DEVELOPMENT OF AN INSTRUMENT DESIGNED TO PROFILE PRESENT AND PROSPECTIVE STUDENTS OF VOCATIONAL EDUCATION

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

"The year 2000 will mark the end of what has been called the American century (Johnston & Packer, 1987, p. xiii)." Since 1900, exploitation by the United States of the rapid changes taking place in technology, world trade, and the international political order has provided the United States wealth and power. However, by the end of the next decade, the changes under way will produce a different America than existed only a few years ago. Carnevale (1992) suggested that education in the United States must change to keep pace with changes in the American economy which he stated is becoming very complex. "If the year 2000 is to mark the end of the first American century--policymakers must find ways to . . . improve the educational preparation of all workers" (Johnston & Packer, 1987, p. xiv).

"Today we are in the early stages of a social and technological revolution that should drastically and irrevocably change the meaning of education" (Drucker, 1989, p. 18). How do we educate for a new decade and a new millennium? What skills will students need to survive in a global society?

> Education always has been important, but never as important as now because the stakes have changed--as our international competitors educate their people, they make the future a moving target. For the first time in U.S. history, it is imperative to establish clear national performance goals that will make the U.S. internationally competitive (US Department of Education, 1991, p. 73).

One such goal, as outlined by the 1991 National Governors' Association Task Force to guarantee that we are internationally competitive, is to achieve "the level of training necessary to guarantee a competitive work force" (US Department of Education, 1991, p. 74). This appears to be in alignment with one of the nation's education goals

for the nineties as stated by United States President George Bush at the conclusion of the February, 1989, state governor's conference: "By the year 2,000, every adult American will be literate and will possess the skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship" (Elam, 1990, p. 42).

Vocational education needs to be considered as one entity to deliver this necessary training. It is interesting to note that in an annual poll of the public's attitudes toward public schools sponsored by Phi Delta Kappa and conducted by the Gallup organization in April and May of 1990, 65 percent of those polled felt more emphasis should be given to vocational education (Elam, 1990).

> In the United States, vocational-technical education has entered a new era . . . Our nation is beginning to value education for work . . . To meet the challenges of global competition, the U.S. has embarked on a new vision for vocational-technical education (Warnat, 1991, p. 25).

Warnat (1991, p. 25) stated that the challenge that lies ahead is that "Vocational-technical education must make the U.S. public better aware of its role as the primary preparer of the nation's world-class work forces and where our work force stands in the global economy." Brodhead (1991) agreed,

> We must tell the world about what we are doing . . . Vocational education must seize the moment now and position itself to meet the critical educational and workforce needs of our country (p. 25).

Zwissler (1987) suggested that vocational education, as a service business with students as our customers, must employ the "marketing concept" in order to be successful in a constantly changing world. He explained that vocational education must be responsive to the educational marketplace by changing operational methods and curriculum offerings to serve the educational needs of society.

The American Vocational Association (AVA, 1990) also believes that marketing vocational education is a critical task for all who work in vocational education, and that the public must be made aware of vocational education's vitally important role in the development of the nation's skills and its beneficial contributions to the education of the

nation's citizens. Prior research conducted by Rosetti (1989 & 1990) and Digby (1986) emphasized the need for marketing vocational education.

In order to make the public better aware of vocational education, one must first be able to define vocational education's public--who these people are. Vocational education must be able to identify which groups of people are important to it and why, and what the public thinks about it in order to develop strategies for change. By analyzing its clients, by taking a comprehensive approach toward marketing, vocational education can become the dynamic educational program our society needs to develop individuals with occupational skills for careers today and tomorrow (AVA, 1990). O'Connor & Trussel (1987, p. 32) agree as they stated, "Never has it been more important to vocational educators to understand whom they serve and how to best serve their clientele."

Statement of the Problem

Vocational education currently finds itself in a highly competitive market. There are many pressures on potential students that may act as disincentives to participating in vocational education (AVA, 1990).

Vocational education institutions need a user friendly instrument to identify specifics on its present and prospective clientele so they can understand whom they do and may serve. When trying to define vocational education's clientele--who they are--, whether present or prospective, it becomes apparent after researching the literature that a problem exists.

The problem was that no user friendly student profile survey instrument exists to profile both present and prospective vocational education clientele.

Purpose of the Study

The purpose of the study was:

1. To produce a reliable, valid student profile survey instrument that could be used by vocational-technical educational institutions serving secondary and postsecondary students.

2. To produce a survey instrument which, once completed and administered, would provide the resource information needed so that a vocational education institution would be able to devise a marketing plan based upon an understanding of their present and prospective clientele.

Objectives

Specific objectives of this study were to develop an instrument which would:

1. Compare and contrast characteristics of present and prospective vocational education students.

2. Compare and contrast perceptions of vocational education by those enrolled and those not enrolled in vocational education.

3. Identify channels of information currently influencing users and nonusers of vocational education.

Need for the Study

As a vital and vastly useful component of this country's educational delivery system, vocational education has much to gain from capitalizing on the benefits of a comprehensive marketing approach (AVA, 1990).

Four factors make particularly urgent the position for requiring greater support for a marketing perspective in vocational education today (AVA, 1990, p. iii). These are: (1) reauthorization of the Carl Perkins Vocational Education Act, (2) vocational education's image problem, (3) the threat to secondary programs in the wake of expanded academic requirements for graduation, and (4) the changing workplace and

workforce. AVA (1990, p. iii) suggested that "Marketing has a major role to play in developing a response in each of these areas, a response that will enable vocational educators to hold securely to their mission." O'Connor & Trussell (1987) pointed out these same four factors as reasoning behind urging greater support for a marketing perspective in vocational education.

Most people think that marketing is carried on only in large companies operating in capitalistic countries. However, marketing is carried on within and without the business sector in all kinds of countries. Marketing is currently attracting the interest of the nonprofit sector, such as colleges or vocational education institutions, due to those institutions facing low enrollments and rising costs. Often these organizations have marketplace problems, and administrators are struggling to keep them alive in the face of changing consumer attitudes and smaller financial resources. Many such institutions have turned to marketing as a possible answer to their problems (Kotler & Armstrong, 1989).

> In recent years, industries such as health care, finance and law have been aggressively marketing their services. This departure from tradition is a response to sweeping changes in technology, demographics, and consumer demands. Vocational education, like other service industries, must respond to such changes . . . No enterprise can operate in a vacuum . . . Never has it been more important for vocational educators to understand whom they serve and how to best serve their clientele (AVA, 1990, p. iii).

It is believed by the researcher that a student profile instrument would assist a vocational education institution in understanding whom they do and may serve and how best to serve them.

The marketing approach demands that an organization focus on its customers' needs. When a vocational education institution considers defining its public (clientele), there is much to consider. There are many advantages in knowing as much as one can about one's actual and potential customers, their likes and dislikes as they apply to one's products and services, as well as their satisfaction levels regarding one's products and services.

Much of what many education organizations call institutional

research is, in fact, market research. Whether utilizing formal research methodology to find answers to questions, or using more informal means, an awareness of the need for research and a systematic method of data collection are important to marketing success. An essential part of the marketing function is market research (AVA, 1990).

AVA (1990) suggested that many vocational education institutions and communities all over the country are exhibiting signs of trouble--customers often are not buying into vocational education as they should. AVA indicated that there are marketplace factors that tell one if a problem exists, particularly with image. Among the marketplace factors mentioned, three immediately affecting vocational education dealt with enrollment of secondary students: (1) not having an appropriate proportion of total high school enrollment, (2) declining at a more rapid rate than general enrollment, and (3) secondary declining while general enrollment has stabilized or increased.

Data gathered from state vocational education directors each year since 1982-83 indicated a decline in secondary enrollment with the greatest decrease taking place in area vocational schools (Frantz, Strickland, & Elson, 1988). Oklahoma was identified in this study as having little or no percentage of change in secondary enrollment figures between 1982-83 and 1986-87. However, when enrollment figures for Oklahoma were categorized by program, declines in enrollment were shown in agriculture (-1.1%), trade and industrial (-15.5%), marketing (-2.6%), and business (-4.6%) (Frantz, Strickland, & Elson, 1988). Oklahoma was one of three states identified as having a high-quality state vocational education system by state directors of vocational education (Peters, 1987). It appears Oklahoma, a national leader in vocational education, could benefit from the development of a profiling instrument to understand its clientele better by identifying specific characteristics of the audience so that a vocational education institution could develop a marketing plan to assist the institution in increasing its enrollment.

Leaders of vocational education in Oklahoma (See Appendixes A and B) have expressed an interest in defining its public and in the development of a user friendly profile instrument as a new source of information to better understand its clientele. The Oklahoma State Department of Vo-Tech Public Information Coordinator (Wilkerson, 1990, np), members of the Oklahoma Area Vo-Tech School Public Information Council (Brooks & Lehr, 1991, np), and the superintendents of area vocational-technical centers in Oklahoma (Strate, 1991, np), have expressed the need for a user friendly student profile instrument.

Every company needs to be able to identify new market opportunities as no company can depend on its present products and markets to last forever. Today's complex and changing environment constantly offer new opportunities and threats. Thus, the company or organization must "carefully analyze its consumers and the environment so that it can avoid the threats and take advantage of the opportunities. To survive, it must continually seek new ways to offer value to consumers" (Kotler & Armstrong, 1989, p. 43). Companies know that they cannot satisfy all consumers in a given market in the same way so each company needs to study the total market and choose the segments it can probably serve better than its competitors can (Kotler & Armstrong, 1989).

Digby (1986, p. iii) after studying factors influencing adult enrollment in a technical institute in Fayeteville, North Carolina, recommended "consideration for additional studies of student characteristics and implications for recruiting and marketing strategies." He further stated "Keeping pace with the rapid changes in the societal factors affecting education will require that local data collection instruments be developed and administered on a regular and continuous basis" (Digby, 1986, p. iii,). This reflects the recognition of the need for a profiling instrument applicable at a local level in order to maintain a profile of student enrollment.

There is limited research that profiles students attending vocational-technical educational institutions. The review of literature

revealed that obtaining information on either present or prospective students appeared to be the focus in prior research rather than both audiences in one research study. This research profiled both audiences, current vocational students and prospective (nonvocational) students. With a clearer understanding of one's present and prospective clientele obtained through a profiling instrument, all vocational educators and clients might eventually benefit as the findings of this study could be incorporated into a marketing plan to attract students.

"The U.S. Bureau of Labor Statistics estimates that the United States will experience a severe shortage of qualified workers by the year 2000" (Busse, 1992, p. 24). Eisner (1992) related that one assumption seen in the literature is that the state of our economy is influenced by the state of our schools, a major theme in both A Nation at Risk and America 2000: An Education Strategy. The Association for Supervision and Curriculum Development (ASCD, 1992, p. 1) in its endorsement of its 1992 Resolutions stated, "It is imperative that students be provided with and have access to educational programs that will prepare them to meet the challenging, technological employment demands of the 21st century." If students prepare themselves for the new workplace environment while they're still in school, they can gain a competitive advantage (Busse, 1992).

The president of the American Vocational Association, Callahan (1992, p. 8), stated "To provide educational leadership in developing a competitive workforce" is the mission of AVA. He further related that one of the stated purposes of AVA, marketing vocational-technical education, can assist in strengthening the image of the vocational education, addressing the needs of both internal and external customers through a marketing plan that is driven by a strategic plan.

If we are to compete economically, nationally and internationally, we must first get students in our doors in order to be able to train them. This researcher believes that understanding the clientele is one step towards this end--training a competitive work force.

As Carnevale (1992, p. 29) pointed out,

> Education is not the cause of our competitive woes. In fact, the short-term impact of education on competitiveness is limited. Seventy percent of the workers who'll be working in 2005 already are on the job. The school system replaces the work force at the rate of only about 3 percent a year.

In the long term, though, the schools will make or break our economic future. "Education is the vital link to political and economic empowerment (Cisneros, 1992, p. 10).

Definition of Terms

The term vocational education will be used in the broader definition as given in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990:

> preparing students for paid or unpaid jobs 'requiring other than baccalaureate or advanced degree' in existing and emerging occupations, to include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society (Erekson & Martinez, 1990, p. 21).

The terms, consumer, clientele, customers, and students will be used to indicate the same person or groups of people.

Demography is the "study of the vital statistics of human populations, as size, growth, density, distribution" (Webster's II, 1988).

Image can be broadly defined as "the perception that people hold of your institution or organization and the service or product you provide" (AVA, 1990, p. 1-3).

Marketing as defined by the American Vocational Association (1990, p. 2-1) is "the process designed to effect the transfer of the product (vocational education) from the producer (your school) to the consumer (the student)." A broader definition of marketing is "a social and managerial process by which individuals and groups obtain what they need and want through creating and exchanging products and value with others" (Kotler & Armstrong, 1989, p. 5).

Market segmentation, sometimes called defining your publics or audiences, is the practice of examining one's total market to find its homogeneous segments (AVA, 1990).

"A Public is any group that has an actual or potential interest in or impact on an organization's ability to achieve its objectives" (Kotler & Armstrong, 1989, p. 5).

User friendly will be used to mean characteristics of human operated equipment and systems which makes them safe, comfortable, and easy to use (O'Brien, 1983).

Limitations

The following limitations are noted:

1. One group of prospective students, adults not currently enrolled, were not surveyed due to not having access to this population.

2. Included in the vocational education population surveyed were adults and secondary students, which made it difficult to make some comparisons between the vocational and nonvocational populations.

CHAPTER II

REVIEW OF LITERATURE

A review of literature identified by an ERIC search and a Dissertation Abstract On-Line search was conducted. A limited amount of profiling instruments appeared to exist. Those found in the literature were for currently enrolled students or for prospective students, but not designed to survey both populations in the same research study. There appears to be a need for a study concerning developing an instrument to profile present and prospective students for vocational education. This study could provide the resource information needed for a vocational education institution to devise a marketing plan.

This chapter is designed to present a review of literature pertinent to the study. Several topics appear to be relevant, and the review of literature will be divided into these sections: (1) image, (2) marketing, (3) market segmentation, (4) survey research, and (5) profiling instruments.

Image

The relevance of image-building was stressed by Tuttle (1987, p. 11) as he stated,

> An image does not just happen; it is created. An improved image of vocational education must be created by the actions and messages of everyone associated with it at the community level, at the state level, and nationally.

Tuttle (1987) stressed his belief that improving the image of vocational education should be one of the most important issues as he contends that those who hold a positive image of vocational education support it and that for those that the imageries are tarnished, or lack knowledge of vocational education, may oppose it. As the former director

of vocational-technical education in Oklahoma, Tuttle referred to a study conducted on the image of vocational education in Oklahoma in which it was found that the image of vocational education in Oklahoma was neither good nor bad, but non-existent. People appeared not to know enough about the program to form an opinion.

"The image we project is basic to what others perceive" (Tuttle, 1987, p. 11). Building a strong image for vocational education is complex because different groups see vocational education through different eyes. Tuttle stressed that image begins with good programs that meet the needs of students, employers, and the community, and to sustain that image one has to make sure to send out positive signals about vocational education. As Tuttle related, vocational education will improve its image when it finds better ways to communicate with its many audiences.

Image emerged as a critical factor. A public image or perception combines people's stereotypes, beliefs, and attitudes and begins to develop when whole groups of people with some common bond or association tend to perceive an organization and/or product in a similar way--good or bad. One of the dynamics of such a public image is that it tends to be self-reinforcing.

Two disparate theories emerge about image formation. One theory holds that image is mirror reflection of fact. People see us for who and what we are. The other theory contends that one's image is determined by the degree of contact or familiarity people have with an organization or product, and that their personal makeup of characteristics influence their understanding of these contact experiences (AVA, 1990). The American Vocational Association suggested both theories have merit--a reflection of fact and a manifestation of people's preconceptions--and that even with a great deal of effort, images are difficult and slow to change.

Vocational education finds itself today in a highly competitive market with many pressures on potential students that may act as disincentives to participating in vocational programs. These

competitive situations make it even more important that vocational education's image improve and expand. Many communities in the United States are exhibiting signs of trouble with people not "buying into" secondary or postsecondary vocational education as they should. Vocational education is "bought" as an option, just as most other products are "purchased" and students must make a conscious decision to "buy" vocational education, or decide not to participate. If they do not view the product as being right for them, they simply will not buy (AVA, 1990). Sharpe (1987) suggested that one communicates image through the environment and in communications which reflect the value placed on the employee, as well as the personality of the organization.

Image has remained a key issue as indicated by Buzzell (1987). In 1986 Georgia conducted a direct-mail survey in order to understand what vocational education's image was in Georgia. Results of the survey indicated that vocational education in the state of Georgia was experiencing success. The study was conducted with the assistance of an independent research firm because educators in Georgia believed that the image of vocational education has a significant impact on the degree to which it is supported and utilized. Responses from this survey were confidential and only aggregated data from various respondent groups were reported. A likert-type scale and a checklist form were used for this 30-item questionnaire. It is interesting to note that the authors of the Georgia study believed that in order to enhance the image of vocational education one must employ two things: effective marketing and producing a better qualified graduate through programmatic changes which encompass the needs of employers (Stonehouse, 1987).

Kentucky conducted a statewide image survey in 1987 in which respondents whose children had taken some kind of vocational training responded more favorably than those strictly associated by indirect involvement. Several critical misunderstandings that were widely held by the respondents emerged. For instance, those with the lowest income, the fewest years of formal education, and who were generally female or older had the lowest percentages of correct answers when asked about the

cost of obtaining training. Kentucky felt like this showed them that these groups should become targets for promotional and education efforts (Thompson, 1988).

The 24th Annual GALLUP/Phi Delta Kappa Education Poll of the Public's Attitudes Toward the Public Schools (Elam, Rose, & Gallup, 1992) offers a picture of the public and their grading of the public schools. More positive ratings were given the schools the public knows best, the ones in their own communities. "The more familiar people are with the schools, the more the approval rating climbs" (Elam, Rose, & Gallup, 1992, p. 53).

Reflected throughout the GALLUP/Phi Delta Kappa Poll is that the public wants change and improvement in its public schools. Thus, it appears the time may be ripe for vocational education institutions to devise a marketing plan designed to get their message across. This Poll identified a high priority by the public for six national goals for education and public school improvement following a national conference in February, 1990 by President George Bush and the 50 state governors. Negative perceptions of Americans in response to being asked about progress being made toward these 1990 public school improvement goals appear to indicate there is not a better time for vocational education to reach the public with a message of being a changing force designed to train students to enter a competitive work force. Cisneros (1992, p. 51) stated, "Education is the vital link to political and economic empowerment."

Marketing

"Marketing touches everyone's life. It is the means by which a standard of living is developed and delivered to its people" (AVA, 1990, p. 2-1). Although many people confuse marketing with selling, marketing is more complex. It combines many activities--marketing research, product development, distribution, pricing, advertising, personal selling, and others--designed to sense, serve, and satisfy consumer needs while meeting the organization's goal.

Marketing can be one tool to communicate the image and to deliver the message of vocational education. In fact, in the AVA 1992 Program of Work (AVA, 1991), Goal 7 related to marketing vocational-technical education. As stated, the goal is: "Strengthen the image of vocational-technical education both within the field and with outside audiences" (p. 14). The aim of marketing vocational education is to design and implement programs that are so customer-oriented that they will, in effect, sell themselves. One wants to know and understand the customer so well that the product or service sells itself. Ideally, marketing should result in a customer who is ready to buy. An organization makes every reasonable effort to learn consumer attitudes and needs, and then develops products or services to fill a particular set of needs, keeping in mind that product integrity, as well as a well structured curriculum with up-to-date content that provides challenges, must be maintained (AVA, 1990).

"Interest in marketing is growing as more organizations in the business sector, in the international sector, and in the nonprofit sector recognize how marketing can improve performance" (Kotler & Anderson, 1989, p. 7). Sharpe (1986), a manager of educational program development at Walt Disney World and former vocational research and staff development specialist for the Georgia State Department of Education, suggests that a marketing plan will result in attracting potential students to programs in vocational education, making the audience aware that vocational education is a good product that will benefit them.

The step-by-step marketing plan as presented by Sharpe (1986, p. 32) is:

1. Identify one's target audiences in terms of needs, demographics, and psychographics.
2. Study one's product carefully, identifying a record of successes.
3. Develop a message, determined by one's mission statement.
4. Select the strategies-advertising, promotions, publicity, public relations, and group sales.
5. Translate plans into task and timelines.
6. Evaluation.
7. Think marketing and encourage all employees in your school, state, or district to do the same.

O'Connor & Trussell (1987, p. 31) defined marketing as "a function of management or administration that directs an enterprise in satisfying the needs of its customers." They pointed out that vocational education has much to gain from capitalizing on the benefits of a comprehensive marketing approach. Also indicated was that marketing must be interwoven into the fabric of an institution, rather than an "add-on" activity. It should be broad in scope supported by a fully committed administration.

Peter & Donnelly (1992, p. 25) stated:

> The success of any marketing plan hinges on how well it can identify consumer needs and organize its resources to satisfy them profitably. Thus, a crucial element of the marketing plan is selecting the group or segments of potential consumers the firm is going to serve with each of its products.

These authors suggested that the aim of marketing is to know and to understand the customer so well that the product or service sells itself. Zwissler (1987) agreed, emphasizing focusing on the customer and employing the "marketing concept". Also suggested was to analyze the target market in order to be successful.

Market Segmentation

Consumers can be grouped in various ways based on geographic factors, demographic factors, psychographic factors, and behavioral factors.

> The process of classifying customers into groups with different needs, characteristics, or behavior is called "market segmentation." The market consists of many types of customers, products, and needs. Thus, the marketer has to determine which segments offer the best chance to achieve the company objectives (Kotler & Armstrong, 1989, p. 42).

The American Vocational Association (1990) suggested that one of the important marketing tools is market segmentation, and refers to it as defining your publics or audiences. This is the practice of examining your total market to find its homogeneous "segments," for a variety of purposes. Segmenting allows you to concentrate product development and promotional resources on--to target--those market segments most likely to produce the best results, those most critical to

your success. Products can be developed or refined, advertising copy can be designed, to meet and/or appeal to specific market segments.

The four distinct market segments are: geographic, demographic, psychographic, and behavioristic.

1. Geographic--where people live or work, by regions, states, communities, neighborhoods.
2. Demographic-age, sex, family size, income, social status, education, race, job, nationality, etc.
3. Psychographic--life style, personality type, user status, loyalty status, etc.
4. Behavioristic--knowledge, attitude, use or response to an actual product or its virtues (AVA, 1990, p. 2-2).

Survey Research

The survey method gathers data from a relatively large number of cases at a particular time and is concerned with the generalized statistics that result when data are abstracted from a number of individual cases.

As stated by Best (1981), the survey is an important type of study. It must not be confused with the mere clerical routine of gathering and tabulating figures as it involves a clearly defined problem and objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered, and logical and skillful reporting of the findings.

Ary, Jacobs, & Rzazvieh (1990) also see the survey as an important and frequently used method of research for sociology, business, political science, government, and education. They stated:

> Surveys sample populations in order to discover the incidence and distribution of, and the interrelationships among, sociological, psychological, and educational variables. The data gathered in a survey are usually responses to predetermined questions that are asked of a sample of respondents. The researcher, however, wants to generalize the findings to the total group from which the sample came, that is, the population (p. 407).

In referring to descriptive surveys, the type chosen for this research, Ary, et.al., related that they focus on determining the status of a defined population with respect to certain variables, basically inquiring into the status quo--attempting to measure what exists without

questioning why it exists. In discussing the survey techniques special emphasis on the planning and construction of the instruments stages was suggested. Several advantages of questionnaires were given: (1) designed for self-administration, (2) possible to include a larger number of subjects as well as subjects in more diverse locations, and (3) can guarantee confidentiality which may elicit more truthful responses. One disadvantage of the questionnaire given was the possibility of misinterpretation of the questions by the respondents. Also, if a questionnaire is mailed, it may not elicit as high a completion rate as an interview. Desired return percentage in a questionnaire study is 100 percent, although a more reasonable expectation may be 75-90 percent.

Vocationally Oriented Student Survey Instruments

Survey Instruments--Postsecondary, Barriers

Barriers adults face when enrolling in technical education programs at two-year and four-year institutions were the focus of research by Eschenmann, Olinger, & Barnett (1989). Barriers were identified in this study conducted on 130 randomly selected students, 21 years or older, enrolled in technical education so that programs, courses, motivational strategies, counseling services, support services, and recruitment information could be developed to overcome the barriers.

Survey Instruments--Postsecondary, Profiling

To obtain a current measure of the characteristics of the student population was one objective of Digby (1986) in the 1986 study, "A Study of the Factors Which Influence Adult Enrollment in a Technical Institute," conducted on 119 currently enrolled adult accounting students at Fayeteville Technical Institute in North Carolina. Digby's instrument provided data reporting that the typical student was a married female, 27 years of age whose highest priority was getting a

better job. Male students typically were married, age 29.5, who considered the opportunity to earn money as the highest priority for continuing their education. The availability of financial assistance was indicated as the most important trigger to enrollment.

Digby's (1986) questionnaire provided data concerning the characteristics of the students based on demographic data concerning the student's age, sex, marital status, curriculum, employment status, and educational level, as well as providing information concerning the importance of selected factors which may have influenced students' decision to enroll. Digby (1986, p. iii) indicated "Local research projects will be of increasing importance in providing timely information for contemporary and future planning."

Survey Instruments--Postsecondary, Profiling

Another example of the perceived importance of understanding one's clientele better as this researcher proposes is a profiling instrument surveying 830 postsecondary vocational-technical students in Kentucky (Bayne, 1985). It was designed to provide demographic information needed to prepare profiles of typical students by program area. Other objectives in the Bayne study were to determine the relationships of economic status and students entry into vocational-technical programs as well as to analyze standardized test scores of a stratified random sample. A questionnaire was developed to gather the data. Test scores were provided by the guidance counselors. A computer program was used to process the data.

Bayne (1985, p. iv) indicated that "the development and implementation of any sound vocational program is dependent upon a thorough analysis of the target population." Bayne pointed out that interest in an occupation does not necessarily guarantee success but that it is equally important someone possess an aptitude for the occupation as well.

Survey Instruments--Postsecondary, Noncollegiate, Profiling

Studying characteristics of students appears to be relevant as one might conclude from the fact that the National Center for Education Statistics deemed it worthy enough to collect data through a survey instrument (U.S. Department of Education, 1981). It collected demographic information about students enrolled in occupational programs in public and private non-collegiate postsecondary schools. A sample of 404 schools were chosen throughout the United States and Puerto Rico; each had responded to a 1980 Postsecondary Career School Survey. The student sample consisted of 7,977 students. This national study utilized a 34-item questionnaire designed to obtain information that would be valuable for developing and improving educational and manpower policies for the nation.

Questions regarding demographic data on the 1981 US Department of Education survey and the 1988 Oklahoma Area Vo-Tech School Public Information Council Student Profile Questionnaire used as the basis for this study are very similar in information requested. Demographic information on employment, educational plans, and parental background appears parallel in nature. It would appear that both research projects deemed compiling this profiling information as vitally important. Only demographic data was obtained in the 1981 U.S. Department of Education survey. Factors influencing students to enroll or not to enroll in vocational education were secured by responses to the 1988 Oklahoma Area Vo-Tech School Public Information Council survey instrument and this research. Secondary and postsecondary populations were the focus of the instruments.

Survey Instrument, Secondary, Attrition

Concentrating on vocational program attrition, Herr (1983) conducted a study to explore the economic and programmatic implications of school-year attrition in secondary vocational programs in New

Hampshire. In this study conducted by Herr and Applied Research Consulting, Inc., questionnaires were mailed to a random sample of 285 program leavers. The survey concluded that motivations to enter and to leave a vocational program were multidimensional. It was recommended that greater emphasis by be placed on the role of guidance and counseling prior to program enrollment.

Survey Instruments, Secondary, Enrollment Influencers

An unpublished study conducted in Oklahoma was the forerunner to the development of the 1988 Oklahoma Area Vo-Tech School Public Information Council questionnaire used as the basis for this researcher's survey instrument. A nine-statement survey (Waul, 1987) was conducted in all secondary programs to determine what influenced students to enroll at Central Tech, Drumright, Oklahoma. Adult students enrolled in secondary programs did not participate in the survey.

Students were asked to rank order responses. Outcomes of the survey obtained from a random sample of the population were:

1. Reasons students decided to attend vo-tech were: an interest in career, during tours student developed an interest, and friend and family encouraged attendance.

2. Reasons given for liking to attend vo-tech were: instructors take a true interest in the students, getting to meet other students from other schools, students enjoyed what they were doing, and the class would help them get a job. Of special interest was the response that the principal and the counselor were ranked last in priority as influencers.

Survey Instrument, Secondary, Interests and Attitudes

Another unpublished study conducted in Oklahoma City, Oklahoma (Oklahoma City Vo-Tech District 22, 1986), utilized a 10-item questionnaire designed to elicit information regarding the attitudes and

interests of high school students attending Oklahoma City Vo-Tech District 22. Basic questions regarding issues such as media listening and viewing habits, satisfaction with training programs and plans beyond high school were asked. It was felt that these data collected would provide information on which to base marketing decisions. The survey instrument was developed by soliciting assistance and information from experts on staff at Oklahoma City Vo-Tech District 22. The survey consisted of a section with seven affirmative statements with a likert-type scale of 1-5, four open-end questions, and one check-list option on future plans. Two-hundred eighty-seven usable surveys were returned. Oklahoma City Vo-Tech students did not perceive the vo-tech and college tracks as mutually exclusive. Three radio stations were identified as major channels of entertainment, also with a surprisingly large percentage of students responding that they watched MTV, the video music channel, regularly. This channel is available only to cable subscribers; cable subscription penetration in Oklahoma City only amounts to about 50 percent. Several conclusions were apparent from the results of this survey: the high school students believed they were learning a skill which would help them get a job, they agreed that course content is both helpful and useful, and they would recommend vo-tech to friends as a rewarding experience.

Personnel conducting the Oklahoma City Vo-Tech District 22 survey had input into the 1988 Oklahoma Are Vo-Tech School Public Information Council Questionnaire chosen for this study (Wilkerson, 1990).

Survey Instruments, Secondary, Enrollment Influencers

Marketing vocational education more effectively was recommended by Rosetti (1989) after conducting a study centered on identifying reasons why high school students elected not to enroll in vocational curriculums. Research questions were based on the characteristics of the schools and the students, reasons students choose not to enroll into a high school vocational curriculum, images of vocational education and

vocational schools, influencers of the student's decision about enrolling into a high school curriculum, parents' images, and perceptions of vocational education. Data were collected via questionnaires sent to 633 eleventh graders in five schools selected randomly in southwestern Ohio. This research was conducted in Ohio through the Department of Agriculture Education. Recommendations were made to improve the image of vocational education, to avoid scheduling conflicts with academic courses, and to market vocational education more effectively. Students were asked to write their thoughts when they thought about vocational education. The responses were judged by Rosetti, the researcher, to be positive, negative, or neutral. This appeared to a subjective interpretation by Rosetti.

Declining enrollment in agricultural education seen as a major concern prompted this study. Rosetti referred to prior research classifying barriers that influence a student's decision not to enroll in vocational education as divided into three main categories: (1) interpersonal reasons--attitudes, perceptions, images, motivation, maturity, and value systems, (2) immediate external reasons--school factors and influence of others, and (3) remote external reasons--socioeconomic status, parental income and parental education levels. The 633 participants surveyed were identified by curriculum choice as either academic (college preparatory) or general curriculum students. In addition to the questionnaire administered to students, a random sample of 16 parents were interviewed on the telephone in order to determine their images of vocational education. Parents responded to a set of ten questions.

Statistical analysis included descriptive, correlational, and analysis of variance techniques. The telephone interviewer took notes and summarized parental responses. A likert-type scale was used for students' responses on images of vocational education. Findings indicated that the students who were most negative were white and male, from a high socioeconomic status, and in a college preparatory curriculum. The relationship between race and image showed little

practical significance. Fifty-five percent of the students indicated that they had neither a positive nor a negative image of vocational education.

Images of vocational education also were determined through students' responses to an open-end question, "Describe your thoughts when you think about vocational education." The 592 comments were categorized into positive, negative, and neutral thoughts, with 46 percent of thoughts judged to be positive, 43 percent judged to be negative and 11 percent to be neutral.

Rosetti concluded students and parents' image of vocational education were similar and both groups centered around the idea that vocational education was a beneficial program for students not planning to attend college. Rosetti recommended further research be conducted in order to determine how students and parents arrive at their perceptions about vocational education. Also recommended were programmatic changes designed to meet labor market needs and student interests. New delivery systems were suggested so that vocational elective classes could be part of the college bound students' schedule.

Rosetti stated, "It is evident from this study that marketing efforts need to be increased. Many students and parents held neutral images of vocational education and indicated they were uninformed" (p. 8). Rosetti suggested one needs to look in depth at the students' negative images of vocational education so that, once identified, steps could be taken to reduce or eliminate identified barriers.

Survey Instruments, Secondary, Influencers Not to Enroll

A study similar in nature to the 1989 Rosetti study was conducted by Rosetti (1990) when she surveyed nine comprehensive high schools serving as feeder schools to a specific vocational school, Springfield-Clark Joint Vocational School. However, in this instance, a cluster sample of 357 students was selected from intact English classes at the feeder comprehensive high school. Subjective comments were

received with categories in ranked order. Noteworthy is that the study findings revealed that 50 percent responded vocational education was a waste of time, 50 percent responded vocational education is too difficult, and 50 percent responded they should have enrolled. Among Rosetti's (1990) recommendations was that the image of vocational education of the Springfield-Clark Joint Vocational School needed to be improved. Rosetti indicated students have rather negative images of students enrolled in vocational education. Four recommendations were given: to increase marketing efforts, to put an emphasis on increasing the amount of publicity, to concentrate marketing efforts on the idea of preparing for a career ladder, and to segment activities toward the students and their mothers. Students indicated that the most influential people when they were deciding to enroll were their mothers/guardians and their friends.

Survey Instruments, Postsecondary/ Secondary, Profiling

An unpublished research effort conducted by the Oklahoma Public Information Council (comprised of Public Information Coordinators at area vocational-technical centers in Oklahoma) resulted in a set of student profile questionnaires. The profiling instruments were developed by the Oklahoma Public Information Council in conjunction with Thomas Kielhorn and Associates, an independent research marketing firm. Although administered at specific sites in Oklahoma, no statewide data was tabulated. Although content and purpose of the instruments remained valid, users in the field found the manual tabulation of the instruments cumbersome and the instruments as developed were not widely used (Wilkerson, 1990).

Summary

While research findings on profiling students appear to be limited, studies to date have concentrated on either present or prospective students. Research designed to profile students utilizing

one research project surveying both present and prospective students (i.e, those currently enrolled and those not currently enrolled) in vocational education has not been found in the literature search. This study was aimed at producing a reliable, valid survey instrument that could be used by vocational-technical educational institutions serving secondary and postsecondary students to profile present and prospective students (clientele) in order to provide the resource information needed to market effectively vocational education opportunities for students.

CHAPTER III

METHODOLOGY

This chapter is designed to present an overview of the research procedures employed in this study. Methodology and procedures are generalizable; findings are site-specific to the vocational-educational institution whose students were surveyed.

Survey Research Technique Employed

The steps of survey research as outlined by Ary, et. al., (1990) followed in this study were:

1. Planning--began with a significant question.

2. Sampling--was done on the pilot test; then the population was surveyed for the research study.

3. Construction of the instruments--an existing questionnaire was used, and modifications were made in it.

4. Carrying out the survey--steps were: (a) pretesting the instrument to tell whether it would provide the desired data, (b) training of those administering the instrument, (c) distributing the questionnaires, and (d) verifying the accuracy of the data gathered.

The following guidelines given by Key (1988, pp. 89-90) were followed as the survey instruments were developed and finalized: (1) it deals with a significant topic, (2) it is attractive in appearance, neatly arranged, and clearly duplicated or printed, (3) directions are clear and complete, (4) categories provide an opportunity for easy, accurate, and unambiguous responses; (5) the questions are objective, and (6) it is easy to tabulate and to interpret.

Particular time and attention was given to the layout of the survey instrument. The researcher consulted with educational experts in

this regard (Reed & Wilkerson, 1991, np). The questionnaires were laid out to be attractive, easy for the respondent to read and answer, and convenient for the researcher to score. They were reproduced by a high-quality printing method in order to make a favorable impression on respondents. Utilizing a scanner answer sheet provided a convenient means to code and score the instrument.

Definition of Population

The population of this study consisted of two groups: (1) those secondary students who could have, but were not, enrolled in vocational education, and (2) those secondary and postsecondary students who were enrolled in vocational education. Both groups surveyed were eligible to attend the site-specific Oklahoma area vocational-technical center chosen for this study.

Target population of the study consisted of the population of the area vocational-technical center involved and each of its feeder schools for pragmatic reasons. It was felt that two factors warranted this decision: (1) distance of feeder schools from the area vocational-technical center provided logistic problems in attaining a random sample of students and (2) confidentiality of respondents appeared to be an issue with the feeder school administration; cooperation was more easily obtained by the administration not having to provide the researcher with a complete list of students in order to random sample. With the entire population being requested no names were requested and the anonymity of the respondent was further maintained by no name or identification being requested on the profiling instrument.

The area vocational-technical center chosen for this study, O. T. Autry Area Vocational-Technical Center, Enid, Oklahoma is in its twentieth-fifth year of operation. The O. T. Autry Area Vocational-Technical Center serves the students of the schools in Garfield County District V-15, students from participating districts, and adults. School districts that are a part of the O. T. Autry Area Vocational-Technical District V-15 are: Waukomis, Covington-Douglas,

Drummond, Chisholm, Enid, Garber, Kremlin, Pioneer-Pleasant Vale, Lahoma, and Oklahoma Bible Academy. School districts that are eligible to participate in the center on a tuition basis are: Billings, Medford, Dover, Okeene, Helena-Goltry, Pond Creek-Hunter, Hennessey, Jet-Nash, and Wakita. The school is located in Enid, a community identified by the US Census Bureau as the nation's smallest metropolitan area in the United States (Enid News & Eagle, 1991). Statistics from the US Census Bureau show Enid's population in 1990 as 45,309, the eighth largest city in Oklahoma. Students enrolled at this school represent urban (Enid High School) and rural communities (other feeder schools), thus representing a cross-section of student types found in this state.

The researcher chose to administer the profiling instruments in the state of Oklahoma as it was identified in research (Peters, 1987) as one of the three states having a high-quality state vocational education system by state directors of vocational education. Callahan (1992), 1991-92 president of the American Vocational Association, also believes Oklahoma has a high-quality vocational education system. It is believed that an instrument tested in Oklahoma may have universal use.

Validity and Reliability of Instrument

Use of criteria for the evaluation of an instrument is essential. Ary, et. al., (1990) stated:

> The two most important criteria for measuring devices are validity and reliability . . . Validity refers to the extent to which an instrument measures what it is intended to measure. Reliability, on the other hand, is the extent to which a measuring device is consistent in measuring whatever it measures (P. 434).

Content Validity

Best (1981) commented that content validity refers to the degree to which the instrument actually measures the traits for which it was designed. Important to this study's research is content-related evidence of validity, and that this is achieved by experts examining the content systematically and evaluating its relevancy to the specified

universe. Ary, et. al., (1990, p. 58) stated "If all agree that the test items represent the content domain adequately, the test can then be said to have content validity".

Although the original questionnaire used as the guide for this research was proven valid at the time of administration, (Wilkerson, 1990, np) when modifications were made, this researcher chose to have experts in education (See Appendix E) examine the researcher's questionnaires item by item in order to insure the content-related evidence of validity requirement. This researcher chose these competent educational experts, consisting of representatives from the Oklahoma State Department of Vocational and Technical Education, public information coordinators, university professors, and superintendents of common and vocational-technical education institutions who were familiar with the purpose of the survey, to examine the items to judge whether they were adequate for measuring what they were supposed to measure. Consensus by the experts was that items in the questionnaires were valid.

Reliability

"The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. The quality is essential in any kind of measurement" (Ary, et. al., 1990, p. 268). Reliability, Ary, et. al., (1990), related, refers to the extent to which the questionnaire is consistent in measuring whatever it does measure. Specifically, reliability refers to the extent to which an individual item remains the same in repeated measurements.

Williams (1992, np) stated "If an instrument is valid, it is reliable . . . . Conducting a pilot test increases the reliability and validity of the instrument". This research established the validity of the research instruments by having the experts examine the instruments item by item, as well as conducting a pilot test; therefore, the instruments were assumed to be sufficiently reliable.

Data-Gathering Instrument

Two profiling instruments were used to collect the data from vocational and nonvocational students in this study. The basis for these two profiling instruments were profiling instrument questionnaires developed in 1988 by the Oklahoma Area Vo-Tech School Public Information Council in conjunction with the independent research firm of Thomas Kielhorn and Associates (See Appendixes C and D). Thomas Kielhorn and Associates agency was used to assist in developing content for the profiling instruments as Kielhorn, a former Oklahoma State University researcher who became a well-known independent Oklahoma researcher, was professionally respected by the public. At the time of the development of the original profiling instruments, the Thomas Kielhorn agency was used by the Governor of Oklahoma, George Nigh, to administer public opinion surveys as Kielhorn was considered the top researcher in the survey research profession in Oklahoma (Lehr, 1991). The initial survey questionnaires were refined many times while being developed. They were validated at the time of their development. The 1988 profiling instrument incorporated the same, or very similar in nature, questions in different versions of the questionnaire: a secondary student version, a daytime adult version, and an evening adult version. Different versions of the 1988 profiling instruments were combined into the two instruments used in this research: (1) one for vocational students and (2) one for nonvocational students, considered prospective students. Once combined by this researcher, the instruments were validated question by question for content validity with the chosen experts. Each expert reviewing the questionnaires was asked to evaluate each item as to its ease of understanding, clarity, and pertinence to the type of problem under study. The final questionnaires were based on the recommendations of these experts.

The two data gathering questionnaires developed to secure data from the students for this study were designed to secure demographic and attitudinal data from vocational students and nonvocational students who

could have enrolled in vocational education. Questions 1-30 were the same on both instruments. Questions 1-17 were demographic in nature. Questions 18-30 were designed to assess the survey respondent's perceptions of vocational education. Questions 31-42 on the instrument for the students not enrolled in vocational education were designed to assess influencing factors of the nonvocational student's decision not to enroll in vocational education. Questions 31-42 on the instrument administered to vocational students were designed to obtain further profiling information on the vocational student.

Survey Research Phases

In order to carry out the intent of this study and to meet the objectives of the study, the survey research was conducted in the following phases:

Phase 1--Consultation with Experts

In consultation with Ron Wilkerson, Oklahoma State Vo-Tech Public Information Coordinator, the researcher was provided with copies of the 1988 Oklahoma Area Vo-Tech School Public Information Council Student Profile Questionnaires with the suggestion that these instruments be modified to be made user friendly, and provide for easy tabulation of responses once the questionnaires were administered (Wilkerson, 1991, np). The 1988 questionnaires were utilized once developed, but tabulation of results proved to be cumbersome and resulted in the instruments not being used widely (Wilkerson/Lehr/Brooks, 1991, np).

The researcher combined desired information on the secondary and the adult version of the 1988 questionnaires to end up with two student profile questionnaires, one designed to profile vocational students and one designed to profile nonvocational students who could have enrolled in vocational education. A few additional questions on the respondent's media listening/reading habits were added for the site-specific location. These questions were designed as a way to obtain the resource information needed to identify readily the channels of information

influencing the users and nonusers of vocational education. This information could be utilized in devising a marketing plan for a vocational-technical educational institution. As the student profile questionnaires were saved on a computer disk, media information easily could be changed to each site-specific location so that the instruments could be used universally. Further consultation was made with Art Reed, Computer/Math instructor at Chisholm High, Enid, Oklahoma, in order to make the questionnaires user friendly and to provide scanner answer sheets in order to automate the questionnaires for easy tabulation. Mr. Reed had effectively utilized scanning equipment in his classroom for the past three years. He suggested using a vertical format for the questions as he had found this type of format is easiest for students to follow when using written questions with answers to be put on scanner answer sheets.

Mary Liska, OSU Testing and Evaluation Bureau, Stillwater, Oklahoma, was consulted on the research instruments, scanner equipment available and automating results. The OSU Testing and Evaluation Bureau agreed to assist in ordering materials and in tabulating scanner answer sheets. NCS Scanner answer sheet, Form Number 4887, 8½" x 11" was decided upon. This form provided for 10 multiple-choice responses under each question, at a projected cost of 6 to 10 cents per answer sheet. Final cost turned out to be 17 cents per answer sheet with the scanning cost included. Only Side One of the scanner answer sheet chosen was utilized. Once the Testing and Evaluation Bureau scanned the answer sheets, the information was transferred to floppy disk so that results could be analyzed statistically.

Also consulted was Scantron Corporation to see if a scanner sheet was available from their corporation that would better meet the needs for the profiling instrument questionnaires. None appeared better unless one was willing to customize a scanner sheet printing the questionnaire directly on the scanner sheet. The researcher was advised that this provided additional cost above the preprinted forms from the catalog. Another negative factor stated by Scantron was that the

customized forms sometimes do not scan as well as the preprinted ones. Thus, the NCS Form chosen through the Oklahoma State University Testing and Evaluation Bureau was used as it appeared to be cost effective and user friendly.

Consultation occurred with Janice Williams, OSU Advanced Statistics professor, requesting assistance in analyzing questionnaire results. Also, consultation with Williams occurred on the format of the answers to insure compatibility of the questionnaires with statistical analysis using a statistical software program. The statistician evaluated the questionnaires as developed by the researcher for statistical interpretation capabilities and agreed that the questionnaires were appropriate for analyzing results easily. All desired information was incorporated in the questions themselves and was not coded in the general information part of the scanner answer sheet as one would do when using the scanner answer sheets for test purposes. No name, birth date, or identification numbers were used to preserve anonymity of the respondent. Ten responses, a-j, were permitted on the selected answer sheet. An item with no response or missing data by the respondent did not interfere with the results for statistical interpretation. One question, asking for the student's school district, was to be divided into two numbered questions, as more than ten choices existed, and respondents were asked to respond either to question 4 or to question 5. In order to assist the questionnaire respondent, a dividing line was highlighted in yellow on "Side One." This did not interfere with the scanning procedure as determined in advance by checking with Mary Liska, OSU Testing & Evaluation.

Several interviews and consultations were conducted with each of the chosen experts to discuss the student profiling instruments item by item. With input from the chosen experts, the researcher revised the instruments to improve format and wording of content. Further consultation with the statistical consultant was done to insure appropriateness of the revised instrument for interpretation. The method of interpreting results also was determined at this time.

Phase 2--Administration of Profile Instrument to Two Subjects

The refined profiling instruments were administered to two subjects: one female, nontraditional student, age 45, enrolled at O.T. Autry Area Vocational-Technical Center and one male student, age 21, not enrolled in vocational education. The students were asked to comment on ease of understanding the instrument. The time it took each to complete the instrument was noted. The wording on one of the multiple-choice responses was changed at the suggestion of the vocational student from "other" to "not applicable". The nonvocational student felt the instrument was appropriate as taken.

Phase 3--Approval By Institutional Review Board

The profile instruments were submitted to the OSU Institutional Review Board (See Appendix M). They were approved by the Board to be administered to students.

Phase 4--Pilot Study

The profile instrument was pretested by administering it to a randomly selected group of 30 students at O.T. Autry Area Vocational-Technical Center (See Appendix N). Students were randomly selected using a statistical Table of Random Numbers (Ary, et. al., 1990). Pilot test participants found two typographical errors in the instrument. The positioning of one question and deletion of the words "in Oklahoma" in one question also were suggested. Verbal comments from survey respondents were received in a group discussion with the researcher after the administration of the instrument. Respondents also stated the survey instrument was user friendly as they felt it was easily understood and was easy for them to fill out.

After scanning of the survey questionnaires and statistical information provided by the OSU Testing and Evaluation Bureau,

administration of the profiling instrument questionnaires to the larger population was completed. The SAS Statistical Software program was utilized at this point in the study.

Results of the Pilot Study showed that the instrument appeared to be valid and response alternatives were adequately provided with five categories for the Likert-type scale (Ary, et. al., 1990) of Strongly Agree to Strongly Disagree.

Phase 5--Permission to Administer Profile Instrument Obtained

Permission to administer a student profile instrument to students at O.T. Autry Area Vocational-Technical Center, Enid, Oklahoma, was secured from the Superintendent of the institution. At that time the Superintendent, James Strate, also promised to give assistance to secure permission from the Superintendents and/or Principals of O.T. Autry Area Vo-Tech's feeder schools to obtain permission to administer the profiling instrument to those students not currently enrolled in vocational education.

Through a personal conference with Enid Public School's Superintendent, Kem Keithley, written permission was obtained to administer the profile instrument to all Enid High School students, Enid, Oklahoma. The student population of 1,097 students made Enid High the largest feeder school to O. T. Autry Area Vocational- Technical Center. It was felt that representation of this institution was critical to the study. The researcher was requested to contact the principal at Enid High School, Ron Garrison, to work out all details.

The researcher was invited to give a presentation (See Appendix G) at the Garfield County Superintendents' monthly meeting by the Superintendent of O. T. Autry Area Vo-Tech. After the oral presentation, all Superintendents present gave oral intent of cooperation to administer the student profiling instrument to their student population. Letters were mailed requesting cooperation in administering the instrument to all Superintendents in O. T. Autry

Vo-Tech's feeder school area not present in the above-mentioned meeting. As a follow up, a personal phone call to each superintendent was completed within a week of the mailing/meeting. Cooperation was secured from the superintendents contacted. During this phone conversation the Superintendents were asked to identify one person in their school to contact at a later date for the administration of the instrument to their school district, grades 10, 11, and 12.

The researcher contacted by phone the appropriate responsible person identified by each Superintendent to set up the date for the administration of the instrument. The principal, counselor, or English teacher was identified as the individual to administer the instrument if the Superintendent chose to have someone other than the researcher administer the instrument. As the researcher developed a narrative direction sheet for the profiling instrument survey administrator (See Appendix I), the method of administering the instrument as well as verbal instructions would all remain the same. The researcher arranged dates to deliver the questionnaires and materials for those sites choosing to administer the instrument themselves. Dates were arranged for administration of the instrument by the researcher at feeder school sites.

Phase 6--Assembly of Packets of Materials for Each Site

All materials needed to assemble packets were purchased. Questionnaires were duplicated and collated. Packets were assembled with equal amounts of questionnaires of those enrolled in vocational education and those not enrolled. All schools but Enid High received one box of materials for their school. Enid High requested, and the researcher complied, that packets be assembled for administering the instrument in the second-hour homeroom period. The principal provided the roster of the total number of students by homeroom, and packets were assembled for each homeroom at Enid High.

Materials included in each packet were: (a) student profiling questionnaires for those enrolled in vocational education, color coded on yellow paper (b) student profiling questionnaires for those not enrolled in vocational education, color coded on white paper (c) survey administrator's written copy of oral directions, color coded on purple paper, to be verbalized when administering the instrument, (d) scanner answer sheets, and (e) sharpened No. 2 pencils. This provided for all student subjects being treated in the same manner, even with different individuals at each school site administering the instrument (principal, counselor, teacher, or researcher).

Phase 7--Administration of Profiling Instrument to Nonvocational Students

Secondary students not currently enrolled in vocational education at O. T. Autry Area Vocational-Technical Center were administered the instrument at their home school (feeder school) in Garfield County by the researcher with the assistance of a clerical assistant or by a site-specific administrator identified by the Superintendent or Principal of the feeder school. These nonvocational students were administered the instrument and were seen as a critical component to achieving a better understanding of the image of vocational education and factors that influence the student not to enroll in vocational education.

Phase 8--Administration of Profiling Instrument to Vocational Students

The student profile instrument was administered by the researcher and a clerical assistant to the entire population at the site-specific location, O. T. Autry Area Vocational-Technical Center, Enid, Oklahoma. These daytime students included secondary and postsecondary students. Both the adult and the secondary student filled out the instrument designated for vocational students.

Vocational students in the business, health, home economics, and agribusiness programs were administered the instrument in individual

classrooms. Grouping of the Trade & Industrial Education students in the Lectorium for administration of the instrument was done in order to take as little time as possible away from their laboratory experience. Special population nonreaders from four classes were assisted by their instructor or the clerical assistant.

Phase 9--Scanning of the Survey Answer Sheets/Transferring of Information to Floppy Disk

After administration of the student profile instrument to the population, the answer sheets were scanned at the OSU Testing and Evaluation Bureau, Stillwater, Oklahoma, and the information transferred to floppy disk for statistical analysis.

Phase 10--Statistical Analysis

The responses to the profiling instruments were obtained and interpreted. As the study primarily was descriptive in nature, descriptive statistics were utilized for interpretation of the data obtained. All statistics were computed using the statistical software program, Guyl Statpak, with the assistance of statistical consultant, Janice Williams. After running the Guyl Statpak statistical software program, relationships between variables were explored and were analyzed (Williams, 1992).

The following types of data analyses were generated:

Measures of Central Tendency. Measures of central tendency provided a convenient way to summarize data as they present a single index that can represent a whole set of measures. (Ary, et. al.,1990, p. 127). One of the measures of central tendency chosen for this analysis was the mean score. The mean, "the sum of the scores divided by the number of the scores," (Ary, et. al., 1990, p. 127) is referred to as the average. It is "the most widely used measure of central tendency." (Ary, et. al., 1990, p. 132). The mean was used as "It

takes into account the value of every score. It is also the most stable of the three measures of central tendency" (Ary, et. al., 1990, p. 133).

Standard Deviation. In addition, another way of describing observations was utilized. Standard deviation is a measure of deviation of individual numbers from the mean of the group of numbers (Key, 1988, p. 143).

Frequency Distributions. From a frequency distribution a systematic arrangement of individual measures from lowest to highest, it is possible to examine the "shape" of a distribution.

With the scores so organized, one can determine their spread, whether or not it is distributed evenly or tends to cluster and where the clusters occur in the distribution (Ary, et. al., 1990).

When analyzing the data, the researcher kept in mind the following three previously stated research objectives:

1. Compare and contrast characteristics of present and prospective vocational education students.

2. Compare and contrast perceptions of vocational education by those enrolled and those not enrolled in vocational education.

3. Identify channels of information currently influencing users and nonusers of vocational education.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

Data Analysis

This descriptive research study was designed to obtain information concerning the current status of the vocational and the nonvocational population surveyed. As stated by Ary, et. al., (1990, p. 381),

> Descriptive research studies are designed to obtain information concerning the current status of phenomena. They are directed toward determining the nature of the situation as it exists at the time of the study . . . Descriptive statistics serve to describe and summarize observations.

Interpretation of the results of the survey provided the information to develop a (1) demographic profile of vocational and nonvocational students in (a) characteristics and (b) media/people influencers and an (2) attitudinal profile of vocational and nonvocational population surveyed.

For the reader of this study the descriptive statistics are presented in tables and figures. The following types of data analyses were generated and will be used to present the findings of the study: frequency distributions and measures of central tendency. Data interpretation of this study will be discussed in terms of the three specific objectives of the study:

1. Compare and contrast characteristics of present and prospective vocational education students.

2. Compare and contrast perceptions of vocational education by those enrolled and those not enrolled in vocational education, and

3. Identify channels of information currently influencing users and nonusers of vocational education.

Population

Total subjects involved were 2,046: (1) 307 vocational students attending O. T. Autry Area Vocational-Technical Center, Enid, Oklahoma and (2) 1,739 nonvocational students. Nonvocational students for this study were seen as prospective students for the area vocational-technical center in this study.

The 307 vocational students represented 15 percent of the total population surveyed, thus nonvocational students accounted for 85 percent of the profiling questionnaires completed. Vocational students enrolled in separate half-day programs only were given the survey instrument one time. As expected, some students in both the vocational and nonvocational population were absent due to illness or school activities when the profiling instrument was administered. An average of 83 percent of the feeder school population was administered the student profiling instrument (See Appendix O).

Objective 1--Compare/Contrast Characteristics of Present and Prospective Vocational Education Students

Information obtained from survey respondents met Objective 1 in that the researcher was able to develop a profile of a typical vocational education student user and to develop a profile of a typical nonvocational education student user. It gives one an overall demographic look at the population served. By identifying a profile of a typical vocational education student user, educational institutions could develop programs, courses, motivational strategies, counseling services, support services, and recruitment information aimed at this typical vocational education user as suggested by Sharpe (1987). Demographic information was obtained to meet Objective 1 by analyzing responses to items 1-11 on the survey instrument of vocational and nonvocational education student users (See Table 1).

TABLE 1

DEMOGRAPHIC PROFILE OF VOCATIONAL AND NONVOCATIONAL SURVEY RESPONDENTS

Variable	Voc %	Non Voc %	Voc No.	Non Voc No.
Age				
15	3%	8%	8	136
16	20	32	63	558
17	31	31	95	545
18	24	17	72	298
19-25	13	5	39	83
26-35	5	3	15	52
36-45	2	2	6	27
46-60	2	2	8	20
over 60	0	0	1	13
No response	0	0	0	7
Sex				
Male	64%	46%	195	790
Female	36	53	111	936
No Response	0	1	1	13
Educational Level				
Some HS or less	50%	76%	154	1315
HS graduate/GED	17	10	51	165
HS plus tech	26	10	80	171
HS plus college	6	3	17	58
College graduate	1	2	4	26
No response	0	0	1	4
Ethnic Background				
White	82%	88%	255	1530
Black	5	4	16	74
Native American	2	2	6	37
Hispanic	3	2	9	35
Asian	2	2	6	33
Other	5	2	15	28
No response	1	0	0	2
Marital Status				
Married	11%	6%	33	98
Divorced/separated	4	2	14	46
Widowed	3	1	8	22
Single	81	89	251	1,555
No response	1	2	1	18
Family Income Level				
Under $4,999	7%	6%	20	103
$5,000 - $9,999	5	3	16	49
$10,000 - $14,999	6	4	19	73
$15,000 - $19,999	5	5	14	90
$20,000 - $29,999	9	8	27	141
$30,000 - $39,999	6	7	17	129
Over $40,000	14	17	44	296
Don't know	47	48	145	843
No response	1	2	5	15
Father's Educational Level				
College graduate	20%	31%	63	532
HS graduate/GED	23	23	69	392
HS plus tech	9	8	28	145
Some college	13	14	39	250
Some high school	9	8	28	135
Not sure	26	16	79	272
No Response	0	2	1	13

TABLE 1 (Continued)

Variable	Voc %	Non Voc %	Voc No.	Non Voc No.
Mother's Educational Level				
Some college	11%	18%	34	319
HS graduate/GED	28	28	87	483
HS plus tech	11	9	33	149
College graduate	20	24	61	420
Not sure	18	11	56	184
Some high school	10	10	32	175
No response	2	0	4	9
Student's Weekly Employment Status				
Less than 10 hours	7%	9%	21	164
10 - 20 hours	11	19	35	330
21 - 29 hours	19	13	59	220
30 - 39 hours	11	6	34	106
40 or more hours	8	5	25	81
Unemployed	42	48	130	829
No response	2	0	3	9
Base Population (2,046)	15%	85%	(307)	(1739)

To provide information about Objective 1 on the vocational and nonvocational students, each descriptive statistic generated regarding Objective 1 is presented. Measures of central tendency and frequency distributions were utilized.

Frequency Distributions

Frequency distributions were generated on questionnaire items 1-17 on vocational and nonvocational students to provide information about Objective 1. When analyzing demographic information provided by respondents (See Table 1), the following observations on selected variables may be made:

Age. Most vocational education students were between the ages of 16 and 25. It is interesting to note that 88 percent of the nonvocational students identified themselves between the ages of 16-18. Twelve percent identified themselves as 19 years of age or older. Fifty-four percent of the vocational students responded they were between the ages of 15 and 17, thus leaving the population 18 years of age or older at 46 percent.

Gender. It is interesting to note the larger percentage of male students enrolled in vocational education at the site-specific location in the research study.

Educational Level. The vocational population surveyed contained secondary and postsecondary students. One-third (33 percent) of the vocational respondents indicated an educational level of above high school. Particularly interesting is the proportion of vocational students, six percent, marking the category "high school plus some college" and the one percent who indicated the "college graduate" category. For marketing purposes, this information might be helpful. One might interpret these responses as one-third of the vocational respondents felt a need for additional training in order to enter the job market. It needs to be noted that 50 percent of the vocational

students indicated "some high school or less" and included in this group there most likely were some adults who have not earned a high school diploma.

As shown in Table 1, six percent of the vocational education survey respondents indicated "HS Plus College" training as their present status. One percent of the secondary nonvocational students respondents indicated an educational level of HS Graduate/GED, HS Plus Tech, or HS Plus College. This researcher believes that some of these respondents may have taken a summer course at the vocational-technical center and thus indicated HS Plus Tech. Some were seniors in high school at the time of the survey and indicated HS Graduate as the instrument was administered in late May, nearing graduation time for the respondents. Another possible explanation for the three percent of nonvocational students indicating "HS Plus College" is that some students in the site-specific feeder school area have the opportunity to attend concurrently an area higher education center in Enid. These students also can attend concurrently a private college in Enid while in high school to take a few classes if they have met all requirements for high school graduation (Jones, 1992, np).

Ethnic Background. In this particular study, as expected, ethnic background of the majority of both vocational and nonvocational respondents was white, 82 percent of vocational students and 88 percent of nonvocational students. This could be expected as demographics (Terrel, 1992) indicated ethnic background of those living in the midwestern United States site-specific location (Enid, Oklahoma) being predominately white. Sixteen, or five percent, of the vocational students and 73, or four percent, of the nonvocational students responded they were black. In the vocational student population of the category "other" accounted for five percent of the responses.

Marital Status. When responding to marital status, 88 percent of the vocational students respondents indicated they were single, divorced, separated or widowed as shown in Table 1.

Family Income. In comparing vocational to nonvocational student responses on the family income question as viewed in Table 1, 32 percent of vocational students indicated their family income ranged from "under $4,999" to "$29,999" as compared to 26 percent of the nonvocational students. Five percent fewer nonvocational students responded with the income level options of "$0-$19,999" (18 percent as compared to 23 percent). This appears to indicate a lower level of family income for vocational education student user respondents. Three percent more of the nonvocational students marked their family income as "over $40,000."

Parent's Educational Level. When considering educational level of the respondents' parents, nonvocational student respondents' parents possessed more college training than vocational student respondents' parents. The main differences in responses between the vocational and nonvocational respondents were in the categories of "Some college" and "College graduate." Eleven percent more of the nonvocational respondents when compared to the vocational respondents indicated their fathers were college graduates, and four percent more of this same group indicated their mothers were college graduates. Nonvocational respondents also indicated one percent more than vocational respondents on "Some college" of the father's educational level and seven percent more on "Some college" of the mother's educational level.

"Some College", and "College Graduate" accounted for 33 percent of the vocational student responses concerning the father's educational level and accounted for 31 percent of the vocational student responses concerning the mother's educational level. These same responses for nonvocational students were 43 percent (10 percent more than the vocational responses) on father's educational level and 43 percent on mother's educational level. It appears that the fathers of both groups have acquired more education than the mothers.

Employment Status. Almost half of the vocational and nonvocational respondents indicated they were unemployed. However, it

appears noteworthy that 56 percent of the vocational and 42 percent on the nonvocational student respondents indicated they were employed. Fourteen percent more of the vocational students (38 percent compared to 24 percent) responded they were working 21 hours or more per week.

Attitudinal Information. Items 31-42 on the survey instrument completed by the vocational student respondents provided further demographic information on this population to provide additional information for Objective 1 of this study. No comparison with the nonvocational population could be made on questionnaire items 31-42 as these were different items on each population's questionnaire. Questionnaire items 31-42 on the nonvocational instrument secured further attitudinal responses to statements pertaining to why they chose not to attend vo-tech. These items were designed to secure information to meet Objective 2 of this study regarding perceptions of vocational education.

Questionnaire items 31-42 responses by vocational education users will be presented in order to help the reader better understand the vocational student. Narrative and frequency of distribution tables are utilized to present only those items chosen as ones the researcher felt might be of benefit to an educational institution when devising a marketing plan.

The largest proportion, 35 percent, of student respondents enrolled in vocational education, were identified as students whose field of study was "trade and industrial education," as viewed in Table 2. The category of "technology education" was indicated as the next highest percentage, 13 percent; both categories account for almost half (48 percent) of the respondents.

Responses to item number 33 as to the main reason the students are attending the Vo-Tech proportionally were evenly divided among the responses as shown in Table 2. However, "to get a job" and "to get a better job" were indicated by 27 percent of the survey respondents. As almost one-third of the surveyed population indicated the main reason

TABLE 2

FREQUENCY DISTRIBUTION OF VOCATIONAL RESPONDENTS
RESPONSES TO SELECTED QUESTIONNAIRE ITEMS
N = 307[a]

Questionnaire Item No.[b]	Question	Choices	Frequency	Proportion
(32)	In which Vo-Tech field are you enrolled?	Business	18	6%
		Health	24	8%
		Home Economics	21	6%
		Technology Educ	39	13%
		Trade & Industrial Education	106	35%
		Other	32	10%
		No Responses	67	22%
(33)	Main reason to attend Vo-Tech	To Get a Job	45	15%
		To Get a Better Job	37	12%
		To Update Present Skills	32	10%
		To Retrain in a New Skill	35	11%
		Licensing or Cert-ificate Required	24	8%
		Self-Improvement	22	7%
		Pursue a Special Int.	40	13%
		No Responses	72	24%
(34)	Main Reason Respondent Chose Vo-Tech	Course Not Offered in HS	48	16%
		To Prepare for College	29	9%
		Thought it Would be Easier Than College	13	4%
		Wanted to Leave My Home School 3 Hrs/Day	45	15%
		Other Reasons Than Those Above	102	33%
		No Responses	70	23%
(35)	Before Beginning Vo-Tech, When Did You Decide to Enroll	0 - 3 Months	77	25%
		3 - 6 Months	49	16%
		6 - 12 Months	37	12%
		Over 1 Year	64	21%
		No Responses	80	26%

TABLE 2 (Continued)

Questionnaire Item No.	Question	Choices	Frequency	Proportion
(36)	If Taken Vo-Tech Before, When	At This Vo-Tech	47	15%
		In High School	31	10%
		Another Vo-Tech	16	5%
		In Private School	20	7%
		In Junior College	10	3%
		NA	113	37%
		No Responses	70	23%
(37)	Before Enrolling, Which Information Sources Interested Respondent on Vo-Tech	Brochure or Catalog	28	9%
		Tour of Vo-Tech	46	15%
		Vo-Tech Counselor	10	3%
		H.S. Counselor	19	6%
		Other Vo-Tech Rep.	20	7%
		Friend or Relative	49	16%
		None of the Above	65	21%
		No Responses	70	23%
(42)	If You Plan to Continue Your Formal Educ. Beyond Vo-Tech, Where	Another Year at Vo-Tech	37	11%
		Apprenticeship	11	4%
		Prive Trade School	11	4%
		The Military	26	9%
		Jr. College	35	11%
		4-Year College	43	14%
		Don't Know	68	22%
		No Responses	76	25%

[a]Combining the adult and secondary students in the vocational population may have skewed the "No Responses."

[b]Nonreaders and/or low achiever respondents surveyed may account for a higher percentage of "No Responses" than normally might be expected.

they were attending vo-tech was to get a job, the site-specific vocational-technical center may want to give priority to the goal of "getting a job" in promotional materials.

Four influencing sources were indicated most frequently by vocational respondents in response to item 37, (Table 2), "Before enrolling which one of the following most interested you in Vo-Tech." Data in the responses to this item appeared to point out that the students are not basing their decisions to enroll on counselors', feeder school or vo-tech representatives' suggestions but are basing enrollment decisions on printed material, oral communication by tours and friends or relatives. Counselors received the lowest percent as an influencing source.

Objective 2--Compare/Contrast Perceptions of Vocational Education by Those Enrolled and Those Not Enrolled in Vocational Education

A demographic profile of survey respondents perceptions were secured by analyzing responses to questionnaire items 18-30 on the survey instrument of vocational and nonvocational students users, as well as analyzing questionnaire items 31-42 on the nonvocational student questionnaire. By understanding one's target population, a vocational-technical educational institution could implement a market segmentation strategy and could concentrate its promotional resources on those targets.

Two statistical analysis were conducted to meet Objective 2: measures of central tendency and frequency distributions. Items 18-30 on the survey instrument were responded to using a five-point Likert-type scale ranging from strongly agree to strongly disagree. A high score (4) reflected a high level of disagreement with the items by the respondents. A low score (0) reflected a high level of agreement with the items by the respondents. It should be noted, for purposes for interpretation of the mean scores, "zero" reflected the low score, with

response (A.) on the scanner answer sheet indicating the respondent Strongly Agreed. The score of "four" reflected the high score, response (E.) on the scanner answer sheet indicating the respondent Strongly Disagreed. A Likert-type scale was used to allow for wider variability in subject responses. The Likert-type scale uses an actual score, scores on the instrument that would discriminate one group from another. This would allow for discrimination between two groups (Williams, 1991).

Measures of Central Tendency

On the majority of questionnaire items 18-30, relating to respondents' perceptions of vocational education, the average (mean score) was half-way between the responses of "agree" and "undecided" options. One could interpret that since the average (mean) response was half-way between the "agree" and "undecided" (1.00 to 2.00) options for vocational and nonvocational respondents that the vocational institution whose students were surveyed could benefit from a marketing plan designed to inform and/or persuade both present and prospective students of vocational education due to no strong opinions being indicated on questionnaire items 18-30. Responses to all items appear relatively similar. The means and standard deviations, as shown in Table 3, are about the same on the same variables for the vocational and nonvocational respondents. In addition, only two items received an "undecided" mean score. Both vocational and nonvocational students surveyed indicated they were "undecided" when responding to "Students can get out of school faster through Vo-Tech" and "Public run Vo-Tech schools are better equipped to train students than are private technical and business schools."

Frequency Distributions

When comparing and contrasting characteristics of vocational education by those enrolled and those not enrolled in vocational education, Objective 2, it would be beneficial to know why students chose not to enroll in vocational education (See Table 4). Questions

TABLE 3

COMPARISON OF MEANS AND STANDARD DEVIATIONS OF VOCATIONAL AND NONVOCATIONAL SURVEY RESPONSENDENTS RESPONSES TO QUESTIONNAIRE ITEMS 18-30[a]

Questionnaire Item No.[b]		Voc Mean	Non Voc Mean	Voc S.D.	Non Voc S.D.
18	Vo-tech offers variety of courses	1.05	1.06	1.03	.89
19	Cost of Vo-tech is reasonable	1.39	1.46	1.11	.93
20	Public run Vo-tech better equipped to train students than private technical and business schools	1.91	2.01	1.04	.92
21	Vo-tech training prepares a student for a good job	1.10	1.15	1.04	.93
22	Students can get out faster through Vo-tech	1.97	2.02	1.11	1.02
23	Vo-tech is a good place to meet people	1.32	1.46	1.04	.99
24	Vo-tech is easier than college	1.28	1.37	1.09	1.02
25	Easier to enroll in Vo-tech	1.18	1.33	1.06	.93
26	Vo-tech is conveniently located	1.38	1.29	1.27	1.04
27	Aware of financial at Vo-tech	1.75	1.80	1.17	1.00
28	Vo-tech offers up-to-date training	1.51	1.65	1.02	.93
29	Good Instructors at Vo-tech	1.51	1.62	1.09	.92
30	Training at Vo-tech as valuable as junior college or college	1.67	1.86	1.22	1.18

[a]Vocational N = 287; Nonvocational N = 1688.

[b] Self-report of responses to selected variables on a five-point scale ranging from 0 (strongly agree) to 4 (strongly disagree).

TABLE 4

ATTITUDINAL PROFILE OF NONVOCATIONAL STUDENTS
QUESTIONNAIRE ITEMS 31 - 41
N = 1,739

Questionnaire Item No.	Variable	Level of Response	Frequency Non Vo Tech	Proportion Non Vo Tech
(31)	A high school teacher or counselor advised me against taking Vo-Tech	Very Imp.	596	34%
		Imp.	213	12%
		Some Imp.	257	15%
		Unimp.	388	22%
		Not Sure	271	16%
		No Response	14	1%
(32)	My parents talked me out of taking Vo-Tech	Very Imp.	390	22%
		Imp.	280	16%
		Some Imp.	274	16%
		Unimp.	454	26%
		Not Sure	270	16%
		No Response	71	4%
(33)	I heard/thought the teachers at the Vo-Tech were not very good	Very Imp.	377	22%
		Imp.	289	17%
		Some Imp.	244	14%
		Unimp.	389	22%
		Not Sure	293	17%
		No Response	147	8%
(34)	I heard the program(s) at Vo-Tech weren't good	Very Imp.	380	22%
		Imp.	278	16%
		Some Imp.	195	11%
		Unimp.	384	22%
		Not Sure	488	28%
		No Response	14	1%
(35)	Some of my friends do not go to Vo-Tech and I like to stay with my friends	Very Imp.	417	24%
		Imp.	233	13%
		Some Imp.	296	17%
		Unimp.	589	34%
		Not Sure	188	11%
		No Response	16	1%
(36)	I don't like to leave my school for 3 hours a day to go to Vo-Tech	Very Imp.	353	20%
		Imp.	178	10%
		Some Imp.	237	14%
		Unimp.	545	31%
		Not Sure	206	12%
		No Response	220	13%

TABLE 4 (Continued)

Questionnaire Item No.	Variable	Level of Response	Frequency Non Vo Tech	Proportion Non Vo Tech
(37)	I'm too involved in other school activities to go to Vo-Tech	Very Imp.	514	30%
		Imp.	332	19%
		Some Imp.	209	12%
		Unimp.	273	16%
		Not Sure	195	11%
		No Response	216	12%
(38)	I've decided to go to school elsewhere and Vo-Tech will not help me	Very Imp.	627	36%
		Imp.	464	27%
		Some Imp.	162	9%
		Unimp.	229	13%
		Not Sure	230	13%
		No Response	27	2%
(39)	My friends talked me out of going	Very Imp.	242	14%
		Imp.	406	23%
		Some Imp.	210	12%
		Unimp.	641	37%
		Not Sure	223	13%
		No Response	17	1%
(40)	I don't want to ride the bus	Very Imp.	399	23%
		Imp.	140	8%
		Some Imp.	360	21%
		Unimp.	624	36%
		Not Sure	191	11%
		No Response	25	1%
(41)	I don't like the kind of people that go to Vo-Tech	Very Imp.	336	19%
		Imp.	403	23%
		Some Imp.	306	18%
		Unimp.	463	27%
		Not Sure	212	12%
		No Response	19	1%

31-42 on the student survey instrument administered to students not enrolled in vocational education were designed to have students rate reasons given as to each item's influence on the student's decision not to attend Vo-Tech this year. Each item was responded to using a five-point Likert-type scale. Categories for responses were: "a very important factor," "an important factor," "a somewhat important factor," "an unimportant factor," and "not sure." The frequency distributions of items 31-42 are presented in Table 4. This author chose to identify patterns to compare and contrast these perceptions by those not enrolled in vocational education rather than interpreting each item response individually.

Identified as "a very important factor" in their decision not to attend Vo-Tech were the following statements:

1. "A high school counselor or teacher advised me against taking Vo-Tech" (34 percent),

2. "I'm too involved in other school activities to go to Vo-Tech" (30 percent), and

3. "I've decided to go to school elsewhere and Vo-Tech will not help me" (36 percent).

This appears to indicate that the vocational education institution whose prospective students were surveyed perhaps could benefit from a marketing plan designed to reach school personnel at the feeder school as well as prospective students in order to address these responses. Responses from the prospective students as to their decision not to enroll appeared to center around people influencers, involvement, and seeing no significance in vocational education to their end goal.

When combining frequency levels of "a very important factor" and "an important factor" on items 31-42 for nonvocational respondents as to their decision not to attend Vo-Tech, four responses stand out:

1. "A high school teacher or counselor advised me against taking Vo-Tech" (46 percent),

2. "I've decided to go on to school elsewhere and Vo-Tech will not help me" (63 percent), and

3. "I'm too involved in other school activities to go to Vo-Tech" (49 percent).

4. "I don't like the kind of people that go to Vo-Tech," (42 percent).

When combining the frequency on the level of responses of the three response choices of "a very important factor," "an important factor," and "a somewhat important factor," all items on questions 31-42 except number 36 secured 49 percent or more of these responses.

In addition, on the two levels of responses, "a very important factor" and "an important factor," approximately one-third of the respondents not enrolled in vocational education responded with these two responses on questions 31-42. This made the researcher believe that there is potential for growth in the students' perceiving vocational education in a positive manner and perhaps parents, school personnel, and students need to be the target of a marketing plan.

Objective 3--Identify Channels of Information Currently Influencing Users and Nonusers of Vocational Education

Identification of channels of information designed to meet Objective 3 through interpretation of responses to questionnaire items 12-17 provided the information which could be used to target promotional resources wisely to attract clientele, present and prospective (See Table 5).

Frequency Distributions

Frequency of distribution tables are utilized to present items 12-17 on the questionnaires to identify channels of information currently influencing users and nonusers of vocational education. Radio and television were indicated by all survey respondents as the two advertising media sources seen/heard most frequently as shown in Table 5. For vocational education student users, radio and television

TABLE 5

COMPARISON OF MEDIA HABITS/INFLUENCERS OF VOCATIONAL AND NONVOCATIONAL BY SURVEY RESPONDENTS TO DEVELOP DEMOGRAPHIC PROFILE

Questionnaire Item No.	Variable	Choice	Freq. Voc	Freq. Nonvoc	Prop. Vo-Tech	Prop. Nonvoc
(12)	Adv source seen/heard most	Radio	132	763	43%	44%
		TV	125	765	41%	44%
		Newspaper	25	98	8%	6%
		Mail	2	31	1%	2%
		Workplace	9	16	3%	1%
		Employment or Govt agency	2	8	1%	0%
		At home school	12	55	3%	3%
		No response	0	3	0%	0%
(13)	Watch Cable TV	Yes	241	1341	78%	77%
		No	64	379	21%	22%
		No responses	2	19	1%	1%
(14)	Hrs Per Day Watch TV	1 to 2	132	676	43%	39%
		2 to 4	99	627	32%	36%
		4 Up	56	321	18%	19%
		None	18	106	6%	6%
		No response	2	9	1%	0%
(15)	Newspaper Read Most	Enid News	207	1289	67%	74%
		Daily OK	29	123	9%	7%
		Tulsa	2	7	1%	0%
		Covington	3	10	1%	1%
		Garber	6	11	2%	1%
		Hennessey	5	35	2%	2%
		Waukomis	1	27	0%	2%
		Shopper's Edge	3	16	1%	1%
		Other	9	59	3%	3%
		None	42	162	14%	9%
		No response	0	0	0%	0%
(16)	Radio Station Listened to Most	KBVV	12	47	4%	3%
		KCRC	3	8	1%	0%
		KGWA	3	8	1%	0%
		KNID	49	269	16%	15%
		KXLS	10	68	3%	4%
		KOFM	20	200	7%	12%
		KATT	125	560	41%	32%
		KJ102	37	290	12%	17%
		Z99	48	17	16%	1%
		Other	0	272	0%	16%
		No response	0	0	0%	0%
(17)	Friends/ Relatives Attended Vo-Tech	Yes	256	1332	84%	77%
		No	7	391	2%	22%
		No response	44	16	14%	1%

accounted for 83 percent of their responses concerning advertising sources, while 87 percent of the nonvocational student users indicated radio and television. It was interesting that both groups, vocational and nonvocational, had similar responses. It appeared that both groups could be reached for advertising purposes by the same medium. It also was interesting to note that the newspaper was indicated by eight percent of the vocational population and by six percent of the nonvocational population as the advertising source seen/heard most frequently. The local newspaper of the site-specific community reports that 76.1 percent of Oklahoma Adult Consumers regularly read their local, community newspaper and that 43.7 percent of these consumers preferred to receive sales circulars and coupons in their newspaper (Enid News and Eagle, 1991). This research study appears to indicate that the target audience of vocational and nonvocational students do not agree with the survey conducted for the Enid News and Eagle, and that advertising in the local community paper would not be the advertising source of first choice to address the site-specific target audience.

The majority of both vocational and nonvocational student users groups indicated they watch cable television as shown in Table 5. "Yes" responses accounted for 78 percent for vocational students and 77 percent for nonvocational students. This information concerning the cable television viewing habits of its target population could be utilized for the site-specific vocational education institution when dividing advertising dollars in its budget. The site-specific location has a community access cable television channel which could be considered as a media source to target current student users as well as prospective students.

Table 5 indicates that 75 percent of the vocational education student users and 74 percent of the nonvocational student users responded they watched television four hours or less daily. Again, both student users groups in this study, vocational and nonvocational, appear to have the same media viewing/listening habits. When considering

dollars for budget purposes, it could be beneficial for the educational institution to know that one-third to one-half of their proposed target audience watches television only one to two hours per day.

The majority of responses by vocational and nonvocational survey respondents indicated that the newspaper read the most was the Enid News and Eagle, the local paper of the site-specific location. It is interesting to compare respondents' answers to item 15 on the questionnaire with item 12, referring to the advertising source seen/heard most frequently. Respondents indicated on item 12 that the newspaper accounted for little of their advertising sources seen/heard, yet 67 percent of the vocational student users and 74 percent of the nonvocational student users indicated they do read the newspaper. Only 14 percent of vocational and 9 percent of the nonvocational respondents indicated they did not read the newspaper. It appears that in the minds of the respondents reading the newspaper and advertising sources may not be related.

When responding to item 16 concerning radio station listened to the most, it is interesting to note that more than fifty percent of vocational and nonvocational student users responded they listened most frequently to Oklahoma City, Oklahoma, radio stations rather than those in Enid, Oklahoma, the location of the site-specific vocational education institution. Radio stations KATT and KJ103, rock and roll stations, located in Oklahoma City were indicated as the radio stations listened to most by 53 percent of the vocational student users and by 49 percent of the nonvocational student users. Z99, another rock and roll station, secured 16 percent of vocational responses but only one percent of the nonvocational audience. The country music station channel, KNID, secured approximately the same responses (16 percent and 15 percent) by both populations. If one wants to attract prospective students, one might want to utilize the radio stations identified as listened to by the respondents in this survey. If the site-specific vocational-technical center in this study currently is not advertising here,

perhaps it should be to reach its audience.

As viewed in Table 5 the majority of both vocational and nonvocational student users had friends/relatives who had attended vo-tech, 84 percent of vo-tech respondents and 77 percent of non vo-tech respondents.

Findings

Survey respondents' responses identified specifics on present and prospective clientele of vocational education which provided resource information that could be used by an educational institution to devise a marketing plan. (The data can be found on Table 1, page 43). Specifically, the administration of the instrument to survey respondents found:

1. The typical vocational education student surveyed was white, male, single, 18 years of age, and employed part-time.

2. The typical nonvocational education student surveyed was white, female, single, 17 years of age, and employed part-time.

3. There were more males (18 percent) in the vocational student group surveyed than in the nonvocational group.

4. Nonvocational respondents indicated a greater spread in family income levels and overall indicated higher family income levels. The nonvocational population had fewer responses (4 percent) in the "$0 - $19,999" category and more responses (3 percent) when combining all categories "over $20,000." These respondents also had 3 percent more responses than the vocational respondents in the "over $40,000" category.

5. The majority (81 and 89 percent) of vocational and nonvocational students surveyed indicated "single" on marital status.

6. Both vocational education students and nonvocational students eligible to attend the site-specific area vocational-technical center had a neutral image, rather than a positive or negative image, of vocational education. Mean and standard deviation scores on items 18-30

on the survey instrument, regarding perceptions of vocational education, ranked in the middle between "agree" and "undecided". Also, no mean scores were recorded in the categories of "strongly agree" or "strongly disagree".

7. Nonvocational respondents were influenced by external forces (teacher, counselor, activities, or opinions) in their decision not to enroll. Four survey instrument statements were responded to as being an important part of the students' decision not to enroll in vocational education. These were: "A high school teacher or counselor advised me against taking Vo-Tech," "I'm too involved in other school activities to go to Vo-Tech," "I've decided to go to school elsewhere and Vo-Tech will not help me," and "I don't like the kind of people who go to Vo-Tech".

8. Nonvocational students surveyed expressed some negative perceptions of vocational education. Many respondents indicated they didn't "like the kind of people who go to Vo-tech," and that Vo-tech wouldn't help them.

9. Vocational and nonvocational student users were influenced by the same channels of information.

10. Media habits of the vocational and nonvocational population surveyed were similar.

11. Advertising sources seen/heard most frequently by students were radio, television, and mail, rather than the newspaper. A small percentage (6 and 8 percent) of students surveyed indicated the newspaper as the advertising source seen/heard most frequently.

12. Almost half (49 and 53 percent) of the respondents indicated two Oklahoma City rock and roll radio stations as the radio stations listened to the most, rather than Enid radio stations where the site-specific educational institution is located.

13. A majority (77 and 78 percent) of those students surveyed watched cable television.

CHAPTER V

SUMMARY, CONCLUSIONS, CRITIQUE OF SURVEY INSTRUMENT AND METHODOLOGY, AND RECOMMENDATIONS

Summary

The purpose of this study was: (1) to produce a reliable, valid student profile survey instruments that could be used by vocational-technical educational institutions serving both secondary and postsecondary students and (2) to produce a survey instrument, which once completed and administered, would provide the resource information needed on its clientele so that a vocational education institution would be able to devise a marketing plan based upon an understanding of their present and prospective clientele.

This chapter reviews in summary form the research findings. Conclusions and recommendations for further study are presented. As noted by Bayne (1985, p. 9), a great deal of demographic information often is available from an institution's student information system. However, Bayne pointed out that there is no way to link the demographic information with the student's perceptions of vocational education. Bayne suggested that a questionnaire was the most appropriate method of gathering data for a study such as conducted by this researcher. Thus, a search of the related literature was conducted to facilitate the development of a student profiling instrument. Information obtained as a result of the literature search was utilized in producing the final student profiling instruments, one designed for vocational students and the other designed for nonvocational students. The student profiling instruments chosen were developed and validated in 1988 by the Oklahoma Area Vo-Tech School Public Information Council. Modifications were

made. The modified survey instruments were designed to secure demographic and attitudinal data from each group, vocational and nonvocational students, information needed as indicated by Sharpe (1987) to identify one's target audience for a marketing plan. Questions 1-30 were the same on both instruments. Questions 31-42 differed. Nonvocational students received further attitudinal questions specific to their perceptions of why they were not enrolled in vocational education. Vocational students received further questions requesting additional demographic information. The survey instruments were reviewed item-by-item for content validity by educational experts, and revisions were deemed valid.

After a pilot test, modifications were made to the survey instruments. Cooperation for administration of the questionnaires to vocational and nonvocational students eligible to attend the site-specific educational institution in this research study was obtained.

The population of this study consisted of two groups, vocational and nonvocational students, in Garfield County in the state of Oklahoma, eligible to attend the site-specific location for this study, O. T. Autry Area Vocational-Technical Center, Enid, Oklahoma. Included in the survey were secondary and postsecondary students at the site-specific vocational-technical educational institution and secondary students, grades 10-12, from the public, common feeder school institutions. Target population of the study included all students, rather than random sampling, for pragmatic reasons.

The survey instruments were administered to vocational and nonvocational students. Scanner answer sheets were used to record the students' responses. These answer sheets were scanned at the Oklahoma State University Testing and Evaluation Bureau. The information then was transferred to floppy disk in order to be able to interpret the data.

The data obtained from the survey instruments were analyzed statistically with descriptive statistics utilizing frequency

distributions and measures of central tendency for data analysis using the statistical package, Guyl Statpak. Once administered, the researcher was able to compare and contrast characteristics of present and prospective vocational education students, compare and contrast perceptions of vocational education, and identify channels of information currently influencing users and nonusers of vocational education.

Conclusions

The research findings support the following conclusions:

1. The student profiling instruments administered to survey respondents proved to be valid, reliable instruments that could be used by vocational-technical institutions serving secondary and postsecondary students.

2. When administered, the student profiling instruments provided the resource information needed for a vocational education institution to devise a marketing plan.

3. The student profiling instruments proved to be user friendly.

4. Utilizing the scanner answer sheets to record survey responses made it convenient for the researcher to score the instruments and allowed for convenient and quick tabulation of responses.

5. The survey instruments used in this study, a modified form of the 1988 Oklahoma Area Vo-Tech School Public Information Council Profiling Questionnaires, could benefit from further refinement. The two modified instruments used in this research did profile the students but could be further redesigned into one instrument for all populations for further cost effectiveness and ease of administration.

It is the opinion of the researcher that while the two profiling instruments in the study worked well, one profiling instrument asking all questions alike would simplify the administration of the instrument for the respondent and for the administrator while still providing a comparison of vocational and nonvocational students. If one wished to

maintain the specific questions on the present study's profiling instrument pertaining to a student's decision not to enroll in vocational education, one could position those questions as the final page, only to be filled out by nonvocational students.

6. Comparing and contrasting perceptions of vocational education by those enrolled and those not enrolled in vocational education, appeared to indicate that the site-specific vocational education institution whose students and prospective students were surveyed could benefit from devising a marketing plan. Those students not enrolled in vocational education and those students enrolled in vocational education surveyed indicated a neutral image of vocational education on survey items 18-30. Nonvocational students responded with what might be viewed as a negative perception of vocational education on some of the responses to statement items 31-42, about reasons for not attending vo-tech. Neutral perceptions and negative perceptions appear to be indicators that the site-specific vocational education institution could benefit from a marketing plan aimed at its current users as well as prospective users of vocational education.

7. Interpretation of the results of the study suggests that a marketing plan for the site-specific vocational-technical institution whose students were surveyed could be directed at informing both current and prospective students of the opportunities available to them through vocational education. This could result in an informed public. It is the researcher's belief that this could result in a positive image of vocational education, rather than the neutral image identified in this study.

8. Increased marketing efforts at the site-specific educational institution whose students were surveyed are needed with segmentation of the activities toward the students and influence sources.

Critique of Survey Instrument and Methodology

The following observations are noted regarding the development and administration of the survey instrument:

1. Cooperation obtained from the administration of all educational institutions involved in the survey was beneficial to the success of the research project as the cooperative attitude was noticed by the students surveyed (Strate, 1992, np).

2. Organization of materials, administrative scheduling/contacts, and attention to details for administrating the questionnaire was essential to the success of the research project (Keithley, 1992, np). The instructional materials produced desired results (Strate, 1992, np).

3. Students surveyed, vocational and nonvocational, found the survey instrument user friendly. On-site administration of the survey instrument at five of the feeder school sites provided a realistic picture, through observation of and discussion by the researcher with the students surveyed, of the ease of completing the survey instrument by the survey respondents.

4. Completion time on filling out the survey instrument ranged from seven to thirty minutes as recorded by a clerical assistant at each on-site administration of the survey instrument.

5. The survey instrument was cost effective to administer, (See Appendix Q) approximately $.43 - $.47 per student for materials; and costs could be reduced further.

6. Usage of scanner answer sheets and computerized statistical analysis was essential to the success of the research study (Wilkerson, 1991, np). Automating the tabulation of the results by scanning the completed questionnaire answer sheets provided for easy tabulation of results. Manual tabulation of the original instrument was expressed to be a problem by The Oklahoma State Department of Vo-Tech Public Information Coordinator and several participants of the original project of the 1988 Oklahoma Area Vo-Tech School Public Information Council

(Wilkerson/Lehr/Brooks, 1990, np). They stated that it was a laborious task to manually tabulate results after the questionnaire was administered. They further indicated this could be one factor in why the survey instrument was not used currently.

7. Profiling the population of secondary students, rather than sampling, worked well. Administration of feeder schools involved in the survey told the researcher that they preferred this method. Pragmatically, being able to assemble students in groups without having to go to any school records was beneficial. Anonymity of the respondents was maintained as no student records were involved; no name identification codes were made on the scanner answer sheets.

8. Specific observations relating to questionnaire items 1-18 content after administration of the instruments to vocational and nonvocational students are:

a. Income level could be at a higher level and categories could be consolidated.

b. Two additional levels could be added to the items requesting educational level of father and mother to include "less than high school" and "high school plus tech".

c. An additional category of "college plus tech" could be added to the question pertaining to the respondent's educational level.

d. Respondents indicated in oral discussions with the researcher after administration of the survey instrument that the option of "more than one of the reasons listed above" needed to be included for those items referring to the respondent's reason for choosing and attending Vo-Tech.

e. One might include numbers with all letters of radio stations and television stations to secure easier recognition by the respondents on the items designed to secure information on the media habits of respondents.

9. Questionnaire items 31-42 administered to the vocational education users provided additional demographic information on those

students enrolled in vocational education. However, when interpreting the data for these specific questionnaire items for the vocational education user, more missing responses, evenly distributed responses, or "not applicable" responses were noted in this section than any other.

This appears to indicate that this section was not as clear in the minds of respondents as other sections of the questionnaire. The missing data on this section of the questionnaire could be the result of no response being recorded by a student if the student was unsure of an answer as this section required one choice to be marked and was not interval in nature. The researcher suggests that questionnaire items 31-42 administered to only vocational education student users be deleted on any further studies.

Recommendations

While this study developed reliable, valid student profile survey instruments, it also generated several questions and possibilities for further research. The following recommendations are suggested:

1. A study could be made comparing secondary and postsecondary vocational students by means of the revised profiling instrument (See Appendix R).

2. It is felt that a qualitative dimension could be added to the study by including "focus groups" as part of the study in addition to administering the student profile survey instruments.

3. This study was limited to one area vocational-technical center in Oklahoma and its feeder schools. A study in other states could be made to substantiate some of the findings of the study. It would be interesting to see whether vocational and nonvocational students in different regions of the United States have the same patterns as reported in this research study.

4. The site-specific educational institution administering the student survey profiling instruments should use the resource information obtained to direct its advertising budget to the promotional resources that would reach its audience best.

5. The population desired to be surveyed needs clarification to be (1) all vocational education students or (2) all vocational education students attending an area vocational-technical school. This could provide more precise information for data analysis for marketing purposes. This clarification is needed due to the prevalence of vocational agriculture, vocational home economics, and tech prep programs offered at many of the feeder schools.

6. Further studies might consider changing some of the categorical questions such as family income levels, parental education levels, and age levels.

7. Further studies might include in the introductory demographic portion of the survey instrument administered to both vocational students and nonvocational students the following additional questions:

(1) Are you a

A. Vocational student at vo-tech?

B. Vocational student at home school?

C. Not enrolled in vocational education?

(2) Are you a

A. Secondary Student?

B. Postsecondary student (adult)?

(3) In what field are you interested?

A. Agriculture

B. Business

C. Health

D. Home Economics

E. Technology Education

F. Trade & Industrial Education

G. Other

H. Undecided

(4) If you plan to continue your formal education beyond your current schooling, where?

A. Home School

B. Another year at vo-tech

C. Apprenticeship

D. Private trade school

E. The military

F. Two-year college

G. Four-year college

H. Undecided

I. None, plan to go to work

7. A research study should be conducted utilizing the revised student profiling instrument developed by this research. See Appendix R for the revised survey instrument. It is suggested that this one instrument be used for both populations, vocational and nonvocational students.

In summary, the findings of this study suggest that profiling students through a reliable, valid survey instrument can provide the resource information needed on its clientele so that a vocational education institution could devise a marketing plan based upon an understanding of their present and prospective clientele.

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APPENDIXES

APPENDIX A

LETTER OF SUPPORT FOR SURVEY PROFILING STUDENTS FROM RON WILKERSON

votech
OKLAHOMA DEPARTMENT
OF VOCATIONAL
AND TECHNICAL EDUCATION

July 15, 1991

Dr. Clyde Knight
Professor
School of Occupational
and Adult Education
Oklahoma State University
Stillwater, Oklahoma 74078

Dear Clyde.

I hope that you will give serious consideration to Lynne Taylor's proposed dissertation topic. I have visited with Lynne several times about the project and know that she has put a lot of time and effort into compiling this survey and that it will prove very practical and useful to the marketing of O.T. Autry Area Vo-Tech School.

I think the process and the product of this survey may have tremendous value to the remainder of the area vo-tech schools in Oklahoma. As you are aware, much of the information on this survey came from a survey developed about three years ago by the AVTS Public Information Council. Although the Council's survey is a very effective research tool, its main problem is the difficulty of compiling the data. The work of Mrs. Taylor could go a long way toward making this tool much more valuable to our area vo-tech schools.

If you'd like to visit more about this matter, please feel free to call me.

Sincerely,

Ron

Ron Wilkerson
Public Information Coordinator

1500 West Seventh Avenue
Stillwater OK 74074-4364
(405) 377-2000

APPENDIX B

LETTER OF SUPPORT FOR SURVEY PROFILING STUDENTS

FROM JAMES STRATE

O.T. Autry Vocational-Technical Center
1201 West Willow, Enid, OK 73703
Phone (405) 242-2750 Fax (405) 233-8262

James Strate ED. D., Superintendent

July 11, 1991

Dr. Clyde Knight, OAED
OSU
Classroom Bldg.
Stillwater, OK 74074

Dear Dr. Knight:

I am excited about Lynne Taylor's proposed dissertation topic utilizing a revised version of the Oklahoma Area Vo-Tech School Public Information Council survey questionnaire developed in 1988 and the focus group to conduct research on enrollees.

As the new Superintendent at O. T. Autry Area Vo Tech, I feel the information obtained through Lynne's research will pinpoint who enrolls and why and will provide a foundation by which we can base the most effective decisions for our future growth. It will assist us in our strategic planning and in our current plans to implement a public relations campaign within the next three years. Additional benefits include providing data to assist us in effective decision making in the area of marketing, advertising, and curriculum. I particularly like the idea of obtaining quantitative data through the survey and then obtaining qualitative data through the focus group. We will provide Lynne access to administer the survey to our entire population of 1991-92 day-time students, 800-850 with 53 percent being adult population and 47 percent being secondary population.

I believe this intensive approach to obtaining information about our student population not only will benefit Autry Vo Tech, but also will benefit the State Vo Tech system. Ron Wilkerson, Oklahoma State Vo Tech Public Information Coordinator, also has expressed an interest in this study. I solicit your support of Lynne's topic. It is realistic, and the research information obtained can be put to immediate use in our area vocational technical center and also can be a model for others.

Sincerely,

James W. Strate

dlt

APPENDIX C

OKLAHOMA AREA VO-TECH SCHOOL

PUBLIC INFORMATION COUNCIL

SURVEY INSTRUMENT

HIGH SCHOOL

VERSION

STUDENT PROFILE QUESTIONNAIRE (High School Student Version) **Vo-Tech District**_____

Please take a few moments to fill out this short questionnaire. It will help us better understand your educational needs so that we can serve you better. All information you provide us is confidential and will be used only to help us plan future programs. *Your opinion counts.* Please be absolutely honest in your answers.

I. BACKGROUND INFORMATION (circle number next to your answer)

1. What is your *age*? 15....1 16....2 17....3 18 or over....4

2. What is your *sex*? Male....1 Female....2

3. What is your *current standing* in high school? Freshman....1 Sophomore....2 Junior....3 Senior....4

4. What is your *ethnic background*? White .....1 Black.....2 American Indian....3 Hispanic .....4 Asian.....5 Other.....6

5. In which Vo-Tech program are you enrolling/enrolled?_____

II. EMPLOYMENT STATUS (circle number next to your answer)

6a. Are you currently employed? Yes....1 No....2

6b. IF EMPLOYED: Approximately how many hours do you work each week? Less than 10 ....1 10 to 20 .....2 20 to 30.....3 30 or more 4

6c. Do you plan on continuing your formal education beyond Vo-Tech? Yes...1 No...2

If you said "Yes," where are you most likely to pursue further education?

Vo-Tech.....1
Apprenticeship.....2
Private Trade School 3
The Military 4
2-Year Junior College/Community College.....5
4-Year College 6
Pursue Advanced Degree.....7
Don't Know 8

6d. What are your *career plans* after completing your education? In what type of profession, job, and field do you want to work?

First Choice_____

Second Choice_____

III. THE DECISION TO ATTEND VOCATIONAL-TECHNICAL SCHOOL (circle number next to your answer)

7. When did you decide to enroll at this Vo-Tech School?

Within the past 6 months 1
6 to 12 months ago.....2
Over a year ago.....3

8. Who *most* influenced you to enroll in this program?

Teacher 1
Area Vo-Tech Counselor ...2
High School Counselor 3
Parents 4
Friends.....5
Brother or Sister 6
Employer.....7
Somebody Else 8
None of These 9

9. Before deciding to enroll in this Vo-Tech program did you...

see a Vo-Tech brochure?..... YES..1 NO..2
see a Vo-Tech catalog?..... YES..1 NO..2
take a tour of the Vo-Tech?..... YES..1 NO..2
see an Audio-Visual program?..... YES..1 NO..2
talk to an area Vo-Tech Counselor? ..... YES..1 NO..2
talk to your high school Counselor?..... YES..1 NO..2

10. Please read the following statements and mark whether you agree or disagree with each statement. If you are unfamiliar with what the statement says, just mark "Not Sure."

	AGREE	DISAGREE	NOT SURE
a. This Vo-Tech School offers a good variety of useful courses	1	2	3
b. This school offers the most up-to-date technical training	1	2	3
c. The school is noted for having good instructors	1	2	3
d. Vo-Tech training prepares a student for a good job	1	2	3
e. This Vo-Tech School is a fun place to get an education	1	2	3
f. This Vo-Tech School is better equipped to provide training than private technical and business schools	1	2	3
g. I think Vo-Tech is easier than other schools	1	2	3
h. Vo-Tech helps to place students in good-paying jobs after completing courses	1	2	3
i. I think Vo-Tech is a good place to be with your friends	1	2	3

11. Have you ever seen or heard any advertising for this Vo-Tech School or its programs...

at school? ..... YES..1 NO..2
on television?..... YES..1 NO..2
on the radio?..... YES..1 NO..2
in the newspaper? . YES..1 NO..2
in the mail? ..... YES..1 NO..2

12a. Do you read a newspaper? YES....1 NO....2

If Yes, which papers do you read?_____ , _____

12b. Do you listen to the radio more than one hour per day? YES....1 NO....2

If Yes, which stations?_____ , _____ , _____

12c. How many hours per day do you watch television?

One to Two Hours.....1 More than Four Hours....3
Three to Four Hours.....2 None.....0

13. Circle the number of the category that best describes the educational level of each of your parents.

	FATHER	MOTHER
Some high school	1	1
High school graduate	2	2
High school plus technical school	3	3
Some college	4	4
College graduate	5	5
Post-graduate	6	6
Not sure	7	7

14a. What kind of work does your father do?_____

14b. What kind of work does your mother do?_____

15. What is your Social Security number? _____-____-_____

APPENDIX D

OKLAHOMA AREA VO-TECH SCHOOL

PUBLIC INFORMATION COUNCIL

SURVEY INSTRUMENT

DAY-TIME ADULT

VERSION

STUDENT PROFILE QUESTIONNAIRE (Daytime Adult Version) Vo-Tech District_____

Please take a few moments to fill out this short questionnaire. It will help us better understand your educational needs so that we can serve you better. All information you provide us is confidential and will be used only to help us plan future programs. *Your opinion counts.* Please be absolutely honest in your answers.

I. BACKGROUND INFORMATION (circle number next to your answer)

1. What is your *age*? 18 to 25....1 26 to 35....2 36 to 45....3 46 to 60....4 Over 60....5

2. What is your *sex*? Male....1 Female....2

3. Which of these levels best describes your *formal* educational training?
   Some High School or Less.....1 High School Plus Some College.....4
   High School Graduate .....2 College Graduate 5
   High School Plus Technical Training.....3 Post College Graduate 6

4. What is your *ethnic background*?
   White .....1 Black.....2 American Indian....3
   Hispanic .....4 Asian.....5 Other.....6

5a. Have you ever taken Vo-Tech courses before? Yes....1 No....2

5b. IF YES IN 5a.: Where did you take the course or courses?
   In High School .....1 In Private Trade or Business School 4
   At This Vo-Tech.....2 In Junior College 5
   Another Vo-Tech....3 Other.....6

6. In which Vo-Tech program are you enrolling/enrolled?_____

II. EMPLOYMENT STATUS (circle number next to your answer)

7a. Are you currently employed? Yes....1 No....2

7b. IF EMPLOYED: Approximately how many hours do you work each week?
   Less than 10 ....1 10 to 20 2
   20 to 30.....3 30 to 40 .....4 40 or more 5

7c. IF NOT EMPLOYED: Are you currently seeking a job? Yes....1 No....2

7d. Are you currently receiving any government funding assistance to help to cover your living expenses? Yes....1 No....2

7e. Do you plan on continuing your formal education? Yes....1 No....2

If you said "Yes," where do you intend to pursue your future education?
   Private Trade School.....1
   The Military 2
   Junior College 3
   4-Year College 4
   Graduate School.....5
   Other Vo-Tech Programs.....6

7f. What are your *career plans* after completing your education? In what type of profession, job, and field do you want to work?

First Choice_____

Second Choice_____

7g. What kind of work do you do (or did you do if currently unemployed)? Please be specific — for example: TV repair, bookkeeper, mechanic, laborer, accountant, real estate, administrator, etc.

_____

III. THE DECISION TO ATTEND VOCATIONAL-TECHNICAL SCHOOL (circle number next to your answer)

8. When did you decide to enroll at this Vo-Tech School?

Within the last week 1
1 to 4 weeks ago.....2
1 to 2 months ago.....3
More than 2 months ago.....4

9. Why are you now enrolling at this Vo-Tech?
Please choose the one reason that was most important to you.

To get a job.....1
To get a better job.....2
To update present skills.....3
To retrain in a new skill.....4
Licensing or Certification Requirement.....5
Self-improvement.....6
Pursue a specialized interest.....7
Employer required.....8
To meet new people.....9
Other_____

10. Did you consider any of the following educational options before choosing this school?

	YES	NO	IF YES, WHICH SCHOOL WAS IT
Private Business, Trade, or Technical School	1	2	_____
Two-Year (Junior) College	1	2	_____
Four-Year College	1	2	_____
Another Vo-Tech School	1	2	_____

11. Why did you choose this Vo-Tech School instead of the other schools listed above?

_____

Any other reason?

_____

12. Which of the following sources was *most influential* in helping you to choose this school?
(You may check more than one)

Friends.....1
Fellow workers.....2
Family.....3
Employer.....4
Vocational Counselor.....5
Government Agency.....6
Media (TV, radio, newspaper).....7
A Mailed Catalog or Brochure.....8
Other_____

13. Have you seen any information about this Vo-Tech School in any of the following places?

In the newspaper.....	YES..1	NO..2
In a magazine.....	YES..1	NO..2
On television.....	YES..1	NO..2
On billboards.....	YES..1	NO..2
On the radio.....	YES..1	NO..2
In the mail.....	YES..1	NO..2
At your workplace.....	YES..1	NO..2
At an employment or government office..	YES..1	NO..2

14. Please read the following statements and mark whether you agree or disagree with each statement. If you are unfamiliar with what the statement says, just mark "Not Sure."

	AGREE	DISAGREE	NOT SURE
a. This Vo-Tech School offers a good variety of useful courses	1	2	3
b. This school offers the most up-to-date technical training	1	2	3
c. The school is noted for having good instructors	1	2	3
d. The cost of the courses is reasonable	1	2	3
e. Public-run Vo-Tech schools are better equipped to train students than are private technical and business schools	1	2	3
f. Vo-Tech training prepares a student for a good job	1	2	3
g. I have friends who have attended Vo-Tech schools in Oklahoma	1	2	3
h. This Vo-Tech School is conveniently located for me	1	2	3
i. I'm more interested in getting a skill than I am a diploma	1	2	3
j. I think Vo-Tech School is more interesting to me than junior college or college	1	2	3
k. I can get out of school faster through Vo-Tech	1	2	3
l. Vo-Tech School is a good place to meet people	1	2	3
m. I think Vo-Tech will be easier than college	1	2	3
n. Enrollment in the program was easy	1	2	3
o. I was made aware of financial assistance programs that are available to students	1	2	3

15a. Do you read a newspaper? YES....1 NO....2

If Yes, which papers do you read?_____, _____

15b. Do you listen to the radio more than one hour per day? YES....1 NO....2

If Yes, which stations?_____, _____, _____

15c. How many hours per day do you watch television?

One to Two Hours.....1
Three to Four Hours.....2
More than Four Hours.....3
None.....0

16. What was your approximate family income last year?

Less than $5,000.....1	$15-20,000.....4	
$5-10,000.....2	$20-30,000.....5	
$10-15,000.....3	$30-40,000.....6	Over $40,000....7

17. What is your Social Security number? _____ - ____ - _____

APPENDIX E

JURY OF EDUCATIONAL EXPERTS

JURY OF EDUCATIONAL EXPERTS

Ron Wilkerson
Public Information Coordinator
Oklahoma State Dept. of Vo-Tech
Stillwater, Oklahoma

Larry Lehr
Public Information Officer
Central Vo-Tech
Drumright, Oklahoma

Susan Hardy Brooks
Public Information Officer
Francis Tuttle Vo-Tech
Oklahoma City, Oklahoma

James Strate, Ed.D.
Superintendent
O. T. Autry Area Vo-Tech
Enid, Oklahoma

Kem Keithley, Ed.D.
Superintendent
Enid Public Schools
Enid, Oklahoma

Clyde Knight, Ed.D.
Professor
Oklahoma State University
Stillwater, Oklahoma

Cecil Dugger, Ed.D.
Professor
Oklahoma State University
Stillwater, Oklahoma

Gary Oakley, Ed.D.
Asst. Professor
Oklahoma State University
Stillwater, Oklahoma

Janice Williams, Ph.D.
Asst. Professor
Oklahoma State University
Stillwater, Oklahoma

Art Reed
Computer and Math Teacher
Chisholm High School
Enid, Oklahoma

APPENDIX F

LETTER REQUESTING COOPERATION IN ADMINISTRATION OF A STUDENT PROFILE QUESTIONNAIRE

O.T. Autry Vocational-Technical Center
1201 West Willow, Enid, OK 73703
Phone (405) 242-2750 Fax (405) 233-8262

James Strate ED. D., Superintendent

April 4, 1992

TO: ADMINISTRATION OF FEEDER SCHOOLS

FROM: JAMES STRATE, SUPERINTENDENT

RE: COOPERATION IN THE ADMINISTRATION OF A PROFILE QUESTIONNAIRE TO STUDENTS NOT ENROLLED IN VOCATIONAL EDUCATION

We need your cooperation! We currently are conducting a research project we feel will assist us in understanding our student population better. The purpose of the study is to develop a profile of present and prospective students of vocational education in order to provide the resource information needed to better market our educational opportunities to students.

Your school's input is valuable and will be of great benefit. We are requesting your assistance in the administering of the questionnaire to those students in required English classes, Grades 10-12, who currently are not enrolled in vocational education. Average time for completion of the questionnaire was 15 minutes as shown in pretesting. Every effort is being made to insure the confidentiality of each respondent. Those participating will not be identified in any manner except by status: such as vocational, nonvocational, secondary, adult.

Those that currently attend O. T. Autry Area Vo Tech will be administered the questionnaire at our facility. Lynne Taylor is conducting this research project under the auspices of the Department of Occupational and Adult Education at Oklahoma State University, and Lynne will be contacting you in the next few weeks. We will look forward to your positive response.

1991 - 1992

AREA SCHOOLS

SUPERINTENDENTS AND PRINCIPALS

Jerry McKeowen, Supt. 725-3271
Jim Lamar, Principal 725-3271
Billings Public Schools
Billings, OK 74630

Joe Haskit, Principal 233-2852
R.R. 4, Box 88A
Chisholm High School
Enid, OK 73701

Don Boynton, Supt. 864-7644
Charles Metscher, Prin. 864-7482
Covington-Douglas School
P.O. Box 9
Covington, OK 73730

Jack Moery, Supt. 828-4204
Larry Long, Prin. 828-4204
Dover Public Schools
Dover, OK 73734

Jerry Ott, Supt. 493-2216
Cavin Boettger, Prin. 493-2271
Drummond Public Schools
P.O. Box 220
Drummond, OK 73735

Ron Garrison, Prin. 234-2404
Enid High School
611 West Wabash
Enid, OK 73701

Fred Weibling 863-2220
Rod Reese, Principal 863-2231
Garber Public Schools
P.O. Box 539
Garber, OK 73738

John Wilson, Supt. 853-4321
Steve Wlodarczyk, Prin. 853-4394
Hennessey Public Schools
Hennessey, OK 73742

Ms. Lynn Wilt, Supt. 626-4411
Jet Nash Schools
P.O. Box 188
Jet, OK 73749

Mary Beth Light, Supt. 874-2281
Carl Barnes, Prin.
Kremlin Public Schools
Box 198
Kremlin, OK 73753

Bill Hassler, Supt. 796-2204
Floyd Simmons, Prin. 796-2204
Lahoma Public Schools
Box 8
Lahoma, OK 73754

Roy Innis, Supt. 395-2394
David Bailey, Prin. 395-2392
Medford Public Schools
Medford, OK 73759

Kenneth New, Supt. 237-5512
North Enid Schools
Rt. 6, Box 102
Enid, OK 73701

Dallas Caldwell, Headmaster 242-4104
Oklahoma Bible Academy
5913 West Chestnut
Enid, OK 73706

Bob Bush, Supt. 758-3282
Bill Noak, Prin. 758-3282
Pioneer-Pleasant Vale
Rt. 1
Waukomis, OK 73773

James White, Supt. 532-4241
Max Moore, Prin. 532-4241
Pond Creek-Hunter Schools
Box 25
Pond Creek, OK 73766

Fred Ferguson, Supt. 594-2261
Mike Hasting 594-2262
Wakita Public Schools
Box 45
Wakita, OK 73771

Gerald Hoeltzel, Supt. 758-3834
Gary Lundy, Prin. 758-3245
Waukomis Public Schools
P.O. Box 729
Waukomis, OK 73773

APPENDIX G

ORAL PRESENTATION REQUESTING COOPERATION IN ADMINISTRATION OF A STUDENT PROFILE QUESTIONNAIRE

April 8, 1992

Garfield County Superintendents, thank you for allowing me a portion of your meeting time today. I will keep my comments brief.

WE NEED YOUR COOPERATION!....AND IT WON'T COST YOU ANY MONEY. BUT, IT WILL HELP US, AT AUTRY AVTC, TO UNDERSTAND OUR STUDENT POPULATION BETTER SO WE CAN SERVE THEM BETTER.

ULTIMATELY, BOTH YOU, YOUR DISTRICT, AND AUTRY VO TECH ARE INTERESTED IN IMPROVING LIVES THROUGH EDUCATION, AND WE FEEL THAT OBTAINING RESOURCE INFORMATION THROUGH A STUDENT PROFILE QUESTIONNAIRE WILL BE A BEGINNING POINT IN OUR CONSTANT EFFORT TO IMPROVE WHILE STRIVING FOR EXCELLENCE.

STUDENTS RESPONSES WILL BE CONFIDENTIAL, WITH NO NAME IDENTIFICATION REQUESTED. SCANNER ANSWER SHEETS WILL BE USED TO RECORD THE ANSWERS. WE WILL BE SURVEYING TWO POPULATIONS:

1) THOSE ENROLLED IN VOCATIONAL EDUCATION (WHICH WILL BE DONE AT OUR FACILITY)

(2) THOSE NOT ENROLLED IN VOCATIONAL EDUCATION

THIS IS WHERE WE NEED YOUR HELP! WE WANT TO SURVEY GRADES 10-12, NONVOCATIONAL STUDENTS BY UTILIZING EITHER REQUIRED ENGLISH OR SOCIAL STUDIES CLASSES IN WHICH TO ADMINISTER THE QUESTIONNAIRE. THAT WAY WE GET THE ENTIRE POPULATION, RATHER THAN A RANDOM SAMPLE. AVERAGE COMPLETION TIME FOR THE SURVEY IN PRETESTING WAS 15 MINUTES.

YOU HAVE THE SURVEY INSTRUMENT ATTACHED TO DR. STRATE'S MEMORANDUM REQUESTING COOPERATION ON THIS PROJECT. AS YOU CAN SEE, WE ARE REQUESTING DEMOGRAPHIC INFORMATION AND ATTITUDINAL INFORMATION REGARDING THE STUDENTS' OPINIONS ON VOCATIONAL EDUCATION. SOME OF YOU ALREADY HAVE GRANTED PERMISSION TO ASSIST US IN THIS PROJECT.

I, LYNNE TAYLOR, AM CONDUCTING THE SURVEY IN CONJUNCTION WITH AUTRY AVTC AND OSU, AND WILL BE CONTACTING YOU PERSONALLY TO ARRANGE DETAILS. WE WOULD LIKE TO ADMINISTER THE QUESTIONNAIRE IN THE LATER PART OF THIS MONTH OR EARLY MAY. CAN WE COUNT ON YOU?

ONCE THE DATA IS COMPILED, WE PLAN TO:

1. COMPARE/CONTRAST CHARACTERISTICS OF PRESENT AND PROSPECTIVE VOCATIONAL EDUCATION STUDENTS.

2. COMPARE/CONTRAST AWARENESS AND IMAGE OF VOCATIONAL EDUCATION.

3. IDENTIFY CHANNELS OF INFORMATION CURRENTLY INFLUENCING USERS AND NONUSERS OF VOCATIONAL EDUCATION.

APPENDIX H

VERBAL INTRODUCTION BY TEST ADMINISTRATOR

VERBAL INTRODUCTION BY TEST ADMINISTRATOR

Students, we need your cooperation. We, at Autry Area Vocational Center, are interested in understanding our student population so we can better serve students.

We are surveying Grades 10-12 in all of our feeder schools. You are one of two groups who will be filling out a profile questionnaire:

GROUP 1--those **enrolled in vocational education** (Your questions are on the **yellow paper.**)

GROUP 2--those who currently are **not enrolled in vocational education** (Your questions are on the **white paper.**)

Please raise your hand at this time if you currently are enrolled in vocational education, and we will bring a questionnaire on yellow paper to you.

All answers are confidential. No name identification is requested. We are interested in your opinion, not who responded.

Please read silently along as I read aloud the directions for the Student Profile Questionnaire. (Note: Directions are read to the students. These are on purple paper.)

Please **place the scanner answer sheet so that SIDE 1 is in the upper right-hand corner.** The words SIDE 1 have been highlighted in yellow for you. Another **highlight** has been put in **yellow** in the **middle of the page** so you can **see where questions 1 through 30 separates from 31 to 60.** We will be using only numbers 1-42.

1. Please read each question carefully and respond by marking the answer sheet with your answer.

2. **Question #4 and question #5** asks you to pick out your school district. You will **answer only one** of these questions and leave the other one blank. Please **be sure** to check that your **response to question #6 is on line 6 of your answer sheet.**

3. If you need help, please hold up your hand, and we will be glad to assist you. When you are finished, please remain quiet until everyone has completed the questionnaire.

4. Thank you very much for your cooperation. You may begin.

APPENDIX I

DIRECTIONS FOR STUDENT PROFILING INSTRUMENT

DIRECTIONS FOR STUDENT PROFILE QUESTIONNAIRE

. . . . YOUR OPINION COUNTS!

. . . . PLEASE BE ABSOLUTELY HONEST IN YOUR ANSWERS.

. . . . ALL INFORMATION PROVIDED WILL BE CONFIDENTIAL.

. . . CHOOSE THE BEST ANSWER!

1. **Be sure you are on SIDE 1.**
2. **Only the numbered items on the answer sheet will be used.**
3. **Use the #2 pencil provided to you.**
4. **Make heavy black marks that fill the circle completely.**
5. **Erase cleanly any answer you wish to change.**
6. **Make no stray marks on the answer sheet.**

. . . . **THANK YOU!**

APPENDIX J

STUDENT PROFILE QUESTIONNAIRE ADMINISTERED TO VOCATIONAL STUDENT POPULATION

STUDENT PROFILE QUESTIONNAIRE

DIRECTIONS: **YOUR OPINION COUNTS!** Please be absolutely honest in your answers. All information you provide us is confidential and will be used only to help us serve you better and to help us plan for the future. **CHOOSE THE BEST ANSWER!**

I. GENERAL INFORMATION

1. What is your age?

   A. 15
   B. 16
   C. 17
   D. 18
   E. 19 to 25
   F. 26 to 35
   G. 36 to 45
   H. 46 to 60
   I. Over 60

2. What is your sex?

   A. Male
   B. Female

3. What is your educational level?

   A. Some H.S. or less
   B. H.S. Graduate or GED
   C. H.S. Plus Technical Training
   D. H.S. Plus Some College
   E. College Graduate

Answer either #4 or #5

4. What is your school district?

   A. Billings
   B. Covington-Douglas
   C. Chisholm
   D. Dover
   E. Drummond
   F. Enid
   G. Garber
   H. Helena-Goltry
   I. Hennessey
   J. Jet-Nash

5. What is your school district?

   A. Kremlin
   B. Lahoma
   C. Medford
   D. Okeene
   E. OBA
   F. Pioneer-Pleasant.
   G. Pond Creek-Hunter
   H. Wakita
   I. Waukomis
   J. Other

6. What is your ethnic background?

   A. White
   B. Black
   C. Native American
   D. Hispanic
   E. Asian
   F. Other

7. What is your marital status?

   A. Married
   B. Divorced/Separated
   C. Widowed
   D. Single/Never Married

8. What was your approximate family income last year?

   A. Under $4,999
   B. $5,000 - 9,999
   C. $10,000 - 14,999
   D. $15,000 - 19,999
   E. $20,000 - 29,999
   F. $30,000 - 39,999
   G. Over $40,000
   H. Don't Know

STUDENT PROFILE QUESTIONNAIRE
PAGE 2
ALL STUDENTS

I. GENERAL INFORMATION

9. What is your father's educational level?

   A. College Graduate
   B. H.S. Graduate or G.E.D.
   C. H.S. Plus Tech
   D. Some College
   E. Some High School
   F. Not Sure

10. What is your mother's educational level?

   A. Some College
   B. H.S. Graduate or GED
   C. H.S. Plus Tech
   D. College Graduate
   E. Not Sure
   F. Some High School

11. If you are employed, how many hours per week?

   A. Less than 10
   B. 10 to 20
   C. 21 to 29
   D. 30 to 39
   E. 40 or more
   F. Unemployed

12. Which advertising source have you seen/heard most frequently?

   A. Radio
   B. TV
   C. Newspaper
   D. Mail
   E. Workplace
   F. Employment or Government Agency
   G. At Home School

13. Do you watch cable TV?

   A. Yes
   B. No

14. Approximately how many hours per day do you watch TV?

   A. 1 to 2 hours
   B. 2 to 4 hours
   C. More than 4 hours
   D. None

15. Which newspaper do you read the most?

   A. Enid News & Eagle
   B. The Daily Okla.
   C. Tulsa World or Tribune
   D. Covington Record
   E. Garber-Billings News
   F. Hennessey Clipper
   G. Waukomis Hornet
   H. Shopper's Edge
   I. Other
   J. None

16. Which radio station do you listen to the most?

   A. KBVV
   B. KCRC
   C. KGWA
   D. KNID
   E. KXLS
   F. KOFM
   G. KATT
   H. KJ103
   I. Z99
   J. Other

17. I have friends/ relatives who have attended Vo-Tech schools.

   A. Yes
   B. No

STUDENT PROFILE QUESTIONNAIRE
PAGE 3
ALL STUDENTS

II. DIRECTIONS:

READ the following statements and then

RATE each statement using one of the options listed below

A. STRONGLY AGREE
B. AGREE
C. UNDECIDED
D. DISAGREE
E. STRONGLY DISAGREE

18. Vo-Tech offers a good variety of useful courses.

19. The cost of attending Vo-Tech is reasonable.

20. Public run Vo-Tech schools are better equipped to train students than are private technical and business schools.

21. Vo-Tech training prepares a student for a good job.

22. Students can get out of school faster through Vo-Tech.

23. Vo-Tech is a good place to meet people.

24. I think Vo-Tech will be (is) easier than college.

25. It is easy to enroll at Vo-Tech.

26. Vo-Tech is conveniently located for me.

27. I am aware of financial assistance programs that are available to students enrolled at Vo-Tech.

28. Vo-Tech schools offer the most up-to-date technical training.

29. Vo-Tech schools are noted for having good instructors.

30. Training completed at a Vo-Tech school will be as valuable to me as training at a junior college or college.

STUDENT PROFILE QUESTIONNAIRE
PAGE 4
CURRENTLY ENROLLED AT VO-TECH

III. CURRENTLY ENROLLED AT VO-TECH

31. Do you attend?

    A. Day-time Vo-Tech
    B. Night-time Vo-Tech

32. In which Vo-Tech field are you enrolled?

    A. Business
    B. Health
    C. Home Economics
    D. Technology Education
    E. Trade & Industrial Education
    F. Other

33. What is the main reason you now are attending this Vo-Tech?

    A. To get a job
    B. To get a better job
    C. To update present skills
    D. To retrain in a new skill
    E. Licensing or Certification Requirement
    F. Self-Improvement
    G. Pursue a Specialized Interest

34. What is the main reason you chose Vo-Tech?

    A. Course not offered at high school
    B. To prepare for college
    C. Thought it would be easier than high school
    D. Wanted to leave my high school for three hours a day
    E. Other reason than those listed

35. Before beginning Vo-Tech, when did you decide to enroll?

    A. 0 to 3 months before entering
    B. 3 to 6 months before entering
    C. 6 to 12 months before entering
    D. Over a year before entering

36. If you have ever taken Vo-Tech courses before, where?

    A. At this Vo-Tech
    B. In high school
    C. Another Vo-Tech
    D. In private school
    E. In junior college
    F. Not Applicable

37. Before enrolling which one of the following most interested you in Vo-Tech?

    A. Brochure or Catalog
    B. Tour of Vo-Tech
    C. Vo-Tech Counselor
    D. H.S. Counselor
    E. Other Vo-Tech Representative
    F. Friend or Relative
    G. None of the above

38. Are you receiving government assistance or funding to attend Vo-Tech?

    A. Yes
    B. No

39. Are you receiving government assistance to pay for child care while attending Vo-Tech?

    A. Yes
    B. No

STUDENT PROFILE QUESTIONNAIRE
PAGE 5
CURRENTLY ENROLLED AT VO-TECH

40. If on-campus child care were available, would you use it?

    A. Yes
    B. No
    C. Not Applicable

41. Is transportation to and from school a problem for you?

    A. Yes
    B. No
    C. Sometimes

42. If you plan to continue your formal education beyond Vo-Tech, where?

    A. Another Year at Vo-Tech
    B. Apprenticeship
    C. Private Trade School
    D. The Military
    E. Junior College
    F. Four-Year College
    G. Don't Know

APPENDIX K

STUDENT PROFILE QUESTIONNAIRE ADMINISTERED TO NONVOCATIONAL STUDENT POPULATION

STUDENT PROFILE QUESTIONNAIRE

DIRECTIONS: **YOUR OPINION COUNTS!** Please be absolutely honest in your answers. All information you provide us is confidential and will be used only to help us serve you better and to help us plan for the future. **CHOOSE THE BEST ANSWER!**

I. GENERAL INFORMATION

1. What is your age?

   A. 15
   B. 16
   C. 17
   D. 18
   E. 19 to 25
   F. 26 to 35
   G. 36 to 45
   H. 46 to 60
   I. Over 60

2. What is your sex?

   A. Male
   B. Female

3. What is your educational level?

   A. Some H.S. or less
   B. H.S. Graduate or GED
   C. H.S. Plus Technical Training
   D. H.S. Plus Some College
   E. College Graduate

Answer either #4 or #5

4. What is your school district?

   A. Billings
   B. Covington-Douglas
   C. Chisholm
   D. Dover
   E. Drummond
   F. Enid
   G. Garber
   H. Helena-Goltry
   I. Hennessey
   J. Jet-Nash

5. What is your school district?

   A. Kremlin
   B. Lahoma
   C. Medford
   D. Okeene
   E. OBA
   F. Pioneer-Pleasant.
   G. Pond Creek-Hunter
   H. Wakita
   I. Waukomis
   J. Other

6. What is your ethnic background?

   A. White
   B. Black
   C. Native American
   D. Hispanic
   E. Asian
   F. Other

7. What is your marital status?

   A. Married
   B. Divorced/Separated
   C. Widowed
   D. Single/Never Married

8. What was your approximate family income last year?

   A. Under $4,999
   B. $5,000 - 9,999
   C. $10,000 - 14,999
   D. $15,000 - 19,999
   E. $20,000 - 29,999
   F. $30,000 - 39,999
   G. Over $40,000
   H. Don't Know

STUDENT PROFILE QUESTIONNAIRE
PAGE 2
ALL STUDENTS

I. GENERAL INFORMATION

9. What is your father's educational level?

   A. College Graduate
   B. H.S. Graduate or G.E.D.
   C. H.S. Plus Tech
   D. Some College
   E. Some High School
   F. Not Sure

10. What is your mother's educational level?

   A. Some College
   B. H.S. Graduate or GED
   C. H.S. Plus Tech
   D. College Graduate
   E. Not Sure
   F. Some High School

11. If you are employed, how many hours per week?

   A. Less than 10
   B. 10 to 20
   C. 21 to 29
   D. 30 to 39
   E. 40 or more
   F. Unemployed

12. Which advertising source have you seen/heard most frequently?

   A. Radio
   B. TV
   C. Newspaper
   D. Mail
   E. Workplace
   F. Employment or Government Agency
   G. At Home School

13. Do you watch cable TV?

   A. Yes
   B. No

14. Approximately how many hours per day do you watch TV?

   A. 1 to 2 hours
   B. 2 to 4 hours
   C. More than 4 hours
   D. None

15. Which newspaper do you read the most?

   A. Enid News & Eagle
   B. The Daily Okla.
   C. Tulsa World or Tribune
   D. Covington Record
   E. Garber-Billings News
   F. Hennessey Clipper
   G. Waukomis Hornet
   H. Shopper's Edge
   I. Other
   J. None

16. Which radio station do you listen to the most?

   A. KBVV
   B. KCRC
   C. KGWA
   D. KNID
   E. KXLS
   F. KOFM
   G. KATT
   H. KJ103
   I. Z99
   J. Other

17. I have friends/ relatives who have attended Vo-Tech schools.

   A. Yes
   B. No

STUDENT PROFILE QUESTIONNAIRE
PAGE 3
ALL STUDENTS

II. DIRECTIONS:

READ the following statements and then

RATE each statement using one of the options listed below

A. STRONGLY AGREE
B. AGREE
C. UNDECIDED
D. DISAGREE
E. STRONGLY DISAGREE

18. Vo-Tech offers a good variety of useful courses.

19. The cost of attending Vo-Tech is reasonable.

20. Public run Vo-Tech schools are better equipped to train students than are private technical and business schools.

21. Vo-Tech training prepares a student for a good job.

22. Students can get out of school faster through Vo-Tech.

23. Vo-Tech is a good place to meet people.

24. I think Vo-Tech will be (is) easier than college.

25. It is easy to enroll at Vo-Tech.

26. Vo-Tech is conveniently located for me.

27. I am aware of financial assistance programs that are available to students enrolled at Vo-Tech.

28. Vo-Tech schools offer the most up-to-date technical training.

29. Vo-Tech schools are noted for having good instructors.

30. Training completed at a Vo-Tech school will be as valuable to me as training at a junior college or college.

STUDENT PROFILE QUESTIONNAIRE
PAGE 4
NOT ENROLLED AT VO-TECH

DIRECTIONS:

READ the following list of reasons why some students chose not to attend a Vo-Tech program this year and then

RATE the reasons given below as to their influence on your decision not to attend Vo-Tech this year

A. = A Very Important Factor
B. = An Important Factor
C. = A Somewhat Important Factor
D. = An Unimportant Factor
E. = Not Sure

31. A high school teacher or counselor advised me against taking Vo-Tech.

32. My parents talked me out of taking Vo-Tech.

33. I heard/thought the teachers at the Vo-Tech were not very good.

34. I heard the program(s) at Vo-Tech weren't good.

35. Some of my friends do not go to Vo-Tech and I like to stay with my friends.

36. I don't like to leave my school for 3 hours a day to go to Vo-Tech.

37. I'm too involved in other school activities to go to Vo-Tech.

38. I've decided to go on to school elsewhere and Vo-Tech will not help me.

39. My friends talked me out of going.

40. I don't want to ride the bus.

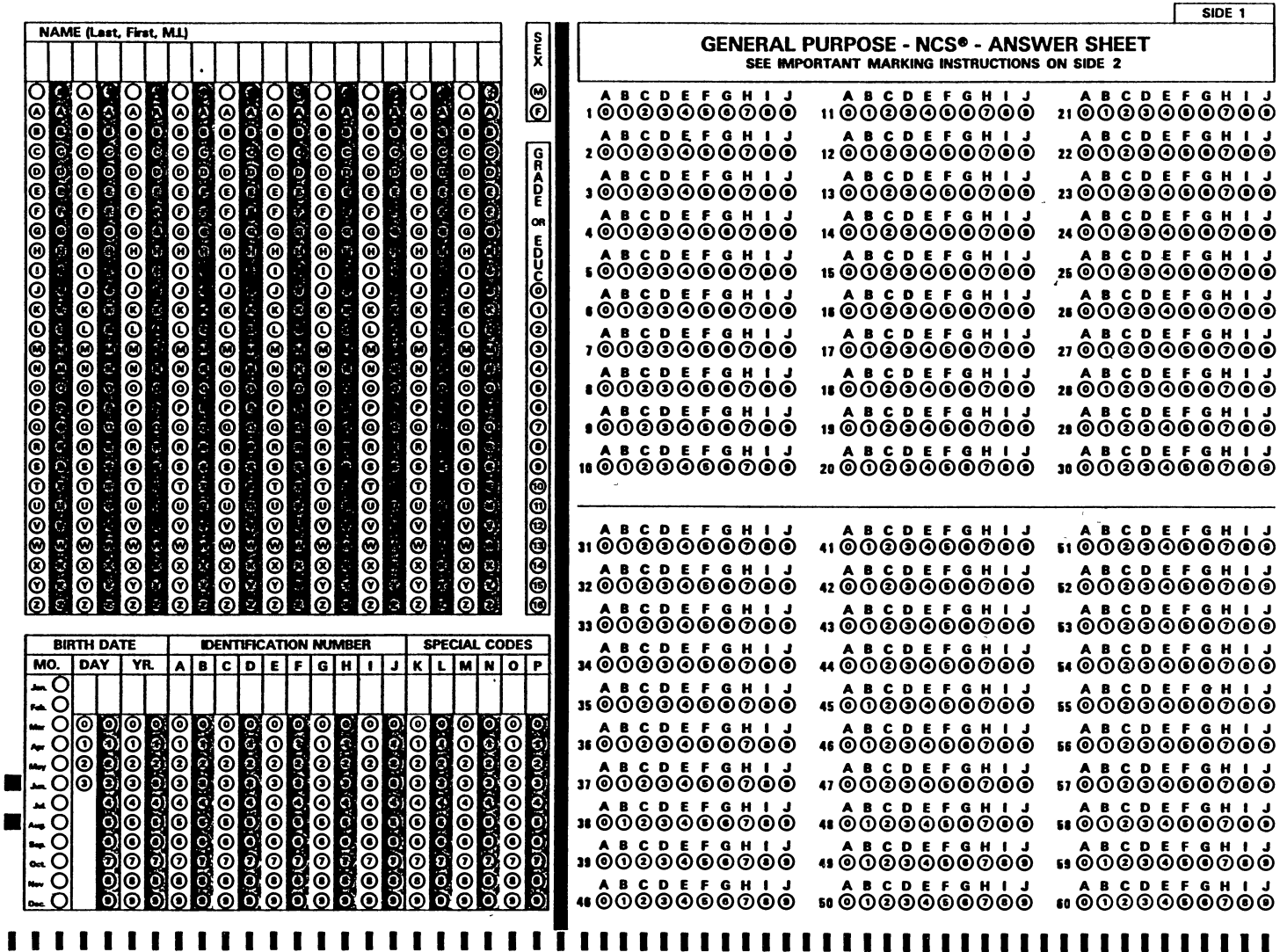
41. I don't like the kind of people that go to Vo-Tech.

42. I hadn't heard anything about Vo-Tech.

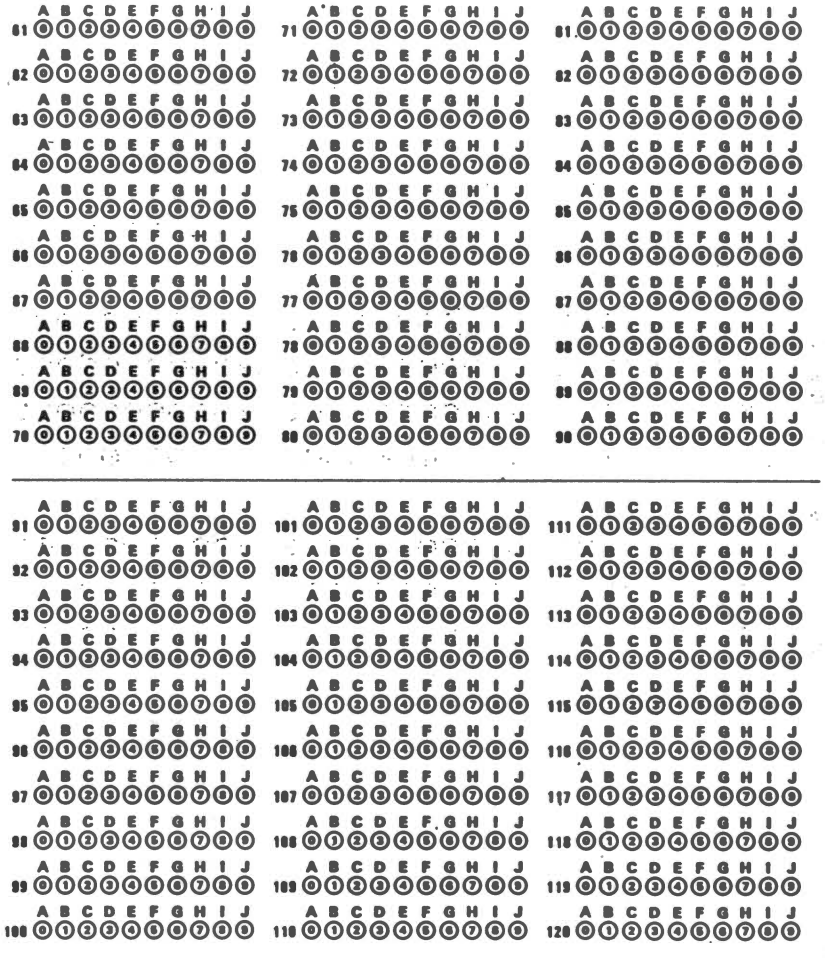
APPENDIX L

SCANNER ANSWER SHEET

FORM NO. 4887

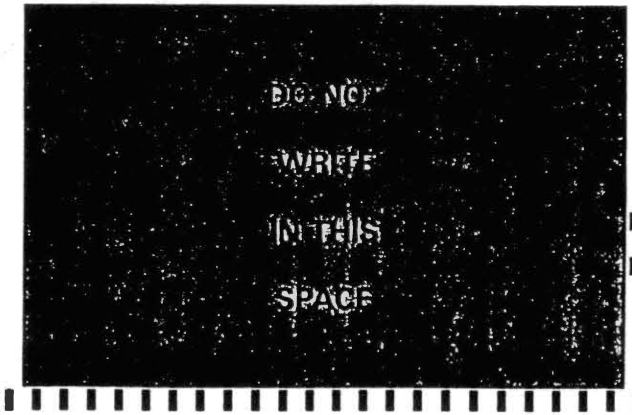

SIDE 1
NAME (Last, First, M.I.)
SEX (M) (F)
GRADE OR EDUC
GENERAL PURPOSE - NCS® - ANSWER SHEET
SEE IMPORTANT MARKING INSTRUCTIONS ON SIDE 2
BIRTH DATE
MO.
DAY
YR.
IDENTIFICATION NUMBER
A B C D E F G H I J
SPECIAL CODES
K L M N O P

SIDE 2



GENERAL PURPOSE
NCS®
ANSWER SHEET
form no. 4887

EXAMPLES	IMPORTANT DIRECTIONS FOR MARKING ANSWERS
WRONG 1 ⊗ 3 4 5	• Use #2 pencil only.
WRONG 2 1 3 4 5	• Do NOT use ink or ballpoint pens.
WRONG 3 1 2 3 5	• Make heavy black marks that fill the circle completely.
RIGHT 4 1 2 3 ● 5	• Erase cleanly any answer you wish to change.
	• Make no stray marks on the answer sheet.



APPENDIX M

INSTITUTIONAL REVIEW BOARD APPROVAL

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
FOR HUMAN SUBJECTS RESEARCH

Proposal Title: Developing a Profile Instrument Designed to Profile Present and Prospective Students of Vocational Education

Principal Investigator: Clyde Knight / Donna Lynne Taylor

Date: 4-15-92 IRB # ED-92-042

This application has been reviewed by the IRB and

Processed as: Exempt [X] Expedite [ ] Full Board Review [ ]

Renewal or Continuation [ ]

Approval Status Recommended by Reviewer(s):

Approved [X] Deferred for Revision [ ]

Approved with Provision [ ] Disapproved [ ]

Approval status subject to review by full Institutional Review Board at next meeting, 2nd and 4th Thursday of each month.

Comments, Modifications/Conditions for Approval or Reason for Deferral or Disapproval:

Signature: Marcia D. Tilley Date: 4-16-92
Chair of Institutional Review Board

APPENDIX N

LETTER REQUESTING STUDENT PARTICIPATION IN STUDENT PROFILE IN PILOT TEST OF PROFILE QUESTIONNAIRE

O.T. Autry Vocational-Technical Center
1201 West Willow, Enid OK 73703
Phone (405) 242-2750 Fax (405) 242-8262

James Strate ED. D., Superintendent

April 16, 1992

TO: SELECTED INSTRUCTORS

FROM: JAMES STRATE, SUPERINTENDENT

RE: STUDENT PARTICIPATION IN PILOT TEST ON PROFILE QUESTIONNAIRE TO STUDENTS ENROLLED IN VOCATIONAL EDUCATION

Attached is a list with one or more of your student's name(s) highlighted. Please SEND the STUDENT(S) to the ADULT BUSINESS TECHNOLOGY CLASSROOM (Mrs. Lynne Taylor's) TOMORROW, APRIL 17, AT 9:00 a.m. (or 12:45 p.m. if an afternoon student). The student(s) need not bring any materials with him/her.

We are interested in obtaining a profile of students (1) enrolled in vocational education and (2) those students not enrolled in vocational education. We will be administering a questionnaire to all students at Autry AVTC in the next couple of weeks and will be going on site at the feeder schools to administer the questionnaire to those not enrolled in vocational education. Only demographic and attitudinal information will be requested of the students. Those participating will not be identified in any manner except by status: such as vocational, nonvocational, secondary, adult. Cooperation already has been obtained from our feeder school superintendent's on this project.

We appreciate your student(s)' participation tomorrow in this pilot test. The questionnaire itself takes about 15 minutes to complete.

APPENDIX O

FEEDER SCHOOL SURVEY ADMINISTRATION SITES

FEEDER SCHOOL SURVEY ADMINISTRATION SITES

School	Survey Administrator	Percent of Target Pop. Surveyed
Covington-Douglas	Researcher/Asst.	59
Chisholm	Counselor	78
Drummond	Administration	88
Enid	Instructor	91
Garber	Researcher/Asst.	68
Hennessey	Counselor	89
Jet-Nash	Administration	74
Kremlin	Researcher/Asst.	100
Lahoma	Counselor	99
Medford	Counselor	77
OBA	Administration	80
Pioneer-Pleast.	Instructor	74
Wakita	Counselor	91
Waukomis	Researcher/Asst.	89*

* 83 % is the average percent of feeder school target population reached for the administration of the survey instrument

APPENDIX P

VOCATIONAL SCHOOL SURVEY

ADMINISTRATION SITES

O.T. AUTRY AREA VOCATIONAL-TECHNICAL CENTER

SURVEY ADMINISTRATION SITES

Date	Program
April 27	Farm Business Management
April 28	Allied Health
	Adult Business Technology
	Secondary Business Technology
	Advanced Business Technology
	Licensed Practical Nursing
April 29	Applied Accounting
	Computer Languages
April 30	Radiography
	Home & Community Services
	Adult Applied Info. Processing
	Secondary Applied Info. Processing
May 6	Trade & Industrial Education
	Technology Education
May 8	Building & Grounds Maintenance
May 18	Medical Office
	Dental Office

APPENDIX Q

COST ANALYSIS FOR ADMINISTRATION OF SURVEY INSTRUMENT PER STUDENT

MATERIALS COST ANALYSIS PER STUDENT

TO ADMINISTER INSTRUMENT

Materials	Cost Non Voc	Cost Voc
Scanner Answer Sheet/Scanning Process/Statistical Printout	$ .17	$ .17
Duplicating of Profiling Instrument with Directions $.04 X 5 (or 6) pgs.	.20	.24
Pencils Provided	.06	.06
TOTAL PER STUDENT	$ .43	$ .47

If go on site to administer instrument, mileage for vehicle would be an additional cost.

APPENDIX R

MODIFIED STUDENT PROFILE INSTRUMENT

DEVELOPED BY RESEARCHER

STUDENT PROFILE INSTRUMENT
MODIFIED VERSION

DIRECTIONS:
1. You are important so choose the best answer.
2. Carefully record answer on scanner sheet.

I. DEMOGRAPHIC PROFILE

1. Are you a

   A. Vocational student at vo-tech
   B. Vocational student at home school
   C. Not enrolled in vocational education

2. Are you a

   A. High school student
   B. Adult student

3. In what field are you interested?

   A. Agriculture
   B. Business
   C. Home economics
   D. Technology Education
   E. Trade & Industrial Education
   F. Other
   G. Undecided

4. What is your sex?

   A. Male
   B. Female

5. What is your age?

   A. 15 or under
   B. 16
   C. 17
   D. 18
   E. 19
   F. 20
   G. 21
   H. 22
   I. 23
   J. 24 and over

6. What is your education?

   A. H.S. or less
   B. H.S. graduate/GED
   C. Technical training
   D. Technical graduate
   E. Some college
   F. College plus technical training
   G. College degree or higher

7. What is your ethnic background?

   A. White
   B. Black
   C. Native American
   D. Hispanic
   E. Asian
   F. Other than listed

8. What is your marital status?

   A. Single/never married
   B. Married
   C. Separated/divorced or widowed

9. Are there children present in your household?

   A. No children present
   B. Children present

10. What is your household size?

   A. 1 person
   B. 2 persons
   C. 3 persons
   D. 4 persons
   E. 5 plus persons

11. Are you employed?

   A. Full-time
   B. Part-time
   C. Unemployed
   D. Seeking work

12. How many wage earners are in your household?

A. None
B. One wage earner
C. Two wage earners
D. Three wage earners
E. Four or more

13. What is your household income?

A. Under $15,000
B. $15,000 - $24,999
C. $25,000 - $29,999
D. $30,000 - $34,999
E. $40,000 & over
F. Don't know

14. What is your dad's educational level?

A. Grammar school
B. Some high school
C. High school graduate/GED
D. Technical training
E. Some college
F. College plus technical training
G. College graduate

15. What is your mom's educational level?

A. Grammar school
B. Some high school
C. High school graduate/GED
D. Technical training
E. Some college
F. College plus technical training
G. College graduate

II. DEMOGRAPHIC MEDIA PROFILE

16. Before deciding to enroll, which of the following affected your decision?

A. Brochure or catalog
B. Tour of school
C. Counselor
D. Friend of relative
E. None of the above

17. Are you a cable television subscriber?

A. Yes
B. No

18. Do you listen to the radio regularly?

A. Listened to radio yesterday
B. Don't know when listened
C. Did not listen to radio yesterday

19. Which radio station do you listen to the most?

A. Local stations
B. Out-of-town stations

20. Which newspaper do you read the most?

A. Local newspaper
B. Out-of-town paper
C. Out-of-state paper

21. Which advertising source have you seen/heard most frequently?

A. Radio
B. Television
C. Newspaper
D. Mail
E. Workplace
F. Employment agency
G. At home school

22. If enrolled in vocational education, why?

A. To get a job or better pay
B. To update skills
C. Licensing or certification
D. Self-Improvement
E. Other reason than those listed
F. More than one of the reasons listed
G. Not enrolled in vocational education

III. ATTITUDINAL PROFILE

DIRECTIONS:

READ the following statements and then

RATE each statement using one of the options listed below

B. STRONGLY AGREE
C. AGREE
D. UNDECIDED
E. DISAGREE
F. STRONGLY DISAGREE

23. Vo-Tech offers a good variety of useful courses.

24. The cost of attending Vo-Tech is reasonable.

25. Public run Vo-Tech schools are better equipped to train students than are private technical and business schools.

26. Vo-Tech training prepares a student for a good job.

27. I am aware of financial assistance programs that are available to students enrolled at Vo-Tech.

28. Vo-Tech is a good place to meet people.

29. I think Vo-Tech will be (is) easier than college.

30. It is easy to enroll at Vo-Tech.

31. Vo-Tech is conveniently located for me.

32. I am aware of financial assistance programs that are available to students enrolled at Vo-Tech.

33. Vo-Tech schools offer the most up-to-date technical training.

34. Vo-Tech schools are noted for having good instructors.

35. Training completed at a Vo-Tech school will be as valuable to me as training at a junior college or college.

NOTE: If **NOT** enrolled in vocational education, please answer the questions on the next page.

IV. ATTITUDINAL PROFILE (NONVOCATIONAL STUDENTS)

DIRECTIONS:

READ the following list of reasons why some students chose not to attend a Vo-Tech program this year and then

RATE the reasons given below as to their influence on your decision not to attend Vo-Tech this year

B. A VERY IMPORTANT FACTOR
C. AN IMPORTANT FACTOR
D. A SOMEWHAT IMPORTANT FACTOR
E. AN UNIMPORTANT FACTOR
F. NOT SURE

36. A high school teacher or counselor advised me against taking Vo-Tech.

37. My parents talked me out of taking Vo-Tech.

38. I heard/thought the teachers at the Vo-Tech were not very good.

39. I heard the programs at Vo-Tech weren't good.

40. Some of my friends do not go to Vo-Tech and I like to stay with my friends.

41. I don't like to leave my school for 3 hours a day to go to Vo-Tech.

42. I'm too involved in other school activities to go to Vo-Tech.

43. I've decided to go on to school elsewhere and Vo-Tech will not help me.

44. My friends talked me out of going.

45. I don't want to ride the bus.

46. I don't like the kind of people that go to Vo-Tech.

47. I hadn't heard anything about Vo-Tech.

VITA

Donna Lynne Taylor

Candidate for the Degree of

Doctor of Education

Thesis: DEVELOPMENT OF AN INSTRUMENT DESIGNED TO PROFILE PRESENT AND PROSPECTIVE STUDENTS OF VOCATIONAL EDUCATION

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Baltimore, Maryland, July 1, 1944, the daughter of Noel and Dorothy Welsh.

Education: Graduated from Edison High School, Tulsa, Oklahoma, in May, 1962; received Bachelor of Science degree in Business Education from Oklahoma State University in May, 1965; received Master of Education degree in Secondary Education from Phillips University in April, 1984; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1992.

Professional Experience: Social Studies teacher at Emerson Junior High School, 1967-68; Social Studies teacher at Waller Junior High School, 1968-69; Small Business Owner/Substitute Teacher, 1972-78; Vocational Business Education instructor, O. T. Autry Area Vocational-Technical Center, 1978-present.