Teachers' Perceptions of Integrating A Career Theory in The Career Preparedness Course

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Abstract

The purpose of this research was to determine the perception of the Integrative Life Plan (ILP) and its usage in the career preparedness classroom and investigate the relationship between teachers' perception and its usage in the classroom. A researcher-designed survey was used to analyze the data using descriptive statistics, ANOVA and Pearson product-moment regression. The targeted participants were Alabama career prepared teachers (N = 55). The results indicated there is a positive relationship between the perception of the ILP and its implementation in the classroom. Teachers perceived the ILP as important and was implemented 26% - 50% of the time in the classroom. Individual critical tasks of the ILP were perceived as important and implementation yielded varied results. This research determined this study should be repeated in other states and conducted as a longitudinal study with ILP as a career intervention in a career preparedness course.

Keywords: career preparedness, integrative life plan, career and technical education, career development, Millennials

As the mindset of society adjusts to the 21st century Informational Age, individuals are seeking various ways to prepare for success. Specifically, pursuing preparation for the workforce has forced the career and technical education (CTE) profession to reform learning. CTE has become a component of academic achievement and global competitiveness. CTE uses experiential learning to reinforce its vision statement of "empowering educators to deliver high quality CTE programs that ensure all students are positioned for career success" (Association for Career and Technical Education [ACTE], n.d., About section, para. 1). Experiential learning historically has been a part of CTE with adaptations to 21st-century demands; "the term experiential learning is a broad term, generally used by educators to describe a series of pragmatic activities sequenced in such a way that it is thought to enhance the educational experience for the student learner" (Clark et al., 2010, p. 47). Experiential learning is a way of gaining experience during academic studies and supports the mission of CTE. Experiential learning encompasses work-based opportunities which aid in providing students with practical skills, enabling them to experience and align theory and practice.

It is vital to understand the appropriate process of career development and planning. If properly inducted and implemented, the process can build a solid foundation for understanding and preparing a prospective real-world workforce. Career development begins at the middle school age for students as an introductory phase in career planning. During this stage, middle school students must become aware of the career development process. Awareness includes learning and exploring the career planning process, conducting career exploration activities, and understanding the relationship between career and education.

In contrast, lack of support, self-confidence and motivation can be detrimental to career development for middle school students. As students are developing physically, emotionally and transitioning to an array

of new concepts, they must be supported and motivated to explore the new things they discover, supported in branching out, and motivated to learn about themselves (as well as things that interest them). Being confident in themselves and their choices builds career decision making skills and self-efficacy, both necessary for career selection at the high school level.

At the high school level, career development and planning progress into career decision making. High school students gain insight into career selection by using personal and career assessments and engaging in preparatory education and experiences – the curriculum of the career preparedness course. In addition, the use of assessments helps high school students align their interests, personalities, and goals to prospective careers. It is a tool to aid in career decisions and research. After a career decision, high school students can begin to take part in preparatory education and experiences available. A lack of preparatory experiences, education and opportunities are big factors that can negatively influence the career development of high school students.

Career Preparedness Development

The career preparedness course goal "focuses on three integrated areas of instruction—academic planning and career development, financial literacy, and technology. Course content ranges from college and career preparation to computer literacy skills to ways to manage personal finances and reduce personal risk" (Alabama State Department of Education [ALSDE], 2016, p. 1) and is recommended for 9th graders. The academic planning and career development section standards are (a) understand the effect of workplace behaviors; (b) analyze personal skills, interests, and abilities and relate them to current career opportunities; (c) determine the correlation of personal preference, education, and training to the demands of the workforce; (d) investigate the postsecondary/higher education admissions process, including completing admission and financial aid applications; (e) examine the employment process, including searching for a job, filling out a job application, writing a resume, developing and practicing interview skills, and completing required employment forms; and (f) generate an electronic portfolio using digital tools (ALSDE, 2016).

Theoretical Framework

The Integrative Life Planning (ILP) (Hansen, 1997) is a paradigm that is composed of six critical tasks for career decisions: (1) finding work that needs doing in changing global contexts (2) weaving our lives into a meaningful whole (3) connecting family and work (4) valuing pluralism and inclusivity (5) exploring spirituality and life purpose and (6) managing personal transitions and organizational change. Each is described in this section.

The ILP incorporates the needs of CTE and career development, connects personal and professional life, and aspires for self-actualization. Hansen (1997) stated, "changes in society both global and national … require career professionals to find new ways to help their clients make complete life choices and decisions" (p. 3). Gong et al. (2018) indicated a positive significance in Millennials with a sense of service or dedication to a cause; they are more likely to engage in role innovation-–"the introduction of significant new behaviors into a pre-existing role" (p. 83).

Career development has transpired into a complex system that requires career selection that provides employees the ability to feel valuable and respected. Employment needs require that workers integrate work and other life roles into a holistic development. Holistic development draws upon the life role theory of Donald Super (Super, 1954) that includes the 4L's: love, labor, learning, and leisure. Weaving our lives into a meaningful whole requires identifying the "priorities among love, labor, learning, and leisure, and the ways they change over time; values and priorities about individual, family, organizational, and societal goals" (Hansen, 1997, p. 92).

As Millennials enter the workforce adapting to societal changes in career roles and as gender-egalitarian awareness arises, career development needs to help students connect family and work. The ILP model incorporates societal changes as they progress, such as the Paycheck Fairness Act, a pending bill to strengthen the Equal Pay Act of 1963, and gender inclusion changes to Title IX federal law. Many career theories omit connecting family and work; however, it is included in the holistic development of the ILP model.

As Millennials have entered a society that demands social equity in the workplace, valuing pluralism and inclusivity is essential to understanding and respecting differences while expressing one's cultural traditions. In addition, age inclusivity is important in career development to maintain equal opportunities as the mixture of generations increases in the workplace. Hansen (1997) stated, "developing positive interpersonal relationships on and off the job is an important component of the broad concept of Integrative Life Patterns" (p. 21).

A holistic development focuses on developing the entirety of oneself to determine and achieve one's life purpose. Exploring spirituality and life purpose, including religion, is parallel to Maslow's concept of achieving self-actualization. Gold (2013) categorized self-actualization as a growing need for consistent motivation to fulfill one's potential and individual fulfillment that originates with spiritual values and identity. Integrated with career development, exploring spirituality and life purpose helps examine one's identity to determine future life and work goals.

Millennials' life spans include adapting to technology and globalization while simultaneously adhering to societal demands of transparency and equality; therefore, adaptable strategies are needed to sustain evolving personal transitions. Maree and Twigge (2016) stated a change in career life requires adapt-ability and narratability, where "adaptability speaks of one's ability to deal with change; narratability alludes to continuousness in one's career-life story" (p. 3).

Like personal transitions, the workplace has organizational changes that result in some type of change. It is unavoidable. As a business grows, management will continuously adapt to new concepts (i.e. work patterns, human values, and leadership patterns). Organizational changes should also acquire a holistic development to incorporate "collaboration, learning, meaning, reflection, diversity and communication" (Hansen, 1997, p. 247) that "brings the personal and the organizational, work and family, and the person and the organization into convergence" (p. 247).

Purpose of the Study

The ALSDE adopted career preparedness course requirements for career exploration and career development. The high school graduation curriculum implemented career pathways for students to start experiential learning and career specifics for prospective careers. The purpose of this study is to determine career preparedness teachers' perception of the ILP six critical tasks, their usage of the six critical tasks in a career preparedness course, and the relationship between perception and usage of the ILP six critical tasks in a career preparedness course.

Statement of the Problem

CTE programs are incorporating new pathways for high school students, and numerous research studies have indicated the significance of career inventions to improve career decision making. Student enrollment without a declared major in college continue to rise despite the new federal mandates and progression of CTE in high schools.

Significance of the Problem

Attending college has become the norm for the Millennial generation. The political support and the Perkins V mandate for CTE solidified the importance of career development for students in P-12 education. Universities have developed transitional services to aid in student success; however, there is still a flux of undecided majors during enrollment. For students who enter with a declared major, the estimated time of completion for a bachelor's degree has been extended to six years and increases when a career or major change occurs (U.S. Department of Education, n.d). There is little existing research that provides career development models for career preparedness during adolescent years to aid students with career decision making. This study will address the lack of information related to any correlation between the career preparedness course and a career development model, precisely the ILP model, as perceived by teachers.

Research Questions

The following research questions were designed to address the statement of the problem:

1. To what extent do career preparedness teachers regard as important the six critical tasks of the Integrative Life Plan for student success in career development?
2. To what extent are career preparedness teachers currently implementing the six critical tasks of Integrative Life Plan into their teaching of career development?
3. Is there a relationship between the perceived importance of the six critical tasks of the Integrative Life Plan and the implementation by career preparedness teachers?

Review of the Literature

The history of CTE can be traced back as far as the Smith-Hughes Act. However, its growth began when it was implemented into secondary education as a result of the Perkins IV Act. Currently, The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was reauthorized with notable changes in consolidating "the two non-traditional measures into one, and the elimination of the technical skill attainment measure" (Advance CTE, 2018, p.1) and extended Perkins IV integration of academics and career readiness programs into one avenue for students. Perkins V also provided a continuum to the definition of CTE which includes career exploration at the high school level or as early as the middle

grades, altering the high school requirements (ACTE, n.d). The implementation of technology in the workforce had a profound effect on the types of skills in the workforce. The high demand for new skills in technology was paramount in the extension of pathways in CTE programs. To respond to the adjustment of skills needed and Perkins IV, the Alabama Board of Education (ABOE) adopted Plan 2020 in efforts to increase graduation rates and provide a college and career readiness education curriculum (ALSDE, 2012).

In 2015, strategies to ameliorate the effects of CTE programs resulted in the Every Student Succeeds Act (ESSA), which required the integration of academics with CTE. In response secondary education implemented CTE and pathways for students to develop hands-on skills and experience exploratory career courses. As technology continued to assimilate, CTE programs continued to accommodate the new pathway options and eradicate diminishing pathways. Researchers began to investigate the integration of CTE into middle and secondary schools to determine the best ways of learning for students. ACTE (n.d.) reported that early inclusion of CTE could serve as a bridge between career skill development and academics. Career skill development integrated discovery skills at the middle school level and allowed these skills to be developed and aligned with possible career aspirations. The introduction of career skill development can aid in establishing the importance of academics. In doing so, CTE students will begin career development with academic career exploration starting in middle school with continuation far beyond high school.

College and career readiness initiated the collaboration of higher education institutes and the workforce to ease the transition of high school graduates into their prospective pathway. As part of the college and career readiness initiative, career development was required for students. The research on career development and CTE programs did increase the graduation rates and resulted in an ALSDE requirement of a career preparedness course and CTE career pathways into high school graduation.

Career development is an essential part of career preparedness, and research has indicated early assimilation of career development improves the career decision making process. Career development research that identified many career theories of cultural and personal experiences (Holland, 1953), personality factors (Roe, 1957), and career patterns and life span development (Super, 1954) suggested the need for vocational choice. Vocational choice in-cluded an observation of past experiences to predict future endeavors (Super, 1954). Other theories were constructed on a holistic approach that merged personal and career experiences such as life-theme approach (Savickas, 1995), a holistic approach in career counseling (Lee & Johnston, 2001), integrative life planning (Hansen, 2001), happenstance learning theory (Krumboltz, 2009), and CareerCycles (Zikic & Franklin, 2010).

Career indecision, career indecisiveness, and career decision making self-efficacy have an intricate role in the career decision making process. The career decision making process involves the goal of developing emotional maturity and personality traits through personal life experiences. Career indecisiveness is associated with personality traits, personal characteristics, and the ability to commit to decisions. Career indecision is related to the ability to control emotions and self-actualizations. A decrease in career indecision and indecisiveness increases career decision making self-efficacy and the career decision making process. Research on career theories as career interventions (Lam & Santos, 2018; Lee & Johnston, 2001; Niles & Harris-Bowlsbey, 2013; Peng, 2001; Reese & Miller, 2006; Savickas, 2012) has identified a better career decision making model; however, it is worth mentioning the use of each career theory should be used appropriately as a career intervention.

The appropriate career intervention varies with the growth and development of society. Generational differences have impacted the mentality of employees' career goals and aspirations. The workforce generation has changed and is dominated by Millennials, who strive for a self-actualization differently than past generations. Therefore, research indicated career interventions that allow individualized full potential increase career development. In the evolving transparency and self-awareness, research is incorporating more holistic approaches to determine more effective measures to career decision making. Bubany et al. (2008) discovered that career decision making is composed of emotions, interdependence, experience, and awareness, all-inclusive in the holistic approach of the ILP.

Research Design and Methodology

This study is both descriptive and correlational using a nonexperimental quantitative methodology. This method was chosen based on the research objectives and the type of data and its intended use. Permission to conduct the study was granted by the researchers' Institutional Review Board.

Instrumentation

Data were collected through a researcher-designed online survey entitled Integrative Life Planning Integration in Career Preparedness (ILPCP), developed by the researcher after an appropriate instrument was not found. Hansen's (2001) ILP was used as a reference for item statements, and other existing literature was used to design the survey questions. The survey was reviewed by a panel of experts and revised based on comments and rec- ommendations. Results for Cronbach's alpha from the ILPCP Section I was .823 and Section III was .916 which indicates very good internal consistency.

The survey included the following components: (a) Section I: Concept Perception; (b) Section II: Demographics; and, (c) Section III: Concept Implementation. Section I contained 18 questions to measure teachers' beliefs of the six critical tasks using a five-point Likert-type scale: (5) = *Essential*; (4) = *Important*; (3) = *Neither Important nor Unimportant*; (2) = *Of Little Importance*; (1) = *Unimportant*. Section II included school location, education level, gender, ethnicity, grade levels taught, teaching certificate area, years taught in Alabama, currently teaching career preparedness, ever taught career preparedness, and how many years taught career preparedness. Section III contained 18 questions related to the usage of the six critical tasks of the ILP in the participant's classroom activities using a five-point Likert-type scale: (5) = *76% – 100% / All the time*; (4) = *51% – 75%*; (3) = *26% – 50%*, (2) = *1% – 25%*; (1) = *Not at all*. The survey was administered using Qualtrics in electronic form only.

Sample and Data Collection

The sample were the secondary CTE educators in Alabama who had taught a career preparedness course. All teachers certified in Business and Marketing or career preparedness were invited to take the survey. The ALSDE 2018-2019 Education Directory provided the researcher with a roster of names and e-mail addresses for all school principals and superintendents in Alabama. Due to privacy and confidentiality laws, the researcher was not able to obtain direct e-mail addresses for teachers. The researcher created an e-mail listserv based on the 13 districts in Alabama for all schools that taught grades 7-12 or were listed as a career center in the directory. The e-mail contained an informational letter, e-mail invitation, survey flyer, and link to the survey. The researcher also submitted e-mails to Southern Business Education Association (SBEA), Alabama Business Education Association (ABEA), Alabama Association for Career and Technical Education

(ALACTE), and Alabama Association for Agriculture Educators (AAAE). The survey flyer was posted on the National Business Education Association (NBEA) Twitter account and the SBEA Facebook.

Data Analysis

This study utilized a combination of analysis procedures to analyze the data collected from each section of the survey. Descriptive statistics were used to analyze, organize, summarize, and describe the collected data. Means for the six critical tasks were examined to determine which were most important as perceived and implemented by participants. The Pearson product-moment was used to understand the association, if any, between the perception and implementation of the six critical tasks in the classroom.

Results

The target participants consisted of middle and secondary education teachers that taught the career preparedness course in Alabama. The survey measured the importance and use of the ILP, its critical tasks, and the demographics of Alabama middle and secondary teachers. The researcher submitted formal requests to ALDSE Director of Communications and an external data request form to the Data Governance staff to obtain the number of career preparedness certified teachers. All viable means were exhausted to identify the number of teachers, but that number was not available to the researcher. A total of 55 usable surveys were collected and analyzed.

A majority of the respondents were Caucasian (63.6%) and female (83.6%). Over half of the respondents reported holding a master's degree (60.0%). Teachers with years of teaching in the State of Alabama yielded equivalent results for seven to 10 years (24.1%) and 11-14 years (24.1%). A majority of the teachers had taught a career preparedness course for one to three years (49.1%). The mean number of years for teaching a career preparedness course was 1.8 years, and most of the teachers (63.6%) were teaching a career preparedness course during the time frame that they completed the survey. Participants were able to make multiple selections to indicate if they taught career preparedness at multiple grade levels, resulting in a total greater than 100%. Of the 55 career preparedness teachers, 41 indicated teaching career preparedness at the 9th grade level, slightly higher than 12th and 11th grade levels, which were 40 and 39 respectively.

A majority of the teachers indicated Business and Marketing (62.9%) as their subject of certification; whereas those certified in Career Technologies were 13.0%. Due to low responses, the following

certifications were combined into Core Academics certifications: General Social Sciences, Health Education, History, Mathematics, Physical Education, Biology, English Language Arts, General Science, Family and Consumer Sciences, Spanish, and Visual Arts. Most teachers perceived the ILP as important (M=4.25) and reported that they used the ILP 26% - 50% of the time in classroom activities.

Inferential tests indicated a significant relationship between the number of years teaching in the ILP, work in global context, and pluralism and inclusivity. In addition, a significant relationship was determined between ethnicity and ILP, work in global context, pluralism and inclusivity, and spirituality and life purpose.

Analysis of Research Questions

Research Question 1 asked, 'To what extent do career preparedness teachers regard the six critical tasks of the Integrative Life Plan as essential for student success in career development?' Section I of the ILPCP survey contained 18 items that measured the perception of each critical task of the ILP. The ILP mean was 4.25, which indicated the ILP model is perceived as important to career preparedness teachers. All means were high ranging from 4.01 to 4.46, indicating all the critical tasks are perceived as important by career preparation teachers. Table 1 reports the mean and standard deviation of each critical task.

The ILP is composed of six critical tasks. The researcher used a one-way analysis of variance (ANOVA) to determine if any mean difference existed between the mean of the ILP and its critical tasks by teachers' certifications. For the ILP, Levene's test for equality of variance was not violated for analysis, $F(3,49)$ = 1.47, p = .234. The one-way ANOVA indicated there was no significant difference between the ILP and teacher's certification ($F(3,49)$ =. 44, p = .724). Means and standard deviations for ILP can be found in Table 2.

Research Question 1 asked, 'To what extent are career preparedness teachers currently implementing the six critical tasks of the Integrative Life Plan in their teaching of career development?' Section III of the ILCP survey contained 18 items that measured the implementation of each critical task of the ILP. All 18 items were used to measure totality of the ILP. Reliability was reported as good (α = .916). The ILP mean was 3.79, which indicated the ILP is implemented between 26% - 50% of the time in the classroom. All means ranged from 3.36 to 4.13 indicating all the critical tasks were implemented

between 26%-75% of the time. Table 3 reports the mean and standard deviation of each critical task based upon the implementation in the classroom.

The ILP is composed of six critical tasks. The researcher used a one-way ANOVA to determine if any mean difference existed between the mean of the ILP, its critical tasks and teachers' certifications. For the ILP, Levene's test for equality of variance was not violated for analysis, $F(3,49)$ = 1.58, p = .207. The one-way ANOVA indicated there was no significant difference between the ILP implementation and teacher's c ertification ($F(3,49)$ = .57, p = .637). Means and standard deviations for ILP implementation can be found in Table 4.

Research Question 3 asked, 'Is there a relationship between the perceived importance of the six critical tasks of Integrative Life Plan and implementation of career preparedness teachers?' A Pearson Correlation design was utilized to determine if there was a statistically significant relationship between the perception of the ILP and its critical tasks and implementing the ILP and its critical tasks in classroom activities. Data from Section I and III were used to identify if a relationship existed. Prior to conducting the correlation, the data were examined to identify the presence of outliers, and the normal distribution. The researcher assessed whether the assumptions seemed tenable. Inspecting scatterplots for ILP and the critical tasks indicated a linear relationship for teachers' perception and implementation. There was a normal distribution in the variables.

A Pearson product-moment correlation was used to determine the relationship between teachers' perception and implementation in the classroom. There was a positive correlation between perception and implementation, which was statistically significant for the ILP, r = .47, p < .001, work in global context, r = .488, p < .001, connecting family and work, r = .445, p = .001, pluralism and inclusivity, r = .515, p < .001, and spirituality and life purpose, r = .359, p = .008. There was a positive correlation between perception and implementation; however, the correlation was not statistically significant for meaningful life, r = .138, p = .321, and personal transition and organizational change, r = .223, p = .111 (see Table 5).

Discussion

Although experiential learning is associated with CTE, the mentality and mindset of Millennials comprise humanistic education. Millennials are "more competitive, competent, diverse, world conscious, assertive, highly motivated, and technologically

savvy" (Gordon, 2014, p. 313) who focus more on self-actualization and development. A humanistic education emphasizes the needs of the whole person's development, social acceptance, and emotional mentality (Khatib et al., 2013) and is more receptive to the attitude and mindset of Millennials that embrace terms such as globalization, pluralism, and diversity. Therefore, perhaps a humanistic educational approach would better meet the mission and goals of CTE.

To prepare students for success in their career paths, teachers align academics, skills, and personal development into their classroom activities to meet course objectives. This study indicated teachers have a perception of the ILP career theory as important ($M = 4.25$) and implement its concepts into their classroom activities 26% - 50% ($M = 3.79$) of the time. This study indicated a strong and positive correlation between perception and implementation of the ILP ($r = .47$, p <.001) in classroom activities.

Although the results indicated there was no significant difference in perception based on teacher certification areas, there are some differences among certifications. Teachers with Business and Marketing certification ($M = 4.48$) and Core Academics ($M = 4.52$) certification perceived personal transition and organizational change as the most important critical task, whereas teachers certified in Career Technologies ($M = 4.29$) and Other ($M = 4.61$) perceived meaningful life as most important. Unlike teachers certified in Business and Marketing, Career Technologies, and Other who perceived the ILP and its critical tasks as important, teachers certified in Core Academics perceived connecting family and work ($M = 3.90$) and valuing pluralism and inclusivity ($M = 3.81$) as neither important nor unimportant.

There was no significant difference in implementing the ILP and its critical task by teacher certification; however, there were some differences and similarities in implementing the critical tasks individually. Meaningful life ($M = 4.14$) and personal transitions and organizational change ($M = 4.10$) were implemented 51% - 75% of the time, while the other critical tasks were implemented 26% - 50% of the time. Further analysis of teacher certification did indicate certain critical tasks are implemented more than others. While teachers with Business and Marketing ($M = 4.22$) and Career Technologies ($M = 4.14$) certifications implemented meaningful life the most, teachers with Other ($M = 4.22$) and Core Academics ($M = 4.33$) certifications implemented personal transitions and organizational change the most.

Limitations

There are several limitations to this study. This study used a self-reported survey. Anonymity prohibited the researcher from answering any questions related to the study that may have arisen. Another limitation was the sample size. The researcher was unable to submit the survey to all middle and high school teachers directly to avoid the breach of confidentiality; therefore, the survey was sent by a third party. The study also included samples from different majors, levels of experiences, and knowledge, which created unequal group sample sizes that could affect the power of the statistical tests. The data were reviewed for missing data before conducting the analysis. The researcher was also unable to obtain the number of career preparedness teachers for the state, resulting in an unknown true representation of the population; therefore, the results should be interpreted with caution.

Conclusions and Recommendations

As Plan 2020 expires, ABOE is preparing to identify educational goals. ALSDE and ACTE are conducting studies to determine the direction of CTE. This study indicated the perception of the ILP and its critical tasks did not vary among teachers in various certification areas; however, the perception of the ILP and its critical tasks was perceived as important, suggesting career theory integration can be part of any subject matter. This finding is significant for future CTE planning, as the curriculum is beginning to expand the career clusters of career development. Based on the findings of this study, the ILP has high importance and can be integrated into all core academics and CTE courses for career development in students.

This study contributes to previous research that suggests career theories improves career development with the appropriate intervention. There is a positive relationship between teachers' perception of the ILP and the implementation in the classroom. These findings may be helpful in developing a curriculum that teachers perceive as important for career development. As indicated in the results, implementation of the critical tasks varied based on teachers' certification, which future studies could further examine. This is also an indication of the vital role various teacher certifications can have in career development for students who have career aspirations in that field.

Consideration should be given to implementing the ILP and its critical tasks in career preparedness course classroom activities to improve students' career decision making processes. A follow-up study should be conducted in a reasonable amount of time

to determine if the implementation of the ILP and its critical tasks has increased in classroom activities. Future studies should be conducted with the ILP and its critical tasks to implement them as a career intervention process in career preparedness courses. A longitudinal study should be conducted to study the effects of the ILP and its critical tasks on career decision making in students. This study should also be repeated in other states. Teachers in CTE programs should continue to study, learn, and advance the integration of career theories into classroom activities.

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Appendix

Table 1

Importance of Integrative Life Plan			
Category	n	M	SD
Work in Global Context	55	4.25	.51
Meaningful Life	55	4.46	.45
Connecting Family and work	54	4.12	.48
Pluralism and Inclusivity	55	4.01	.55
Spirituality and Life Purpose	55	4.20	.51
Personal Transitions and Organizational Change	53	4.47	.42
ILP	53	4.25	.37

Note. Likert Scale (5) = Essential; (4) = Important; (3) = Neither Important nor Unimportant; (2) = Of Little Importance; (1) = Unimportant.

Table 2

ILP Perception by Teacher Certification			
Category	n	M	SD
Business/Marketing	34	4.25	.36
Career Technologies	6	4.17	.54
Other	6	4.40	.28
Core Academics	7	4.21	.34

Note. Likert Scale (5) = Essential; (4) = Important; (3) = Neither Important nor Unimportant; (2) = Of Little Importance; (1) = Unimportant.

Table 3

Implementation of Integrative Life Plan by Career Preparedness Teachers			
Category	n	M	SD
Work in Global Context	55	3.37	.98
Meaningful Life	54	4.14	.71
Connecting Family and work	54	3.64	.77
Pluralism and Inclusivity	54	3.82	1.04
Spirituality and Life Purpose	54	3.64	.87
Personal Transitions and Organizational Change	54	4.10	.77
ILP	54	3.79	.66

Note. Likert Scale (5) = Essential; (4) = Important; (3) = Neither Important nor Unimportant; (2) = Of Little Importance; (1) = Unimportant.

Table 4

ILP Implementation by Teacher Certification			
Category	n	M	SD
Business/Marketing	33	3.86	.65
Career Technologies	7	3.49	.55
Other	6	3.80	.59
Core Academics	7	3.76	.91

Note. (5) = 76% – 100% / All the time; (4) = 51% – 75%; (3) = 26% – 50%, (2) = 1% – 25%; (1) = Not at all.

Table 5

Pearson Correlations for Perception and Implementation of Critical Tasks			
	Implementation of Critical Tasks		
Perception of Critical Task	*n*	*r*	*p*
ILP	52	.47	<.001
Work in Global Context	55	.49	<.001
Meaningful Life	54	.14	.321
Connecting Family and work	53	.46	.001
Pluralism and Inclusivity	54	.52	<.001
Spirituality and Life Purpose	54	.36	.008
Personal Transitions and Organizational Change	52	.22	.111