

# Vocation Oriented Career Program Effects on Career Maturity of Slow Learners in Junior High School

**Presenter:Kuo-Hsuan Cheng( Chung Hwa University of Medical Technology)**

## **Abstract**

The purposes of the study were to explore theoretical models of Life Centered Career Education and study behavior characteristics of slow learners, to adapt a set of learning activities of the Vocation Oriented Career Program (VOCP) which was suitable for slow learners in junior high school, to offer references of the teachers and education administrators.

The research samples were taken from students of the eighth grade in a Taipei Municipal junior high school in the suburb, from the twelve classes, including 496 students, to screen 104 slow learners (below IQ average by 1SD-2SD) totally, by means of taking random sampling and random assignment, dividing into the experiment group (EG) and the control group (CG), each group had 42 students, boys and girls took one half respectively, to adopt the pretest-posttest experimental design.

The EG participated in a 20 hours' VOCP in one semester, to explore the experimental effects of career maturity, including three variables of career development attitude, career development cognition, and career development orientation. And the CG didn't. Adopting the statistics of t test, the major findings of the study as follows:

(1)The VOCP had significantly effects on increasing slow learners' career development attitude, career development cognition, and career development orientation.

(2)Slow learners of different genders (boys and girls), accepted the VOCP, had no significant differences on career development attitude, and career development orientation, with the exception of career development cognition.

(3)Following up assessing both EG and CG, they had significant differences on career development attitude, career development cognition, and career development orientation.

Based on the findings, suggestions for teachers' instructions, education administrations, and further researches were included in this study.

**Keywords:** career education, career maturity, vocation education, slow learner, mental retarded adolescents, the retarded curriculum.

## **Introduction and purposes**

Marland (1971) took the lead in putting forward the definition of the career education, he considered the career education as the integration of education, to incorporate it in the school course, it let students' study and occupation preparation, under the guide of career course, make the most favorable career choice, and do their best to put their ability into practice. As regards width, it is various kinds of roles of the human being (Super, 1980), and as to length, it is the whole course from childhood to retirement age (Moore, 1980; Brolin & Kokaska, 1985). It is all educational activities, including individual experienced activities under the least limited environment in the family, the school, and the society, in order to promote individual potential abilities of economy, society and self realization (Gordon, 1973). According to another viewpoint, career education can recompose the relation between general education and vocational education, enable two kinds of education to link up each other (Yang, 1980), it offers every stage of students to study career cognition, career exploration and skill developmental opportunities (Brolin & Kokaska, 1985).

To execute career course is the best way to increase the career maturity (Super & Overstreet, 1960), To use the view of the career educates to edit the courses of special children, one of the most prominent courses was designed by Brolin, and Kokaska ( Life Centered Career Education; LCCE ), They thought that the career education focused on the process, but not the content , and needed the family, the school and community to cooperate with each other, the development of the whole career education could be divided into four stages: career awareness, career exploration, career preparation & placement, and follow up & continuing education. It formed models of course according to four career developing four stages, which divided into three primary categories: (1)Daily living skills; (2) Personal-social skills); (3) Occupational guidance and preparation; (4) Academic skills. The latter skill was supportive to the first three categories, the first three categories were distinguished into 22 competencies, and all courses are divided into 102 subcompetences altogether (Brolin, & Thomas, 1971; Bucher, 1985; Brolin, 1993).

A group of children with slight mental retardation are slightly lower than the normal children in there learning abilities, usually stayed in the ordinary class. (Guo, 1993), in most occasions, they do not look like most other students to have the good speed of study, and are known as slow learners (Griffin, 1978). They usually fail to reach effective study on some one or more academic subjects, and they are a great number of students, occupy the majority of mental retarded children (Kirk & Gallagher, 1983). Unless we offer the proper teaching program, otherwise they will encounter more failures, if they leave the school without accepting proper career training, it means that they will fall into the non- skill labor or the unemployment soon, in order to avoid the

emergence of above-mentioned situations, the school needs to offer the course of career education and vocational cultivation.

In the first three categories of LCCE. Occupational guidance and preparation is the closest relations with vocational cultivation. In this field, it has main six competencies, excluding the competencies of exhibiting sufficient physical-manual skills, obtaining specific occupational skills, and part of seeking, securing, maintaining employment, because they focus on the operative skill and space-time relation, our junior high school is short of the places, the equipments, and the instructors, and can't reach independently at present, The author would plan to select other competencies and Affiliated sub competencies, design ten teaching activity units (see table1), and carry on the experiment teaching about careers education.

The several researches showed that the course of the career education would promote teenagers' developmental speed of career maturity and had good effects (Miller, 1974; Enderlin, 1976; Moore, 1980; Trebilco, 1984), and the long-term course was more effective than the short-term one (Miller, 1974; Biester, 1976), According to the above-mentioned research motive, the author expects to achieve the following purposes:

1. Explore theoretical models of LCCE edited by Brolin & Kokaska, and study behavior characteristics of slow learners, to adapt a set of learning activities of the Vocation Oriented Career Program (VOCP) which is suitable for slow learners in junior high school,
2. Probe into whether the teaching of the VOCP has influences on career development attitude, career development cognition, and career development orientation of slow learners in junior high school.
3. Analyze and synthesize the result of the study, to offer teaching suggestions of implementing the VOCP for slow learners, in order to provide educational administrators and teachers to consult.

## Methods

### Research Assumptions

This research investigated that the teaching of the VOCP had effects on career development attitude, career development cognition, and career development orientation for slow learners in junior high. The assumptions of this research were as follows:

1. Slow learners with accepting VOCP had significant differences from those without accepting VOCP on career development attitude in senior high.

Table 1. The Content of Vocational Oriented Career Program

Competencies	Unit	Activity Subjects	Affiliated Sucompetencies
(17) Knowing and exploring occupational possibilities	1	Recognize career education and occupational categories and classification.	(74)Classify jobs into occupational categories.
	2	Understand work income and meet the value of individual and society	(70)Identify remunerative aspect of work. (72) Identify personal values to meet though work. (73) Identify societal values to meet though work.
	3	Understand to find the occupational source and proper job chances	(71)Locate source of occupational and training information, (75)Investigate local occupational and training opportunities.
(19)Exhibiting appropriate work habits and behavior	4	Cultivate students' correct working attitude	(81)Follow directions and observe regulations. (85)Work with others. (83)Recognize importance of supervision.
	5	Keep good working quality and satisfied working rate.	(87)Work at a satisfactory rate. (86)Meet demands for quality work.
	6	Attends on time and the importance of the occupational security.	(82)Recognize importance of attendance and punctuality. (84)Demonstrate knowledge of occupational security.
(18) Selecting and planning occupational choice	7	Identify demands and interests about major occupation.	(80) Identify major occupational needs. (79) Identify major occupational interests.
	8	Explore occupational aptitude of students.	(78) Identify occupational aptitude.
	9	Know the job in the world and ideal work condition.	(77) Identify requirement of appropriate and available jobs.
(22)Seeking, searching, and maintaining employment.	10	Views for a job hunting.	(76)Make realistic occupational choices. (88)Search for a job (89)Apply for a job. (90)Interview for a job.

2. There is no significant difference between sexual slow learners accepting the VOCP on career development attitude.
3. Following up assessing slow learners with accepting the VOCP and those without accepting the VOCP, they had significant differences on career development attitude.
4. There is significant difference between slow learners with accepting the VOCP and those without accepting the VOCP on career development cognition in senior high.
5. Both sexual slow learners accepting the VOCP has no significant differences on career development cognition.
6. Tracking assessing slow learners with accepting the VOCP and those without accepting the VOCP, they had significant differences on career development cognition.
7. Slow learners with accepting the VOCP had significant differences from those without accepting the VOCP on career development orientation in senior high
- 8, There is no significant difference between sexual slow learners accepting the VOCP on career development orientation.
9. Following up assessing slow learners with accepting the VOCP and those without accepting the VOCP, there were significant differences on career development orientation.

### **Research Design**

This research was designed as table 2, the samples were taken from students of the eighth grade in a Taipei Municipal junior high school in suburb, to screen 104 slow learners (below IQ average by 1SD-2SD) totally by Lou Sang Nonverbal Intelligence Scale (Huang, Chung., and Fu, 1977; M=100, SD=16) and referred to their intelligence test of junior high school when they entered school, 51 boys and 53 girls, from the 496 students scattered in 12 classes. Assigning to the experiment group (EG) and the control group (CG) at random (R). Breaking classes' demarcation line, to utilize common time , and deal with the experiment (X) to the experiment group, at the same time executing the pretest (T1 and T4 ), posttest (T2 and T5), and following up test (T3 and T6) for both EG and t CG.

Table 2. Experimental Design Model of the Research

Group	Experimental Control	Pretest	Experiment	Posttest	Following up test
Experiment group	R	T <sub>1</sub>	X	T <sub>2</sub>	T <sub>3</sub>
Control group	R	T <sub>4</sub>		T <sub>5</sub>	T <sub>6</sub>

To adopt the pretest- posttest experimental design. Two groups received the pretest of Revised Career Development Scale(Lin and Lin, 1985; RCDS) before the

experiment, and then the EG participated in a 20 hours' VOCP in one semester, after the experiment , two groups were implemented the posttest of RCDS, furthermore, eight weeks later, were executed following up test.

### **Experimental Teaching Material**

The learning course of this research was the VOCP accepted by experiment group, the author probed into life situation and mental trait of slow learners, and refereed to the subjects and strategies of LCCE and related literature, to acquire occupational guidance and preparation relating to vocational cultivation. There were six competencies in this category, the author planned to select some competencies in accordance with the places , the equipments , and the instructors of junior high school, including knowing and exploring occupational possibilities, selecting and planning occupational choice, exhibiting appropriate work habits and behavior, and partial seeking, searching, and maintaining employment (see table 2 ).

In order to achieve the learning content and activity subject of competencies, the author drew up a ten-unit experimental teaching material. The design of each unit activities mainly was divided into activity goals and activity process. The activity goals had three domains: cognitive, skill, and affective. The process of activity could be divided into (1) Preparatory activity— preparation before class. (2) Developmental activity— motivating students and group interactions. (3) Integrated activity — making conclusions, assessing learning, arranging the free time and reviewing the homework.

After compiling and editing experimental material, to consult with professionals in special education and school course, the experiment group accepted the experiment teaching activities of ten units, 20 classes. About competencies, activity subjects, and affiliated subcompetencies of each unit were shown as in table 2.

## **Results**

### **VOCP Effects on Career Development Attitude of Slow Learners**

**1 Slow learners with accepting VOCP compared with those without accepting VOCP on career development attitude in junior high;** from table 3, to know the comparison between the EG and the CG didn't reach the significant difference ( $t=.26$ ,  $p>.05$ ) on the pretest, and their study background, IQ, and age were all the same, on career plans and career exploration subscales composing the career development attitude (see table 4-1), the raw score average of the EG were visibly better than those of the CG after the experiment ( $t = 5.18$  and  $4.99$ ,  $p<.01$ ). To make two subscales convert into stand scores of career development attitude, and to acquire t test between two groups, there were significant difference ( $t=5.46$ ,  $p<.01$ ). This result showed that slow learner with accepting the VOCP were superior to those without accepting the

VOCP on career development attitude.

Form table 4-2, it appeared that the posttest scores subtracted the pretest ones between two groups, and then acquired the average and standard deviation (SD), on the average of career plans and career exploration, the EG were apparently higher than the CG ( $t = 5.14$  and  $4.89$ ,  $p < .01$ ), and transformed into the career development attitude scores, the two groups had significantly difference ( $t = 5.20$ ,  $p < .01$ ). It sufficiently proved EG was better than CG on career development attitude.

Table3. The pretest comparison of two groups on Revised Career Development Scale.

Scale	Average · Group		t Value
	EG	CG	
Career Development Attitude	68.56	67.42	0.26
Career Development Cognition	77.33	74.23	0.71
Career Development Orientation	72.95	70.83	0.49

N=84, df=82

**2. To explore comparison between both sexual slow learners accepting the VOCP on career development attitude;** according to table 4-3, to see the comparison between both sexual students of EG on the pretest of career plans and career exploration subscales weren't significantly different ( $t = -.14$  and  $.93$ ,  $p > .05$ ), there wasn't, either on the composed career development attitude ( $t = .34$ ,  $p > .05$ ). It appeared that there was no apparent difference between different sexual experimental groups before the experiment; and comparison of their achievement as table 4-4, to find out the posttest scores both sexual groups achieved, they didn't reach the visible difference on career plans and career exploration subscales ( $t = .17$  and  $.07$ ,  $p > .05$ ), and it didn't, either on combined career development attitude ( $t = .08$ ,  $p > .05$ ), their averages and standard deviation were near, because different EG were under the same environment at the same time to accept the VOCP, both sexual experimental groups who had no difference in pretest scores still had no apparent difference in posttest ones after treatment, it was clear that different sexual slow learners accepting the VOCP had no difference on career development attitude

**3. To follow up comparison between EG and CG on career development attitude;** after finishing VOCP for some time, could the EG still keep the result of study? Because the samples of this research were adopted the random sampling, and assigned at random, traits of two groups should be deemed to be equal in the theory (Guo, 1985). Furthermore, after experiment teaching, the interval is eight weeks, to fulfill following up test for EG and CG, in order to understand the scores of those groups having apparent differences, The comparison of following up test between EG and CG on career development attitude showed as table 4-5, the raw score means of career plans

**Table 4. The comparison of two groups on career development attitude**

4-1 The posttest comparison of two groups on career development attitude						
Scale	Group	EG		CG		t Value
		Average	SD	Average	SD	
Career Plans		50.55	13.46	35.88	12.43	5.18**
Career Exploration		105.47	31.49	74.03	25.92	4.99**
Career Development Attitude		95.40	20	71.58	20	5.46**
4-2 The pretest-posttest comparison of two groups on career development attitude						
Career Plans		18.95	14.14	5.63	9.06	5.14**
Career Exploration		30.87	31.59	-0.62	27.26	4.89**
Career Development Attitude		26.84	20	4.16	20	5.20**
		**P<.01	N=84	df=82	Stand Score	
4-3 The pretest comparison of boys and girls in EG on career development attitude						
Scale	Group	Boys		Girls		t Value
		Average	SD	Average	SD	
Career Plans		31.40	9.26	31.80	9.59	-0.14
Career Exploration		77.80	26.56	71.40	17.34	0.93
Career Development Attitude		※69.60	20	※67.50	20	0.34
4-4 The posttest comparison of boys and girls in EG on career development attitude						
Career Plans		50.90	13.65	50.19	12.70	0.17
Career Exploration		105.80	30.34	105.14	32.60	0.07
Career Development Attitude		※95.65	20	※95.13	20	0.08
			N=42	df=40	※Stand Score	
4-5 The following up test comparison of two groups on career development attitude						
Scale	Group	EG		CG		t Value
		Average	SD	Average	SD	
Career Plans		46.19	11.56	31.78	12.02	5.60**
Career Exploration		95.83	25.12	70.62	27.20	4.48**
Career Development Attitude		※88.07	20	※67.00	20	4.83**
		**P<.01	N=84	df=82	※Stand Score	

and career exploration subscales of the EG were visible superior to those of the CG (  $t=5.60$  and  $4.48$ ,  $p<.01$ ), they were converted into stand scores of composed the career development attitude, there were significant difference ( $t=4.83$ ,  $p<.01$ ). It was obvious that EG with the VOCP had good learning conservation on career development attitude.

## **VOCP Effects on Career Development Cognition of Slow Learners**

### **1. To understand comparison between EG and CG on career development cognition;**

From the front table 3, to know that there were no significant difference between EG and CG before accepting the VOCP ( $t=.71$ ,  $p>.05$ ), and as previously note. their age, IQ, and studying background were very similar, thereafter, to use t test to check the posttest scores of two groups, for the purpose of understanding whether the VOCP teaching causes the difference between them, and utilize the same method to examine the progressive scores on the posttest, in order to understand the difference among EG and CG, and testify them to be caused by the experiment.

From table 5-1, To know career decision and work world subscale which constructed career development cognition, the average and SD of EG were higher than those of CG respectively ( $t=3.74$ , and  $3.11$ ,  $p<.01$ ), Career development cognition scale in accordance with previous two subscales would convert into standard scores, acquiring their average, and executing t test ( $t=3.00$ ,  $p<.01$ ). It seemed that EG with the VOCP was superior to CG without the VOCP on career development cognition.

The pretest-posttest comparison of two groups on career development cognition (see table 5-2), the average of progressive scores of EG between pretest and posttest on career decision and work world subscale were higher than those of CG ( $t=2.93$ , and  $2.36$ ,  $p<.01$ ), and combined scores to change into standard ones of career development cognition, , hence, the progressive grades with the experiment teaching were significant higher than the progressive ones without experiment teaching ( $t=2.29$ ,  $p<.01$ ), it showed EG were better than CG on career development cognition .

### **2. To know comparison between sexual slow learners accepting the VOCP on career development cognition;**

The pretest comparison of different sexual groups on career development cognition (see table 5-3), to perform career decision and work world subscale for different sexual EG on the pretest, they had not significant differences ( $t=0.25$ , and  $0.92$ ,  $p>.05$ ), and they hadn't, either on career development cognition ( $t=.60$ ,  $p>.05$ ), it showed that both sexual groups had no visible differences before experimental treatment, they immediately accepted the posttest of career development cognition, the scores were shown as table 5-4

To see the standard score average of different sexual EG on career development cognition, the girls were significantly higher than the boys ( $t=2.03$ ,  $p<.01$ ). To analyze the subscales, there wasn't obviously different in career decision subscale ( $t=1.59$ ,  $p>.05$ ), but was in work world subscale ( $t=2.48$ ,  $p<.05$ ), though both sexual EG had no difference in pretest, they had visible differences in posttest of work world and career

Table 5. The comparison of two groups on career development cognition

5-1 The posttest comparison of two groups on career development cognition

Scale	Group	EG		CG		t Value
		Average	SD	Average	SD	
Career Decision		8.24	2.40	6.17	2.66	3.74**
Work World		10.31	3.38	8.21	2.71	3.14**
Career Development Cognition		91.42	20	78.31	20	3.00**

5-2 The pretest-posttest comparison of two groups on career development cognition

Career Decision		1.74	3.02	-0.03	2.50	2.93**
Work World		2.56	2.96	1.06	2.87	2.36**
Career Development Cognition		14.09	20	4.08	20	2.29**

\*\*P<.01 N=42 df=40 Stand Score

5-3 The pretest comparison of boys and girls in EG on career development cognition

Scale	Group	Boys		Girls		t Value
		Average	SD	Average	SD	
Career Decision		6.40	2.65	6.6	2.48	0.25
Work World		7.3	3.31	8.2	3.02	0.92
Career Development Cognition		75.5	20	79.2	20	0.60

5-4 The posttest comparison of boys and girls in EG on career development cognition

Career Decision		7.52	2.88	8.95	2.94	1.59
Work World		9.10	2.79	11.52	3.49	2.48*
Career Development Cognition		85.17	20	97.67	20	2.03*

\*P<.05 N=42 df=40 Stand

Score

5-5 The following up test comparison of two groups on career development cognition

Scale	Group	EG		CG		t Value
		Average	SD	Average	SD	
Career Decision		7.95	3.19	6.36	2.44	2.57*
Work World		10.43	2.72	8.05	2.69	4.03**
Career Development Cognition		90.94	20	77.72	20	3.03**

\*P<.05 \*\*P<.01 N=42 df=40 Stand Score

development cognition, thereafter, the girls were superior to the boys on career development cognition, the author visited their school teachers, most of them represented the girls had better reading habits and reading abilities than the boys, and two of them indicated the girls could more concentrated on their learning,

### **3. To track comparison between EG and CG on career development cognition.**

In order to know the apparent difference between EG and CG on career development cognition caused by experiment, separated by some time, to realize whether the teaching results continued existing, or effaced by the factors of study forgetting, learning interference, etc., thereafter, to finish the experiment, separated by eight weeks, and manage following up test for two groups, for the cause of understanding the significant difference between them.

The following up test comparison of two groups on career development cognition (see table 5-5), on career decision and work world which construct career development cognition, the raw score average of EG were apparently higher than those of CG ( $t=2.57$ ,  $p<.05$ , and  $4.03$ ,  $p<.01$ ), the raw score average on career development cognition was, too ( $t=3.03$ ,  $p<.01$ ). It might be said that EG had good leaning conservation, after they had finished theVOCP.

#### **VOCP Effects on Career Development Orientation of Slow Learners**

##### **1. Slow learners with accepting VOCP compared with those without accepting VOCP on career development attitude in junior high.**

The pretest comparison between EG and CG before accepting the VOCP on career development orientation (the front table 3), to understand that there was no significant difference ( $t=.49$ ,  $p>.05$ ), to analyze comprised scales, career development attitude and career development cognition scale were, too ( $t=.26$  and  $.71$ ,  $p>.05$ ). Furthermore, in order to know whether the experiment brought about the difference between them on career development orientation, to make use of t test to inspect the posttest scores and to examine the progressive scores on the posttest between two groups, for the purpose of comprehending the difference among EG and CG, and clarify it to be effected by the VOCP teaching.

The posttest comparison of two groups on Revised Career Development Scale (see table 6-1), To know career development orientation which comprised career development attitude and cognition scale, the average of EG was higher than that of CG, and there was apparently different ( $t=4.23$ ,  $p<.01$ ), to review career development attitude and cognition scale, and there were, too ( $t=5.46$ , and  $3.00$ ,  $p<.01$ ). It showed that slow learners with the VOCP were better than those without the VOCP on career orientation performance.

The pretest-posttest comparison of two groups on Revised Career Development Scale (table 6-2), the average of progressive scores of EG between pretest and posttest on career development orientation was visibly higher than that of CG ( $t=3.74$ ,  $p<.01$ ), and on career development attitude and cognition scale were, too ( $t=5.20$ ,  $p<.01$  and  $2.29$ ,  $p<.05$ ). Therefore, the progressive grades of EG were significant higher than the

Table 6. The comparison of two groups on Revised Career Development Scale

6-1 The posttest comparison of two groups on Revised Career Development Scale

Scale	Average Group		t Value
	EG	CG	
Career Development Attitude	95.40	71.58	5.46**
Career Development Cognition	91.42	78.31	3.00**
Career Development Orientation	93.41	74.95	4.23**

6-2 The pretest-posttest comparison of two groups on Revised Career Development Scale

Career Development Attitude	26.84	4.16	5.20**
Career Development Cognition	14.09	4.08	2.29*
Career Development Orientation	20.46	4.12	3.74**

N=84 df=82 \*\*p<.01 \*p<0.5

6-3 The pretest comparison of boys and girls in EG on Revised Career Development Scale.

Scale	Average Group		t Value
	Boys	Girls	
Career Development Attitude	69.60	67.50	-0.34
Career Development Cognition	75.50	79.20	0.60*
Career Development Orientation	72.55	73.35	0.13

6-4 The posttest comparison of boys and girls in EG on Revised Career Development Scale

Career Development Attitude	95.65	95.13	-0.08
Career Development Cognition	85.17	97.67	2.03*
Career Development Orientation	90.41	96.40	0.97

. N=42 df=40 \*p<0.5

6-5 The following up test comparison of two groups on Revised Career Development Scale

Scale	Average Group		t Value
	EG	CG	
Career Development Attitude	88.07	67.00	4.83**
Career Development Cognition	90.94	77.72	3.03**
Career Development Orientation	89.51	72.36	3.93**

N=84 df=82 \*\*p<.01

progressive ones of CG, this result fairly supported that slow learners with the VOCP were better than ones without the VOCP on career orientation.

**2. To learn comparison between sexual slow learners accepting the VOCP on career development orientation;**

The pretest comparison of boys and girls in EG on Revised Career Development

Scale(table 6-3), there wasn't significantly different ( $t=.13$ ,  $p>.05$ ), to analyzing involved career development attitude and cognition scale, there weren't, either ( $t=-.34$ , and  $.60$ ,  $p>.05$ ), it revealed that different sexual groups had no apparent differences before the treatment, after receiving ten units of the VOCP, they accepted the posttest of Revised Career Development Scale at once, the scores were shown as table 6-4.

The posttest comparison of boys and girls in EG on Revised Career Development Scale, to see the average of girls was higher than boys, but there wasn't significantly different ( $t=.97$ ,  $p>.05$ ). To explore comprised career development attitude, there wasn't, either ( $t=-.08$ ,  $p>.05$ ), but career development cognition scale, there was visibly different ( $t=2.03$ ,  $p<.05$ ). Although both sexual EG had no difference in pretest, except career development cognition, they still had no apparent differences in posttest of career development orientation, so the VOCP teaching can't make differences between both sexual slow learners on career development orientation.

### **3. To follow up comparison between EG and CG on career development orientation;**

The following up test comparison of two groups on Revised Career Development Scale (table 6-5), the raw score average of EG was higher than that of CG on career development orientation, and there was significantly different ( $t=3.93$ ,  $p<.01$ ), the raw score averages of EG on career development attitude and cognition scale were higher than that of CG, too ( $t=4.83$  and  $3.03$ ,  $p<.01$ ).The result sufficiently proved that slow learners with accepting VOCP had good leaning conservation, moreover, the result of experiment teaching to continue existing, even if they had learned the VOCP.

## **Conclusions and suggestions**

### **Conclusions**

Slow learners with slight mental retardation were not as good study rate as general students, but were placed in the ordinary classroom. Unless the study program is offered, otherwise they will encounter more failures. The earlier this group of insufficient students accepts the occupational guidance and preparation, the sooner they will adapt themselves to employment life in the future. To analyze and synthesize the result or the study, it offered the course investigation of career education, and provided administrators and teachers with related references,

The conclusion of this research was explained as follows according to the order of research assumptions:

**1. Slow learners with accepting the VOCP were better than those without accepting the VOCP on career development attitude in junior high;** this showed that experimental teaching had good effects on career development attitude to slow learners in junior high.

2. **To explore comparison between both sexual slow learners accepting the VOCP on career development attitude;** it indicated that there is no significant difference between sexual slow learners accepting the VOCP on career development attitude.
3. **To follow up comparison between EG and CG on career development attitude;** it advocated that slow learners had good learning retention on career development attitude.
4. **To understand comparison between EG and CG on career development cognition;** it adequately supported that the VOCP teaching had a good result on career development cognition to slow learners.
5. **To know comparison between sexual slow learners accepting the VOCP on career development cognition;** the girls were superior to the boys, it showed that girls' performances were better than boys'.
6. **To track comparison between EG and CG on career development cognition;** it revealed that slow learners had good learning efficiency on career development cognition.
7. **Slow learner with accepting the VOCP were superior to those without accepting the VOCP on career development orientation;** this appeared that experimental teaching of VOCP had good influence on career development orientation.
8. **To learn comparison between sexual slow learners accepting the VOCP on career development orientation;** it indicated that there was no significant difference between sexual slow learners accepting the VOCP on career development orientation.
9. **To follow up comparison between EG and CG on career development orientation;** this sufficiently proved that slow learners had good memory retention on career development orientation.

### Suggestions

Author according to purposes of the study, probed into literature, experiment teaching and research finds, proposed the suggestions from respects of educational administrators, teachers' teaching and following-up study.

#### **The suggestions of Education Administrators**

1. To set up the curriculum of the career education in junior high school, if can't setting up new course, we should increase the learning units of the career education in existing related courses, or the career education merges into existing courses, in order to promote career maturity of slow learners.
2. To strengthen slow learners' basic academic skills and occupational exploration according to their learning characteristic, can set up academic-vocational resource room, besides the basic subjects, and review the occupational conception, implement the

occupational consults , arrange for the job visiting, and place the job opportunities,

3, Slow learners accepting the VOCP had significant effects on career development attitude, career development cognition, and career development orientation, propose that the career teaching is implemented for slow learners, can adopt or refer to the course content of occupational guidance and preparation about LCCE and related theories.

4, Following up Slow learners accepting the VOCP had great influences on career maturity, so urge that the course of the career education may be planned by administrators in order to promote students' career maturity..

### **The Suggestions on Teacher's Teaching**

1. During the process of teaching activity, the teachers concentrated on causing the study motivation, organizes study materials, the more complicated unit goals need to be analyzed into some available concrete goals, help slow learners work hard.

2, On the teaching method, reinforcement theory, token system, and making rules are used, under the freedom atmosphere, were given more chances of communication , practice and activities, to make use of place visiting , story telling, role playing, let students experience the real circumstance in person, and helped students increase learning effects..

3. On the teaching aid, to use vision teaching and the media instrument, to utilize objects, pictures, and oral explanation more often, try one's best to avoid the complicated explanatory notes. On learning assessment, it is implemented each stage of learning, in order to understand students' states of studying, and make remedy teaching in good time.

4, There was significant difference between sexual slow learners accepting the VOCP on career development cognition this is perhaps except that the girls had good memory, mainly because they concentrated on learning and had good study attitudes, implementing teaching to boy students should strengthened these above mentioned respects .

5, The teachers' teaching should cooperate with family ,school and community, get in touch with parents voluntarily, strived for community resources and school administrators' supports, can help the development of career education.

### **Suggestion of Follow-Up Study**

1.The research explored the VOCP effects on career maturity of slow learners, study samples were restrained by slow learners, so the results of the study can't infer to normal or other physical and psychological handicapped students, and did not know whether the VOCP had influence on other students, and remained to continue studying.

2. Gordon (1973) considered career education contained education all, Trebilco (1984) proposed career education was all experiences, the LCCE included daily living skills; personal-social skills, occupational guidance and preparation, the former two categories can be edited teaching units in the future, and join the later category to be fulfill experiment teaching according to each grade, or learning stage, to understand the whole construct of the LCCE.

3,The research was limited by course settlement and administrative trouble, the experiment samples were taken from the eighth grade slow learners in junior high, accepted ten units , 20 classes , sequent ten weeks experiment teaching, Miller (1974 ) and Biester (1976 )thought that the long-term course is more effective than the short-term one, if the ninth students with stronger learning motivation could be taken, prolong the experimental time, one class a week, sequent twenty weeks, to probe into the effects in advance,

4. The ways of career education teaching comprised setting up the curriculum of the career education, adding the new learning units of the career education in existing connected courses, merging the career education into existing current courses, or inviting the specialist to make itinerant lectures etc., and what kind of teaching way do we implement to create better effects? Let us continue further study.

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