

A STUDY OF THE FACTORS THAT INFLUENCE
HIGH SCHOOL JUNIORS AND SENIORS
TO ATTEND INDIAN MERIDIAN AVTS

By

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CHAPTER I

INTRODUCTION

There are many opportunities available to young people who attend Indian Meridian Area Vocational-Technical School that he or she cannot be exposed to at their local high school. The selection of program offerings include a wide range of technical, trade and industrial, as well as business and health related training, courses. The students should be employable in several entry-level positions upon completion of the training programs.

Since the IMAVTS school district includes eleven different high schools, some students are not as well informed about some advantages available to them by attending programs at an area vo-tech school. In order to maximize the number of students who enroll at IMAVTS, it is necessary to inform and recruit students from the eleven feeder schools served by the IMAVTS school district. To do an effective job in this task, a good understanding of the factors that influence students to enroll in IMAVTS would be useful.

Problem

Since attendance to an area vocational technical school (AVTS) is not mandatory for high school graduation, and since most students have to travel a considerable distance to and from the AVTS, the question is, "Why do students

choose to enroll in classes at Indian Meridian Area Vocational Technical School?"

Purpose

The purpose of this study was to assess the factors that influence high school juniors and seniors to attend Indian Meridian Area Vocational Technical School.

Objectives

- (1) To determine the factors that influence students to attend IMAVTS.
- (2) To determine the relative importance of the factors which influence students to attend IMAVTS.
- (3) To compare perceptions of vo-tech administrators and high school principals and counselors to the perceived responses of high school students reasons for attending IMAVTS.

Assumptions

It was necessary to assume that the students who attended Indian Meridian AVTS during the 1985-86 school year did so for basically the same reasons that students in the next five years will base their decision to enroll at IMAVTS.

Scope of the Study

This study included 306 daytime students who were high school juniors

and seniors who attended IMAVTS during the 1985-86 school year. These students are from the high schools located at Stillwater, Morrison, Pawnee, Glencoe, Perkins-Tryon, Agra, Carney, Guthrie, Mulhall-Orlando, Perry, and Pleasant View. There are also some out-of-district students from Coyle, Red Rock, Fairfax, and Ralston. The data collected were reflective of the reasons that this group of students chose to attend IMAVTS.

This study involved students who attended training programs at IMAVTS and why they chose to attend. It does not address those students who chose not to enroll at IMAVTS. Also included were the four administrators at IMAVTS who work closely with the daytime programs at IMAVTS and high school counselors from IMAVTS feeder schools. In the smaller schools that do not have a counselor, the principal shares duties of a counselor and completed the questionnaire from those schools.

Definitions

1. Entry level position - a job that will enable a person to get started with an employer and prove his skills and abilities to perform tasks required of that position.
2. Feeder schools - high schools that send students to IMAVTS and are members of the IMAVTS district.
3. Daytime students - students who are either high school students or adults and attend IMAVTS between the hours of 8:30 am - 3:30 pm.
4. Area vo-tech school - an educational center that provides instruction in various trade skills and other vocational careers. The students who attend this

facility come from surrounding towns that pay ad valorem taxes to belong to the AVTS district.

5. Out of district students - students who are not from schools or towns that are members of the IMAVTS district. These students must pay double tuition to attend IMAVTS.

CHAPTER II

INTRODUCTION

Legislative Background

Vocational education has seen phenomenal growth and expansion in the last 25 years. Up until the 1960's, the only vocational offerings available to most high school students were vocational agriculture and home economics. Then the trend turned toward providing "total" programs which would offer opportunities for occupational education to a maximum number of individuals. This trend can be seen clearly in the purposes of the Vocational Education Act of 1963, as reviewed by Mobley and Barlow (1965, p. 195).

1. To assist states to maintain, extend and improve existing programs of vocational education.
2. To develop new programs of vocational education.
3. To provide part-time employment for youth who need such employment in order to continue their vocational training on a full-time basis.
4. To provide instruction so that persons of all ages in all communities will have ready access to vocational training or retraining which is of high quality, realistic in relation to employment and suited to the needs, interests and ability of the persons concerned. Such persons were identified: (1) those in high school; (b) those who have completed or discontinued formal education and are preparing to enter the labor market; (c) those who have already entered the labor market and who need to upgrade their skills or learn new ones; and (d) those with educational handicaps.

The 1963 Act also provided funds to be used for the construction of facilities for area vocational-technical schools in order to make a wider range of occupational education choices more accessible to a greater number of students of all ages.

When the need to further broaden the field of vocational education was recognized, Public Law 90-576 (1968), also known as The Vocational Education Amendment of 1968, was enacted. This legislation increased appropriations and broadened the areas in which federally appropriated funds may be spent in vocational education. It also specified minimum amounts which must be spent for specific purposes.

In both the 1963 and 1968 vocational education legislations, it became clear that area vocational-technical schools were destined to play an important role in the total vocational education picture.

Specialized School Programs

"Why attend an area vo-tech school?" Pershing (1980a) believed that it was the duty of vocational education to assist students in the process of making career-oriented choices. Acceptance of this statement implies that vocational education student recruitment is viewed as a critical component in a school's guidance system and not as a mechanism to attract students to vacant slots in vocational education programs. In short, recruitment in this context becomes a significant factor in the developmental process of choosing and learning an occupation. If choosing and learning an occupation are inseparable parts of the same developmental process, then recruitment activities must be designed to

facilitate informed and intelligent vocational education choices. This point cannot be overemphasized, for as Leighbody (1972) states:

For a young person to enter any specialized program of training for a particular occupation with inadequate knowledge of its nature or of its suitability for him is a waste of human resources and is educationally and economically unsound (p. 15).

Considering the above statement, there is a real need for career counseling by both the home school counselor and the vocational school recruiter.

Several authors have stated their reasons for students to enroll in an area vo-tech school. Coe (1965, pp. 48-50) believed that the self-contained vocational and technical high school was the best place to prepare students for entry into a trade or occupation. He cited the fact that it was not unusual for 85 to 90 percent of their graduates to obtain jobs in the field in which they were trained. In addition, the graduates have obtained enough general education to receive a high school diploma, and many are able to go on to college.

Because they draw students from a large area and are centrally located, vocational and technical high schools eliminate duplication of costly equipment. With several school districts cooperating, the cost is spread over a broader base with less expense on the individual tax-payer.

Coe also pointed out that most students enter a specialized school with a sincere desire to learn a trade or occupation and are highly motivated. The student also has a sense of importance because he is among his peers, and his teachers are interested in him. He has a better chance of participating in school activities since he is taking courses most important to him, and he is not

competing with college-bound students. Also, counseling in the vocational and technical school is directed toward helping students discover and develop abilities that will help them get jobs, while in the comprehensive high school, vocational students often complain that counseling is focused on getting students into colleges, and teachers and classmates merely tolerate or reject them.

Wormly (1962, p. 37) wrote that the area vocational-technical school exposes students to a wider variety of experiences and has a chance of striking their particular interest or talent. Interest in regular high school classes climbs, and the students' grades reflect this when they become interested in a vocational course.

Influences Concerning Student Decisions

May (1970, p. 26) completed a study in which he rated data collected from a survey concerning the degree of influence selected factors had upon the decisions of 65 students who indicated they did plan to enroll in an area vo-tech school.

These selected factors in order according to their degree of influence upon the students' decisions were as follows: (1) courses offered in the area vocational-technical school, (2) opportunities for specialized occupational preparation, (3) new and better facilities for your chosen field, (4) interested in a professional field, (5) class scheduling, (6) instruction received in Vocational Agriculture, (7) parents, (8) distance of travel to AVTS, (9) friends, and (10) teachers.

May concluded that, in general, students' decisions concerning educational program plans were influenced to a greater extent by what the

various programs offered in relation to the students' personal interests and objectives, rather than by whom they associated, including parents, friends, and teachers.

Julie Lejeune (1977, p. 7) believed that public information is a key factor in promoting vocational enrollment and that the use of information techniques does affect vocational enrollment. Lejeune also asserted that there was a difference in the use of information techniques between high-enrollment and low-enrollment schools. She believed that certain public information techniques contribute more to high-enrollment and high-utilization than do other types of techniques. She cited the practice of giving tours of AVTS to potential students to be beneficial.

Career Planning

Collison (1983, pp. 18-20), project director of a study done in Kansas, provided a career planning experience for 2,307 high school juniors through the use of the Career Planning Program.

Data was collected from 1,948 of those students with the Student Needs Assessment Survey. Forty-four participating high schools were selected through a cooperative arrangement with 12 area vo-tech school counselors. It was interesting to study the top four needs that the students selected from the list of 70 needs statements.

The top four needs for males and females are the same with only slight variations in order:

- To know more about job opportunities in my career interest areas
- To get some job experience in my career interest area

- To know more about training requirements for jobs I might like
- To become aware of training offered in my career interest areas.

Training provided by an AVTS can and does meet all four of the above mentioned needs for high school juniors.

Pershing's (1980b, p. 2) career orientation and planning are treated as something apart from vocational education. Students and vocational education personnel are often disappointed in one another because they have failed to recognize that choosing an occupation and learning an occupation are inseparable parts of the same process.

In the absence of effective vocational planning, many young people enroll in vocational education programs for the wrong reasons. Some select vo-ed programs when a choice is forced upon them as they enter high school. They are required to choose among the so-called college entrance curriculum, the general curriculum and the vocational curriculum. Some have a dislike for school and the studies it requires. They believe that vocational education is a way to escape academic demands. Probably the most common reason for a student entering vocational education is a determination by teachers and counselors that he or she is not "college material". This gives rise to the too familiar college/non-college bound syndrome that is accepted by so many educators.

Many vocational educators believe that students selected for their individual programs can and should be chosen on the basis of their potential for success in the occupation being taught. They believe that there should be a reliance on aptitude tests, interest inventories, personality traits and indicators of

general scholastic ability for the selection process. Some vocational educators are beginning to recognize that the process of vocational choice is long and complex and that there are no reliable means for predicting aptitudes or the potential for success in particular occupations. Questions regarding what motivates an individual toward learning are complex. The desire to learn often springs from the conviction that the learning will lead to some desired individual goal. Therefore, it can be assumed that vocational education can best meet the needs of those whose career goals are well formulated.

Summary

On the basis of the literature reviewed, it has been established that area vocational technical schools have much to contribute to the total scope of vocational education. However, so far as could be determined by the review of literature, there have been few attempts to determine the factors which influence students' decisions to attend an area vo-tech school. An investigation of the factors that influence students to enroll in programs offered at an area vo-tech school would be useful to local and area school vocational educators and administrators.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to determine the factors that influence high school juniors and seniors to attend Indian Meridian Area Vocational Technical School. The objectives were to: (1) determine which factors influence students to attend IMAVTS; (2) determine the relative importance of the factors which influence students to attend IMAVTS; and (3) to compare the perceptions of vo-tech administrators and high school principals and counselors to the perceived responses of high school students reasons for attending IMAVTS.

The purpose of this chapter is to describe the methods used in conducting this study. The procedure involved in the completion of this study include:

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 data analysis.

Population

The population of this study was limited to 306 students enrolled in vocational and technical training programs at IMAVTS. These students were

from the school districts of Agra, Carney, Glencoe, Guthrie, Mulhall-Orlando, Perry, Perkins-Tryon, Pawnee, Morrison, Stillwater, and Pleasant View. Also included are some out of district students from Coyle, Fairfax, Ralston, and Red Rock.

Development of the Instrument

The questionnaire was constructed in such a way as to assure the respondent that his/her response would be valuable in the completion of this study, as well as maintain anonymity. The questionnaire was developed as a forced answer instrument following 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, structured so as to have each item as concise as possible.

The completed questionnaire was then critically reviewed by several administrators at IMAVTS, feeder school personnel, and faculty in the Agricultural Education Department at Oklahoma State University. The suggestions for change were incorporated into the questionnaire, and the final copy developed and administered to the population.

Procedure for Data Collection

The questionnaire was completed by all daytime students attending classes at IMAVTS in the spring semesters of 1986. The questionnaire was taken to each class, and instructions were provided to the class prior to the actual administration of the instrument. The questionnaire was turned in to the

instructor upon completion by the students. After the questionnaires were returned to the investigator by the instructors, all daytime adult students' questionnaires were removed to be utilized in a separate research study not associated with the purpose of this research. After elimination of 294 adult students, the number of high school juniors and seniors eligible to complete the questionnaire was reduced to 306. There were 262 student questionnaires used in this study. There were 18 questionnaires that were improperly completed and eliminated from the study. The remaining 26 students were either absent or never returned their questionnaires. This represents a response rate of 91 percent of those students eligible to complete the questionnaire at the time of investigation.

Data Analysis

Returned questionnaires were collected and data were analyzed and summarized. It was determined that descriptive statistics were the most appropriate analysis method to use with the data. This would utilize means, modes, medians, and ranks. Tables were formulated to facilitate presentation of data covering questions included in the questionnaire.

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 following scale of numerical values.

TABLE I
RANGE OF INFLUENCE

<u>Scale of Numerical Values</u>	<u>Actual Limits of Numerical Values</u>
1 = Very Negative Influence	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	4.5-5.0 = Very Positive Influence

CHAPTER IV

ANALYSIS OF THE DATA

The analysis of data were presented in three separate sections. Section One interprets and analyzes the responses to the Section A -- "Influences of People" for the three groups under comparison, students, Indian Meridian Area Vo-Tech Administration and Feeder School Principals and Counselors. Section Two interprets the results of the data obtained by analysis of the responses obtained from Section B -- "Recruitment Activities Conducted by IMAVTS' and comparing the three groups named above. Section Three interprets and analyzes the responses to Section C -- "Occupational Plans and Career Goals".

The data base for the three sections was information obtained from 262 high school juniors and seniors who attended IMAVTS during the 1985-86 school year, the four administrators at IMAVTS who work with high school students enrolled in daytime programs and 12 high school principals and counselors whose students attend IMAVTS.

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

Data presented in Table II show that Parents ranked the highest in a list of "Influences of People" on a student's decision to attend IMAVTS. The table showed that 209 or 79.8 percent of the students said that their parents had either "some positive influence" or "very positive influence", and average response of 4.15, on their decision to enroll at IMAVTS. Only four students, or 1.5 percent, stated that their parents were a "very negative influence" on their decision to attend IMAVTS.

Ranking second in the "Influences of People" category was the group of fellow students enrolled at IMAVTS, with 178 students, or 68 percent, of the responses being either some positive or very positive influence. This information confirmed the fact that peer pressure is a strong influence of young people's decisions. The influence of the Vo-Tech Teacher ranked third with 153, or 58.4 percent, of the responses being in the two highest degrees of positive influence. Former IMAVTS students ranked fourth, and friends from home school ranked fifth.

It was interesting to note that three of the top five influences of people came from the peer group of the students who attended IMAVTS in the 1985-86 school year. The three lowest ranking influences of people were high school teachers, ranked eighth, with 106 or 40.2 positive responses, followed by the high school principal, with 92 or 35.1 percent positive responses. The least amount of positive influence on the student's decision to enroll at IMAVTS was the group "Employers" with only 74, or 28.3 percent, of the students responding positively to this statement.

In summary, it should be noted that the top six ranking student influences ranged from an average response of 3.54 to 4.15 which falls into the some positive influence range. Those top six rankings, in order, were: (1) parents; (2) IMAVTS students; (3) vo-tech teacher; (4) former students; (5) friends from home school; and (6) other relatives.

TABLE II

STUDENT RESPONSES TO "INFLUENCES OF PEOPLE" ON ATTENDING IMAVTS

<u>Student Influencers</u>	<u>Very Negative Influence</u>		<u>Some Negative Influence</u>		<u>No Influence</u>		<u>Some Positive Influence</u>		<u>Very Positive Influence</u>		<u>Total</u>		<u>Average Response</u>	<u>Rank</u>
	N	%	N	%	N	%	N	%	N	%	N	%		
Parents	4	1.5	2	0.70	47	18	106	40.5	103	39.3	262	100	4.15	1
Other Relatives	7	2.7	9	3.4	121	46.2	85	32.4	40	15.3	262	100	3.54	6
Friends from Home School	5	1.9	13	5	71	27.1	119	45.4	54	20.6	262	100	3.78	5
High School Teacher	10	3.8	13	5	133	51	76	29	30	11.2	262	100	3.39	8
High School Counselor	11	4.2	8	3	135	51.5	62	23.7	46	17.6	262	100	3.47	7
High School Principal	13	5	4	1.5	153	58.4	64	24.4	28	10.7	262	100	3.34	9
Vo-Tech Teacher	5	1.9	6	2.3	98	37.4	63	24	90	34.4	262	100	3.87	3
IM Students	3	1.1	2	.7	79	30.2	113	43.1	65	24.9	262	100	3.90	2
Former IM Students	4	1.5	8	3	87	33.2	98	37.4	65	24.9	262	100	3.81	4
Employers	10	3.8	5	1.9	173	66	44	16.8	30	11.5	262	100	3.30	10

Findings in Table III represent the IMAVTS administration's perception as to what the degree of influence each group of people has on the student's decision to enroll at IMAVTS.

The IMAVTS administration ranked former IM students first, with four, or 100 percent, of the responses being in the "very positive influence" column. A tied ranking for second was the influence of fellow students enrolled at IMAVTS and friends and fellow classmates from the home school, with an average response of 4.75 or very positive influence. Brothers, sisters or other relatives ranked fourth, with an average response of 4.00, followed by parents, who ranked fifth, with an average score of 3.75. Both average responses were in the some positive influence range. The three lowest rankings were the influence of the high school counselor which ranked eighth, 3.50. The high school teachers, and the high school principal were tied with an average score of 3.25 which was an indication of no influence in students' decision to attend IMAVTS.

TABLE III

PERCEIVED "INFLUENCES OF PEOPLE" BY VO-TECH ADMINISTRATORS
ON STUDENTS' DECISION TO ATTEND IMAVTS

<u>Student Influencers</u>	<u>Very Negative Influence</u>		<u>Some Negative Influence</u>		<u>No Influence</u>		<u>Some Positive Influence</u>		<u>Very Positive Influence</u>		<u>Total</u>		<u>Average Response</u>	<u>Rank</u>
	N	%	N	%	N	%	N	%	N	%	N	%		
Parents	0	0	0	0	1	25	3	75	0	0	4	100	3.75	5
Other Relatives	0	0	0	0	1	25	2	50	1	25	4	100	4.00	4
Friends from Home School	0	0	0	0	0	0	1	25	3	75	4	100	4.75	2
High School Teacher	0	0	1	25	1	25	2	50	0	0	4	100	3.25	9
High School Counselor	0	0	1	25	1	25	1	25	1	25	4	100	3.50	8
High School Principal	0	0	1	25	1	25	2	50	0	0	4	100	3.25	9
Vo-Tech Teacher	0	0	0	0	1	25	3	75	0	0	4	100	3.75	5
IM Students	0	0	0	0	0	0	1	25	3	75	4	100	4.75	2
Former IM Students	0	0	0	0	0	0	0	0	4	100	4	100	5.00	1
Employers	0	0	0	0	1	25	3	75	0	0	4	100	3.75	5

Data contained in Table IV represent the perceptions of the high school principals and counselors as to the degree of influence each group listed in the questionnaire had on their students who attend IMAVTS. The principals and counselors ranked the influence of "Fellow Students Who Are Enrolled at IMAVTS" first, with an average score of 4.58, which was of very positive influence. All 12, or 100 percent, of the principals and counselors responded in the "some positive" or "very positive" influence columns. Ranking second was the Influence of Friends and Fellow Classmates, with an average score of 4.38, or some positive influence, with no response from Counselors and principals lower than some positive influence.

It was interesting that the principals and counselors ranked themselves third and fourth, respectively, with average responses of 4.17 and 3.92.

The three lowest ranking influences were Brothers, Sisters, or Other Relatives, followed by High School Teachers and Employers. It also should be noted that counselors and principals ranked parents sixth with an average response of 3.67 or some positive influence.

TABLE IV

PERCEIVED "INFLUENCES OF PEOPLE" BY COUNSELORS AND PRINCIPALS
ON STUDENTS' DECISION TO ATTEND IMAVTS

<u>Student Influencers</u>	<u>Very Negative Influence</u>		<u>Some Negative Influence</u>		<u>No Influence</u>		<u>Some Positive Influence</u>		<u>Very Positive Influence</u>		<u>Total</u>		<u>Average Response</u>	<u>Rank</u>
	N	%	N	%	N	%	N	%	N	%	N	%		
Parents	0	0	2	17	0	0	10	83	0	0	12	100	3.67	6
Other Relatives	0	0	0	0	6	50	5	42	1	8	12	100	3.58	9
Friends from Home School	0	0	0	0	0	0	8	62	5	38	13	100	4.38	2
High School Teacher	0	0	0	0	6	50	5	42	1	8	12	100	3.58	9
High School Counselor	0	0	0	0	3	25	7	58	2	17	12	100	3.92	4
High School Principal	0	0	0	0	5	42	4	33	3	25	12	100	4.17	3
Vo-Tech Teacher	0	0	0	0	7	58	2	17	3	25	12	100	3.67	6
IM Students	0	0	0	0	0	0	5	42	7	58	12	100	4.58	1
Former IM Students	0	0	1	8	2	17	6	50	3	25	12	100	3.92	4
Employers	0	0	2	17	6	50	4	33	0	0	12	100	3.17	10

In comparing the data contained in Table V regarding the responses to "Influences of People" on the decision to attend IMAVTS, it was interesting to note the variation of responses among the students, IMAVTS administration, and counselors/principals of home high schools.

Listed as the highest degree of positive influence by students was the impact of parents. The average response for the influence of parents was 4.15, which was of some positive influence, when rated by the students. The vo-tech administrators ranked parents as the fifth most important influence with an average score of 3.75, some positive influence, while the counselors/principals ranked parents sixth with an average score of 3.67. It should be noted that all three groups indicated that parents had some positive influence, even though the ranks ranged from first to sixth. The students ranked "Fellow IMAVTS Students" as the second most important factor with an average of 3.90. The vo-tech administrators concurred by ranking this factor second with a higher average score of 4.75, while the counselors/principals ranked the influence of "Fellow IMAVTS students" first with an average score of 4.58. Again, note that students (3.90) score fell in the some positive influence category, whereas the administrators (4.75) and counselors (4.58) indicated their average score to be of very positive influence. Ranking third in the degree of importance for students was the influence of the vo-tech teacher, 3.87. The vo-tech administration ranked vo-tech teachers as the fifth most important influence with an average of 3.75, and the principals/counselors ranked this factor sixth with an average of 3.67. All three groups agreed that vo tech instructors were of some positive influence.

Former IMAVTS students ranked fourth, 3.81, with the students, but vo-tech administration ranked this group first, with an average response of 5.00. Principals and counselors were in agreement with the students, and ranked the influence of former IMAVTS students fourth, with 3.92 being the average score. "Friends From the Home School" ranked fifth, 3.78, by the students, but the other two groups ranked this factor second, 4.75 administration and 4.38 by counselors/principals.

It was interesting to note that the influence of high school principals and high school counselors was ranked ninth and seventh by the students and ninth and eighth by the vo-tech administration, but the principals/counselors ranked themselves considerably higher, with principals ranking third and counselors being fourth.

Even though the average scores in many cases illustrated all three groups agreeing on level of influences on certain categories, it was also equally apparent that the way those categories ranked, based on average scores, were in most cases completely different perceptions between groups.

TABLE V
 SUMMARY OF RESPONSES TO "INFLUENCES OF PEOPLE"
 ON ATTENDING IMAVTS

<u>Student Influencers</u>	<u>Student</u>		<u>IMAVTS Administrator</u>		<u>Counselors/Principal</u>	
	<u>Average Response</u>	<u>Rank</u>	<u>Average Response</u>	<u>Rank</u>	<u>Average Response</u>	<u>Rank</u>
Parents	4.15	1	3.75	5	3.67	6
Other Relatives	3.54	6	4.00	4	3.58	9
Friends from Home School	3.78	5	4.75	2	4.38	2
High School Teachers	3.39	8	3.25	9	3.58	9
High School Counselors	3.47	7	3.50	8	3.92	4
High School Principal	3.34	9	3.25	9	4.17	3
Vo-Tech Teacher	3.87	3	3.75	5	3.67	6
Fellow IM Students	3.90	2	4.75	2	4.58	1
Former IM Students	3.81	4	5.00	1	3.92	4
Employers	3.30	10	3.75	5	3.17	10

Section B

The information in Table VI reflects the degree of influence that each of the different recruitment activities conducted by IMAVTS has on the decision of students who attend IMAVTS.

The highest average response, which was 4.42, to high school students was the modern, up-to-date machines and equipment at IMAVTS. One hundred forty-four, or 55 percent, ranked modern equipment as a very positive influence, followed by 90, or 34.3 percent, of the students who responded some positive influence, for a total of 234 or 89.3 percent of the students who completed the questionnaire.

The students ranked the "Appearance of IMAVTS campus" second, with 196 students (74.8 percent) responding in the some or very positive influence column.

Tour of IMAVTS campus was a logical third choice for students, with 205 students or 78.3 percent of the responses in the top two columns. The influence of Brochures, Interviews and Career Fairs, as perceived by students, followed respectively with rankings of fourth, fifth, and sixth.

The lowest ranking by students was the influence of Financial Aid, with only 81 or 30.9 percent positive responses. This is due to the fact that most high school students are not eligible to receive financial aid, and also, they do not have to pay a tuition fee provided that they are in the IMAVTS District. In summary, it was interesting to note that the students ranked eight of the 10 categories in the some positive influence column.

TABLE VI

THE INFLUENCE OF RECRUITMENT ACTIVITIES ON STUDENTS
WHO DECIDED TO ATTEND IMAVTS IN 1985-86

<u>Recruitment Activity</u>	<u>Very Negative Influence</u>		<u>Some Negative Influence</u>		<u>No Influence</u>		<u>Some Positive Influence</u>		<u>Very Positive Influence</u>		<u>Total</u>		<u>Average Response</u>	<u>Rank</u>
	N	%	N	%	N	%	N	%	N	%	N	%		
Tour of IMAVTS	5	1.9	5	1.9	47	17.9	122	46.6	83	31.7	262	100	4.04	3
Career Fair	4	1.5	5	1.9	110	42	92	35.1	51	19.5	262	100	3.69	6
Slide Show	9	3.4	5	1.9	113	43.1	84	32.1	51	19.5	262	100	3.62	7
Open House	8	3.0	5	1.9	146	55.7	67	25.6	36	13.8	262	100	3.45	9
Interview	4	1.5	9	3.4	107	40.8	84	32.1	58	22.2	262	100	3.70	5
Brochures	4	1.5	3	1.1	99	37.8	116	44.3	40	15.3	262	100	3.71	4
Campus Appearance	2	0.7	3	1.1	61	23.4	110	42	86	32.8	262	100	4.05	2
Financial Aid	10	3.8	6	2.3	165	63	45	17.2	36	13.7	262	100	3.18	10
Busing	11	4.2	6	2.3	120	45.8	65	24.8	60	22.9	262	100	3.60	8
Modern Equipment	1	0.4	3	1.1	24	9.2	90	34.3	144	55	262	100	4.42	1

The IMAVTS administration's perceptions of the influence of recruitment activities on students' decisions to enroll are provided in Table VII. The administrators ranked campus appearance number one, with an average score of 4.75 percent, followed by the influence of Modern Equipment, which ranked second, with an average score of 4.50. Also, in a tie for second was the influence of the Tour of IMAVTS and the Slide Show Presentation conducted by IM.

The lowest ranking was given to Financial Aid, with an average score of 3.50. The three influences that tied for next to last were the Interview, Brochures, and Busing; all scored 3.75 as an average score. It should be noted that all categories, based on average scores, fell in the some positive influence or very positive influence columns.

TABLE VII

PERCEIVED INFLUENCE OF RECRUITMENT ACTIVITIES ON STUDENTS BY VO-TECH ADMINISTRATORS

<u>Recruitment Activity</u>	<u>Very Negative Influence</u>		<u>Some Negative Influence</u>		<u>No Influence</u>		<u>Some Positive Influence</u>		<u>Very Positive Influence</u>		<u>Total</u>		<u>Average Response</u>	<u>Rank</u>
	N	%	N	%	N	%	N	%	N	%	N	%		
Tour of IMAVTS	0	0	0	0	0	0	2	50	2	50	4	100	4.50	2
Career Fair	0	0	0	0	0	0	3	75	1	25	4	100	4.25	5
Slide Show	0	0	0	0	0	0	2	50	2	50	4	100	4.50	2
Open House	0	0	0	0	1	25	2	50	1	25	4	100	4.00	6
Interview	0	0	0	0	1	25	3	75	0	0	4	100	3.75	7
Brochures	0	0	0	0	2	50	1	25	1	25	4	100	3.75	7
Campus Appearance	0	0	0	0	0	0	1	25	3	75	4	100	4.75	1
Financial Aid	0	0	0	0	2	50	2	50	0	0	4	100	3.50	10
Busing	0	0	0	0	1	25	3	75	0	0	4	100	3.75	7
Modern Equipment	0	0	0	0	0	0	2	50	2	50	4	100	4.50	2

Table VIII represents the perceptions of high school principals/counselors as to the influence of recruitment activities on their students who enroll at IMAVTS.

The principals and counselors ranked the "Tour of IMAVTS" first with 100 percent of the responses in the "positive influence" columns. Modern, up-to-date machines and equipment available at IMAVTS ranked second with an average score of 4.33 and also 100 percent positive responses.

The principals and counselors responded very favorably to the Slide Show Presentation explaining IM programs, with an average score of 4.08 and 92 percent positive responses. Also ranking third was the Appearance of IMAVTS campus. Brochures and Open House ranked seventh, with an average score of 3.25 and 33 percent positive responses. Ninth was the influence of Bus Transportation, with 75 percent of the responses being either negative or no influence. Ranking tenth was the influence of financial aid, with only eight percent positive responses.

It was interesting to note that four categories were ranked as having no influence, based on the average responses of counselors and principals. Those categories were open house, brochures, busing, and financial aid.

TABLE VIII

THE PERCEIVED INFLUENCES OF RECRUITMENT ACTIVITIES
ON STUDENTS BY PRINCIPALS AND COUNSELORS

<u>Recruitment Activity</u>	<u>Very Negative Influence</u>		<u>Some Negative Influence</u>		<u>No Influence</u>		<u>Some Positive Influence</u>		<u>Very Positive Influence</u>		<u>Total</u>		<u>Average Response</u>	<u>Rank</u>
	N	%	N	%	N	%	N	%	N	%	N	%		
Tour of IMAVTS	0	0	0	0	0	0	8	62	5	38	13	100	4.38	1
Career Fair	1	8	0	0	0	0	10	77	2	15	13	100	3.92	5
Slide Show	0	0	1	8	0	0	8	67	3	25	12	100	4.08	3
Open House	0	0	2	17	6	50	3	25	1	8	12	100	3.25	7
Interview	0	0	0	0	3	25	7	58	2	17	12	100	3.92	5
Brochures	0	0	1	8	7	59	3	25	1	8	12	100	3.25	7
Campus Appearance	0	0	0	0	2	17	7	58	3	25	12	100	4.08	3
Financial Aid	2	17	1	8	8	67	1	8	0	0	12	100	2.67	10
Busing	0	0	3	25	6	50	1	8	2	17	12	100	3.17	9
Modern Equipment	0	0	0	0	0	0	8	67	4	33	12	100	4.33	2

Table IX is a summary and comparison of Section B, data regarding the responses to the degree of influence of Recruitment Activities conducted by IMAVTS. It was interesting to note the small degree of variation of responses between students, IMAVTS administration, and high school counselors and principals.

Listed as the most positive influence by the students, with an average response of 4.42 or some positive influence, was "Modern up to date machines and equipment" while the vo-tech administration and principals/counselors ranked this factor second. The "Appearance of IMAVTS Campus" ranked second by the students, with an average response of 4.05 or some positive influence, first by IMAVTS administration and third by the counselors/principals.

The degree of influence of the Tour of IMAVTS was ranked third by the students with an average score of 4.04, still in the some positive influence range. The IMAVTS administrators ranked this area second, with average response of 4.50 or very positive influence, and the counselors/principals chose the tour as the number one influence, with average response of 4.38 or some positive influence. The influence of brochures from IMAVTS was ranked fourth by the students, with an average response of 3.71, still in the some positive influence range, and both other groups ranked the influence of brochures seventh. The influence of financial aid was ranked last by all three study groups.

In summary, there was no great variation between groups of the top five ranking categories. The largest difference was noted under the category of "Slide Show Presentation", with the students ranking this seventh with 3.62 average response or some positive influence. However, the IMAVT

administrators ranked this category second, with an average response of 4.50 or very positive influence, and the counselors and principals ranked it third, with average response of 4.08 or some positive influence.

TABLE IX

SUMMARY OF RESPONSES TO "RECRUITMENT ACTIVITIES
CONDUCTED BY IMAVTS" ON DECISION TO ATTEND
IMAVTS

<u>Recruitment Activity</u>	<u>Student</u>		<u>IMAVTS Administrator</u>		<u>Counselors/Principal</u>	
	<u>Average Response</u>	<u>Rank</u>	<u>Average Response</u>	<u>Rank</u>	<u>Average Response</u>	<u>Rank</u>
Tour of IMAVTS	4.04	3	4.50	2	4.38	1
Career Fair	3.69	6	4.25	5	3.92	5
Slide Show Presentation	3.62	7	4.50	2	4.08	3
Open House	3.45	9	4.00	6	3.25	7
Interview	3.70	5	3.75	7	3.92	5
Brochures	3.71	4	3.75	7	3.25	7
Campus Appearance	4.05	2	4.75	1	4.08	3
Financial Aid	3.18	10	3.50	10	2.67	10
Busing	3.60	8	3.75	7	3.17	9
Modern Equipment	4.42	1	4.50	2	4.33	2

Section C

Table X reflects the Influence of Occupational Plans and Career Goals on students' decision to attend IMAVTS.

The highest ranking response of students was "to learn a trade so I can go to work after high school" with 217 or 82.9 percent of the students responded either "some positive influence" or "very positive influence" to this statement.

The second ranking statement was, "I want to learn more about job opportunities in my career interest area" with 214 students (81.8 percent) of the students responding in the two positive categories and only 2.6 percent negative responses. The third highest positive response was to the statement, "I want practical experience in my job interest area," with 205 students (78.3 percent) responding in the some positive influence, very positive influence categories.

Some of the statements that were not as positive included (ranking seventh), "I am taking this class because it relates to my part-time or summer job"; eighth, "I am taking a vo-tech class because I am not interested in taking more academic classes at the high school". Ranking ninth, with only 26.1 percent positive responses and 24 percent negative responses, while all remaining responses were in the no influence category, were those students who planned to use their vo-tech skills to advance in the military.

TABLE X

INFLUENCE OF "OCCUPATIONAL GOALS AND CAREER PLANS"
ON STUDENTS' DECISION TO ATTEND IMAVTS

<u>Occupation Plan or Career Goal</u>	<u>Very Negative Influence</u>		<u>Some Negative Influence</u>		<u>No Influence</u>		<u>Some Positive Influence</u>		<u>Very Positive Influence</u>		<u>Total</u>		<u>Average Response</u>	<u>Rank</u>
	N	%	N	%	N	%	N	%	N	%	N	%		
Learn a Trade	3	1.1	8	3	34	13	73	27.9	144	55	262	100	4.32	1
Interest	2	0.7	9	3.4	55	21	114	43.5	82	31.4	262	100	4.01	4
Summer Job	22	8.4	17	6.5	134	51.1	45	17.2	44	16.8	262	100	3.27	7
Background College	19	7.3	10	3.8	128	48.9	50	19.1	55	20.9	262	100	3.43	5
Trade/Earnings/College	22	8.4	7	2.7	124	47.3	61	23.3	48	18.3	262	100	3.40	6
Low Academic Interest	33	12.6	18	6.8	135	51.5	41	15.6	35	13.5	262	100	3.10	8
Armed Services	55	20.9	8	3	131	50	40	15.3	28	10.8	262	100	2.92	9
Practical Job Experience	4	1.5	4	1.4	49	18.7	96	36.6	109	41.7	262	100	4.15	3
Explore Job Opportunity	3	1.1	4	1.5	41	15.6	98	37.4	116	44.4	262	100	4.22	2

Table XI depicts the results when administration of IMAVTS rated their perceptions of what influence Occupational Plans and Career Goals have upon students who decide to enroll at IMAVTS. The IMAVTS administration ranked number one the statement, "I plan to work my way through college by working in the trade I learned at vo tech," with an average score of 4.75 and 100 percent positive responses. There was a tie for second between, "I want to learn a trade so I can go to work after high school" and "I am taking a class at vo-tech to see if I am really interested in this field as a career. Both statements received an average score of 4.50 and 100 percent positive responses.

The vo-tech administrators ranked lowest the influence of summer jobs (average 3.50) and military advancement (average 3.25). Note that administrators see all categories in the Occupational Plans and Career Goals area of influence as positive in students attending IMAVTS.

TABLE XI

PERCEIVED INFLUENCE OF OCCUPATIONAL PLANS AND CAREER GOALS ON STUDENTS BY IMAVTS ADMINISTRATORS

Occupational Plan or Career Goal	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Average Response	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Learn a Trade	0	0	0	0	0	0	2	50	2	50	4	100	4.50	2
Interest	0	0	0	0	0	0	2	50	2	50	4	100	4.50	2
Summer Job	0	0	0	0	2	50	2	50	0	0	4	100	3.50	8
Background/College	0	0	0	0	0	0	4	100	0	0	4	100	4.00	5
Trade/Earnings/College	0	0	0	0	0	0	3	75	1	25	4	100	4.75	1
Low Academic Interest	0	0	0	0	1	25	2	50	1	25	4	100	4.00	5
Armed Services	0	0	0	0	3	75	1	25	0	0	4	100	3.25	9
Practical Job Experience	0	0	0	0	0	0	3	75	1	25	4	100	4.25	4
Explore Job Opportunity	0	0	0	0	1	25	2	50	1	25	4	100	4.00	5

Table XII illustrates the perceptions of principals and counselors on the Influence of Occupational Plans and Career Goals on students who decide to attend IMAVTS. The principals/counselors responded most favorably to the statement, "I want to learn a trade so I can go to work after high school." This statement ranked first and had 100 percent positive responses. It was discovered that the principals and counselors ranked second the statement dealing with low academic interest, with 92 percent or 12 individuals indicating this had some to very positive influence on students attending IMAVTS. Ranking third was the statement dealing with students who want some practical job experience in their career interest area. Some of the other responses according to the ranking are fourth, interest assessment; fifth, exploration of job opportunities; sixth, to learn a trade for earnings to pay college expenses; seventh, taking class to broaden background for college; eight relates to summer job; and 9, plan to use skills acquired in the military.

TABLE XII

PERCEIVED INFLUENCE OF OCCUPATIONAL PLANS AND CAREER GOALS ON STUDENTS BY PRINCIPALS AND COUNSELORS

Occupational Plan or Career Goal	Very Negative Influence		Some Negative Influence		No Influence		Some Positive Influence		Very Positive Influence		Total		Average Response	Rank
	N	%	N	%	N	%	N	%	N	%	N	%		
Learn a Trade	0	0	0	0	0	0	3	25	9	75	12	100	4.75	1
Interest	0	0	0	0	1	8	9	75	2	17	12	100	4.08	4
Summer Job	0	0	1	8	8	67	3	25	0	0	12	100	3.17	8
Background/College	0	0	1	8	5	42	5	42	1	8	12	100	3.50	7
Trade/Earnings/College	0	0	1	8	3	25	7	59	1	8	12	100	3.67	6
Low Academic Interest	0	0	0	0	1	8	4	30	8	62	13	100	4.54	2
Armed Services	0	0	2	17	8	67	1	8	1	8	12	100	3.08	9
Practical Job Experience	0	0	0	0	1	8	7	59	4	33	12	100	4.25	3
Explore Job Opportunity	0	0	0	0	3	25	8	67	1	8	12	100	3.83	5

Table XIII is a summary of responses to "Occupational Goals and Career Plans" on students who attend IMAVTS and a comparison of the perceptions of IMAVTS administrators and high school principals/counselors to the actual responses of the students who attended IMAVTS in 1985-86.

The responses were relatively close with a few exceptions. One exception is the fact that IMAVTS administrators ranked Trade/Earnings/College first, while both other groups ranked the factor sixth in importance. Students indicated no influence with an average response of 3.40 where counselors/principals and administrators average responses were 3.67, some positive influence; 4.75, very positive respectively, in their perceptions on Occupational Plan and Career Goals category.

The highest ranking statement was, "I want to learn a trade so I can go to work after high school" which was ranked first by the students, with average response of 4.32 or some positive influence, and principal/counselors with average response of 4.75 or very positive influence, and second by IMAVTS administrators with average of 4.50 or very positive influence response. The students selected the exploration of job opportunities as their second most important influence, with average response of 4.22 or some positive influence, while both other groups ranked the statement fifth. Practical job experience ranked third or fourth by all groups. Interest assessment was ranked fourth by students, with average response of 4.01 or some positive influence; second by IMAVTS administrators, with average response of 4.50 or very positive influence; and fourth by principals/counselors. with 4.08 average response or some positive influence. It should be noted that a large variation in the

statement, "I am taking a vo-tech class because I am not interested in taking more academic classes at the high school" exists between students and counselors/principals. The students ranked this statement eighth and of no influence, while the counselors/principals ranked it second and very positive influence.

TABLE XIII

SUMMARY OF RESPONSES TO "OCCUPATIONAL GOALS
AND CAREER PLANS" ON DECISION TO ATTEND
IMAVTS

<u>Occupational Plan or Career Goal</u>	<u>Student</u>		<u>IMAVTS Administrator</u>		<u>Counselors/Principal</u>	
	<u>Average Response</u>	<u>Rank</u>	<u>Average Response</u>	<u>Rank</u>	<u>Average Response</u>	<u>Rank</u>
Learn a Trade	4.32	1	4.50	2	4.75	1
Interest	4.01	4	4.50	2	4.08	4
Summer Job	3.27	7	3.50	8	3.17	8
Background/ College	3.43	5	4.00	5	3.50	7
Trade/Earnings/ College	3.40	6	4.75	1	3.67	6
Low Academic Interest	3.10	8	4.00	5	4.54	2
Armed Services	2.92	9	3.25	9	3.08	9
Practical Job Experience	4.15	3	4.25	4	4.25	3
Explore Job Opportunities	4.22	2	4.00	5	3.83	5

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

The purpose of this study was to assess the factors that influence high school juniors and seniors to attend IMAVTS. In order to achieve the purpose of this study, the following objectives were established: (1) to determine the factors that influence students to attend IMAVTS; (2) to determine the relative importance of the factors which influence students to attend IMAVTS; and (3) to compare the perceptions of vo-tech administrators and high school principals and counselors to the perceived responses of high school students. 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 IMAVTS; (2) Summary of responses to "Recruitment Activities Conducted by IMAVTS"; and (3) Summary of responses to "Occupational Goals and Career Plans".

Summary of Responses to "Influences of People"

The students ranked "parents" as the group of people who have the highest degree of positive influence on their decision to enroll at IMAVTS. Two hundred nine students, or 79.8 percent, ranked parents as either being some

positive or very positive influence with a mean score of 4.15. The IMAVTS administration ranked parents fifth, with an average score of 3.75, while the high school principals and counselors ranked parents sixth, with an average score of 3.67.

The students ranked the influence of "fellow IMAVTS students" second, with a mean score of 3.90, with 178, or 68 percent, of the students' responses being either some positive or very positive influence. The IMAVTS administration also ranked "Fellow IMAVTS students" as second, with an average response of 4.75, while high school principals and counselors ranked them first, with an average score of 4.58.

The influence of the vo-tech teacher ranked third, with 153, or 58.4 percent of the responses being either some positive or very positive influence. IMAVTS administrators ranked the vo-tech teacher fifth, with an average response of 3.75, as compared to counselors and principals who ranked the vo-tech teacher sixth, with an average response of 3.67.

Ranking fourth by the students was the influence of "former IMAVTS students", with an average response of 3.81 and 163, or 62.3 percent, of the responses being either some positive or very positive influence. The IMAVTS administration ranked "former students" first, with an average response of 5.00, while the counselors and principals ranked them fourth, with an average response of 3.92.

It was found that students ranked the influence of the high school principal ninth, with an average response of 3.34 or of no influence with 153, or 58.4 percent, responses in the no influence column. The IMAVTS administration also

ranked the influence of principals ninth, with an average response of 3.25, as compared to the counselors and principals who ranked themselves as the third most positive influence, with an average score of 4.17, or of some positive influence.

Summary of Responses to "Recruitment Activities

Conducted by IMAVTS"

The most important influence to the students was the modern, up-to-date machines and equipment available at IMAVTS. Two hundred thirty-four, or 89.3 percent, of the students ranked modern equipment as either some positive or very positive influence for an average response of 4.42. The IMAVTS administration, as well as the counselors and principals, ranked "modern equipment" second, with average responses of 4.50 and 4.33, respectively.

It was found that the appearance of the IMAVTS campus was the second most important factor, with an average response of 4.05 and 196 students (74.8 percent) responding in the positive influence columns. The IMAVTS administration ranked the "campus appearance" first, with an average response of 4.75, or a very positive influence, compared to the counselors and principals who ranked it third, with an average response of 4.08.

The "tour of IMAVTS" was ranked third by the students, with 205 students (78.3 percent) responding either some positive or very positive influence and an average response of 4.04. The IMAVTS administrators ranked the tour second, with 4.50 average response, while the counselors/principals ranked it first, with an average response of 4.38. Ranking fourth by the students was "brochures",

with an average response of 3.71, while the IMAVTS administrators, as well as the counselors and principals, ranked "brochures" as seventh, with average response of 3.75 and 3.25 respectively.

The widest range in rank order of factors was with the "slide show presentation". The students ranked this seventh, with an average score of 3.62, compared to the IMAVTS administration who ranked it second, with an average response of 4.50 and a very positive influence. The counselors/principals ranked the "slide show presentation" third, with an average response of 4.08, or some positive influence.

Summary of Responses to "Occupational Goals and Career Plans"

The students ranked as the first most important influence on their decision to enroll at IMAVTS to "learn a trade", with an average response of 4.32, and 217 or 82.9 percent of the students responding in the some positive or very positive influence columns. The IMAVTS administration ranked this influence as second, with a 4.50 average response, compared to counselors/principals who ranked it first, with a 4.75 average response.

Ranking second was to "explore job opportunities", with 214 or 81.8 percent of the responses being in either some positive or very positive influence. The IMAVTS administration and counselors/principals ranked this as the fifth, with an average response of 4.00 and 3.83 respectively. Ranking third was the factor that students want "practical job experience", with 205 or 78.3 percent of the students responding in the positive influence columns.

The students ranked sixth, with an average response of 3.40, the influence of using vo-tech classes for background in college classes, while the IMAVTS administrators ranked this as first, with an average response of 4.75, as compared to the counselors/principals who ranked this sixth with a 3.67 average response.

Another wide variation occurred on the influence of "low academic interest". The students ranked this eighth, with an average response of 3.10 or no influence. The IMAVTS administration ranked low academic interest fifth, with 4.00, or some positive influence, compared to the counselors and principals who ranked low academic interest as second, with an average response of 4.54, or a very positive influence.

Conclusions

Section A - "Influence of People"

Based on the analysis and interpretation of the study findings, it was concluded that parents have the greatest impact on students' decision to enroll in classes offered at IMAVTS.

It was also concluded that peer pressure has a strong influence on students' decision to enroll at IMAVTS. The influence of fellow students who are enrolled at IMAVTS and former students of IMAVTS ranked high in their degree of positive influence.

The vo-tech instructors have a large impact on students who decide to enroll at IMAVTS and provide answers to many questions that students ask

regarding his or her particular chosen trade.

It was also concluded that the high school counselors and principals do not have a high degree of positive influence on students' decision to attend IMAVTS and that a good understanding of vocational education by counselors and principals would be beneficial to the needs of their students.

Section B - "Recruitment Activities Conducted by IMAVTS"

An overwhelming majority of the students ranked the influence of the modern, up-to-date machines and equipment available at IMAVTS as the number one factor in their decision to enroll at IMAVTS. Also ranking very high was the "appearance of the IMAVTS campus" and the "tour of IMAVTS". It was concluded that the influence of visiting the facilities and seeing first hand what is available to students at IMAVTS was one of the most positive influences on the decision to enroll at IMAVTS.

The brochures also serve as a positive purpose to students who desire more information about training programs at IMAVTS. The slide show presentation was not as important to the students as the IMAVTS administrators had perceived the influence to be on the decision of students who enrolled at IMAVTS.

Section C - "Occupational Plans and Career Goals"

"Learn a trade" was chosen by a vast majority of students as the most important influence on their decision to enroll at IMAVTS. Students are

interested in "exploring job opportunities" and want to obtain "practical job experience" as concluded from the data contained in Chapter IV of this study.

The use of vo-tech classes as a background for college was not a high ranking influence by a majority of the students, but the IMAVTS administration ranked this as one of their most important factors of students who do go on to college after high school graduation.

It was also concluded that the influence of having a "low academic interest" was of no influence to high school students, even though the counselors and principals responded that this factor was a very important influence on students who attend IMAVTS.

Recommendations

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

1. That every effort be made to involve parents in the decision-making process of their children's educational plans, and that incentives be available to get the parents to visit the IMAVTS campus.

2. That the students who are presently attending IMAVTS be made aware of the influence that they have on potential future students and that they be encouraged to share information about IMAVTS with students from the home high school.

3. That counselors and principals be made aware of their influence on students' educational plans and that the counselors gain a better understanding of vocational education.

4. That the vo-tech instructors be made aware of the influence they have on students' decisions and involve instructors in career planning sessions with students and parents.

5. That every opportunity be available for public tours through the IMAVTS campus and facilities.

6. That every student who attends IMAVTS become competent at his skills level that will enable him to be employable at time of graduation.

7. That a study of why students do not attend IMAVTS be conducted.

8. It is recommended that additional longitudinal research be conducted on IMAVTS students during the next five years to establish trends or patterns as to why students attend IMAVTS.

9. It is further recommended 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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APPENDIX

PROGRAM _____

HOME SCHOOL _____

CIRCLE WHETHER 1ST YEAR
2ND YEAR
ADULT

QUESTIONNAIRE

Please use the scale below to rank the degree of influence each of the following factors had on your decision to enroll at IMAVTS. 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 IMAVTS?

- | | |
|---|-----------|
| 1. Parents | 1 2 3 4 5 |
| 2. Brothers, sisters, or other relatives | 1 2 3 4 5 |
| 3. Friends and fellow classmates | 1 2 3 4 5 |
| 4. High school teachers | 1 2 3 4 5 |
| 5. High school counselor | 1 2 3 4 5 |
| 6. High school principal | 1 2 3 4 5 |
| 7. Teacher or other employee at vo-tech | 1 2 3 4 5 |
| 8. Fellow students who are enrolled at IMAVTS | 1 2 3 4 5 |
| 9. Former IMAVTS students | 1 2 3 4 5 |
| 10. Employers | 1 2 3 4 5 |

B. RECRUITMENT ACTIVITIES CONDUCTED BY IM

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

- | | |
|--|-----------|
| 11. Tour of IMAVTS | 1 2 3 4 5 |
| 12. Career fair conducted by IM | 1 2 3 4 5 |
| 13. Slide show presented at high school explaining classes offered at-IMAVTS | 1 2 3 4 5 |
| 14. Open house at vo-tech | 1 2 3 4 5 |
| 15. Interview with vo-tech administrators | 1 2 3 4 5 |
| 16. Brochures from IMAVTS | 1 2 3 4 5 |
| 17. Appearance of IMAVTS campus | 1 2 3 4 5 |
| 18. Financial aid available | 1 2 3 4 5 |
| 19. Bus transportation provided | 1 2 3 4 5 |
| 20. Modern, up-to-date machines and equipment available at IM | 1 2 3 4 5 |

C. OCCUPATIONAL PLANS AND CAREER GOALS

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

- | | |
|---|-----------|
| 21. I want to learn a trade so I can go to work after high school. | 1 2 3 4 5 |
| 22. I am taking a class at vo-tech to see if I am really interested in this field as a career. | 1 2 3 4 5 |
| 23. I am taking this class because it relates to my part-time or summer job. | 1 2 3 4 5 |
| 24. I plan to use my vo-tech training as a background for classes I will take in college. | 1 2 3 4 5 |
| 25. I plan to work my way through college by working in the trade I learned at vo-tech. | 1 2 3 4 5 |
| 26. I am taking a vo-tech class because I am not interested in taking more academic courses at the high school. | 1 2 3 4 5 |
| 27. I plan to go into the armed services and plan to use my vo-tech training to advance into a job I like. | 1 2 3 4 5 |
| 28. I want practical experience in my job interest area. | 1 2 3 4 5 |
| 29. I want to learn more about job opportunities in my career interest area. | 1 2 3 4 5 |

30. Please list any other reasons why you are attending IMAVTS. _____

31. What was the biggest obstacle you had to overcome to attend IMAVTS?

32. In Group A (questions 1-10) which factor was the most important influence? _____

2nd important influence _____

3rd important influence _____

33. In Group B (questions 11-20) which factor was the most important influence? _____

2nd important influence _____

3rd important influence _____

34. In Group C (questions 21-29) which factor was the most important influence? _____

2nd important influence _____

3rd important influence _____

VITA

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Master of Science

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