

PERCEPTIONS OF TEACHER ATTITUDES TOWARD
STUDENTS AND RELATED CLASSES IN
THE CVET PROGRAM

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CHAPTER I

INTRODUCTION

Coordinated Vocational Education and Training (CVET) has become a viable training program for disadvantaged and handicapped youth. CVET is funded from setaside funds to serve special populations in vocational education that adhere to the qualifications and guidelines of the Special Programs Division of the State Department of Vocational and Technical Education. The program was developed for in-school youth who were academically disadvantaged or handicapped to such an extent as to prevent them from succeeding in traditional educational endeavors.

According to the proposed rules and regulations established in P.L. 98-524, The Carl D. Perkins Vocational Education Act, an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" = 4.0) or fails to attain minimal academic competence. Additional consideration for students who were potential dropouts from secondary schools may also be considered "academically disadvantaged". Individuals who were mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired or other health

impaired persons or persons with specific learning disabilities who by reason thereof require special education and who, because of these handicapping conditions, cannot succeed in the regular vocational education program without special educational assistance have been by definition considered as being handicapped.

The CVET program includes a combination of vocational and modified related instruction that provides in-school youth the educational opportunities for acquiring a salable vocational skill while also acquiring basic knowledge in the related fields of math and English. This approach enables students to reach maximum personal development, including employment potential within their ability and in the shortest possible time. However, this program must be supported by a specialized guidance and counselling program that includes psychological and occupational-aptitude testing for the students.

Problem

There have not been any recent research efforts conducted in Oklahoma concerning the perceptions of CVET teachers toward teaching disadvantaged students and/or working with related academic teachers involved in vocational education programs.

Vocational teacher perceptions of students enrolled in the program should be of utmost importance in developing opportunities that allow them to matriculate through the program as quickly as possible.

A study of this kind would provide information for use in establishing new criteria for developing CVET programs as well as aid in evaluation of existing programs.

Purpose of the Study

The purpose of this study was to determine the perceptions of CVET teachers with regard to student abilities and importance of CVET and related academic programs.

Objectives of the Study

In order to accomplish the intent of this study the following objectives were developed in regard to CVET teachers in the Antlers, Muskogee, and Tulsa Professional Improvement groups:

1. To determine selected demographic characteristics typical of CVET teachers in the Antlers, Muskogee, and Tulsa P.I. groups.
2. To determine the perceptions of CVET teachers with regard to the abilities of students enrolled in programs designated for the disadvantaged and handicapped.
3. To determine the perceptions of CVET teachers regarding the availability of program facilities, equipment and curriculum and instructional materials.
4. To determine the perceptions of CVET regarding their relationships with other teachers in related academic disciplines.
5. To determine the perceptions of CVET teachers toward professional improvement.

Scope of the Study

This study included the 45 existing CVET programs in the Antlers, Muskogee, and Tulsa professional improvement groups. All 45 programs were selected from the disadvantaged funded programs of the Special Needs Division served by the State Department of Vocational Technical Education. The teachers assigned to CVET programs were a rather heterogeneous group with regard to both teaching and academic experience. Teachers involved in this study were working with students enrolled in CVET programs ranging from grade nine to grade twelve with most students at the ninth and tenth grade levels.

Definitions

Disadvantaged student. A student who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades were below 2.0 on a 4.0 scale (where grade "A" = 4.0) or fails to attain minimal academic competence, or is a potential dropout from a secondary school may be considered "academically disadvantaged".

CVET Program. CVET refers to a coordinated vocational education and training program for disadvantaged and handicapped youth.

Perception. Perception as used in this study, refers to how a person feels toward certain areas of the program.

Curriculum. The area of instruction taught by vocational teachers and related academic teachers to the students enrolled in CVET Programs, that includes both related vocational and academic subject matter.

Vocational Teacher. Teachers certified through the State Department of Vocational Technical Education that have the responsibility for coordinating instruction at the secondary school level and providing "hands on" opportunities in various training vocational training areas.

Related Academic Teacher. The teacher that is assigned to teach the related fields of math and English taken by students in the CVET Program.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter was to present an overview of selected literature that identified specific areas relevant to this study. This review was divided into five major areas and a summary to facilitate clarity and organization. The areas were: Teachers' Perceptions and Attitudes, Characteristics of Disadvantaged Students, Teaching the Disadvantaged, The Carl Perkins Vocational Act of 1985 and Oklahoma CVET programs.

Few studies have been done that sought to determine teacher perceptions of student capabilities as well as their relationships with colleagues in related academic disciplines. However a research effort of this kind would benefit district supervisors and vocational specialists in providing teachers with technical assistance, program resources and establishing criteria for teacher and program evaluation.

Teachers Perceptions and Attitudes

In the review of literature, attitudes are defined in an assortment of meanings found for the term. It is the authors opinion that the definition of attitude that is the most indicative of the CVET program is Sorenson's.

Sorenson (8) defines attitudes as a particular feeling about something. It therefore involves a tendency to behave in a certain way in situations which involve that something, whether person, idea or object. It is partially rational and partially emotional and is acquired, not inherent, in an individual.

The questionnaire that the teachers completed were feelings about persons, ideas and objects involved in the CVET program. The questionnaire surveys the teacher attitudes as to the structure of the CVET program. Attitudes of the teacher as to how they perceive the total program offered in CVET can directly effect the outcome of the student.

Cole, Egbert and Suzuki (3) indicated:

A sense of mutual trust and respect between the vocational teacher and other persons working with the student is necessary. The vocational teacher can help them when they work with special needs on occupational competencies, including the basic academic skills needed to function on the job.

The CVET teacher and the student work two periods per day in vocational training, while the student and the related academic teacher work together one hour per day. There must be a close interaction of attitudes to realize the students feelings and incorporate classroom and laboratory work experiences to prepare a student to become employable.

Hastings, Hill and Kindinger (4) states:

If vocational special needs education is going to prepare handicapped and disadvantaged youth for the world of work, programming must begin to focus on the role of the individual as workers.

Disadvantaged Students and Their Characteristics

The Vocational Educational Act of 1963 provided development of vocational education for disadvantaged students. The act was further directed by the Vocational Education Amendments of 1968 that specified states develop programs for the disadvantaged. By enacting The Carl Perkins Vocational Act (1) the Vocational Education Act of 1963 was amended to strengthen and expand the economic base of the Nation, develop human resources, reduce structural unemployment, increase productivity, and strengthen the Nation's defense capabilities by assisting the States to expand, improve and update high-quality programs of vocational-technical education.

To meet the needs of the CVET student characteristics, a two period vocational program block plus two one hour related academic courses are offered the students. The Carl Perkins Vocational Amendments states (2):

Each State shall use the portion of its allotment available for this part in any fiscal year for disadvantaged individuals only for the federal share of expenditures

limited to supplemental or additional staff, equipment, materials, and services not provided to other individuals in vocational education that are essential for disadvantaged individuals to participate in vocational education. If the conditions of disadvantaged individuals require a separate program each State may use such funds for the Federal share of the costs of the services and activities in separate vocational education programs for disadvantaged individuals which exceed the average per pupil expenditures for regular services and activities of the eligible recipient. Numerous studies and research has been done to develop the disadvantaged student characteristics and to offer programs to meet their needs.

According to Hickey (5):

School authorities have for years tried to fit these students into an already existing mold, although experience has shown that this is difficult to impossible due to an accumulation of deficiencies in parenting, education, experience, financial resources, background, language proficiency, values and social and emotional deprivation.

The following list concerned characteristics of eligible students as proposed by the CVET Program Description Guideline for the Oklahoma State Department of Vocational and Technical Education and Training.

1. They are often low- or under-achievers. They are often handicapped academically because of low scholastic ability and/or lack of educational and cultural advantages. They are usually retarded by one or more grades and are potential dropouts.

2. They have low ability in communication skills. They are at a disadvantage with other students because of low reading ability; lack of verbal fluency, creativity and ability to think abstractly; low capacity for deferred gratification; short attention span; and slowness of learning.
3. They are irregular in attendance, frequently tardy, and disinterested in school and, as a result, do not like school; they believe they cannot learn and feel their teachers neither accept nor understand them.
4. They have no personal goal, have a lack of sense of purpose and self confidence, and often develop negative self images. Because at home or in the immediate neighborhood there is a lack of opportunity for them to become acquainted with a way of life different from their own or to become acquainted with persons in occupations of a higher status than those persons with whom they associate, they may not be motivated to attend school or to want something better. Standards of the family and neighborhood may discourage them from aspiring to a higher level of achievement or way of life.
5. They are often normal or above normal in potential to achieve satisfactorily in school but have failed courses for various reasons, such as dislike of teachers and school, improper attitudes, poor study habits, laziness, and poor learning ability, or they have been enrolled in courses without guidance and counselling (pp. SP5-SP6).

According to the Policies and Procedures of the Board of The State Department of Vocational and Technical Education (7) the following guidelines govern the operation of a CVET program.

Coordinated Vocational Education
and Training (CVET)

CVET programs are funded the first year by local application request from the local education agency (hereinafter referred to as the "LEA") to the State Department. Continuing programs are funded by submitting application annually to the State Department.

Reimbursement for the CVET program shall be determined annually by the State Board.

The reimbursement for the CVET program includes \$2,000 for the vocational reimbursement of the vocational instructor. The first year a CVET program is in operation, the local school district will receive \$3,000 for equipment for the CVET program (p. SP1).

Handicapped and Disadvantaged Program

The State Board shall provide federal and state funds for programs, services, and activities for handicapped and/or disadvantaged students. The local school districts shall submit applications to the State Department annually for federal program funding. The application shall set forth the vocational education programs, services, and activities to be funded and describe the coordination with relevant programs conducted under the Job Training Partnership Act and the Adult Education Act, to avoid duplication.

Special programs for the disadvantaged funded from Public Law 98-524, must be made available to students in non-profit private schools in the area to be served whose educational needs are of the type which the program involved is to meet, to the extent consistent with the number of these students, and shall be utilized in areas with high dropout and youth unemployment rates.

Federal funds must be made available for the disadvantaged to accommodate students in non-profit private schools and will not be comingled with state or federal funds (p. SP1).

Evaluation

Minimum Evaluation Standards

Minimum standards shall be established by the State Board for adult and for secondary vocational education programs. These standards shall be comprehensive, reflecting state and federal mandates as they relate to quality vocational

education. Program funding approval is contingent upon programs meeting minimum standards or making satisfactory progress toward meeting those standards. All Special Programs will be evaluated annually.

Local Application

Any LEA requesting new programs or continued operation of on-going programs of vocational education must submit an annual local application describing (1) the need for the programs, and (2) the coordination with other agencies and employment and training sponsors in the area. The local application must be coordinated with Job Training Partnership Act and Basic Adult Education Act programs to avoid duplication.

- A. The Local Application for Vocational Programs will be mailed from the Planning Unit during the month of February preceding each fiscal year to the superintendents of each LEA and other eligible recipients. The application is to be presented to the Board of Education for input and approval. Completed applications will be returned to the Planning Unit the following month of March.
- B. If revisions are to be made to any application after it has been submitted, the Planning Unit should be notified immediately.

Contract for Vocational Programs

All LEAs which have been approved by the State Board to receive reimbursement for vocational programs must sign the Contract for Secondary and Full-time Adult Vocational Programs which provides a listing of programs being funded, and complete the Salary and Teaching Schedule. Approval and return of the contract and the Salary and Teaching Schedule by the LEA to the State Department

indicates the LEA's willingness to comply with all terms set forth in the contract.

The contract for vocational programs will be mailed from the Planning Unit by September 1 to the superintendent of each LEA. The contract is to be presented to the local board of education for approval before being returned to the Planning Unit by October 1.

The Salary and Teaching Schedule is a part of the contract between the LEA and the State Department for vocational programs. The form must be completed to indicate teaching schedule, number of students enrolled, teacher salary, beginning and ending date of employment, and expiration date of teacher's certificate. The form must be signed by the appropriate individuals and returned to the state office by September 15 before any funding can be provided (p. SP2).

Local Administration

Advisory Committee

Each program must have an occupational advisory committee. To keep the local vocational programs current with the needs of industry and business, a formal advisory committee shall be established. The membership of the advisory committee should be representative of business, industry, labor, have an appropriate representation for both sexes, and an appropriate representation of the racial and ethnic minorities found in the community. A listing of the names and occupations of the advisory committee members and the minutes of the meetings should be kept. A minimum of one meeting per year is required.

Civil Rights Compliance

In order to receive federal funds, local adminis-

trations must comply with all civil rights procedures and prohibitions which include, but are not limited to, the following:

Annual Public Notification. All recipients offering vocational education programs shall, at the beginning of the school year, advise parents, employees, students, and the general public that all vocational opportunities will be offered without regard to race, color, national origin, sex, or handicap.

Employment. Recipients offering vocational education programs shall not engage in any employment practice that discriminates on the basis of race, color, national origin, sex, or handicap.

Accommodations for the Handicapped. Handicapped secondary-level vocational students shall be placed in the regular educational environment of any vocational education program unless it can be demonstrated that the education of the handicapped person with the use of supplementary aids and services cannot be achieved satisfactorily.

Apprenticeship. Agreements entered in for the provision or support of apprentice training for students or union members with any labor union or other sponsor shall not discriminate on the basis of race, color, national origin, sex, or handicap, and should so state.

Comparable Facilities. Changing rooms, showers, and other facilities provided for vocational students of one sex shall be comparable to those provided to vocational students of the other sex. Vocational education facilities may not be located, constructed, modified, or renovated in a manner that creates, maintains, or increases student segregation on the basis of race, color, national origin, sex, or handicap.

Financial Assistance. Financial assistance in the form of loans, grants, scholars, special funds, subsidies, compensation for work, or prizes shall be provided to vocational education students without regard to race, color, national origin, sex,

or handicap, except where necessary to overcome the effects of past discrimination.

Printed Materials. Counselling and other printed materials and services shall be provided to vocational students for program selection, recruitment, career/employment selection, and promotional activities without regard to race, color, national origin, sex, or handicap.

Cooperative Education, Work Study, and Job Placement. Opportunities shall be made available to vocational students in cooperative education, work study, and job placement programs without regard to race, color, national origin, sex, or handicap (p. SP3-SP4).

Program Supervision

Local Administration Supervision. The local school administration shall provide local program supervision and coordinate the vocational education program activities as an integral part of the overall educational program in the local school.

- A. The CVET and handicapped and disadvantaged programs are a part of the local school system. Local administrators are responsible for the administration and supervision of programs. Visits by the State Staff are supplementary to local supervision.
- B. Supervisory visits will be made by personnel of the Special Programs Division of the State Department of Vocational and Technical Education (p. SP4)

Local Teacher Supervision. Each vocational teacher shall be responsible for the development of each vocational student according to the student's occupational objective, and for follow-up of students upon exit from or completion of the program.

Cooperative Programs. Teacher-coordinators in secondary and full-time adult cooperative programs shall have the responsibilities of coordinating classroom and on-the-job activities and placement of students, and shall make a minimum of one training station visit per student per grading period. A memorandum of training and a training plan shall be completed and a copy maintained on file for every student. Employers are also required to have proof of age on file and a work permit if the employee is under 18 years of age (p. SP5).

Program Operations

Programs shall have live projects where appropriate to provide the progressive situations necessary in training for employment.

Coordinated Vocational Education and Training

Coordinated vocational education training programs are established by the submission of an application to the State Department and its subsequent approval.

- A. The chief administrator, board of education and members of the community must have an understanding of an interest in having the program.
- B. Standards approved by the State Board relative to enrollment, class schedule, teacher qualifications, teacher responsibilities, related academic classes, space, equipment, supplies, books and reference materials shall be met in a CVET program.
- C. Local education agencies are required to keep CVET programs in compliance with the Rules and Regulations pertaining to Title VI of the Civil Rights Act of 1964, the Title IX Regulation Implementing the Education Amendments of 1972 which prohibits sex discrimination in education, and Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination of the handicapped (p. SP7-SP8).

D. CVET programs must be designed to prepare students for specific payroll jobs or occupations in a "cluster" of closely related occupations.

1. The CVET training program may be in relation to a cluster of occupations such as (1) general construction trades, (2) general mechanical trades, (3) horticultural occupations, (4) business and office programs, (5) printing, or (6) home and community services. The home and community services program may be in occupational clusters relating to the home and community services employment such as (1) domestic jobs, (2) employment in food services, or (3) lodging and related services. Other courses may be added as the need for them is established through recognized occupational surveys, forecasts, and approval by the State Department.
2. Related Phase Coordinated with Pre-Employment Shop Training Programs - Classroom Instruction.

The related portion of the program will use modified related curriculum departing from traditional standards and taught on an ungraded basis. English or remedial reading and mathematics must be adapted to the level and learning of the students. Students handicapped in reading ability must be provided remedial reading instruction instead of traditional English. Students of low achievement in mathematics must be given remedial instruction in mathematics. Schools must provide two years of related English or remedial reading plus one year of related mathematics. The local school district has the option whether to provide related science and/or social studies to CVET students. Other provisions are:

Curricula must be flexible and be taught at the achievement level of the student.

Remedial work shall be given to students in areas of low-level achievement parallel with identified ability.

Primary emphasis will be on the basic tools of language arts and mathematics. The basic skills taught will be in reading, writing, speaking, listening, and arithmetic areas (p. SP-8).

Related instruction content will be functional, with practical application to occupational training whenever possible.

CVET students shall take related academic classes as a group by grade level not to exceed 18 students in a class.

3. Students are scheduled for vocational shop instruction two consecutive periods each school day and enrolled in modified academic and other elective courses during the remaining portion of the school day. A teacher who is teaching two or more laboratory or vocational shop classes shall be considered as a full-time teacher. A teacher of laboratory or vocational shop classes may be assigned three vocational classes each day.
4. Preparatory vocational shop programs are fully accredited high school subjects which carry units of credit for each year of instruction. (p. SP8-SP9).

Enrollment

Coordinated Vocational Education and Training

No more than 18 students shall be enrolled in each vocational portion of the program, and no more than 18 students shall be enrolled in any related academic class.

Recommended class sizes:

- A. Disadvantaged--It is recommended that a minimum of 12 students per class be enrolled in a program for the disadvantaged. A maximum of 18 students per class for the disadvantaged is recommended.
- B. Handicapped--It is recommended that a minimum of 10 students per class be enrolled in a program for the handicapped. A maximum of 14 students per class for the handicapped is recommended. These minimums and maximums apply to both secondary and adult programs (p. SP-10).

Special programs of the disadvantaged and the handicapped must be developed to provide those persons a free and appropriate education in the least restrictive environment.

Instructors

All vocational and industrial arts secondary school teachers shall have an appropriate teaching certificate issued by the Certification Section of The State Department of Education on file in the local education agency.

It shall be the responsibility of the local school administration to assure that a vocational or industrial arts teacher applicant meets certification requirements before placing the applicant under contract.

All vocational and industrial arts teachers must have the certification application approved by the State Supervisor in the appropriate occupational division.

All vocational and industrial arts teachers must complete the specific occupational division's requirements for certificate renewal and be approved by the appropriate State Supervisor.

- A. The CVET construction trades and mechanical trades instructors shall meet trade and industrial education, industrial arts, or vocational agriculture certification requirements.
- B. Instructors in printing programs shall meet trade and industrial or industrial arts certification requirements.
- C. Instructors in business and office education programs shall meet business and office certification requirements (p. SP-11 SP-12).

- D. Instructors in horticulture programs shall meet vocational agriculture or trade and industrial education certification requirements.
- E. Instructors in home and community service programs shall meet vocational or occupational home economics education certification requirements.
- F. Those CVET instructors who are certified in industrial arts and whose initial employment in a CVET program begins during the 1984-1985 school year or in subsequent years will be required to obtain college credit in the following courses within three years of their first day of employment: a) History and Philosophy of Vocational Education, three hours; b) Trade and Job Analysis, two hours; c) Instructional Planning, three hours; d) Organizational and Management of School Shops, three hours. This requirement also applies to those with industrial arts certification who have left the CVET program and are returning.
 - 1. Instructors of Special Programs for the disadvantaged and the handicapped must meet certification in the occupational division in which students receive secondary credit. Those instructors providing support services to students in occupational training programs should have certification in an area of specialty commensurate with their duties.
 - 2. Certification renewal requirements are determined by the occupational division in which the CVET instructor is certified. (p. SP-12).

Professional Development

The State Department shall provide for training and retraining of teachers, supervisors, administrators, counselors, teacher educators, and support personnel to meet the requirements for quality vocational education.

Each teacher shall attend regular professional improvement meetings; the annual vocational educators' conference;

and other institutes, workshops, or annual vocational-technical conferences as identified by the State Department.

Instructors in CVET programs are expected to attend professional improvement meetings, mid-winter conference and the Annual Vocational Technical Education Conference in the summer. Instructors are also expected to complete the necessary credit hours for certificate renewal.

Student Organizations

Each secondary vocational education program shall have an active and appropriate student organization as an integral part of the vocational program.

Each student who participates in vocational student organization activities shall be a member of the student organization which is designed for the occupational program in which the student is enrolled. Student organizations include: FFA (Vocational Agriculture), FHA/HERO (Vocational Home Economics), HOSA (Health Occupations), VICA (Trade and Industrial), DECA (Distributive Education/Marketing), FBLA/FBL (Business and Office), and AIASA (Industrial Arts).

The vocational student organizations form an integral part of the total vocational program, Vocational student organization activities are an intra-curricular activity. CVET programs and special programs are expected to provide student organization experiences to students enrolled in such programs. It is recommended that CVET and special programs students be encouraged to join the vocational student organization that most nearly fits the training

program offered.

Teaching the Disadvantaged

The teacher of the disadvantaged should be chosen because they have a desire to help students having academic, socioeconomic or other handicaps. Kastle states: (6)

Honestly caring about people and trying to understand them is necessary in reaching the disadvantaged student. Many of these students are disadvantaged because they come from broken homes and substandard housing in which there is hunger, malnutrition, uneducated parents, alcoholism or drug addiction. These students have been categorized and have developed feelings of inferiority, self-doubt, and humiliation. The teacher should identify these problems and try to understand the students and their problems (p. 9).

Teachers of disadvantaged students should be self motivated, positive thinking with high morales. For many of the students in disadvantaged programs the teacher is the positive role model in their life. Therefore the teacher is a key element of the success of any disadvantaged program.

Summary

In summary, attitudes are based on a particular feeling about something. Students involved in vocational training that provides a means for involvement, self assurance and emotional stability will have a positive experience. Students characteristic of the disadvantaged who are not provided an individual means for self assurance, involvement and emotional stability will have an unsatisfying negative experience in their vocational training.

Students who are characteristic of the disadvantaged

should be identified and offered vocational training in an environment that is conducive to a positive learning experience. States should use a proportion of The Carl Perkins Federal entitlement to provide the students the educational opportunities over and above the cost necessary to provide a non-disadvantaged student vocational education.

Teachers are a very important aspect of the program for disadvantaged. The teacher should be trained to identify the characteristics of disadvantaged and understand the problems associated with teaching the disadvantaged. The teacher must be able to foster a mutual respect and trust with the student.

Focus on preparing the individual to enter the world of work and how the individual student will fit into the role must be a goal of every program. If students are given a realistic goal and a program that can train them to obtain that goal, disadvantaged students can become non-disadvantaged employable workers.

CHAPTER III

METHODOLOGY AND DESIGN

The purpose of this chapter was to describe the methods and procedures used in conducting this study. In order to acquire data which would provide information specifically related to the intent and objectives of the study, a population was determined and instruments were developed for data collection. Procedures to facilitate data collection and methods of treating the data were selected. The data were collected during the spring of 1986. Specific objectives were utilized to provide direction for the conduct and design of this research effort. The specific objectives were:

1. To determine selected demographic characteristics typical of CVET teachers in the Antlers, Muskogee, and Tulsa P.I. groups.
2. To determine the perceptions of CVET teachers with regard to the abilities of students enrolled in programs designated for the disadvantaged and handicapped.
3. To determine the perceptions of CVET teachers regarding the availability of program facilities, equipment and curriculum and instructional materials.
4. To determine the perceptions of CVET regarding their relationships with other teachers in related academic disciplines.
5. To determine the perceptions of CVET teachers toward professional improvement.

The Study Population

The population for this study consisted of 45 CVET program teachers for disadvantaged students in Oklahoma. The teachers were located in 32 different schools located in the Antlers, Muskogee and Tulsa professional improvement districts. The three professional improvement districts represent 50 percent of the professional improvement districts supervised by the Special Programs Division of the State Department of Vocational and Technical Education.

Development of the Questionnaire

In developing the teachers questionnaire, concerns and suggestions were used from the staff of the special programs division, teachers involved in teaching disadvantaged students, staff of the educational services division of the State Department of Vocational Technical Education and Faculty members of the Agriculture Education Department at Oklahoma State University.

After developing the questionnaire it was submitted to the staff of the Special Programs Division, Oklahoma State Department of Vocational Technical Education for further recommendations. The questionnaire was revised to include statements that would aide in identifying teachers perceptions toward student characteristics, facilities and equipment, classroom instruction and curriculum, relationships with academic teachers and program and professional improvement. The statements were then placed in random

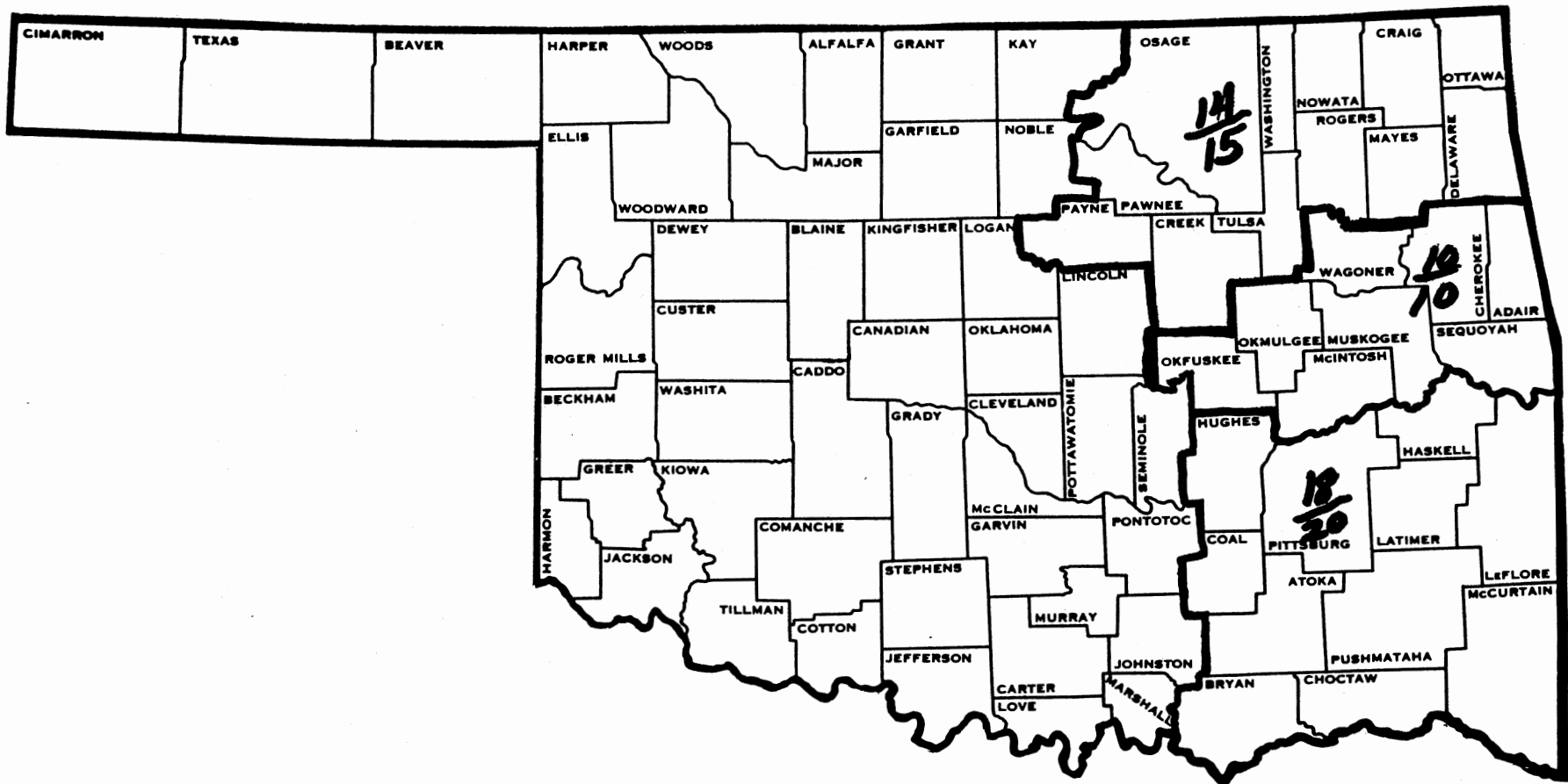


Figure 1. Distribution of CVET Teachers In The Antlers, Muskogee, and Tulsa Professional Improvement Groups.

order on the survey instrument.

Administering the Questionnaire

The questionnaire was administered to the teachers as a part of their professional improvement meetings. Instructions for completing the survey were expressed orally. Thirty minutes of the planned program time were allowed for administering the questionnaire. Professional Improvement meetings were chosen to administer the questionnaire because teachers were required to attend and it would ascertain a quicker return rate. Letters were sent to teachers and school administrators reminding teachers of the meetings. Teachers unable to attend professional improvement meetings at the scheduled time were recommended to attend one of the other Professional Improvement District meetings. A follow-up of non-respondents was not conducted. The data was collected during Professional Improvement meetings in the spring of 1986.

Analysis of Data

Information obtained from the survey provided the means to identify factors influencing teacher perceptions and the extent of their perceived opinions. The survey consisted of a 20 item questionnaire requiring answers on an interval scale. Major topics included teacher perceptions of students, student leadership, leadership involvement, residential environment, extent of student activities, and relationships with related academic teachers.

Data collected were key-punched on a Series One IBM System 3081. A SAS (Statistical Analysis System) program was utilized to derive a statistical analysis of the data.

For each of the statements concerning factors influencing teacher perceptions, frequency distributions and percentages of responses with regard to the "degree of agreement" were ascertained. In addition a five-point interval scale was utilized to determine weighted mean responses for each statement. Demographic data was treated utilizing descriptive statistics.

The five-point "Likert-type" scale was used in securing teacher responses according to the degree of agreement expressed in their perceived attitudes. Numerical values were assigned as follows: "Strongly agree" = 5, "agree" = 4, "neutral" = 3, "disagree" = 2, "strongly disagree" = 1.

Real limits were set at 4.5 and above for "strongly agree"; 3.5 to 4.9 for "agree"; 2.5 to 3.49 for "neutral"; 1.5 to 2.49 for "disagree"; 1 to 1.49 for "strongly disagree".

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter was to present, describe and analyze teacher perceptions regarding student abilities, available resources and related classes in CVET programs. The data was collected utilizing a twenty item survey instrument relating to specific concerns regarding CVET programs. The data included in this study were the responses of the 45 teachers conducting the CVET programs in the Tulsa, Muskogee and Antlers professional improvement groups.

This chapter describes the selected characteristics of both respondents and students involved in CVET programs, related classes involved in CVET programs, and teacher resources and technical updates. Demographic data was summarized from the State Department of Vocational-Technical Education personnel information.

Background of the Population

The population of this study included the 45 CVET teachers in the Antlers, Muskogee and Tulsa professional improvement groups. The major source of data for this study were responses of 45 CVET teachers completing the twenty

item questionnaire. Of this number 20 were teaching in the Antlers P.I. group, 10 taught in the Muskogee P.I. group, while 15 were teaching in the Tulsa Professional Improvement group. These 45 respondents represent 50 percent of the professional improvement groups for CVET teachers in Oklahoma. The twenty item questionnaire was administered to the teachers during professional improvement meetings. Three teachers were not in attendance and follow up data was not obtained. Respondents in some cases gave answers that were out of the range indicated by the interval scale on the survey instrument and this had an effect of altering frequency distributions and mean scores of the statements. These responses were treated as missing data.

Selected Characteristics of CVET Teachers Participating in the Study

Table I illustrates CVET teachers background with respect to age. Table I further reveals the median age of 38.44 years for CVET teacher respondents. While the largest percentage of teachers (28.89%) were between 36 to 40 years of age. However, the remaining 15 (33.33%) teacher respondents were between the ages of 41 to 60 years.

Table II indicates the number of years teaching experience for teachers conducting CVET programs. Fifteen (33.33%) of the teachers had 0-5 years experience, while fifteen (33.33%) had 5-10 years. An interesting aspect of this study revealed that teaching experience revealing that two-thirds (30) of the CVET teachers have ten or less years of teaching experience.

TABLE I
A SUMMARY OF GENERAL CHARACTERISTICS
OF CVET TEACHERS BY AGE*

Category by Group	Frequency (N=45)	Percent (%)
25-30	5	11.11
31-35	10	22.22
36-40	13	28.89
41-45	9	20.00
46-50	4	8.89
51-55	1	2.22
56-60	1	2.22
Total	43	95.55

Mean Age = 38.44 years

TABLE II
 A SUMMARY OF GENERAL CHARACTERISTICS
 OF CVET TEACHERS BY YEARS OF
 TEACHING EXPERIENCE*

Categories of Experience	Frequency (N=45)	Percent (%)
0-5	15	33.33
6-10	15	33.33
11-15	9	20.00
16-20	5	11.11
21-25	1	.02
Total	45	100.00

Mean = 11.91

Nine (20%) had between 11-15 years experience, five (11.11%) had 16-20 years experience, while one (.02%) had over twenty years teaching experience. The mean years of experience for the 42 respondents was 11.91 years.

Table III showed the years of teaching experience CVET teachers have teaching disadvantaged students. The mean years of teaching experience with disadvantaged students was 6.37 years. Table III further indicates that twenty-two (48.89%) of the teachers had less than five years experience, while twelve (26.67%) had 6-10 years experience, nine (20.0%) 11-15 years experience, and two (04.44%) had between 16-20 years experience.

Table IV indicates the educational level of CVET teachers. Four (08.89%) teachers' highest educational level was revealed to be a high school diploma, however, further investigation indicated those teachers were working toward B.S. degrees. Twenty-one (46.67%) of the teachers had earned a B.S. degree, while twenty (44.44%) had completed the M.S. degree.

Teacher Perceptions of Students

Table I revealed that twenty-three (54.8%) of the teachers perceived students supported their position of authority. However, six (14.2%) of the teachers felt that students did not support the teachers authority, while seven (16.7%) had "no opinion" with regard to the student supporting the teacher's authority. In addition, six (14.3%) teachers "strongly agreed" students respected their authority.

TABLE III

A SUMMARY OF GENERAL CHARACTERISTICS OF
CVET TEACHERS BY YEARS OF EXPERIENCE
TEACHING DISADVANTAGED STUDENTS

Categories of Experience	Frequency* (N=45)	Percent (%)
0-5	22	48.89
6-10	12	26.67
11-15	9	20.00
16-20	2	4.44
Total	45	100.00

Mean Years of Experience = 6.37

TABLE IV

A SUMMARY OF GENERAL CHARACTERISTICS OF
CVET TEACHERS BY EDUCATIONAL LEVEL

Educational Level	Frequency* (N=45)	Percent (%)
H.S. Diploma	4	8.89
B.S. Degree	21	46.67
M.S. Degree	20	44.44
Total	45	100.00

Table II shows that twenty (47.6%) of the teachers "agreed" and eight (19.0%) "strongly agreed" that the students were very interested in the CVET program. While fourteen (33.3%) teachers "disagreed" or had "no opinion" in regard to whether their students were interested in CVET programs.

Table III illustrates teachers perceptions of the leadership qualities of the students. Twenty-one (50.0%) of the teachers indicated that they felt their students had definite leadership qualities, while nine (21.4%) of the teachers "strongly agreed" that the students had definite leadership qualities. Only one (2.4%) teacher "strongly disagreed" that CVET students had leadership qualities, while seven (16.7%) also "disagreed" that students had leadership potential. However, three (7.3%) teachers indicated they had "no opinion" as to the leadership qualifications of the students in CVET programs.

As illustrated in Table IV, the opinion of the teachers seemed to indicate that teachers opinions of students were easier to motivate when working on "real" or practical jobs. Twenty-six (61.9%) of the teachers "strongly agreed" and fifteen (35.7%) "agreed" revealing that (97.6%) of the teachers favored practical application and real live situations as providing the necessary student motivation. However, one respondent (2.4%) had "no opinion".

Related Classes and Characteristics
of Related Areas

Table V revealed the teachers' opinions in respect to the familiarity of the school counselor with CVET programs to counsel students regarding entry into CVET programs. Eleven (26.2%) teachers "strongly disagreed" while fourteen (33.3%) "disagreed" indicating that almost 60 percent of the respondents felt that high school counselors were not familiar enough with the CVET programs to counsel with students concerning entry into those programs. However, nine (21.4%) teachers had "no opinion" concerning the counselor's familiarity of the CVET program. Furthermore Table V also showed that six (14.3%) teachers "agree" and two (4.8%) "strongly agree", indicating that only 19 percent of the teachers felt counselors were familiar with CVET programs.

The teachers' opinions described Table VI showed the need for CVET teachers to work cooperatively with other teachers in related disciplines to assist them in better understanding CVET students. All responses to the statement indicated that CVET teachers need to be more effective in their working relationships with teachers in related academic disciplines. Twenty-four (57.1%) of the respondents "agreed" while eighteen (42.9%) "strongly agreed" that cooperative relationships between vocational and academic teachers was needed.

Table VII contains the opinions of teachers as regarding relevancy of related English classes to the success of

TABLE V
 A SUMMARY OF TEACHERS PERCEPTIONS WITH
 REGARD TO STUDENT SUPPORT OF TEACHERS
 AUTHORITY BY LEVEL OF AGREEMENT

Level of Agreement	Frequency (N=42) N	Percent (%)
Strongly Disagree	3	7.1
Disagree	3	7.1
No Opinion	7	16.7
Agree	23	54.8
Strongly Agree	6	14.3
Total	42	100.00

Mean = 3.62

TABLE VI
 A SUMMARY OF TEACHER PERCEPTIONS
 REGARDING STUDENT INTERESTS IN
 CVET PROGRAMS BY LEVEL
 OF AGREEMENT

Level of Agreement	Frequency (N=42) N	Percent (%)
Disagree	6	14.3
No Opinion	8	19.0
Agree	20	47.6
Strongly Agree	8	19.0
Total	42	100.00

Mean = 3.71

students in CVET programs. Nineteen (45.2%) "agreed", while thirteen (31.0%) "strongly agreed" that related English was relevant to the students' success. One respondent (2.4%), however, "disagreed", while nine (21.4%) had "no opinion" as to the relevancy of related English classes and student success in CVET programs.

Table VIII exhibited the opinions of CVET teachers with respect to related math classes. Again the majority felt that related math was relevant with twenty-seven (64.3%) "agreeing" and thirteen (31.0%) "strongly agreeing" while one (2.4%) disagreed and one (2.4%) had "no opinion".

The data summarized in Table IX indicated the perceived feelings of CVET regarding related teachers' concern with CVET program activities. Six (14.3%) of the CVET teachers "strongly agreed" that related teachers were concerned with the CVET activities and the students' involvement. Twenty (47.6%) CVET teachers "agreed" with this opinion, and seven (16.7%) had "no opinion", while seven (16.7%) "disagreed" and two (4.8%) "strongly disagreed". This analysis of the data indicated over 21 percent felt that related teachers were not concerned with CVET program activities.

The information displayed in Table X reflected the opinions of the teachers regarding related classes being an integral part of the CVET program. Two (4.9%) "disagreed", while five (12.2%) had "no opinion" concerning related classes being an integral part of the CVET class. However, twenty-one (51.2%) "agreed" that related classes should be an integral part. In addition thirteen (31.7%) "strongly

TABLE VII
 A SUMMARY OF TEACHER PERCEPTIONS WITH
 REGARD TO STUDENT LEADERSHIP
 QUALITIES BY LEVEL
 OF AGREEMENT

Level of Agreement	Frequency (N=42) N	Distribution %
Strongly Disagree	1	2.4
Disagree	7	16.7
No Opinion	3	7.1
Agree	21	50
Strongly Agree	9	21.4
Total	41	100

Mean = 3.73

TABLE VIII

A SUMMARY OF TEACHER PERCEPTIONS WITH
REGARD TO STUDENT MOTIVATION
CONCERNING ON JOB TRAINING
BY LEVEL OF AGREEMENT

Level of Agreement	Frequency (N=42) N	Distribution %
No Opinion	1	2.4
Agree	15	35.7
Strongly Agree	26	61.9
Total		

Mean = 4.60

TABLE IX
 A SUMMARY OF TEACHER PERCEPTIONS
 REGARDING COUNSELORS' KNOWLEDGE
 OF RECRUITING STUDENTS FOR CVET
 PROGRAMS BY LEVEL
 OF AGREEMENT

Level of Agreement	Frequency (N=42) N	Distribution (%)
Strongly Disagree	11	26.2
Disagree	14	33.3
No Opinion	9	21.4
Agree	6	14.3
Strongly Agree	2	4.8
Total	42	100

Mean = 2.38

TABLE X
 A SUMMARY OF THE TEACHERS OPINIONS
 REGARDING WORK RELATIONSHIPS
 WITH OTHER TEACHERS IN
 RELATED ACADEMIC
 DISCIPLINES BY
 LEVEL OF
 AGREEMENT

Level of Agreement	Frequency (N=42) N	Distribution (%)
Agree	24	57.1
Strongly Agree	18	42.9
Total	42	100

Mean = 4.43

agreed" for a total of thirty-four (82.9%) teachers indicating that related classes were an important and integral part of CVET courses.

Table XI revealed the perceptions of CVET teachers as to the enthusiasm academic teachers have for teaching related classes for students enrolled in CVET programs. Three (7.5%) CVET teachers "strongly disagreed" that academic teachers enjoyed teaching related classes. Furthermore, twelve (30.0%) "disagreed", while nine (22.5%) had "no opinion" as to the status of enjoyment shared by academic teachers teaching related classes. Two (5.0%) teachers "strongly agreed" indicating that sixteen (40%) of the CVET teachers felt that academic teachers enjoyed teaching related classes.

A summary of the data in Table XII indicated CVET teachers concerns regarding the benefits of grouping students in related classes. Two (4.9%) "strongly disagreed" while three (7.3%) "disagreed" that grouping students was not an aid in related academic instruction, while fourteen (34.2%) had "no opinion". However, eighteen (43.9%) of the respondents "agree" in addition to four (9.8%) who "strongly agree" for a total of twenty-two (53.7%) respondents indicating that it was beneficial to group students for related academic instruction.

Teacher Resources and Technical Updates

Table XIII was a summary concerning the instructional materials that schools provide for effective instruction. Four (9.5%) "disagreed" that the school provided adequate

TABLE XI
 A SUMMARY OF TEACHER PERCEPTIONS
 REGARDING THE RELEVANCY OF
 RELATED ENGLISH CLASSES
 BY LEVEL OF AGREEMENT

Level of Agreement	Frequency (N=42) N	Distribution (%)
Disagree	1	2.4
No Opinion	9	21.4
Agree	19	45.2
Strongly Agree	13	31.0
Total	42	100

Mean = 4.05

TABLE XII

A SUMMARY OF CVET TEACHER PERCEPTIONS
REGARDING THE RELEVANCY OF RELATED
MATH CLASSES BY LEVEL
OF AGREEMENT

Level of Agreement	Frequency (N=42) N	Distribution (%)
Disagree	1	2.4
No Opinion	1	2.4
Agree	27	64.3
Strongly Agree	13	31.0
Total	42	100

Mean = 4.23

instructional material, while six (14.3%) had "no opinion" in regard to the amount of teaching material provided by the school. However, twenty-six (61.9%) "agreed" and six (14.3%) "strongly agreed" that the school provided adequate instructional material.

The data revealed in Table XIV indicated how the teachers perceived the amount of cooperation between the State Department of Vocational Technical Education and local school administration. Eight (19.0%) "disagreed", indicating that more cooperation was needed, while fourteen (33.3%) again had "no opinion". However thirteen (31.0%) "agreed" and seven (16.7%) "strongly agreed" indicating twenty (47.7%) of the respondents felt more cooperation was needed between the State Department of Vocational Technical Education and local school administration.

Table XV revealed the opinions of respondents in regard to CVET teachers teaching courses other than CVET. Two (4.9%) "strongly disagreed" indicating it was alright for CVET teachers to teach other classes. In addition ten (24.4%) also "disagreed" indicating that it was okay for teachers to teach other classes, while eleven (26.8%) had "no opinion" as to teaching other classes being detrimental to the CVET program. Ten (24.4%) of the teachers "agreed" and eight (19.5%) "strongly agreed" that it was detrimental to the CVET program for teachers to teach courses other than CVET.

The summary of information contained in Table XVI

TABLE XIII
 A SUMMARY OF CVET TEACHERS PERCEPTIONS
 REGARDING RELATED TEACHERS CONCERNS
 WITH CVET ACTIVITIES BY LEVEL
 OF AGREEMENT

Level of Agreement	Frequency (N=42) N	Distribution (%)
Strongly Disagree	2	4.8
Disagree	7	16.7
No Opinion	7	16.7
Agree	20	47.6
Strongly Agree	6	14.3
Total	42	100

Mean = 3.56

TABLE XIV
 A SUMMARY OF TEACHERS PERCEPTIONS
 CONCERNING RELATED CLASSES BEING
 AN INTEGRAL PART OF CVET
 PROGRAMS BY LEVEL
 OF AGREEMENT

Level of Agreement	Frequency (N=42) N	Distribution (%)
Disagree	2	4.9
No Opinion	5	12.2
Agree	21	51.2
Strongly Agree	13	31.7
Total	41	100

Mean = 4.10

TABLE XV

A SUMMARY OF TEACHERS PERCEPTIONS CONCERNING
THE ENTHUSIASM EXHIBITED ACADEMIC TEACHERS
IN TEACHING RELATED CLASSES BY LEVEL
OF AGREEMENT

Level of Agreement	Frequency (N=40) N	Distribution (%)
Strongly Disagree	3	7.5
Disagree	12	30.0
No Opinion	9	22.5
Agree	14	35.0
Strongly Agree	2	5.0
Total	40	100

Mean = 3.00

revealed the CVET teachers opinions concerning the involvement of related teachers as a part of summer conference. One (2.4%) "disagreed" indicating that a portion of summer conference should be planned to allow related teachers to discuss new techniques, innovations or problems, while seven (16.7%) of the respondents had "no opinion" concerning the involvement of related teachers. However, 25 (59.5%) "agreed" and nine (21.4%) "strongly agreed" revealing that thirty-four (80.9%) of the CVET teachers felt the related teachers should be involved in vocational summer conference.

Table XVII indicated the teachers concerns as to a core curriculum being taught on a level that students were able to comprehend. Three (7.1%) "strongly disagreed" and six (14.3%) "disagreed", while four (9.5%) had "no opinion" concerning the curriculum and the level of student comprehension. However, twenty-six (61.9%) "agreed" and three (7.1%) "strongly agreed" indicating twenty-nine (69%) of the teachers felt the curriculum was comprehended by students.

Table XVIII concerned related curriculum corresponding with classroom and laboratory training skills. Eleven (26.2%) of the CVET teachers had "no opinion" whether the curriculum corresponded with other classroom and laboratory skills. However, nineteen (45.2%) of the teachers "agreed" that the curriculum of the related class should correspond with the classroom and laboratory training skills, while eight (19.0%) "strongly agreed".

Table XIX revealed teachers opinions in regard to amount of time spent on actual jobs after the students had

TABLE XVI
 A SUMMARY OF TEACHERS PERCEPTIONS
 CONCERNING THE BENEFITS OF
 GROUPING STUDENTS IN
 RELATED CLASSES BY
 LEVEL OF AGREEMENT

Level of Agreement	Frequency (N=41) N	Distribution (%)
Strongly Disagree	2	4.9
Disagree	3	7.3
No Opinion	14	34.1
Agree	18	43.9
Strongly Agree	4	9.8
Total	41	100

Mean = 3.46

TABLE XVII

A SUMMARY OF TEACHERS PERCEPTIONS
CONCERNING THE ADEQUACY OF
EFFECTIVE INSTRUCTIONAL
MATERIALS PROVIDED BY
SCHOOLS BY LEVEL OF
AGREEMENT

Level of Agreement	Frequency (N=42) N	Distribution (%)
Disagree	4	9.5
No Opinion	6	14.3
Agree	26	61.9
Strongly Agree	6	14.3
Total	42	100

Mean = 3.81

TABLE XVIII

A SUMMARY OF TEACHERS PERCEPTIONS CONCERNING
 THE AMOUNT OF COOPERATION BETWEEN THE STATE
 DEPARTMENT OF VO-TECH AND LOCAL SCHOOL
 ADMINISTRATION BY LEVEL OF AGREEMENT

Level of Agreement	Frequency (N=42) N	Distribution (%)
Disagree	8	19.0
No Opinion	14	33.3
Agree	13	31.0
Strongly Agree	7	16.7
Total	42	100

Mean = 3.45

gained sufficient skills and knowledge in the classroom. None of the respondents "strongly disagreed" or "disagreed", while four (9.5%) of the teachers had "no opinion". However seventeen (40.5%) "agreed" and twenty-one (50.0%) "strongly agreed" indicating that thirty-eight (90.5%) of the teachers felt more time should be spent on actual jobs.

Table XX indicated the opinions of CVET teachers concerning the CVET teachers being involved in the placement of students in CVET programs. All the respondents were in agreement that the CVET teacher should be involved in the placement of students in CVET programs. Seventeen (41.5%) of the teachers "agreed" while twenty-four (58.5%) "strongly agreed" indicating that 100% of the respondents felt that CVET teachers should be involved in the placement of students.

TABLE XIX
 A SUMMARY OF TEACHERS PERCEPTIONS
 REGARDING CVET TEACHERS TEACHING
 COURSES OTHER THAN CVET BY
 LEVEL OF AGREEMENT

Level of Agreement	Frequency (N=41) N	Distribution (%)
Strongly Disagree	2	4.9
Disagree	10	24.4
No Opinion	11	26.8
Agree	10	24.4
Strongly Agree	8	19.5
Total	41	100

Mean = 3.29

TABLE XX
 A SUMMARY OF TEACHERS PERCEPTIONS
 CONCERNING INVOLVEMENT OF RELATED
 TEACHERS AS A PART OF SUMMER
 CONFERENCE BY LEVEL
 OF AGREEMENT

Level of Agreement	Frequency (N=42) N	Distribution (%)
Disagree	1	2.4
No Opinion	7	16.7
Agree	25	59.5
Strongly Agree	9	21.4
Total	42	100

Mean = 4.00

TABLE XXI

A SUMMARY OF TEACHERS PERCEPTIONS
 CONCERNING A STATE APPROVED
 CURRICULUM BEING ON A LEVEL
 STUDENTS CAN COMPREHEND BY
 LEVEL OF AGREEMENT

Level of Agreement	Frequency (N=42) N	Distribution (%)
Strongly Disagree	3	7.1
Disagree	6	14.3
No Opinion	4	9.5
Agree	26	61.9
Strongly Agree	3	7.1
Total	42	100

Mean = 3.48

TABLE XXII
 A SUMMARY OF TEACHERS PERCEPTIONS
 CONCERNING RELATED CURRICULUM
 CORRESPONDING WITH CLASSROOM
 AND LABORATORY TRAINING
 SKILLS BY LEVEL OF
 AGREEMENT

Level of Agreement	Frequency (N=42) N	Distribution (%)
Disagree	4	9.5
No Opinion	11	26.2
Agree	19	45.2
Strongly Agree	8	19.0
Total	42	100

Mean = 3.74

TABLE XXIII
 A SUMMARY OF TEACHER PERCEPTIONS
 CONCERNING TIME SPENT ON
 ACTUAL JOBS BY LEVEL
 OF AGREEMENT

Level of Agreement	Frequency (N=42) N	Distribution (%)
No Opinion	4	9.5
Agree	17	40.5
Strongly Agree	21	50.0
Total	42	100

Mean = 4.41

TABLE XXIV

A SUMMARY OF TEACHER PERCEPTIONS
CONCERNING THEIR INVOLVEMENT
IN THE PLACEMENT OF STUDENTS
IN CVET PROGRAMS BY LEVEL
OF AGREEMENT

Level of Agreement	Frequency (N=41) N	Distribution (%)
Agree	17	41.5
Strongly Agree	24	58.5
Total	41	100

Mean = 4.59

TABLE XXV

A COMPARISON OF MEAN SCORES DERIVED
FROM THE RESPONDENTS' PERCEPTIONS
OF SELECTED FACTORS PERTAINING
TO CVET PROGRAMS

Selected Factors	Mean Score	Level of Perceived Agreement
Student Motivation on Actual Jobs	4.60	Strongly Agree
CVET Teacher Involvement in Student Placement	4.59	Strongly Agree
CVET Teachers' Opinions Regarding Related Classes	4.43	Agree
Student Time on Actual Jobs	4.41	Agree
Relevance of Related Math Classes	4.23	Agree
Related Classes as an Integral Part of CVET Programs	4.10	Agree
Relevance of Related English Classes	4.05	Agree
Involvement of Related Teachers in Summer Conference Activities	4.00	Agree
Adequacy of Instructional Materials	3.81	Agree
Related Curriculum Relative to Classroom and Lab Training Skills	3.74	Agree
Student Leadership Abilities	3.73	Agree
Student Interest in CVET	3.71	Agree
Students' Support for Teachers' Authority	3.62	Agree
Related Teachers Concern About CVET Activities	3.56	Agree

TABLE XXV (Continued)

Selected Factors	Mean Score	Level of Perceived Agreement
Level of Student Comprehension	3.48	No Opinion
Benefits of Grouping Students	3.46	No Opinion
Cooperation Between State Vo-Tech and Local Administration	3.40	No Opinion
CVET Teachers Teaching Other Courses	3.30	No Opinion
Enthusiasm of Related Teachers Toward CVET	3.00	No Opinion
Counselors' Knowledge of CVET Student Placement	2.38	Disagree

CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The intent of this chapter was to provide a concise summary of the purpose, rationale, design and procedures, and major findings of the research. After an evaluation of these areas, conclusions and recommendations were outlined based on the analysis of the data and major findings.

Purpose of the Study

The purpose of this study was to determine the perceptions of CVET teachers with student abilities and importance of CVET and related academic programs.

Rationale of the Study

Research concerning opinions of CVET teachers toward teaching disadvantaged students and working with related academic teachers had not been conducted. Vocational teacher attitudes toward selected areas of the program should be of utmost importance in developing criteria for the program.

Design of the Study

This study was limited to the teachers teaching in CVET programs located in the Antlers, Muskogee and Tulsa

professional improvement districts located within the boundaries as specified by the Special Programs Division of the State Department of Vocational and Technical Education. The programs were defined as disadvantaged funded programs according to guidelines set forth in The Carl Perkins Vocational Education Act of 1985. All teachers within the three professional improvement districts were administered a twenty item survey pertaining to specific areas within the CVET program. Demographic information was obtained regarding background and educational level from the State Department of Vocational Technical Education. The survey instrument was developed with the assistance of the Oklahoma State University Teacher Education staff and the Special Programs division staff of the State Department of Vocational and Technical Education. The information was compiled and frequency distributions and percentages utilized to describe the data.

Major Findings of the Study

The following categories were selected to delineate the major findings of this study:

1. General characteristics of CVET teachers;
2. Characteristics of CVET students;
3. Related classes and characteristics of related classes;
4. Resources and technical update provide CVET teachers.

General Characteristics of CVET Teachers

In data summarized from the State Department of Vocational Technical Education teacher information sheets it was revealed the average age of CVET teachers was 38 years old. CVET teachers have an average of 12 years teaching experience with an average of 6 years teaching disadvantaged students. Forty-six percent of the teachers had earned a B.S. degree with 44% having earned an M.S. degree.

Characteristics of CVET Students

In general terms 69 percent of the teachers felt students respected the teachers' position of authority. While 17 percent had "no opinion" concerning the students respect for the teachers' authority. In regard to students being interested the CVET program, 68 percent of the teachers felt that students were interested in the program. However 33 percent of the teachers "disagreed" or had "no opinion" as to the students being interested. Over 71 percent of the teachers indicated students had definite leadership qualities, while 28 percent of the teachers "disagreed" or had "no opinion". A major finding of the study was that 98 percent of the teachers indicated students were easier to motivate when working on actual jobs as opposed to simulated projects in the classroom or continuous classroom teaching.

Related Classes and Characteristics
of Related Areas

Fifty-nine percent of the teachers were not in agreement concerning the familiarity of local school counselors with all facets of CVET programs, especially in counseling students regarding entry into the program. In regard to CVET teachers working cooperatively with academic teachers in related classes, 100 percent of the CVET teachers felt that cooperation between teachers was needed for the academic teacher to better understand the students' problems. However, 76 percent of the CVET teachers thought related English classes were relevant to the success of the student in the CVET program, while 85 percent indicated that math was relevant to the students' success in the program.

In regard to related academic teachers being concerned with CVET activities and student involvement, 62 percent of the CVET teachers felt the related teachers were interested, while 21 percent felt they were not and 17 percent had "no opinion". Eighty-three percent of the CVET teachers felt that related English and math should be an integral part of the CVET program, while 5 percent "disagreed". With respect to the enthusiasm of academic teachers toward teaching related classes, 40 percent of the CVET teachers "agreed", while 38 percent "disagreed" and 22 percent had "no opinion" concerning their perceptions of academic teachers enjoying teaching disadvantaged related classes. Grouping of students in related classes revealed that 54 percent of the CVET

teachers thought grouping benefited the students, however, 34 percent had "no opinion" and 12 percent "disagreed" that students benefited by being grouped for related classes.

Resources and Technical Update

In general 76 percent of the teachers felt that adequate instructional materials were provided by the schools for effective instruction. However, fourteen percent of the teachers had "no opinion" as to the adequacy of the materials. Forty-eight percent of the teachers thought more cooperation was needed between the State Department of Vocational-Technical Education and the local school administration in order to maintain more effective CVET programs. However, nineteen percent felt there was adequate cooperation at the present time. The majority of teachers expressing an opinion felt CVET teachers should not teach courses other than CVET, because it could be detrimental to the program. However, twenty-nine percent felt CVET teachers could teach courses other than CVET without being detrimental to the program.

In regard to related academic teachers being involved in the vocational education summer conferences, 81 percent of the CVET teachers thought that a portion of the conference should be planned to allow teachers in related areas the opportunity to discuss new techniques and innovations. Sixty-nine percent of the CVET teachers "agreed" that the

state approved curriculum was on a level that students could comprehend. Amazingly enough, 10 percent of the teachers had "no opinion" as to the students being able to comprehend the curriculum they were using. Sixty-four percent of the vocational teachers felt the related curriculum did correspond to classroom and laboratory training skills. Again, over one-fourth (26%) of the teachers had "no opinion" whether the related curriculum corresponded with the classroom and laboratory training skills they are teaching or not.

Ninety-one percent of the respondents agreed that more time should be spent on actual jobs after students have gained basic classroom knowledge and skills. Concerning placement of students in CVET programs, 100 percent of the CVET teachers "agreed" that the CVET teacher should be involved in the placement of students in CVET programs.

Conclusions

The following conclusions were based on data collected and the subsequent findings:

1. It was apparent that some teachers were employed to conduct CVET programs without prior completion of a formal degree program, however, most teachers who entered the program had previous teaching experience.
2. It was evident that the teachers seemed to perceive that the students basically respected their authority.
3. Apparently the teachers felt that most students were interested in the program.
4. As a result of the findings, the teachers seemed to perceive the presence of leadership ability among many of the students.

5. The investigator concluded that the students were easier to motivate when they worked on actual jobs rather than classroom instruction and/or class simulations.
6. It was concluded that the teachers' perceptions concerning the local school counselor's knowledge and understanding student placement in CVET programs was minimal.
7. It was further concluded that cooperation between teachers in both vocation and academic disciplines was necessary to understand and meet the needs of CVET students.
8. It seemed apparent from the findings that CVET teachers view both math and English as important related instructional areas.
9. Apparently CVET teachers perceived teachers in related academic disciplines less than enthusiastic concerning related instructional areas.
10. It was concluded that CVET teachers felt that grouping was beneficial for students enrolled in related academic classes.
11. The adequacy of instructional materials provided by local schools for CVET programs was adequate.
12. It was apparent by the opinions expressed that teaching other courses in addition to CVET offerings may take away from teaching effectiveness in CVET programs.
13. It was further concluded that even teachers in related academic disciplines have an important responsibility with regard to their involvement in updating, conference workshops, and in-service training.
14. The curriculum utilized in CVET programs was on a level that students could comprehend.
15. Students receive greater benefits from their involvement in CVET programs as a result of experience in actual job situations.
16. CVET teachers should be involved in the selection and placement of students by school counselors in CVET programs.

Recommendations and Implications

The following recommendations were made as a result of conclusions drawn from the analysis and interpretation of the data:

1. There was a definite need to meet the needs of disadvantaged youth through vocational education.
2. Activities need to be developed to motivate students to express their leadership abilities and enhance their interest in CVET programs.
3. In-service programs need to be developed to assist teachers in the delivery of both the vocational and related academic offerings to CVET students.
4. Needs exist to assist teachers in recruiting students and informing people involved in placement of students how the CVET program can meet the needs of disadvantaged youth.
5. Cooperation between local school administration and the State Department of Vocational Technical Education continues to be a vital need in developing and maintaining effective vocational education programs.
6. CVET students should receive more experience in actual real-life job situations.

Recommendations for Further Research

1. A comprehensive study should be conducted of CVET program completers to ascertain the impact and utility of such programs.

2. A study to determine the criteria for certifying teachers of disadvantaged vocational programs should be conducted.

3. A study should be conducted to determine the benefits of offering related academic courses as an integral part of CVET programs as perceived by CVET teachers, teachers of related academic disciplines, and program completers.

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APPENDIXES

APPENDIX A

TEACHER PERCEPTIONS OF THE CVET PROGRAM

Directions

Please respond to each of the following statements by circling the response in the right hand column that most nearly expresses your feelings about that particular statement. You may feel free to mark any statement not clear to you.

SA = Strongly Agree
 A = Agree
 N = Neutral
 D = Disagree
 SD = Strongly Disagree

1. The school provides adequate instructional materials (journals, shop manuals, and visual aids) for effective instruction.

SA
 A
 N
 D
 SD

2. The students usually support the teacher's position of authority.

SA
 A
 N
 D
 SD

3. More cooperation is needed between the State Department of Vocational and Technical Education and the local school administration in order to maintain a more effective CVET program.

SA
 A
 N
 D
 SD

4. The CVET instructor should not teach other courses outside the CVET program because it would be detrimental to his own program.

SA
 A
 N
 D
 SD

5. A portion of the summer conference should be planned to allow related teachers in the state to discuss new techniques, innovations or problems.
SA
A
N
D
SD
6. Local school counselors are familiar enough with all facets of the CVET program to counsel with students regarding entry into the program.
SA
A
N
D
SD
7. The CVET teacher should work cooperatively with the teachers of related classes in order to better understand the students' problems.
SA
A
N
D
SD
8. Related English classes are relevant to the success of the student in the CVET program.
SA
A
N
D
SD
9. Related math classes are relevant to the success of the student in the CVET program.
SA
A
N
D
SD
10. The CVET state-approved curriculum is on a level that students can comprehend.
SA
A
N
D
SD

11. The CVET related curriculum (math, English) is correspondent with the CVET classroom instruction and "hands on" training skills.
- SA
A
N
D
SD
12. The students are very interested in the CVET course.
- SA
A
N
D
SD
13. The grouping of students aids in the related academic instruction.
- SA
A
N
D
SD
14. Some of the students have definite leadership qualities.
- SA
A
N
D
SD
15. After the students have gained sufficient skills and knowledge in the class, more time needs to be spent on real jobs.
- SA
A
N
D
SD
16. The students are more easily motivated when working on real jobs.
- SA
A
N
D
SD

17. Related teachers are concerned with the CVET activities the students are involved in.

SA
A
S
D
SD

18. The CVET teacher should be involved in the placement of students in the CVET program.

SA
A
S
D
SD

19. Related classes should be an integral part of the CVET program.

SA
A
S
D
SD

20. Academic teachers enjoy teaching CVET related classes.

SA
A
S
D
SD

ADDITIONAL COMMENTS

VITA

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Master of Science

Thesis: PERCEPTIONS OF TEACHER ATTITUDES TOWARD STUDENTS
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