

AN ASSESSMENT OF THE IMPORTANCE OF SELECTED FACTORS
INFLUENCING DAY-TIME ADULT STUDENTS TO
ATTEND INDIAN MERIDIAN AREA
VOCATIONAL-TECHNICAL SCHOOL

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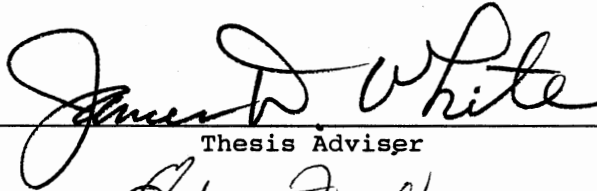
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Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1991

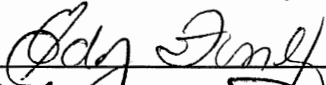
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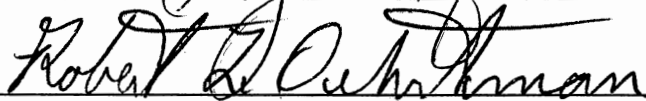
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Thesis Approved:



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ACKNOWLEDGEMENTS

The author wishes to express his gratitude to Dr. James White for all the assistance, cooperation, and encouragement while serving as his adviser. Appreciation is also extended to Dr. Robert Terry, Dr. Wes Holley, Dr. Robert Oehrtman, and Dr. Eddie Finley for their assistance and advice.

Appreciation is also extended to the students and staff at Indian Meridian Area Vocational-Technical School for their assistance in completion of the study.

A special "thank you" is due to my wife and family for providing the support and encouragement I needed in order to complete this study.

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CHAPTER I

INTRODUCTION

As employment trends change throughout the country, many adults are faced with critical issues concerning their ability to maintain their current standard of living. Increasing technology, modernization of industry, and changes of lifestyle are all factors that influence one's ability to meet financial obligations. Therefore, many people are faced with the need to seek further education whether in their current trade area or a completely new occupational area. Since tuition costs in institutions of higher education are increasing, many seek an alternative to improve their employability skills. Vocational education centers provide a viable option to these institutions.

Indian Meridian Area Vocational-Technical School (IMVT) offers twenty-six programs for adult students needing update training in their career fields or for those who are interested in beginning an entirely new occupation. Though this fact is well known by many, there are others who are not aware of the many training opportunities at IMVT. In order to maximize the number of adult student who enroll at IMVT, it is necessary to inform and recruit students to the school. To accomplish this task effectively, it is necessary to have a good understanding of selected factors that influence day-time adult students to attend Indian Meridian Area Vocational-Technical School.

Problem

Since enrollment in adult programs at Indian Meridian Area Vocational-Technical School is an optional decision for adults, and because many students must travel great distances to attend, the question is "Why do adult students choose to enroll in programs at Indian Meridian Area Vocational-Technical School?"

Purpose

The purpose of this study was to assess the importance of selected factors which influence day-time adult students to attend Indian Meridian Area Vocational-Technical School.

Objectives

1. To determine the importance of selected factors influencing day-time students to attend Indian Meridian Area Vocational-Technical School as perceived by adult students currently enrolled in programs at IMVT.
2. To analyze perceptions among day-time adult students enrolled in different programs on selected factors influencing adults to attend day-time programs at Indian Meridian Area Vocational-Technical School.
3. To analyze perceptions of adult students from different hometowns on selected factors influencing adult students to attend day-time programs at Indian Meridian Area Vocational-Technical School.

4. To analyze perceptions of in-district students and those of out-of-district students on selected factors influencing adult students to attend day-time programs at Indian Meridian Area Vocational-Technical School.

Assumptions

1. The respondents answered the survey questions honestly and to the best of their understanding.
2. The survey instrument elicited the responses for which it was designed.

Scope of the Study

This study involved 136 adult students who chose to attend day-time training classes at Indian Meridian Area Vocational-Technical School. One hundred six (77.94 percent) adult students participated in the survey during February, 1991. It does not include those adult students who chose not to attend day-time programs.

These students represented four states; however, the majority of the students were from a five county area in Oklahoma: Payne, Lincoln, Logan, Noble, and Pawnee counties.

Definitions

Adult - Any person over the age of eighteen years.

Day-Time Adult Students - Individuals over the age of eighteen that are enrolled in day-time programs at an area vocational-technical school.

In-District Students - Students whose hometowns' school districts are members of the Indian Meridian School district. These include: Agra, Carney, Glencoe, Guthrie, Morrison, Perkins-Tryon, Pawnee, Perry, and Stillwater.

Institutions of Higher Education - those institutions that offer college degrees to graduates of their programs.

Day-Time Programs - regular training classes offered at IMVT between the hours of 8:00 a.m. and 5:00 p.m.. These include: Air Conditioning/ Refrigeration, Automotive Technology, Building and Apartment Maintenance, Business Training Center, Commercial Food Production, Drafting, Graphic Communications, Industrial Technology, Machine Tool/Computerized Numerical Control, Masonry, Metal Fabrication, Practical Nursing, Radiologic Technology, and Residential and Commercial Construction.

Out-of-district Students - Students whose hometowns are not included within the Indian Meridian School district. See In-District Students above.

Update Training - Training that increases a student's skills and knowledge in the occupational area they are currently in.

CHAPTER II

REVIEW OF LITERATURE

Legislative Background

Vocational education has experienced phenomenal growth since the 1960's. Up until then, vocational offerings were somewhat limited to vocational agriculture and home economics, both of which, were offered in the high schools. Since that time, however, the trend has changed to offer a "total" program which would provide occupational training to a maximum number of individuals.

Legislation was passed that allowed this phenomenon to occur. In 1963, the Vocational Education Act was passed that assisted in the development of programs across the nation and allowed for employment of personnel to provide instruction to people of all ages. The 1963 Act also provided funds for the construction of facilities for area vocational-technical schools in order to make the programs more accessible to a greater number of individuals (Mobley and Barlow, 1965, p. 195). Public Law 90-576 (1968), also known as the Vocational Education Amendment of 1968, increased appropriations for vocational education from federal funds.

The passage of these two acts reinforced the concept that vocational-technical schools were destined to play a major role in vocational education.

Influences on Student Enrollment

Many factors have been found to influence students' decisions to enroll in vocational programs at Indian Meridian. In a similar study conducted by DeMuth (1986), the factors that influence high school juniors and seniors to attend Indian Meridian Area Vocational-Technical School were analyzed to assess the factors that influenced them to attend IMVT. Major findings in this study showed that in response to influences of people, the students ranked parents as the group having the most influence. They said that "fellow IMAVTS students" ranked second and that the vo-tech teachers ranked third.

In response to the influences of recruitment activities, the high school students indicated that the most important influence was the modern, up-to-date machines and equipment available at IMAVTS. Ranking second, was the appearance of the campus while the "tour of the campus" ranked third.

Occupational plans and career goals were also factors in the students's decision to enroll. To "learn a new trade" was the highest influence that the students noted with "exploring job opportunities" ranking second. "Practical job experience" was noted as the third highest factor in the occupational category.

From this study, it was also noted that students did not perceive employers, high school principals, high school counselors, or high school teachers as having a positive influence on their decision to enroll with each having a mean of less than 3.5. In the

recruitment category, the students indicated "no influence" in only two areas: financial aid and open house.

In looking at occupational influences, DeMuth (1986) found that learning a new trade, exploring job opportunities, practical experience, and interest were the only positive influences. Factors such as summer jobs, background for college or armed services, or earnings for college were seen as having "no influence" on a student's decision to enroll.

The factors affecting the enrollments of high school students may also affect their decision to attend following graduation. Therefore, area vocational-technical schools must not only focus their attention on marketing for the high school population, but must also appeal to the adult students as well.

Enrollment Trends

Since its beginning in 1974, Indian Meridian Area Vocational-Technical School (IMVT) has experienced a changing trend in the types of students enrolling in its day-time programs. These trends are not unique to IMVT, but have been experienced in area vocational-technical schools state-wide. Several factors have contributed to the changing enrollment trends and must be considered in assessing the influences that affect adult student enrollment in day-time programs at Indian Meridian.

Legislation and policies addressing sex discrimination and college entrance requirements, for example, as well as changes in the general economy have influenced vocational enrollment.

Enrollment trends reflect an increase in "non-traditional" enrollment, or enrollment by men or women in programs that do not typically fit their sex stereotype as well as an increase in the number of postsecondary adults because of job loss or the need for retraining.

According to Vetter and Hickey (1986, p. 28), the reason for increased non-traditional students can be attributed to several legislative acts, but, more specifically, the Title IX Educational Amendment and the Carl D. Perkins Act. The Title IX Educational Amendment of 1972, which prohibited sex discrimination in federally supported programs, and its 1976 Amendment, to include Vocational Education, contributed greatly to the increase of enrollment by women into programs that were traditionally perceived as "male" programs:

In the 1971-72 school year, nearly three million girls and women were enrolled in occupationally specific high school and postsecondary programs, and 60 percent of them were in office occupations.

Since this time, there has been a steady increase of the women participating in the traditionally male programs. As cited by Vetter and Hickey (1986, p. 28), studies conducted by the National Center for Education Statistics (NCES) shows that by 1986, female enrollment in programs had increased sufficiently: Agriculture (16.3%), Scientific Data Processing (23.9%), Police Science (21.2%), and Trade and Industry (6.8%). Though these figures include both secondary and postsecondary students, it is relevant to assume that because of changes in life-styles (single parent families, double

income families, etc.) a majority of those represented are postsecondary students.

College entrance requirement changes have also had an effect on the number and types of students enrolling at IMVT. In recent years the focus of education has been shifting "back to the basics". More stringent entrance requirements into colleges and universities have been mandated, thus making it harder for students planning to attend an institution of higher education to fit vocational courses into their high school curriculum. Therefore, many students who originally planned to attend college, and later were unable to, are now needing vocational training after high school graduation. Lewis (1988, p. 628) reports that researchers from the National Assessment of Vocational Education (NAVE), report that their findings of a study conducted with high school graduates of 1982 found that "97% of the graduates of this group had enrolled in at least one vocational course; one-half of which had taken four or more credits in vocational education." The long-term trend, however is toward decreased enrollments in vocational education. According to Lewis (1988, p. 629), "one major effect of the reformed educational standards has been to decrease the amount of time that students have available for vocational electives."

While the college entrance requirements have decreased the number of secondary students enrolling at Indian Meridian, the long term affect on adult students has not been determined. However, adult enrollment at IMVT has steadily increased since 1974. Economic factors have also contributed to the increased adult

enrollment in vocational programs. Changing social and economic conditions have caused an increasing number of adults to look for work in new job markets. Greenwood (1987, p. 44) cites,

Shifts in international trade have wiped out entire segments of America's manufacturing sector, creating dislocation and disruption in employment. Technological advances have eliminated many relatively well-paid manufacturing jobs.

As a result, American workers who once had "job-security" are now seeking employment, often in trade areas in which they have no training.

Industry Needs

As previously mentioned, the economy has been a major influence on enrollment in vocational programs. Vocational education was designed to teach "hands-on" skills that allow individuals to gain employment in various career areas. Changes in the economy have had major effects on not only the number of students enrolled, but, the types of programs offered as well.

Throughout its years of existence, vocational education has continuously changed its focus to meet the changing needs of industry. Once thought of as only for "high school" students, Vocational Education now plays an important role in meeting the labor demand by training individuals of all ages. In many cases, industry mandates what programs will be offered in a geographic region, works cooperatively with vocational schools to develop curriculum, and serves as an advisory board to the schools. Industry, in many ways, is vocational education's customer for its

product--trained individuals. Much consideration, therefore, must be given to the labor demand when enrolling students in particular programs.

In a study conducted by Angresano (1980, p. 335) on the relationships between the output of vocational training programs and job accession throughout Tennessee, employers were surveyed to determine the factors they considered important in finding workers. The employer population was comprised of 89 firms selected as part of a stratified, proportionate sample from a list of every employer in Tennessee who pays unemployment insurance taxes. The selection of employers was based on three factors: geographic location, size, and product. Each employer was given a separate interview of interest for each occupation for which they had recently filed an opening.

The results of this study showed a variety of conclusions about employers and vocational education. "Employers seeking to fill vacancies for blue-collar occupations . . . are more likely to hire from within." Those surveyed contributed this to the value they place upon job experience rather than the traditional "book" learning. Mention was also made that entry level skills and on-the-job training were also looked upon favorably when considering individuals for hire. For white-collar and service jobs, employers placed a higher value on vocational-technical training (Angresano, 1980, p. 335).

The study also showed that, employers most often felt that the value of vocational-technical training was in demonstrating that an

individual was a completer, someone who possessed a basic understanding of the occupation in question, and who could then be inexpensively trained by the employer to become a valuable worker.

Marketing

A new challenge has been placed upon vocational education to market their services. This challenge results from the changes mentioned above as well as the many program changes that have been made within the vocational system itself. Programs have been developed to address the changing labor force. These include specific programs such as Industry Services, Dislocated Worker, Single Parent/Homemaker, Bid Assistance, Farm Business Management, and Small Business Management.

The fact that these programs are offered will not alone be beneficial to those needing the services. Vocational education must market these programs to inform potential customers of their availability.

In recent years, industries such as health care, finance, and law have been aggressively marketing their services. This departure from tradition is a response to sweeping changes in technology, demographics, and new customer demands. Vocational education, like other service industries, must respond to such change--and in addition, to changes within education itself (O'Connor and Trussell, 1987, p. 32).

Summary

Vocational education has evolved from a program designed to offer occupational training to an institution that has unlimited possibilities. This change has been a result of changing

technology, values, and economy. In order for vocational education to keep up with these changes, an effective plan for analysis and marketing must be in place.

Through determining the influences selected factors have on adult students enrolling in day-time programs, vocational-technical schools can better focus their marketing resources to meet the diverse needs of their customers.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The purpose of this study was to assess the importance of selected factors influencing day-time adult students to attend Indian Meridian Area Vocational-Technical School. The objectives were to: (1) To determine the importance of selected factors influencing day-time students to attend Indian Meridian Area Vocational-Technical School as perceived by adult students currently enrolled in programs at IMVT; (2) To analyze perceptions among day-time adult students enrolled in different programs on selected factors influencing adults to attend day-time classes at Indian Meridian Area Vocational-Technical School; (3) To analyze perceptions of adult students from different hometowns on selected factors influencing adult students to attend day-time programs at IMVT; and (4) To analyze perceptions of in-district students with those of out-of-district students on selected factors influencing adult students to attend day-time programs at IMVT.

The purpose of this chapter is to describe the method used in meeting these objectives. The procedures involved in the completion of this study were to:

1. Determine the population for the study;
2. Develop the instrument for data collection;

3. Develop the procedure for data collection; and
4. Select the method of analysis.

Population

The population of this study was limited to 136 adult students enrolled in day-time programs at Indian Meridian Area Vocational-Technical School. These students represented four states with the majority coming from a five county area in Oklahoma: Payne, Lincoln, Logan, Noble, and Pawnee counties (See Figure 1).

One hundred and six (77.94 percent) adult students were administered the questionnaire during February, 1991.

Institutional Review Board (IRB)

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. The Oklahoma State University Office of University Research Services and the IRB conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with the aforementioned policy, this study received the proper surveillance and was granted permission to continue. This study was assigned the following research project number: AG-91-016.

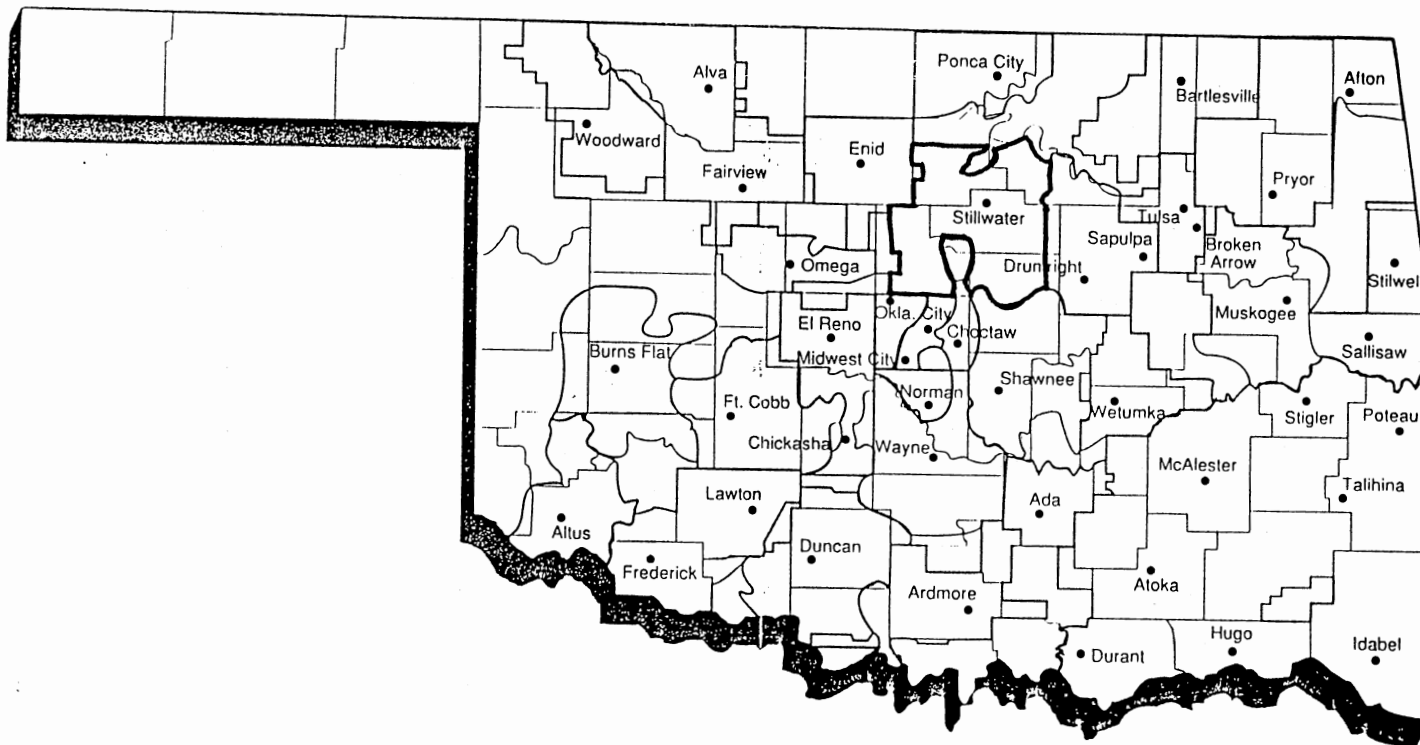


Figure 1. Geographic Location of the Indian Meridian Vocational-Technical School District

Development Of The Instrument

The questionnaire is a modification of the instrument used in a similar study conducted by DeMuth (1981) which involved high school student enrollment at Indian Meridian. It was constructed in such a way as to assure the respondent that his/her response would be valuable in the completion of the study, as well as maintain anonymity. The questionnaire was developed as a forced response instrument utilizing a "Likert-type" scale. Care was also taken to arrange the items and alternatives included in the questionnaire so that each item was clearly defined, not open to misinterpretation, and structured so as to have each item as concise as possible. Major topics that were included on the questionnaire were divided into three sections: Section A -- Influences of People; Section B -- Influences of Recruitment Activities Conducted by IMVT; and, Section C -- Occupational Plans and Career Goals. This instrument sought to measure levels of influence through thirty-five forced-item statements, six open-ended responses, and three questions pertaining to demographic information.

The completed questionnaire was then critically reviewed by several administrators at IMVT, the faculty in the Agricultural Education Department at Oklahoma State University, and the Oklahoma State University Institutional Review Board. The suggestions for change were incorporated and the final copy was developed and administered to the population.

Collection of Data

The questionnaire was completed by 106 daytime adult students enrolled in classes at IMVT during February, 1991. The questionnaire was taken to each class, and instructions were provided to the students prior to the instrument being administered. Upon completion by the students, the questionnaires were returned to the researcher and all non-applicable questionnaires and responses were deleted.

Analysis of Data

Returned questionnaires were collected and data were analyzed and summarized. It was determined that the most appropriate method to be used with the data was descriptive statistics. The statistics utilized were means, modes, medians, ranks, percentages, and frequency distributions. Tables were developed to facilitate presentation of the findings.

In order to interpret the means used in the tables, which were calculated from the responses utilizing a "Likert-type" scale, an actual limit was established for the scale of numerical values (Table I).

TABLE I

A SUMMARY OF NUMERICAL VALUES USED IN THIS STUDY

Scale of Numerical Values	Absolute Limits of Numerical Values
1= Very Negative Influence	1.0-1.49= Very Negative Influence
2= Some Negative Influence	1.5-2.49= Some Negative Influence
3= No Influence	2.5-3.49= No Influence
4= Some Positive Influence	3.5-4.49= Some Positive Influence
5= Very Positive Influence	4.5-5.00= Very Positive Influence

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The findings were presented in three separate sections. Section One interprets and analyzes the responses to the Section A -- "Influences of People" for the four groups being assessed, all respondents, respondents representing the programs with the highest number of adult students enrolled (Business Training Center, Industrial Technology, and Practical Nursing), respondents representing the two hometowns with the highest number of adult students enrolled, and respondents representing in-district and out-of-district adult students at Indian Meridian. Section Two interprets the results of the data obtained by analysis of the responses obtained from Section B -- "Recruitment Activities Conducted By IMVT" and analyzing the responses from the four groups named above. Section Three interprets and analyzes the responses to Section C -- "Occupational Plans And Career Goals" with the same groups mentioned above.

The data base for the three sections was information obtained from 106 full- or part-time adult students attending IMVT during the 1990-91 school year.

Returned questionnaires were collected and data were analyzed and summarized. Tables were formulated to facilitate presentation

of data covering questions included in the questionnaire.

Section A -- "Influences of People"

Data presented in Table II show that Parents ranked the highest in a list of "Influences of People" on an adult student's decision to attend IMVT. The table showed that 52 or 51.5 percent of the students said that their parents had either "some positive influence" or "very positive influence" on their decision to enroll at IMVT. Only 4 students, or 3.92 percent, stated that their parents had a "very negative influence" on their decision to attend IMVT.

Ranking second in the "Influences of People" section was the influence of their spouse on the student's decision to enroll. Forty-six, or 46 percent, of the respondents said that their spouse had either "some positive influence" or a "very positive influence" on their decision. The influence of brothers, sisters, or other relatives ranked third with 51 of the 102 respondents indicating that this group had either "some positive influence" or a "very positive influence" on their decision to attend.

It should be noted that all three of these categories were comprised of family members of the students. The three lowest ranking influences were career counselors, ranking ninth with 27.6 percent positive responses, followed by employment agency personnel with 25 percent positive responses. The least amount of influence was the group comprised of high school counselors with only 12, or 12.1 percent, of the students making positive responses to this

TABLE II

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS REGARDING THE "INFLUENCE OF PEOPLE" AFFECTING THEIR
 DECISION TO ATTEND INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL
 BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Response	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Parents	6	5.94	3	2.97	40	39.60	19	18.81	33	32.67	101	100	3.69	1
Brothers, sisters, or other relatives	4	3.92	2	1.96	45	44.12	25	24.51	26	25.49	102	100	3.65	3
Friends or fellow classmates	4	3.96	3	2.97	44	43.56	27	26.73	23	22.77	101	100	3.61	6
Spouse	6	6.38	2	2.13	40	42.55	15	15.96	31	32.98	94	100	3.67	2
Employment agency personnel	13	13.00	1	1.00	61	61.00	10	10.00	15	15.00	100	100	3.13	10
Career counselor.	6	6.12	2	2.04	63	64.29	9	9.18	18	18.37	98	100	3.16	9
High school counselor	11	11.11	1	1.01	75	75.76	7	7.07	5	5.05	99	100	2.94	11
Teachers or other employees at vo-tech.	6	5.94	1	0.99	42	41.58	27	26.73	25	24.75	101	100	3.63	4
Fellow students who are enrolled at IMVT.	5	4.90	2	1.96	54	52.94	23	22.55	18	17.65	102	100	3.46	8
Former IMVT students	5	5.00	0	0.00	48	48.00	26	26.00	21	21.00	100	100	3.58	7
Current or previous employer(s).	4	4.26	2	2.13	58	61.70	16	17.02	14	14.89	94	100	3.62	5

statement.

In summary, it should be noted that seven of the eleven categories had mean responses which indicated that they had at least some positive influence on the adult students' decision to enroll at IMVT. The mean responses of these categories ranged from 3.69 to 3.58. Those categories, in order, were: (1) Parents; (2) Spouse; (3) Brothers, sisters, or other relatives; (4) Teachers or other employees at vo-tech; (5) Current or previous employers; (6) Friends or fellow classmates; and (7) Former IMVT students.

Tables III through V represent the responses of students from the three programs at IMVT with the highest population of adult students in the category of "Influences Of People". These programs include the Business Training Center (29 respondents), Practical Nursing (14 respondents), and Industrial Technology (12 respondents).

It should be noted that, when analyzing the responses from these programs, each group indicated a different highest ranking influence on their decision to enroll at IMVT. The students from the Business Training Center said that the category of "Brothers, sisters, or other relatives" ranked highest, Table II with 72 percent having "some positive influence" or a "very positive influence". Students from Practical Nursing said that "Former IMVT students" had the most positive influence with a mean response of 4.07. The mean responses of the Industrial Technology students noted that "Teachers or other employees at IMVT" had the most positive influence with a mean of 4.08.

TABLE III

A SUMMARY OF THE BUSINESS TRAINING CENTER RESPONDENTS' PERCEPTIONS REGARDING THE "INFLUENCE OF PEOPLE" AFFECTING THEIR DECISION TO ATTEND INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Response	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Parents	0	0.00	1	3.57	11	39.29	4	14.29	12	42.86	28	100	3.96	3
Brothers, sisters, or other relatives	0	0.00	0	0.00	8	27.59	10	34.48	11	37.93	29	100	4.10	1
Friends or fellow classmates	0	0.00	0	0.00	10	35.71	7	25.00	11	39.29	28	100	4.04	2
Spouse	2	8.33	0	0.00	8	33.33	5	20.83	9	37.50	24	100	3.79	6
Employment agency personnel	4	14.29	0	0.00	16	57.14	4	14.29	4	14.29	28	100	3.14	11
Career counselor.	0	0.00	1	4.00	14	56.00	2	8.00	8	32.00	25	100	3.68	7
High school counselor	1	3.70	1	3.70	19	70.37	3	11.11	3	11.11	27	100	3.22	10
Teachers or other employees at vo-tech.	1	3.57	0	0.00	9	32.14	9	32.14	9	32.14	28	100	3.89	4.5
Fellow students who are enrolled at IMVT.	0	0.00	0	0.00	11	39.29	9	32.14	8	28.57	28	100	3.89	4.5
Former IMVT students	2	7.69	0	0.00	12	46.15	7	26.92	5	19.23	26	100	3.50	8
Current or previous employer(s).	2	8.33	0	0.00	14	58.33	4	16.67	4	16.67	24	100	3.33	9

TABLE IV

A SUMMARY OF THE INDUSTRIAL TECHNOLOGY RESPONDENTS' PERCEPTIONS REGARDING THE "INFLUENCE OF PEOPLE" AFFECTING THEIR DECISION TO ATTEND INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Response	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Parents	1	8.33	0	0.00	6	50.00	2	16.67	3	25.00	12	100	3.50	8
Brothers, sisters, or other relatives	0	0.00	0	0.00	7	58.33	2	16.67	3	25.00	12	100	3.67	4.5
Friends or fellow classmates	0	0.00	0	0.00	7	58.33	2	16.67	3	25.00	12	100	3.67	4.5
Spouse	0	0.00	0	0.00	5	41.67	4	33.33	3	25.00	12	100	3.83	2.5
Employment agency personnel	0	0.00	0	0.00	6	50.00	0	0.00	6	50.00	12	100	3.83	2.5
Career counselor.	0	0.00	0	0.00	7	58.33	1	8.33	4	33.33	12	100	3.75	6
High school counselor	0	0.00	0	0.00	11	91.67	1	8.33	0	0.00	12	100	3.08	11
Teachers or other employees at vo-tech.	0	0.00	0	0.00	4	33.33	3	25.00	5	41.67	12	100	4.08	1
Fellow students who are enrolled at IMVT.	0	0.00	0	0.00	9	75.00	2	16.67	1	8.33	12	100	3.33	9.5
Former IMVT students	0	0.00	0	0.00	8	66.67	1	8.33	3	25.00	12	100	3.58	7
Current or previous employer(s).	0	0.00	0	0.00	10	83.33	0	0.00	2	16.67	12	100	3.33	9.5

TABLE V

A SUMMARY OF THE PRACTICAL NURSING RESPONDENTS' PERCEPTIONS REGARDING THE "INFLUENCE OF PEOPLE" AFFECTING THEIR DECISION TO ATTEND INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Response	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Parents	1	7.14	0	0.00	4	28.57	2	14.29	7	50.00	14	100	4.00	2.5
Brothers, sisters, or other relatives	1	7.14	1	7.14	5	35.71	2	14.29	5	35.71	14	100	3.64	5
Friends or fellow classmates	0	0.00	1	7.14	6	42.86	3	21.43	4	28.57	14	100	3.71	4
Spouse	2	15.38	0	0.00	2	15.38	1	7.69	8	61.54	13	100	4.00	2.5
Employment agency personnel	7	50.00	0	0.00	6	42.86	1	7.14	0	0.00	14	100	2.07	11
Career counselor.	5	35.71	0	0.00	6	42.86	2	14.29	1	7.14	14	100	2.57	9
High school counselor	6	42.86	0	0.00	7	50.00	1	7.14	0	0.00	14	100	2.21	10
Teachers or other employees at vo-tech.	4	28.57	0	0.00	6	42.86	0	0.00	4	28.57	14	100	3.00	8
Fellow students who are enrolled at IMVT.	3	21.43	0	0.00	6	42.86	1	7.14	4	28.57	14	100	3.21	7
Former IMVT students	1	7.14	0	0.00	2	14.29	5	35.71	6	42.86	14	100	4.07	1
Current or previous employer(s).	2	14.29	1	7.14	4	28.57	4	28.57	3	21.43	14	100	3.35	6

Ranking second in each of the programs were: Business Training Center, "Friends or fellow classmates" (4.04 mean response); Practical Nursing, "Spouse" (4.0 mean response); and Industrial Technology, "Spouse" (3.83 mean response) and "Employment agency personnel" (3.83 mean response).

When comparing the top five ranking responses of each program, only two were indicated as positive influences in common: "Brothers, sisters, or other relative members" with a combined positive influence of 61.8 percent, and, "Friends or fellow classmates" with a combined positive influence of 55.6 percent.

The lowest ranking influence indicated by the Business Training Center students was "Employment agency personnel" with 28.6 percent making a positive response. The Practical Nursing students also ranked "Employment agency personnel" as having the least positive influence with only 7.1 percent positive responses. "High school counselors" was the influence that the Industrial Technology students noted as having the least positive influence with only 8.3 percent indicating a positive influence.

In summary, students from different programs indicated dissimilar responses when identifying which of the categories from Section A had a positive influence on their decision to enroll at IMVT.

Tables VI and VII represent the responses collected from adult students residing in the communities of Stillwater and Perry on Section A -- "Influences of People." Respondents from Stillwater noted that "Parents" had the highest ranking positive influence on

TABLE VI

A SUMMARY OF THE STILLWATER RESPONDENTS' PERCEPTIONS REGARDING THE "INFLUENCE OF PEOPLE" AFFECTING THEIR DECISION TO ATTEND INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Response	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Parents	1	2.86	1	2.86	13	37.14	6	17.14	14	40.00	35	100	3.89	1
Brothers, sisters, or other relatives	1	2.78	0	0.00	18	50.00	11	30.56	6	16.67	36	100	3.58	3
Friends or fellow classmates	1	2.78	0	0.00	21	58.33	7	19.44	7	19.44	36	100	3.53	4
Spouse	2	5.88	0	0.00	14	41.18	6	17.65	12	35.29	34	100	3.76	2
Employment agency personnel	6	16.67	0	0.00	22	61.11	5	13.89	3	8.33	36	100	2.97	10
Career counselor.	4	11.43	0	0.00	23	65.71	4	11.43	4	11.43	35	100	3.11	9
High school counselor	5	14.29	1	2.86	24	68.57	4	11.43	1	2.86	35	100	2.86	11
Teachers or other employees at vo-tech.	2	5.56	0	0.00	18	50.00	11	30.56	5	13.89	36	100	3.47	5
Fellow students who are enrolled at IMVT.	2	5.56	0	0.00	22	61.11	5	13.89	7	19.44	36	100	3.42	7
Former IMVT students	1	2.86	0	0.00	22	62.86	6	17.14	6	17.14	35	100	3.46	6
Current or previous employer(s).	0	0.00	1	3.13	22	68.75	7	21.88	2	6.25	32	100	3.21	8

TABLE VII

A SUMMARY OF THE PERRY RESPONDENTS' PERCEPTIONS REGARDING THE "INFLUENCE OF PEOPLE" AFFECTING THEIR DECISION TO ATTEND INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Response	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Parents	0	0.00	0	0.00	8	66.67	2	16.67	2	16.67	12	100	3.50	2.5
Brothers, sisters, or other relatives	0	0.00	2	16.67	6	50.00	2	16.67	2	16.67	12	100	3.33	4
Friends or fellow classmates	0	0.00	1	8.33	6	50.00	3	25.00	2	16.67	12	100	3.50	2.5
Spouse	2	16.67	0	0.00	5	41.67	3	25.00	2	16.67	12	100	3.25	6
Employment agency personnel	3	25.00	0	0.00	8	66.67	1	8.33	0	0.00	12	100	2.58	11
Career counselor.	2	16.67	1	8.33	5	41.67	0	0.00	4	33.33	12	100	3.25	6
High school counselor	2	16.67	0	0.00	9	75.00	1	8.33	0	0.00	12	100	2.75	10
Teachers or other employees at vo-tech.	3	25.00	0	0.00	3	25.00	4	33.33	2	16.67	12	100	3.17	8
Fellow students who are enrolled at IMVT.	1	8.33	0	0.00	7	58.33	3	25.00	1	8.33	12	100	3.25	6
Former IMVT students	1	8.33	0	0.00	4	33.33	4	33.33	3	25.00	12	100	3.66	1
Current or previous employer(s).	3	25.00	0	0.00	6	50.00	1	8.33	2	16.67	12	100	2.92	9

their decision to enroll at IMVT with 20, or 57.1 percent indicating that this group had either "some positive influence" or a "very positive influence." Perry students noted that "Former IMVT students" were their most positive influence with 7, or 58.3 percent having some positive influence.

Ranking second among the Stillwater students was "Spouse" having 52.9 percent indicating this category as having at least "some positive influence." Though "Parents" and "Friends or fellow classmates" were ranked second highest by Perry students, both had mean responses of 3.5.

Stillwater students indicated that five of the selected factors had at least some positive influence and Perry students noted only three factors that had some positive influence. The remainder of the selected factors showed no influence on the decision to enroll.

Table VIII shows the responses of adult students whose hometowns are within the Indian Meridian District, while, Table IX represents the responses of students not from the Indian Meridian district.

In-district students responded that "Parents" were the most positive influence on their decision to attend Indian Meridian with 38 of the 73 students (52 percent) indicating either "some positive influence" or a "very positive influence." "Spouse" was the second highest influence (46 percent positive responses) and "Current or previous employer(s)" ranked third with a mean response of 3.68.

Out-of-district students noted that "Teachers or other employees at vo-tech" had the most positive influence with a mean

TABLE VIII

A SUMMARY OF IN-DISTRICT RESPONDENTS' PERCEPTIONS REGARDING THE "INFLUENCE
OF PEOPLE" AFFECTING THEIR DECISION TO ATTEND INDIAN MERIDIAN AREA
VOCATIONAL-TECHNICAL SCHOOL BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Response	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Parents	2	2.74	2	2.74	31	42.47	13	17.81	25	34.25	73	100	3.78	1
Brothers, sisters, or other relatives	1	1.33	2	2.67	35	46.67	19	25.33	18	24.00	75	100	3.68	3.5
Friends or fellow classmates	2	2.70	2	2.70	33	44.59	23	31.08	14	18.92	74	100	3.61	6
Spouse	5	7.46	0	0.00	27	40.30	10	14.93	25	37.31	67	100	3.75	2
Employment agency personnel	10	14.08	1	1.41	47	66.20	7	9.86	6	8.45	71	100	2.97	10
Career counselor.	6	8.45	2	2.82	46	64.79	8	11.27	9	12.68	71	100	3.17	9
High school counselor	8	11.11	1	1.39	53	73.61	7	9.72	3	4.17	72	100	2.94	11
Teachers or other employees at vo-tech.	6	8.11	0	0.00	32	43.24	23	31.08	13	17.57	74	100	3.50	7
Fellow students who are enrolled at IMVT.	3	0.04	1	0.01	40	0.54	17	0.23	13	0.17	74	100	3.49	8
Former IMVT students	2	2.78	0	0.00	36	50.00	19	26.39	15	20.83	72	100	3.63	5
Current or previous employer(s).	3	4.41	1	1.47	41	60.29	14	20.59	9	13.24	68	100	3.68	3.5

TABLE IX

A SUMMARY OF OUT-OF-DISTRICT RESPONDENTS' PERCEPTIONS REGARDING THE "INFLUENCE
OF PEOPLE" AFFECTING THEIR DECISION TO ATTEND INDIAN MERIDIAN AREA
VOCATIONAL-TECHNICAL SCHOOL BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Response	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Parents	4	14.29	1	3.57	9	32.14	6	21.43	8	28.57	28	100	3.46	7.5
Brothers, sisters, or other relatives	3	11.11	0	0.00	10	37.04	6	22.22	8	29.63	27	100	3.59	4
Friends or fellow classmates	2	7.41	1	3.70	11	40.74	4	14.81	9	33.33	27	100	3.63	3
Spouse	1	3.70	2	7.41	13	48.15	5	18.52	6	22.22	27	100	3.48	6
Employment agency personnel	3	10.34	0	0.00	14	48.28	3	10.34	9	31.03	29	100	3.52	5
Career counselor.	0	0.00	0	0.00	17	62.96	1	3.70	9	33.33	27	100	3.70	2
High school counselor	3	11.11	0	0.00	22	81.48	0	0.00	2	7.41	27	100	2.93	11
Teachers or other employees at vo-tech.	0	0.00	1	3.70	10	37.04	4	14.81	12	44.44	27	100	4.00	1
Fellow students who are enrolled at IMVT.	2	7.14	1	3.57	14	50.00	6	21.43	5	17.86	28	100	3.39	9
Former IMVT students	3	10.71	0	0.00	12	42.86	7	25.00	6	21.43	28	100	3.46	7.5
Current or previous employer(s).	1	3.85	1	3.85	17	65.38	2	7.69	5	19.23	26	100	3.35	10

response of 4.0. "Career Counselors" (3.7 mean response) and "Friends or fellow classmates" (3.63 mean response) ranked second and third, respectively.

None of the top three influences of either group represented were shared in common.

The three lowest ranking influences for in-district students were, in order, (1) Career counselors; (2) Employment agency personnel; and (3) High school counselors. For out-of-district students, the three lowest ranking influences, in order, were: (1) Fellow students who are enrolled at IMVT; (2) Current or previous employers; and, (3) High school counselors (Tables VIII and IX).

Section B -- "Recruitment Activities
Conducted By IMVT"

The information in Table X reflects the degree of influence that each of the different recruitment activities conducted by IMVT had on the decision of adult students to attend Indian Meridian Area Vo-Tech School.

The highest mean response, which was 4.01, of the adult students was the "appearance of the IMVT campus." Seventy-two, or 70.6 percent, ranked the appearance of the IMVT campus as having either "some positive influence" or a "very positive influence" on their decision to enroll. Only 3.9 percent of the respondents indicated that the appearance of the campus had a negative influence.

TABLE X

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS REGARDING THE INFLUENCES OF "RECRUITMENT
ACTIVITIES CONDUCTED BY IMVT" AFFECTING THEIR DECISION TO ATTEND
INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL
BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Responses Mean	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Tour of IMVT	6	5.88	2	1.96	53	51.96	18	17.65	23	22.55	102	100	3.49	7
Newspaper articles.	5	5.05	1	1.01	68	68.69	17	17.17	8	8.08	99	100	3.22	9
Classified advertisements.	6	6.00	1	1.00	70	70.00	14	14.00	9	9.00	100	100	3.19	11
Slide shows/videos of programs at IMVT.	4	4.00	2	2.00	71	71.00	11	11.00	12	12.00	100	100	3.25	8
Open house at IMVT.	3	3.06	2	2.04	72	73.47	14	14.29	7	7.14	98	100	3.20	10
Interview with vo-tech administrators	2	2.00	4	4.00	48	48.00	27	27.00	19	19.00	100	100	3.57	6
Brochures from IMVT.	2	1.96	3	2.94	24	23.53	42	41.18	31	30.39	102	100	3.95	3
Appearance of IMVT campus.	1	0.98	3	2.94	26	25.49	36	35.29	36	35.29	102	100	4.01	1
Financial aid availability.	3	2.97	4	3.96	43	42.57	28	27.72	23	22.77	101	100	3.63	5
Training equipment/machines at IMVT.	3	2.94	3	2.94	23	22.55	36	35.29	37	36.27	102	100	3.99	2
Television commercials.	6	6.06	4	4.04	72	72.73	11	11.11	6	6.06	99	100	3.07	12
Personal visit with IMVT instructor.	2	2.02	3	3.03	30	30.30	31	31.31	33	33.33	99	100	3.91	4

Ranking second among the recruitment activities was "training equipment/machines" with 71.6 percent of the respondents noting this category as having a positive influence.

"Brochures from IMVT" ranked third with a mean response of 3.95. "Personal visit with IMVT instructor", "Financial aid availability", and "Interview with vo-tech administrators" ranked fourth, fifth, and sixth, respectively.

The lowest ranking influence was "Television commercials" with a mean response of 3.07. It should be noted that until the spring of 1991, which would have been after the respondents had already decided to attend IMVT, IMVT had not used this method of recruitment as a means of recruiting students specifically to its campus. Prior to this time, some "generic" vo-tech commercials and commercials from other vo-tech schools were being aired on nationally affiliated stations received in the IMVT area.

Of the twelve influences listed on the survey instrument, five were noted as having "no influence." These include: "Television commercials", 3.07 mean response; "Classified advertisements", 3.19 mean response; "Open house at IMVT", 3.20 mean response; "Newspaper articles", 3.22 mean response; and, "Slide shows/videos", 3.25 mean response.

None of the influences were seen as having a negative influence by the respondents.

Tables XI, XII, and XIII represent the responses to the influences as perceived by students in the Business Training Center, Practical Nursing, and Industrial Technology, respectively.

TABLE XI

A SUMMARY OF THE BUSINESS TRAINING CENTER PERCEPTIONS REGARDING THE INFLUENCES OF
 "RECRUITMENT ACTIVITIES CONDUCTED BY IMVT" AFFECTING THEIR DECISION TO ATTEND
 INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL
 BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Responses	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Tour of IMVT	1	3.57	0	0.00	17	60.71	5	17.86	5	17.86	28	100	3.46	7
Newspaper articles.	2	7.41	0	0.00	19	70.37	6	22.22	0	0.00	27	100	3.07	10
Classified advertisements.	3	10.71	0	0.00	20	71.43	4	14.29	1	3.57	28	100	3.00	11
Slide shows/videos of programs at IMVT.	1	3.70	1	3.70	18	66.67	3	11.11	4	14.81	27	100	3.30	8
Open house at IMVT.	1	3.70	1	3.70	20	74.07	3	11.11	2	7.41	27	100	3.15	9
Interview with vo-tech administrators	0	0.00	1	3.70	14	51.85	6	22.22	6	22.22	27	100	3.63	5
Brochures from IMVT.	0	0.00	0	0.00	5	17.86	13	46.43	10	35.71	28	100	4.18	1
Appearance of IMVT campus.	0	0.00	0	0.00	8	28.57	11	39.29	9	32.14	28	100	4.04	4
Financial aid availability.	2	7.14	0	0.00	11	39.29	9	32.14	6	21.43	28	100	3.61	6
Training equipment/machines at IMVT.	0	0.00	1	3.45	6	20.69	9	31.03	13	44.83	29	100	4.17	2
Television commercials.	3	10.71	1	3.57	19	67.86	5	17.86	0	0.00	28	100	2.93	12
Personal visit with IMVT instructor.	0	0.00	1	3.70	6	22.22	10	37.04	10	37.04	27	100	4.07	3

TABLE XII

A SUMMARY OF PRACTICAL NURSING RESPONDENTS' PERCEPTIONS REGARDING THE INFLUENCES OF
 "RECRUITMENT ACTIVITIES CONDUCTED BY IMVT" AFFECTING THEIR DECISION TO ATTEND
 INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL
 BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Responses	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Tour of IMVT	1	7.69	2	15.38	3	23.08	0	0.00	7	53.85	13	100	3.77	6.5
Newspaper articles.	3	23.08	1	7.69	5	38.46	1	7.69	3	23.08	13	100	3.00	11
Classified advertisements.	3	23.08	1	7.69	4	30.77	2	15.38	3	23.08	13	100	3.08	10
Slide shows/videos of programs at IMVT.	2	15.38	0	0.00	7	53.85	0	0.00	4	30.77	13	100	3.31	8.5
Open house at IMVT.	1	7.69	1	7.69	7	53.85	1	7.69	3	23.08	13	100	3.31	8.5
Interview with vo-tech administrators	1	7.69	1	7.69	3	23.08	3	23.08	5	38.46	13	100	3.77	6.5
Brochures from IMVT.	1	7.69	0	0.00	0	0.00	4	30.77	8	61.54	13	100	4.38	2
Appearance of IMVT campus.	0	0.00	0	0.00	1	7.69	4	30.77	8	61.54	13	100	4.54	1
Financial aid availability.	1	7.69	1	7.69	2	15.38	3	23.08	6	46.15	13	100	3.92	4
Training equipment/machines at IMVT.	1	7.69	0	0.00	3	23.08	3	23.08	6	46.15	13	100	4.00	3
Television commercials.	2	15.38	2	15.38	6	46.15	2	15.38	1	7.69	13	100	2.85	12
Personal visit with IMVT instructor.	1	7.69	1	7.69	3	23.08	2	15.38	6	46.15	13	100	3.85	5

TABLE XIII

A SUMMARY OF THE RESPONSES OF INDUSTRIAL TECHNOLOGY RESPONDENTS' PERCEPTIONS REGARDING THE INFLUENCES OF "RECRUITMENT ACTIVITIES CONDUCTED BY IMVT" AFFECTING THEIR DECISION TO ATTEND INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Responses	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Tour of IMVT	0	0.00	0	0.00	8	66.67	1	8.33	3	25.00	12	100	3.58	6
Newspaper articles.	0	0.00	0	0.00	10	83.33	2	16.67	0	0.00	12	100	3.17	8.5
Classified advertisements.	0	0.00	0	0.00	10	83.33	2	16.67	0	0.00	12	100	3.17	8.5
Slide shows/videos of programs at IMVT.	0	0.00	1	8.33	11	91.67	0	0.00	0	0.00	12	100	2.92	12
Open house at IMVT.	0	0.00	0	0.00	11	91.67	1	8.33	0	0.00	12	100	3.08	10
Interview with vo-tech administrators	0	0.00	0	0.00	7	58.33	3	25.00	2	16.67	12	100	3.58	6
Brochures from IMVT.	0	0.00	1	8.33	4	33.33	5	41.67	2	16.67	12	100	3.67	4
Appearance of IMVT campus.	0	0.00	0	0.00	4	33.33	4	33.33	4	33.33	12	100	4.00	3
Financial aid availability.	0	0.00	0	0.00	7	58.33	3	25.00	2	16.67	12	100	3.58	6
Training equipment/machines at IMVT.	0	0.00	0	0.00	3	25.00	4	33.33	5	41.67	12	100	4.17	2
Television commercials.	0	0.00	0	0.00	12	100.0	0	0.00	0	0.00	12	100	3.00	11
Personal visit with IMVT instructor.	0	0.00	0	0.00	2	16.67	4	33.33	6	50.00	12	100	4.33	1

Respondents from the Business Training Center said that the influence having the most positive impact on their decision to enroll at IMVT was "Brochures from IMVT" with a mean response of 4.18. "Training equipment/machines" ranked second with a mean response of 4.17; and "Personal visits with IMVT instructor" ranked third.

In Practical Nursing, the students noted "Appearance of IMVT campus" as having the highest overall positive influence with 61.5 percent indicating that this influence had a "very positive influence" on their enrollment decision. Ranking second was "Brochures from IMVT" with a mean response of 4.38; and "Training equipment/machines" ranking third with 69.2 percent indicating a positive influence.

Industrial Technology students noted "Personal visit with instructors" as having the most positive influence with a mean response of 4.33. Ranking second with a mean response of 4.17 was "Training equipment/machines." And, their third highest positive influence was "Appearance of IMVT campus" with 66.7 percent indicating at least some positive influence.

It should be noted that when analyzing the top four responses from each group, three were common influences. And, students from the Business Training Center and Industrial Technology students' top four rankings were the same, although not in the same order. Practical Nursing students' fourth ranking influence was "Financial aid availability" which may be due to the fact that tuition for their program is substantially higher than in the other programs.

In analyzing the lowest ranking influences, more diversity was found. The Business Training Center students and the Practical Nursing students both indicated "Television commercials" had the least amount of influence with mean responses of 2.93 and 2.85 respectively. A mean response of 2.92 made "Slide shows/videos" the lowest ranking influence for Industrial Technology students. It should be noted that the mean responses of these influences did not indicate a negative influence on the students' decision to enroll at IMVT.

Tables XIV and XV represent data collected from students listing hometowns of Stillwater and Perry on the section of "Recruitment Activities Conducted By IMVT."

Stillwater students noted "Training equipment/machines" as having the most positive influence with 70.2 percent saying that this activity had either "some positive influence" or a "very positive influence" on their decision to enroll. Ranking second was "Appearance of IMVT campus" and ranking third was "Brochures from IMVT" with mean responses of 3.92 and 3.89, respectively.

Perry respondents said that "Appearance of IMVT campus" and "Training equipment/machines" both had the highest positive influence with common mean responses of 4.27. Ranking second was "Interviews with vo-tech administrators" with a mean response of 4.09.

In comparing the top three responses of both groups, "Appearance of IMVT campus" and "Training equipment/machines" were both included. When comparing the top five influences of both

TABLE XIV

A SUMMARY OF STILLWATER RESPONDENTS' PERCEPTIONS REGARDING THE INFLUENCES OF "RECRUITMENT ACTIVITIES CONDUCTED BY IMVT" AFFECTING THEIR DECISION TO ATTEND INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Responses	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Tour of IMVT	2	5.56	1	2.78	24	66.67	3	8.33	6	16.67	36	100	3.28	7
Newspaper articles.	4	11.11	1	2.78	24	66.67	6	16.67	1	2.78	36	100	2.97	11
Classified advertisements.	3	8.33	0	0.00	25	69.44	6	16.67	2	5.56	36	100	3.11	8
Slide shows/videos of programs at IMVT.	3	8.33	1	2.78	28	77.78	2	5.56	2	5.56	36	100	2.97	11
Open house at IMVT.	2	5.71	2	5.71	26	74.29	4	11.43	1	2.86	35	100	3.00	9
Interview with vo-tech administrators	2	5.56	2	5.56	20	55.56	6	16.67	6	16.67	36	100	3.33	6
Brochures from IMVT.	1	2.70	0	0.00	13	35.14	11	29.73	12	32.43	37	100	3.89	3
Appearance of IMVT campus.	0	0.00	0	0.00	14	37.84	12	32.43	11	29.73	37	100	3.92	2
Financial aid availability.	2	5.56	1	2.78	15	41.67	7	19.44	11	30.56	36	100	3.67	5
Training equipment/machines at IMVT.	1	2.70	1	2.70	9	24.32	13	35.14	13	35.14	37	100	3.97	1
Television commercials.	3	8.33	2	5.56	25	69.44	5	13.89	1	2.78	36	100	2.97	11
Personal visit with IMVT instructor.	1	2.78	1	2.78	12	33.33	10	27.78	12	33.33	36	100	3.86	4

TABLE XV

A SUMMARY OF PERRY RESPONDENTS' PERCEPTIONS REGARDING THE INFLUENCES OF "RECRUITMENT
ACTIVITIES CONDUCTED BY IMVT" AFFECTING THEIR DECISION TO ATTEND
INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL
BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Responses	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Tour of IMVT	0	0.00	1	8.33	3	25.00	4	33.33	4	33.33	12	100	3.92	5
Newspaper articles.	0	0.00	0	0.00	8	72.73	3	27.27	0	0.00	11	100	3.27	8.5
Classified advertisements.	0	0.00	1	9.09	9	81.82	1	9.09	0	0.00	11	100	3.00	11.5
Slide shows/videos of programs at IMVT.	0	0.00	0	0.00	7	63.64	2	18.18	2	18.18	11	100	3.55	7
Open house at IMVT.	1	9.09	0	0.00	7	63.64	3	27.27	0	0.00	11	100	3.09	10
Interview with vo-tech administrators	0	0.00	0	0.00	3	27.27	4	36.36	4	36.36	11	100	4.09	3
Brochures from IMVT.	0	0.00	1	9.09	2	18.18	4	36.36	4	36.36	11	100	4.00	4
Appearance of IMVT campus.	0	0.00	0	0.00	1	9.09	6	54.55	4	36.36	11	100	4.27	1.5
Financial aid availability.	1	9.09	0	0.00	7	63.64	1	9.09	2	18.18	11	100	3.27	8.5
Training equipment/machines at IMVT.	0	0.00	0	0.00	1	9.09	6	54.55	4	36.36	11	100	4.27	1.5
Television commercials.	0	0.00	0	0.00	11	100.0	0	0.00	0	0.00	11	100	3.00	11.5
Personal visit with IMVT instructor.	0	0.00	1	9.09	2	18.18	5	45.45	3	27.27	11	100	3.91	6

groups, "Brochures from IMVT" would also be noted as being common positive influences.

Ranking the lowest among the Stillwater students' responses were "Newspaper articles", "Slide shows/videos", and "Television commercials" each with mean responses of 2.97. Perry students ranked "Television commercials", "Classified advertisements", and "Open house at IMVT" as the three lowest influences with mean responses of 3.0, 3.0, and 3.09, respectively (Tables XIV, XV).

Table XVI represents data collected from In-district students on the influence of "Recruitment Activities Conducted By IMVT." Table XVII shows the responses made by out-of-district students to this same section.

In-district students ranked "Training equipment/machines", "Appearance of IMVT campus", and "Brochures from IMVT" as having the first, second, and third highest influences with mean responses of 4.08, 4.04, and 4.0, respectively.

Out-of-district students said "Personal visit with IMVT instructor", "Appearance of IMVT campus" and "Brochures from IMVT" ranked first, second, and third, respectively, with mean responses of 4.11, 3.93 , and 3.82.

The three lowest ranking influences of the in-district students having "no influence" were: "Television commercials" (16.6 percent), "Newspaper articles" (25.3 percent), and "Open house at IMVT" (25 percent). Out-of-district students noted "Television commercials" (18.5 percent), " Classified advertisements" (21.4 percent), and "Open house at IMVT" (11.5 percent) as having the

TABLE XVI

A SUMMARY OF IN-DISTRICT RESPONDENTS' PERCEPTIONS REGARDING THE INFLUENCES OF "RECRUITMENT
ACTIVITIES CONDUCTED BY IMVT" AFFECTING THEIR DECISION TO ATTEND
INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL
BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Response	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Tour of IMVT	3	4.05	2	2.70	37	50.00	16	21.62	16	21.62	74	100	3.54	6
Newspaper articles.	4	5.63	1	1.41	48	67.61	12	16.90	6	8.45	71	100	3.21	10
Classified advertisements.	4	5.56	1	1.39	50	69.44	10	13.89	7	9.72	72	100	3.21	10
Slide shows/videos of programs at IMVT.	3	4.11	1	1.37	51	69.86	10	13.70	8	10.96	73	100	3.26	8
Open house at IMVT.	3	4.17	2	2.78	49	68.06	13	18.06	5	6.94	72	100	3.21	10
Interview with vo-tech administrators	2	2.74	3	4.11	35	47.95	22	30.14	11	15.07	73	100	3.51	7
Brochures from IMVT.	1	1.35	1	1.35	19	25.68	29	39.19	24	32.43	74	100	4.00	3
Appearance of IMVT campus.	0	0.00	0	0.00	22	29.73	27	36.49	25	33.78	74	100	4.04	2
Financial aid availability.	3	4.11	1	1.37	34	46.58	17	23.29	18	24.66	73	100	3.63	5
Training equipment/machines at IMVT.	2	2.67	1	1.33	16	21.33	26	34.67	30	40.00	75	100	4.08	1
Television commercials.	4	5.56	2	2.78	54	75.00	9	12.50	3	4.17	72	100	3.07	12
Personal visit with IMVT instructor.	2	2.78	2	2.78	23	31.94	24	33.33	21	29.17	72	100	3.83	4

TABLE XVII

A SUMMARY OF OUT-OF-DISTRICT RESPONDENTS' PERCEPTIONS REGARDING THE INFLUENCES OF
 "RECRUITMENT ACTIVITIES CONDUCTED BY IMVT" AFFECTING THEIR DECISION TO ATTEND
 INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL
 BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Response	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Tour of IMVT	3	10.71	0	0.00	16	57.14	2	7.14	7	25.00	28	100	3.36	7
Newspaper articles.	1	3.57	0	0.00	20	71.43	5	17.86	2	7.14	28	100	3.25	8
Classified advertisements.	2	7.14	0	0.00	20	71.43	4	14.29	2	7.14	28	100	3.14	11
Slide shows/videos of programs at IMVT.	1	3.70	1	3.70	20	74.07	1	3.70	4	14.81	27	100	3.22	9
Open house at IMVT.	0	0.00	0	0.00	23	88.46	1	3.85	2	7.69	26	100	3.19	10
Interview with vo-tech administrators	0	0.00	1	3.70	13	48.15	5	18.52	8	29.63	27	100	3.74	4.5
Brochures from IMVT.	1	3.57	2	7.14	5	17.86	13	46.43	7	25.00	28	100	3.82	3
Appearance of IMVT campus.	1	3.57	3	10.71	4	14.29	9	32.14	11	39.29	28	100	3.93	2
Financial aid availability.	0	0.00	3	10.71	9	32.14	11	39.29	5	17.86	28	100	3.64	6
Training equipment/machines at IMVT.	1	3.70	2	7.41	7	25.93	10	37.04	7	25.93	27	100	3.74	4.5
Television commercials.	2	7.41	2	7.41	18	66.67	2	7.41	3	11.11	27	100	3.07	12
Personal visit with IMVT instructor.	0	0.00	1	3.70	7	25.93	7	25.93	12	44.44	27	100	4.11	1

least positive influences among those selected.

It should be noted that "Television commercials" was the lowest ranking influence in each group.

Section C -- Occupational Plans And Career Goals

The information in Table XVIII reflects the degree of influence that of the factors included in "Occupational Plans And Career Goals" had on adult students enrolled at IMVT. It should be noted that responses to "Background for college classes" and "Learn more about job opportunities in area" were omitted from the study due to a typographical error on the final survey instrument.

The highest mean response, 4.55, indicated that learning a "New trade for work after completion" had a very positive influence on the adult students' decision to enroll at IMVT. "Practical experience in job interest area" ranked second with 81.8 percent indicating either "some positive influence" or a "very positive influence" on their decision. All of the selected factors were seen as having some positive influence with the exception of four: "Advance in current job", "Work way through college", "Armed service advancement", and "Supplement college classes". These four factors ranged in mean responses from 2.80 to 3.45 which would indicate that they had "no influence" on the students' decisions to enroll at IMVT.

Table XIX, XX, and XXI represent data collected from students enrolled in the Business Training Center, Practical Nursing, and

TABLE XVIII

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS REGARDING THE INFLUENCE OF "OCCUPATIONAL PLANS
AND CAREER GOALS" AFFECTING THEIR DECISION TO ATTEND INDIAN MERIDIAN
AREA VOCATIONAL-TECHNICAL SCHOOL BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Responses	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
New trade for work after completion.	4	3.85	1	0.96	5	4.81	18	17.31	76	73.08	104	100	4.55	1
Explore career field.	9	9.28	2	2.06	39	40.21	20	20.62	27	27.84	97	100	3.56	3
Advance in current job.	6	6.32	2	2.11	55	57.89	10	10.53	22	23.16	95	100	3.42	5
Background for college classes.	4	10.00	0	0.00	14	35.00	7	17.50	15	37.50	40	100	OMIT	
Work way through college.	8	8.00	2	2.00	48	48.00	21	21.00	21	21.00	100	100	3.45	4
Armed service advancement.	19	19.79	0	0.00	64	66.67	7	7.29	6	6.25	96	100	2.80	7
Practical experience in job interest area.	1	1.01	2	2.02	15	15.15	24	24.24	57	57.58	99	100	4.35	2
Learn more about job opportunities in area.	0	0.00	0	0.00	8	23.53	11	32.35	15	44.12	34	100	OMIT	
Supplement college classes.	14	15.73	2	2.25	60	67.42	7	7.87	6	6.74	89	100	2.88	6

TABLE XIX

A SUMMARY OF BUSINESS TRAINING CENTER RESPONDENTS' PERCEPTIONS REGARDING THE INFLUENCE OF "OCCUPATIONAL PLANS AND CAREER GOALS" AFFECTING THEIR DECISION TO ATTEND INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Responses	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
New trade for work after completion.	0	0.00	0	0.00	1	3.33	7	23.33	22	73.33	30	100	4.70	1
Explore career field.	2	6.90	0	0.00	6	20.69	10	34.48	11	37.93	29	100	3.97	3
Advance in current job.	1	3.85	1	3.85	16	61.54	2	7.69	6	23.08	26	100	3.42	5
Background for college classes.	2	16.67	0	0.00	4	33.33	2	16.67	4	33.33	12	100	OMIT	
Work way through college.	1	3.45	1	3.45	13	44.83	6	20.69	8	27.59	29	100	3.66	4
Armed service advancement.	6	23.08	0	0.00	18	69.23	0	0.00	2	7.69	26	100	2.69	7
Practical experience in job interest area.	0	0.00	0	0.00	3	10.71	9	32.14	16	57.14	28	100	4.46	2
Learn more about job opportunities in area.	0	0.00	0	0.00	3	25.00	5	41.67	4	33.33	12	100	OMIT	
Supplement college classes.	3	12.00	1	4.00	14	56.00	3	12.00	4	16.00	25	100	3.16	6

TABLE XX

A SUMMARY OF PRACTICAL NURSING RESPONDENTS' PERCEPTIONS REGARDING THE INFLUENCE OF
 "OCCUPATIONAL PLANS AND CAREER GOALS" AFFECTING THEIR DECISION TO ATTEND
 INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL BY
 CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Responses	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
New trade for work after completion.	1	7.14	0	0.00	0	0.00	1	7.14	12	85.71	14	100	4.64	2
Explore career field.	5	35.71	1	7.14	5	35.71	1	7.14	2	14.29	14	100	2.57	4
Advance in current job.	3	21.43	1	7.14	5	35.71	0	0.00	5	35.71	14	100	3.21	5
Background for college classes.	1	12.50	0	0.00	1	12.50	1	12.50	5	62.50	8	100	OMIT	
Work way through college.	3	21.43	0	0.00	4	28.57	1	7.14	6	42.86	14	100	3.50	3
Armed service advancement.	5	38.46	0	0.00	4	30.77	2	15.38	2	15.38	13	100	2.69	6
Practical experience in job interest area.	0	0.00	0	0.00	2	14.29	0	0.00	12	85.71	14	100	4.71	1
Learn more about job opportunities in area.	0	0.00	0	0.00	1	20.00	0	0.00	4	80.00	5	100	OMIT	
Supplement college classes.	6	46.15	0	0.00	7	53.85	0	0.00	0	0.00	13	100	2.08	7

TABLE XXI

A SUMMARY OF INDUSTRIAL TECHNOLOGY RESPONDENTS' PERCEPTIONS REGARDING THE INFLUENCE OF
 "OCCUPATIONAL PLANS AND CAREER GOALS" AFFECTING THEIR DECISION TO ATTEND
 INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL BY
 CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Responses	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
New trade for work after completion.	0	0.00	0	0.00	3	27.27	0	0.00	8	72.73	11	100	4.45	2
Explore career field.	0	0.00	0	0.00	7	63.64	0	0.00	4	36.36	11	100	3.73	3
Advance in current job.	0	0.00	0	0.00	8	72.73	0	0.00	3	27.27	11	100	3.55	4
Background for college classes.	0	0.00	0	0.00	2	40.00	1	20.00	2	40.00	5	100	OMIT	
Work way through college.	0	0.00	0	0.00	8	66.67	2	16.67	2	16.67	12	100	3.50	5
Armed service advancement.	3	27.27	0	0.00	6	54.55	2	18.18	0	0.00	11	100	2.64	7
Practical experience in job interest area.	0	0.00	0	0.00	0	0.00	2	18.18	9	81.82	11	100	4.82	1
Learn more about job opportunities in area.	0	0.00	0	0.00	0	0.00	1	20.00	4	80.00	5	100	OMIT	
Supplement college classes.	1	11.11	0	0.00	7	77.78	1	11.11	0	0.00	9	100	2.89	6

Industrial Technology, respectively, when indicating the degree of influence selected factors of "Occupational Plans and Career Goals" had on their decision to enroll at IMVT.

The students from Practical Nursing and Industrial Technology indicated that "Practical experience in job interest area" was the highest ranking positive influence with mean responses of 4.71 and 4.82, respectively. Business Training students said that "New trade for work after completion" was the most positive factor with a mean response of 4.70.

Second highest rankings for programs were: "Practical experience in job interest area" (Business Training Center), "New trade for work after completion" (Practical Nursing and Industrial Technology).

"Supplement college classes" and "Armed service advancement" were ranked as the lowest positive influences from all three groups. The mean responses on these factors ranged from 2.08 to 3.16.

The only factor which was viewed as a negative influence on the decision to enroll at IMVT was the Practical Nursing students' mean response to "Supplement college classes" (2.08).

Stillwater and Perry students' responses to "Occupational Plans and Career Goals" are shown in Tables XXII and XXIII.

Eighty-nine percent of the Stillwater students and ninety-two of the Perry students indicated that learning a "New trade for work after completion" was the highest ranking positive influence on their decision to enroll. Ranking second in both groups was "Practical experience in job interest area" with the mean response

TABLE XXII

A SUMMARY OF STILLWATER RESPONDENTS' PERCEPTIONS REGARDING THE INFLUENCE OF "OCCUPATIONAL PLANS AND CAREER GOALS" AFFECTING THEIR DECISION TO ATTEND INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Responses	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
New trade for work after completion.	1	2.78	0	0.00	3	8.33	6	16.67	26	72.22	36	100	4.56	1
Explore career field.	3	9.09	1	3.03	16	48.48	8	24.24	5	15.15	33	100	3.33	4
Advance in current job.	1	2.94	1	2.94	20	58.82	3	8.82	9	26.47	34	100	OMIT	
Background for college classes.	1	9.09	0	0.00	5	45.45	3	27.27	2	18.18	11	100	3.45	3
Work way through college.	4	11.11	1	2.78	20	55.56	6	16.67	5	13.89	36	100	3.19	5
Armed service advancement.	6	17.65	0	0.00	23	67.65	4	11.76	1	2.94	34	100	2.82	6.5
Practical experience in job interest area.	0	0.00	0	0.00	7	21.21	9	27.27	17	51.52	33	100	4.30	2
Learn more about job opportunities in area.	0	0.00	0	0.00	1	10.00	5	50.00	4	40.00	10	100	OMIT	
Supplement college classes.	7	20.59	0	0.00	21	61.76	4	11.76	2	5.88	34	100	2.82	6.5

TABLE XXIII

A SUMMARY OF PERRY RESPONDENTS' PERCEPTIONS REGARDING THE INFLUENCE OF "OCCUPATIONAL PLANS AND CAREER GOALS" AFFECTING THEIR DECISION TO ATTEND INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL BY CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Responses	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
New trade for work after completion.	0	0.00	0	0.00	1	8.33	3	25.00	8	66.67	12	100	4.58	1
Explore career field.	2	16.67	1	8.33	4	33.33	1	8.33	4	33.33	12	100	3.33	4
Advance in current job.	1	8.33	0	0.00	7	58.33	2	16.67	2	16.67	12	100	3.33	4
Background for college classes.	1	11.11	0	0.00	3	33.33	1	11.11	4	44.44	9	100	OMIT	
Work way through college.	2	16.67	0	0.00	4	33.33	4	33.33	2	16.67	12	100	3.33	4
Armed service advancement.	5	41.67	0	0.00	5	41.67	1	8.33	1	8.33	12	100	2.15	7
Practical experience in job interest area.	0	0.00	0	0.00	2	16.67	3	25.00	7	58.33	12	100	4.42	2
Learn more about job opportunities in area.	0	0.00	0	0.00	2	25.00	1	12.50	5	62.50	8	100	OMIT	
Supplement college classes.	2	20.00	0	0.00	7	70.00	1	10.00	0	0.00	10	100	2.70	6

of Stillwater students being 4.3 and a 4.42 mean response from Perry students. "Armed services advancement" and "supplement college classes" taken were the two lowest ranking factors in each group. The Stillwater students had mean responses of 2.82 on both of these factors and the Perry students said that "Armed service advancement" was the lowest ranking factor with a mean response of 2.15 and "Supplement college classes" was second lowest with a mean response of 2.70.

The only factor viewed as a negative influence among the responses of either group was "Armed services advancement" with a mean response from the Perry students of 2.15.

Table XXIV represent responses of in-district students to the selected factors of "Occupational Plans And Career Goals." Table XXV shows the responses of out-of-district students to this same section.

In-district students ranked "New trade for work after completion" as the highest positive influence with 90.5 percent showing either "some positive influence" or a "very positive influence." Out-of-district students also said that "New trade for work after completion" was the highest ranking positive influence with 90 percent indicating at least some positive influence.

"Practical experience in job interest area" ranked second in both groups. In-district responses showed that "Advance in current job" ranked third with a mean response of 3.47 and "Explore career field" ranked fourth with a mean response of 3.44.

TABLE XXIV

A SUMMARY OF IN-DISTRICT RESPONDENTS' PERCEPTIONS REGARDING THE INFLUENCE OF "OCCUPATIONAL
PLANS AND CAREER GOALS" AFFECTING THEIR DECISION TO ATTEND
INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL BY
CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Response	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
New trade for work after completion.	1	1.35	1	1.35	5	6.76	12	16.22	55	74.32	74	100	4.61	1
Explore career field.	7	10.00	2	2.86	29	41.43	17	24.29	15	21.43	70	100	3.44	4
Advance in current job.	3	4.29	2	2.86	41	58.57	7	10.00	17	24.29	70	100	3.47	3
Background for college classes.	4	12.50	0	0.00	11	34.38	5	15.63	12	37.50	32	100	OMIT	
Work way through college.	6	8.22	2	2.74	37	50.68	16	21.92	12	16.44	73	100	3.36	5
Armed service advancement.	13	18.57	0	0.00	46	65.71	7	10.00	4	5.71	70	100	2.84	6.5
Practical experience in job interest area.	0	0.00	1	1.41	11	15.49	17	23.94	42	59.15	71	100	4.41	2
Learn more about job opportunities in area.	0	0.00	0	0.00	7	25.93	9	33.33	11	40.74	27	100	OMIT	
Supplement college classes.	10	14.93	1	1.49	48	71.64	6	8.96	2	2.99	67	100	2.84	6.5

TABLE XXV

A SUMMARY OF OUT-OF-DISTRICT RESPONDENTS' PERCEPTIONS REGARDING THE INFLUENCE OF
 "OCCUPATIONAL PLANS AND CAREER GOALS" AFFECTING THEIR DECISION TO ATTEND
 INDIAN MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL BY
 CATEGORY OF INFLUENCE

Category of Influence	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Mean Response	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
New trade for work after completion.	3	10.00	0	0.00	0	0.00	6	20.00	21	70.00	30	100	4.40	1
Explore career field.	2	7.41	0	0.00	10	37.04	3	11.11	12	44.44	27	100	3.85	3
Advance in current job.	3	12.00	0	0.00	14	56.00	3	12.00	5	20.00	25	100	3.28	5
Background for college classes.	0	0.00	0	0.00	3	37.50	2	25.00	3	37.50	8	100	OMIT	
Work way through college.	2	7.41	0	0.00	11	40.74	5	18.52	9	33.33	27	100	3.70	4
Armed service advancement.	6	23.08	0	0.00	18	69.23	0	0.00	2	7.69	26	100	2.69	7
Practical experience in job interest area.	1	3.57	1	3.57	4	14.29	7	25.00	15	53.57	28	100	4.21	2
Learn more about job opportunities in area.	0	0.00	0	0.00	1	14.29	2	28.57	4	57.14	7	100	OMIT	
Supplement college classes.	4	18.18	1	4.55	12	54.55	1	4.55	4	18.18	22	100	3.00	6

Out-of-district students ranked "Explore career field" as third with a mean response of 3.85 and "Work way through college" as fourth with a mean response of 3.70.

The two lowest ranking factors in each group were "Supplement college classes" and "Armed services advancement" which were the only two factors in each group which were not seen as having at least some positive influence.

Demographics

Tables XXVI and XXVII represent summaries of the respondents by age groups and gender. Of the 106 respondents completing the questionnaire, eighty-four percent responded to the question concerning age. Of this eighty-four percent, forty-six percent were 16-25 years of age; thirty-four percent were 26-35 years of age; sixteen percent were 36-45 years of age; and, four percent were over the age of forty-five. From this same group, forty-seven percent were male and fifty-three percent were female.

Table XXVIII represents the geographic location of residence of the students. Stillwater and Perry were the two locations with the most students residing in them. Table XXIX represents a summary of all respondents' perceptions regarding the influences that affected their decision to enroll at IMVT.

TABLE XXVI

A DISTRIBUTION OF RESPONDENTS BY AGE GROUPS

Age Group	<u>Frequency Distribution</u>	
	N* = 89	Percent (%)
16 - 25	41	46.07
26 - 35	30	33.71
36 - 45	14	15.73
45+	4	4.49
Total	89	100.00

*N varies because not all respondents responded to all questions.

TABLE XXVII

A DISTRIBUTION OF RESPONDENTS BY GENDER

Gender	<u>Frequency Distribution</u>	
	N* = 89	Percent (%)
Male	42	47.19
Female	47	52.81
Total	89	100.00

*N varies because not all respondents responded to all questions.

TABLE XXVIII

A DISTRIBUTION OF RESPONDENTS BY LOCATION OF RESIDENCE

Residence	Frequency Distribution	
	N* =95	Percent (%)
Stillwater	35	36.84
Perry	11	11.58
Perkins	6	6.32
Drumright	1	1.05
Salina, KS	1	1.05
Ralston	2	2.11
Fairfax	2	2.11
Tecumseh	1	1.05
Tryon	2	2.11
Orlando	2	2.11
Salinas, CA	1	1.05
Pawnee	5	5.26
Guymon	1	1.05
Holdenville	1	1.05
Sapulpa	1	1.05
Guthrie	4	4.21
Ponca City	3	3.16
Glencoe	2	2.11
Ripley	3	3.16
Pittsberg, CA	1	1.05
Yale	1	1.05
Morrison	4	4.21
Broken Arrow	1	1.05
New Orleans, LA	1	1.05
Casper, WY	1	1.05
Oklahoma City	1	1.05
Watonga	1	1.05
Total	95	100.00

*N varies because not all respondents responded to all questions.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The purpose of this study was to identify the importance of selected factors which influence day-time adult students to attend Indian Meridian Area Vocational-Technical School. In order to achieve the purpose of this study, the following objectives were established: (1) To determine the importance of selected factors influencing day-time students to attend Indian Meridian Area Vocational-Technical School as perceived by adult students currently enrolled in programs at IMVT; (2) To analyze perceptions among day-time adult students enrolled in different programs on selected factors influencing adults to attend day-time programs at Indian Meridian Area Vocational-Technical School; (3) To analyze perceptions of adult students from different hometowns on selected factors influencing adult students to attend day-time programs at Indian Meridian Area Vocational-Technical School; and (4) To analyze perceptions of in-district students with those of out-of-district students on selected factors influencing adult students to attend day-time programs at Indian Meridian Area Vocational-Technical School. As a result of the findings of the study, the following summaries are reported in three separate sections: (1) Summary of responses to "Influences of People" on attending IMVT; (2) Summary

of responses to "Recruitment Activities Conducted by IMVT"; and
(3) Summary of responses to "Occupational Plans and Career Goals".

Summary of Responses to "Influences of People"

The students ranked "parents" as the group of people having the highest degree of positive influence on their decision to enroll at IMVT. Fifty-two students, or 51.5 percent, ranked parents as either being some positive influence or a very positive influence with a mean score of 3.69. Only 4 students, 3.92 percent, stated that their parents had a "very negative influence on their enrollment.

Forty-six percent of the respondents indicated that their spouse had at least some positive influence on their decision to enroll at IMVT. Fifty one of the one-hundred and two respondents indicated that "brothers, sisters, or other relatives" had some degree of positive influence on their decision to enroll.

The three lowest ranking influences were career counselors, ranking ninth with 27.6 percent positive responses, followed by employment agency personnel with 25 percent positive responses. The least positive influence was that of high school counselors with only 12, or 12.1 percent, of the students making positive responses to this statement.

Seven of the eleven selected factors had mean responses which indicated that they had at least some positive influence on the adult students' decision to enroll at IMVT. These factors include, in order from highest to lowest: (1) Parents; (2) Spouse; (3) Brothers, sisters, or other relatives; (4) Teachers or other

employees at vo-tech; (5) Current or previous employers; (6) Friends or fellow classmates; and (7) Former IMVT students.

An analysis of the responses made by the students enrolled in the Business Training Center, Practical Nursing, and Industrial Technology revealed that there was not a consensus among the groups as to the highest ranking influence. The Business Training Center students said that brothers, sisters, or other relatives had the most positive influence on their decision to enroll with 72 percent indicating at least some positive influence on this factor. Students enrolled in Practical Nursing noted that former IMVT students had the highest degree of influence with a mean response of 4.07. Industrial Technology students said that teachers or other employees at IMVT had the highest degree of influence with a mean score of 4.08.

The second highest influence in each program was: Business Training Center, "Friends or fellow classmates" (4.04 mean score); Practical Nursing, "Spouse" (4.0 mean score); and Industrial Technology, "Spouse" (3.83 mean score).

Only two factors were in common when analyzing the top five factors from each program. These were "Brothers, sisters, or other relatives" and "Friends or fellow classmates" with combined percents of 61.8 and 55.6, respectively.

It was found that employment agency personnel had the least positive influence for students in the Business Training Center and Practical Nursing with only 28.6 percent of the Business Training Center students and 7.1 percent of the Practical Nursing students

making positive responses. High school counselors were found to have the least positive influence on Industrial Technology students' decision to enroll at IMVT with only 8.3 percent indicating some degree of positive influence.

Ranking first by the students from Stillwater was the influence of parents with 57.1 percent indicating that this group had either "some positive influence" or a "very positive influence." Perry students ranked former IMVT students highest with 58.3 indicating at least some positive influence.

Stillwater students ranked their spouses as having the second highest influence on their enrollment, with 52.9 percent indicating at least some positive influence. "Parents" and "Friends or fellow classmates" were ranked second by Perry students with a mean responses of 3.5. Of the selected factors given, Stillwater students found only five to have some positive influence, while Perry students found only three to have had some degree of positive influence on their decision.

The analysis between in-district and out-of district students revealed that in-district students found parents to be the most positive influence with 52 percent indicating that their parents had at least some positive influence. Out-of-district students' responses indicate that teachers or other employees at vo-tech had the most positive influence with a mean score of 4.0. Ranking second among the in-district students was "spouse" (46 percent positive responses) and ranking third was "current or previous employer(s)" with a mean response of 3.68.

The factor ranking second among out-of-district students was "career counselors" with a mean response of 3.7. Ranking third for out-of-district students was "friends or fellow classmates" with a mean response of 3.63.

The analysis revealed that none of the top three factors chosen by either group were included in the other's top three choices. In fact, career counselors (chosen second highest for out-of-district students) was the factor having the third lowest degree of influence to in-district students. High school counselors were found to have the lowest degree of influence by both groups though neither indicated them as having a negative influence.

Summary of Responses to "Recruitment
Activities Conducted by IMVT"

The most important influence when summarizing the responses of all students was the appearance of the IMVT campus with a mean score of 4.01. Seventy-two, or 70.6 percent, of the students ranked the appearance of the campus as having either some positive influence or a very positive influence on their decision to enroll at IMVT.

The students ranked "training equipment/machines" second with 71.6 percent noting at least some positive influence. The third ranking factor was "Brochures from IMVT" with a mean score of 3.95.

The lowest ranking factor among all students was television commercials with a mean response of 3.07. It should be noted that until the spring of 1991, which would have been after the

TABLE XXIX

SUMMARY OF RESPONDENTS' PERCEPTIONS REGARDING "INFLUENCES
OF PEOPLE" AFFECTING THEIR DECISION TO ATTEND INDIAN
MERIDIAN AREA VOCATIONAL-TECHNICAL SCHOOL BY
CATEGORY OF INFLUENCE

Category of Influence	Mean	Degree of Influence	Rank
INFLUENCES OF PEOPLE			
Parents	3.69	Some Positive Influence	1
Brothers, sisters, or other relatives	3.66	Some Positive Influence	3
Friends or fellow classmates	3.61	Some Positive Influence	6
Spouse	3.67	Some Positive Influence	2
Employment agency personnel	3.13	No Influence	10
Career counselor	3.16	No Influence	9
High school counselor	2.94	No Influence	11
Teachers or other employees at vo-tech	3.63	Some Positive Influence	4
Fellow students who are enrolled at IMVT	3.46	No Influence	8
Former IMVT students	3.58	Some Positive Influence	7
Current or previous employer(s)	3.62	Some Positive Influence	5

respondents had already decided to attend IMVT, IMVT had not used this method of recruitment as a means of recruiting students specifically to its campus. Prior to this time, some "generic" vo-tech commercials and commercials from other vo-tech schools were being aired on nationally affiliated stations received in the IMVT area.

Of the twelve influences listed on the survey instrument, five were found to have no influence on the students' decisions to enroll. These included: television commercials, mean score of 3.07; classified advertisements, mean score of 3.19; open house at IMVT, mean score of 3.2; newspaper articles, 3.22 mean score; and, slide shows/videos, mean score of 3.25.

None of the twelve factors selected were found to have had negative influences on the students' decisions to enroll.

An analysis of the responses of the students enrolled in the Business Training Center, Practical Nursing, and Industrial Technology found that none of the three groups agreed on the highest ranking influence. The Business Training Center students indicated that brochures from IMVT had the highest degree of influence with a mean score of 4.18. Practical Nursing students ranked the appearance of the IMVT campus highest with a mean score of 4.54 which would indicate that this factor had a "very high influence" on their decision to enroll. The Industrial Technology students ranked personal visits with instructors as the highest ranking factor with a mean score of 4.33.

When analyzing the top four factors in each program's students, three common positive influences were found. These include: Personal visits with IMVT instructors, Training equipment/machines, and appearance of IMVT campus. Financial aid availability was ranked fourth by the Practical Nursing students.

More diversity was found when analyzing the lowest ranking factors influencing the students' decisions to enroll. The Business Training Center students and the Practical Nursing students ranked television commercials as having the least amount of influence with mean scores of 2.93 and 2.85, respectively. A mean score of 2.92 on the influence of slide shows/videos by the Industrial Technology students shows that it had the least amount of influence on their decision to enroll.

It was found that training equipment/machines had the highest degree of positive influence for the Stillwater students with a 70.2 percent indicating some positive degree of influence. The Perry students noted that the appearance of the IMVT campus and training equipment/machines were their highest ranking influences, both with mean scores of 4.27. The second ranked influence for Stillwater students was the appearance of the campus with a mean response of 3.92.

"Brochures from IMVT" ranked third by the Stillwater respondents and fourth by the Perry respondents, was found to have a shared positive influence when compared to the top four rankings of both groups.

Newspaper articles, slide shows/videos, and television commercials were the three lowest ranking factors for Stillwater students; each with a mean score of 2.97. Perry students indicated that television commercials, classified advertisements, and open house at IMVT were the three lowest ranking factors with mean scores of 3.0, 3.0, and 3.9, respectively.

Findings in the analysis of in-district and out-of-district students revealed that in-district students found training equipment/machines, appearance of the IMVT campus, and brochures from IMVT to have the first, second, and third highest influences with mean scores of 4.08, 4.04, and 4.0, respectively. Out-of-district students identified personal visits with instructors, appearance of the IMVT campus, and brochures from IMVT as being ranked first, second, and third, respectively, with mean scores of 4.11, 3.93 and 3.82.

The three lowest ranking factors for in-district students were television commercials, newspaper articles, and open house at IMVT. Each of these factors were found to have "no influence" on the students' decisions to enroll. Out-of-district students ranked television commercials, classified advertisements, and open house at IMVT as having the least amount of influence. It was found that television commercials were ranked as having the lowest degree of influence in each group.

TABLE XXX

SUMMARY OF RESPONDENTS' PERCEPTIONS REGARDING INFLUENCES OF
 "RECRUITMENT ACTIVITIES CONDUCTED BY IMVT" AFFECTING
 THEIR DECISION TO ATTEND INDIAN MERIDIAN AREA
 VOCATIONAL-TECHNICAL SCHOOL BY
 CATEGORY OF INFLUENCE

Category Of Influence	Mean	Degree of Influence	Rank
RECRUITMENT ACTIVITIES CONDUCTED BY IMVT			
Tour of IMVT	3.49	No Influence	7
Newspaper articles	3.22	No Influence	9
Classified advertisements	3.19	No Influence	11
Slide shows/videos of programs at IMVT	3.25	No Influence	8
Open house at IMVT	3.20	No Influence	10
Interview with vo-tech administrators	3.57	Some Positive Influence	6
Brochures from IMVT	3.95	Some Positive Influence	3
Appearance of IMVT campus	4.01	Some Positive Influence	1
Financial aid availability	3.63	Some Positive Influence	5
Training equipment/ machines at IMVT	3.99	Some Positive Influence	2
Television commercials	3.07	No Influence	12
Personal visit with IMVT instructor	3.91	Some Positive Influence	4

Summary of Responses to "Occupational
Plans And Career Goals"

It was found that learning a new trade for work after completion of the program ranked first among the selected factors with a mean score of 4.55 which would indicate a "very positive influence" on the students' decisions to enroll. Ranking second was "Practical experience in job interest area" with 81.8 percent of the students indicating at least some positive influence.

The responses from the students showed that, of all of the selected factors listed, only four showed "no influence" on the students' decisions to enroll. These include: "Advance in current job", "Work way through college", "Armed services advancement", and "Supplement college classes". These four factors ranged in mean scores from 2.80 to 3.45.

The responses given by students enrolled in the Business Training Center, Practical Nursing, and Industrial Technology found that Practical Nursing students and Industrial Technology students ranked "Practical experience in job interest area" as the highest ranking influence with mean scores of 4.71 and 4.82, respectively. Business Training Centers tudents said that "New trade for work after completion" was the most positive factor with a mean score of 4.70

Second highest rankings were: "Practical experience in job interest area" (Business Training Center); and, "New trade for work after completion" (Practical Nursing and Industrial Technology). Supplementing college classes and advancing in the Armed Services

were found to have the lowest degree of influence in all three groups with mean scores ranging from 2.08 to 2.16. The only factor viewed as a negative influence was the Practical Nursing students' mean score of 2.08 on "Supplement college classes".

Eighty-nine percent of the Stillwater students and ninety-two of the Perry students indicated that learning a new trade for work after completion was the highest ranking positive influence on their decision to enroll at IMVT. Ranking second in both groups was "Practical experience in job interest area" with the mean response of Stillwater students being 4.3 and a 4.42 mean response from Perry students.

It was found that Armed Services advancement and supplementing college classes were both ranked as the lowest factors influencing a student's decision to enroll. The Stillwater students had mean scores of 2.82 on both of these factors and the Perry students said that "Armed services advancement" was the lowest ranking factor with a mean score of 2.15 and "Supplement college classes" was second lowest with a mean score of 2.70. The only factor viewed as a negative influence among the responses of both groups was "Armed services advancement" with a mean response from the Perry students of 2.15.

In analyzing the rankings of in-district students and those of out-of-district students, it was found that learning a new trade for work after completion of the program was the highest ranking factor in both groups. Of the in-district students, 90.5 percent indicated "New trade for work after completion" as having either "some

positive influence" or a "very positive influence". Ninety percent of the out-of-district students said that learning a new trade for work after completion had at least some degree of positive influence.

"Practical experience in job interest area" ranked second in both groups with in-district students indicating a mean score of 4.41 and out-of-district students indicating a mean score of 4.21. Advancing in current jobs and exploring career fields ranked third and fourth, respectively, among the in-district students. Out-of-district students ranked "Exploring career field" as third and "Work way through college" as fourth.

"Supplementing college classes" and "Armed services advancement" were the two lowest ranking factors in each group and neither indicated that these factors had any positive influence on their decision to enroll at IMVT.

Characteristics of Study Respondents

Of the one hundred six day-time adult students responding to the questionnaire, demographic information concerning age was indicated by eighty-four percent. The responses showed that of this group, forty-six percent were 16-25 years of age, thirty-four percent were 26-35 years of age, sixteen percent were 36-45 years of age, and four percent were over the age of forty-five. Forty-seven percent were male and fifty-three percent were female.

TABLE XXXI

SUMMARY OF RESPONDENTS' PERCEPTIONS REGARDING INFLUENCES OF
 "OCCUPATIONAL PLANS AND CAREER GOALS" AFFECTING THEIR
 DECISION TO ATTEND INDIAN MERIDIAN AREA VOCATIONAL-
 TECHNICAL SCHOOL BY CATEGORY OF INFLUENCE

Category Of Influence	Mean	Degree of Influence	Rank
OCCUPATIONAL PLANS AND CAREER GOALS			
New trade for work after completion	4.55	Very Positive Influence	1
Explore career field	3.56	Some Positive Influence	3
Advance in current job	3.42	No Influence	5
Background for college classes			
Work way through college	3.45	No Influence	4
Armed service advancement	2.80	No Influence	7
Practical experience in job interest area	4.35	Some Positive Influence	2
Learn more about job oportunities in area			
Supplement college classes	2.88	No Influence	6

TABLE XXXII

A SUMMARY OF RESPONDENTS' PERCEPTIONS REGARDING INFLUENCES
AFFECTING THEIR DECISION TO ATTEND INDIAN MERIDIAN AREA
VOCATIONAL-TECHNICAL SCHOOL BY CATEGORY
OF INFLUENCE

Category Of Influence	Mean	Degree of Influence	Rank
INFLUENCES OF PEOPLE			
Parents	3.69	Some Positive Influence	1
Brothers, sisters, or other relatives	3.66	Some Positive Influence	3
Friends or fellow classmates	3.61	Some Positive Influence	6
Spouse	3.67	Some Positive Influence	2
Employment agency personnel	3.13	No Influence	10
Career counselor	3.16	No Influence	9
High school counselor	2.94	No Influence	11
Teachers or other employees at vo-tech	3.63	Some Positive Influence	4
Fellow students who are enrolled at IMVT	3.46	No Influence	8
Former IMVT students	3.58	Some Positive Influence	7
Current or previous employer(s)	3.62	Some Positive Influence	5
RECRUITMENT ACTIVITIES CONDUCTED BY IMVT			
Tour of IMVT	3.49	No Influence	7
Newspaper articles	3.22	No Influence	9
Classified advertisements	3.19	No Influence	11
Slide shows/videos of programs at IMVT	3.25	No Influence	8
Open house at IMVT	3.20	No Influence	10
Interview with vo-tech administrators	3.57	Some Positive Influence	6
Brochures from IMVT	3.95	Some Positive Influence	3
Appearance of IMVT campus	4.01	Some Positive Influence	1
Financial aid availability	3.63	Some Positive Influence	5
Training equipment/machines at IMVT	3.99	Some Positive Influence	2
Television commercials	3.07	No Influence	12
Personal visit with IMVT instructor	3.91	Some Positive Influence	4

TABLE XXXII (Continued)

Category Of Influence	Mean	Degree of Influence	Rank
OCCUPATIONAL PLANS AND CAREER GOALS			
New trade for work after completion	4.55	Very Positive Influence	1
Explore career field	3.56	Some Positive Influence	3
Advance in current job	3.42	No Influence	5
Background for college classes			
Work way through college	3.45	No Influence	4
Armed service advancement	2.80	No Influence	7
Practical experience in job interest area	4.35	Some Positive Influence	2
Learn more about job opportunities in area			
Supplement college classes	2.88	No Influence	6

It was found that the majority of the students (36.84 percent) indicated that Stillwater was their residence and Perry was the second largest populated residence (11.58 percent).

Conclusions

Section A - "Influences of People"

Based on the analysis and interpretation of the study findings, it was concluded that parents, spouses, and other family members have the greatest impact on adult students' decisions to enroll in classes at IMVT.

It was also concluded that teachers and other employees at IMVT have a large impact on the students' decisions to enroll by providing information to students about the program content and career path that it may lead to.

It was also concluded that career counselors, high school counselors, and employment agency personnel do not have a high degree of positive influence on students' decisions to attend classes at IMVT.

It was further concluded that students enrolled in different programs have different perceptions of who the people are that influence their decision to enroll. Yet, family members and fellow students were ranked among the top five in each group.

Stillwater students placed a high emphasis on the influence of parents while Perry students showed a strong positive influence from former IMVT students. It was further concluded that spouses had a positive influence in each group.

In-district students felt that parents were the most important influence on their decision and out-of-district students placed more emphasis on teachers or other employees at IMVT. It was concluded that friends and fellow classmates as well as career counselors had a stronger influence on out-of-district students than they did on in-district students. It was further concluded that high school counselors were not seen by either group as having a positive influence on their decision to enroll at IMVT

Section B -- "Recruitment Activities

Conducted by IMVT"

An overwhelming majority of the students ranked the influence of the appearance of the IMVT campus as the number one factor that affected their decision to enroll at IMVT. Also ranking very high was the training equipment/machines available to students attending IMVT.

It was also concluded that brochures serve as a positive recruitment tool to reach students who desire more information about training programs at IMVT. Television commercials, classified advertisements, open house at IMVT, and slide shows/videos were not perceived by adult students as having high positive influences on their decision to enroll at IMVT.

For the students enrolled in different programs, each had different highest ranking influences. The Business Training Center students ranked "Brochures from IMVT" as the most positive influence while Practical Nursing students chose the appearance of the campus.

Industrial Technology students indicated that visits with instructors at IMVT had the most influence. It was concluded that financial aid was a positive consideration for Practical Nursing students where it was not ranked as high by the other programs. Television commercials, and videos were among the lowest ranking influences, yet neither showed a negative influence.

It was concluded that the Stillwater respondents felt that training equipment and appearance of the campus were the two highest influences for them and that brochures was third. Perry students noted that the appearance of the campus, training equipment, and interviews with the instructors were the three highest influences for them.

In-district students noted the training equipment/machines and appearance of the campus as the most positive influences while out-of-district students placed more emphasis on the personal visit with the instructor, the appearance of the campus, and brochures from the school. Television commercials and open houses were ranked in the bottom three of each group's rankings.

Section C -- "Occupational Plans
and Career Goals"

"New Trade for work after completion" was chosen by a vast majority of the students as the most important influence on their decision to enroll at IMVT. "Practical experience in job interest area" was also ranked by the students as a strong positive influence. Adult students are very interested in obtaining concrete

skills that will let them go to work directly after completion of their training. Practical experience in a job field provides the necessary "experience" required to be employable as concluded from the data contained in Chapter IV of this study.

It was also concluded that the value of supplementing college classes, advancement in the Armed Services, working their way through college, and advancing in current job were not perceived as having a positive influence on the students' decision to enroll at IMVT.

It was concluded that among the programs there was a general consensus that "New trade for work after completion" and "Practical experience" were the two most positive influences identified while the lowest influences included supplementing college classes and armed services advancement.

It was concluded Stillwater students and Perry students both agreed that learning a new trade and gaining practical experience were the most positive influences for them.

Similar conclusions were made for the in-district and out-of-district students with the exception that the out-of-district students placed more emphasis on exploring a career field and working their way through college.

Recommendations

After conducting the study, the author would propose the following recommendations:

1. That every effort be made to include family members in the decision-making process of a student's educational plan and that family activities be conducted on the IMVT campus.

2. That every effort be made to get teachers, as well as other employees of IMVT, more involved in the recruitment of students in to their programs and to emphasize their importance in a student's decision to enroll at IMVT.

3. That attempts be continually made to better inform career counselors, employment agency personnel, and high school counselors of the success of students attending IMVT and to inform them of the many benefits available to students through training conducted at IMVT.

4. That open-houses be better publicized to entice the public to tour the IMVT campus so that they will have the opportunity to see the facilities and equipment available.

5. That the scope of the brochure distribution be increased to include areas outside of the Indian Meridian district.

6. That the effectiveness of television commercials be closely monitored so that allocation of resources can be best utilized in the promotion of IMVT.

7. That every student who attends IMVT become competent at his skill level that will enable him to be employable at the time of graduation.

8. That a variety of marketing methods be used to account for the diversity in students' perceptions due to differing career interests and/or geographic locations of hometowns.

9. That the benefits that vo-tech training can have on students desiring to attend college be better publicized to encourage more students to gain practical experience in their chosen field.

10. That additional longitudinal research be conducted on IMVT students during the next five years to establish trends or patterns as to why adult students attend IMVT.

11. That all other area vocational-technical schools in Oklahoma conduct the same study to determine what factors are most important to the students who attend their schools.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

Program _____

Circle One:

- Full Time Adult
- Half Time Adult-1st Year
- Half Time Adult-2nd Year

QUESTIONNAIRE

Please use the scale below to rank the degree of influence each of the following factors had on your decision to enroll at Indian Meridian Vo-Tech Center. Circle the appropriate number beside each statement.

- 1. Very negative influence
- 2. Some negative influence
- 3. No influence
- 4. Some positive influence
- 5. Very positive influence

=====

A. INFLUENCES OF PEOPLE

How did the following people influence your decision to attend Indian Meridian Vo-Tech Center (IMVT)?

- | | | | | | |
|---|---|---|---|---|---|
| 1. Parents | 1 | 2 | 3 | 4 | 5 |
| 2. Brothers, sisters, or other relatives | 1 | 2 | 3 | 4 | 5 |
| 3. Friends or fellow classmates | 1 | 2 | 3 | 4 | 5 |
| 4. Spouse | 1 | 2 | 3 | 4 | 5 |
| 5. Employment agency personnel | 1 | 2 | 3 | 4 | 5 |
| 6. Career counselor | 1 | 2 | 3 | 4 | 5 |
| 7. High school counselor(s) | 1 | 2 | 3 | 4 | 5 |
| 8. Teachers or other employees at vo-tech | 1 | 2 | 3 | 4 | 5 |
| 9. Fellow students who are enrolled at IMVT | 1 | 2 | 3 | 4 | 5 |
| 10. Former IMVT students | 1 | 2 | 3 | 4 | 5 |
| 11. Current or previous employer(s) | 1 | 2 | 3 | 4 | 5 |
| 12. Others (please list) _____ | | | | | |

=====

B. RECRUITMENT ACTIVITIES CONDUCTED BY IMVT

How did the recruitment activities conducted by IMVT influence your decision to attend IMVT?

- | | | | | | |
|------------------|---|---|---|---|---|
| 13. Tour of IMVT | 1 | 2 | 3 | 4 | 5 |
|------------------|---|---|---|---|---|

- | | |
|---|-----------|
| 14. Newspaper articles | 1 2 3 4 5 |
| 15. Classified advertisements | 1 2 3 4 5 |
| 16. Slide show presentations/videos explaining programs offered at IMVT | 1 2 3 4 5 |
| 17. Open house at IMVT | 1 2 3 4 5 |
| 18. Interview with vo-tech administrators | 1 2 3 4 5 |
| 19. Brochures from IMVT | 1 2 3 4 5 |
| 20. Appearance of IMVT campus | 1 2 3 4 5 |
| 21. Financial aid availability | 1 2 3 4 5 |
| 22. Training equipment/machines at IMVT | 1 2 3 4 5 |
| 23. Television commercials | 1 2 3 4 5 |
| 24. Personal visit with IMVT instructor | 1 2 3 4 5 |
| 25. Other (please list) _____ | |
-

=====

C. OCCUPATIONAL PLANS AND CAREER GOALS

How does the course you are currently taking at IMVT relate to your occupational plans and career goals?

- | | |
|---|-----------|
| 26. I want to learn a new trade so I can go to work after completion of the program | 1 2 3 4 5 |
| 27. I am taking a class at IMVT to see if I am really interested in this career field | 1 2 3 4 5 |
| 28. I am taking this class because it will allow me to advance in my current job | 1 2 3 4 5 |
| 29. I plan to use my vo-tech training as a background for classes I will take in college | |
| 30. I plan to work my way through college by working in the trade I am learning at IMVT | 1 2 3 4 5 |
| 31. I plan to go into the armed services and plan to use my vo-tech training to advance into a position that interests me | 1 2 3 4 5 |
| 32. I want practical experience in my job interest area | 1 2 3 4 5 |
| 33. I want to learn more about job opportunities in my career interest area | |
| 34. I am taking classes to supplement classes taken at a college or university | 1 2 3 4 5 |
| 35. Others (please list) _____ | |
-

D. OTHERS

36. Please list any other reasons why you are attending IMVT.

37. What was the biggest obstacle you had to overcome to attend IMVT?

38. In Group A (questions 1-12) which factor was the most important influence?

2nd most important influence? _____
3rd most important influence? _____

39. In Group B (questions 13-25) which factor was the most important influence?

2nd most important influence? _____
3rd most important influence? _____

40. In group C (questions 25-35) which factor was the most important influence?

2nd most important influence? _____
3rd most important influence? _____

41. How would you suggest that we promote IMVT to better meet the needs of our district's citizens?

=====

E. DEMOGRAPHIC INFORMATION

Home town _____ Male/Female _____

Age: (circle one) 16-25 26-35 36-45 45+

APPENDIX B

INDIVIDUAL RESPONSES FROM OPEN
ENDED QUESTIONS

Question 36 -- Other Perceptions For Attending IMVT

- I need to be retrained to go into the workforce.
- Because of the teachers, counselors, and other personnel who do not mind helping you if needed.
- I didn't want college right now.
- Because I needed a trade to get a job.
- I was able to attend through JTPA.
- Occupational growth.
- Needed something to do.
- To better myself
- To enhance job performance.
- To get a better paying job.
- Currently unemployed.
- To add knowledge and training to my career in maintenance.
- So I could get a good job
- Learn ACR trade for dad's business.
- To get the training I need for a good job.
- I couldn't afford college at the time and wasn't sure I was ready for college.
- To learn to teach.
- To get a good career that I enjoy.
- Closer to my home.
- To upgrade present skills and obtain a higher paying position.
- To help me get back into the routine of going to school. I intend to go back to college. IMVT has helped me immensely, thank you IMVT employees.
- To reach some of the goals unattainable during high school years.
- It is a good vo-tech.
- I was undecided on a college major and needed time to think.
- To further my knowledge of CNC.
- To learn more about being a machinist.
- Better job opportunities.
- I want to learn computers by hands-on practice.
- Opportunities for on-the-job training.
- To get a good job while going through college.
- They have well-trained instructors and good equipment.
- I am attending IMVT to get the training I need to pass the State Boards.
- Because I went to college and felt that it was not for me.
- I have taken various classes here at IMVT and I enjoy the instructors, the positive atmosphere, and the beautiful surroundings.
- I wanted to be able to support myself and the only way to do that was IMVT.
- To attain my LPN while waiting for my spouse to graduate. I then plan to train as a RN.
- So I could get a good education without going to college.
- I have always wanted to be a nurse.
- The atmosphere is positive and the courses are good.
- To add to my own skills.

- To further my education in the area of interest.
- Career change because of health reasons.
- I really couldn't afford college right now, so I'm getting my training at vo-tech then maybe I will go on to college later.
- To learn an occupation that I can benefit from while helping other people.
- To help support my family.

Question 37 -- Obstacles To Overcome In Order To Attend IMVT

- Finding child care and becoming a student again.
- Housing
- Finances
- Adjusting to being with high school students.
- Working hours had to be adjusted.
- Remembering because of the constant noise and interruptions.
- Finding child care for my son.
- Finances- attending school for two years and losing the second income we were used to.
- Changing my work load. Dealing with financial aid.
- The amount of travel involved.
- The idea of being in school and financial assistance.
- Not having a car for one-half of the year.
- Being a single parent.
- Finances and not being able to work while coming to class.
- Setting aside family life.
- Finances. I did not qualify for financial aid because I had not been living away from my parents' home long enough.
- The amount of material to be learned in a short time.
- The interview.
- The entrance exam and interview.
- Just making the decision to go.
- Financial aid office.
- Driving every day.
- Keyboarding.
- Parents and going to college.
- Daycare for children.
- English is not my native language.
- The fact that I would be attending with students my children's ages.
- Trying to work and going to school at the same time.
- Just to get started back to school after being out for two years.
- To build up my self-confidence as a single parent. Not sure I could be good at a trade.

Question 41 -- Suggestions For Promotion Of IMVT Programs

- Working closer with Vocational Rehabilitation to assist those who have been injured on the job.
- Offer more night classes.
- I feel strongly that if more adult students know how IMVT can, and does, "custom fit" programs to adults' needs, there would be more adult students.

- More commercials.
- You do a good job already. Invite the public to see the school, not just high school students.
- Keep up the good work. I will be glad to suggest IMVT anytime to others.
- Help put students in jobs.
- Inform adult students that VICA programs will preempt normal activities on certain days throughout each semester. A calendar of VICA programs should be offered to allow adults the option of non-participation.
- Newer equipment in some areas. Expand programs for broader training base.
- I think you need to advertise more so you can get to the people.
- TV commercials, radio advertising.
- Many people see the lists of what IMVT offers. What they need to see is what becomes of former vo-tech students.
- Offer associate's degree.
- Promote as well rounded education to college students.
- Try to have a radio or TV commercial show assemblies at school with students who have achieved things here at vo-tech. Let citizens see students getting jobs, etc.
- More tours-- not just high school students. Open house. Statistics. Any advertisements should use comments.
- Presentations at the community level (i.e. chamber meetings, etc.).
- More consultation with students to help them in their selection of courses; how to better achieve their goals.
- Keep striving to make everything in the courses current with the workplace.
- Start a bus route from town to the school.
- Have more TV commercials.
- Let more people know just what all they can do at IMVT.
- Bring more people here to see what we do and how we do it.
- Go to high schools.
- For nursing, I would post a newsletter about the PN program in the hospital and nursing homes.
- I have never seen a TV commercial for IMVT. I live in Perkins.
- More direct contact, public awareness.
- If it hadn't been for career days and school officials I would not have known about IMVT. Perhaps more newspaper and television ads.
- Offer and advertise programs that are helpful to single adults-- single parent programs, financial aid, etc.
- Send people out into different businesses to let people talk to people (adults) about training and the need to up-date skills.
- Emphasize trying to get rid of the reputation that vocational education is for people who aren't smart enough to attend college.
- I think that the commercials and videos that IMVT did this year will help with promotion.
- Keep positive image and good attitude towards helping people and making them feel welcome.
- More tours. More in "little towns'" newspapers.

VITA

DOUGLAS RAY MAJOR

Candidate for the Degree of
Master of Science

Thesis: AN ASSESSMENT OF THE IMPORTANCE OF SELECTED FACTORS
INFLUENCING DAY-TIME ADULT STUDENTS TO ATTEND INDIAN
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