriculture teachers and counselors received to prepare them to carry out career education-counseling associated with secondary school counseling.

(4) To determine the amount of time counselors have, and how often counselors see students each year for career education-counseling associated with secondary school counseling.

The following hypotheses were placed upon this research to determine if any significance occurred at the .05 level from a chi square test of independence:

H_0: The importance rating given 19 career education-counseling activities will be independent from the individual's position as a vocational agriculture teacher or as a counselor.

H_1: The importance rating given 19 career education-counseling activities will be dependent upon the individual's position as a vocational agriculture teacher or as a counselor.

H_0: The adequacy rating given 19 career education-counseling activities by the vocational agriculture teachers will be independent from the frequency rating give the activities by the counselors.

H_1: The adequacy rating given 19 career education-counseling activities by the vocational agriculture teachers will be dependent upon the frequency rating given the activities by the counselors.

H_0: The adequacy rating given eight career education-counseling material and equipment areas will be independent from

the individual's position as a vocational agriculture teacher or as a counselor.

H_1: The adequacy rating given eight career education-counseling material and equipment areas will be dependent upon the individual's position as a vocational agriculture teacher or as a counselor.

H_0: The adequacy rating given four career education-counseling facility areas will be independent from the individual's position as a vocational agriculture teacher or as a counselor.

H_1: The adequacy rating given four career education-counseling facility areas will be dependent upon the individual's position as a vocational agriculture teacher or as a counselor.

H_0: The adequacy rating given four career education-counseling support areas will be independent from the individual's position as a vocational agricul-ture teacher or as a counselor.

H_1: The adequacy rating given four career education-counseling support areas will be dependent upon the individual's position as a vocational agriculture teacher or as a counselor.

Need for the Study

With the increased opportunities in the field of modern agriculture, Montana's vocational agriculture high school students need career

education-counseling now more than ever. Counselors, the pivotal point for these programs, cannot be solely responsible for them. Assistance from the school administration, teachers, parents, and the community is required to make career education-counseling programs successful.

The benefits of career education-counseling programs can be seen from findings by Miller (1984) which show that the retention of high school students, who may otherwise have dropped out, that have had career education-counseling, has increased. Also, students receiving career education-counseling are exposed to a large variety of careers and the training requirements for those careers. This alone benefits employers in that they will be hiring individuals that have exposure to the job requirements (Miller, 1984), and in return will reduce the percentage of turnover caused by individuals leaving due to false impressions. These benefits signify the importance of career education-counseling programs.

However, the researcher's 1985 interview with Judy Burch, Coordinator for State Counseling, Montana Office of Public Instruction (OPI), pointed out that cutbacks in state funding have resulted in the OPI spending less time assisting counselors in setting up and conducting career education-counseling programs. In addition to this reduction in assistance, the ratio of counselor:student contact time has been reduced due to counselors working on class schedules, dealing with sex equity, helping students face today's social problems, and being involved with other school programs. Also, Pershing and Demetropoulos (1981, p. 458) point out that, "The greatest part of counseling that goes on in the school is performed and will continue to be performed by teachers."

From this, one would assume that the vocational agriculture teachers are doing more career education-counseling than ever before, and since most vocational agriculture teachers have had little training in this area, Montana's vocational agriculture high school students may be receiving a less effective program.

Definitions

(1) Career Education-Counseling: A comprehensive counseling program containing activities designed to assist individuals in the development of career-relatedness skills to enable them to select appropriate career options.

(2) Vocational Agriculture: An academic vocational program designed to provide students with instruction on agriculture and agriculture related topics, and instruction in leadership development.

Limitations

The following limitations were placed upon this research:

(1) Only Montana high schools with less than 350 students, and having both vocational agriculture and one-person counseling programs were surveyed.

(2) The data obtained from this survey only pertains to the schools surveyed.

(3) Schools where the same person is both the vocational agriculture teacher and counselor were not surveyed.

Assumptions

The following assumptions were made:

(1) Counselors are providing career education-counseling to the vocational agriculture students.

(2) Counselors receive materials and equipment, facilities, and support for the career education-counseling programs.

(3) Counselors and vocational agriculture teachers work together in providing the vocational agriculture students career education-counseling.

CHAPTER 2

REVIEW OF LITERATURE

Importance of Career Education-Counseling Programs

Career education-counseling programs are programs designed to aid students in personal, social, and educational development, and to develop career-life planning skills. These programs should begin in the elementary grades with the primary emphasis occurring in grades 7 through 12. Miller (1984) points out that skill development in these areas can be accomplished through individual and/or group counseling and through experience-based career awareness using in- and out-of-school activities. Such activities include providing audio and visual materials, arranging for guest speakers, organizing testing programs, and conducting field trips to businesses, industries, work sites, and post-secondary schools.

Counselors, the pivotal point for career education-counseling programs in our schools, cannot be solely responsible for the entire program. Assistance from school administration, teachers, parents, and the community is essential in making career education-counseling successful. However, it is the counselor's responsibility to point out to these individuals the importance of career education-counseling. Miller's (1984) research showed that the retention of potential dropout students was increased when career education-counseling programs were provided. When students were shown the importance of learning and were

given an opportunity to participate in the in- and out-of-school career education-counseling activities, they began attending school more regularly. Also, students in the programs, especially those who were educationally disadvantaged, became more competent decision makers, selected more realistic high school courses, made plans more congruent with their abilities, and showed significant improvement in academic achievement. Those students not exposed to career education-counseling programs had not shown the same types of improvement (Miller, 1984).

Even though counselors are the pivotal point for career education-counseling programs, Pershing and Demetropoulos (1981, p. 458) point out that, "the greatest part of counseling that goes on in the school is performed and will continue to be performed by teachers." However, not all teachers have the skills needed to provide adequate career education-counseling. Counselors, for this reason, must work at improving communications with the teachers in order to help them provide adequate career education-counseling (Camp and Richardson, 1980; Beale and Jacobs, 1982). In addition, counselors must improve communications with the school administration in hopes that some of the additional duties placed upon counselors will be removed so they can spend more time with students. Also, counselors need to improve their communications with parents and the community because of the influence they have over the students and the school, in hopes that their influence will lead to improvements in and success of the career education-counseling programs.

A closer look at the four purposes of a career education-counseling program for personal, social, and educational development and career-life planning by Johnson and Jones (1982) shows us that:

(1) Personal development involves helping students develop confidence and acceptance of themselves. This is accomplished by providing personal counseling to students on a one-to-one basis or in groups, and by testing students to assess their aptitude, interest, and career maturity. Through this process, the counselor can help students develop a clear understanding of themselves, their abilities, interests, and limitations, and can provide the students with the skills necessary for decision making, goal setting and self-evaluation. However, just presenting students with information about themselves does not mean that they will use it to make rational decisions. Counselors must continue to identify ways to help students solve personal problems that influence their decision making.

(2) Social development involves helping students develop an awareness and acceptance of others, and acquire skills in communications and interpersonal relationships. Counselors today must help students deal with a barrage of social problems such as drugs, alcohol, child abuse, divorce, suicide, sexual involvement, and peer pressure, all of which affect the decisions they make. Failure to help students face these problems will reduce the success of the program.

(3) Educational development involves helping students understand that learning is fun and will be continuous throughout life. Counselors can help students develop study skills, plan an appropriate academic schedule, and assist the students in obtaining and analyzing career information.

(4) Career-life planning involves helping students develop an awareness of and prepares them for career decision making. When counselors help students learn where to find and how to utilize career resource and reference material on referral services for jobs and schools, the students are in a better position to choose their own future for themselves.

But, how can counselors provide career education-counseling? They have several sources from which to obtain assistance. The researcher's (1985) interview with Judy Burch pointed out that a state's Office of Public Instruction has personnel on staff who work with career education-counseling programs. These individuals will provide assistance to counselors in setting up and conducting career education-counseling programs at their schools. Career programs, like the Career Information Service which provides information on supply and demand for careers, is another valuable tool to use for career education-counseling programs. The researcher's (1985) interview with Jaynee Groseth pointed out that students used Career Information Service programs on a regular basis in schools where they are offered.

Another source of assistance for counselors in providing career education-counseling is testing. Engen et al. (1982) and Prediger (1980) point out that providing a complete testing program to the

students will help the students understand their areas of interest. However, in order for testing to be effective, counselors must be able to interpret various tests, and also convey the importance and benefits of testing to students.

The vocational aptitude test batteries or interest inventories are the most widely used tests. The Armed Services Vocational Aptitude Battery (ASVAB) is the most popular of these tests, because the military provides the test free, along with free administration and interpretation. In return for this service, the military receives copies of the results for use in identifying possible recruits. A major problem occurs in testing when students indicate they do not like a certain career just because they do not know anything about the career. Because of this, counselors must do all they can to inform students about various careers so that test results will be more accurate. Another problem with testing is funding, in that more testing would be done if the funding were available.

A major source of valuable information is a complete up-to-date reference library on careers. Smith and Somero (1983) list the following as the main topic areas for the library:

(1) Job Search Information
(2) Occupational Information
(3) Skills for Living
(4) Educational Information
(5) Holland Files
(6) Vocational Biographies
(7) Audio/Visual Material
(8) Job Placement Resources

The career library needs to be located where it is accessible to students and faculty.

Training for Counselors

It is important that counselors have the proper training in order to provide adequate career education-counseling to students. According to Johnson and Jones (1982, pp. 5-6), the following competencies are essential:

> Human growth and development -- including developmental needs of students, human behavior, and learning theory.
>
> Social and cultural influences -- including forces and changes with particular reference to sex, socio-economic, ethnic, and minority groups.
>
> Individual and group counseling -- including parent and teacher consultation, group dynamics, and facilitative skills.
>
> Decision making skills -- including skills for personal, social, educational and career-life planning.
>
> Vocational and career development -- including occupational and educational information and career development theory and practices.
>
> Student appraisal -- including data collections, administration and interpretation of interest, achievement and aptitude tests, and identification and remediation or referral of learning and developmental deficiencies.
>
> Program development and evaluation -- including planning, implementing, and evaluating.
>
> Professional ethics and law -- including ethics related to practices of counseling and rights and responsibilities of students and parents.

Johnson and Jones (1982, p. 31) also state under "Standards for Accreditation," that counselors must meet the following criteria in Montana schools:

> Each full-time counselor and part-time counselor shall have a valid Montana teaching certificate and have at least 30 quarter (20 semester) hours preparation in guidance. (Effective for the 1986-87 school year, a counselor will need an endorsement based on a minimum of a minor and three years experience as a certified classroom teacher.)

In Montana there are five post-secondary schools (Montana State University, University of Montana, Eastern Montana College, Western Montana College, and Northern Montana College) that offer programs in counseling where an individual can become certified to be a counselor in Montana schools.

Vocational Agriculture Involvement

Career education-counseling, first referred to as vocational counseling, was developed by Frank Parson around 1910. It was designed to appraise students' aptitudes and abilities, and then use these appraisals to assist students in finding occupations consistent with their aptitudes and abilities (Sorenson, 1982). This meant that counselors had to be able to assess human skills, have a knowledge of the world of work and the opportunities available for vocational students, and have the ability to help students understand these facts and relate them to their own lives (Sorenson, 1982).

As in the past, vocational education continues to be both a strong supporter and a critic of career education-counseling (Hohenshil, 1980). Vocational educators have long recognized that good vocational programs depend on quality career education-counseling programs. Badly needed funding for these programs came about with the passage of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968 and 1976. Because of this funding, vocational educators felt that counselors should become more familiar with the current vocational education view of career education-counseling (Hohenshil, 1980). However, due to the ratio of one counselor to 350 students (Holton,

1982), counselors have little time to provide adequate career education-counseling to students.

The title of Beale and Jacobs' (1982) article, "Hand in Hand or Fist in Teeth," describes the type of working relationship found in many of today's schools between the counselors and the vocational agriculture teachers. There is a misunderstanding shared by both counselors and vocational agriculture teachers as to what the other does or should be doing. The key to this problem is found in Camp and Richardson's (1980) article, "Positive Communication Produces Positive Results." Vocational agriculture teachers must initiate this communication with counselors on a one-on-one basis. By maintaining this communication with counselors, the vocational agriculture teachers can keep the counselors informed about the various programs in the vocational agriculture departments, and the types of careers found in the field of agriculture today. Also, by involving counselors in some of the vocational agriculture programs (judging a contest or accompanying the vocational agriculture teachers on student home visitations, all of which will enable the counselors to see and talk to the agriculture students on an informal basis), the counselors will learn about the importance of vocational agriculture programs on a first-hand basis.

A major part of this communication process is to establish a program of cooperation between the vocational agriculture teacher and the counselor in providing agriculture students with career education-counseling (Camp and Richardson, 1980). Vocational agriculture teachers are professionally responsible to the agriculture industry to maintain and improve their knowledge of agriculture careers (Anderson, 1982). By

maintaining this knowledge, the teacher can keep the counselor and the vocational agriculture students informed on the large selection and training requirements of various agriculture careers, and on how these careers can relate to the interests and abilities of vocational agriculture students.

Another part of the cooperation between the two programs is the development of a student follow-up. Through the follow-up, the counselor will be able to see the strengths and the weaknesses of the career education-counseling program, and also use this information to evaluate and improve the program so that it better meets the needs of today's students (Splete and Miller, 1981).

Conclusion

Today's counselors are facing many problems which keep them from providing adequate career education-counseling to vocational agriculture high school students. One key to solving some of these problems is the establishment of an open communications network between the vocational agriculture teacher and the counselor. In order for the teacher and the counselor to work together, they must understand each other's program and how each program helps the vocational agriculture student plan his/her career.

CHAPTER 3

METHODOLOGY

Population

The average school staff has a ratio of one counselor to approximately 350 students (Holton, 1982). Using this as the basis to identify the population, the Office of Public Instruction in Helena, Montana was contacted in January 1986 to identify the Montana schools which, during school year 1985-86, had: (1) 350 students or less, (2) a vocational agriculture department, and (3) a one-person counseling department. Fifty-eight schools were identified and a listing of these schools is found in Appendix D.

In addition to providing the names and addresses of the schools to be surveyed, personnel from the Office of Public Instruction also provided a listing of the names of the counselors at each school. The names of the vocational agriculture teachers were obtained from the directory located in the Department of Agricultural and Industrial Education at Montana State University. The entire population was surveyed.

Instrument Design

The researcher, with assistance from his graduate committee, designed two survey instruments: one for the vocational agriculture

teachers (Appendix A) and one for the counselors (Appendix B). Each instrument had questions covering 19 career education-counseling activities. These activities were obtained from Pershing and Demetropoulos' (1981) survey instrument entitled "Teacher's Attitudes per Guidance Activity." The vocational agriculture teachers were asked to rate the career education-counseling activities for importance and adequacy, and the counselors were asked to rate the activities for importance and frequency. Also, each instrument had questions covering the areas of career education-counseling materials and equipment, facilities, and support. Both vocational agriculture teachers and counselors were asked to rate the adequacy of the career education-counseling materials and equipment used, facilities provided, and support received for the counseling programs. Vocational agriculture teachers and counselors were also asked: (1) to identify the college courses they had taken on career education-counseling, (2) to indicate their number of years of experience in teaching or counseling, and (3) to indicate the number of days they spend together discussing the agriculture program and agricultural careers.

In addition, the counselor's survey instrument had questions on: (1) the amount of time counselors have available to counsel students, (2) the number of times during the school year students participate in career education-counseling activities, (3) the percentage of students seen each year either individually or in groups for career education-counseling, and (4) if their school sponsored training on career education-counseling for the faculty.

To verify readability and clarity of the instruments, the instruments were field tested at ten high schools in Montana with vocational agriculture and counseling departments where the student population was more than 350 students. A listing of these schools is found in Appendix C. No major changes were made to the survey instruments following the field test.

Data Collection

On February 19, 1986, the survey instruments were mailed to each vocational agriculture teacher and counselor with cover letters (Appendix E) explaining how to respond to the instrument. Those individuals not responding to the first mailing were sent a second mailing with a cover letter (Appendix F) and an instrument on March 10, 1986. A third follow-up letter (Appendix G) was mailed to the non-responding counselors on March 21, 1986. A third follow-up letter (Appendix H) was delivered by Montana State University Agricultural Education Departmental staff to the vocational agriculture teachers on April 3, 1986, at the Montana State FFA Conference, and given to those teachers who had not responded to the first two mailings. However, none of the instruments that were hand-carried to the teachers were returned. Out of 116 survey instruments mailed out, 100 were returned by mail, 98 of which were usable for data analysis. This accounted for an 84.5% usable return.

Data Analysis

The computer program WORDSTAR was used to create a data file containing all of the information from the questionnaires. The Montana State University statistics programs, HISTOGRAM, SUMSTAT, and CSQ2 (Lund, 1985), were used to analyze the data. HISTOGRAM was used to obtain the frequency information and SUMSTAT was used to obtain the means and standard deviations. CSQ2 (chi square analysis of two-way contingency tables) was used to obtain the p-values for a test of independence. This was to determine, at the .05 level of significance, if any differences occurred between the ratings given by the vocational agriculture teachers, and the ratings given by the counselors to the career education-counseling activities and the career education-counseling material and equipment, facility, and support areas for the career education-counseling programs. The data obtained were used to develop the tables used in this paper.

CHAPTER 4

RESULTS AND ANALYSIS

The results of this study are presented in three following sections: (1) demographic data, (2) career education-counseling activities, and (3) career education-counseling materials and equipment, facilities, and support.

Demographic Data

For this study, 58 Montana high schools were identified which had vocational agriculture departments, one-person counseling departments, and a student enrollment in grades 9-12 of less than 350 students. As shown in Table 1, a total of 98 (84.5%) usable questionnaires were returned for this study. Two questionnaires were not usable because the respondents did not fill them out.

The data in Table 1 show that 51 (87.9%) of the counselors and 47 (81.0%) of the vocational agriculture teachers responded to the

Table 1. Response to Questionnaire.

Population	Number Surveyed	Number of Responses	Percentage
Vo Ag Teachers	58	47	81.0
Counselors	58	51	87.9
Total	116	98	84.5

questionnaire. Of the two questionnaires which were not usable, one was from a counselor and the other was from a vocational agriculture teacher. In order to reduce bias, vocational agriculture teachers and counselors from a given school were not made aware that both were receiving a questionnaire.

The data in Table 2 indicate that 21 (44.7%) of the vocational agriculture teacher respondents and 24 (47.1%) of the counselors who responded have been in their respective profession for five years or less. In contrast, 8 (17.0%) of the vocational agriculture teachers and 9 (17.6%) of the counselors have been in their respective profession more than 15 years.

Table 2. Years of Experience for Vocational Agriculture Teachers and Counselors.

	Vo Ag Teachers (N=47)		Counselors (N=51)	
Number of Years	No.	%	No.	%
No response	3	6.4	0	0.0
5 years or less	21	44.7	24	47.1
6 to 15 years	15	31.9	18	35.3
More than 15 years	8	17.0	9	17.6

As shown in Table 3, 45 (88.2%) of the counselors have received instruction in the course entitled "Guidance Counseling in Schools," whereas 12 (25.5%) of the vocational agriculture teachers have received instruction in the course entitled "Vocational Guidance." The data in Table 3 also show that 22 (46.8%) of the vocational agriculture teachers

and 4 (7.8%) of the counselors have not received instruction in career education-counseling while obtaining their degree.

Table 3. College Courses in Career Education-Counseling Taken by Vocational Agriculture Teachers and Counselors.

Courses	Teachers (N=47)		Counselors (N=51)	
	No.	%	No.	%
Theories of Career Development	2	4.3	34	66.7
Guidance Counseling in Schools	6	12.8	45	88.2
Principles of Career Education in Schools	7	14.9	26	51.0
Vocational Guidance	12	25.5	30	58.8
Career Information	4	8.5	36	70.6
Other Courses	7	14.9	10	19.6
No Courses Taken	22	46.8	4	7.8

When asked what other career education-counseling courses vocational agriculture teachers and counselors had taken, teachers' responses were Principles of Guidance, Coop-Ed, Introduction to Counseling, and Administration of Guidance and Personal Development. Counselors' responses were Career Education, Financial Aid Workshop, Testing, and Career Guidance.

The data in Table 4 show that 21 (41.2%) of the counselors spend 1 to 3 days with the vocational agriculture teachers learning about the agriculture program and agricultural careers. However, a larger group of vocational agriculture teachers, 26 (55.3%), spend 1 to 3 days with

counselors informing them about the agriculture program and agricultural careers. The researcher noted that 6 (11.8%) of the counselors and 7 (14.9%) of the vocational agriculture teachers spend 10 days or more together, learning about each other's respective programs.

Table 4. Number of Days Counselors Spend with Vocational Agriculture Teachers and Number of Days Vocational Agriculture Teachers Spend with Counselors.

	Days Counselors Spend with Vo Ag Teachers (N=51)		Days Vo Ag Teachers Spend with Counselors (N=47)	
Number of Days	No.	%	No.	%
No response	0	0.0	3	6.4
0 days	16	31.4	6	12.8
1 to 3 days	21	41.2	26	55.3
4 to 6 days	6	11.8	4	8.5
7 to 9 days	2	3.9	1	2.1
10 or more days	6	11.8	7	14.9

The data in Table 4 also indicate that 16 (31.4%) of the counselors do not spend any time with the vocational agriculture teachers learning about the agriculture program and possible agricultural careers. However, only 6 (12.8%) of the vocational agriculture teachers do not spend time with the counselors informing them about the agriculture program and agriculture careers.

The data in Table 5 show that 25 (49.0%) of the counselors have 4 hours or less available each day to spend counseling students, while 2

(3.9%) of the counselors have 9 hours or more available each day to spend counseling students.

Table 5. Hours Counselors Have Available Each Day to Counsel Students.

Number of Hours	Counselors (N=51) No.	%
No response	0	0.0
4 hours or less	25	49.0
5 hours	8	15.7
6 hours	8	15.7
7 hours	4	7.8
8 hours	4	7.8
9 hours or more	2	3.9

The data in Table 6 indicate that 18 (35.3%) of the counselors saw 76 to 100% of their students individually, and 20 (39.2%) of the counselors saw 76 to 100% of their students in groups. It can be noted from Table 6 that 3 (5.9%) of the counselors saw 25% or less of their students individually and 4 (7.8%) of the counselors saw 25% or less of their students in groups.

The data arrayed in Table 7 show that 13 (25.5%) of the counselors said students participate in career education-counseling activities once per year prior to high school. Sixteen (31.4%) of the counselors said 9th graders, and 17 (33.3%) of the counselors said 10th graders, participate in career education-counseling activities once per year. Also, the data in Table 7 show that 16 (31.4%) of the counselors said

that 11th graders participate twice a year, and 27 (52.9%) of the counselors said 12th graders participate four or more times per year in

Table 6. Percentage of Students Seen Individually and Percentage of Students Seen in Groups by Counselors.

Percentage of Students	Individually (N=51)		Groups (N=51)	
	No.	%	No.	%
No response	2	3.9	5	9.8
0%	0	0.0	1	2.0
1 to 25%	3	5.9	4	7.8
26 to 50%	15	29.4	10	19.6
51 to 75%	13	25.5	11	21.6
76 to 100%	18	35.3	20	39.2

Table 7. Number of Times During the School Year Students Participate in Career Education-Counseling Activities.

	Grade Level (N=51)									
	Prior to H.S.		9th		10th		11th		12th	
Number	No.	%	No.	%	No.	%	No.	%	No.	%
No response	9	17.6	5	9.8	4	7.8	2	3.9	1	2.0
0	9	17.6	6	11.8	5	9.8	1	2.0	0	0.0
1	13	25.5	16	31.4	17	33.3	8	15.7	5	9.8
2	10	19.6	14	27.5	14	27.5	16	31.4	10	19.6
3	6	11.8	2	3.9	4	7.8	14	27.5	8	15.7
4 or more	4	7.8	8	15.7	7	13.7	10	19.6	27	52.9

career education-counseling activities. However, the data in Table 7 indicate that 1 (2.0%), 5 (9.8%), and 6 (11.8%) of the counselors said that 11th, 10th, and 9th graders, respectively, do not participate in career education-counseling activities during the year.

The data in Table 8 show that 39 (76.5%) of the counselors said their school does not offer faculty training in career education-counseling, but 11 (21.6%) of the counselors said their school does offer such training.

Table 8. Schools Sponsoring Training for the Faculty on Career Education-Counseling.

Response	(N=51) No.	%
No response	1	2.0
Yes	11	21.6
No	39	76.5

Career Education-Counseling Activities

The data in Table 9 show the frequencies and percentages of responses from the vocational agriculture teachers (Tr) and the counselors (Co) as to their importance ratings of 19 career education-counseling activities. The scale used to rate these activities for importance was: 5--very important, 4--important, 3--uncertain, 2--unimportant, and 1--very unimportant. The first column of Table 9 shows the number and percentage of nonrespondents (NR).

Table 9. Frequency Responses from the Vocational Agriculture Teachers (Tr)* and from the Counselors (Co)** to the Importance Ratings Given 19 Career Education-Counseling Activities.

Activities		NR		5		4		3		2		1	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Helping all students with school and nonschool related problems.	(Tr)	0	0.0	11	23.4	27	57.4	7	14.9	1	2.1	1	2.1
	(Co)	0	0.0	35	68.6	15	29.4	0	0.0	0	0.0	1	2.0
2. Helping students adjust in the school social environment.	(Tr)	0	0.0	9	19.1	24	51.1	10	21.3	3	6.4	1	2.1
	(Co)	0	0.0	21	41.2	27	52.9	2	3.9	0	0.0	1	2.0
3. Helping students in understanding themselves, their potentials, their talents, and their shortcomings.	(Tr)	0	0.0	16	34.0	23	48.9	6	12.8	1	2.1	1	2.1
	(Co)	0	0.0	29	56.9	19	37.3	2	3.9	0	0.0	1	2.0
4. Helping students in selecting curricula, programs, courses, and classes.	(Tr)	0	0.0	23	48.9	22	46.8	2	4.3	0	0.0	0	0.0
	(Co)	0	0.0	30	58.8	19	37.3	1	2.0	1	2.0	0	0.0
5. Providing educational information to students and helping them make educational plans.	(Tr)	0	0.0	21	44.7	22	46.8	4	8.5	0	0.0	0	0.0
	(Co)	0	0.0	34	66.7	15	29.4	1	2.0	0	0.0	1	2.0
6. Initiating and coordinating cooperative education plans.	(Tr)	3	6.4	2	4.3	17	36.2	19	40.4	4	8.5	2	4.3
	(Co)	1	2.0	5	9.8	22	43.1	19	37.3	2	3.9	2	3.9
7. Helping students relate school subject matter to occupations.	(Tr)	0	0.0	22	46.8	17	36.2	5	10.6	2	4.3	1	2.1
	(Co)	0	0.0	17	33.3	30	58.8	3	5.9	0	0.0	1	2.0
8. Preparing and presenting courses or modules on careers, and generally helping students understand careers and the world of work.	(Tr)	2	4.3	7	14.9	28	59.6	8	17.0	1	2.1	1	2.1
	(Co)	0	0.0	13	25.5	30	58.8	7	13.7	0	0.0	1	2.0

Table 9--continued.

Activities		NR No.	NR %	5 No.	5 %	4 No.	4 %	3 No.	3 %	2 No.	2 %	1 No.	1 %
9. Organizing in-school and out-of-school activities related to learning about occupations.	(Tr)	0	0.0	9	19.1	21	44.7	17	13.6	0	0.0	0	0.0
	(Co)	0	0.0	9	17.6	37	72.5	3	5.9	2	3.9	0	0.0
10. Assessing the vocational maturity and vocational interests of students.	(Tr)	0	0.0	11	23.4	26	55.3	9	19.1	1	2.1	0	0.0
	(Co)	0	0.0	11	21.6	34	66.7	5	9.8	1	2.0	0	0.0
11. Collecting, evaluating, updating, and Disseminating educational and occupational information and related materials.	(Tr)	0	0.0	8	17.0	26	55.3	9	19.1	4	8.5	0	0.0
	(Co)	0	0.0	13	25.5	34	66.7	3	5.9	1	2.0	0	0.0
12. Helping students acquire job acquisition skills (job seeking skills, job interview skills, job adjustment skills, etc.).	(Tr)	0	0.0	17	36.2	22	46.8	5	10.6	1	2.1	2	4.3
	(Co)	0	0.0	11	21.6	32	62.7	6	11.8	1	2.0	1	2.0
13. Making contacts with the Public Employment Office, other community agencies, and employers regarding occupational opportunities for students.	(Tr)	0	0.0	7	14.9	21	44.7	14	29.8	4	8.5	1	2.1
	(Co)	0	0.0	10	19.6	22	43.1	15	29.4	2	3.9	2	3.9
14. Assessing the employment needs of students.	(Tr)	1	2.1	6	12.8	22	46.8	17	36.2	0	0.0	1	2.1
	(Co)	0	0.0	9	17.6	20	39.2	19	37.3	2	3.9	1	2.0
15. Helping students in relating educational & occupational plans and making career decisions.	(Tr)	1	2.1	10	21.3	31	66.0	4	8.5	0	0.0	1	2.1
	(Co)	2	3.9	20	39.2	24	47.1	4	7.8	0	0.0	1	2.0

Table 9--continued.

Activities		NR No.	NR %	5 No.	5 %	4 No.	4 %	3 No.	3 %	2 No.	2 %	1 No.	1 %
16. Placing students (current students, graduates, or special students) in part-time or full-time jobs.	(Tr)	1	2.1	1	2.1	17	36.2	20	42.6	6	12.8	2	4.3
	(Co)	0	0.0	4	7.8	15	29.4	26	51.0	2	3.9	4	7.8
17. Conducting student and employer follow-up and follow-through studies.	(Tr)	2	4.3	2	4.3	29	61.7	9	19.1	3	6.4	2	4.3
	(Co)	0	0.0	4	7.8	21	41.2	21	41.2	3	5.9	2	3.9
18. Recruiting students for programs offered by the school.	(Tr)	1	2.1	5	10.6	26	55.3	7	14.9	6	12.8	2	4.3
	(Co)	3	5.9	5	9.8	18	35.3	19	37.3	5	9.8	1	2.0
19. Holding conferences with parents.	(Tr)	0	0.0	11	23.4	29	61.7	6	12.8	1	2.1	0	0.0
	(Co)	0	0.0	18	35.3	28	54.9	3	5.9	1	2.0	1	2.0

*Tr: (N=47)
**Co: (N=51)

The data in Table 9 indicate that 23 (48.9%) and 22 (46.8%) of the vocational agriculture teachers felt that activities 4 and 7, respectively, were very important. Thirty-one (66.0%), 29 (61.7%), 28 (59.6%), 27 (57.4%), 26 (55.3%), and 24 (51.1%) of the teachers felt activities 15; 17 and 19; 8; 1; 10, 11, and 18; and 2, respectively, were important.

The data in Table 9 show 35 (68.6%), 34 (66.7%), 30 (58.8%), and 29 (56.9%) of the counselors felt that activities 1, 5, 4 and 3, respectively, were very important. Thirty-seven (72.5%), 34 (66.7%), 32 (62.7%), 30 (58.8%), 28 (54.9%), and 27 (52.9%) of the counselors felt activities 9; 10 and 11; 12; 7 and 8; 19; and 2, respectively, were important.

Twenty-three (48.9%) and 21 (44.7%) of the vocational agriculture teachers, along with 30 (58.8%) and 34 (66.7%) of the counselors felt that activity 4, "helping students in selecting curricula, programs, courses, and classes," and activity 5, "providing educational information to students and helping them make educational plans," respectively, were very important. Twenty-four (51.1%), 28 (59.6%), 26 (55.3%), and 29 (61.7%) of the vocational agriculture teachers, along with 27 (52.9%), 30 (58.8%), 34 (66.7%), and 28 (54.9%) of the counselors felt activities 2; 8; 10 and 11; and 19, respectively, were important. Twenty (42.6%) of the teachers and 26 (51.0%) of the counselors felt uncertain about activity 16. Six (12.8%) and 4 (8.5%) of the vocational agriculture teachers rated activities 16 and 18; and 6, 11, and 13, respectively, unimportant, compared with 5 (9.8%) of the counselors rating activity 18 unimportant.

The data in Table 10 show 19 career education-counseling activities ranked from high to low according to the vocational agriculture teachers' importance rating means. The data in Table 11 show 19 activities ranked from high to low according to the counselors' importance rating means.

A close look at the activities ranked in Tables 10 and 11 revealed that vocational agriculture teachers and counselors had different feelings relative to the overall importance of certain activities. As shown in Table 10, "helping all students with school and nonschool related problems," was ranked 9th in importance by the teachers. However, the counselors ranked this activity first (Table 11). In Table 10, "helping students acquire job acquisition skills (job seeking skills, job interview skills, job adjustment skills, etc.)" was ranked 5th in importance by the teachers. However, the counselors ranked this activity 13th (Table 11). In Table 10, "helping students adjust in the school social environment" was ranked 13th in importance by the teachers. However, the counselors ranked this activity 5th (Table 11). In Table 10, "helping students relate school subject matter to occupations" was ranked 3rd in importance by the teachers. However, the counselors ranked this activity 7th (Table 11).

In looking at the top ranked activities in Tables 10 and 11, one sees that vocational agriculture teachers are concerned with "helping students in selecting curricula, programs, courses, and classes," in comparison to counselors who are concerned with "helping all students with school and nonschool related problems." In looking at the lowest

Table 10. Career Education-Counseling Activities Ranked According to the Vocational Agriculture Teachers' Importance Rating Means.

Activities	(N=47) Mean	SD
1. Helping students in selecting curricula, programs, courses, and classes.	4.45	.58
2. Providing educational information to students and helping them make educational plans.	4.36	.64
3. Helping students relate school subject matter to occupations.	4.21	.95
4. Helping students in understanding themselves, their potentials, their talents, and their shortcomings.	4.11	.87
5. Helping students acquire job acquisition skills (job seeking skills, job interview skills, job adjustment skills, etc.).	4.09	.97
6. Helping students in relating educational and occupational plans and making career decisions.	4.07	.71
7. Holding conferences with parents.	4.06	.67
8. Assessing the vocational maturity and vocational interests of students.	4.00	.72
9. Helping all students with school and nonschool related problems.	3.98	.82
10. Preparing and presenting courses or modules on careers, and generally helping students understand careers and the world of work.	3.87	.79
11. Organizing in-school and out-of-school activities related to learning about occupations.	3.83	.73
12. Collecting, evaluating, updating and disseminating educational and occupational information and related materials.	3.81	.82
13. Helping students adjust in the school social environment.	3.79	.91
14. Assessing the employment needs of students.	3.70	.79

Table 10--continued.

Activities	(N=47) Mean	SD
15. Making contacts with the Public Employment Office, other community agencies, and employers, regarding occupational opportunities for students.	3.62	.92
16. Conducting student and employer follow-up and follow-through studies.	3.58	.87
17. Recruiting students for programs offered by the school.	3.57	1.00
18. Initiating and coordinating cooperative education plans.	3.30	.88
19. Placing students (current students, graduates, or special students) in part-time or full-time jobs.	3.20	.86

Table 11. Career Education-Counseling Activities Ranked According to the Counselors' Importance Rating Means.

Activities	(N=51) Mean	SD
1. Helping all students with school and nonschool related problems.	4.63	.69
2. Providing educational information to students and helping them make educational plans.	4.59	.73
3. Helping students in selecting curricula, programs, courses, and classes.	4.53	.64
4. Helping students in understanding themselves, their potentials, their talents, and their shortcomings.	4.47	.76
5. Helping students adjust in the school social environment.	4.31	.73
6. Helping students in relating educational and occupational plans and making career decisions.	4.27	.78

Table 11--continued.

Activities	(N=51) Mean	SD
7. Helping students relate school subject matter to occupations.	4.22	.73
8. Holding conferences with parents.	4.20	.80
9. Collecting, evaluating, updating and disseminating educational and occupational information and related materials.	4.16	.61
10. Assessing the vocational maturity and vocational interests of students.	4.08	.63
11. Preparing and presenting courses or modules on careers, and generally helping students understand careers and the world of work.	4.06	.76
12. Organizing in-school and out-of-school activities related to learning about occupations.	4.04	.63
13. Helping students acquire job acquisition skills (job seeking skills, job interview skills, job adjustment skills, etc.).	4.00	.77
14. Making contacts with the Public Employment Office, other community agencies, and employers, regarding occupational opportunities for students.	3.71	.97
15. Assessing the employment needs of students.	3.67	.89
16. Initiating and coordinating cooperative education plans.	3.52	.89
17. Recruiting students for programs offered by the school.	3.44	.90
18. Conducting student and employer follow-up and follow-through studies.	3.43	.88
19. Placing students (current students, graduates, or special students) in part-time or full-time jobs.	3.26	.96

ranked activities in Tables 10 and 11, one sees that both vocational agriculture teachers and counselors ranked these activities similarly.

The data in Table 12 show the p-values for a chi square test of independence for 19 career education-counseling activities. The following null hypothesis and alternative hypothesis were established to determine if there were any significant differences at the .05 level of significance:

H_0: The importance rating given 19 career education-counseling activities will be independent from the individual's position as a vocational agriculture teacher or as a counselor.

H_1: The importance rating given 19 career education-counseling activities will be dependent upon the individual's position as a vocational agriculture teacher or as a counselor.

The data in Table 9 show the cell counts that were used for the chi square test of independence. The researcher collapsed the cells for each of the 19 activities. In order to determine the correct p-value for activities 4 and 5 in Table 12, the Yates correction factor was used.

The null hypothesis was rejected at the .05 level of significance for activities 1, 2, 3, 5, 9 and 11 in Table 12. The importance ratings given these activities is dependent upon the individual's position as a vocational agriculture teacher or as a counselor.

One would expect to reject the null hypothesis for one activity due to chance alone. Since six of the activities were rejected, then the importance ratings given career education-counseling activities is

dependent upon the individual's position as a vocational agriculture teacher or as a counselor.

Table 12. Chi Square Test of Independence for Importance Ratings Given 19 Career Education-Counseling Activities by the Vocational Agriculture Teachers and Counselors.

Activities	Teachers (N=47) Mean	Teachers (N=47) SD	Counselors (N=51) Mean	Counselors (N=51) SD	Chi Square P-Value
1. Helping all students w/school & nonschool related problems.	3.98	.82	4.63	.69	.0000
2. Helping students adjust in the school social environment.	3.79	.91	4.31	.73	.0031
3. Helping students in understanding themselves, their potentials, their talents, and their shortcomings.	4.11	.87	4.47	.76	.0429
4. Helping students in selecting curricula, programs, courses, and classes.	4.45	.58	4.53	.64	.3971*
5. Providing educational information to students and helping them make educational plans.	4.36	.64	4.59	.73	.0319*
6. Initiating and coordinating cooperative education plans.	3.30	.88	3.52	.89	.4979
7. Helping students relate school subject matter to occupations.	4.21	.95	4.22	.73	.0653
8. Preparing & presenting courses or modules on careers, & generally helping students understand careers & the world of work.	3.87	.79	4.06	.76	.4260
9. Organizing in-school & out-of school activities related to learning about occupations.	3.83	.73	4.04	.63	.0050
10. Assessing the vocational maturity and vocational interests of students.	4.00	.72	4.08	.63	.3878

Table 12--continued.

Activities	Teachers (N=47) Mean	SD	Counselors (N=51) Mean	SD	Chi Square P-Value
11. Collecting, evaluating, updating and disseminating educational and occupational information and related materials.	3.81	.82	4.16	.61	.0316
12. Helping students acquire job acquisition skills (job seeking skills, job interview skills, job adjustment skills, etc.).	4.09	.97	4.00	.77	.2243
13. Making contacts w/the Public Employment Office, other community agencies, and employers regarding occupational opportunities for students.	3.62	.92	3.71	.97	.8246
14. Assessing the employment needs of students.	3.70	.79	3.67	.89	.6632
15. Helping students in relating educational and occupational plans and making career decisions.	4.07	.71	4.27	.78	.1249
16. Placing students (current students, graduates, or special students) in part-time or full-time jobs.	3.20	.86	3.26	.96	.6632
17. Conducting student and employer follow-up and follow-through studies.	3.58	.87	3.43	.88	.0771
18. Recruiting students for programs offered by the school.	3.57	1.00	3.44	.90	.0640
19. Holding conferences w/parents.	4.06	.67	4.20	.80	.3930

*P-value determined using the Yates correction factor.

The data in Table 13 show the frequencies and percentages of responses from the vocational agriculture teachers (Tr) adequacy ratings and from the counselors (Co) frequency ratings of 19 career education-counseling activities. The scale used to rate these activities for adequacy was: 5--very adequate, 4--adequate, 3--inadequate, 2--very inadequate, and 1--not conducted. The scale used to rate these activities for frequency was: 5--very frequent, 4--frequent, 3--seldom, 2--very seldom, and 1--not conducted. The first column of Table 13 shows the number and percentage of nonrespondents (NR).

The data in Table 13 indicate that 8 (17.0%) of the vocational agriculture teachers felt that activities 5 and 19 were very adequate. Thirty-two (68.1%), 30 (63.8%), 26 (55.3%), 25 (53.2%), 23 (48.9%), and 22 (46.8%) of the teachers felt activities 1; 3; 4; 2, 5, and 19; 11; and 7, respectively, were adequate. As shown in Table 13, 19 (40.4%), 18 (38.3%), and 17 (36.2%) of the teachers felt activities 7, 9, and 12, respectively, were inadequate. Seven (14.9%) of the teachers felt activities 10 and 18 were very inadequate. Also indicated in Table 13, 23 (48.9%), 20 (42.6%), and 18 (38.3%) of the teachers felt activities 16; and 14 and 17, respectively, were not being conducted.

As shown in Table 13, 28 (54.9%) and 25 (49.0%) of the counselors said that activities 4 and 5, respectively, were being conducted very frequently. Thirty-two (62.7%), 30 (58.8%), 28 (54.9%), and 27 (52.9%) of the counselors are conducting activities 1; 3 and 19; 10; and 15, respectively, frequently. As shown in Table 13, 26 (51.0%), 24 (47.1%), 19 (37.3%), 18 (35.3%), 17 (33.3%), and 16 (31.4%) of the counselors said activities 16; 9 and 13; 14; 6; 12; and 17, respectively, were

Table 13. Frequency Responses from the Vocational Agriculture Teachers' (Tr)* Adequacy Ratings and from the Counselors' (Co)** Frequency Ratings Given 19 Career Education-Counseling Activities.

Activities		NR		5		4		3		2		1	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Helping all students with school and nonschool related problems.	(Tr)	0	0.0	1	2.1	32	68.1	8	17.0	3	6.4	3	6.4
	(Co)	0	0.0	14	27.5	32	62.7	5	9.8	0	0.0	0	0.0
2. Helping students adjust in the school social environment.	(Tr)	0	0.0	5	10.6	25	53.2	12	25.5	1	2.1	4	8.5
	(Co)	0	0.0	9	17.6	24	47.1	15	29.4	3	5.9	0	0.0
3. Helping students in understanding themselves, their potentials, their talents, and their shortcomings.	(Tr)	0	0.0	2	4.3	30	63.8	10	21.3	4	8.5	1	2.1
	(Co)	0	0.0	11	21.6	30	58.8	10	19.6	0	0.0	0	0.0
4. Helping students in selecting curricula, programs, courses, and classes.	(Tr)	0	0.0	5	10.6	26	55.3	13	27.7	2	4.3	1	2.1
	(Co)	0	0.0	28	54.9	21	41.2	1	2.0	1	2.0	0	0.0
5. Providing educational information to students and helping them make educational plans.	(Tr)	0	0.0	8	17.0	25	53.2	14	29.8	0	0.0	0	0.0
	(Co)	0	0.0	25	49.0	23	45.1	3	5.9	0	0.0	0	0.0
6. Initiating and coordinating cooperative education plans.	(Tr)	1	2.1	1	2.1	7	14.9	13	27.7	5	10.6	20	42.6
	(Co)	0	0.0	2	3.9	9	17.6	18	35.3	8	15.7	14	27.5
7. Helping students relate school subject matter to occupations.	(Tr)	0	0.0	1	2.1	22	46.8	19	40.4	2	4.3	3	6.4
	(Co)	1	2.0	8	15.7	25	49.0	14	27.5	3	5.9	0	0.0

Table 13--continued.

Activities		NR		5		4		3		2		1	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
8. Preparing and presenting courses or modules on careers, and generally helping students understand careers and the world of work.	(Tr)	1	2.1	3	6.4	18	38.3	15	31.9	3	6.4	7	14.9
	(Co)	1	2.0	6	11.8	24	47.1	13	25.5	3	5.9	4	7.8
9. Organizing in-school and out-of-school activities related to learning about occupations.	(Tr)	1	2.1	2	4.3	16	34.0	18	38.3	3	6.4	7	14.9
	(Co)	0	0.0	3	5.9	15	29.4	24	47.1	7	13.7	2	3.9
10. Assessing the vocational maturity and vocational interests of students.	(Tr)	0	0.0	2	4.3	18	38.3	13	27.7	7	14.9	7	14.9
	(Co)	0	0.0	5	9.8	28	54.9	11	21.6	7	13.7	0	0.0
11. Collecting, evaluating, updating, and disseminating educational and occupational information and related materials.	(Tr)	2	4.3	3	6.4	23	48.9	12	25.5	4	8.5	3	6.4
	(Co)	0	0.0	13	25.5	25	49.0	11	21.6	1	2.0	1	2.0
12. Helping students acquire job acquisition skills (job seeking skills, job interview skills, job adjustment skills, etc.).	(Tr)	0	0.0	2	4.3	14	29.8	17	36.2	3	6.4	11	23.4
	(Co)	1	2.0	6	11.8	20	39.2	17	33.3	7	13.7	0	0.0
13. Making contacts with the Public Employment Office, other community agencies, and employers regarding occupational opportunities for students.	(Tr)	2	4.3	4	8.5	6	12.8	15	31.9	6	12.8	14	29.8
	(Co)	0	0.0	3	5.9	6	11.8	24	47.1	12	23.5	6	11.8

Table 13--continued.

Activities		NR No.	NR %	5 No.	5 %	4 No.	4 %	3 No.	3 %	2 No.	2 %	1 No.	1 %
14. Assessing the employment needs of students.	(Tr)	1	2.1	0	0.0	14	29.8	10	21.3	4	8.5	18	38.3
	(Co)	0	0.0	3	5.9	14	27.5	19	37.3	9	17.6	6	11.8
15. Helping students in relating educational & occupational plans and making career decisions.	(Tr)	1	2.1	5	10.6	19	40.4	14	29.8	5	10.6	3	6.4
	(Co)	3	5.9	13	25.5	27	52.9	6	11.8	2	3.9	0	.0
16. Placing students (current students, graduates, or special students) in part-time or full-time jobs.	(Tr)	1	2.1	0	0.0	9	19.1	8	17.0	6	12.8	23	48.9
	(Co)	0	0.0	2	3.9	3	5.9	26	51.0	9	17.6	11	21.6
17. Conducting student and employer follow-up and follow-through studies.	(Tr)	1	2.1	3	6.4	10	21.3	10	21.3	5	10.6	18	38.3
	(Co)	0	0.0	1	2.0	5	9.8	16	31.4	12	23.5	17	33.3
18. Recruiting students for programs offered by the school.	(Tr)	1	2.1	1	2.1	17	36.2	11	23.4	7	14.9	10	21.3
	(Co)	1	2.0	6	11.8	13	25.5	11	21.6	8	15.7	12	23.5
19. Holding conferences with parents.	(Tr)	0	0.0	8	17.0	25	53.2	7	14.9	3	6.4	4	8.5
	(Co)	0	0.0	11	21.6	30	58.8	8	15.7	2	3.9	0	0.0

*Tr: (N=47)
**Co: (N=51)

seldom conducted. Twelve (23.5%) and 9 (17.6%) of the counselors said activities 13 and 17; and 14 and 16, respectively, were very seldom conducted. Also indicated in Table 13, 17 (33.3%), 14 (27.5%), 12 (23.5%), and 11 (21.6%) of the counselors said that activities 17, 6, 18, and 16, respectively, were not conducted.

A comparison of the data in Table 13 show 20 (42.6%), 23 (48.9%), and 18 (38.3%) of the vocational agriculture teachers, along with 14 (27.5%), 11 (21.6%), and 17 (33.3%) of the counselors, said activities 6, 16 and 17, respectively, were not being conducted.

The data in Table 14 show 19 career education-counseling activities ranked from high to low according to the vocational agriculture teachers' adequacy rating means. The data in Table 15 show the 19 activities ranked from high to low according to the counselors' frequency rating means.

Table 14. Career Education-Counseling Activities Ranked According to the Vocational Agriculture Teachers' Adequacy Rating Means.

Activities	(N=47) Mean	SD
1. Providing educational information to students and helping them make educational plans.	3.87	.68
2. Helping students in selecting curricula, programs, courses, and classes.	3.68	.81
3. Holding conferences with parents.	3.64	1.11
4. Helping students in understanding themselves, their potentials, their talents, and their shortcomings.	3.60	.80
5. Helping students adjust in the school social environment.	3.55	1.02

Table 14--continued.

Activities	(N=47) Mean	SD
6. Helping all students with school and nonschool related problems.	3.53	.91
7. Collecting, evaluating, updating, and disseminating educational and occupational information and related materials.	3.42	.99
8. Helping students in relating educational and occupational plans and making career decisions.	3.39	1.04
9. Helping students relate school subject matter to occupations.	3.34	.87
10. Preparing and presenting courses or modules on careers, and generally helping students understand careers and the world of work.	3.15	1.15
11. Organizing in-school and out-of-school activities related to learning about occupations.	3.07	1.10
12. Assessing the vocational maturity and vocational interests of students.	3.02	1.15
13. Helping students acquire job acquisition skills (job seeking skills, job interview skills, job adjustment skills, etc.).	2.85	1.22
14. Recruiting students for programs offered by the school.	2.83	1.22
15. Making contacts with the Public Employment Office, other community agencies, and employers regarding occupational opportunities for students.	2.56	1.31
16. Conducting student and employer follow-up and follow-through studies.	2.46	1.38
17. Assessing the employment needs of students.	2.44	1.29
18. Initiating and coordinating cooperative education plans.	2.22	1.23
19. Placing students (current students, graduates, or special students) in part-time or full-time jobs.	2.07	1.22

Table 15. Career Education-Counseling Activities Ranked According to the Counselors' Frequency Rating Means.

Activities	(N=51) Mean	SD
1. Helping students in selecting curricula, programs, courses, and classes.	4.49	.64
2. Providing educational information to students and helping them make educational plans.	4.43	.61
3. Helping all students with school and nonschool related problems.	4.18	.59
4. Helping students in relating educational and occupational plans and making career decisions.	4.06	.75
5. Helping students in understanding themselves, their potentials, their talents, and their shortcomings.	4.02	.65
6. Holding conferences with parents.	3.98	.73
7. Collecting, evaluating, updating, and disseminating educational and occupational information and related materials.	3.94	.86
8. Helping students adjust in the school social environment.	3.77	.81
9. Helping students relate school subject matter to occupations.	3.76	.80
10. Assessing the vocational maturity and vocational interests of students.	3.61	.85
11. Preparing and presenting courses or modules on careers, and generally helping students understand careers and the world of work.	3.50	1.06
12. Helping students acquire job acquisition skills (job seeking skills, job interview skills, job adjustment skills, etc.).	3.50	.89
13. Organizing in-school and out-of-school activities related to learning about occupations.	3.20	.89
14. Assessing the employment needs of students.	2.98	1.09

Table 15--continued.

Activities	(N=51) Mean	SD
15. Recruiting students for programs offered by the school.	2.86	1.37
16. Making contacts with the Public Employment Office, other community agencies, and employers regarding occupational opportunities for students.	2.77	1.01
17. Initiating and coordinating cooperative education plans.	2.55	1.19
18. Placing students (current students, graduates, or special students) in part-time or full-time jobs.	2.53	1.03
19. Conducting student and employer follow-up and follow-through studies.	2.24	1.09

A close look at the activities ranked in Tables 14 and 15 reveals that vocational agriculture teachers' feelings toward the adequacy of the career education-counseling activities were different from the frequency of the activities conducted by the counselors. Of the differences noted, there was one with a difference of four in the ranking of an activity. The activity ranked 8th (Table 14) by the vocational agriculture teachers, "helping students in relating educational and occupational plans and making career decisions," was ranked 4th (Table 15) by the counselors. There were five instances in which the differences in rankings were three. In Table 14, "holding conferences with parents," was ranked 3rd by the teachers. However, the counselors ranked this activity 6th (Table 15). In Table 14, "helping students adjust in the school social environment" was ranked 5th by the

teachers. However, the counselors ranked this activity 8th (Table 15). In Table 14, "helping all students with school and nonschool related problems" was ranked 6th by the teachers. However, the counselors ranked this activity 3rd (Table 15). In Table 14, "conducting student and employer follow-up and follow-through studies" was ranked 16th by the teachers. However, the counselors ranked this activity 19th (Table 15). In Table 14, "assessing the employment needs of students" was ranked 17th by the teachers. However, the counselors ranked this activity 14th (Table 15).

Even with the number of differences in the rankings of the career education-counseling activities, one can see a strong correlation between the adequacy ratings given the activities by the vocational agriculture teachers and the frequency ratings given the activities by the counselors -- i.e., the top nine activities in Table 14 are the same as the top nine activities in Table 15.

The data in Table 16 show the p-values from a chi square test of independence for 19 career education-counseling activities. The following null hypothesis and alternative hypothesis were established to determine if there were any significant differences at the .05 level of significance:

H_0: The adequacy rating given 19 career education-counseling activities by the vocational agriculture teachers will be independent from the frequency rating given the activities by the counselors.

H_1: The adequacy rating given 19 career education-counseling activities by the vocational agriculture teachers will be

dependent upon the frequency rating given the activities by the counselors.

Table 16. Chi Square Test of Independence for the Adequacy Ratings Given by the Vocational Agriculture Teachers and for the Frequency Ratings Given by the Counselors for 19 Career Education-Counseling Activities.

Activities	Teachers (N=47) Mean	Teachers (N=47) SD	Counselors (N=51) Mean	Counselors (N=51) SD	Chi Square P-Value
1. Helping all students with school and nonschool related problems.	3.53	.91	4.18	.59	.0008
2. Helping students adjust in the school social environment.	3.55	1.02	3.77	.81	.6034
3. Helping students in understanding themselves, their potentials, their talents, and their shortcomings.	3.60	.80	4.02	.65	.0285
4. Helping students in selecting curricula, programs, courses, and classes.	3.68	.81	4.49	.64	.0000
5. Providing educational information to students and helping them make educational plans.	3.87	.68	4.43	.61	.0007
6. Initiating and coordinating cooperative education plans.	2.22	1.23	2.55	1.19	.4290
7. Helping students relate school subject matter to occupations.	3.34	.87	3.76	.80	.1516*
8. Preparing and presenting courses or modules on careers, and generally helping students understand careers and the world of work.	3.15	1.15	3.50	1.06	.3517

Table 16--continued.

Activities	Teachers (N=47) Mean	Teachers (N=47) SD	Counselors (N=51) Mean	Counselors (N=51) SD	Chi Square P-Value
9. Organizing in-school and out-of-school activities related to learning about occupations.	3.07	1.10	3.20	.89	.7263
10. Assessing the vocational maturity and vocational interests of students.	3.02	1.15	3.61	.85	.0615
11. Collecting, evaluating, updating, and disseminating educational and occupational information and related materials.	3.42	.99	3.94	.86	.0281
12. Helping students acquire job acquisition skills (job seeking skills, job interview skills, job adjustment skills, etc.).	2.85	1.22	3.50	.89	.0973
13. Making contacts with the Public Employment Office, other community agencies, and employers regarding occupational opportunities for students.	2.56	1.31	2.77	1.01	.0718
14. Assessing the employment needs of students.	2.44	1.29	2.98	1.09	.0133
15. Helping students in relating educational and occupational plans and making career decisions.	3.39	1.04	4.06	.75	.0089
16. Placing students (current students, graduates, or special students) in part-time or full-time jobs.	2.07	1.22	2.53	1.03	.0021
17. Conducting student and employer follow-up and follow-through studies.	2.46	1.38	2.24	1.09	.0838

Table 16--continued.

Activities	Teachers (N=47) Mean	Teachers (N=47) SD	Counselors (N=51) Mean	Counselors (N=51) SD	Chi Square P-Value
18. Recruiting students for programs offered by the school.	2.83	1.22	2.86	1.37	.9901
19. Holding conferences with parents.	3.64	1.11	3.98	.73	.4930

*P-value determined using the Yates correction factor.

The data in Table 13 show the cell counts that were used for the chi square test of independence. The researcher collapsed the cells for each of the 19 activities. In order to determine the correct p-value for activity 7 (Table 16), the Yates correction factor was used.

At the .05 level of significance, the null hypothesis was rejected for activities 1, 3, 4, 5, 11, 14, 15, and 16. The adequacy rating given these activities by the vocational agriculture teachers is dependent upon the frequency rating given the activities by the counselors.

One would expect to reject the null hypothesis for one activity due to chance alone. Since eight of the activities were rejected, then the adequacy rating given career education-counseling activities by the vocational agriculture teachers is dependent upon the frequency rating given the activities by the counselors.

The data in Table 17 show a consolidation of the rankings given 19 career education-counseling activities by the vocational agriculture

teachers for importance and adequacy, and by the counselors for importance and frequency. A close look at the rankings in Table 17 revealed that activity 4, "helping students in selecting curricula, programs, courses, and classes," was ranked first for importance by counselors and ranked first for adequacy by vocational agriculture teachers; while activity 1, "helping all students with school and nonschool related problems," which was ranked first for importance by teachers, was ranked 6th for frequency by counselors.

Activity 5 (Table 17), "providing educational information to students and helping them make educational plans," was ranked first for frequency by counselors, ranked 2nd for importance by counselors and teachers, and ranked 2nd for adequacy by teachers. However, activity 16, "placing students (current students, graduates, or special students) in part-time or full-time jobs," was ranked 19th for importance by teachers and counselors, ranked 19th for frequency by counselors, and ranked 18th for adequacy by teachers.

Counselors had different feelings relative to the overall importance and frequency of certain activities. As shown in Table 17, activity 7, "helping students relate school subject matter to occupations," was ranked 3rd for importance; however, it was ranked 9th for frequency. Activity 12, "helping students acquire job acquisition skills (job seeking skills, job interview skills, job adjustment skills, etc.)," was ranked 5th for importance; however, it was ranked 13th for frequency. Activity 19, "holding conferences with parents," was ranked 7th for importance; however, it was ranked 3rd for frequency. Activity 10, "assessing the vocational maturity and vocational interest

Table 17. Consolidation of the Rankings Given 19 Career Education-Counseling Activities by the Vocational Agriculture Teachers and by the Counselors.

Activities	Vocational Agriculture Teacher Importance Ranking	Counselor Importance Ranking	Vocational Agriculture Teacher Adequacy Ranking	Counselor Frequency Ranking
1. Helping all students with school and nonschool related problems.	1	9	3	6
2. Helping students adjust in the school social environment.	5	13	8	5
3. Helping students in understanding themselves, their potentials, their talents, and their shortcomings.	4	4	5	4
4. Helping students in selecting curricula, programs, courses, and classes.	3	1	1	2
5. Providing educational information to students and helping them make educational plans.	2	2	2	1
6. Initiating and coordinating cooperative education plans.	16	18	17	18
7. Helping students relate school subject matter to occupations.	7	3	9	9
8. Preparing and presenting courses or modules on careers, and generally helping students understand careers and the world of work.	11	10	11	10

Table 17--continued.

Activities	Vocational Agriculture Teacher Importance Ranking	Counselor Importance Ranking	Vocational Agriculture Teacher Adequacy Ranking	Counselor Frequency Ranking
9. Organizing in-school and out-of-school activities related to learning about occupations.	12	11	13	11
10. Assessing the vocational maturity and vocational interests of students.	10	8	10	12
11. Collecting, evaluating, updating, and disseminating educational and occupational information and related materials.	9	12	7	7
12. Helping students acquire job acquisition skills (job seeking skills, job interview skills, job adjustment skills, etc.).	13	5	12	13
13. Making contacts with the Public Employment Office, other community agencies, and employers regarding occupational opportunities for students.	14	15	16	15
14. Assessing the employment needs of students.	15	14	14	17
15. Helping students in relating educational and occupational plans and making career decisions.	6	6	4	8

Table 17--continued.

Activities	Vocational Agriculture Teacher Importance Ranking	Counselor Importance Ranking	Vocational Agriculture Teacher Adequacy Ranking	Counselor Frequency Ranking
16. Placing students (current students, graduates, or special students) in part-time or full-time jobs.	19	19	18	19
17. Conducting student and employer follow-up and follow-through studies.	18	16	19	16
18. Recruiting students for programs offered by the school.	17	17	15	14
19. Holding conferences with parents.	8	7	6	3

of students," was ranked 8th for importance; however, it was ranked 12th for frequency. Activity 11, "collecting, evaluating, updating, and disseminating educational and occupational information and related materials," was ranked 5th for importance; however, it was ranked 13th for frequency. Activity 2, "helping students adjust in the school social environment," was ranked 13th for importance; however, it was ranked 5th for frequency.

The feelings vocational agriculture teachers had for the importance of career education-counseling activities were very similar to the feelings they had for the adequacy of the activities. Activity 2, "helping students adjust in the school social environment," was ranked 5th for importance; however, it was ranked 8th for adequacy. This was the only difference in rankings greater than two between how the teachers ranked the activities for importance and how they ranked the activities for adequacy.

One would expect that helping activities would be ranked at the top of the activities for importance and frequency by counselors, and for importance and adequacy by teachers, since the nature of the counseling profession is one of "helping." For activities 1, 3, 4, 7, and 15, this is true. However, the counselors ranked activity 2 in the bottom half for importance, and ranked activity 12 in the bottom half for frequency; whereas the vocational agriculture teachers ranked activity 12 in the bottom half for both importance and adequacy.

Career Education-Counseling Material and Equipment Areas

The data in Table 18 show the frequencies and percentages of responses from the vocational agriculture teachers (Tr) and the counselors (Co) as to their adequacy ratings of eight career education-counseling material and equipment areas. The scale used to rate these areas for adequacy was: 5--very adequate, 4--adequate, 3--uncertain, 2--inadequate, and 1--very inadequate. The first column of Table 18 shows the number and percentage of nonrespondents (NR).

The data in Table 18 indicate that 10 (21.3%) and 9 (19.1%) of the vocational agriculture teachers felt that areas 3 and 1, respectively, were very adequate. Twenty-seven (57.4%), 26 (55.3%), 23 (48.9%), and 21 (44.7%) of the teachers felt that areas 1, 3, 2, and 6, respectively, were adequate; while in Table 18, 28 (59.6%) and 15 (31.9%) of the teachers felt uncertain about areas 4 and 5, respectively. However, 18 (38.3%) and 12 (25.5%) of the teachers felt that areas 7 and 5, respectively, were inadequate. Also, 15 (31.9%) of the teachers felt that area 7 was very inadequate.

As shown in Table 18, 15 (29.4%) and 14 (27.5%) of the counselors felt that areas 3 and 2, respectively, were very adequate. Thirty-two (62.7%), 28 (54.9%), and 26 (51.0%) of the counselors felt that areas 1, 3, and 2, respectively, were adequate; while in Table 18, 20 (39.2%) of the counselors felt uncertain about area 4. However, 18 (35.3%), 14 (27.5%), and 12 (23.5%) of the counselors felt that areas 7; 5; and 4 and 6, respectively, were inadequate. Also, 14 (27.5%) and 6 (11.8%) of

Table 18. Frequency Responses from the Vocational Agriculture Teachers (Tr)* and from the Counselors (Co)** to the Adequacy Ratings Given Eight Career Education-Counseling Material and Equipment Areas.

Areas		NR		5		4		3		2		1	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Materials accessible to students and faculty.	(Tr)	0	0.0	9	19.1	27	57.4	5	10.6	5	10.6	1	2.1
	(Co)	1	2.0	12	23.5	32	62.7	1	2.0	5	9.8	0	0.0
2. Materials on occupational information.	(Tr)	0	0.0	4	8.5	23	48.9	13	27.7	4	8.5	3	6.4
	(Co)	0	0.0	14	27.5	26	51.0	5	9.8	6	11.8	0	0.0
3. Materials on educational information.	(Tr)	0	0.0	10	21.3	26	55.3	8	17.0	1	2.1	2	4.3
	(Co)	1	2.0	15	29.4	28	54.9	4	7.8	3	5.9	0	0.0
4. Materials on skills for living.	(Tr)	1	2.1	0	.0	13	27.7	28	59.6	4	8.5	1	2.1
	(Co)	2	3.9	3	5.9	11	21.6	20	39.2	12	23.5	3	5.9
5. Audiovisual materials.	(Tr)	0	0.0	4	8.5	13	27.7	15	31.9	12	25.5	3	6.4
	(Co)	1	2.0	8	15.7	17	33.3	5	9.8	14	27.5	6	11.8
6. Materials on job skills information.	(Tr)	0	0.0	5	10.6	21	44.7	13	27.7	6	12.8	2	4.3
	(Co)	2	3.9	7	13.7	21	41.2	9	17.6	12	23.5	0	0.0
7. Listings on part-time and full-time jobs.	(Tr)	0	0.0	0	0.0	4	8.5	10	21.3	18	38.3	15	31.9
	(Co)	0	0.0	1	2.0	7	13.7	11	21.6	18	35.3	14	27.5
8. Equipment for use by students and faculty (computers, audio-visual, etc.).	(Tr)	1	2.1	8	17.0	16	34.0	5	10.6	8	17.0	9	19.1
	(Co)	0	0.0	9	17.6	25	49.0	4	7.8	7	13.7	6	11.8

*Tr: (N=47)
**Co: (N=51)

the counselors felt that areas 7; and 5 and 8, respectively, were very inadequate.

Ten (21.3%) of the vocational agriculture teachers and 15 (29.4%) of the counselors felt that area 3, "materials on educational information," was very adequate; while 27 (57.4%) and 26 (55.3%) of the teachers and 32 (62.7%) and 28 (54.9%) of the counselors felt areas 1 and 3, respectively, were adequate. However, 28 (59.6%) of the teachers and 20 (39.2%) of the counselors felt uncertain about area 4; while 18 (38.3%) of the teachers and 18 (35.3%) of the counselors felt area 7 was inadequate. Also, 15 (31.9%) of the teachers and 14 (27.5%) of the counselors felt area 7, "listing on part-time and full-time jobs," was very inadequate.

The data in Table 19 show eight career education-counseling material and equipment areas ranked from high to low according to the vocational agriculture teachers' adequacy rating means. The data in Table 20 show eight areas ranked from high to low according to the counselors' adequacy rating means.

A close look at the areas ranked in Tables 19 and 20 revealed that the top four areas for the vocational agriculture teachers (Table 19) were ranked the same as the top four areas for the counselors (Table 20). Also, the teachers and the counselors ranked area 8, "listing on part-time and full-time jobs," at the bottom. However, as shown in Table 19, "materials on skills for living" was ranked 5th for adequacy by the teachers, while the counselors ranked this area 7th (Table 20).

The data in Table 21 show the p-values for a chi square test of independence of eight career education-counseling material and equipment

Table 19. Eight Career Education-Counseling Material and Equipment Areas Ranked According to the Vocational Agriculture Teachers' Adequacy Rating Means.

	Areas	(N=47) Mean	SD
1.	Materials on educational information.	3.87	.92
2.	Materials accessible to students and faculty.	3.81	.95
3.	Materials on occupational information.	3.45	1.00
4.	Materials on job skills information.	3.45	1.00
5.	Materials on skills for living.	3.15	.67
6.	Equipment for use by students and faculty (computers, audiovisual, etc.).	3.13	1.42
7.	Audiovisual materials.	3.06	1.07
8.	Listings on part-time and full-time jobs.	2.06	.94

Table 20. Eight Career Education-Counseling Material and Equipment Areas Ranked According to the Counselors' Adequacy Rating Means.

	Areas	(N=51) Mean	SD
1.	Materials on educational information.	4.10	.79
2.	Materials accessible to students and faculty.	4.02	.82
3.	Materials on occupational information.	3.94	.93
4.	Materials on job skills information.	3.47	1.02
5.	Equipment for use by students and faculty (computers, audiovisual, etc.).	3.47	1.27
6.	Audiovisual materials.	3.14	1.33
7.	Materials on skills for living.	2.98	.99
8.	Listings on part-time and full-time jobs.	2.28	1.08

areas. The following null hypothesis and alternative hypothesis were established to determine if there were any significant differences at the .05 level of significance:

H_0: The adequacy rating given eight career education-counseling material and equipment areas will be independent from the individual's position as a vocational agriculture teacher or as a counselor.

H_1: The adequacy rating given eight career education-counseling material and equipment areas will be dependent upon the individual's position as a vocational agriculture teacher or as a counselor.

The data in Table 18 show the cell counts that were used for the chi square test of independence. The researcher collapsed the cells for each of the eight areas.

At the .05 level of significance, the null hypothesis was rejected for area 2, "materials on occupational information," and area 4, "materials or skills for living," in Table 21. The adequacy ratings given these areas is dependent upon the individual's position as a vocational agriculture teacher or as a counselor.

One would expect to reject the null hypothesis for one area due to chance alone. Since two of the areas were rejected, then the adequacy ratings given career education-counseling material and equipment areas is dependent upon the individual's position as a vocational agriculture teacher or as a counselor.

Table 21. Chi Square Test of Independence for Adequacy Ratings Given Eight Career Education-Counseling Material and Equipment Areas by the Vocational Agriculture Teachers and Counselors.

Areas	Teachers (N=47) Mean	Teachers (N=47) SD	Counselors (N=51) Mean	Counselors (N=51) SD	Chi Square P-Value
1. Materials accessible to students and faculty.	3.81	.95	4.02	.82	.3283
2. Materials on occupational information.	3.45	1.00	3.94	.93	.0264
3. Materials on educational information.	3.87	.92	4.10	.79	.3947
4. Materials on skills for living.	3.15	.67	2.98	.99	.0423
5. Audiovisual materials.	3.06	1.07	3.14	1.33	.0571
6. Materials on job skills information.	3.45	1.00	3.47	1.02	.6150
7. Listings on part-time and full-time jobs.	2.06	.94	2.28	1.08	.7439
8. Equipment for use by students and faculty (computers, audiovisual, etc.).	3.13	1.42	3.47	1.27	.4693

Career Education-Counseling Facility Areas

The data in Table 22 show the frequencies and percentages of responses from the vocational agriculture teachers (Tr) and the counselors (Co) as to their adequacy rating of four career education-counseling facility areas. The scale used to rate these areas for adequacy was: 5--very adequate, 4--adequate, 3--uncertain, 2--inadequate,

and 1--very inadequate. The first column of Table 22 shows the number and percentage of nonrespondents (NR).

The data in Table 22 indicate that 13 (27.7%) of the vocational agriculture teachers felt that areas 3 and 4 were very adequate. Twenty-nine (61.7%) and 23 (48.9%) of the teachers felt that areas 1; and 3 and 4, respectively, were adequate; while in Table 22, 10 (21.3%) of the teachers felt uncertain about area 2. However, 11 (23.4%) of the teachers felt that area 2 was inadequate. Also, 3 (6.4%) of the teachers felt that area 1 was very inadequate.

As shown in Table 22, 24 (47.1%) of the counselors felt that areas 3 and 4 were very adequate. Twenty-eight (54.9%) and 27 (52.9%) of the counselors felt that areas 1 and 2, respectively, were adequate; while in Table 22, 5 (9.8%) of the counselors felt uncertain about area 2. However, 6 (11.8%) and 5 (9.8%) of the counselors felt that areas 2 and 5, respectively, were inadequate. Also, 4 (7.8%) of the counselors felt that area 2 was very inadequate.

Thirteen (27.7%) of the vocational agriculture teachers and 24 (47.1%) of the counselors felt that area 3, "counseling room is in an area highly accessible to students and faculty," and area 4, "counseling room has a non-threatening environment," were very adequate; while 29 (61.7%) of the teachers and 28 (54.9%) of the counselors felt that area 1, "room used for materials and equipment," was adequate. However, 10 (21.3%) of the teachers and 5 (9.8%) of the counselors felt uncertain about area 2, "room used for guest speakers." Also, 11 (23.4%) of the teachers and 6 (11.8%) of the counselors felt area 2 was inadequate.

Table 22. Frequency Responses from the Vocational Agriculture Teachers (Tr)* and from the Counselors (Co)** to the Adequacy Ratings Given Four Career Education-Counseling Facility Areas.

Areas		NR		5		4		3		2		1	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Room used for materials and equipment.	(Tr)	1	2.1	6	12.8	29	61.7	5	10.6	3	6.4	3	6.4
	(Co)	0	0.0	12	23.5	28	54.9	4	7.8	5	9.8	2	3.9
2. Room used for guest speakers.	(Tr)	0	0.0	7	14.9	17	36.2	10	21.3	11	23.4	2	4.3
	(Co)	0	0.0	9	17.6	27	52.9	5	9.8	6	11.8	4	7.8
3. Counseling room is in an area highly accessible to students and faculty.	(Tr)	1	2.1	13	27.7	23	48.9	3	6.4	5	10.6	2	4.3
	(Co)	0	0.0	24	47.1	21	41.2	3	5.9	2	3.9	1	2.0
4. Counseling room has a non-threatening environment.	(Tr)	1	2.1	13	27.7	23	48.9	5	10.6	4	8.5	1	2.1
	(Co)	0	0.0	24	47.1	19	37.3	4	7.8	3	5.9	1	2.0

*Tr: (N=47)
**Co: (N=51)

Three (6.4%) of the teachers felt area 1 was very inadequate, compared to 4 (7.8%) of the counselors who felt area 2 was very inadequate.

The data in Table 23 show four career education-counseling facility areas ranked from high to low according to the vocational agriculture teachers' adequacy rating means. The data in Table 24 show the four areas ranked from high to low according to the counselors' adequacy rating means.

A close look at the areas ranked in Tables 23 and 24 reveals that the top ranked area by the vocational agriculture teachers, "counseling room has a non-threatening environment" (Table 23), was ranked 2nd (Table 24) by the counselors. The top ranked area by the counselors, "counseling room is in an area highly accessible to students and faculty" (Table 24), was ranked 2nd (Table 23) by the teachers. The bottom two areas were ranked the same by both teachers and counselors.

Table 23. Four Career Education-Counseling Facility Areas Ranked According to the Vocational Agriculture Teachers' Adequacy Rating Means.

	Areas	(N=47) Mean	SD
1.	Counseling room has a non-threatening environment.	3.94	.98
2.	Counseling room is in an area highly accessible to students and faculty.	3.87	1.09
3.	Room used for materials and equipment.	3.70	1.01
4.	Room used for guest speakers.	3.34	1.13

Table 24. Four Career Education-Counseling Facility Areas Ranked According to the Counselors' Adequacy Rating Means.

	Areas	(N=51) Mean	SD
1.	Counseling room is in an area highly accessible to students and faculty.	4.28	.90
2.	Counseling room has a non-threatening environment.	4.22	.97
3.	Room used for materials and equipment.	3.84	1.03
4.	Room used for guest speakers.	3.61	1.15

The data in Table 25 show the p-values for a chi square test of independence of four career education-counseling facility areas. The following null hypothesis and alternative hypothesis were established to determine if there were any significant differences at the .05 level of significance.

H_0: The adequacy rating given four career education-counseling facility areas will be independent from the individual's position as a vocational agriculture teacher or as a counselor.

H_1: The adequacy rating given four career education-counseling facility areas will be dependent upon the individual's position as a vocational agriculture teacher or as a counselor.

The data in Table 22 show the cell counts that were used for the chi square test of independence. The researcher collapsed the cells for each of the four areas.

At the .05 level of significance, the null hypothesis was retained for all areas. The adequacy ratings given these areas is independent from the individual's position as a vocational agriculture teacher or as a counselor.

Table 25. Chi Square Test of Independence for Adequacy Ratings Given Four Career Education-Counseling Facility Areas by the Vocational Agriculture Teachers and Counselors.

Areas	Teachers (N=47) Mean	Teachers (N=47) SD	Counselors (N=51) Mean	Counselors (N=51) SD	Chi Square P-Value
1. Room used for materials and equipment.	3.70	1.01	3.84	1.03	.4170
2. Room used for guest speakers.	3.34	1.13	3.61	1.15	.2183
3. Counseling room is in an area highly accessible to students and faculty.	3.87	1.09	4.28	.90	.1261
4. Counseling room has a non-threatening environment.	3.94	.98	4.22	.97	.1616

Career Education-Counseling Support Areas

The data in Table 26 show the frequencies and percentages of responses from the vocational agriculture teachers (Tr) and the counselors (Co) as to their adequacy ratings of four career education-counseling support areas. The scale used to rate these areas for adequacy was: 5--very adequate, 4--adequate, 3--uncertain, 2--inadequate, and 1--very inadequate. The first column of Table 26 shows the number and percentage of nonrespondents (NR).

The data in Table 26 indicate that 6 (12.8%) of the vocational agriculture teachers felt that areas 1 and 2 were very adequate. Twenty-nine (61.7%) and 27 (57.4%) of the teachers felt that areas 2 and 1, respectively, were adequate; while in Table 26, 17 (36.2%) of the teachers felt uncertain about area 3. However, 5 (10.6%) of the teachers felt that areas 2, 3, and 4 were inadequate. Also, 6 (12.8%) and 5 (10.6%) of the teachers felt that areas 4 and 3, respectively, were very inadequate.

As shown in Table 26, 25 (49.0%) of the counselors felt area 2 was very adequate. Twenty-eight (54.9%) of the counselors felt area 3 was adequate; while in Table 26, 16 (31.4%) and 12 (23.5%) of the counselors felt uncertain about areas 3 and 4, respectively. However, 5 (9.8%) and 4 (7.8%) of the counselors felt that areas 2 and 1, respectively, were inadequate. Also, 1 (2.0%) counselor felt that area 2 was very inadequate.

Six (12.8%) of the vocational agriculture teachers, along with 17 (33.3%) and 25 (49.0%) of the counselors, felt area 1, "teacher's support," and area 2, "administrator's support," were very adequate. Also, 27 (57.4%) of the teachers felt that "teacher's support," and 29 (61.7%) of the teachers felt that "administrator's support" was adequate, compared to 28 (54.9%) of the counselors feeling that "parent's support" was adequate. Seventeen (36.2%) of the teachers felt uncertain about "parent's support," whereas 16 (31.4%) of the counselors were uncertain about "community's support." Five (10.6%) of the teachers felt that "administrator's support," "parent's support," and "community's support" were inadequate, compared to 5 (9.8%) of the

Table 26. Frequency Responses from the Vocational Agriculture Teachers (Tr)* and from the Counselors (Co)** to the Adequacy Ratings Given Four Career Education-Counseling Support Areas.

Areas		NR		5		4		3		2		1	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Teacher's support.	(Tr)	0	0.0	6	12.8	27	57.4	9	19.1	3	6.4	2	4.3
	(Co)	0	0.0	17	33.3	25	49.0	5	9.8	4	7.8	0	0.0
2. Administrator's support.	(Tr)	0	0.0	6	12.8	29	61.7	6	12.8	5	10.6	1	2.1
	(Co)	0	0.0	25	49.0	17	33.3	3	5.9	5	9.8	1	2.0
3. Parents' support.	(Tr)	0	0.0	4	8.5	16	34.0	17	36.2	5	10.6	5	10.6
	(Co)	0	0.0	10	19.6	28	54.9	12	23.5	1	2.0	0	0.0
4. Community's support.	(Tr)	0	0.0	3	6.4	21	44.7	12	25.5	5	10.6	6	12.8
	(Co)	0	0.0	10	19.6	22	43.1	16	31.4	3	5.9	0	0.0

*Tr: (N=47)
**Co: (N=51)

counselors who felt "administrator's support" was inadequate. Also, 6 (12.8%) of the teachers felt "community's support," and 5 (10.6%) of the teachers felt "parent's support" was very inadequate, compared to 1 (2.0%) counselor who felt "administrator's support" was very inadequate.

The data in Table 27 show four career education-counseling support areas ranked from high to low according to the vocational agriculture teachers' adequacy rating means. The data in Table 28 show the four areas ranked from high to low according to the counselors' adequacy rating means.

Table 27. Four Career Education-Counseling Support Areas Ranked According to the Vocational Agriculture Teachers' Adequacy Rating Means.

	Areas	(N=47) Mean	SD
1.	Administrator's support.	3.72	.90
2.	Teacher's support.	3.68	.94
3.	Community's support.	3.21	1.14
4.	Parent's support.	3.19	1.10

A close look at the areas ranked in Tables 27 and 28 reveals that the top two areas were ranked the same by both teachers and counselors. "Community's support," ranked 3rd by the teachers (Table 27), was ranked 4th (Table 28) by the counselors. "Parent's support," ranked 3rd by the counselors (Table 28), was ranked 4th (Table 27) by the teachers.

Table 28. Four Career Education-Counseling Support Areas Ranked According to the Counselors' Adequacy Rating Means.

	Areas	(N=51) Mean	SD
1.	Administrator's support.	4.18	1.05
2.	Teacher's support.	4.08	.87
3.	Parent's support.	3.92	.72
4.	Community's support.	3.77	.84

The data in Table 29 show the p-values for a chi square test of independence of four career education-counseling support areas. The following null hypothesis and alternative hypothesis were established to determine if there were any significant differences at the .05 level of significance:

H_0: The adequacy rating given four career education-counseling support areas will be independent from the individual's position as a vocational agriculture teacher or as a counselor.

H_1: The adequacy rating given four career education-counseling support areas will be dependent upon the individual's position as a vocational agriculture teacher or as a counselor.

The data in Table 26 show the cell counts that were used for the chi square test of independence. The researcher collapsed the cells for each of the four areas.

Table 29. Chi Square Test of Independence for Adequacy Ratings Given Four Career Education-Counseling Support Areas by the Vocational Agriculture Teachers and Counselors.

	Areas	Teachers (N=47) Mean	Teachers (N=47) SD	Counselors (N=51) Mean	Counselors (N=51) SD	Chi Square P-Value
1.	Teacher's Support.	3.68	.94	4.08	.87	.0425
2.	Administrator's support.	3.72	.90	4.18	1.05	.0009
3.	Parent's support.	3.19	1.10	3.92	.72	.0035
4.	Community's support.	3.21	1.14	3.77	.84	.0321

At the .05 level of significance, the null hypothesis was rejected for all four areas. The adequacy ratings given these areas is dependent upon the individual's position as a vocational agriculture teacher or as a counselor.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS AND SUMMARY

The conclusions, implications, and recommendations presented in this chapter are organized and presented as they pertain to the objectives and hypotheses of this study.

Conclusions

Based on this analysis of the data, it was concluded that for Montana high schools with less than 350 students:

(1) The ratings given by the vocational agriculture teachers for importance and adequacy, and the ratings given by the counselors for importance and frequency, to the career education-counseling activities, are dependent upon the individual's position as a teacher or as a counselor.

(2) Vocational agriculture teachers and counselors felt that "helping" activities were an important part of the career education-counseling program.

(3) The feelings of importance that counselors place upon the career education-counseling activities, do not agree with the frequency in which they conducted the activities.

(4) The ratings given by the vocational agriculture teachers and by the counselors for adequacy to the career education-counseling material

and equipment areas and to the support areas are dependent upon the individual's position as a teacher or as a counselor.

(5) The ratings given by the vocational agriculture teachers and by the counselors for adequacy to the career education-counseling facility areas are independent from the individual's position as a teacher or as a counselor.

(6) Both vocational agriculture teachers and counselors felt that the materials available to students and faculty on education and occupations were adequate, along with the support the counselors receive for the career education-counseling programs from the administration and the teachers.

(7) Vocational agriculture teachers and counselors do spend time together during the year discussing the agriculture program and agricultural careers.

(8) Counselors are not seeing all of the students in their high schools individually or in groups due to the limited time they have available to counsel students.

Implications

The following implications are offered as a result of this study:

(1) Even though vocational agriculture teachers and counselors disagree in the ranking of the career education-counseling activities, they are both concerned with providing the vocational agriculture students with the help they need in establishing personal, social, educational, and career-life goals.

(2) Career education-counseling material and equipment, facility, and support areas are adequate; however, additional funding would enable counselors to keep these areas updated with the changes occurring in society.

(3) Counselors need more freedom to conduct career education-counseling activities, so that the frequency with which these activities are conducted matches the importance placed upon the activity by the counselors.

(4) Even though vocational agriculture teachers provide most of the career education-counseling to the vocational agriculture students, additional training would make them more effective in counseling students.

(5) In many cases counselors are unable to see some high school students due to extra activities which limit the time available to provide all students with career education-counseling.

Recommendations for Program Improvement

As a result of this study, the following recommendations are offered for Montana high schools with less than 350 students:

(1) Vocational agriculture teachers and counselors should spend additional time together in order for the teachers to learn more about career education-counseling, and for the counselors to learn more about the agriculture program and agricultural careers.

(2) Additional funding should be appropriated for the career education-counseling programs so counselors can continue to provide students

with up-to-date information on educational and career-life opportunities.

(3) Administrators should consider reducing the additional duties placed upon counselors which restrict them from providing the type of career education-counseling programs needed in today's high schools.

(4) Vocational agriculture teachers should receive instruction in career education-counseling so they can be more effective in counseling vocational agriculture students.

(5) Counselors should receive instruction in vocational agriculture programs so they can be more effective in counseling vocational agriculture students.

(6) An inservice program or conference should be offered to vocational agriculture teachers and counselors to bring them together in a non-threatening environment where they could share and learn about each other's programs.

(7) Schools should offer training to their faculty on career education-counseling.

Recommendations for Further Study

The results of the data presented in this study suggest the following recommendations for further study:

(1) A survey of similar nature to this study should be conducted to include all vocational instructors and counselors in Montana.

(2) A statistical correlation study should be conducted between the rankings for importance and the rankings for frequency given the career education-counseling activities by the counselors.

(3) A survey should be conducted to determine the type of career education-counseling vocational teachers provide their students.

(4) A survey should be conducted to determine the types of additional duties counselors are required to perform that do not fall under the parameters of career education-counseling.

Summary

The data in this study show the need for vocational agriculture teachers and counselors to work together in order to provide vocational agriculture students with the career education-counseling they need to achieve their educational and career-life goals. The information from this study can be used by administrators, counselors, teachers, parents, and other individuals to help them in understanding the nature of the career education-counseling programs currently being conducted in today's high schools.

REFERENCES

REFERENCES

Anderson, E. (1981). Implications for the vo-ag teacher: Student career guidance. The Agricultural Education Magazine 54(5):21-22.

Beale, A.V. and B.C. Jacobs. (1982). Hand-in-hand or fist-in-the-teeth: Counselors and vocational educators working together. Vocational Guidance Quarterly 31:21-17.

Boland, J.M. and J.M. Chick, ed. (1982). Basic vocational counseling skills for the occupational specialist: Competency-based modular series. (Report No. CG 017 006.) Tallahassee, FL: Florida State University, Tallahassee. Center for Studies in Vocational Education. (ERIC Document Reproduction Service No. ED 236 456.)

Borman, C. and others. (1981). The high school student in the working world: A handbook for counselors. (Report No. CE 029 871.) Austin, TX: Texas Education Agency. (ERIC Document Reproduction Service No. ED 029 871.)

Burch, Judy. (1985, November). Coordinator for State Counseling, Montana Office of Public Instruction. Personal interview.

Camp, W.G. and W.B. Richardson. (1980). Counseling the counselors. The Agricultural Education Magazine 52(7):18-19.

Chapman, W. and M.R. Katz. (1982). Career information systems in secondary schools. Final report of study 2: Comparative effects of major types of resources. (Report No. CE 033 592.) Princeton, NJ: Educational Testing Services. (ERIC Document Reproduction Service No. ED 220 664.)

Curl, M.M. (1980). Career awareness: World of work. (Report No. CE 800 102.) Cedar Falls, IA: Area Education Agency 7. (ERIC Document Reproduction Service No. ED 240 403.)

Durham, Jane. (1985, November). Career Counselor for Montana State University Career Services. Personal interview.

Engen, H.B., R.R. Lamb, and D.J. Prediger. (1982). Are secondary schools still using standardized tests? The Personnel and Guidance Journal 60:287-290.

Gore, J. and B. Mason. (1980). Career exploration. (Report No. CG 015 467.) Tucson, AZ: Pina County Developmental Career Guidance Project. (ERIC Document Reproduction Service No. ED 208 297.)

Groseth, Jaynee D. (1985, November). Director of Admissions for Montana State University. Personal interview.

Heathington, B.S., ed. (1981). Breaking barriers: Overcoming career stereotyping in early childhood. (Report No. PS 013 325.) College Park, MD: University of Maryland, Reading Center, College of Education. (ERIC Document Reproduction Service No. ED 225 672.)

Herr, E.L. (1981). Role of occupational information system in career guidance and counseling. (Report No. CE 036 426.) Durham, NC: Research Triangle Institution. (ERIC Document Reproduction Service No. ED 231 993.)

Herr, E.L. and S.H. Cramer. (1982). Career Guidance. Encyclopedia of Educational Research, 5th ed. pp. 241-244.

Hohenshil, T.H. (1980). The vocational education view of guidance and counseling. The Personnel and Guidance Journal 58:668-669.

Holton, S.M. (1982). Secondary education. Encyclopedia of Educational Research, 5th ed. pp. 1683-1696.

Hoyt, K.B. and S.C. High. (1982). Career education. Encyclopedia of Educational Research, 5th ed. pp. 231-241.

Johnson, J.A. and S. Jones. (1982). Guidance in Montana schools: Guidelines for comprehensive program development K-12. Helena, MT: Office of Public Instruction.

Kesin, J.E. (1983). The career exploration program: Final report, 1982-83. (Report No. CE 038 231.) New Brunswick, NJ: New Brunswick Board of Education. (ERIC Document Reproduction Service No. ED 240 334.)

Lombardi, Leonard. (1986, January). Specialist for Agriculture Education, Montana Office of Public Instruction. Personal interview.

Lund, Richard. (1985). MSU STAT, Version 2.11. Montana State University, Bozeman, MT.

Marshall, B. (1979). ERIC overview: Career resource center. (ERIC Fact Sheet No. 7.) Columbus, OH: Ohio State University, The National Center for Research in Vocational Education.

Miller, J.V. (1984.) Overview on excellence: Effects of career education on student achievement and retention. (ERIC Digest No. 32.) Columbus, OH: Ohio State University, The National Center for Research in Vocational Education.

National Vocational Guidance Association Commission on Criteria for Career Guidance Programs. (1979). Guidelines for a quality career guidance program. Vocational Guidance Quarterly 28:99-110.

Oliver, R. (1981). Career unrest: A source of creativity. (Report No. CG 017 542.) New York: Columbia University, Graduate School of Business. (ERIC Document Reproduction Service No. ED 245 170.)

Pershing, J.A. and E.G. Demetropoulos. (1981). Guidance and guidance systems in secondary schools: The teacher's view. The Personnel and Guidance Journal 59:455-459.

Prediger, D.J. (1980). The marriage between tests and career counseling: An intimate report. Vocational Guidance Quarterly 28:297-305.

Smith, D.J. and D.T. Somero. (1983). Blueprints for building a career resources library. (Report No. JC 840 003.) Dallas, TX: Richland College. (ERIC Document Reproduction Service No. ED 238 478.)

Sorenson, G. (1982). Student personnel work. Encyclopedia of Educational Research, 5th ed. pp. 1808-1812.

Splete, H. and J. Miller. (1981). Research and evaluation on counseling for career development. The Personnel and Guidance Journal 59:526-530.

Treacy, T.D., ed. (1981). Career education resource guide. Vol. III: 10-12. (Report No. CE 030 922.) Villanova, PA: Philadelphia School District, PA; Villanova University, PA Department of Education. (ERIC Document Reproduction Service No. ED 211 691.)

Wessel, Margaretha H. (1985, November). Director of General Studies for Montana State University. Personal interview.

APPENDICES

APPENDIX A

VOCATIONAL AGRICULTURE QUESTIONNAIRE

VO-AG TEACHER QUESTIONNAIRE

Questions 1 through 19 deal with career education activities. Using the two scales, rate each activity as to its importance and its adequacy in your school's counseling program. (please circle your responses)

Importance Scale						Adequacy Scale				
a. Very Important b. Important c. Uncertain d. Unimportant e. Very Unimportant						a. Very Adequate b. Adequate c. Inadequate d. Very Inadequate e. Not Conducted				
a	b	c	d	e	1. Helping all students with school and nonschool related problems.	a	b	c	d	e
a	b	c	d	e	2. Helping students adjust in the school social environment.	a	b	c	d	e
a	b	c	d	e	3. Helping students in understanding themselves, their potentials, their talents, and their shortcomings.	a	b	c	d	e
a	b	c	d	e	4. Helping students in selecting curricula, programs, courses, and classes.	a	b	c	d	e
a	b	c	d	e	5. Providing educational information to students and helping them make educational plans.	a	b	c	d	e
a	b	c	d	e	6. Initiating and coordinating cooperative education plans.	a	b	c	d	e
a	b	c	d	e	7. Helping students relate school subject matter to occupations.	a	b	c	d	e
a	b	c	d	e	8. Preparing and presenting courses or modules on careers, and generally helping students understand careers and the world of work.	a	b	c	d	e
a	b	c	d	e	9. Organizing in-school and out-or-school activities related to learning about occupations.	a	b	c	d	e
a	b	c	d	e	10. Assessing the vocational maturity and vocational interests of students.	a	b	c	d	e
a	b	c	d	e	11. Collecting, evaluating, updating and disseminating educational and occupational information and related materials.	a	b	c	d	e
a	b	c	d	e	12. Helping students acquire job acquisition skills (job seeking skills, job interview skills, job adjustment skills, etc.).	a	b	c	d	e
a	b	c	d	e	13. Making contacts with the Public Employment Office, other community agencies, and employers, regarding occupational opportunities for students.	a	b	c	d	e
a	b	c	d	e	14. Assessing the employment needs of students.	a	b	c	d	e
a	b	c	d	e	15. Helping students in relating educational and occupational plans and making career decisions.	a	b	c	d	e
a	b	c	d	e	16. Placing students (current students, graduates, or special students) in part-time or full-time jobs.	a	b	c	d	e
a	b	c	d	e	17. Conducting student and employer follow-up and follow-through studies.	a	b	c	d	e
a	b	c	d	e	18. Recruiting students for programs offered by the school.	a	b	c	d	e
a	b	c	d	e	19. Holding conferences with parents.	a	b	c	d	e

Questions 20 through 35: Please circle your responses indicating the adequacy of the materials and equipment used, facilities provided, and support received for the counseling program at your school.

Adequacy Scale

a. Very Adequate
b. Adequate
c. Uncertain
d. Inadequate
e. Very Inadequate

(Materials and Equipment)

a b c d e 20. Materials accessible to students and faculty.

a b c d e 21. Materials on occupational information.

a b c d e 22. Materials on educational information.

a b c d e 23. Materials on skills for living.

a b c d e 24. Audiovisual materials.

a b c d e 25. Materials on job skills information.

a b c d e 26. Listings on part-time and full-time jobs.

a b c d e 27. Equipment for use by students and faculty (computers, audiovisual, etc.).

(Facilities)

a b c d e 28. Room used for materials and equipment.

a b c d e 29. Room used for guest speakers.

a b c d e 30. Counseling room is in an area highly accessible to students and faculty.

a b c d e 31. Counseling room has a non-threatening environment.

(Support)

a b c d e 32. Teacher's support.

a b c d e 33. Administrator's support.

a b c d e 34. Parent's support.

a b c d e 35. Community's support.

Questions 36 through 38: Please circle your responses.

36. Which college courses have you taken on career counseling?

a. Theories of Career Development

b. Guidance Counseling in Schools

c. Principles of Career Education in Schools

d. Vocational Guidance

e. Career Information

f. Other - please list: _____

g. None

37. How many days during the year do you spend with the counselor discussing your agriculture program and agriculture careers?

    a. 0 days

    b. 1 to 3 days

    c. 4 to 6 days

    d. 7 to 9 days

    e. 10 or more days

38. How many years have you been teaching vocational agriculture?

    a. 5 years or less

    b. 6 to 15 years

    c. more than 15 years

Please use the remainder of this form for any comments you would like to make concerning the type of career education activities used and career counseling provided to your high school vocational agriculture students.

APPENDIX B

COUNSELOR QUESTIONNAIRE

COUNSELOR QUESTIONNAIRE

Questions 1 through 19 deal with career education activities. Using the two scales, rate each activity as to its importance and its frequency of use in your program. (please circle your responses)

Importance Scale						Frequency Scale				
a. Very Important b. Important c. Uncertain d. Unimportant e. Very Unimportant						a. Very Frequent b. Frequent c. Seldom d. Very Seldom e. Not Conducted				
a	b	c	d	e	1. Helping all students with school and nonschool related problems.	a	b	c	d	e
a	b	c	d	e	2. Helping students adjust in the school social environment.	a	b	c	d	e
a	b	c	d	e	3. Helping students in understanding themselves, their potentials, their talents, and their shortcomings.	a	b	c	d	e
a	b	c	d	e	4. Helping students in selecting curricula, programs, courses, and classes.	a	b	c	d	e
a	b	c	d	e	5. Providing educational information to students and helping them make educational plans.	a	b	c	d	e
a	b	c	d	e	6. Initiating and coordinating cooperative education plans.	a	b	c	d	e
a	b	c	d	e	7. Helping students relate school subject matter to occupations.	a	b	c	d	e
a	b	c	d	e	8. Preparing and presenting courses or modules on careers, and generally helping students understand careers and the world of work.	a	b	c	d	e
a	b	c	d	e	9. Organizing in-school and out-of-school activities related to learning about occupations.	a	b	c	d	e
a	b	c	d	e	10. Assessing the vocational maturity and vocational interests of students.	a	b	c	d	e
a	b	c	d	e	11. Collecting, evaluating, updating and disseminating educational and occupational information and related materials.	a	b	c	d	e
a	b	c	d	e	12. Helping students acquire job acquisition skills (job seeking skills, job interview skills, job adjustment skills, etc.).	a	b	c	d	e
a	b	c	d	e	13. Making contacts with the Public Employment Office, other community agencies, and employers, regarding occupational opportunities for students.	a	b	c	d	e
a	b	c	d	e	14. Assessing the employment needs of students.	a	b	c	d	e
a	b	c	d	e	15. Helping students in relating educational and occupational plans and making career decisions.	a	b	c	d	e
a	b	c	d	e	16. Placing students (current students, graduates, or special students) in part-time or full-time jobs.	a	b	c	d	e
a	b	c	d	e	17. Conducting student and employer follow-up and follow-through studies.	a	b	c	d	e
a	b	c	d	e	18. Recruiting students for programs offered by the school.	a	b	c	d	e
a	b	c	d	e	19. Holding conferences with parents.	a	b	c	d	e

Questions 20 through 35: Please circle your responses indicating the adequacy of the materials and equipment used, facilities provided, and support received for your counseling program.

Adequacy Scale

a. Very Adequate
b. Adequate
c. Uncertain
d. Inadequate
e. Very Inadequate

(Materials and Equipment)

a b c d e 20. Materials accessible to students and faculty.

a b c d e 21. Materials on occupational information.

a b c d e 22. Materials on educational information.

a b c d e 23. Materials on skills for living.

a b c d e 24. Audiovisual materials.

a b c d e 25. Materials on job skills information.

a b c d e 26. Listings on part-time and full-time jobs.

a b c d e 27. Equipment for use by students and faculty (computers, audiovisual, etc.).

(Facilities)

a b c d e 28. Room used for materials and equipment.

a b c d e 29. Room used for guest speakers.

a b c d e 30. Counseling room is in an area highly accessible to students and faculty.

a b c d e 31. Counseling room has a non-threatening environment.

(Support)

a b c d e 32. Teacher's support.

a b c d e 33. Administrator's support.

a b c d e 34. Parent's support.

a b c d e 35. Community's support.

Questions 36 through 42: Please circle your responses.

36. How much time do you have available to counsel students (individuals or groups) each day, including before and after regular school hours?

a. 4 hrs or less

b. 5 hrs

c. 6 hrs

d. 7 hrs

e. 8 hrs

f. 9 hrs or more

37. How many times during the school year do students participate in career education activities?

Class	Times Per Year				
Prior to high school	0	1	2	3	4 or more
Freshman	0	1	2	3	4 or more
Sophomore	0	1	2	3	4 or more
Junior	0	1	2	3	4 or more
Senior	0	1	2	3	4 or more

38. What percentage of the students do you see each year (individually or in groups) for career counseling?

Individually	Groups
a. 0%	f. 0%
b. 1 to 25%	g. 1 to 25%
c. 26 to 50%	h. 26 to 50%
d. 51 to 75%	i. 51 to 75%
e. 76 to 100%	j. 76 to 100%

39. Which college courses have you taken on career counseling?

a. Theories of Career Development

b. Guidance Counseling in Schools

c. Principles of Career Education in Schools

d. Vocational Guidance

e. Career Information

f. Other - please list: _____

g. None

40. How many days during the year do you spend with the vocational agriculture teacher learning about the agriculture program and agriculture careers?

a. 0 days

b. 1 to 3 days

c. 4 to 6 days

d. 7 to 9 days

e. 10 or more days

41. How many years have you been counseling high school students?

a. 5 years or less

b. 6 to 15 years

c. more than 15 years

42. Does your school sponsor training on career counseling for the faculty?

a. Yes

b. No

Please use the remainder of this form for any comments you would like to make concerning the career education program.

APPENDIX C

HIGH SCHOOLS THAT FIELD TESTED THE SURVEY QUESTIONNAIRES

HIGH SCHOOLS THAT FIELD TESTED

THE SURVEY QUESTIONNAIRES

The Montana high schools listed below participated in the field testing of the survey instruments:

(1) Dillon: Beaverhead County High School

(2) Hardin: Hardin High School

(3) Kalispell: Flathead High School

(4) Laurel: Laurel High School

(5) Lewistown: Fergus High School

(6) Livingston: Park Senior High School

(7) Miles City: Custer County District High School

(8) Polson: Polson High School

(9) Sidney: Sidney High School

(10) Stevensville: Stevensville High School

APPENDIX D

HIGH SCHOOLS THAT WERE SURVEYED

HIGH SCHOOLS THAT WERE SURVEYED

The Montana high schools listed below were identified to have the requirements established for this survey. Each school had: (1) grades 9 through 12, (2) less than 350 students, (3) a vocational agriculture department, and (4) a one-person counseling department.

(1) Absarokee HS
(2) Arlee HS
(3) Bainville HS
(4) Baker HS
(5) Belfry HS
(6) Belt HS
(7) Big Sandy HS
(8) Big Timber: Sweet Grass County HS
(9) Bridger HS
(10) Broadus: Powder River County District HS
(11) Cascade HS
(12) Chinook HS
(13) Choteau HS
(14) Clyde Park HS
(15) Columbus HS
(16) Conrad HS
(17) Culbertson HS
(18) Custer HS
(19) Deer Lodge: Powell County HS
(20) Denton HS
(21) Dutton HS
(22) Ekalaka: Carter County HS
(23) Fairfield HS
(24) Fairview HS
(25) Forsyth HS
(26) Fromberg HS
(27) Harlem HS
(28) Harlowton HS
(29) Hinsdale HS
(30) Hobson HS
(31) Hays: Hays-Lodge Pole HS
(32) Hysham HS
(33) Joliet HS
(34) Judith Gap HS
(35) Lodge Grass HS
(36) Malta HS
(37) Manhattan HS
(38) Medicine Lake HS
(39) Melstone HS
(40) Opheim HS
(41) Park City HS
(42) Peerless HS
(43) Plevna HS
(44) Plentywood HS
(45) Pryor: Plenty Coups HS
(46) Red Lodge HS
(47) Rosebud HS
(48) Roundup HS
(49) St. Ignatius HS
(50) Scobey HS
(51) Shelby HS
(52) Sheridan HS
(53) Simms HS
(54) Stanford HS
(55) Turner HS
(56) Twin Bridges HS
(57) Wolf Point HS
(58) Worden: Huntley Project HS

APPENDIX E

FIRST MAILING COVER LETTERS TO VOCATIONAL AGRICULTURE TEACHERS AND COUNSELORS

Montana State University
Bozeman, Montana 59717

Department of Agricultural and Industrial Education
College of Agriculture

February 19, 1986

Dear Montana Vocational Agriculture Teachers,

I am surveying vocational agriculture teachers and counselors in Montana high schools with less than 350 students to determine the type of career education programs being provided to agriculture students in grades 9-12.

Career education programs, which provide students with personal development, social development, educational development, and career/life planning skills, require a lot of work and time from the counselor. This survey is not intended to evaluate the counseling program. Its purpose is to determine, (1) the type of program your counselor provides, (2) the adequacy of equipment, materials, facilities and support for the counseling program, (3) the type of guidance training you have had, and (4) how much time you spend providing the counselor with information on your agriculture program and careers. Only about 20 minutes will be needed to complete this questionnaire.

Your response to this questionnaire is very critical and will be kept in strict confidence. The code number on the top of the questionnaire is used for follow-up purposes only. Please note the back cover of the questionnaire is left blank for your comments and suggestions.

I certainly want to thank you in advance for your prompt, honest responses. Please return the completed questionnaire in the enclosed, stamped, self-addressed envelope by March 7, 1986.

Thank you again for your valuable time and assistance.

Sincerely,

Jonathan R. Jackson
Graduate Student

Douglas D. Bishop
Committee Chairman

Telephone (406) 994-3201
Amberson, Polette, Bruwelheide, Roller, Whealley
(406) 994-3691
Bishop, Shelhamer

Montana State University
Bozeman, Montana 59717

Department of Agricultural and Industrial Education
College of Agriculture

February 19, 1986

Dear Montana High School Counselors,

I am surveying counselors and vocational agriculture teachers in Montana high schools with less than 350 students to determine the type of career education programs being provided to agriculture students in grades 9-12.

Career education programs, which provide students with personal development, social development, educational development, and career/life planning skills, require a lot of work and time from the counselor. This survey is not intended to evaluate the counseling program. Its purpose is to determine, (1) the type of program you provide students, (2) the type of training you have had, (3) the adequacy of the equipment, materials, facilities and support you receive, and (4) the amount of time spent learning about the agriculture program and careers from the vocational agriculture teacher. Only about 20 minutes will be needed to complete this questionnaire.

Your response to this questionnaire is very critical and will be kept in strict confidence. The code number on the top of the questionnaire is used for follow-up purposes only. Please note the back cover of the questionnaire is left blank for your comments and suggestions.

I certainly want to thank you in advance for your prompt, honest responses. Please return the completed questionnaire in the enclosed, stamped, self-addressed envelope by March 7, 1986.

Thank you again for your valuable time and assistance.

Sincerely,

Jonathan R. Jackson
Graduate Student

Douglas D. Bishop
Committee Chairman

Telephone (406) 994-3201
Amberson, Polette, Bruwelheide, Roiter, Wheatley
(406) 994-3691
Bishop, Shelhamer

APPENDIX F

SECOND MAILING COVER LETTERS TO VOCATIONAL AGRICULTURE TEACHERS AND COUNSELORS

Montana State University
Bozeman, Montana 59717

Department of Agricultural and Industrial Education
College of Agriculture

March 10, 1986

Dear Montana Vocational Agriculture Teacher,

Approximately two weeks ago, you were sent a questionnaire and asked to complete it. As of today, I have not received your questionnaire.

I am particularly concerned that it may have been misplaced or lost in the mail. Therefore, enclosed you will find another copy of the questionnaire for you to complete.

Please be assured that your responses will be kept in strict confidence. Remember, the code number is for follow-up purposes only.

I would appreciate your prompt return of the questionnaire in the enclosed, stamped, self-addressed envelope.

Thank you for your immediate attention.

Sincerely,

Jonathan R. Jackson
Graduate Student

Douglas D. Bishop
Committee Chairman

Telephone (406) 994-3201
Amberson, Polette, Bruwelheide, Roiter, Wheatley
(406) 994-3691
Bishop, Shelhamer

Montana State University
Bozeman, Montana 59717

Department of Agricultural and Industrial Education
College of Agriculture

March 10, 1986

Dear Montana High School Counselor,

Approximately two weeks ago, you were sent a questionnaire and asked to complete it. As of today, I have not received your questionnaire.

I am particularly concerned that it may have been misplaced or lost in the mail. Therefore, enclosed you will find another copy of the questionnaire for you to complete.

Please be assured that your responses will be kept in strict confidence. Remember, the code number is for follow-up purposes only.

I would appreciate your prompt return of the questionnaire in the enclosed, stamped, self-addressed envelope.

Thank you for your immediate attention.

Sincerely

Jonathan R. Jackson
Graduate Student

Douglas D. Bishop
Committee Chairman

Telephone (406) 994-3201
Amberson, Polette, Bruwelheide, Roiter, Wheatley
(406) 994-3691
Bishop, Shelhamer

APPENDIX G

THIRD MAILING LETTER TO COUNSELORS

Montana State University
Bozeman, Montana 59717

Department of Agricultural and Industrial Education
College of Agriculture

March 21, 1986

Dear Montana High School Counselor,

This letter is a reminder that I have not yet received the research questionnaire sent to you last week.

I know this is a busy time of year for you and appreciate the value of the time needed to complete the questionnaire but your response is important!

If you have already put your questionnaire in the mail, thank you very much. If not, please take the time to give me your response now. Thank you.

Sincerely,

Jonathan R. Jackson
Graduate Student

Douglas D. Bishop
Committee Chairman

Telephone (406) 994-3201
Amberson, Polette, Bruwelheide, Roiter, Wheatley
(406) 994-3691
Bishop, Shelhamer

APPENDIX H

THIRD MAILING LETTER TO VOCATIONAL AGRICULTURE TEACHERS

Montana State University
Bozeman, Montana 59717

Department of Agricultural and Industrial Education
College of Agriculture

April 3, 1986

Dear Montana Vocational Agriculture Teacher,

Please take a few minutes of your time and fill out this questionnaire on career education programs.

I would like the questionnaire returned to Dr. Bishop during the break.

The questionnaire must be returned in the envelope in order to maintain strict confidence. The code number on top of the questionnaire is for follow-up purposes only. Thank you.

Sincerely,

Jonathan R. Jackson
Graduate Student

Douglas D. Bishop
Committee Chairman

Telephone (406) 994-3201
Amberson, Polette, Bruwelheide, Roiter, Wheatley
(406) 994-3691
Bishop, Shelhamer

APPENDIX I

COMMENTS FROM

VOCATIONAL AGRICULTURE TEACHERS

COMMENTS FROM

VOCATIONAL AGRICULTURE TEACHERS

The following is a listing of comments from the vocational agriculture teachers' surveys:

(1) Career education on occupations related to agriculture is performed solely by the ag instructor. Counselor only helps students with college preparation and enrollment.

(2) The counselor feels the Vo-Ag curriculum should be for non-post-secondary bound students. He also thinks it should be free choice industrial arts rather than Vo-Ag and ag mechanics.

(3) It's hard nowadays selling anything to do with agriculture.

(4) Very little cohesive work is done. I do have him over 3-5 times during the year to work with students in interest areas.

(5) Counseling of vocational students has to be evaluated as poor. Most guidance occurs to college bound.

(6) Job placement is something that would require extra personnel if done properly. This is not the school's responsibility.

(7) The counselor and I have a solid relationship. He has been very supportive of Vo-Ag. He agrees in that we need to be able to give credit for a science due to the amount of science in the Vo-Ag curriculum. He will consider some specific vocational testing, especially if interests lean towards Vo-Ed.

(8) Very deficient in this school system. At least I have not identified much happening.

(9) The only career counseling provided here is by the individual teacher. There is a microfiche machine and a career unit at the counselor's disposal. I use it with Jr. High; that's about all it is used. I try to meet with the Jr. High students in March to talk to them about vocational ag. That's the only time they hear about it.

(10) In this school the counseling program is geared around students who plan to go to college. For the others the Armed Services seems to be the only option according to our counseling program. The only career opportunity our administration likes to look at is possibly being a professional athlete, a college athlete, or at the very least a high school athlete. I do most of the vocational agriculture guidance counseling.

(11) Job placement is non-existent due to lack of jobs. The counselors have worked very cooperatively in removing scheduling difficulties. My enrollment has increased. I have my own library of Ag Universities and Vo-Techs. FFA has occasional career oriented speakers.

(12) Our counselor does an excellent job in administering tests, etc., but does not provide any guidance programs to upcoming freshmen in the vocational areas. Our counselor is very college-prep oriented so it is my job as vocational director to try to influence him in the vocational areas -- not an easy task, however.

(13) Good rapport between counselor and Vo-Ag Department. He works extensively with college bound students and post-secondary education. He provides info on all kinds of schools and encourages and demands scholarship applications. Counseling program is lacking when it comes to those who are going directly into the world of work.

(14) The majority of the counselor's time at this school is not spent as a counselor, but as a teacher; so I don't fault him for some of the inadequacies. However, there are some problems, in my opinion, with his program that may improve next year because of some things that are happening here. The counselor is also a high school coach and as far as counseling goes, it comes second to coaching. He is not by any remote imagination a supporter of FFA and sees it as an extra-curricular activity. As far as I have seen, there is very little career counseling in vocational areas or work areas except by the vocational teachers.

(15) I feel that very little of the counseling in the Junior High and freshman/sophomore years is vocationally based. Very little time appears to be spent on tailoring high school courses to future careers. Unfortunately, the time to set up a high school program is before high school, or during early years -- not as a Senior wondering, "How can I go to college or what happens after I graduate?"

(16) Enrollment in vocational agriculture has not been encouraged by the guidance counselor or the school administration.

APPENDIX J

COMMENTS FROM COUNSELORS

COMMENTS FROM COUNSELORS

The following is a listing of comments from the counselors' surveys:

(1) Question 37 (student participation in career education activities): Prior to high school -- we offer an intro class in 4 areas: Freshmen -- all freshmen take a Gen. Business class with career awareness (Gen. Business elective).

(2) Question 16 (placing students in part-time or full-time jobs): Not many around for H.S. students or grads with no further training.

(3) Question 11 (collecting, evaluating, updating, and disseminating educational and occupational information and related materials): Lack of funds.

(4) Questions 20-25 (adequacy of materials and equipment): If we have to pay for it, we don't get it. No new materials or programs.

(5) Job service is of limited use to rural teenagers.

(6) Question 16 (placing students in part-time or full-time jobs): Few job opportunities in our community. However, I have often done it in other communities.

(7) Question 18 (recruiting students for programs offered by the school): The problem arises when the recruiting is for school's good or student's good (i.e., make a girl take welding so we have enough to teach the course).

(8) My Master's program is career counseling and vocational guidance. In my school we start discussing the value of work in the 3rd and 4th grades. I probably do 70% of my personal counseling in grades 9-12 in the area of vocational guidance. I feel that career counseling opens avenues for personal development and related individual concerns.

(9) I am not a certified guidance counselor, so little more than the essentials are done.

(10) Question 31 (counseling room has a non-threatening environment): I share room with Chapter I.

(11) Question 27 (computers): Have been trying to get program for 10 years.

(12) Question 37 (students participate in career education activities--reference Sophomore through Senior): I don't know for sure, but it's minimal.

(13) The biggest drawback I find in presenting career education to younger students is lack of time. Career education is only one function of guidance program and when you consider some of the severe problems facing students today (abuse, adjustment to stress situations, chemical abuse, suicide, unstable family situations), career education can't be top priority. In rural schools with counselors doing double duty, we're lucky to take care of the crises adequately.

(14) I meet off and on all year long (reference to question 40 on time spent with vo-ag teacher).

(15) Career counseling has never been a priority in this school. This is my first year here and I am trying to build a system. The last two years there was a part-time counselor here which was very inadequate. The counselor before that was used as a recreation aide.