

A PROFILE OF OKLAHOMA AREA VOCATIONAL  
TECHNICAL SCHOOL SUPERINTENDENTS  
AND ADMINISTRATORS

By

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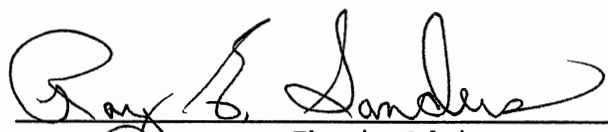
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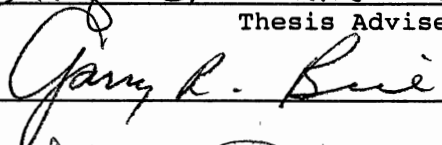
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## CHAPTER I

### INTRODUCTION

Oklahoma has one of the top vocational educational systems in the United States of America. Stewart (1982) wrote of the quality and success of vocational technical education in Oklahoma. Stewart (1982) further stated that this success is based upon strong leadership by the administrators of vocational technical education in Oklahoma.

The first area vocational technical school in Oklahoma was opened in Tulsa in 1965. Since that date the number of area schools and vocational centers have quickly grown. Today, there are 28 area vocational school districts with a total of 51 sites across Oklahoma, (The Vo-Tech Personnel Directory 1990-91).

Area vocational education school as defined by the Vocational Education Act of 1963 included;

- a) A specialized high school used exclusively or principally for the provision of vocational educators.
- b) The department of a high school used exclusively or principally to provide vocational education in no less than five different occupational fields.
- c) A technical or vocational school used exclusively or principally to provide vocational education to persons who have completed or left school.
- d) The department or division of a junior or community college or university which provides vocational education in no less than five different occupational fields under supervision of the state board, and leading to immediate employment but not necessarily leading to a baccalaureate degree (Wenrich & Wenrich, 1974, p. 140-141).

It is part of the duties of an area vocational technical school administrator to be in contact with their students in order to enhance good communications between themselves and their students. It is also important that vocational technical school administrators are able to identify with the students which they serve, and also that the students can identify with the vocational technical school administrators, that serve them. Population demographics are changing throughout the nation and Oklahoma, and because of this it is important that vocational and technical school administrators are aware of the demographic changes that are taking place.

#### Statement of the Problem

If it is true that Oklahoma demographics are changing (ie; the numbers of women and minority groups is increasing), there is no evidence to show that administrative positions in vocational education are changing to accommodate the demographic changes that are taking place. Kara Gae Wilson, Tulsa County Schools Superintendent stated in the Daily Oklahoman (1991), "Teaching is like nursing. It is a female dominated profession but when it comes to the top paying jobs, doctors are predominantly male and school administrators are predominantly male."

The problem for this study is that there are no baseline data available to be able to make future predictions for recruitment and preparation of future vocational administrators so that all minority groups can be more equally represented.

### Purpose of the Study

The purpose of this research study was to determine the demographic profiles of Oklahoma vocational technical school administrators during the 1991-92 school year, to determine the demographic population of Oklahoma and compare this with the demographic characteristics of the students participating in vocational programs in Oklahoma in 1991-92. The information gained from this study could then be used to identify more effective affirmative action (on hiring) practices for administrative positions.

### Objectives

This study was undertaken to determine the present profiles of vocational technical administrators in area vocational technical schools in Oklahoma. The main questions to be answered in this study were:

1. What is the gender of the Oklahoma vocational technical school administrator?
2. What is the race or ethnic group of the Oklahoma vocational technical school administrator?
3. What is the age group of the Oklahoma vocational technical school administrator?
4. What is the highest level of academic achievement of the Oklahoma vocational technical school administrator?
5. What is the primary area of academic discipline of the Oklahoma vocational technical school administrator?

6. What is the number of years experience the Oklahoma vocational technical school administrator has in their current position?
7. What is the number of years experience the Oklahoma vocational technical school administrator has in education administration?
8. What is the number of years of administrative experience the Oklahoma vocational technical school administrator has from outside education?
9. What is the number of years teaching experience the Oklahoma vocational technical school administrator has?
10. What is the number of years of work experience the Oklahoma vocational technical school administrator has from outside education?
11. What is the current highest level of certification held by the Oklahoma vocational technical school administrator?

The demographic information gained from the Oklahoma vocational technical school administrators could then be compared with the information from the 1990 census regarding Oklahoma demographics and also with information on student enrollment for the 1991-92 school year from the Oklahoma Department of Vocational and Technical Education.

#### Limitations of the Study

1. This study was limited to the 28 superintendents and the 130 building administrators identified by the Oklahoma Department of

## Vocational and Technical Education in 1992.

### Definition of Terms

It was necessary to determine an accurate comprehension of terms which were to be frequently used in this study.

Superintendents - Are individuals identified as area school superintendents by the Oklahoma Department of Vocational and Technical Education personnel directory.

Building Administrators - Are individuals identified by the Oklahoma Department of Vocational and Technical Education personnel directory as being administrative personnel at the 20 area vocational technical school sites in Oklahoma. These people have titles as Deputy Superintendent, Assistant Superintendent, Director or Coordinator.

Race - White - includes persons who indicate their race as "white". Black - includes persons who indicate their race as "black" or "negro" or "African American". American Indian - includes persons who classified themselves as "American Indian" or reported entries as "Canadian Indian, French American Indian or Spanish American Indian, Eskimo or Aleut". Asian - includes persons who reported themselves as "Asian" or "Pacific Islander". Other Race - Includes all other persons not included in the "White", "Black", "American Indian" or "Asian" race categories (Census 1990).

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

The purpose of this research was to provide data regarding the demographics of area vocational school students and determine if the profile of the vocational technical school administrators matches the demographic information of the State of Oklahoma. This chapter will try to provide the information required in developing this study.

#### History of Vocational Education

With the enactment of the Smith Hughes Act by congress, federally supported vocational education programs began in Oklahoma in 1917.

The original programs in Oklahoma in 1917 were home economics, trade and industrial education and agriculture (Stewart, 1982, p.21). Vocational education continued to grow throughout the nation and throughout Oklahoma and in July of 1937 because of the George Deen Act of congress, distributive education was authorized and placed under T&I for supervision and operation (Stewart, 1982, p.27).

From 1917 to 1963 various federal acts were passed which widened the scope of vocational education. Wenrich and Wenrich

stated that "Vocational education can be defined in terms of the range of occupations with which it is concerned" (p. 15). The main goal of education has always been to prepare individuals for employment and this goal was pursued by vocational education in Oklahoma, according to Stewart,

In more recent years there has been the recognized need for vocational-technical training in various fields in high school and post high school training. Again, Oklahoma's vocational technical training programs have adapted to meet these needs (p. 109).

The ability of vocational education to meet these needs was enhanced by the passage of the Vocational Education Act of 1963 (U.S. Congress, 1963). This act removed all restrictions regarding occupational categories. The act stated,

The term vocational education means vocational or technical training or retraining which is given in schools or classes under public supervision and is conducted as part of a program designed to prepare individuals for gainful employment as semi skilled or skilled workers or technicians or sub professionals in recognized occupations and in new emerging occupations or to prepare individuals for enrollment in advanced technical education programs . . . (PL 88-210, p. 406).

This act according to Stewart gave Oklahoma vocational education a new image to aspire to,

The entire image of vocational and technical education changed with passage of the 1963 amendments. This legislation provided for training for new jobs and upgrading job skills. All of this was made possible by a good, strong, separate board for vocational education, a strong system of advisory groups headed by the State Advisory Council and local advisory committees (Stewart, 1982, p. 115).

The impact of the Vocational Education Act of 1963 and the acceptance of this in Oklahoma has led to Oklahoma being among the

leaders in the development of vocational education in the United States.

#### Vocational Education Administration

In this study educational administration for vocational administrators is to be looked upon as stated by Doll (1972) "as the tasks and processes involved in heading an educational organization" (p. 3). It is with these thoughts that one must look at the profiles of vocational administrators to determine if their profiles in any way match the profiles of the people they serve. Wenrich (1974) in his book Leadership in Administration of Vocational and Technical Education stated that vocational leaders, "must be able to understand and assess the trends of environmental and social change" (p. 102). If vocational administrators do not accept social change with regard to minorities a whole social area of possible recruits will be stranded without the opportunity of the benefits of vocational education. One must ask are vocational schools meeting the social changes that are taking place in Oklahoma demographics and are vocational administrators reflecting the populations they serve?

In an article by Martinez (1991), he further supports the idea that there is an insufficient number of minorities in vocational education and that the lack of minority role models may contribute to the under achievement of minority students (p. 24). If vocational education administration does not seek to develop these areas to provide a positive role model to minorities then the number



of minorities enrolled in programs will not grow as their numbers increase (Martinez, 1991, p. 25). Nichols (1980) writes in his article "How Well Are We Serving Black America?" that, "There are not more than five black directors of large city vocational systems in the United States and that the number is diminishing" (p. 23).

In a study of minorities employed in vocational education administrators positions at the Oklahoma State Department of Vocational and Technical Education in 1988 by Miller and Royal it was found that only four percent of minorities were employed at the Oklahoma Department of Vocational and Technical Education while the state percentage of minorities was 16%. Thus even in a "progressive" vocational education system such as Oklahoma its percentage of minority vocational education administrators was only one fourth of the state average minority population (Miller & Royal, 1988, p. 18).

Due to the lack of minorities in the Oklahoma Department of Vocational and Technical Education a program was implemented to increase the number of minorities in the Oklahoma Department of Vocational and Technical Education which resulted in the percentage of qualified minority personnel to more than double to 8.4 percent by February 1989 (Miller & Royal, 1988, p. 21).

A study of midwestern vocational administrators by Baugher and Schlichting concluded that the percentage of females as administrators was small although they perform similar functions (p. 15). In the study women were asked if they perceived their role as being different from male administrators, they did not believe it

was. However, most of the women tended to be trained in the traditional area of home economics and business education (p. 15).

A further insight into the lack of black vocational education students or administrators can be found in a report by Young in which he states, "Black high school students often perceived vocational education as a device used by white men to keep the black man down!" (p. 12). Thus black students don't see vocational education as being very positive for their race.

#### Oklahoma Area Vocational and Technical Schools

Oklahoma area vocational technical schools were established to provide training for individuals so that they can learn a skill which they can use to gain employment (Tyson, 1976, p. 5). The skills which the individual develops should meet the demands of either agriculture, business or industry. The main priority of vocational education is that it should be for everyone who needs it and can profit from it.

Area vocational schools came into existence with the enactment of The Vocational Act of 1963. At this point, the Oklahoma State Board of Vocational and Technical Education designated the building of five area vocational technical schools. (Tyson, 1976, p. 47). In May 1966 an amendment to the state constitution allowed the formation of area vocational and technical school districts. This amendment allowed school districts to join together to form area districts which would elect a board of education and vote levies for

operating costs shared with state and federal funds. The amendment also allowed the new districts to vote levies to fund bonds for construction and equipment (Oklahoma Constitution Article X, Section 9B).

As Tyson (1976) stated in his book The History of Vocational-Technical Education in Oklahoma,

The idea behind the area school concept was simple. To adequately provide instruction for many occupational areas, expensive and complex equipment was needed, and proper facilities were often hard to obtain in each district. Thus it was determined that it would be easier---and more economical--to establish magnet schools or area schools which would be equipped to serve large numbers of students. Then the students would be brought to the school rather than attempting to bring all the equipment to the students (p. 47).

Thus students would travel to area schools which would have the equipment needed to train them with state of the art skills. These skills could then be used to meet the needs of agriculture, business and industry by training high school students for one half day, the other half day which may be spent at the home high school, by training full time adult students who normally would attend class all day, and through part time adult classes which are primarily held in the evening.

#### Demographics

According to the Websters Third New International Dictionary demographics relates to the study of "the dynamic balance of the population with regard to density and capacity for expansion and decline, pressures and determining trends" (p. 600).

Ward and Anthony, in their book Who Pays for Student Diversity, contend that demography is destiny and that demographic trends have a profound effect on schools and that the United States will see increasing numbers of African American, Hispanic immigrant, and limited English speaking children in public schools. These factors and the recognizing of demographic changes and the restructuring to meet these demands will become a critical issue in education (Ward, 1991, p. VII).

According to Ward the United States is an anomaly when compared to the rest of the world because twenty five percent of the United States population in 1990 can be said to be "minority". Further evidence of the number of minorities in the United States is that in 1990 African Americans represent 12% of the nations' people, the 'other races' category, largely Asian and Pacific Islander, constitutes 3.6% and Hispanics total 8.4%". A further indication of the growth of minority groups is stated by Waldrop who states, "The fastest growing segments of the population are Asians and Hispanics" (Waldrop & Exeter, 1991, p. 6).

In order to compare the profiles of Oklahoma vocational technical school administrators with the population demographics of Oklahoma the figures from the 1990 census had to be obtained. Table I shows that the total population of Oklahoma is 3,145,585. Of this figure 48.7% are male and 51.3% are female. Table II shows that of the population of Oklahoma there are 81.0% Caucasian, 7.8% American Indian, 7.4% Black, 2.7% Hispanic, 1.0% Asian and 1.5% of other races.

TABLE I  
GENDER OF OKLAHOMA POPULATION

Gender	Number	Percent
Male	1,530,819	48.7
Female	1,614,766	51.3
Totals	3,145,585	100.00

TABLE II  
ETHNIC DISTRIBUTION OF THE POPULATION OF OKLAHOMA

Race/Ethnic Group	Number	Percent
Caucasian	2,547,588	81.0
Black	231,462	7.4
American Indian	246,631	7.8
Hispanic	86,160	2.7
Asian	32,366	1.0
Other	1,378	0.1
Totals	3,145,585	100.00

Student Population Demographics of Those  
Attending Vocational Programs in Oklahoma

In order to look at the race and gender of students participating in vocational programs in Oklahoma in the 1991-92 school year the Oklahoma Department of Vocational and Technical Education, Information and Analysis division was contacted. The figures they provided showed that 54% of students participating in vocational programs were male and 46% were female (Table III).

Data on the race of students reveals that 76.6% of those enrolled in vocational programs are Caucasian, 12% are American Indian, 8.8% are black, 2.5% are Hispanic and 0.7% are Asian (Table IV).

Summary

The review of literature looked at five different areas, the history of vocational education, vocational education administration, Oklahoma area vocational and technical schools, demographics and student population demographics. These five areas must be considered when looking at the population demographics of Oklahoma, the demographic characteristics of the students participating in vocational programs in Oklahoma and the profiles of vocational technical school administrators in Oklahoma.

Vocational education programs were originally to serve the needs of agriculture, business, and industry and to help provide trained workers for these disciplines. Vocational education provides opportunities to high school students through half day

TABLE III

ANALYSIS BY GENDER OF STUDENTS PARTICIPATING IN VOCATIONAL  
PROGRAMS IN OKLAHOMA IN THE 1991-92 SCHOOL YEAR

Gender	Number	Percent
Male	60,973	53.9
Female	52,254	46.1
Totals	113,227	100.0

TABLE IV

ANALYSIS BY RACE OF STUDENTS PARTICIPATING IN VOCATIONAL  
PROGRAMS IN OKLAHOMA IN THE 1991-92 SCHOOL YEAR

Race	Number	Percent
Caucasian	86,659	76.6
Black	9,376	8.2
American Indian	13,546	12.0
Hispanic	2,852	2.5
Asian	794	0.7
Totals	113,227	100.0

enrollment, to full time adult students and to part time adult students who want to learn a skill or develop a skill further.

The study of vocational administration at the Oklahoma Department of Vocational and Technical Education carried out in Oklahoma by Miller and Royal examined only the number of minorities at the state department (Miller & Royal, 1988, p. 18). This study intends to see how the demographic profiles of vocational technical school administrators throughout Oklahoma compare with the population demographics of Oklahoma and the demographic characteristics of the students participating in vocational programs in Oklahoma and to see if the percentage of minority administrators matches the number of minority students enrolled.



## CHAPTER III

### METHODOLOGY

The purpose of this research study was to determine the demographics of Oklahoma vocational technical school administrators and compare this information with area school student demographics and Oklahoma population demographics. Chapter III outlines the methodology used in the study affording the reader with the design of research, the procedures for data collected and the analysis of that data.

#### Design

The information regarding the profiles of Oklahoma vocational technical school administrators was to be obtained by a previously prepared questionnaire (Appendix B). The design of the questionnaire was based upon input from members of a committee of the faculty of Occupational and Adult Education at Oklahoma State University and the researcher's own experience.

The questionnaire was administered to all vocational technical school administrators as identified by the Vo-Tech Personnel Directory 1990-91. The total population identified by the directory was used for the survey (n = 158).

The questionnaire was mailed out with a self addressed stamped envelope enclosed in May 1992. Two weeks later a reminder was issued to non respondents.

The information regarding the Oklahoma Department of Vocational and Technical Education area school student demographics was provided by the Oklahoma Department of Vocational and Technical Education.

Information regarding the population demographics of Oklahoma was obtained from the data in the 1990 census.

#### Procedures for Data Collection

##### Selection of the Subjects

The population for the survey was based on the total active population of Oklahoma vocational technical school administrators (n = 158). The population was limited to Oklahoma vocational technical school administrators at the 51 area vocational and technical school sites. The total number of vocational technical school administrators (n = 158) was used for this study.

#### Administration of the Study

The questionnaires were mailed to all Oklahoma vocational technical school administrators (n = 158) in May 1992. A self addressed stamped envelope was enclosed. A total of 138 questionnaires were returned representing an 87.3% return rate.

#### Analysis of Data

The data were received from the questionnaire and tabulated into the following major areas.

1. What is the gender of the administrator
2. What is the race or ethnic group of the administrator
3. What is the age group of the administrator
4. What is the highest level of academic achievement of the administrator
5. What is the primary area of academic discipline of the administrator

What are the number of years of experience the administrator has:

6. In their current position
7. In education administration
8. In administrative experience from outside education
9. Of teaching experience
10. Of work experience from outside education
11. The current highest level of certification held by the administrator

The responses to the mailed questionnaire were listed as a frequency occurrence and each area of response was calculated in terms of percentages.

## CHAPTER IV

### RESULTS

The purpose of this research study was to determine the demographic information regarding profiles of vocational technical school administrators during the 1991-92 school year, to determine the population demographics of Oklahoma and compare this with the demographic characteristics of the students participating in vocational programs in Oklahoma in 1991-92. Chapter IV represents those results.

#### Return Rates

The total population consisted of 158 (n = 158) vocational technical school administrators at Oklahoma area vocational and technical schools. Initially 117 Oklahoma vocational technical school administrators responded, providing a 74.0% response rate. Two weeks later a reminder was mailed, which solicited a further 21 responses for a 87.3% response rate.

#### Survey Data

The eleven major areas in which the vocational technical school administrators were asked to respond were:

1. What is the gender of the administrator?
2. What is the race or ethnic group of the administrator?
3. What is the age group of the administrator?

4. What is the highest level of academic achievement of the administrator?
5. What is the primary area of academic discipline of the administrator?

What is the number of years experience the administrator has:

6. In their current position?
7. In education administration?
8. In administrative experience from outside education?
9. Of teaching experience?
10. Of work experience outside education?
11. The current highest level of certification held by the administrator?

The responses to the mailed survey questionnaire were listed as a frequency occurrence, and each area of response has been calculated in terms of percentages.

#### Gender of Oklahoma Vocational Technical

#### School Administrators

Question one pertained to the gender of Oklahoma vocational technical school administrators. Table V shows the gender of Oklahoma vocational technical school administrators. Almost 80% of Oklahoma vocational technical school administrators were male while 20.3% were female.

TABLE V

GENDER OF OKLAHOMA VOCATIONAL TECHNICAL SCHOOL  
ADMINISTRATORS DURING THE 1991-92 SCHOOL YEAR

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Gender	Frequency	Percent
Administrators Male	110	79.7
Administrators Female	28	20.3
Totals	138	100.0

---

### Race, Ethnic Group

Question two asked for the race or ethnic group of Oklahoma vocational technical school administrators. Table VI shows that there are 93.5% Caucasian Oklahoma vocational technical school administrators compared with 1.5% Black Oklahoma vocational technical school administrators and 4.3% American Indian vocational technical school administrators. The survey also revealed that there were no Asian or other ethnic groups serving as Oklahoma vocational technical school administrators.

### Age

Table VII shows the age of Oklahoma vocational technical school administrators. As probably would be expected there were no Oklahoma vocational technical school administrators under the age of 25. However, the largest number of Oklahoma vocational technical school administrators 44.2% were in the 46-55 age group, followed by 34.1% for the 36-45 age group. 16.7% of Oklahoma vocational technical school administrators were above the age of 56 with 5% of Oklahoma vocational technical school administrators being in the 26-35 year age bracket.

### Vocational Technical School

#### Administrators Educational

#### Background

Question four pertained to the Oklahoma vocational technical school administrators educational background. Table VIII shows that

TABLE VI  
RACE/ETHNIC GROUP OF OKLAHOMA VOCATIONAL TECHNICAL  
SCHOOL ADMINISTRATORS DURING THE  
1991-92 SCHOOL YEAR

Race/Ethnic Group	Frequency	Percent
Caucasian	129	93.5
Black	2	1.5
Hispanic	1	0.7
American Indian	6	4.3
Asian	0	0.0
Other	0	0.0
Totals	138	100.0



TABLE VII

AGE OF OKLAHOMA VOCATIONAL TECHNICAL SCHOOL ADMINISTRATORS  
DURING THE 1991-92 SCHOOL YEAR

Age	Frequency	Percent
Under 25	0	0.0
26-35	7	5.0
36-45	47	34.1
46-55	61	44.2
56+	23	16.7
Totals	138	100.0

TABLE VIII

EDUCATIONAL BACKGROUND OF OKLAHOMA VOCATIONAL  
TECHNICAL SCHOOL ADMINISTRATORS

Background	Frequency	Percent
Less than Bachelors	2	1.5
Bachelors + 15 hours	7	5.1
Masters + 15 hours	84	60.9
Some Doctoral	14	10.1
Doctorate	31	22.4
Totals	138	100.0

only 1.5% of Oklahoma vocational technical school administrators held less than a bachelor's degree. Table VIII shows that 5.1% of Oklahoma vocational technical school administrators held a bachelor's degree plus fifteen hours of which a further 60.9% held a masters degree plus fifteen hours. In addition 10.1% of Oklahoma vocational technical school administrators had completed their doctoral degree.

#### Primary Area of Academic Discipline

Question five in the survey was asked to ascertain the background of academic discipline of the Oklahoma vocational technical school administrators. Table IX shows the largest representation of Oklahoma vocational technical school administrators had a trade and industrial background (21.8%). There was then a fairly even distribution between the other academic disciplines for Oklahoma vocational technical school administrators. Vocational agriculture 5.0%, business and office 11.6%, DE/marketing 12.3%, health occupations 8.0%, home economics 5.0%, industrial arts/technology education 8.7%, counselling 5.1%, ancillary services 0%, general education 8.0%, and other 14.6% which showed a high number with math backgrounds as well as a variety of other academic areas.

TABLE IX

PRIMARY AREA OF ACADEMIC DISCIPLINE OF OKLAHOMA  
VOCATIONAL TECHNICAL SCHOOL ADMINISTRATORS

Discipline	Frequency	Percent
Agriculture	7	5.0
Business and Office	16	11.6
DE/Marketing	17	12.3
Health Occupations	11	8.0
Home Economics	7	5.0
Ind. Arts/Tech Ed.	12	8.7
Trade & Industrial	30	21.8
Counselling	7	5.0
Ancillary Services	0	0.0
General Education	11	8.0
Other	20	14.5
Totals	138	100.0

Number of Years in CurrentPosition

Table X represents the results from question six and indicated that 54.4% of Oklahoma vocational technical school administrators had less than 5 years experience in their current position while a further 23.9% had 6-10 years experience, 14.5% had 11-15 years experience, while a further 3.6% had 16-20 years experience, 3.6% had over 21 years in their current position.

Number of Years of EducationalAdministrative Experience

The number of years of educational administrative experience of Oklahoma vocational technical school administrators is indicated in Table XI. 22.5% indicated that they had less than 5 years of educational administrative experience, 21% of the respondents had 6-10 years educational administrative experience, 27.5% had 11-15 years experience, a further 14.5% had 16-20 years of educational administrative experience and a further 14.5% had more than 21 years of educational administrative experience.

Administrative Experience FromOutside Education

Table XII show the number of years experience Oklahoma vocational technical school administrators had from outside education. Table XII shows that 65% of Oklahoma vocational

TABLE X

NUMBER OF YEARS EXPERIENCE IN CURRENT POSITION OF OKLAHOMA  
VOCATIONAL TECHNICAL SCHOOL ADMINISTRATORS

Years Experience	Frequency	Percent
1-5	75	54.4
6-10	33	23.9
11-15	20	14.5
16-20	5	3.6
21+	5	3.6
Totals	138	100.0

TABLE XI

NUMBER OF YEARS OF EDUCATIONAL ADMINISTRATIVE EXPERIENCE OF  
OKLAHOMA VOCATIONAL TECHNICAL SCHOOL ADMINISTRATORS

Years Experience	Frequency	Percent
0-5	31	22.5
6-10	29	21.0
11-15	38	27.5
16-20	20	14.5
21+	20	14.5
Totals	138	100.0

TABLE XII  
NUMBER OF YEARS OF ADMINISTRATIVE EXPERIENCE FROM OUTSIDE  
EDUCATION OF OKLAHOMA VOCATIONAL TECHNICAL  
SCHOOL ADMINISTRATORS

Years	Frequency	Percent
Less than 1	90	65.2
1-5	25	18.1
6-10	10	7.3
11-15	3	2.2
16-20	6	4.3
21+	4	2.9
Totals	138	100.0

technical school administrators had none or less than one year of administrative experience from outside education, 18.1% had less than five years administrative experience from outside education, a further 7.3% of Oklahoma vocational technical school administrators had between 6-10 years experience from outside education, 4.3% had 16-20 years experience, 2.9% had over 21 years of experience, and 2.2% had 11-15 years of administrative experience from outside education.

#### Number of Years of Classroom

#### Teaching Experience

The number of years of classroom teaching experience is shown in Table XIII. Table XIII shows 33.3% of Oklahoma vocational technical school administrators had between 1-5 years of classroom teaching experience and an additional 30.4% had between 6-10 years of classroom teaching experience. A further 10.9% of the respondents had 16-20 years of classroom teaching experience, 10.2% had 11-15 years classroom teaching experience and a further 10.2% had over 21 years of classroom teaching experience. Five percent of the respondents had less than 1 year of classroom teaching experience.

#### Years of Work Experience

#### From Outside Education

The number of years of work experience Oklahoma vocational technical school administrators had from outside education is shown

TABLE XIII

NUMBER OF YEARS OF CLASSROOM TEACHING EXPERIENCE OF  
OKLAHOMA VOCATIONAL TECHNICAL SCHOOL ADMINISTRATORS

Years	Frequency	Percent
Less than 1	7	5.0
1-5	46	33.3
6-10	42	30.4
11-15	14	10.2
16-20	15	10.9
21+	14	10.2
Totals	138	100.0



in Table XIV. Table XIV shows that 43.5% of Oklahoma vocational technical school administrators had 1-5 years of work experience from outside education, 23.9% of respondents had less than 1 year of work experience from outside education, 15.2% had 6-10 years of work experience, while an additional 7.3% had 11-15 years of work experience, a further 6.5% had 16-20 years of work experience and 3.6% had over 21 years of work experience from outside education.

#### Highest Level of Certification

##### Held

The highest level of certification held by the Oklahoma vocational technical school administrators is shown in Table XV. Table XV indicates that 50.7% of the respondents held superintendent certification, 23.2% held principal's certificates. A further 13.0% of the respondents held adult education certification, 4.4% held other unspecified certification and 1.0% held a provisional teaching certificate.

#### Analysis of Gender

Table XVI compares the gender of the population of Oklahoma, the gender of the students participating in vocational programs in Oklahoma in the 1991-92 school year and the gender of the Oklahoma vocational technical school administrators.

Table XVI shows 79.7% of Oklahoma vocational technical school administrators are male, 53.9% of the students participating in vocational programs in Oklahoma in the 1991-92 school year are male

TABLE XIV  
NUMBER OF YEARS OF WORK EXPERIENCE FROM OUTSIDE EDUCATION  
OF OKLAHOMA VOCATIONAL TECHNICAL SCHOOL ADMINISTRATORS

Years	Frequency	Percent
Less than 1	33	23.9
1-5	60	43.5
6-10	21	15.2
11-15	10	7.3
16-20	9	6.5
21+	5	3.6
Totals	138	100.0

TABLE XV  
 HIGHEST LEVEL OF CERTIFICATION HELD BY OKLAHOMA  
 VOCATIONAL TECHNICAL SCHOOL ADMINISTRATORS

Level	Frequency	Percent
Superintendent	70	50.7
Provisional Superintendent	7	5.1
Principal	32	23.2
Adult Education	18	13.0
Business & Training	3	2.2
Provisional	1	0.7
Other	1	0.7
None	6	4.4
Totals	138	100.0

and 48.7% of the total population of Oklahoma are male. Table XVI also shows 51.3% of the population of Oklahoma are female, 46.1% of the students participating in vocational programs in Oklahoma in the 1991-92 school year are female, and 20.3% of Oklahoma vocational technical administrators are female.

#### Analysis of Minorities by Race

Table XVII shows an analysis by race of the total population of Oklahoma, of students participating in vocational programs in Oklahoma in the 1991-92 school year and of Oklahoma vocational technical school administrators. Table XVII shows the total Caucasian population of Oklahoma to be 81% compared with 76.6% Caucasian participation in vocational education programs and 93.5% of Oklahoma vocational technical school administrators are Caucasian. Table XVII also shows American Indians are 7.8% of the total population of Oklahoma, 12% of all vocational students enrolled in vocational programs are American Indians and 4.3% of Oklahoma vocational technical school administrators are American Indians. Table XVII also shows 7.4% of the population of Oklahoma are Blacks who are accredited with 8.2% of enrollment in vocational programs in the 1991-92 school year and 1.5% of Oklahoma vocational technical school administrators. Hispanics are shown to be 2.7% of the population of Oklahoma and are 2.5% of the enrollment in vocational programs in the 1991-92 school year with 0.7% of Hispanics being represented as vocational technical school administrators. Table XVII also shows Asian and other minorities

TABLE XVI  
ANALYSIS OF GENDER

Gender	Gender of Oklahoma Population		Students Participating in Vocational Programs During 1991-92 School Year		Oklahoma Vo-Tech School Administrators	
		Percentage		Percentage		Percentage
Male	1,530,819	48.7	60,973	53.9	110	79.7
Female	1,614,766	51.3	52,254	46.1	28	20.3
Total	3,145,585	100.0	113,227	100.0	138	100.0

TABLE XVII  
AN ANALYSIS OF MINORITIES BY RACE

Race	Total Population of Oklahoma	Percentage	Oklahoma Vocational Technical School Administrators	Percentage	Students Participating in Vocational Programs in Oklahoma in 1991-92	Percentage
Caucasian	2,547,588	81.0	86,659	76.6	129	93.5
Hispanic	86,160	2.7	2,852	2.5	1	0.7
Black	231,462	7.4	9,376	8.2	2	1.5
American Indian	246,631	7.8	13,546	12.0	6	4.3
Asian & Other	33,744	1.1	794	0.7	0	0.0
Total	<u>3,145,585</u>	<u>100.0</u>	<u>113,227</u>	<u>100.0</u>	<u>138</u>	<u>100.0</u>

are 1.1% of the total population of Oklahoma and are 0.7% of enrollment in vocational education programs in the 1991-92 school year but they are not represented as Oklahoma vocational technical school administrators.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this research study was to determine the profile of Oklahoma vocational technical school administrators during the 1991-92 school year, to determine the demographic information of Oklahoma and compare this with the profiles of the administrators and the demographic characteristics of the students participating in vocational programs in Oklahoma. In order to gain a full perspective of the profiles of the Oklahoma vocational technical school administrators the total population was used (158). The participants were identified from the Oklahoma Department of Vocational and Technical Education personnel directory which identified individuals as Area School Superintendent, Deputy Superintendent, Assistant Superintendent, Director or Coordinator for the 1991-92 school year. Each respondent was then mailed a survey questionnaire with a return self addressed stamped envelope. The figures regarding population demographics were obtained from the 1990 census of Oklahoma. The figures on students participating in vocational programs in Oklahoma were obtained from the Oklahoma Department of Vocational and Technical Education Information and Analysis division.

Information obtained from the questionnaire was then sorted by category in order to facilitate the answers to the



objectives stated in Chapter I.

1. What is the gender of the administrator?
2. What is the race or ethnic group of the administrator?
3. What is the age group of the administrator?
4. What is the highest level of academic achievement of the administrator?
5. What is the primary area of academic discipline of the administrator?

What is the number of years experience the administrator has:

6. In their current position?
7. In education administration?
8. Administrative experience from outside education?
9. Teaching experience?
10. Of work experience outside education?
11. The current highest level of certification held by the administrator?

All 158 Oklahoma vocational technical school administrators were selected as potential respondents for the mailed questionnaire. After the first mailing and one follow up mailing, 138 Oklahoma vocational technical school administrators returned the questionnaire, producing a return rate of 87.3%.

The purpose of this research was to determine the profiles of Oklahoma vocational technical school administrators and compare it to the population demographics of Oklahoma and the demographics of the students participating in vocational programs in Oklahoma.

By using the survey questionnaire method it was possible to ascertain the following information regarding Oklahoma vocational technical school administrators.

1. Their gender.
2. Their race or ethnic group.
3. Their age group.
4. Their highest level of academic achievement.
5. Their primary area of academic discipline.
6. The number of years experience in their current position.
7. The number of years experience in education administration.
8. The number of years of administrative experience from outside education.
9. The number of years of teaching experience.
10. The number of years of work experience from outside education.
11. The level of certification held.

#### Summary of the Findings

The survey found that 79.7% of Oklahoma vocational technical school administrators were male and 20.3% of all Oklahoma vocational technical school administrators were female. The highest occurrence of race was predictably Caucasian, this compared relatively closely with 81.0% of the population of Oklahoma and 76.6% of all students enrolled in vocational programs in Oklahoma in the 1991-92 school year.

The findings also revealed that the highest frequency for the age of Oklahoma vocational technical school administrators was 44.2% in the 46-55 age group and 34.1% in the 36-45 years age group. There were 5.0% Oklahoma vocational technical school administrators under the age of 35, yet none under 25 years of age.

According to the findings regarding the educational background of Oklahoma vocational technical school administrators it was found that 60.9% held a Masters degree plus 15 hours and that a further 10.1% had completed some doctoral work while 22.4% held their Doctorate. The study also revealed that the most frequently occurring academic discipline of Oklahoma vocational technical school administrators was from trade & industrial education with 21.8% and a further 12.3% each from business & office and distributive education/marketing. It is worth noting that a further 14.6% had a primary academic discipline from outside the areas considered vocational subjects.

It is interesting to consider the number of years of experience that each Oklahoma vocational technical school administrator held in their current position. 54% had been in their current position for 1-5 years while a further 23.9% had only held their current position for 6-10 years.

The number of years of educational administrative experience of Oklahoma vocational technical school administrators was fairly evenly distributed between each category. The number of years of classroom teaching experience of Oklahoma vocational technical school administrators was found to be relatively high in the 1-5

year category 33.3%, and the 6-10 year category 30.4%. It is worth noting that 5.0% of the Oklahoma vocational technical school administrators had less than 1 year of teaching experience.

The study found that most Oklahoma vocational technical school administrators were lacking experience from outside education with 23.9% having less than 1 year of work experience from outside education, a further 43.5% had 1-5 years work experience and a further 15.2% had 6-10 years work experience from outside education. This information perhaps may cause concern as to the lack of work experience from outside education of Oklahoma vocational technical school administrators.

Oklahoma vocational technical school administrators held a high level of certification with over half 50.7% holding their superintendent's certificate and a further 23% holding their principal's certificate. It may be worth noting that although 5% held their provisional superintendent's certificate and were working towards their full superintendent's certificate this would give a total of 81% holding certification at the highest and second highest levels. These figures show the high level of certification held by Oklahoma vocational technical school administrators.

#### Conclusions and Discussion

From the data resulting from the study, it was possible to compare and contrast the profiles of Oklahoma vocational technical school administrators with the demographic information of students participating in programs at Oklahoma area vocational and technical

schools and the demographic information of the population of Oklahoma. After having tabulated and analyzed the information gathered from the participants in the study the following conclusions and discussion points were raised:

1. One major observation produced by the study is that there are no racial minority superintendents to be found in any area vocational school in Oklahoma, despite racial minorities being 24.4% of the total enrollment in Oklahoma vocational programs and 19.0% of the total population of Oklahoma

2. There being only one female superintendent for the whole of Oklahoma doesn't compare favorably with 46.1% of all students who are enrolled in vocational programs in Oklahoma being female and 51.3% of the population of Oklahoma being female. From these observations it may be concluded that race minorities and women are not being hired for the position of vocational technical school administrators in Oklahoma.

3. Based on the findings that 93.5% of Oklahoma vocational technical school administrators held at least a Masters degree, it could be concluded that an individual wishing to be considered equal with the norm of vocational technical school administrators in Oklahoma area vocational and technical schools should possess a Masters degree from an accredited university.

4. The lack of work experience of Oklahoma vocational technical school administrators from outside education could be said to be unusual, 67% had less than five years of work experience, yet a large number of Oklahoma vocational technical school

administrators 69%, had up to ten years of classroom teaching experience, which may raise the question of whether or not they are keeping in touch with what is happening in the work place.

5. The experience gained by Oklahoma vocational technical school administrators from teaching (69% had up to ten years teaching experience) indicated this could possibly have led to their climbing up the education administration ladder more quickly.

#### Recommendations

Based on the findings of the study the writer suggested the following recommendations:

1. With the large number of racial minorities and women enrolled in vocational education programs in Oklahoma, minority teachers should continue to be identified, trained and encouraged to pursue administrative positions.

2. This study supported the theory of Miller and Royal concerning the lack of minorities employed in administrative positions at the Oklahoma Department of Vocational and Technical Education (Miller & Royal, 1988, p. 18). Although their study showed slightly higher numbers of minority employment at the Oklahoma Department of Vocational and Technical Education, their recommendations led to the implementation of a program to recruit more minority administrators. It is recommended this type of program to recruit more minority administrators could be developed to increase minority administrators in area vocational and technical schools.

3. It is recommended that a policy for the progressive recruitment of qualified minorities and women with substantial work experience from outside education be implemented.

4. It is recommended that more people be recruited from outside education with extensive work experience to be vocational technical school administrators. This may give vocational administrators a further insight into what is needed to provide better qualified vocational graduates.

5. It is recommended that minorities and women from four year post secondary occupational and adult education programs be studied to determine why they do not pursue careers as vocational technical school administrators at Oklahoma area vocational and technical schools.

#### Recommendations for a Further Study

1. A study should be undertaken to determine why minorities and women do not pursue administrative careers in vocational education in Oklahoma.

2. A further study should be conducted as to the possible effect of the lack of minority role models in administrative positions.

3. Studies should be conducted on where Oklahoma vocational technical school administrators come from and whether or not there is a pool of minorities available for promotion to superintendent and administrative levels.

4. A further study could be undertaken regarding the hiring practices and the placement of vocational technical school administrators, to determine if positive minority recruitment is taking place.



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**APPENDIX A**

**COVER LETTER**



*Oklahoma State University*

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION  
COLLEGE OF EDUCATION

STILLWATER OKLAHOMA 74078-0406  
CLASSROOM BUILDING 406  
(405) 744-6275

May 26, 1992

Dear AVTS Administrator:

I would like your assistance in determining the following information for my Masters thesis at Oklahoma State University in the College of Occupational and Adult Education. The purpose of this study is to determine the demographics of Oklahoma area vocational school superintendents and building administrators. Dr Ray E. Sanders of Oklahoma State University is directing me in this study.

Please complete the attached instrument and return it in the self addressed envelope. All information will remain confidential and only group results will be reported.

If you have any questions or would like a copy of this study please feel free to contact me at (405) 377-9268.

Sincerely,

A handwritten signature in cursive script that reads "T. C. Fieldsend".

Trevor C. Fieldsend  
Graduate Student

Enclosure  
TCF/mcs



**APPENDIX B**

**QUESTIONNAIRE**

## A Profile of Area Vocational &amp; Technical School Administrators

Directions

Please check one of the following:

- 1/ What is your Gender? Male \_\_\_\_\_ Female \_\_\_\_\_
- 2/ What is your Race/ethnic group? Caucasian ( )  
Hispanic ( )  
Black ( )  
American Indian ( )  
Asian ( )  
Other please list \_\_\_\_\_
- 3/ What is your Age Group? under 25 years ( )  
25-35 years ( )  
36-45 years ( )  
46-55 years ( )  
56 or over ( )
- 4/ What is your Highest Academic Level of Achievement? Less than Bachelors degree ( )  
Bachelors BS + 15 ( )  
Masters MS + 15 ( )  
Doctoral work completed ( )  
Doctorate ( )
- 5/ What is your Primary Area of Academic Discipline? Vocational Agriculture ( )  
Business Office ( )  
DE/Marketing ( )  
Health Occupations ( )  
Home Economics ( )  
Ind. Arts/Technology Ed. ( )  
Trade & Industrial ( )  
Counseling ( )  
Ancillary Services ( )  
General Education ( )  
Other (specify) \_\_\_\_\_

Please state the number of years of experience you have in the following areas?

- 6/ In your current position? \_\_\_\_\_
- 7/ In Education Administration? \_\_\_\_\_
- 8/ Administrative experience from outside education? \_\_\_\_\_
- 9/ Teaching experience? \_\_\_\_\_
- 10/ Of work experience from outside education? \_\_\_\_\_
- 11/ What level of certification do you currently hold? Superintendent ( )  
Asst. Superintendent ( )  
Principal ( )  
Adult Education ( )  
Business & Training ( )

**APPENDIX C**

**FOLLOW-UP LETTER**

May 14, 1992

Dear Sir or Madam:

Approximately two weeks ago you should have received a questionnaire regarding the profiles of Oklahoma Area Vocational and Technical school administrators.

If you have completed and mailed back this questionnaire, please disregard this letter. However in the event the questionnaire never reached you would you please take a few moments of your time to complete the enclosed duplicate questionnaire and return it to me in the envelope provided.

Sincerely

T. C. Fieldsend  
Graduate student



→  
VITA

Trevor Charles Fieldsend  
Candidate for the Degree of  
Master of Science

Thesis: A PROFILE OF OKLAHOMA AREA VOCATIONAL TECHNICAL SCHOOL  
SUPERINTENDENTS AND ADMINISTRATORS

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Sheffield, England, February 10, 1959,  
the son of John William and Joan Fieldsend. Married to  
Joy Thompson, April 7, 1979.

Education: Completed education at Frecheville Comprehensive  
school, Sheffield, England in October 1976; attended  
Oklahoma State University, Stillwater, Oklahoma 4 years;  
received Bachelor of Science degree in Industrial Arts  
Education from Oklahoma State University, May 1986;  
attended Sheffield City Polytechnic in Sheffield, England  
1 year; received Certificate in Education in Craft  
Design and Technology from the Council for National  
Academic Awards, Sheffield City Polytechnic July 1987;  
completed requirements for the Master of Science degree at  
Oklahoma State University in December 1992.

Professional Experience: Tax Officer, Inland Revenue Service  
December 1977 to August 1982 Sheffield, England. Craft  
Design Technology Teacher August 1987 to July 1988  
Bradford, England. Industrial Arts teacher August 1988 to  
May 1990 Guthrie, Oklahoma. Graduate Research Assistant  
Occupational & Adult Education Department August 1990 to  
May 1991, Oklahoma State University, Stillwater, Oklahoma.  
Technology Education teacher August 1991 to present  
Stillwater Junior High School, Stillwater, Oklahoma.