

AN ANALYSIS OF FACTORS WHICH INFLUENCED  
STUDENTS TO ENROLL IN VOCATIONAL  
DRAFTING PROGRAMS IN  
OKLAHOMA

By

ERICK JAMES REYNOLDS

Bachelor of Science

Oklahoma State University


Stillwater, Oklahoma

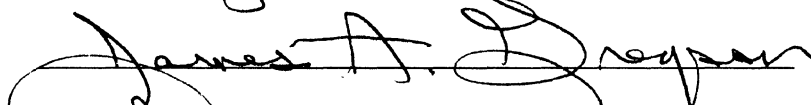
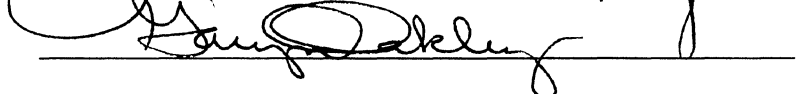
1989

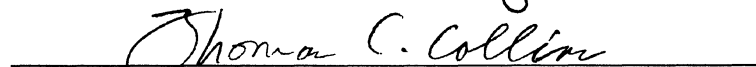
Submitted to the Faculty of the  
Graduate College of the  
Oklahoma State University  
in partial fulfillment of  
the requirements for  
the Degree of  
MASTER OF SCIENCE  
May 1994

AN ANALYSIS OF FACTORS WHICH INFLUENCED  
STUDENTS TO ENROLL IN VOCATIONAL  
DRAFTING PROGRAMS IN  
OKLAHOMA

Thesis Approved:

  
\_\_\_\_\_  
Thesis Adviser

  
\_\_\_\_\_  


  
\_\_\_\_\_  
Dean of the Graduate College

## ACKNOWLEDGMENTS

There are many individuals who helped to make the undertaking of this study possible. It is my intention to make mention of all individuals who helped with this project. I understand, however, that I probably will inadvertently leave someone out of this portion of the project. To those people I say a hearty, "Thank you."

To my wife Anita, I give special thanks for all of her love and encouragement. She is my inspiration. I appreciate her putting up with me. I am also thankful for her unbelievable typing skills and sharing those with me.

I also want to thank my children Stephanie, Anton, and Michelle for their love and understanding. They are my reason for living. It is for them that I make difficult decisions in life. To them I would say, "Remember to always keep your feet on the ground and keeping reaching for the heavens."

My deepest appreciation goes to Dr. Ray Sanders. A day never goes by that I do not learn something new from him. I would like to say, "Thank you for your help and encouragement." I appreciate the input of my other committee members, Dr. Jim Gregson and Dr. Gary Oakley. Without them this work would not be possible. I also want to thank Steven Mensah for his help with the statistical

process during the development of this work.

To my good friend Dwight Hughes, I say "Thank you. You are the reason that I am in this business. I hope that I can always be a person you can be proud of and believe in. You are the best. Never forget your western Oklahoma roots." They simply don't come any better than a "Hughes."

To my brother Randy, I want to say, "Thank you. You are so many things that I would like to be. You are proof that hard work can make the journey through life easier and a whole lot more fun. I want your golf handicap!"

To my parents, Norman and Marilyn Reynolds, I extend my love and thanks for their support and encouragement during my thirty-six years. Please allow me to express my gratitude by saying, "You have taught me to think for myself and believe in my path through life. Most of all, I thank you for instilling in me the ability to stand my ground for what I believe in and for being willing to accept the circumstances that comes with that type of philosophy."

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Statement of Need . . . . .	1
Statement of the Problem. . . . .	2
Purpose of the Study. . . . .	2
Research Questions. . . . .	3
Assumptions . . . . .	4
Scope and Limitations . . . . .	4
II. REVIEW OF LITERATURE . . . . .	5
Drafting/Computer-Aided Drafting . . . . .	5
Factors Influencing Student Enrollment. . . . .	6
Program Promotion/Program Marketing . . . . .	8
Summary . . . . .	10
III. METHODOLOGY. . . . .	12
The Population. . . . .	12
The Questionnaire . . . . .	12
Statistical Method. . . . .	14
IV. PRESENTATION OF FINDINGS . . . . .	16
Demographics of Study . . . . .	16
Ratings on Questionnaire Factors. . . . .	22
Statistical Methodology . . . . .	36
Statistical Analysis of Data. . . . .	39
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. . . . .	69
Summary . . . . .	72
Conclusions . . . . .	74
Recommendations . . . . .	77
BIBLIOGRAPHY. . . . .	79
APPENDIXES. . . . .	82
APPENDIX A - Questionnaire . . . . .	83
APPENDIX B - Cover Letters . . . . .	88

Chapter	Page
APPENDIX C - Primary Reasons Given for Choosing Program . . . . .	91
APPENDIX D - Correlation Matrix. . . . .	93
APPENDIX E - Factor Matrix . . . . .	95

LIST OF TABLES

Table		Page
I.	DEMOGRAPHIC DATA OF THE RESPONDENTS. . . . .	17
II.	OVERALL FACTOR RATINGS BY RESPONDENTS. . . . .	23
III.	MEAN RESPONSES TO FACTORIAL GROUPINGS . . . . .	41

## CHAPTER I

### INTRODUCTION

There is a need for educators to be able to better understand why students choose to enroll in vocational programs and, more specifically, vocational drafting programs. In the past vocational enrollment has been something that has been a viable alternative for not only secondary school students but also for adult students. Participation in a vocational curriculum by high school graduates was almost universal between 1969 and 1987. The average number of credits in vocational education by high school graduates increased rapidly between 1969 and 1975-78, peaked in 1979-82, and then declined slightly through 1987 (Tuma, 1989).

#### Statement of Need

There are numerous reasons why information pertaining to the reasons that students choose to enroll in Oklahoma vocational drafting programs is of great value. It certainly can be of great help to any instructor involved in student recruitment. It can help institutions make decisions on how to purchase needed equipment. It may also help institutions in the process of making staffing decisions. As technology continues to advance, industry



will continue to need qualified board drafters and computer-aided drafters to help design and draw the products of tomorrow.

This type of information can assist those people involved in the budgetary process because of the need for budgeting funds to help in the recruitment of potential students. Many people are involved in the counseling fields who attempt to assist students in their educational endeavors. This type of information may help the counselor to place students in programs based on the requirements of the program and the assessment scores of the students. There are people involved in many different aspects of education marketing and placement who might also benefit by this information.

#### Statement of the Problem

Information is needed regarding what factors influenced students to enroll in Oklahoma vocational drafting programs. A clearer understanding of these factors might help meet the needs of society, fully utilize the facilities and available resources of existing Oklahoma vocational drafting programs, and lead to greater program enrollment.

#### Purpose of the Study

The purpose of this study was to analyze the factors which influenced first-year secondary and adult students to enroll in Oklahoma vocational drafting programs. The factors which were analyzed fell into the following

categories: age, gender, ethnic origin, marital status, head of household, financial aid status, prior employment status, size of community, and years of school completed.

### Research Questions

Question 1. Will there be a significant difference in reasons given by students based on age as it relates to their decision to enroll in an Oklahoma vocational drafting program?

Question 2. Will there be a significant difference in reasons given by students based on gender as it relates to their decision to enroll in an Oklahoma vocational drafting program?

Question 3. Will there be a significant difference in reasons given by students of different ethnic origins as it relates to their decision to enroll in an Oklahoma vocational drafting program?

Question 4. Will there be a significant difference in reasons given by students of different marital status as it relates to their decision to enroll in Oklahoma vocational drafting programs?

Question 5. Will there be a significant difference in reasons given by students based on head of household status as it relates to their decision to enroll in an Oklahoma vocational drafting program?

Question 6. Will there be a significant difference in reasons given by students of different financial aid status as it relates to their decision to enroll in an Oklahoma

vocational drafting program?

Question 7. Will there be a significant difference in reasons given by students of varying prior employment status as it relates to their decision to enroll in an Oklahoma vocational drafting program?

Question 8. Will there be a significant difference in reasons given by students from different size communities as it relates to their decision to enroll in an Oklahoma vocational drafting program?

Question 9: Will there be a significant difference in reasons given by students completing different numbers of years of school as it relates to their decision to enroll in an Oklahoma vocational drafting program?

#### Assumptions

The assumption was made in this study that questionnaires completed by the entry-year students in Oklahoma vocational drafting programs were answered in an open and honest fashion.

#### Scope and Limitations

The study was limited to entry-year secondary and adult students enrolled in all Oklahoma vocational drafting programs as of August/September, 1993.

## CHAPTER II

### REVIEW OF LITERATURE

Information contained in this chapter is intended to reflect a broad view of different noted authors' perspectives as to what factors tend to influence students to enroll in vocational programs. It is important to consider that program promotion is, or should be, important to all vocational drafting instructors and must be considered as one very important factor when considering all of the factors that might have influenced students to enroll in an Oklahoma vocational drafting program.

#### Drafting/Computer-Aided Drafting

Hughes (1989), indicated that 100 percent of Oklahoma's vocational drafting programs incorporated a computer-aided drafting system in one configuration or another. Computer-aided drafting was a current technology that could not be ignored or pushed aside. Statistics also indicated that by the year 2000 there would be 1,200,000 jobs created for Computer-Aided Drafting and Manufacturing (CAD/CAM) workers. This suggested that CAD should be taught in many school systems to aid industry in meeting those anticipated future needs by exposing students to computers (Becker, 1987; Hughes, 1989).

Few innovations have made an impact on manufacturing so great as that of computer-aided drafting. The process of designing a part that once might have taken weeks or even months to complete had been reduced to days (Allen, 1987).

#### Factors Influencing Student Enrollment

Students who had relatively lower grades in school, mostly Cs or below, enrolled in vocational education at rates equal to or greater than the overall student population. Similarly, students whose fathers had not completed any postsecondary education enrolled in vocational education at rates equal to or greater than the overall student population (Tuma, 1989).

Students themselves have been identified as being the most influential in the decision to enter occupational education programs (Cobb & Cardozin, 1966; Stordahl, 1970; Sanders & Galbraith, 1986). High school counselors and college consultants were identified as important in the decision-making process to enter occupational education programs (Richards & Holland, 1964; Rowe, 1980; Sanders & Galbraith, 1986).

The most important factor in a student's decision to enter an occupational education program is related directly to job opportunities and working conditions of the job (Sanders & Galbraith, 1986). Another researcher went on to indicate that most students enrolled in postsecondary training because they needed the training offered by the school to get the job they want (Waltz, 1984).

Sheldon (1983) indicated that students enroll in vocational courses for a variety of reasons. He continued by saying that less than 25 percent of the vocational students enroll with the expectations of completing a program as outlined in the college catalogue. Most enroll to improve jobs they already have, or to learn enough to rise above the unskilled level.

Many students gravitate toward vocational education because learning is promoted by the use of tangible objects and knowledge is made relevant to the real world (Pucel, 1984). Waltz (1984) found that other factors concerning students' enrollment in postsecondary vocational training included raising the standard of living for themselves and their families, the reputation of the program, a motivated instructional staff, and the course they enrolled in had a good record for placing students in the field they were trained in.

The influence of parents ranked the highest in a list of "Influences of People" on an adult student's decision to attend Indian Meridian Area Vocational-Technical School (Major, 1991). Major (1991) found that the second highest ranked reason on a list of "Influences of People" on an adult student's decision to attend Indian Meridian Area Vocational-Technical School was the students' spouse and his or her influence on the student's decision to enroll.

May (1970) and DeMuth (1986) conducted studies on the degree of influence selected factors had upon the decision of 65 students to enroll in an area vocational-technical

school (AVTS). These factors showed a definite ranking.

The number one reason that influenced students' decisions to enroll in a vo-tech school was the courses offered in the area vocational-technical school. Number two was opportunities for specialized occupational preparation; three, new and better facilities for their chosen field; and four, the fact that the student was interested in a professional field. Class scheduling was reason number five; six was instruction received in vocational agriculture; and seven, parents. The eighth-ranked reason given was distance of travel to AVTS; ninth, friends; and tenth, teachers.

#### Program Promotion/Program Marketing

Program promotion is essential to the survival of a vocational program, whatever the situation may be. The marketing of the programs with which an individual is associated must necessarily be a broad, continuing effort. It is becoming increasingly clear that it is the instructor's responsibility to be involved in that effort (The National Center for Research in Vocational Education, 1986).

It is essential that program promotion include an understanding of vocational education. Vocational educators could increase understanding of vocational education by providing tours of the AVTS not only for prospective students, but also for parents, civic groups, and the media (O'Neill, 1985).

Naylor (1987) offered the following principles of sound marketing to help in program promotion: (1) research the market; (2) be visible; (3) be thorough; (4) be aggressive; (5) meet the competition head on; and (6) practice the fundamentals of good marketing.

A study completed by Waltz (1984) indicated that effective program marketing included such items as counseling, financial aid, and tutoring, as well as the library and other support services that helped to support the educational efforts of students. He also offered information on the vital characteristics of the group to which the marketing effort is aimed. These characteristics included age range of the group; education completed by the group; number of family units within the group; average size of the family unit within the group; number of births, deaths, and marriages per annum within the group; type of employment and specific jobs held within the group; income range of the group; ethnic background of the group; and the gender of the group.

Sharp (1986) indicated that what marketing could do was to make the right audience aware of a good product that will benefit them. She went on to offer that for vocational education, as well as for all of education, the marketing process can be summarized in four steps: (1) do a good job, (1) do a good job, (3) do a good job, and (4) tell everybody about it.

Marketing begins in the classroom. The first step for any teacher trying to build enrollment is to examine what is



being taught and how it is being taught (Brodhead, 1988). Program marketing must be broad in scope, ranging all the way from market research to the planning, promotion and delivery of services. Other essential factors of program promotion include a careful examination of the vocational education enterprise itself and the consideration of accessibility to the customer. Vocational educators must know what to promote and to whom, as well as how to promote their programs. The aim of marketing vocational education is to design and implement programs that are so customer oriented that they will, in effect, sell themselves (O'Conner & Trussell, 1987).

Edwards (1986), when considering different vocational education markets, stated that one of the most interesting and promising new markets is made up of academically minded students: college-bound students at the high school level, community college students who are in transfer programs, and even persons who already hold bachelor's degrees.

#### Summary

The literature showed that all vocational drafting programs in the state of Oklahoma had computer-aided drafting capabilities. The computer-aided drafting was shown to be a growing technological phenomenon that will greatly impact such areas of our society as manufacturing for years to come.

Various studies cited in the review of literature point out that the main factors that influenced student enrollment

in a vocational program ranged from the students themselves, to parents of the student, to the student's spouse.

The literature generally agreed there were many reasons for a student's decision to enroll in a vocational program. It further agreed that program promotion responsibility primarily fell to the side of each individual instructor. The literature offered that there must be a basic understanding of vocational education to be able to accurately and successfully promote a vocational program.

Naylor (1987) offered the sound principles of marketing that should be considered when attempting to market or promote a vocational program. The literature generally agreed that program promotion must be tailored to meet specifics of the group to which the program is being marketed. Studies showed that the population to which vocational education is being marketed is constantly changing and that the marketing efforts must reflect the ability of the marketing person to be flexible so as to be able to meet the needs of an ever-changing market.

## CHAPTER III

### METHODOLOGY

The purpose of this study was to analyze the factors which influenced first-year students to enroll in Oklahoma vocational drafting programs.

#### The Population

The population for this study was comprised of all first-year secondary and adult students who enrolled in an Oklahoma vocational drafting program and who started classes during the month of August or September of 1993. This group was comprised of 474 student respondents.

The vocational drafting instructors involved in distributing, collecting, and returning the survey questionnaires for this study were notified in person by the researcher prior to mailing the questionnaires to each location. The questionnaires were mailed to each location in mid-August of 1993 with the intent of having each instructor return the completed questionnaires to the researcher by mail.

#### The Questionnaire

The questionnaire was constructed so as to collect data in two different areas. The first section of the

questionnaire was designed to record the importance placed on different factors by students concerning different influences on their decision to enroll in a vocational drafting program. The second section of the questionnaire was designed to collect personal data needed to answer the research questions.

The design of the questionnaire was based on research questions in the study and the information needed to address the problem statements of the study. The physical design of the questionnaire was derived from the experience of the researcher and modifications to previously completed questionnaires (Sanders, 1985; Hughes, 1989).

The first part of the questionnaire consisted of a listing of factors. The listing of factors was made up of items that were determined to be possible factors of influence on student enrollment by the researcher and a previous study (Sanders, 1985).

The respondents were asked to respond to each factor by circling the number which best represented the amount of influence that factor had on their decision to enroll in an Oklahoma vocational drafting program. A five-point Likert-type scale was employed in the questionnaire on which respondents could circle the number of their appropriate response. The scale ranged from a numerical value of five which represented an extreme amount of influence on a student's decision to enroll in an Oklahoma vocational drafting program to a numerical value of one which represented no influence on a student's decision to enroll

in an Oklahoma vocational drafting program.

The second part of the questionnaire was constructed to collect demographic data from the students. The questionnaire was designed so as to divide the population into different subgroups demographically. The population was divided based on: (a) age, (b) gender, (c) ethnic origin, (d) marital status, (e) head of household status, (f) financial aid status, (g) prior employment status, (h) community size, and (i) years of school completed.

The questionnaire was submitted to the Institutional Review Board to insure that it was in compliance with all federal regulations and Oklahoma State University policy with regard to the issue of protecting the rights and the welfare of human subjects prior to their being involved in this study. This study was found to be in compliance with the aforementioned policies and procedures. The study was assigned the following research project number: ED-94-0009.

#### Statistical Method

Analysis of variance is one of the most powerful and flexible statistical tests of significance (Linton & Gallo, 1975). The analysis of variance statistical process was the final step in a larger statistical process used to interpret the data in a manageable fashion.

Prior to using the analysis of variance method, a factorial analysis was completed. Within this process, the original twenty factors of influence were reduced to four smaller, more manageable subgroups. A correlation matrix

was then developed. Following this, factor loadings were computer generated and are displayed in Appendix E as a factor matrix. Finally, analysis of variance was calculated using the four smaller factorial groupings and the demographic factors.

## CHAPTER IV

### PRESENTATION OF FINDINGS

#### Demographics of Study

The purpose of this study was to analyze the factors which influenced students to enroll in vocational drafting programs in Oklahoma.

The population for this study consisted of 474 entry-year students enrolled in the 21 vocational drafting programs in Oklahoma. The response rate for this study was 100 percent. The entire population of the study was asked to respond in questionnaire form to the amount of influence twenty different factors had in their decision to enroll in a vocational drafting program. The entire population was also asked to indicate their individual positioning within the demographics of the entire population of the study.

The demographic information gathered included age, sex, ethnic origin, marital status, head of household, financial aid status, prior employment status, size of community, and prior years of education completed. Table I shows the demographic data describing the population of the study.

The respondents were composed of 368 persons between the ages of 16 and 20 years of age (78%), 49 between the ages of 21 and 30 years of age (10.4%), 34 between the ages

TABLE I  
DEMOGRAPHIC DATA OF THE RESPONDENTS

Code	Frequency	Percent
<u>Age</u>		
16-20 years	368	78.00
21-30 years	49	10.40
31-40 years	34	7.20
41-50 years	14	3.00
50 and over	7	1.40
<u>Sex</u>		
Male	372	79.10
Female	98	20.90
<u>Ethnicity</u>		
Caucasian	368	79.00
Native American	46	9.90
Hispanic American	22	4.70
African American	21	4.50
Other	9	1.90
<u>Marital Status</u>		
Single	358	80.60
Married	62	14.00
Divorced	19	4.30
Widowed	4	.90
<u>Head of Household</u>		
No	350	78.50
Yes	96	21.50
<u>Receiving Financial Aid</u>		
No	358	80.60
Yes	86	19.40
<u>Type of Financial Aid</u>		
Pell Grant	38	43.70
Vocational Rehabilitation	17	19.50
JTPA	12	13.80
GI Bill	10	11.50
Bureau of Indian Affairs	3	3.40
Social Security	3	3.40
Private	3	3.40
Dislocated Worker	1	1.10



TABLE I (Continued)

Code	Frequency	Percent
<u>Second Type of Financial Aid</u>		
Private	2	40.00
Pell Grant	1	20.00
Dislocated Worker	1	20.00
Other	1	20.00
<u>Third Type of Financial Aid</u>		
Pell Grant	10	50.00
Guaranteed Student Loan	6	30.00
JTPA	2	10.00
Dislocated Worker	1	5.00
Vocational Rehabilitation	1	5.00
<u>Prior Employment Status</u>		
School	219	49.80
Unemployed	88	20.00
Part-time Job	81	18.40
Full-time Job	44	10.00
Military	8	1.80
<u>Size of Community</u>		
Over 10,000	210	47.60
Rural	82	18.60
2501-5,000	61	13.80
5001-10,000	48	10.90
200 or Less	40	9.10
<u>Years of School Completed</u>		
10	159	35.70
11	133	29.90
12	84	18.90
14	20	4.50
13	17	3.80
9	12	2.70
15	9	2.00
16 or More	8	1.80
8 or Less	3	.70

of 31 and 40 years of age (7.2%), 14 between the ages of 41 and 50 years of age (3.0%), and 7 over the age of 50 years (1.5%). Two respondents failed to indicate their age on the questionnaire.

Three hundred seventy-two (79.1%) respondents indicated they were of male gender. The remaining 98 (20.9%) respondents indicated they were of the female gender. Four respondents failed to indicate their gender on the questionnaire.

Three hundred sixty-eight (79%) respondents indicated their race as Caucasian. Forty-six (9.9%) respondents indicated that their race was Native American. Furthermore, 22 (4.7%) indicated their race was Hispanic American. Twenty-one (4.5%) respondents indicated their race was African American. Nine (1.9%) respondents indicated their race was other than those specified.

The respondents indicated their marital status was as follows. Three hundred fifty-eight (80.6%) respondents were single. Sixty-two (14.0%) respondents indicated their marital status was married. Nineteen (4.3%) respondents were divorced. Four (0.9%) respondents indicated their marital status as widowed. Thirty respondents failed to indicate their marital status on the questionnaire.

Three hundred fifty (78.5%) respondents indicated that they were not a head of a household. Ninety-six (21.5%) respondents indicated that they were a head of a household. Twenty-eight respondents failed to answer this item on the questionnaire.

Three hundred fifty-eight (80.6%) respondents were not receiving any type of financial aid. Eighty six (19.4%) respondents were receiving some type of financial aid. Of the eighty-six respondents who were receiving financial aid, there was even further diversity as to what type of financial aid they were receiving. Thirty nine (43.7%) were receiving Pell grants; seventeen (19.5%) were receiving support from vocational rehabilitation; twelve (13.8%) respondents were receiving funding from JTPA; and ten (11.5%) were receiving assistance through the GI Bill. Three (3.4%) respondents were receiving Bureau of Indian Affairs financial aid; three (3.4%) were receiving social security financial aid; and three (3.4%) were receiving financial aid from private sources.

Five respondents indicated that they received a second type of financial aid. Of these five, two (40%) were receiving private financial aid; one (20%) received dislocated worker funding; one (20%) received a Pell grant; and one (20%) received some other type of assistance as a second type of financial aid.

Twenty respondents indicated that they were receiving a third type of financial aid. Ten (50%) were receiving Pell grants; six (6%) were receiving guaranteed student loans; two (10%) were receiving funds from JTPA; one (5%) received dislocated worker financing; and one (5%) was receiving vocational rehabilitation support.

In the area of prior employment status, responses were received as follows. Two hundred nineteen (49.8%) were in

school prior to enrolling in a vocational drafting program. Eighty-eight (20%) were previously unemployed; eighty-one (18.4%) were employed in a part-time capacity; and forty-four (10%) respondents were employed full time prior to enrolling in an Oklahoma vocational drafting program. Eight (1.8%) respondents were serving in the military prior to enrolling. Thirty-four respondents failed to indicate on the questionnaire their previous employment status.

Two hundred ten (47.6%) respondents indicated the size of community in which they lives was greater than 10,000 inhabitants. Eighty-two (18.6%) respondents indicated size of community as being rural. Sixty-one (13.8%) indicated their size of community as being between 2,501 to 5,000 inhabitants. Forty-eight (10.9%) respondents indicated their size of community as being between 5,001 to 10,000 inhabitants. Forty (9.1%) respondents lived in a community which had a size of 2000 or less. Thirty-three respondents failed to indicate on the questionnaire the size of their community.

One hundred fifty-nine (35.7%) respondents indicated they had completed ten years of school prior to enrolling in an Oklahoma vocational drafting program. One hundred thirty-three (29.9%) of the respondents had completed eleven years of schooling. Eighty-four (18.9%) respondents had completed 12 years of school previously. Twenty (4.5%) respondents had previously completed fourteen years of school; seventeen (3.8%) had completed thirteen years of school; and twelve (2.7%) respondents had completed nine

years of school. Nine (2.0%) respondents had completed fifteen years of school; eight (1.8%) had completed sixteen years or more of school prior to enrolling in an Oklahoma vocational drafting program; and three (.7%) had completed eight or fewer years of school.

#### Ratings on Questionnaire Factors

Table II shows the respondents' answers to the twenty original factors that were rated on the study questionnaire. The twenty factors included high school guidance counselor, high school principal, high school teacher, vocational school visit, friends just entering the program, friends or other students already enrolled in a vocational drafting program, students who have graduated from a vocational drafting program, and presentations made by vo-tech school personnel. Other factors included friends employed in the drafting field, parents or guardians, other relatives, previous school experiences in drafting, previous work experience in drafting, good job prospects in drafting, pay scale for drafters, desirable working conditions in drafting, results of assessment scores, scholarship(s) awarded, geographic location of program, and advertisements about the vocational drafting program.

Factor number one asked respondents to indicate the amount of influence that high school guidance counselors had on the student's decision to enroll in an Oklahoma vocational drafting program. Two hundred sixty-three (60.0%) of the respondents indicated that high school

TABLE II  
OVERALL FACTOR RATINGS BY RESPONDENTS

Code	Frequency	Percent
<u>High School Guidance Counselor</u>		
None	283	60.00
Little	79	16.70
Some	66	14.00
Much	29	6.10
Extreme	15	3.20
<u>High School Principal</u>		
None	371	78.90
Little	47	10.00
Some	34	7.20
Much	12	2.60
Extreme	6	1.30
<u>High School Teacher</u>		
None	286	61.10
Little	32	6.80
Some	57	12.20
Much	55	11.80
Extreme	38	8.10
<u>Vocational School Visit</u>		
None	152	32.40
Little	51	10.90
Some	96	20.50
Much	101	21.50
Extreme	69	14.70
<u>Friends Just Entering Program</u>		
None	282	60.10
Little	67	14.30
Some	62	13.20
Much	39	8.30
Extreme	19	4.10
<u>Friends or Other Students Already Enrolled In Program</u>		
None	272	57.70
Little	52	11.00
Some	71	15.10
Much	44	9.30
Extreme	32	6.80

TABLE II (Continued)

Code	Frequency	Percent
<u>Students Who Have Graduated From This Program</u>		
None	320	68.20
Little	36	7.70
Some	54	11.50
Much	28	6.00
Extreme	31	6.60
<u>Presentations Made by Vo-Tech Personnel</u>		
None	191	40.60
Little	74	15.70
Some	98	20.90
Much	76	16.20
Extreme	31	6.60
<u>Friends Employed in Drafting Field</u>		
None	280	59.60
Little	51	10.90
Some	58	12.30
Much	50	10.60
Extreme	31	6.60
<u>Parents or Guardians</u>		
None	172	36.50
Little	65	13.80
Some	104	22.10
Much	71	15.10
Extreme	59	12.50
<u>Other Relatives</u>		
None	248	53.00
Little	54	11.50
Some	75	16.00
Much	48	10.30
Extreme	43	9.20
<u>Previous School Experience in Drafting</u>		
None	226	48.00
Little	45	9.60
Some	67	14.20
Much	60	12.70
Extreme	73	15.50

TABLE II (Continued)

Code	Frequency	Percent
<u>Previous Work Experience in Drafting</u>		
None	338	71.60
Little	51	10.80
Some	42	8.90
Much	23	4.90
Extreme	18	3.80
<u>Good Job Prospects in Drafting</u>		
None	78	16.50
Little	58	12.30
Some	117	24.80
Much	117	24.80
Extreme	102	21.60
<u>Pay Scale for Draftpersons</u>		
None	80	17.00
Little	62	13.20
Some	123	26.20
Much	109	23.20
Extreme	96	20.40
<u>Desirable Working Conditions in Drafting</u>		
None	63	13.30
Little	47	10.00
Some	116	24.60
Much	135	28.60
Extreme	111	23.50
<u>Results of Assessment Scores</u>		
None	229	49.00
Little	74	15.80
Some	84	18.00
Much	59	12.60
Extreme	21	4.50
<u>Scholarship(s) Awarded</u>		
None	294	63.00
Little	47	10.10
Some	50	10.70
Much	37	7.90
Extreme	39	8.40



TABLE II (Continued)

Code	Frequency	Percent
<u>Geographical Location of Program</u>		
None	249	53.10
Little	71	15.10
Some	69	14.70
Much	44	9.40
Extreme	36	7.70
<u>Advertisements about this Program</u>		
None	258	55.00
Little	69	14.70
Some	93	19.80
Much	37	7.90
Extreme	12	2.60

guidance counselors had no influence on their decision to enroll in a vocational drafting program in Oklahoma. Seventy-nine (16.7%) indicated they had little influence; sixty-six (14.0%) attributed some influence to high school guidance counselors, and twenty-nine (6.1%) indicated counselors exerted much influence. Fifteen (3.2%) respondents indicated that high school guidance counselors had an extreme influence on their decision to enroll in a vocational drafting program. Two respondents failed to answer this portion of the questionnaire.

Factor number two asked respondents to indicate the amount of influence that high school principals had on their decision to enroll in an Oklahoma vocational drafting program. Three hundred seventy-one (78.9%) indicated that high school principals had no influence on their decision to enroll in an Oklahoma vocational drafting program. Forty-

seven (10.0%) indicated principals had little influence and principals influenced thirty-four (7.2%). Twelve (2.6%) indicated principals had much influence and six respondents (1.3%) indicated that high school principals had an extreme amount of influence on their decision to enroll in an Oklahoma vocational drafting program. Four respondents failed to answer this portion of the questionnaire.

Factor number three asked respondents to indicate the amount of influence high school teachers had on their decision to enroll in an Oklahoma vocational drafting program. Two hundred eighty-six (61.1%) indicated that high school teachers had no influence on their decision to enroll in an Oklahoma vocational drafting program. Fifty-seven (12.2%) indicated they had some influence; fifty-five (11.8%) said high school teachers had much influence, and thirty-eight (8.1%) of the respondents said high school teachers had an extreme amount of influence on their decision. Thirty-two (6.8%) respondents indicated that high school teachers had little influence on their decision to enroll in an Oklahoma vocational drafting program. Six respondents failed to answer this portion of the questionnaire.

Factor number four asked the respondents to indicate the amount of influence that a vocational school visit had on their decision to enroll in an Oklahoma vocational drafting program. One hundred fifty-two (32.4%) indicated that a vocational school visit had no influence on their decision to enroll in an Oklahoma vocational drafting

program. One hundred one (21.5%) attributed much influence to this factor; ninety-six (20.5%) indicated this had some influence, and sixty-nine (14.7%) said the visit had an extreme influence on their decision. Fifty-one (10.9%) of the respondents indicated that a vocational school visit had little influence on their decision to enroll in an Oklahoma vocational drafting program. Five respondents failed to answer this portion of the questionnaire.

Factor number five asked respondents to indicate the amount of influence that friends who had just entered the program had on their decision to enroll in an Oklahoma vocational drafting program. Two hundred eighty-two (60.1%) indicated that friends who had just enrolled in a vocational drafting program had no influence on their decision to enroll in an Oklahoma vocational drafting program. Sixty-seven (14.3%) indicated these friends had little influence. Sixty-two (13.2%) indicated they had some influence; thirty-nine (8.3%) received much influence from these friends; and nineteen (4.1%) indicated that friends who had just entered the program had an extreme amount of influence on their decision to enroll in an Oklahoma vocational drafting program. Five respondents failed to respond to this portion of the questionnaire.

Factor number six asked respondents to indicate the amount of influence that friends or other students already enrolled in the program had on their decision to enroll in an Oklahoma vocational drafting program. Two hundred seventy-two (57.7%) indicated this had no influence;

seventy-one (15.1%) said these individuals had some influence; and fifty-two (11.0%) indicated they had little influence. Forty-four (9.3%) indicated these friends or students had much influence, while thirty-two (6.8%) indicated that friends or other students already enrolled in the program had an extreme amount of influence on their decision to enroll in an Oklahoma vocational drafting program. Three respondents failed to answer this portion of the questionnaire.

Factor number seven asked respondents to indicate the amount of influence that students who have graduated from a vocational drafting program had on their decision to enroll in an Oklahoma vocational drafting program. Three hundred twenty (68.2%) indicated that students who graduated from this program had no influence on their decision to enroll in an Oklahoma vocational drafting program. Fifty-four (11.5%) indicated graduates exerted some influence; thirty-six (7.7%) indicated they had little influence, while thirty-one (6.6%) said graduates had an extreme influence on their decision. Twenty-eight (6.0%) indicated that students who have graduated from this program had much influence on their decision to enroll in an Oklahoma vocational drafting program. Five respondents failed to answer this portion of the questionnaire.

Factor number eight asked the respondents to indicate the amount of influence that a presentation made by vo-tech school personnel had on their decision to enroll in an Oklahoma vocational drafting program. One hundred ninety-

one (40.6%) indicated that a presentation made by vo-tech personnel had no influence on their decision to enroll in an Oklahoma vocational drafting program. Ninety-eight (20.9%) indicated a presentation had some influence; seventy-six (16.2%) indicated it had much influence; and seventy-four (15.7%) said a presentation had little influence. Thirty-one (6.6%) indicated a presentation made by vo-tech staff had an extreme amount of influence on their decision to enroll in an Oklahoma vocational drafting program. Four respondents failed to answer this portion of the questionnaire.

Factor number nine asked respondents to indicate the amount of influence that friends employed in the drafting field had on their decision to enroll in an Oklahoma vocational drafting program. Two hundred eighty (59.6%) indicated that friends employed in the drafting field had no influence on their decision to enroll in an Oklahoma vocational drafting program. Fifty-eight (12.3%) said these individuals had some influence; fifty-one (10.9%) indicated they had little influence and fifty (10.6%) indicated much influence was attributed to these individuals. Thirty-one (6.6%) respondents indicated that friends employed in the drafting field had an extreme amount of influence on their decision to enroll in an Oklahoma vocational drafting program. Four respondents failed to answer this portion of the questionnaire.

Factor ten asked respondents to indicate the amount of influence that parents or guardians had on their decision to

enroll in an Oklahoma vocational drafting program. One hundred seventy-two (36.5%) indicated that parents or guardians had no influence on their decision to enroll in an Oklahoma vocational drafting program. One hundred four (22.1%) indicated parents had some influence; parents exerted much influence on seventy-one (15.1%) of the respondents. Sixty-five (13.8%) indicated they had little influence and fifty-nine (12.5%) of the respondents indicated that parents or guardians had an extreme amount of influence on their decision to enroll in an Oklahoma vocational drafting program. Three respondents failed to answer this portion of the questionnaire.

Factor eleven asked the respondents to indicate the amount of influence that other relatives had on their decision to enroll in an Oklahoma vocational drafting program. Two hundred forty-eight (53.0%) indicated that other relatives had no influence on their decision to enroll in an Oklahoma vocational drafting program, while seventy-five (16.0%) indicated they had some influence. Fifty-four (11.5%) respondents indicated relatives had little influence on their decision, and forty-eight (10.3%) indicated relatives had much influence. Forty-three (9.2%) indicated that other relatives had an extreme amount of influence on their decision to enroll in an Oklahoma vocational drafting program. Six respondents failed to answer this portion of the questionnaire.

Factor twelve asked the respondents to indicate the amount of influence that previous school experience in

drafting had on their decision to enroll in an Oklahoma vocational drafting program. Two hundred twenty-six (48.0%) indicated that previous school experience in drafting had no influence on their decision to enroll in an Oklahoma vocational drafting program, while seventy-three (15.5%) indicated it had an extreme influence. Sixty-seven (14.2%) respondents indicated previous drafting school experience had some influence and sixty (12.7%) respondents indicated it had much influence. Forty-five (9.6%) students indicated that previous drafting experience in school had little influence on their decision to enroll in an Oklahoma vocational drafting program. Three respondents failed to answer this portion of the questionnaire.

Factor thirteen asked the respondents to indicate the amount of influence that previous work experience in drafting had on their decision to enroll in an Oklahoma vocational drafting program. Three hundred thirty-eight (71.6%) indicated that previous work experience in drafting had no influence on their decision to enroll in an Oklahoma vocational drafting program. Fifty-one (10.8%) indicated previous work experience in drafting had little influence, and forty-two (8.9%) said it had some influence. Previous work experience in drafting had much influence on twenty-three (4.9%) respondents and eighteen (3.8%) indicated that it had an extreme amount of influence on their decision to enroll in an Oklahoma vocational drafting program. Two respondents failed to answer this portion of the questionnaire.

Factor fourteen asked respondents to indicate the amount of influence that good job prospects had on their decision to enroll in an Oklahoma vocational drafting program. One hundred seventeen (24.8%) indicated that good job prospects had much influence on their decision to enroll in an Oklahoma vocational drafting program and one hundred seventeen (24.8%) indicated it had some influence. One hundred two (21.6%) indicated job prospects were an extreme influence, while seventy-eight (16.5%) indicated it was no influence. Fifty-eight (12.3%) indicated that good job prospects had little influence on their decision to enroll in an Oklahoma vocational drafting program. Two respondents failed to answer this portion of the questionnaire.

Factor fifteen asked the respondents to indicate the amount of influence that the pay scale for drafters had on their decision to enroll in an Oklahoma vocational drafting program. One hundred twenty-three (26.2%) students indicated the pay scale for drafters had some influence on their decision to enroll in an Oklahoma vocational drafting program, while one hundred nine (23.2%) indicated it had much influence. Ninety-six (20.4%) indicated the pay scale was an extreme influence and eighty (17.0%) were not influenced by the pay scale. Sixty-two (13.2%) respondents indicated that the pay scale for drafters had little influence on their decision to enroll in an Oklahoma vocational drafting program. Four respondents failed to answer this portion of the questionnaire.

Factor sixteen asked respondents to indicate the amount



of influence that desirable working conditions in drafting had on their decision to enroll in an Oklahoma vocational drafting program. One hundred thirty-five (28.6%) indicated that desirable working conditions had much influence on their decision to enroll in an Oklahoma vocational drafting program and one hundred sixteen (24.6%) indicated it had some influence. One hundred eleven (23.5%) indicated working conditions had much influence on their decision to enroll and sixty-three (13.3%) indicated it was no influence. Forty-seven (10.0%) indicated that desirable working conditions had little influence on their decision to enroll in an Oklahoma vocational drafting program. Two respondents failed to answer this portion of the questionnaire.

Factor seventeen asked respondents to indicate the amount of influence that the results of assessment scores had on their decision to enroll in an Oklahoma vocational drafting program. Two hundred twenty-nine (49.0%) indicated that results of assessment scores had no influence on their decision to enroll in an Oklahoma vocational drafting program, while eighty-four (18.0%) indicated they had some influence. Assessment scores had little influence on seventy-four (15.8%) respondents, and fifty-nine (12.6%) indicated they had much influence. Twenty-one (4.5%) indicated that results of assessment scores had an extreme amount of influence on their decision to enroll in an Oklahoma vocational drafting program. Seven respondents failed to answer this portion of the questionnaire.

Factor eighteen asked respondents to indicate the amount of influence that scholarship(s) awarded had on their decision to enroll in an Oklahoma vocational drafting program. Two hundred ninety-four (63.0%) indicated that scholarship(s) awarded had no influence on their decision to enroll in an Oklahoma vocational drafting program, while fifty (10.7%) indicated they had some influence. Forty-seven (10.1%) respondents indicated scholarship(s) had little influence and thirty-nine (8.4%) said they were an extreme influence. Thirty-seven (7.9%) respondents indicated that scholarship(s) awarded had much influence on their decision to enroll in an Oklahoma vocational drafting program. Seven respondents failed to answer this portion of the questionnaire.

Factor nineteen asked the respondents to indicate the amount of influence that the geographic location of the program had on their decision to enroll in an Oklahoma vocational drafting program. Two hundred forty-nine (53.1%) indicated that the geographical location of the program had no amount of influence on their decision to enroll in an Oklahoma vocational drafting program and seventy-one (15.1%) said it had little influence. Geographic location had some influence on sixty nine (14.7%) respondents and forty-four (9.4%) attributed location as having much influence. Thirty-six (7.7%) indicated that the geographic location of the program had an extreme amount of influence on their decision to enroll in an Oklahoma vocational drafting program. Five respondents failed to answer this portion of

the questionnaire.

Factor twenty asked respondents to indicate the amount of influence that advertisements about this program had on their decision to enroll in an Oklahoma vocational drafting program. Two hundred fifty-eight (55.0%) indicated that advertisements about this program had no influence on their decision to enroll in an Oklahoma vocational drafting program, while ninety-three (19.8%) indicated it had some influence. Advertisements had little influence on sixty nine (14.7%) respondents; thirty-seven (7.9%) indicated it had much influence. Twelve (2.6%) indicated that advertisements about this program had an extreme amount of influence on their decision to enroll in an Oklahoma vocational drafting program. Five respondents failed to answer this portion of the questionnaire.

#### Statistical Methodology

The data collected for this statistical analysis was very large in nature. A one-on-one analysis of variance was run on all demographic data and the twenty factors of influence that made up the questionnaire. It was of concern to the researcher that because of the amount of data to be analyzed that findings from one-on-one ANOVAs covering all of the demographic data and the twenty original factors of influence would become unmanageable. It was, therefore, imperative that this data be compiled into smaller manageable units since one of the most important uses of factor analysis is in the identification of factors

underlying a large set of variables. By clustering a large number of variables into a smaller number of homogeneous sets and creating a new variable--a factor--representing each of these sets, we have simplified our data and, consequently, are more likely to gain insight into our subject matter (Kachigan, 1986).

A factorial analysis was implemented to help pare down the data and group the results of the study into larger factor groups that included, in most cases, more than one of the original factors found on the questionnaire. Factor analysis is a statistical procedure that affords an explanation of how the variance common to several inter-correlated measures can be accounted for in terms of a small number of dimensions with which the variables are correlated (Issac & Michael, 1983). Using a computer and the SASS statistical software, it was found that the original twenty factors could be best represented within four larger factorial groupings. The first grouping was named "school environment" and twelve of the original factors fell under this grouping. These factors included results of assessment scores, scholarship(s) awarded, advertisements about the vocational drafting program, geographic location of program and friends employed in the drafting field. Other factors were a presentation made by vo-tech school personnel, friends just entering the program, high school guidance counselor, vocational school visit, high school principal, friends or other students already enrolled in a vocational drafting program, and a high school teacher.

The second grouping was named "work-related environment." Under this group fell good job prospects in drafting, pay scale for drafters, and desirable working conditions in drafting.

The third grouping was named "previous family experiences." Other relatives, parents or guardians and previous work experiences in drafting fell in this group.

The fourth grouping was named "program graduates." The original factor that came under this heading was students who have graduated from this program.

After the factorial groupings had been established, the next step in the process was to calculate a correlation matrix. A correlation matrix is nothing more than the systematic arrangement of simple correlation coefficients that exist between each pair of variables (Kachigan, 1986).

Appendix D shows the correlation matrix and the results of this computerized statistical process. For the purpose of this table the following abbreviations have been employed: HSC = High school counselor; HSP = High school principal; HST = High school teacher; VOCS = Vocational school visit; FRNDNW = Friends just entering program; FRNDAE = Friends or other students already enrolled in program; GRD = Students who have graduated from this program; VOTSTF = Presentation made by vo-tech school personnel; FRNDEM = Friends employed in drafting field; PRT = Parents or guardians; REL = Other relatives; PREVENR = Previous school experience in drafting; PREVWRK = Previous work experience in drafting; GJP = Good job prospects; PAY = Pay scale for

drafters; DWC = Desirable working conditions; RAS = Results of assessment scores; SCA = Scholarship(s) awarded; GLP = Geographic location of program; and ADD = Advertisements about this program.

The next step in the statistical process was to calculate and process a factor matrix based on the results of the correlation matrix. Using the results of the factor matrix (otherwise referred to as factor loadings), the new factorial groupings were established. The results of the factor matrix are shown in Appendix E.

The factor scores were developed by using the previously developed factor loadings and applying their value in relation to the original factors used on the questionnaire. Factor scores were developed on the four different factor groupings that were derived from the original twenty factors found on the study questionnaire. In the field of statistics and research design, the term factor means the same thing as the term independent variable. The term factorial analysis of variance has come to denote any ANOVA in which there are two or more factors (Huck, Cormier & Bounds, 1974). Analyses of variance were run on the four factor groupings of school environment, work-related environment, previous family experiences, and program graduates, as well as on each of the twenty demographic factors found on the study questionnaire.

#### Statistical Analysis of Data

The significance of the interrelation of these factor

groupings and their mean responses are described below. Table III shows the mean responses of the factor groupings, giving the amount of influence of each of the factors on the respondents' decisions to enroll in an Oklahoma vocational drafting program. Mean responses of 0-1.500 were determined to have no influence on the enrollment decision; 1.501-2.500 showed little influence; 2.501-3.500 gave some influence; 3.501-4.500 had much influence; and extreme influence was attributed to a mean of 4.501-5.000.

#### Research Question Number One

Research question number one asked whether or not a significant difference would exist in reasons given by students based on age as it related to their decision to enroll in an Oklahoma vocational drafting program. The results of the ANOVAs that were calculated using the demographic factor of age are given below.

Age and School Environment. In the age group of 16 to 20 years, the mean response as to the amount of influence school environment had on the student's decision to enroll in an Oklahoma vocational drafting program was 2.050 (little influence). In the age group of 21 to 30, no influence was shown in the mean response of 1.660. The age group of 31 to 40 years showed little influence, with a 1.931 mean, as did the age group of 41 to 50 years, whose mean response was 1.853. In the over-50 age group, the mean response also showed little influence (1.462).

TABLE III  
MEAN RESPONSES OF FACTORIAL GROUPINGS

AGE AND SCHOOL ENVIRONMENT

16-20	2.050
21-30	1.660
31-40	1.931
41-50	1.853
50 and over	1.462

AGE AND WORK-RELATED ENVIRONMENT

16-20	3.232
21-30	3.440
31-40	3.619
41-50	3.150
50 and over	2.522

AGE AND PREVIOUS FAMILY EXPERIENCES

16-20	2.190
21-30	2.100
31-40	2.820
41-50	1.810
50 and over	1.860

AGE AND PROGRAM GRADUATES

16-20	1.771
21-30	1.808
31-40	1.575
41-50	1.692
50 and over	1.333

GENDER AND SCHOOL ENVIRONMENT

Male	2.012
Female	1.989

GENDER AND WORK-RELATED ENVIRONMENT

Male	3.309
Female	3.129

GENDER AND PREVIOUS FAMILY EXPERIENCES

Male	2.212
Female	1.928

GENDER AND PROGRAM GRADUATES

Male	1.758
Female	1.731



TABLE III (Continued)

ETHNICITY AND SCHOOL ENVIRONMENT

Native Americans	2.207
African Americans	2.202
Hispanic Americans	2.166
Caucasians	1.953
Other	1.666

ETHNICITY AND WORK-RELATED ENVIRONMENT

Native Americans	3.451
African Americans	3.412
Hispanic Americans	3.045
Caucasians	3.277
Other	2.777

ETHNICITY AND PREVIOUS FAMILY EXPERIENCES

Native Americans	2.338
African Americans	2.059
Hispanic Americans	2.081
Caucasians	2.147
Other	1.850

ETHNICITY AND PROGRAM GRADUATES

Native Americans	2.044
African Americans	1.952
Hispanic Americans	1.174
Caucasians	1.715
Other	1.500

MARITAL STATUS AND SCHOOL ENVIRONMENT

Single	2.014
Married	1.897
Divorced	1.684
Widowed	2.083

MARITAL STATUS AND WORK-RELATED ENVIRONMENT

Single	3.261
Married	3.214
Divorced	3.754
Widowed	3.666

MARITAL STATUS AND PREVIOUS FAMILY EXPERIENCES

Single	2.311
Married	2.003
Divorced	1.769
Widowed	2.312

TABLE III (Continued)

MARITAL STATUS AND PROGRAM GRADUATES

Single	1.787
Married	1.672
Divorced	1.611
Widowed	1.500

FINANCIAL AID AND SCHOOL ENVIRONMENT

Yes	1.876
No	2.010

FINANCIAL AID AND WORK-RELATED ENVIRONMENT

Yes	3.350
No	3.158

FINANCIAL AID AND PREVIOUS FAMILY EXPERIENCES

Yes	1.996
No	2.208

FINANCIAL AID AND PROGRAM GRADUATES

Yes	1.714
No	1.771

HEAD OF HOUSEHOLD AND SCHOOL ENVIRONMENT

Yes	1.898
No	2.012

HEAD OF HOUSEHOLD AND WORK-RELATED ENVIRONMENT

Yes	3.493
No	3.210

HEAD OF HOUSEHOLD AND PREVIOUS FAMILY EXPERIENCES

Yes	2.118
No	2.174

HEAD OF HOUSEHOLD AND PROGRAM GRADUATES

Yes	1.619
No	1.799

PRIOR EMPLOYMENT STATUS AND SCHOOL ENVIRONMENT

School	2.098
Military	1.677
Full-Time Job	1.728
Unemployed	1.821
Part-Time Job	2.056

TABLE III (Continued)

PRIOR EMPLOYMENT STATUS AND WORK-RELATED ENVIRONMENT

School	3.267
Military	2.916
Full-Time Job	3.210
Unemployed	3.185
Part-Time Job	3.452

PRIOR EMPLOYMENT STATUS AND PREVIOUS FAMILY EXPERIENCES

School	2.209
Military	2.187
Full-Time Job	2.017
Unemployed	2.071
Part-Time Job	2.317

PRIOR EMPLOYMENT STATUS AND PROGRAM GRADUATES

School	1.889
Military	1.250
Full-Time Job	1.441
Unemployed	1.694
Part-Time Job	1.691

COMMUNITY SIZE AND SCHOOL ENVIRONMENT

Rural	1.923
2000 and Less	1.966
2501-5000	2.174
5001-10,000	3.166
10,000 and over	2.103

COMMUNITY SIZE AND WORK-RELATED ENVIRONMENT

Rural	3.259
2000 and Less	3.191
2501-5000	3.333
5001-10,000	3.166
10,000 and over	3.274

COMMUNITY SIZE AND PREVIOUS FAMILY EXPERIENCES

Rural	2.164
2000 and Less	2.056
2501-5000	2.182
5001-10,000	2.108
10,000 and over	2.184

COMMUNITY SIZE AND PROGRAM GRADUATES

Rural	1.804
2000 and Less	1.775
2501-5000	1.850
5001-10,000	1.654
10,000 and over	1.748

TABLE III (Continued)

YEARS OF SCHOOL COMPLETED AND SCHOOL ENVIRONMENT

8 or fewer	2.305
9	2.110
10	2.008
11	2.021
12	2.043
13	1.633
14	1.492
15	1.843
16 or more	2.008

YEARS OF SCHOOL COMPLETED AND WORK-RELATED ENVIRONMENT

8 or fewer	2.888
9	2.777
10	3.358
11	3.265
12	3.214
13	2.999
14	3.383
15	3.916
16 or more	2.625

YEARS OF SCHOOL COMPLETED AND PREVIOUS FAMILY EXPERIENCES

8 or fewer	1.999
9	2.145
10	2.069
11	2.213
12	2.288
13	2.352
14	1.775
15	2.687
16 or more	2.013

YEARS OF SCHOOL COMPLETED AND PROGRAM GRADUATES

8 or fewer	2.000
9	1.833
10	1.861
11	1.742
12	1.686
13	1.235
14	1.500
15	2.714
16 or more	1.428

---

An analysis of variance was run on the demographic factors of age and school environment. A one-way analysis of variance was calculated using the computer. The resulting F value of .011 was significant at the .05 alpha level. Consequently, there is a significant difference in the reasons given for students of various ages and the factors included under the heading of school environment as it related to their decision to enroll in an Oklahoma vocational drafting program. A post hoc Scheffe's test, however, failed to identify exactly where the significance was located.

Age and Work-Related Environment. The mean response to the amount of influence the work-related environment had on students in various age groups and their decision to enroll in an Oklahoma vocational drafting program was 3.232 for the 16 to 20 year age group, showing some influence. Some influence was also shown for the 21 to 30 year age group, with a 3.440 mean response and the 31 to 40 year age group, at 3.619. The 41 to 50 year age group and the over 50 year age group also showed some influence, with 3.150 and 2.522 mean responses respectively.

An analysis of variance was run on the demographic factor age and work-related environment. A one-way analysis of variance was calculated. The resulting F value of .0001 was significant at the .05 alpha level. Therefore, there was a significant difference in the reasons given for students of various ages and work-related environment factors as it related to their decision to enroll in an

Oklahoma vocational drafting program. A post hoc Scheffe's test confirmed that the largest significance in difference was found between the 16-20 year old age group, the 21-30 year old age group, and the 31-40 year old age group.

Age and Previous Family Experiences. The mean response to the amount of influence previous family experiences had on a student's decision to enroll in an Oklahoma vocational drafting program are as follows. The mean response in the 16 to 20 year age group was 2.190, showing little influence. Little influence was also shown in the 21 to 30 year age group, with a 2.100 mean response. The mean response in the 31 to 40 year old age group was 2.820, indicating some influence for this group. The mean responses for the 41-50 year age group (1.810) and the over 50 year old age group (1.860) both showed little influence.

An analysis of variance was run on the demographic factor age and the factor of previous family experiences. A one-way analysis of variance was calculated. An F value of .3911 was not significant at the .05 alpha level.

Age and Program Graduates. In the age group of 16 to 20 years, the mean response as to the amount of influence program graduates had on a student's decision to enroll in an Oklahoma vocational drafting program was 1.771 or little influence. Little influence was also shown by the 21 to 30 year age group, whose mean response was 1.808, and the 31 to 40 year age group, with a 1.575 mean response. The mean response in the 41 to 50 year age group was 1.692 (also little influence), while the mean response of 1.333 in the

over 50 age group showed no influence.

An analysis of variance was run on the demographic factors of age and program graduates. A one-way analysis of variance was calculated. The F value of .0057 was significant at the .05 alpha level. This showed a significant difference in the reasons given for students of various age groups and the factor of program graduates as it related to their decision to enroll in an Oklahoma vocational drafting program.

A post-hoc Scheffe's test was conducted on the variables of age and program graduates. This test failed to identify exactly where the significance was located in regard to the variables of age and program graduates.

#### Research Question Number Two

Research question number two asked whether or not a significant difference existed in reasons given by students based on gender as it related to their decision to enroll in an Oklahoma vocational drafting program. The results of the ANOVAs calculated using the demographic factor gender are found below.

Gender and School Environment. The mean response of the male gender as to the amount of influence school environment had on a male student's decision to enroll in an Oklahoma vocational drafting program showed little influence with a 2.012 mean. The mean response of 1.989 for the female gender and the influence of the school environment also showed little influence.

An analysis of variance was calculated on the demographic factor gender and the factor school environment. A one-way analysis of variance was calculated, showing an F value of .0349 significant at the .05 alpha level. A significant difference in the reasons given for students of different genders and school environment as it related to their decision to enroll in an Oklahoma vocational drafting program was thus shown.

A post-hoc Scheffe's test determined that a significant difference did exist between male and female respondents and the variable of school environment as it related to their decision to enroll in an Oklahoma vocational drafting program.

Gender and Work-Related Environment. The mean response of the male gender as to the amount of influence that the work-related environment had on a male student's decision to enroll in an Oklahoma vocational drafting program was 3.309, or some influence. The mean response of the female gender was 3.129, also showing some influence.

An analysis of variance was calculated on the demographic factor gender and the factor work related environment. A one-way analysis of variance was calculated, giving an F value of .9074, which was not significant at the .05 alpha level.

A post-hoc Scheffe's test failed to show a significant difference between male gender students and female gender student respondents and the variable of work-related environment as it related to a student's decision to enroll



in an Oklahoma vocational drafting program.

Gender and Previous Family Experiences. The mean response of the amount of influence that previous family experiences had on a male student's decision to enroll in an Oklahoma vocational drafting program had little influence, as shown by the 2.212 mean response. The mean response for the female students also showed little influence, with a 1.928 mean response.

A one-way analysis of variance was calculated on the demographic factor gender and the factor previous family experiences. The F value of .2136 was not significant at the .05 alpha level.

Gender and Program Graduates. The mean responses as to the amount of influence the variable of program graduates had on a male student's decision to enroll in an Oklahoma vocational drafting program was 1.758, or little influence. The mean responses of the females to this variable also showed little influence in the 1.731 mean.

A one-way analysis of variance was calculated on the demographic factor gender and the factor program graduates. The F value of .993 was not significant at the .05 alpha level.

### Research Question Number Three

Research question number three asked whether or not a significant difference would exist in reasons given by students of different ethnic origins as it related to their decision to enroll in an Oklahoma vocational program. The

results of the ANOVAs calculated using the demographic factor of ethnic origin are shown below.

Ethnicity and School Environment. The mean response as to the amount of influence ethnicity and the school environment had on a student's decision to enroll in an Oklahoma vocational drafting program were as follows. The mean response for the Native Americans was 2.207 and showed little influence; African Americans also showed little influence, with a 2.022 mean. Caucasians and students of "other" ethnic origins also showed little influence by these variables as indicated by their 1.953 and 1.666 respective means.

A one-way analysis of variance was calculated on the demographic factor gender and the factor school environment. The F value of .0337 was significant at the .05 alpha level. A significant difference was, therefore, shown in the reasons given by people of different races in the school environment as it related to their decision to enroll in an Oklahoma vocational drafting program.

A post hoc Scheffe's test was run on the variables of race and school environment. This test failed to identify exactly where the significance was located in regard to the variables of race and school environment.

Ethnicity and Work-Related Environment. The amount of influence ethnicity and the work-related environment had on a student's decision to enroll in an Oklahoma vocational drafting program showed a mean response of some influence for all ethnic origins as follows: Native Americans with a

3.451 mean; African Americans, 3.412; Hispanic Americans, 3.045; and Caucasians, 3.277 and "other" ethnic origins, 2.777.

A one-way analysis of variance was calculated on the demographic factor gender and the factor of work-related environment. The F value of .4086 was not significant at the .05 alpha level.

Ethnicity and Previous Family Experiences. The mean response as to the amount of influence ethnicity and previous family experiences had on a student's decision to enroll in an Oklahoma vocational drafting program are as follows: The mean response for Native Americans of 2.338 showed little influence, as did that of 2.059 for African Americans. Mean responses of Hispanic Americans (2.081), Caucasians (2.147) and respondents of "other" ethnic origins (1.850) also showed little influence by these variables.

A one-way analysis of variance was calculated on the demographic factor race and the factor of previous family experience. The F value of .9742 was not significant at the .05 alpha level.

Ethnicity and Program Graduates. The mean response as to the amount of influence ethnicity and program graduates had on a student's decision to enroll in an Oklahoma vocational drafting program was 2.044 (or little influence) for the Native American group. African Americans (1.952) and Caucasians (1.715) also showed little influence. The groups of Hispanic Americans and "other" ethnic origins, however, showed no influence with means of 1.174 and 1.500

respectively.

A one-way analysis of variance was calculated on the demographic factor race and the factor program graduates. The F value of .4728 was not significant at the .005 alpha level.

#### Research Question Number Four

Research question number four asked whether or not a significant difference would exist in reasons given by students of different marital status as it related to their decision to enroll in an Oklahoma vocational drafting program. The results of the ANOVAs calculated using the demographic factor marital status are shown below.

Marital Status and School Environment. The mean response as to the amount of influence that single marital status and school environment had on a student's decision to enroll in an Oklahoma vocational drafting program was 2.014, or little influence. Little influence was also shown for the married respondents, with a mean response of 1.897; the mean for divorced respondents was 1.684; and widowed, 2.083.

A one-way analysis of variance was calculated on the demographic factor marital status and school environment. The F value of .3563 was not significant at the .05 alpha level.

Marital Status and Work-Related Environment. The mean response as to the amount of influence that single marital status and work-related environment had on a student's decision to enroll in an Oklahoma vocational drafting

program showed some influence with a 3.261 mean. Married students also showed some influence, with a 3.214 mean, while divorced students (3.754) and widowed students (3.666) indicated much influence was attributed to these variables.

A one-way analysis of variance was calculated on the demographic factors of marital status and work-related environment. The F value of .0034 was significant at the .05 alpha level. There was, therefore, a significant difference in the reasons given by people of different marital status and work-related environment as it related to their decision to enroll in an Oklahoma vocational drafting program.

A post-hoc Scheffe's test was conducted to determine exactly where the greatest amount of significance existed within the demographic factor of marital status. The test determined that the most significant difference in reasons given by students of various marital status for deciding to enroll in an Oklahoma vocational drafting program was found between respondents in the single marital status group and the divorced marital status group.

Marital Status and Previous Family Experiences. The mean response as to the amount of influence that single marital status and previous family experienced has on a student's decision to enroll in an Oklahoma vocational drafting program showed some influence with a 2.311 mean. Also showing some influence were students in the married group with a 2.003 mean; the mean for divorced students was 1.769; and widowed students, 2.312.

A one-way analysis of variance was calculated on the demographic factors of marital status and previous family experiences. The F value of .6658 was not significant at the .005 alpha level.

Marital Status and Program Graduates. The mean response as to the amount of influence that single marital status and previous family experiences had on a student's decision to enroll in an Oklahoma vocational drafting program was 2.311, or little influence. The other marital status groups also showed little influence by this variable, with the mean for the married group being 1.672; divorced students' means were 1.611; and widowed, 1.500.

A one-way analysis of variance was calculated on the demographic factors of marital status and the factor program graduates. The F value of .0477 was significant at the .05 alpha level. A significant difference did, therefore, exist in the reasons given by people of different marital status and their relationship with program graduates as it relates to their decision to enroll in an Oklahoma vocational drafting program.

A post-hoc Scheffe's test failed to determine exactly where the significance was located concerning the variables of marital status and program graduates.

#### Research Question Number Five

Research question number five asked whether or not a significant difference exists in reasons given by students of various financial aid status as it related to their

decision to enroll in an Oklahoma vocational drafting program. The results of the ANOVAs calculated using the demographic factor financial aid follow.

Financial Aid and School Environment. The mean response as to the amount of influence that students using financial aid and the school environment had on the decision to enroll in an Oklahoma vocational drafting program was little, as shown by the 1.876 mean response. This variable also had little response (2.010) for students with no financial aid.

A one-way analysis of variance was calculated on the demographic factor of financial aid and the factor of school environment. The F value of .2501 was not significant at the .05 alpha level.

Financial Aid and Work-Related Environment. Some influence was shown by the mean response of 3.350 as to the amount of influence that a student using financial aid and the work-related environment had on a student's decision to enroll in an Oklahoma vocational drafting program. Students receiving no financial aid also indicated this variable had some influence on their decision to enroll, as evidenced by the 3.258 mean response.

A one-way analysis of variance was calculated on the demographic factor financial aid and the factor work-related environment. The F value of .0176 was significant at the .05 alpha level. There was, therefore, a significant reason given by people of various financial aid status and work-related environment status as it related to their decision

to enroll in an Oklahoma vocational drafting program.

A post-hoc Scheffe's test failed to show exactly where the significance was located.

Financial Aid and Previous Family Experiences. The mean response as to the amount of influence that a student using financial aid and previous family experiences had on a student's decision to enroll in an Oklahoma vocational drafting program was 1.996, or little influence. Little influence was also shown by students with no financial aid, with a mean response of 2.208.

A one-way analysis of variance was calculated on the demographic factors of financial aid and previous family experiences. The F value of .3287 was not significant at the .05 alpha level.

Financial Aid and Program Graduates. The mean responses as to the amount of influence that a student using financial aid and program graduates had on a student's decision to enroll in an Oklahoma vocational drafting program was little, with a 1.714 mean, as was that of students receiving no financial aid (1.771).

A one-way analysis of variance was calculated on the demographic factor financial aid and the factor program graduates. The F value of .0039 was significant at the .05 alpha level. There was a significant difference in the various reasons given by people of differing financial aid status and their experience with program graduates.

A post hoc Scheffe's test failed to determine exactly where the significance was located.



### Research Question Number Six

Research question number six asked whether or not a significant difference exists in reasons given by students with head of household status as it related to their decision to enroll in an Oklahoma vocational drafting program. The results of the ANOVAs calculated using the demographic factor head of household are shown below.

Head of Household and School Environment. The mean response as to the amount of influence that being a head of a household and interaction with the school environment had on a student's decision to enroll in an Oklahoma vocational drafting program was 1.898 (or little influence). Not being a head of a household interacted with the school environment at a 2.012 mean, also little influence.

A one-way analysis of variance was calculated on the demographic factors head of household and school environment. The F value of .4873 was not significant at the .05 alpha level.

Head of Household and Work-Related Environment. The mean response as to the amount of influence that being a head of a household and interaction with the work-related environment had on a student's decision to enroll in an Oklahoma vocational drafting program was some influence, at a mean of 3.493. Not being the head of a household and interaction with the work-related environment also had some influence, at a 3.210 mean.

A one-way analysis of variance was calculated on the

demographic factor head of household and the factor of work-related environment. The F value of .0001 was significant at the .05 alpha level. A significant difference was thus shown by those individuals of different head of household status and those individuals of various work-related environment status as it related to their decision to enroll in an Oklahoma vocational drafting program.

A post-hoc Scheffe's test revealed there existed a significant difference in reasons given for enrolling in an Oklahoma vocational drafting program by students of either head of household status and the variable of work-related environment.

#### Head of Household and Previous Family Experiences.

Little influence, at a mean response of 2.118, was shown between the variables of being a head of a household and previous family experiences as they related to a student's decision to enroll in an Oklahoma vocational drafting program. For respondents who were not head of a household, little influence was also shown for these variables, at a mean of 2.174.

A one-way analysis of variance was calculated using the demographic factor head of household and the factor previous family experiences. The F value of .6087 was not significant at the .05 alpha level.

Head of Household and Program Graduates. The mean response as to the amount of influence that being head of a household and interaction with program graduates had on a student's decision to enroll in an Oklahoma vocational

drafting program was little (1.619). Not being head of a household and interaction with program graduates also had little influence, at a mean response of 1.799.

A one-way analysis of variance was calculated using the demographic factor head of household and the factor program graduates. The F value of .0005 was significant at the .05 alpha level. A significant difference was, therefore, given by those individuals of various head of household status and those individuals who had previous interaction with program graduates as it related to their decision to enroll in an Oklahoma vocational drafting program.

A post-hoc Scheffe's test found that a significant difference did exist between students who were heads of households and students who were not heads of households and their interaction with program graduates.

#### Research Question Number Seven

Research question number seven asked respondents to indicate whether or not a significant difference exists between students of various prior employment status as it related to their decision to enroll in an Oklahoma vocational drafting program. The results of the ANOVA calculated using the demographic factor of prior employment are given below.

Prior Employment Status and School Environment. The mean response as to the amount of influence prior employment status of the respondent and the interaction with the school's environment had on a student's decision to enroll in

an Oklahoma vocational drafting program was 2.098 (little influence). The other factors also showed little influence with the interaction of the variable of prior employment. Military's mean was 1.677; full-time job, 1.728; unemployed, 1.821; and part-time job, 2.056.

A one-way analysis of variance was calculated on the demographic factor of prior employment status and the factor of school environment. The F value of .0042 was significant at the .05 alpha level. Consequently, a significant difference exists between people of various prior employment status and school environment status as it related to their decision to enroll in an Oklahoma vocational drafting program.

#### Prior Employment Status and Work-Related Environment.

The mean response as to the amount of influence prior employment status of a student and interaction with the work-related environment had on a student's decision to enroll in an Oklahoma vocational drafting program was determined to be "some," by the mean response of 3.267. The other factors also indicated that the interaction between work-related environment and prior employment status had some influence on the decision to enroll. The mean responses of these factors were: military, 2.916; full-time job, 3.210; unemployed, 3.185; and part-time job, 3.452.

A one-way analysis of variance was calculated on the demographic factor prior employment status and work-related environment. The F value of .0275 was significant at the .05 alpha level. Therefore, a significant difference

existed between individuals of various prior employment status and various work-related environment status as it related to their decision to enroll in an Oklahoma vocational drafting program.

A post-hoc Scheffe's test failed to determine exactly where the significant difference was located with regard to the variables of prior employment status and work-related environment.

Prior Employment Status and Previous Family Experiences. The mean response as to the amount of influence that the prior employment status of the student and the previous family experiences showed little influence on the decision to enroll, at a 2.209 mean. Military (at a mean of 2.187), full-time job (at 2.017), unemployed (at 2.031) and part-time job (at 2.317) all also showed little influence by the interaction between these variables on the student's decision to enroll in an Oklahoma vocational drafting program.

A one-way analysis of variance was calculated on the demographic factor of prior employment status and the factor of previous family experiences. The F value of .0847 was not significant at the .05 alpha level.

Prior Employment Status and Program Graduates. Little influence was shown by the mean response of 1.889 as to the amount of influence that the prior employment status of the respondent and program graduates had on a student's decision to enroll in an Oklahoma vocational drafting program. No influence was shown by military factors and full-time job

factors, as shown by the 1.250 and 1.441 means, respectively. Little influence was shown by those who were unemployed (1.694 mean) and those who had part-time jobs (mean of 1.691).

A one-way analysis of variance was calculated on the demographic factor of prior employment status and the factor of program graduates. The F value of .1882 was not significant at the .05 alpha level.

#### Research Question Number Eight

Research question number eight asked whether or not a significant difference exists between students based on the size of their community as it related to their decision to enroll in an Oklahoma vocational drafting program. The results of the ANOVAs calculated using the demographic factor size of community are discussed below.

Size of Community and School Environment. The mean response as to the amount of influence residing in a rural community and interaction with the school environment had on a student's decision to enroll in an Oklahoma vocational drafting program showed little influence at a mean of 1.923. Little influence was also shown by means for communities the size of 2000 or less (1.966), communities sized 2501-5000 (2.174), communities of 5001-10,000 people (1.993), and communities of over 10,000 population (2.103).

A one-way analysis of variance was calculated on the demographic factor size of community and the factor school environment. The F value of .4381 was not significant at

the .05 alpha level.

Size of Community and Work-Related Environment. The mean response as to the amount of influence that residing in a rural community and interaction with the work-related environment had on a student's decision to enroll in an Oklahoma vocational drafting program was 3.259, or some influence. All other community sizes surveyed also showed some influence by these factors: communities of 2000 or less showed a mean of 3.919; 2501 - 5000, 3.333; 5001 - 10,000, 3.166; and communities with populations over 10,000, 3.274.

A one-way analysis of variance was calculated on the demographic factor of size of community and the factor of work-related environment. The F value of .7936 was not significant at the alpha level of .05.

Size of Community and Previous Family Experiences. Little influence on a student's decision to enroll in an Oklahoma vocational drafting program, as shown by mean responses, was attributed to the size of the community in which the respondent resided. Mean responses were as follows: rural, 2.164; 2000 or less, 2.056; 2501-5000, 2.182; 5001-10,000, 2.108; and over 10,000, 2.184.

A one-way analysis of variance was calculated on the demographic factor size of community and the factor previous of family experiences. The F value of .4525 was not significant at the .05 alpha level.

Size of Community and Program Graduates. The mean response as to the amount of influence that residing in a

rural community and program graduates had on a student's decision to enroll in an Oklahoma vocational drafting program was 1.804, showing little influence. Little influence was attributed to each of the other sizes of communities surveyed as well. The mean responses were: communities with populations of less than 2000, 1.775; 2501-5000, 1.850; 5001-10,000, 1.645; and communities of over 10,000, 1.748.

A one-way analysis of variance was calculated on the demographic factor size of community and the factor program graduates. The F value of .2080 was not significant at the .05 alpha level.

#### Research Question Number Nine

Research question number nine asked whether a significant difference exists in reasons given by students based on previously attained education level as it related to their decision to enroll in an Oklahoma vocational drafting program. The results of ANOVAs calculated using the demographic factor of years of school completed are outlined below.

Years of School Completed and School Environment. The mean response as to the amount of influence that eight or fewer years of school completed and interaction with the school environment had on a student's decision to enroll in an Oklahoma vocational drafting program showed to be of little influence with a 2.305 mean response. Each of the other categories of years of school completed also showed



little influence by these factors. Nine years of school completed and an interaction with the school environment showed a mean of 2.110; ten years, 2.008; eleven years, 2.021; twelve years, 2.043; thirteen years, 1.633; fourteen years, 1.492; fifteen years, 1.843; and 16 or more years of schooling, 2.008.

A one-way analysis of variance was calculated on the demographic factor of years of school completed and the factor of school environment. The F value of .3367 was not significant at the .05 alpha level.

#### Years of School Completed and Work-Related Environment.

The mean response as to the amount of influence that eight or fewer years of school completed and interaction with the work-related environment had on a student's decision to enroll in an Oklahoma vocational drafting program was 2.888, or some influence. Some influence was also exerted by these variables for students completing nine years of schooling, with a mean of 2.777; students completing ten years of schooling showed a mean of 3.358; eleven years, 3.265; twelve years, 3.214; thirteen years, 2.999; fourteen years, 3.383; and sixteen years or more of schooling completed, 2.625. Only respondents who had completed fifteen years of schooling attributed much influence (at a mean response of 3.916) to these variables.

A one-way analysis of variance was calculated on the demographic factor years of school completed and the factor of work-related environment. The F value of .0158 was significant at the .05 alpha level.

A post-hoc Scheffe's test failed to determine exactly where the significance was located with regard to the variables of years of school completed and work-related environment.

Years of School Completed and Previous Family Experiences. Little influence was shown by the mean response of students completing eight or fewer years of school (1.999) as it related to previous family experiences on the student's decision to enroll in an Oklahoma vocational drafting program. Little influence was also attributed to these variables (as shown by the mean response) by students completing the following numbers of years of schooling: nine, 2.145; ten, 2.069; eleven, 2.213; twelve, 2.288; thirteen, 2.352; fourteen, 1.775; and sixteen or more years of schooling, 2.013. Again showing some influence for these variables (at a mean response of 2.687) were respondents who had completed fifteen years of school.

A one-way analysis of variance was calculated on the demographic factor of years of school completed and the factor of previous family experiences. The F value of .0925 was not significant at the .05 alpha level.

Years of School Completed and Program Graduates. Little influence was given to the variables of years of school completed and program graduates to the student's decision to enroll in an Oklahoma vocational drafting program for respondents who had completed eight, nine, ten, eleven, or twelve years of school as shown by the mean responses of 2.000, 1.833, 1.861, 1.742, and 1.686,

respectively. No influence was attributed to the interaction of these variables by students completing thirteen years of school (as shown by a mean response of 1.235), fourteen years (1.500), and sixteen or more years (1.428). Respondents who had completed fifteen years of school indicated the variables had some influence on their decision to enroll in an Oklahoma vocational drafting program as indicated by a mean response of 2.714.

A one-way analysis of variance was calculated on the demographic factor of years of school completed and the factor of program graduates. The F value of .0005 was significant at the .05 alpha level. There was a significant difference in the reasons given by those individuals of various years of school completed status and program graduates as it related to their decision to enroll in an Oklahoma vocational drafting program.

A post-hoc Scheffe's test revealed that there was a significant difference given by students as to the reasons for enrolling in an Oklahoma vocational drafting program. The most significant amount of difference was located between respondents in the group of ten years of school completed and those respondents in the group of sixteen or more years of school completed.

## CHAPTER V

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

The purpose of this study was to ascertain the factors which influenced people to enroll in Oklahoma vocational drafting programs. This chapter is intended to provide an overview of the study, a summary of the study, and the conclusions and recommendations resulting from the study.

The population for this study included four hundred seventy-four first-year drafting students enrolled in one of the twenty-one vocational drafting programs in the state of Oklahoma. The return rate for the questionnaire was one hundred percent.

The respondents were asked to do two things. First, they were asked to rate the amount of influence that twenty different factors had on their decision to enroll in an Oklahoma vocational drafting program. These factors included high school guidance counselor, high school principal, high school teacher, vocational school visit, friends just entering the program, friends or other students already enrolled in program, presentation made by vo-tech school personnel, and friends employed in the drafting field. Other factors included parents or guardians, other relatives, previous school experience in drafting, previous work experience in drafting, good job prospects in drafting,

pay scale for drafters, desirable working conditions in drafting, results of assessment scores, scholarship(s) awarded, geographic location of program, and advertisements about the program.

Secondly, they were asked to provide certain demographic information about themselves. This information included age, sex, ethnic origin, marital status, head of household status, financial aid status, prior employment status, size of home community, and years of school previously completed.

The research questions as originally stated were as follows:

1. Will there be a significant difference in reasons given by students based on age as it relates to their decision to enroll in an Oklahoma vocational drafting program?

2. Will there be a significant difference in reasons given by students based on gender as it relates to their decision to enroll in an Oklahoma vocational drafting program?

3. Will there be a significant difference in reasons given by students based on ethnic origin as it relates to their decision to enroll in an Oklahoma vocational drafting program?

4. Will there be a significant difference in reasons given by students based on marital status as it relates to their decision to enroll in an Oklahoma vocational drafting program?

5. Will there be a significant difference in reasons given by students based on head of household status as it relates to their decision to enroll in an Oklahoma vocational drafting program?

6. Will there be a significant difference in reasons given by students based on financial aid status as it relates to their decision to enroll in an Oklahoma vocational drafting program?

7. Will there be a significant difference in reasons given by students based on prior employment status as it relates to their decision to enroll in an Oklahoma vocational drafting program?

8. Will there be a significant difference in reasons given by students based on size of community status as it relates to their decision to enroll in an Oklahoma vocational drafting program?

9. Will there be a significant difference in reasons given by students based on years of school completed as it relates to their decision to enroll in an Oklahoma vocational drafting program?

The review of literature looked at three major areas. These included drafting/computer-aided drafting, factors influencing student enrollment, and program promotion/program marketing.

Because of the size of the data collected, it was necessary to run a factorial analysis to help condense factors of influence into fewer, similar groups. This was done prior to an analysis of variance being calculated on

the smaller factorial groupings and all of the demographic data collected.

### Summary

An analysis of the data collected did reveal that there was significant difference in the reasons given by students who enrolled in Oklahoma vocational drafting program based on demographics.

Beginning students enrolled in Oklahoma vocational drafting programs for significantly different reasons based on their age and their interaction with the school environment, their age and their interaction with the work-related environment, and their age and their interaction with graduates from the program. It was determined that there was a significant difference in reasons given by students in the sixteen to twenty year age group and students in the thirty-one to forty year age group as it related to the work-related environment and their decision to enroll in an Oklahoma vocational drafting program.

Gender and the respondent's interaction with the school environment revealed a significant difference in reasons for the first-year students to enroll in an Oklahoma vocational drafting program.

First-year students gave significantly different reasons for enrolling in Oklahoma vocational drafting programs based on their ethnicity and their interaction with the school environment.

Significantly different reasons, based on their marital

status and their interaction with the work-related environment, were given by beginning students for enrolling in Oklahoma vocational drafting programs. It was determined that the greatest amount of significance was between students who were single and students who were divorced. It was also determined that beginning students enrolled for significantly different reasons based on their marital status and their interaction with program graduates.

Beginning students enrolled in Oklahoma vocational drafting programs for significantly different reasons based on whether or not they were receiving financial aid and their interaction with the work-related environment and their interaction with program graduates.

Status as head of a household and the interaction with both the work-related environment and program graduates was shown to have significant difference in reasons given for first-year respondents enrolling in Oklahoma vocational drafting programs.

Students enrolling in Oklahoma vocational drafting programs for the first time gave significantly different reasons for their enrollment based on their prior employment status and their interaction with the school environment, as well as on their prior employment status and their interaction with the work-related environment.

It was determined that no significant difference existed in reasons given by beginning students who enrolled in Oklahoma vocational drafting programs based on the size of their community.



Years of school completed and that factor's interaction with previous family experiences showed a significant difference in reasons given by beginning students for enrolling in Oklahoma vocational drafting programs. It was determined that the greatest amount of difference was between those students who had completed ten years of schooling and those students who had completed sixteen or more years of school.

### Conclusions

1. Beginning students of various age groups enroll in Oklahoma vocational drafting programs for significantly different reasons. Further study needs to be undertaken to more clearly understand the significance of reasons given and how this information can be used to help market and promote Oklahoma vocational drafting programs.

2. Beginning students of either gender enroll in Oklahoma vocational drafting programs for significantly different reasons. Students of either gender indicated their interaction with their school environment provided them with significantly different reasons for choosing to enroll in an Oklahoma vocational drafting program. Further study needs to be undertaken to more clearly define how and why a student's interaction with the school environment influences the decision to enroll in an Oklahoma vocational drafting program.

3. Beginning students of various ethnic origins enroll in Oklahoma vocational drafting programs for

significantly different reasons. Students of various races indicated that their interaction with the school environment significantly influenced their decision to enroll in an Oklahoma vocational drafting program. Further study needs to be undertaken to more clearly define how and why a student's interaction with the school environment and his or her ethnic origin influence the decision to enroll in an Oklahoma vocational drafting program.

4. First-year students with varying marital status choose to enroll in Oklahoma vocational drafting programs for significantly different reasons. Interaction between marital status and work-related environment and program graduates influenced the decision to enroll in an Oklahoma vocational drafting program. Additional studies might reveal the specific reasons influencing the decision to enroll in an Oklahoma vocational drafting program.

5. First-year Oklahoma vocational drafting programs with various types of financial assistance chose to enroll in their program for significantly different reasons. The interaction between financial aid and work-related environment and the interaction between the factors of previous family experiences and program graduates with financial aid had an influence on the student's decision to enroll in an Oklahoma vocational drafting program. More specific information regarding these reasons for enrolling in an Oklahoma vocational drafting program would be identified through additional studies.

6. Beginning students enroll in Oklahoma vocational

drafting programs for significantly different reasons based on their status as head of household. The interaction of students of various head of household status with the factors of work-related environment and program graduates provided significantly different reasons for the students to choose to enroll in an Oklahoma vocational drafting program. Further study would define the specific influences on the enrollment decision.

7. First-year students with various prior employment status enrolled in Oklahoma vocational drafting programs for significantly different reasons. The factors of school environment and work-related environment interacting with the student's prior employment status showed significant influence on the student's decision to enroll in an Oklahoma vocational drafting program. Further study needs to be undertaken to more clearly define how and why a student's interaction with the school environment and work-related environment influences the decision to enroll in an Oklahoma vocational drafting program.

8. Students of various sizes of communities did not enroll in Oklahoma vocational drafting programs for any significantly different reasons. A similar study needs to be conducted with students of both large and small community sizes to determine if significantly different reasons possibly exist for enrolling in an Oklahoma vocational drafting program that were not discovered in this study.

9. Beginning students chose to enroll in Oklahoma vocational drafting programs for significantly different

reasons based on years of school completed. The interaction between years of school completed and the factors of work-related environment and previous family experiences showed a significant influence on the student's decision to enroll in an Oklahoma vocational drafting program. Additional studies would reveal more specific reasons for the significant difference influencing such enrollment than was found in this study.

### Recommendations

The factors that influenced students to enroll in an Oklahoma vocational drafting program made up the main focus of this study. The information found in this study should be of use to all drafting instructors in the state of Oklahoma who will be involved in the recruitment of potential students. The information should also be of use to vocational school administrators who are involved in vocational education and the design of vocational programs.

The recommendations as a result of the study are:

1. Vocational drafting instructors should increase their efforts to promote their vocational programs to people included in all demographic groups.

2. Vocational drafting instructors need to further educate themselves as to the educational needs of members of particular demographic groups.

3. Vocational drafting instructors need to further study the various factors which might influence potential students to enroll in Oklahoma vocational drafting programs.

4. Vocational drafting instructors need to further educate the vocational administrators as to the direction which their programs must take to meet the needs of students who are members of various demographic groups. The results of this study indicate that all respondents put a significant amount of importance on interaction with the work-related environment. Every effort must be made to continue to strengthen the bond between vocational education and business and industry. In doing this, it will help to present a positive and progressive attitude to all prospective students.

## BIBLIOGRAPHY

- Allen, D. (1987, June). Computer-Aided Design. Byte, p. 175.
- Becker, K. (1987, March). Teaching CAD with limited facilities. Industrial Education, pp. 24-26.
- Brodhead, C. W. (1988). Marketing your program--Tips for the teacher. Vocational Education Journal, 63, 7.
- Burns, W. E. (1986, September). Computer-Aided Design (CAD). Industrial Education, pp. 10-11.
- DeMuth, B. J. (1986). A study of the factors that influence high school juniors and seniors to attend Indian Meridian AVTS. Unpublished master's thesis, Oklahoma State University, Stillwater.
- Edwards, R. P. (1986). Reaching out to academic students. Vocational Education Journal, 61, 7.
- Hughes, D. R. (1989). A study of vocational-technical computer-aided drafting programs in Oklahoma vocational-technical schools during 1988-1989, Unpublished master's thesis, Oklahoma State University, Stillwater.
- Huck, S. W., Cormier, W. H., & William, G. B., Jr. (1974). Reading statistics and research, New York, NH: Harper & Row, Publishers, Inc.
- Isaac, S. & Michael, W. B. (1983). Handbook in research and evaluation, San Diego, CA: EdITS Publishers.
- Kachigan, S. K. (1986). Statistical analysis: An interdisciplinary introduction to univariate & multivariate methods, New York, NY: Radius Press.
- Linton, J., & Gallo, P. (1975). The practical statistician: Simplified handbook of statistics, Monterey, CA: Brooks/Cole.
- Major, D. R. (1989). An assessment of the importance of selected factors influencing day-time adult students to attend Indian Meridian Area Vocational-Technical School. Unpublished master's thesis, Oklahoma State University, Stillwater.

- Naylor, M. (1987). Effective and ethical recruitment of vocational education students (Report No. 400-84-0011). Washington, DC: Office of Educational Research and Improvement.
- National Center for Research in Vocational Education (1986). Market an adult education program (Research Report No. N-2 of Category N). Columbus, Ohio: Author.
- O'Connor, P. J. & Trussell, S. T. (1987). The marketing of vocational education. Vocational Education Journal; 62, 8.
- O'Neill, E. J. (1985). A study of student recruitment and selection for area vocational-technical schools in Pennsylvania and selected vocational educators' opinions concerning the process. Unpublished doctoral dissertation, Pennsylvania State University, State College.
- Pucel, D. J. (1984). An alternative approach to learning. Vocational Education Journal, 59, 6.
- Sanders, R. E. & Galbraith, M. W. (1986). Factors which influence students to enter occupational education programs. Occupational Education Forum, 15, 1.
- Sanders, R. E. (1985). An analysis of factors which influenced students to enter mechanical power technology programs in Oklahoma. Unpublished master's thesis. Oklahoma State University, Stillwater.
- Sharpe, D. (1986). How to market vocational education. Vocational Education Journal. 61, 7.
- Sheldon, M. S. (1983). What is a vocational education student? Vocational Education Journal, 58, 6.
- Tuma, J. E. (1989). Enrollment trends in vocational and academic education in American public high schools, 1969 to 1987 (Report No. 300-87-0011). Washington, DC: National Assessment of Vocational Education.
- Waltz, F. C. (1984). A recruitment package for postsecondary vocational education. Final from August 1, 1983 to August 31, 1984 (Final Report). Florida: Florida State Department of Education, Tallahassee, Division of Vocational Education.

Waltz, F. C. & Beeman, C. E. (1984). A compendium of research addressing barriers to student recruitment and retention in vocational education in Florida. Final report from September 1, 1984 to December 31, 1984 (Final Report). Florida: Florida State Department of Education, Tallahassee, Division of Vocational Education.



APPENDIXES

APPENDIX A  
QUESTIONNAIRE

AN ANALYSIS OF FACTORS WHICH INFLUENCED  
STUDENTS TO ENROLL IN VOCATIONAL  
DRAFTING PROGRAMS IN THE  
STATE OF OKLAHOMA

PLEASE RANK THE INFLUENCE THE FOLLOWING HAD ON YOUR DECISION TO ENROLL IN THE DRAFTING PROGRAM.

	INFLUENCE				
	Extreme	Much	Some	Little	None
1. High School Guidance Counselor	5	4	3	2	1
2. High School Principal	5	4	3	2	1
3. High School Teacher	5	4	3	2	1
(Please give his/her teaching area: _____)					
4. Vocational School Visit	5	4	3	2	1
5. Friends Just Entering the Program	5	4	3	2	1
6. Friends or Other Students Already Enrolled in Program	5	4	3	2	1
7. Students Who have Graduated From this Program	5	4	3	2	1
8. Presentation Made by Vo-Tech School Personnel	5	4	3	2	1
9. Friends Employed in Drafting Field	5	4	3	2	1
10. Parents or Guardians	5	4	3	2	1

---

	<b>INFLUENCE</b>				
	Extreme	Much	Some	Little	None
11. Other Relatives	5	4	3	2	1
12. Previous School Experience in Drafting	5	4	3	2	1
13. Previous Work Experience in Drafting	5	4	3	2	1
14. Good Job Prospects in Drafting	5	4	3	2	1
15. Pay Scale for Draftspersons	5	4	3	2	1
16. Desirable Working Conditions in Drafting	5	4	3	2	1
17. Results of Assessment Scores	5	4	3	2	1
18. Scholarship(s) Awarded	5	4	3	2	1
19. Geographical Location of Program	5	4	3	2	1
20. Advertisements about this Program	5	4	3	2	1

---



---

21. List and explain the three primary reasons why you chose this program:

- 1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_

**PLEASE WRITE IN YOUR AGE IN YEARS**

1. AGE: \_\_\_\_\_ Years

**PLACE AN (X) IN THE APPROPRIATE BLANK**

2. SEX: \_\_\_ Male \_\_\_ Female

3. ETHNICITY: \_\_\_ Indian \_\_\_ Black \_\_\_ Hispanic \_\_\_ Caucasian  
 \_\_\_ Other (Please Specify): \_\_\_\_\_

4. MARITAL STATUS: \_\_\_ Single \_\_\_ Married \_\_\_ Divorced \_\_\_ Widowed

5. ARE YOU THE HEAD OF A HOUSEHOLD? \_\_\_ Yes \_\_\_ No

## PLACE AN (X) IN THE APPROPRIATE BLANK

6. ARE YOU PRESENTLY RECEIVING FINANCIAL AID TO HELP COVER THE COST OF YOUR EDUCATION?  Yes  No  
 If yes, please check the type of financial aid below:  
 GI Bill  BIA  Social Security  JTPA  
 Dislocated Worker  Private  Vocational Rehabilitation  
 Pell Grant  Guaranteed Student Loan  
 Other (Please Specify): \_\_\_\_\_
7. WHAT WAS YOUR EMPLOYMENT STATUS PRIOR TO ENROLLING IN THIS PROGRAM?  
 School  Military  Employed Full-Time  Unemployed  
 Employed Part-Time
8. WHAT SIZE COMMUNITY HAVE YOU LIVED IN MOST OF YOUR LIFE?  
 Rural  Less than 2000  2,501-5,000  5,001-10,000  
 10,001 or Above
9. HOW MANY YEARS OF SCHOOL DID YOU COMPLETE BEFORE ENROLLING IN THIS PROGRAM?  
 8 or Less  9  10  11  12  13  14  15  
 16 or More

APPENDIX B  
COVER LETTERS



Oklahoma State University

OFFICE OF EDUCATION RESEARCH  
COLLEGE OF EDUCATION

102 GUNDERSEN HALL  
STILLWATER, OKLAHOMA 74078-0408  
405-744-8037 - PHONE  
405-744-7713 - FAX

September 10, 1993

Dear Vocational Drafting Instructor:


Enclosed please find the questionnaires I described to you during our Vocational Drafting Instructors' trade group meeting at August Conference regarding factors which influence first-year secondary and entering adult students to enroll in Oklahoma vocational drafting programs.


As we discussed, information is needed on what factors influenced students to enroll in Oklahoma vocational drafting programs to help meet the needs of society and fully utilize the facilities and available resources of existing Oklahoma vocational drafting programs. A clearer understanding of the factors that influenced this enrollment might also lead to greater enrollment in Oklahoma vocational drafting programs.

I would appreciate your asking your students to take ten minutes to complete the enclosed questionnaire. In order to analyze the information as quickly as possible, I ask that you return the completed questionnaires to me in the enclosed, self-addressed, stamped envelope by Friday, September 24.

The information obtained by this project will be of interest and help to all of us. I will be glad to share the results of the analysis with you at our next Vocational Drafting Instructors' trade group meeting. Thank you for your time and cooperation.

Sincerely,

  
Erick Reynolds  
Drafting Instructor  
Graduate Student

  
Ray E. Sanders  
Associate Professor  
Thesis Advisor

Enclosures





Oklahoma State University

OFFICE OF EDUCATION RESEARCH  
COLLEGE OF EDUCATION

102 GUNDERSEN HALL  
STILLWATER, OKLAHOMA 74078-0408  
405-744-8037 - PHONE  
405-744-7713 - FAX

September 10, 1993

Dear Vocational Drafting Student:

You, as a vocational drafting student in the state of Oklahoma, are being asked to participate in a study regarding factors that influence students to enroll in vocational drafting programs by completing this short questionnaire.

The purpose of the study is to analyze the factors influencing students to enroll in vocational drafting programs to help instructors, schools, employers, counselors, and marketing and placement personnel make better informed decisions regarding vocational drafting programs and utilization of available space and resources.

Participation should take less than ten minutes and is, of course, strictly voluntary. Your responses will be kept confidential and will be compiled with responses received from all other vocational drafting students across the state. No names will be used in the study, nor will anyone be able to identify your responses as being made by you.

If you have any questions about completing this questionnaire, you may address them to your instructor or contact me personally. The results of the study will be shared with your instructor; you may also request a copy of the results if you have an interest in the completed study.

Thank you for your willingness to participate in a study that will help improve the vocational drafting programs in Oklahoma.

Sincerely,

Erick Reynolds  
Drafting Instructor  
Graduate Student

Ray E. Sanders  
Associate Professor  
Thesis Advisor

APPENDIX C

PRIMARY REASONS GIVEN FOR CHOOSING PROGRAM

## PRIMARY REASONS GIVEN FOR CHOOSING PROGRAM

1. I chose this program because I enjoy drawing and I also enjoy math. Drafting consists of both.
2. Because I like the idea of designing something new and exciting.
3. I love math and things related to it.
4. I found that vo-tech was a much more pleasant environment than high school.
5. Good job opportunities.
6. I want to pursue an engineering career.
7. My dad is an engineer.
8. I want to be an architect.
9. Desire to learn CAD.
10. I heard they had exceptional facilities.
11. A job with drafting skills would usually pay well.
12. My brother is a draftsman.
13. Good experience before college.
14. Two friends already in drafting course explained a little bit about the program and I decided it might be fun.
15. I heard that they are paid pretty handsomely.
16. Job prospects and working conditions.
17. I like this type of work.
18. I had drafting in one of my high school classes and I liked it a lot.
19. I am interested in the development of new ideas.
20. To prepare myself for college. I thought this would give me a great headstart on an engineering career.

APPENDIX D  
CORRELATION MATRIX

	HSC	HSP	HST	VOCS	FRNDNV	FDNDAE	GRD	VOTSTF	FRNDEM	PRT	REL	PREVENR	PRVVRK	GJP	PAY	DVC	RAS	SCA	GLP	ADD	
HSC	1.000																				
HSP	.49901	1.000																			
HST	.33637	.36877	1.000																		
VOCS	.17755	.18677	.17528	1.000																	
FRNDNV	.23940	.26251	.14921	.23458	1.000																
FRNDAE	.21046	.23316	.19718	.29564	.59549	1.000															
GRD	.16205	.18839	.13513	.13395	.32726	.34934	1.000														
VOTSTF	.20052	.22814	.11781	.50952	.22988	.29584	.18093	1.000													
FRNDEM	.15416	.14108	.10728	.09894	.11056	.14942	.29938	.07551	1.000												
PRT	.22932	.18097	.13728	.17324	.09083	.11012	.12108	.26051	.25473	1.000											
REL	.17779	.18685	.19981	.16310	.15330	.17480	.24463	.24410	.30788	.47160	1.000										
PREVENR	.06601	.06804	.26432	.06254	.02440	.03971	.02113	.04541	.16012	.09853	.22308	1.000									
PRVVRK	.13241	.12151	.17115	.09013	.06696	.07907	.09444	.11593	.27995	.09056	.21517	.36539	1.000								
GJP	.07438	.00388	.01874	.14104	.06625	.06287	.13128	.12811	.24790	.14051	.18700	.17086	.18515	1.000							
PAY	.09195	.00440	.03522	.14901	.11015	.06779	.13045	.13792	.24500	.09894	.15994	.14627	.12564	.70813	1.000						
DVC	.08583	.03980	.05402	.18407	.18131	.19787	.26699	.12458	.26811	.04039	.13967	.12341	.15941	.53860	.60294	1.000					
RAS	.24206	.16058	.18920	.17681	.24990	.19023	.22205	.24935	.22466	.16448	.15544	.14575	.26584	.18731	.23342	.31158	1.000				
SCA	.29134	.22065	.17834	.21095	.24206	.16058	.18920	.17681	.14240	.17564	.16752	.13553	.16831	.23590	.27222	.27890	.35946	1.000			
GLP	.22442	.23532	.21609	.21318	.17385	.18486	.14643	.17945	.14485	.01402	.14780	.09845	.11959	.25598	.23534	.36341	.36894	.40522	1.000		
ADD	.27412	.29265	.21637	.33790	.26593	.28851	.22850	.25350	.13256	.12914	.19296	.03488	.11307	.08102	.11463	.22159	.33636	.33199	.39177	1.000	

CORRELATION MATRIX

APPENDIX E  
FACTOR MATRIX

## FACTOR MATRIX

	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>	<u>Factor 4</u>
Results of assessment scores	.591	.047	-.115	.081
Scholarship(s) awarded	.590	.048	-.164	-.003
Advertisements about this program	.563	-.224	-.217	-.074
Geographical location of program	.559	.095	-.303	.056
Friends or other students already enrolled in program	.536	-.315	-.309	.274
Presentation made by vo-tech school staff	.527	-.257	-.098	-.446
Friends just entering the program	.524	-.287	-.362	.304
High school guidance counselor	.496	-.311	.146	-.158
Other relative	.488	-.025	.473	.343
Vocational school visit	.485	-.205	-.166	-.459
High school principal	.484	-.438	.179	-.111
Friends employed in drafting field	.463	.216	.315	.335
High school teacher	.425	-.310	.308	-.009
Good job prospects in drafting	.477	.679	-.005	-.186
Pay scale for draftspersons	.496	.665	-.111	-.187
Desirable working conditions in drafting	.546	.564	-.217	.002
Parents or guardians	.390	-.120	.479	-.182
Previous school experiences in drafting	.299	.178	.476	.079
Previous work experiences in drafting	.380	.154	.412	.173
Students who have graduated from this program	.485	-.092	-.064	.502

---

VITA 2

Erick James Reynolds

Candidate for the Degree of

Master of Science

Thesis: AN ANALYSIS OF FACTORS WHICH INFLUENCED STUDENTS  
TO ENROLL IN VOCATIONAL DRAFTING PROGRAMS IN  
OKLAHOMA

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Fredonia, Kansas, October 14,  
1957, the son of Norman L. and Marilyn J.  
Reynolds. Married to Anita McCune October 22,  
1992.

Education: Graduated from Emporia High School,  
Emporia, Kansas in May 1975; received Bachelor of  
Science degree in Trade and Industrial Education  
in May, 1989; completed the requirements for the  
Master of Education Degree at Oklahoma State  
University, Stillwater, Oklahoma, in May 1994.

Professional Experience: Drafting and Computer-Aided  
Drafting Instructor at Indian-Meridan Vo-Tech,  
Stillwater, Oklahoma, from July, 1991 to May,  
1993; Computer-Aided Drafting Instructor at  
Gordon Cooper Vo-Tech, Shawnee, Oklahoma, from  
July, 1993 to present.

Professional Organizations: American Vocational  
Association, Oklahoma Vocational Association,  
Vocational Industrial Clubs of America, National  
Education Association, Oklahoma Education  
Association, Trade and Industrial Educators  
Association.



OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD  
FOR HUMAN SUBJECTS RESEARCH

Date: 08-31-93

IRB#: ED-94-009

Proposal Title: AN ANALYSIS OF FACTORS WHICH INFLUENCED STUDENTS  
TO ENROLL IN VOCATIONAL DRAFTING PROGRAMS IN OKLAHOMA

Principal Investigator(s): Dr. Ray E. Sanders, Erick J. Reynolds

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

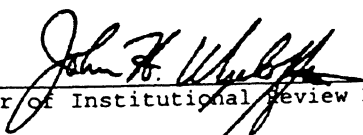
APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW  
BOARD AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A  
CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR  
BOARD APPROVAL. ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO  
BE SUBMITTED FOR APPROVAL.

---

Comments, Modifications/Conditions for Approval or Reasons for  
Deferral or Disapproval are as follows:

Signature:

  
Chair of Institutional Review Board

Date: August 31, 1993