

THE EXTENT OF AGREEMENT BETWEEN EMPLOYERS AND  
COORDINATORS REGARDING SELECTED OBJECTIVES  
OF COOPERATIVE VOCATIONAL EDUCATION

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## CHAPTER I

### INTRODUCTION

Cooperative vocational education has become one of the essential processes in the achievement of vocational education goals and objectives. The purpose of cooperative vocational education programs, according to the Vocational Education Operational Policies and Procedures for Cooperative Vocational Education (34), is as follows:

To provide a program of vocational education for young people through a cooperative arrangement between the school and employers. The student is to receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in any occupational field (p. 1).

These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. The experience of the student to which the policies and procedures statement refers must be planned and supervised by the school and employers.

#### Statement of the Problem

Many employers' objectives for cooperative vocational education programs may be in conflict with the schools' objectives. The nature of the philosophy of those involved in the planning and supervising of cooperative vocational education can affect the selection of the educational objectives, and this in turn, will be reflected in the product of the cooperative vocational education program (34).

The central problem to which this study is directed is the extent of agreement between coordinators and employers relative to the ways in which they view the objectives of cooperative vocational education.

#### Purpose of the Study

The purpose of this study was to ascertain the extent of agreement between employers and coordinators regarding selected objectives of cooperative vocational education.

#### Limitations

This study is limited to cooperative vocational education programs at the secondary level in the public schools of Texas.

The objectives used in this study are selected objectives of cooperative vocational education programs listed in Gordon Law's Handbook for Teacher Coordinators (19) and are broad in scope in terms of all cooperative vocational education programs. Although the objectives used in this study are not all of the objectives normally accepted for cooperative vocational education programs, the ones selected were those believed by state supervisors to be broad in scope in terms of all cooperative vocational education programs.

#### Assumptions of the Study

There are basic assumptions that need to be identified in a study of this nature. The validity of the findings presented in this study is subject to the following assumptions: (a) the panel of experts' responses are representative of what the objectives of cooperative vocational education should be, (b) responses by coordinators of cooperative



vocational education programs are representative of what the objectives of cooperative vocational education should be, (c) responses by employers of cooperative vocational education students are representative of what the objectives of cooperative vocational education should be, (d) the objectives used in the instrument are representative of all cooperative vocational education objectives and (3) the respondents to the instrument were honest.

#### Definition of Terms

For the purpose of this study a number of terms are used with very specific meanings as defined below:

Cooperative vocational education: a program of vocational education for young people which is conducted through a cooperative arrangement between the school and employers to enhance the students' education and employability (34).

Coordinator: a teacher in the public secondary school who coordinates school experiences and on-the-job training for cooperative vocational education students.

Objectives: the expected results of certain student educational activities.

Employer: one who participates in the cooperative vocational education program by furnishing student training stations for on-the-job experiences.

#### Research Question

Do responses to the opinionnaire items indicate an identifiable pattern of agreement or lack of agreement (3.5 or above on a 5 point

rating scale) of what employers and coordinators of cooperative vocational education programs view as the objectives of cooperative vocational education?

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

In reviewing the literature an attempt was made to assemble that which would explore three basic, broad categories. These categories are: (1) The nature of cooperative vocational education, (2) needs in cooperative vocational education, and (3) procedures for meeting the needs of cooperative vocational education.

#### The Nature of Cooperative Vocational Education

There have been millions of dollars spent in educational programs to seek and implement new and creative ways to increase the effectiveness of American education. Educators are searching for more creative types of educational processes and for ways to utilize community resources. The cooperative vocational education concept is considered an effective means of accomplishing the objectives of vocational education (14). Cooperative education is not new to education. The roots of cooperative education are found in the activities of certain engineering colleges in the early 1900's. The University of Cincinnati and its Dean Schneider (27) are credited with the development of a plan for giving engineering students practical job experience, mainly with local machine tool manufacturing companies.

The development of contemporary cooperative vocational education

programs is a result of the 1963 Vocational Education Act, Amendments of 1968 and the guidelines set down in Part G, PL 90-576 (34) for operational policies and procedures. The purpose of the cooperative vocational education program as indicated in the legislation is as follows:

To provide a program of vocational education for young people, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability (p. 1).

#### Needs of Cooperative Vocational Education

Robert Worthington (33) concluded that cooperative vocational education should be guided by the principle of "selecting in" rather than "selecting out" of students whose needs and wishes can be met by cooperative vocational education. This includes the gifted, the talented, the so-called regular student, the disadvantaged and the handicapped.

Expanding the focus of cooperative vocational education programs is of great concern in future planning. Major barriers at the present time include: (a) the limited availability of qualified, full time cooperative vocational education coordinators who have been trained in the methods and techniques of cooperative vocational education, (b) the identification and development of appropriate training stations in business, industry, and the professions and (c) limited understanding of cooperative vocational education and support by business, industry and the professions (35).

Consideration of federal legislation concerning cooperative vocational education and its implications is a necessity. The definition of cooperative vocational education contained in federal legislation

could legally be expanded to adjust to some of the needs which have developed in cooperative vocational education. If the interpretation of federal legislation could be broadened, cooperative education could be utilized to provide youngsters with opportunities to explore careers, and could also serve gainful employment objectives.

Expansion of cooperative vocational education to include exploratory objectives would require new measures of accountability. The success of cooperative vocational education programs historically has been judged by the successful employment of its graduates in the field for which trained or in a related field. An expansion in objectives beyond gainful employment also would necessitate different preparation of coordinators. The in-school portion of cooperative arrangement for exploratory purposes probably would need to include a guidance component as well as occupational skill training.

Expanding the availability of cooperative vocational education training stations is necessary in the development of cooperative vocational education. Removing the requirement that students be paid for their time while on-the-job is a suggested possible solution to this problem. Both educators and laborers show some opposition to this recommendation. An effort must be made, both in terms of the number of possible community training stations, and in the number of participants the programs are able to accommodate, to increase the effectiveness of cooperative vocational education.

Madden (32) stated that "education must ease the transition from school to work" (p. 1). Some people fail to see that both the acquisition of job skills and the acquisition of a general education are needed. The process of acquiring job skills and that of gaining a general

education are viewed at times as mutually exclusive.

Cooperative education is important as a process for providing job skills and job exploration for students. It is very important that high priority be given efforts to generate learning experiences which assist young people in arriving at self identity, in achieving a sense of usefulness, and in developing job skills. Cooperative vocational education possibly should have broader goals. Hruska (14) says that cooperative educators have settled for far too little; they have failed to subject cooperative education to tasks beyond job skill development. If cooperative education is interpreted as merely providing classroom instruction that is "relevant" to skills and attitudes on the job, then cooperative education is merely job training and much of its potential is lost.

Brockmann (5), in his study of student success in work experience programs, stated that a significant shift in emphasis in cooperative vocational education was noted. In the past, launching of a cooperative vocational education program began with a survey of jobs in the community. The emerging theoretical pattern now focuses on obtaining as much information about the student as possible and securing a training station community that meets the student's vocational education needs.

Barrow (2) says that what is needed is a redirection of cooperative vocational education so that each student may have an opportunity to cultivate the "work ethos," and to learn to see himself psychologically mirrored in the work situation -- to build his self identity as worker, to be and to know better what manner of person he is, what strengths, limitations, aspirations and personal values characterize him.

In the Cushman study (8) employers were concerned about whether or

not students would work long enough hours to be productive and worthwhile, and whether the employers would have a choice in the selection of the students. They expected that the students would perform a variety of tasks, have good work habits, and have desirable personal attitudes. They wanted the school to provide specific occupational training, provide effective coordination, and they expected the coordinators to solve problems that might arise. The employers would insist that students work in blocks of time long enough to make it worthwhile.

The Cushman study illustrates the pervasive dilemma of cooperative vocational education. The employer expects productivity while the student expects the activity to have educational significance. Many employers who had participated in the cooperative occupational program looked upon the programs as a source of low cost, part-time workers who may be assigned to perform routine tasks (26). In Pennsylvania, Kaufman (16), in his study on the preparation of youth for effective occupational utilization concluded that employers were concerned with the need for training only as it affected their day-to-day operation.

Gradoni (12) believed that aims and objectives in the program area of distributive education must be restated in terms of more immediate and measurable goals. Policy making and planning should start with the program purposes and objectives. Warmke (37) used national leaders to react to the purposes of programs at the high school level and post high school levels. Two thirds of the national leaders' responses to distributive education programs was that high schools should prepare the student for initial employment on specific jobs and that they should learn management concepts applicable to distributive education occupations in general.

In appraising the contribution of Ohio cooperative program training stations, Barton (1) found that: (a) job assignment procedures for distributive education students did not comply with objectives established by the state department of education, (b) job rotation did not take place often, (c) job instruction procedures rarely satisfied the objectives, and (d) coordinators did not have the proper materials for related study.

On the other hand, he found that evaluation procedures for distributive education student trainees ordinarily were based on the objectives.

Mason (21) found that there was not a precise fit between what business wants from the training and what teacher-coordinators do in providing training. Vogely (36) found that employers cooperating with the distributive education work training programs generally felt that student trainees were no more outstanding than those who were not student trainees.

There were significant differences as to performance of work after graduation, and the distributive education graduates did not remain in the field of distribution as long as the nondistributive graduates.

Mason (22), in an analysis of related instruction for cooperative part-time programs in distributive areas in Illinois, revealed that growth and advancement on the job as a result of training was not pronounced when distributive education graduates were compared with non-graduates. Employer opinion, however, gave stronger indications of growth and advancement of the distributive education graduates. Respondents indicated that there were more distributive education graduates than non-graduates in the top management bracket. They also indicated that distributive education graduates were prepared for advanced positions rather than for entry positions. The idea that there was not a precise fit between what business wants from training and what teacher coordina-



tors do in preparing the training was not fully supported. This might be an indication of a dichotomy between what the objectives of educational institutions have for occupational education and what business thinks the objectives should be. Borosage (4) declared that any area of school instruction must be evaluated in terms of its contribution to over all objectives. The evaluation of some occupational programs includes only placement of the student and salaries at the job entry level.

Pelham (25) identified some impediments to placement of occupational graduates. The community leaders in four cities surveyed in Mississippi, indicated that the basic impediment to placement was that students were not of the quality that local employers demanded. Employer and trainee needs were not the principal criteria in program design and administration; rather, the availability of funds and their stipulations were perceived to be dominant criteria. Searcy (28) stated that employers' labor needs did not demand the kinds of training being provided.

If they would concentrate on teaching work attitudes, employer-employee relationships, respect for a job well done, etc; we the employer will provide these people with the skills they need on the job at our machines, at our expense and using our personnel as teachers (p. 37).

Cooperative educators are prone to view job skill competency as a terminal objective, and therefore place students on jobs near schools and with employers who are willing to cooperate in training a young person to meet the needs of business. The danger of this format is that it can result in ends rather than means for the student's development. Preparation for employment should be flexible and capable of adapting the system to the individual's needs rather than the reverse (6).

A report by Wening (38) on secondary vocational education revealed that the failure of vocational education to meet occupational and educa-

tional needs of students and of society may, in part, be attributed to "limited business and industry involvement in shaping the direction and program requirements of vocational education" (p. 39). A suggested emphasis is that industry wants vocational education to change its role from one of training workers in a specific skill to one of training for a broad knowledge of industrial needs.

#### Procedures for Meeting the Needs of Cooperative Vocational Education

In the process of program development, it frequently is recommended that a statement of program and learner objectives be made in measurable terms for instructional purposes. The argument is that without such objective statements assessment is impossible and research to continuously improve programs has no objective basis.

Research is needed at the local level to investigate and encourage schools, employers, unions, and community agencies, as well as parents and students, to work together to determine local job needs and courses which will provide experience in actual work situations. Such activities would establish missing linkages and a line of communication among community groups which must work together to provide effective work-study experiences for participants.

Input, or personal characteristics as the student enters the program; outputs, the changes in the cognitive and affective knowledge and behavior of the student which occur after enrollment and educational operation, program elements which affect student learning and behavior, are basic components to be evaluated in a program (28). Input, output and operations will be evaluated and interrelated in order to reach

decisions about the effectiveness of the program and its individual components.

A study by Hatch (29) in the Oakland, California public school system revealed that employers recommended a more effective tie-in between what the student is doing on the job and the subjects the student is taking in school which might contribute more directly to his work experience. It also suggested that there should be more direct contact with employee associations, as well as with employer groups, for interpreting the purpose of work experience and exchanging viewpoints.

A study of practices, procedures, situations, conditions and other phenomena peculiar to and/or important in the development and operation of cooperative office education programs came to these conclusions and recommendations: (a) closer working relations between the coordinator and on-the-job training supervisor are needed in explaining the related classroom assignments and in discussing what training the supervisor is to provide, (b) more students of the lower one-third in general scholastic ability and disadvantaged students should be admitted to cooperative work experience programs, and (c) the on-the-job training supervisors need to become more involved in the interviewing of students for placement. The recommendations were: (a) the participants in cooperative vocational education should meet and discuss the use of written training plans and the planning of related classroom instruction, (b) the participants in the program should have more frequent meetings to discuss job placement of students, and (c) the participants in these programs should seek to exchange ideas on the purposes and objectives of the program (29).

Cross (7) recommended: (a) all students should have vocational

guidance at the elementary and junior high school levels to aid in selecting courses that will benefit them while receiving on-the-job training, (b) cooperative education programs should be evaluated regularly to modify the course of study, determine career patterns of students, and to meet current local employment standards, (c) cooperative education programs should be flexible enough to train students for occupational fields or clusters rather than specific occupations, and (d) schools should strive for increased cooperation between the school and local businesses in order to provide more effective job placement for all students.

The effectiveness of cooperative office education was evaluated by Kingstone (17) in New Jersey in 1971. In evaluating effectiveness of cooperative education, job information was collected regarding two groups of beginning office workers. Performance findings were based on ratings of employees by job supervisors of 186 cooperative education graduates and 200 non-cooperative office education graduates. The conclusions were: (a) students were employed by a variety of companies, but not all provided a varied training program. Generally, students spent a half-day in school and a half-day on the job. Along with student interest in office work, both school and home influenced students to participate in program; (b) school, students and business were strong supporters of cooperative office education, and (c) the main advantages of the program were that it bridged the gap between school and job and provided experiences the students need.

Beck's (3) evaluation was an analysis of the interaction of the influence of cooperative office work experience with ability grouping. Three ability groups were developed by ranking 200 students according

to their graduating class-standing and dividing them into three groups.

In none of the eleven rating considerations were those with the cooperative work experience background rated higher than those without the experience.

Those without experience were rated superior and the difference was considered of statistical significance in the areas of: (a) total rating, (b) quality of work performed and dependability, (c) initiative, (d) contentment on the job and (e) grooming and appearance.

The conclusions were that participating in a cooperative office work experience program does not appear to have a positive effect on vocational success as determined by the employment supervisors and that this ability of the subject has statistical significance when considering vocational success.

Indiana distributive education programs were studied in terms of achieving program philosophy as perceived by students and teachers. Teacher-coordinators and students, in general, believed that the philosophy of distributive education is followed when the cooperative method is used to teach distributive education. The evaluation of the students and teacher-coordinators was not significantly different at the .05 level. At the .01 level, however, significant differences existed in the areas of guidance and coordination. Implications were that additional evaluation research, including input of training sponsors, should be gathered to monitor the areas that have been designated as somewhat achieving the philosophy (9).

## CHAPTER III

### METHOD OF INVESTIGATION

#### Introduction

The study attempts to ascertain the extent of agreement between employers and coordinators regarding selected objectives of cooperative vocational education. Coordinators and employers involved in the study had actively participated in the cooperative vocational education program during the school year 1973-74 in the state of Texas.

#### Design

An opinionnaire was constructed by the investigator using Gordon F. Law's (19) handbook Cooperative Education as a reference. The opinionnaire employed a Likert scale, as described by Oppenheim (24) in his book on Questionnaire Design and Attitude Measurement. A five point scale, from strongly agree to strongly disagree, was used. It was determined that a high scale would mean a positive attitude toward the statement. Agreement with the statement using this scale was defined to be a 3.5 or higher mean response.

The opinionnaire was mailed to a state supervisor of cooperative education in each of the 50 states. Forty-five of the 50 opinionnaires were completed and returned. Members of the panel were asked to respond to the opinionnaire as to the suitability of each item and indicate any additions, deletions and/or suggestions for refinement of the items.

The 31 items were analyzed independently and any item obtaining a mean response of less than 3.5 fell below criterion of agreement and was discarded. Four items were considered unsatisfactory and were discarded.

The opinionnaire identified seven categories for grouping statements. The seven categories are: (1) Common Elements With Cooperative Education, (2) Value to the Student, (3) Value to the School, (4) Value to the Employer, (5) Value to the Community, (6) Employer Responsibilities, and (7) Program Adequacy.

The mean response by the panel to six of the seven groups exceeded the 3.5 level. The group including item statements on Program Adequacy received a mean response below the agreement level. See Table Number I. The mean response for Employer Responsibilities was 3.8; and the mean response for Program Adequacy was 3.3. The overall mean response by all of the panel members was 4.2.

The refined opinionnaire was then presented in a pilot study to ascertain if the opinionnaire met the requirements necessary for a study of this nature. The study indicated a need to include the address of the employer, and the name of the persons who had signed the plans of study.

The pilot study included secondary schools in the Austin, Texas Independent School District, and employers who participated in the cooperative education program in 1973-74. The participants in the pilot study were not included in the final study.

In the pilot study all coordinators from each school were included. The mailed opinionnaire contained the name of the randomly selected employer who had participated in the cooperative program in 1973-74. The

TABLE I  
 PANEL OF EXPERTS ASSESSMENT OF SUITABILITY OF THIRTY-ONE  
 OPINIONNAIRE ITEMS

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<u>Mean Responses of Panel for Categories</u>							
Category	Common Elements With Coop. Education	Value to Student	Value to School	Value to Employer	Value to Community	Employer Responsibilities	Program Adequacy
Mean Responses	4.7	4.5	4.6	4.0	4.3	3.8	3.3

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Cummulative Mean = 4.2



coordinator was asked to complete the opinionnaire and also supply the name and mailing address for the person responsible for signing the training plan for that employer. This writer felt a more realistic employer response would be realized if the response came from one who was identified with the school program. Table II summarizes the results of the pilot study.

### Description of the Population

The samples used in this study were drawn from the 20 Texas Educational Service Regions (Appendix A). The regions were geographically designed by the Texas Education Agency using concentration of public school activity as the number one priority.

In each region all the schools offering cooperative vocational education were divided into three categories according to average daily attendance. One list included all the schools in each region which had an average daily attendance from 0 to 1,000. Another list included all the schools offering cooperative vocational education in each region with average daily attendance from 1,001 to 2,000. A third list included all schools offering cooperative vocational education in each region with average daily attendance from 2,001 and above.

Twenty percent of the schools in each of these groups was randomly selected through the use of the table of random numbers. The offerings in each school were identified according to the six program areas as defined by the United States Office of Education. When a program area was represented by more than one program within any school, a random selection of one program to represent that program area was made. The six program areas are as follows: (1) Cooperative Vocational Agriculture,

TABLE II  
SUMMARY OF MEAN RESPONSES BY CATEGORY

Category	Coordinator Mean Response	Employer Mean Response
Common Elements of Cooperative Education	4.6	4.1
Value to Student	4.7	4.3
Value to School	4.5	4.1
Value to Employer	4.1	3.7
Value to Community	4.4	4.0
Employers Responsibility	4.3	3.6
Program Adequacy	3.5	4.0
Cumulative Mean		
Coordinators - 4.3		
Employers - 4.0		

(2) Cooperative Vocational Homemaking, (3) Cooperative Vocational Distributive Education, (4) Cooperative Vocational Health Occupations, (5) Industrial Cooperative Training, and (6) Cooperative Office Education.

#### Administering the Opinionnaire

The opinionnaire which was mailed to the selected coordinators, included the name of an employer randomly selected from each school's report to the Texas Education Agency in addition to selected items or statements of cooperative vocational education program objectives. The coordinator was asked to complete the information part of the opinionnaire by furnishing the address of the employer listed and the name of the person responsible for signing the training plan. After each opinionnaire was returned, a similar opinionnaire without the employer information, was sent to the employers. It was recognized that without a 100 percent return of the coordinators' opinionnaires, there would be a loss of employer response. In cases where the coordinators were unable to provide an employer address, local telephone directories were used. All opinionnaires were accompanied by a self-addressed envelope. The letters of instructions to the coordinators and employers are reproduced in Appendix C.

#### Analysis Procedures

The data collected by the opinionnaire was analyzed using frequencies, percentages and mean responses to ascertain if responses to the opinionnaire items indicated any identifiable patterns of agreement between coordinator and employers regarding the item statements. A five point Likert rating scale was used to compare the responses. The

investigator's interpretation of these responses as established by the opinionnaire was: (5.0) strongly agree, (4.) agree, (3.0) undecided, (2.0) disagree, and (1.0) strongly disagree. A mean response of 3.5 or above was considered by the author to indicate agreement with the selected cooperative vocational education program objectives. This data is presented and analyzed in Chapter IV and summarized with recommendations for utilization and for further study and investigation in Chapter V.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

#### Introduction

The data collected for the study is presented and analyzed in this chapter. The first section presents the agreement between coordinators and employers regarding the seven groups of selected cooperative vocational education objectives. The second section uses the appropriate parts of each of the seven groups to test the research question stated in Chapter I.

#### Treatment of Data

Table III shows the mean responses of the coordinators and the employers for each of the seven groups of selected objectives for cooperative vocational education. None of the mean group responses were below the lower limits of agreement with the item statements. The coordinators' mean responses were consistently higher on all of the mean responses except for "Program Adequacy." The employers indicated that the most important objectives were those related to "Value to School," while the coordinators indicated that the most important ones were related to "Value to Student."

"Common Elements with Cooperative Vocational Education" included the following four items:

TABLE III  
GROUP MEAN RESPONSES

Group	Label	Coordinator	Employer
1	Common Elements with Cooperative Education	4.4	4.1
2	Value to Students	4.5	4.1
3	Value to School	4.3	4.2
4	Value to Employers	4.0	3.9
5	Value to Community	4.2	4.0
6	Employer Responsibilities	4.1	3.8
7	Program Adequacy	3.6	3.7

- Item 1. Cooperative Vocational Education should include occupational orientation and job counseling, together with related technical instruction in school.
- Item 2. Cooperative Vocational Education should include coordination of school and work activities through job visitations by school personnel.
- Item 3. Cooperative Vocational Education should include cooperative school and employer development of appropriate classroom, work and job experience.
- Item 4. School credit for combined employment training and related school work should be given.

Both the coordinators' and employers' mean responses were above the point for agreement to the four item statements as shown in Table IV. The coordinators' mean responses were consistently higher on all four items than were those of the employers'.

TABLE IV  
MEAN RESPONSES FOR COMMON ELEMENTS WITH  
COOPERATIVE VOCATIONAL EDUCATION

ITEM	COORDINATOR	EMPLOYER
1	4.4	4.2
2	4.4	4.0
3	4.2	3.9
4	4.5	4.2

An analysis of variance treatment of the data showed a significant difference between the coordinators' and employers' mean responses at the 0.01 level of probability for all four item statements (Appendix D).

"Value to Students", labeled as Group 2, included the following four item statements:

Item 5. Students should have opportunity of learning useful employment skills on real jobs, under actual working conditions.

Item 6. Students should develop understanding, appreciation and respect within the student.

Item 7. On-the-job training should develop maturity and self respect within the student.

Item 8. Work experience should stimulate the student to learn more in school and on the job.

The mean responses for each of the four items in Group 2 were above the point for agreement for both the coordinators and employers. See Table V. The coordinators' responses were consistently higher on all four items.

TABLE V  
MEAN RESPONSES FOR VALUE TO STUDENTS

ITEM	COORDINATOR	EMPLOYER
5	4.7	4.5
6	4.5	4.2
7	4.5	4.3
8	4.5	4.2

An analysis of variance treatment of the data showed a significant difference between the coordinators' and employers' mean responses at the 0.01 level of probability for all four items (Appendix D).

"Value to Schools" included item statements as follows:

Item 9. The Cooperative Vocational Education program should extend



opportunities which are needed for entry level jobs.

Item 10. The skills and knowledge of outstanding individuals outside the school should be utilized and this would be helpful in reaching the goals of education.

Item 11. Teachers, Guidance Counselors and School Administration should be provided with improved opportunities to keep in touch with changing employment conditions through the Cooperative Education Program.

Item 12. The Cooperative Vocational Education program should demonstrate that education is indeed a community-wide responsibility.

All items in Group 3 were above the point for agreement. See Table VI.

TABLE VI  
MEAN RESPONSES FOR VALUE TO SCHOOLS

ITEM	COORDINATOR	EMPLOYER
9	4.3	4.1
10	4.3	4.1
11	4.3	4.2
12	4.4	4.2

An analysis of variance treatment of the data indicated that the mean responses for coordinators were significantly higher on all four items. Items 9 and 12 were significant at the 0.01 level of probability, while items 10 and 11 were significant at the 0.05 level (Appendix D).

The items included in Group 4 and labeled "Value to Employers" are:

Item 13. The Cooperative Vocational Education program should give assistance to employers in analyzing jobs and devising training outlines.

Item 14. The Cooperative Vocational Education program should provide an opportunity for participation by business and industry in a community service.

Item 15. Employers and labor unions who participate in Cooperative Vocational Education should receive the benefits of the schools testing and guidance services.

Item 16. Classroom instruction should give the student-learner a more thorough appreciation of job-related theory and knowledge.

All mean responses were above the point for agreement to the four item statements. The mean responses were higher for coordinators on all of the items in Group 4 except item statement 15. See Table VII.

An analysis of variance treatment of the data indicated that the coordinators' mean response was significantly higher for items 13, 14 and 16, while the employers' mean response was significantly higher for item 15 (Appendix D).

"Values to the Community" included item statements as follows:

Item 17. The number of young people who fail to make a successful transition from school to work should be diminished.

TABLE VII  
MEAN RESPONSES FOR VALUE TO EMPLOYERS

ITEM	COORDINATOR	EMPLOYER
13	3.9	3.7
14	4.2	4.0
15	3.5	3.7
16	4.3	4.1

Item 18. A continuing pattern of school-community relationship should be developed.

Item 19. The Cooperative Vocational Education program should help improve the community's pattern of job stability.

Item 20. The community should retain both youth and industry more effectively with effective Vocational Cooperative Education program.

The mean response for coordinators and the employers were above the point for agreement to all four of the item statements in Group 5. See Table VIII.

An analysis of variance treatment of the data indicated that the coordinators' mean response was significantly higher for item statements 17, 18 and 19. The probability for item 20 was at the .28 level (Appendix D).

"Employer Responsibilities" included the following item statements:

TABLE VIII  
 MEAN RESPONSES FOR VALUE TO THE COMMUNITY

ITEM	COORDINATOR	EMPLOYER
17	4.1	3.9
18	4.3	4.0
19	4.2	4.0
20	4.1	4.1

Item 21. Student-learners should be paid at least the prevailing rate for beginning workers.

Item 22. The training outline should be very useful to the employer in determining in advance what the trainee is expected to learn while on the job.

Item 23. The employer should use training outlines as a reminder of the scope of training to be provided.

Item 24. The employer should provide the student both with training and work experience.

The mean response for coordinators and employers for items 22, 23 and 24 were above the point of agreement, while employer response to item statement 21 was below that point. See Table IX.

An analysis of variance treatment of the data indicated a significant difference in mean responses between the coordinators and employers for items 21, 23 and 24 at the 0.01 level of probability with item 22 significantly different at the 0.06 level (Appendix D).

TABLE IX  
MEAN RESPONSES FOR EMPLOYER RESPONSIBILITIES

ITEM	COORDINATOR	EMPLOYER
21	3.9	3.4
22	4.0	3.9
23	4.0	3.7
24	4.4	4.1

"Program Adequacy" includes the following item statements:

Item 25. Students in Cooperative Vocational Education should be prepared to work without supervision.

Item 26. More attention should be given in the classroom to human relations related to specific occupations.

Item 27. On-the-job training should be oriented more to the needs of business.

Mean responses for item 25 were below the point of agreement for both the coordinators and employers. Items 26 and 27 were above the point for agreement. Mean responses for item 27 were higher for the employers than for the coordinators. See Table X.

TABLE X  
MEAN RESPONSES FOR PROGRAM ADEQUACY

ITEM	COORDINATOR	EMPLOYER
25	3.2	3.2
26	4.0	3.9
27	3.8	4.0

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of this study was to ascertain the extent of agreement between employers and coordinators with selected objectives of cooperative vocational education. An attempt was made to identify patterns of agreement concerning those objectives between coordinators and employers of cooperative vocational education students in the state of Texas.

In each of the 20 educational service center regions, each of the secondary schools offering cooperative vocational education was grouped into classifications based on average daily attendance of 0 to 1,000, 1,001 to 2,000 or above 2,000. Twenty percent of the schools in each of the three groups was selected to participate in the study by using the table of random numbers. The offerings in each school were separated into six cooperative vocational education program areas.

The first section of the study presents the agreement between coordinators and employers regarding the seven groups of cooperative vocational education objectives. The seven groups are: (1) Common Elements with Cooperative Vocational Education, (2) Value to Students, (3) Value to School, (4) Value to Employer, (5) Value to the Community, (6) Employer Responsibilities and (7) Program Adequacy.

Mean responses of the coordinators and employers were above the point of agreement for the seven groups of selected objectives. Only

one group, "Program Adequacy," had a mean response for the employers which was higher than that of the coordinators.

The employers indicated that the most important objectives were those relating to "Value to the School," while those relating to "Value to the Student" were considered most important by the coordinator.

The second section of the study presents the seven groups divided into item statements to test the research question; i.e., the extent of agreement between coordinators and employers with selected objectives of cooperative vocational education. A pattern of agreement between the coordinator and employer with the selected objectives can be identified except for "student-learners should be paid at least the prevailing rate for beginning workers," and "students in cooperative vocational education should be prepared to work without supervision." The mean response of the employers to the student-learner pay scale was below the point of agreement. The employers' and the coordinators' mean responses were both below the point of agreement with "students in cooperative vocational education should be prepared to work without supervision." The coordinator was in agreement with the student learner pay scale objective.

The coordinators gave higher mean responses to all item statements except for "employers and labor unions who participate in cooperative vocational education should receive the benefits of the schools testing and guidance services", and "on-the-job training should be oriented more to the needs of business."

Although both coordinators and employers were in agreement with 25 of the 27 item statements, there were three items where no significant differences of mean responses between the coordinator and employer were indicated by an analysis of variance treatment of the data. These were:



(1) The community should retain both youth and industry more effectively with effective cooperative vocational education programs; (2) students in cooperative vocational education should be prepared to work without supervision and (3) more attention should be given in the classroom to human relations related to specific occupations.

Although the mean response for the program adequacy group was above the established point of agreement, it was the lowest recorded. The attitudes reflected in the low responses may be the result of a misunderstanding of the statement concerned with a students' ability to work without supervision. Some respondents may have considered this objective to be a part of their training program, while others may have considered this to be an objective to be attained upon completing the program.

Employers appear to view cooperative vocational education as a means of meeting the needs of industry, and the needs of the student are of secondary importance and is the responsibility of the educational institution.

The coordinator appeared to view the purpose of cooperative vocational education as a means of meeting the needs of the individual student and that all other outcomes, although of importance to the society, are secondary to that purpose.

The cooperative vocational education program is an important part of our educational process, according to the mean responses of both the coordinator and employer, although there is some question in terms of priorities for an effective cooperative vocational education program. Had the selected objectives been written by employers rather than educators, we may have found an entirely different attitude.

### Conclusions

More importance should be placed upon the selection of objectives for the cooperative vocational education programs. A cooperative effort between the coordinator and employer may become more of a reality and result in a quality program if an agreement is found between the coordinator and employer and each has placed the same priority upon the objectives of cooperative vocational education.

1. Coordinators and employers should cooperate in the development of a set of objectives for each training program.
2. Evaluation of cooperative vocational education programs should be based upon measurable objectives to insure a quality program.
3. The coordinators in the state of Texas, through group participation, should develop a series of measurable objectives.

### Recommendations for Further Study

As an outgrowth of this study, the following problems for further study are suggested:

1. A comparable study using objectives formulated with employer input.
2. A study to develop a comprehensive list of objectives for cooperative vocational education.
3. Replicate this study to ascertain any change in coordinator or employer attitudes.

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APPENDIX A

NUMERICAL LISTING OF EDUCATIONAL SERVICE CENTER  
REGIONS AND COUNTIES INCLUDED IN EACH REGION

## Region Number I - By County:

Cameron, Hidalgo, Jim Hogg, Starr, Webb, Willacy, Zapata

## Region Number II - By County:

Aransas, Bee, Brooks, Duval, Jim Wells, Kenedy, Kleberg, Live Oak, McMullen, Nueces, San Patricio

## Region Number III - By County:

Calhoun, Colorado, DeWitt, Goliad, Jackson, Karnes, Lavaca, Matagorda, Refugio, Victoria, Wharton

## Region Number IV - By County:

Brazoria, Chambers, Fort Bend, Galveston, Harris, Liberty, Waller

## Region Number V - By County:

Hardin, Jasper, Jefferson, Newton, Orange, Tyler

## Region Number VI - By County:

Austin, Brazos, Burleson, Grimes, Houston, Leon, Madison, Milan, Montgomery, Polk, Robertson, San Jacinto, Trinity, Walker, Washington

## Region Number VII - By County:

Anderson, Angelina, Cherokee, Gregg, Harrison, Henderson, Nacogdoches, Panola, Raines, Rusk, Sabine, San Augustine, Shelby, Smith, Upshur, Van Zandt, Wood

## Region Number VIII - By County:

Bowie, Camp, Cass, Delta, Franklin, Hopkins, Lamar, Marion, Morris, Red River, Titus

## Region Number IX - By County:

Archer, Baylor, Clay, Foard, Hardeman, Jack, Knox, Montague, Throckmorton, Wichita, Wilbarger, Young

## Region Number X - By County:

Collins, Dallas, Ellis, Fannin, Grayson, Hunt, Kaufman, Rockwall

## Region Number XI - By County:

Cooke, Denton, Erath, Hood, Johnson, Polo-Pinto, Parker, Somervell, Tarrant, Wise

## Region Number XII - By County:

Bell, Bosque, Coryell, Falls, Freestone, Hamilton, Hill, Lampasas, Limestone, McLennan, Mills, Navarro

## Region Number XIII - By County:

Bastrop, Blanco, Burnet, Caldwell, Comal, Fayette, Gillespie, Gonzales, Guadalupe, Hays, Kendall, Lee, Llano, Travis, Williamson

## Region Number XIV - By County:

Callahan, Comanche, Eastland, Fisher, Haskell, Jones, Mitchell, Nolan, Scurry, Shackelford, Stephens, Stonewall, Taylor



## Region Number XV - By County:

Brown, Coke, Coleman, Concho, Crockett, Edwards, Irion, Kimble,  
McCulloch, Mason, Menard, Runnels, San Saba, Schleicher, Sterling,  
Sulton, Tom Green, Val Verde

## Region Number XVI - By County:

Armstrong, Briscoe, Carson, Castro, Childress, Collinsworth, Dallam,  
Deaf Smith, Donley, Grary, Hall, Hansford, Hartley, Hemphill,  
Hutchison, Lipscomb, Moore, Ochiltree, Oldham, Parmer, Potter,  
Randall, Roberts, Sherman, Swisher, Wheeler

## Region Number XVII - By County:

Bailey, Borden, Cochran, Cottle, Crosby, Dawson, Dickerson, Floyd,  
Gaines, Garza, Hale, Hockley, Kent, King, Lamb, Lubbock, Lynn,  
Motley, Terry, Yoakum

## Region Number XVIII - By County:

Andrews, Brewster, Crane, Culberson, Ector, Glasscock, Howard,  
Jeff Davis, Loving, Martin, Midland, Pecos, Presidio, Reagan,  
Reeves, Terrell, Upton, Ward, Winkler

## Region Number XIX - By County:

El Paso, Hudspeth

## Region Number XX - By County:

Atacosa, Bandera, Bexar, Dimmit, Frio, Kerr, Kinney, LaSalle, Maverick,  
Medina, Real, Uvalde, Wilson, Zavala



APPENDIX B

OPINIONNAIRE

### OPINIONNAIRE

The following is a list of statements in terms of what Cooperative Vocational Education should accomplish at the secondary level. Please respond to each statement by marking the rating scale at the right of each statement.

Example:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A. There should be a systematic progression of skills and techniques through a definite pattern of learning experiences on the job.	(5)	(4)	(3)	(2)	(1)

#### COMMON ELEMENTS WITH COOPERATIVE EDUCATION

1. Cooperative Vocational Education should include occupational orientation and job counseling, together with related technical instruction in school.	(5)	(4)	(3)	(2)	(1)
2. Cooperative Vocational Education should include coordination of school and work activities through job visitations by school personnel.	(5)	(4)	(3)	(2)	(1)
3. Cooperative Vocational Education should include cooperative school and employer development of appropriate classroom, work and job experience.	(5)	(4)	(3)	(2)	(1)
4. School credit for combined employment training and related schoolwork should be given.	(5)	(4)	(3)	(2)	(1)

#### VALUE TO STUDENT

5. Students should have opportunity of learning useful employment skills on real jobs, under actual working conditions.	(5)	(4)	(3)	(2)	(1)
6. Students should develop understanding, appreciation and respect within the student.	(5)	(4)	(3)	(2)	(1)
7. On-the-job training should develop maturity and self respect within the student.	(5)	(4)	(3)	(2)	(1)
8. Work experience should stimulate the student to learn more in school and on the job.	(5)	(4)	(3)	(2)	(1)

#### VALUE TO THE SCHOOL

9. The Cooperative Vocational Education program should extend opportunities which are needed for entry level jobs.	(5)	(4)	(3)	(2)	(1)
--	-----	-----	-----	-----	-----

Strongly Agree (5)    Agree (4)    Undecided (3)    Disagree (2)    Strongly Disagree (1)

**EMPLOYER RESPONSIBILITIES**

- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 21. Student-learners should be paid at least the prevailing rate for beginning workers.   | (5) | (4) | (3) | (2) | (1) |
| 22. The training outline should be very useful to the employer in determining in advance what the trainee is expected to learn while on the job.. | (5) | (4) | (3) | (2) | (1) |
| 23. The employer should use training outlines as a reminder of the scope of training to be provided.  | (5) | (4) | (3) | (2) | (1) |
| 24. The employer should provide the student both with training and work experience.   | (5) | (4) | (3) | (2) | (1) |

**PROGRAM ADEQUACY**

- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 25. Students in Cooperative Vocational Education should be prepared to work without supervision.  | (5) | (4) | (3) | (2) | (1) |
| 26. More attention should be given in the classroom to human relations related to specific occupations.                                 | (5) | (4) | (3) | (2) | (1) |
| 27. On-the-job training should be oriented more to the needs of business.   | (5) | (4) | (3) | (2) | (1) |
| 28. Please list any ideas you might have concerning ways to increase the effectiveness of the Cooperative Vocational Education Program. |     |     |     |     |     |

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Questionnaire Completed by

\_\_\_ Coop. Ag. \_\_\_ Coop. D.E. \_\_\_ Coop. Hmkg. \_\_\_ Coop. Ind. \_\_\_ Coop. Health \_\_\_ V.O.E.

Please complete the information below

The employer listed on the right has been randomly selected from your geographical area in Texas. Please complete the information on the other two lines so that a questionnaire, just as the one you have completed may be mailed to the employer. Please be sure that the address is a mailing address. Thanks again for your cooperation.

---

(Employer name)

---

(Employer mailing address)

---

(person signing training plan for employer)

	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
10. The skills and knowledge of outstanding individuals outside the school should be utilized and this would be helpful in reaching the goals of education.	(5)	(4)	(3)	(2)	(1)
11. Teachers, Guidance Counselors and School Administration should be provided with improved opportunities to keep in touch with changing employment conditions through the Cooperative Education program.	(5)	(4)	(3)	(2)	(1)
12. The Cooperative Vocational Education program should demonstrate that education is indeed a community-wide responsibility.	(5)	(4)	(3)	(2)	(1)

#### VALUE TO THE EMPLOYER

13. The Cooperative Vocational Education program should give assistance to employers in analyzing jobs and devising training outlines.	(5)	(4)	(3)	(2)	(1)
14. The Cooperative Vocational Education program should provide an opportunity for participation by business and industry in a community service.	(5)	(4)	(3)	(2)	(1)
15. Employers and labor unions who participate in Cooperative Vocational Education should receive the benefits of the schools testing and guidance services.	(5)	(4)	(3)	(2)	(1)
16. Classroom instruction should give the student-learner a more thorough appreciation of job-related theory and knowledge.	(5)	(4)	(3)	(2)	(1)

#### VALUES TO THE COMMUNITY

17. The number of young people who fail to make a successful transition from school to work should be diminished.	(5)	(4)	(3)	(2)	(1)
18. A continuing pattern of school-community relationship should be developed.	(5)	(4)	(3)	(2)	(1)
19. The Cooperative Vocational Education program should help improve the community's pattern of job stability.	(5)	(4)	(3)	(2)	(1)
20. The community should retain both youth and industry more effectively with effective Vocational Cooperative Education program.	(5)	(4)	(3)	(2)	(1)

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(5)	(4)	(3)	(2)	(1)

## EMPLOYER RESPONSIBILITIES

- |  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| 21. Student-learners should be paid at least the prevailing rate for beginning workers.  | (5) | (4) | (3) | (2) | (1) |
| 22. The training outline should be very useful to the employer in determining in advance what the trainee is expected to learn while on the job. | (5) | (4) | (3) | (2) | (1) |
| 23. The employer should use training outlines as a reminder of the scope of training to be provided.   | (5) | (4) | (3) | (2) | (1) |
| 24. The employer should provide the student both with training and work experience.  | (5) | (4) | (3) | (2) | (1) |

## PROGRAM ADEQUACY

- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 25. Students in Cooperative Vocational Education should be prepared to work without supervision.  | (5) | (4) | (3) | (2) | (1) |
| 26. More attention should be given in the classroom to human relations related to specific occupations.                                 | (5) | (4) | (3) | (2) | (1) |
| 27. On-the-job training should be oriented more to the needs of business.   | (5) | (4) | (3) | (2) | (1) |
| 28. Please list any ideas you might have concerning ways to increase the effectiveness of the Cooperative Vocational Education Program. |     |     |     |     |     |

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APPENDIX C

LETTER TO COORDINATORS

LETTER TO EMPLOYER



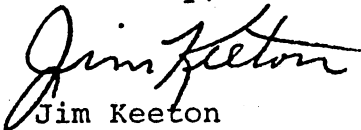
Dear Teacher-Coordinator,

As a teacher-coordinator in a Cooperative Vocational Education program, you have certain perceptions of what a Cooperative Vocational Education program should accomplish.

The enclosed questionnaire asks that you express your opinion in terms of agreement or disagreement with the statements about Cooperative Vocational Education. Also, the information at the end of the questionnaire will be of vital importance and I would appreciate your completing this part of the instrument. A self-addressed, stamped envelope is enclosed for your convenience.

I want to thank you in advance for your time and expertise in completing this instrument.

Sincerely,



Jim Keeton  
Research Assistant  
Texas Education Agency  
Austin, Texas

Dear Employer:

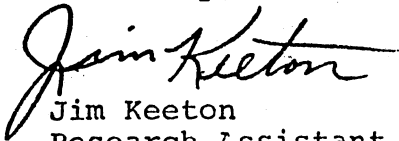
You have participated in the Cooperative Vocational Education program by furnishing a student from the local high school a training station for on-the-job training. As a participating employer, you have certain perceptions of what a Cooperative Vocational Education program should accomplish.

The enclosed questionnaire asks that you express your opinion in terms of agreement or disagreement with the statements which indicate what Cooperative Vocational Education should accomplish.

Your response to the items on the questionnaire and its return will help in terms of educational planning. A self-addressed, stamped envelope is enclosed for your convenience.

Thank you in advance for your cooperation.

Sincerely,



Jim Keeton  
Research Assistant  
Texas Education Agency  
Austin, Texas

APPENDIX D

ANALYSIS OF VARIANCE FOR THE COORDINATORS  
AND THE EMPLOYERS

ENLAW 1974 - STATE UNIVERSITY  
The Bond  
1974

ANALYSIS OF VARIANCE FOR THE COORDINATORS  
AND THE EMPLOYERS

Item	D.F.	Between Group Mean Squares	Within Group Mean Squares	F-Ration	F-Prob.
1.	1/480	6.2106	.2434	25.518	.01
2.	1/481	15.8989	.4257	37.350	.01
3.	1/477	6.7699	.3924	17.253	.01
4.	1/481	14.1302	.3602	39.225	.01
5.	1/483	4.6473	.2158	21.538	.01
6.	1/466	7.3819	.2897	25.481	.01
7.	1/483	4.9402	.2613	18.904	.01
8.	1/479	5.0429	.3035	16.613	.01
9.	1/475	5.2971	.3023	17.520	.01
10.	1/384	1.3653	.3610	3.782	.05
11.	1/382	1.2816	.3245	3.949	.05
12.	1/384	3.0434	.3062	9.940	.01
13.	1/381	5.8290	.5363	10.869	.01
14.	1/382	4.3530	.3335	13.054	.01
15.	1/380	3.3945	.6928	4.900	.02
16.	1/383	3.4161	.2756	12.395	.01
17.	1/380	6.3335	.6597	9.601	.01
18.	1/383	5.1838	.2671	19.406	.01
19.	1/381	2.9423	.3487	8.437	.01
20.	1/378	.4096	.3513	1.166	.28
21.	1/480	1.1175	1.0782	28.860	.01
22.	1/481	1.6446	.4913	3.347	.06
23.	1/479	6.6310	.5209	12.731	.01
24.	1/479	9.3845	.3083	30.441	.01
25.	1/462	.0197	1.4247	.014	.90
26.	1/465	.0528	.5645	.093	.76
27.	1/457	5.9651	.6103	9.774	.01

2  
VITA

James Robert Keeton

Candidate for the Degree of

Doctor of Education

**Thesis:** THE EXTENT OF AGREEMENT BETWEEN EMPLOYERS AND COORDINATORS REGARDING SELECTED OBJECTIVES OF COOPERATIVE VOCATIONAL EDUCATION

**Major Field:** Vocational-Technical and Career Education

**Biographical:**

**Personal Data:** Born in Three Sands, Oklahoma, January 25, 1925, the son of Mr. and Mrs. Ernest Keeton.

**Education:** Graduated from Enid High School, Enid, Oklahoma in May, 1943; received Bachelor of Education degree in Physical Education from Tulane University in 1950; enrolled in Master of Education program at Texas University, Austin, Texas, 1953; enrolled in Vocational Education, Texas A & M University, College Station, Texas, 1967; enrolled in Vocational Education at Texas University, Austin, Texas, 1968; enrolled in Master of Science in Vocational Education at Oklahoma State University, Stillwater, Oklahoma, 1972. Completed Master of Science degree from Oklahoma State University in 1973.

**Military:** Served in the U. S. Navy from 1943 to 1946.

**Professional Experience:** Academic and Vocational Education instructor in Texas at the secondary level from 1950 to 1956 and 1965 to 1972. Assisted Texas Advisory Council for Technical-Vocational Education in 1974 and worked with Vocational Technical Education in Management Services for Texas Education Agency 1974-75.

**Awards:** One of the Vocational-Technical Educators in Texas to be awarded an EPDA 552 Grant to pursue a doctoral degree at Oklahoma State University in 1972.

**Professional Organizations:** American Vocational Association, Phi Delta Kappa, Texas State Teachers Association.