

SECONDARY SCHOOL STUDENTS SELF REPORTED  
REASONS FOR BECOMING NO-SHOWS  
IN AN AREA VOCATIONAL-  
TECHNICAL PROGRAM

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## CHAPTER I

### INTRODUCTION

The federal government's interest in a need for people to be trained in an occupation was first indicated in the Smith-Hughes Act of 1917 (Thompson, 1973). This act signified the role of the public school as "the institutionalized setting of allocating people to jobs" (Thompson, 1973, p. 16). The federal government did not make significant changes in vocational-technical education (vo-tech education) before the early 1960's (Swanson, 1966). At that time the legislature passed The Vocational Education Act of 1963 allocating construction, maintenance, and operating funds for area vocational-technical schools (AVTS). In response to The Vocational Education Act of 1963 the State of Oklahoma passed an amendment to the State Constitution to form area vo-tech districts in May of 1966. This action allowed public school districts to band together coterminously to form new units called the area districts. Thus, complementing and enhancing the variety of course offerings students may select during their quest for vocational-technical training (Earnest, 1979).

Today, vocational education is offered in both high schools and AVTS. Program offerings are typically based on community needs. Thus, courses are designed to prepare students for employment in the geographical region the area vo-tech services. Additionally, AVTS's have on-going committees working with industrial personnel across



Oklahoma to keep abreast of employment trends. Therefore, selected programs serve the state's overall employment needs in that occupational area (Peters, 1985).

Program enrollment in the AVTS is open to junior and senior high school students residing in the vo-tech service area. Exceptions are made for sophomore special education students. These secondary students typically enroll for one-half day in their home high school (or feeder school) and the other half day at the AVTS. The home high school provides basic academics and the AVTS utilizes academics to train for a vocation. Thus, the feeder school and the AVTS complement each other (Flowers, 1989).

Recruitment of secondary school students is generally conducted by AVTS counselors who spend many hours each spring doing this activity. Counselor recruitment responsibilities initially include slide show presentations and personal interviews. These interviews are conducted each spring at the student's home high school to coincide with the home high school's enrollment time (Peterson, 1985).

Assistance for the recruitment process is given by the home high school counselor who furnishes individual student information such as, grade point average, recent standardized test scores and attendance records. Although there are no academic requirements for the vocational programs offered, there are some expectations (Flowers, 1989). As an example, Flowers mentioned that the sheet metal and welding programs require geometry skills. Therefore, a certain numerical grade level in math is necessary. If students do not meet this numerical requirement, the AVTS offers a learning resources center for remediation. This enables the student to successfully follow the selected program and to

progress in learning the objectives of the course.

Courses for both academics at the home high school and the AVTS are scheduled during the spring based on pre-enrollment requests. This enables administrators at the home school and the AVTS to plan course offerings and hiring of employees as needed to meet the needs of the student request. However, Krumboltz (1983) believed individuals encounter difficulties in making career decisions. He stated:

This difficulty involves an individual's holding private career development beliefs that are either mistaken or simply unrecognized by the individual. Such beliefs can impede logical decision making by the individual (p. vii).

Additionally, Peterson (1985) pointed out that, in spite of the care taken to assist students in choosing programs for vocational training, students do not always follow through with their intent and thus become no-shows. This potentially creates difficulties with less enrollment for the AVTS and increased enrollment for the home high school.

Peters, State Director for Vocational-Technical Education (1985), (See Appendix A) expressed a need to help reduce the number of secondary students that become no-shows. Based on this need, an informal survey was conducted by the researcher with vo-tech counselors. The survey indicated a consensus among these counselors regarding the number of secondary students who made plans to attend the AVTS during spring enrollment only to become no-shows at the beginning of school in the fall. Each of these educators expressed a concern to help alleviate this problem.

### Statement of the Problem

Recruitment for secondary schools is done in the spring. According to Coury (1984), Peterson (1985), and Flowers (1989), AVTS counselors spend many hours at the public high schools interviewing prospective secondary students for programs offered at the area schools. The interviewing adds up to many hours that should be productive. When school starts in the fall and time spent should pay off with the vocational program being filled with students pre-enrolled and ready to attend. If this does not occur and there are spaces to be filled at the beginning of school, then other recruitment process takes place. According to Peterson, this repetition cuts down on the efficiency of the total program. Programs should be ready to start with instruction on the first day of school and students enrolled should be able to begin learning. Furthermore, the instructor does not want to take away from class time to start over with the latecomers.

Secondary students who become no-shows at the AVTS must be placed in classes at their home high schools. This is an ineffective use of time by both the AVTS counselor and the home high school counselor when they have to re-enroll students. The specific problem of this study is the high rate of no-shows at area vocational-technical schools in Oklahoma when school begins in the fall.

### Questions to be Answered

This study was designed to answer the following questions:

1. To what degree are academics, finances, jobs, peers and personal concerns reasons for students to become no-shows?

2. Is there a significant difference between reported junior and senior no-shows regarding the influence of academics, finances, jobs, peers, and personal concerns?

3. Is there a significant difference between reported male and female no-shows regarding the influence of academics, finances, jobs, peers, and personal concerns?

#### Purpose of the Study

The purpose of this study was to collect and analyze data regarding factors which influence secondary AVTS students to become no-shows. The factors utilized in this study were academics, finances, jobs, peers, and personal concerns.

#### Significance of the Study

No-shows in AVTS programs have been identified as problematic by both educators and researchers (Cole, 1984; Coury, 1984; Flowers, 1989; Peters, 1985; Peterson, 1985; and Spooner, 1980). Cost management, ineffective use of time and personal staffing problems are three major areas of concern for educators and administrators. To alleviate the problems that no-shows create, answers to the question of why students become no-shows must first be researched. To date limited research regarding no shows has not been conducted with AVTS populations.

#### Limitations of the Study

In the design of the study the following limitation is inherent. At the time of the study there were 24 AVTS in Oklahoma. It was planned that feeder high schools for the then existing 24 AVTS districts

throughout the state would be sampled. The two main urban districts, Tulsa and Oklahoma City, by local board policy could not participate in this study (See Appendix B). The Tulsa district cited an Oklahoma Law that prohibits the asking of questions to students that are of a personal or family nature. The district judged questions 3, 12, 13, 17 and 19 as areas of personal information. Therefore they did not participate in this study.

The Oklahoma City district has the same rule regarding research. However, the researcher may apply to a committee established to review research projects. The committee has a deadline that must be met and a proposal must be submitted outlining the details of the study. Every effort was made to meet the requirements of this committee but due to lack of information regarding this procedure the deadline was not met the year this study was conducted.

Additionally two AVTS (Caddo-Kiowa and Eastern Oklahoma County) did not provide a list of their no-shows. A minimum of three personal telephone calls were made by the researcher and letters were mailed twice from Roy Peters. No response was received, therefore their feeder high schools and students were not included in this study.

#### Definition of Terms

In this study the following terms are of particular relevance.

No-show - A public high school student (secondary student) who in the spring semester initially enrolls in a vocational training program at an AVTS for the following fall semester, and then fails to attend classes or show up when school starts in the fall.

Feeder Schools - Public high schools that are a part of a specific

AVTS district.

Area Vocational-Technical School (AVTS) - In Oklahoma these districts are formed to overlay, coincide or are coterminous with boundaries of select public or common secondary school districts. Each AVTS varies in the number of high schools each serves, ranging from a low of two high schools to a high of 57. These AVTS offer different programs to the secondary students in accordance to what the surrounding communities need in job opportunities. These AVTS complement the home high school or feeder school.

Academics - This term refers to influences in the school setting such as student achievement, skills, requirements or credits for graduation, extra curricular activities, scheduling conflicts, and counselors or teacher influence on class choice.

#### Organization of the Study

Chapter I has introduced the problem, questions to be answered, purpose, significance of the study, limitations, and definition of terms. Chapter II includes a discussion of related literature concerning adolescents and areas of concern that could affect their decision making process. It also touches on vocational-technical education and how it came about in the State of Oklahoma. Chapter III relates the procedures used in this study. Chapter IV presents the findings of this study. Chapter V is the summary, conclusions, and recommendations for further research on this subject matter.

## CHAPTER II

### REVIEW OF LITERATURE

The purpose of this chapter is to review literature related to the decision of secondary school students not to follow through with their intent to attend an area vo-tech school (AVTS). This chapter will be divided into five topics: (1) vocational-technical education in Oklahoma; (2) selected approaches to the psychology of adolescents; (3) peer and parental influence; (4) influence of academics; and (5) related studies which have been conducted on no-shows in vo-tech schools.

#### Vocational-Technical Education in Oklahoma

During the formation of the United States government the founders recognized that education was essential to democracy. These early statesmen believed that education should be offered and maintained by states. Therefore, as education was developed in this country, it came under local and state responsibility (Conner, 1947).

In 1918, a committee named the Reorganization of Secondary Education, sponsored by the National Education Association (NEA) formulated objectives for secondary education. These objectives were known as "The Seven Cardinal Principles of Secondary Education" and focused on (1) health; (2) command of fundamental process; (3) worthy home membership; (4) vocation; (5) citizenship; (6) worthy use of

leisure; and (7) ethical character (Conner, 1947, p. 5-6). Conner commented,

The senior high school period is reserved for the more specialized curricula that are closely related to students' preparation for life whether it be college entrance, business, the home or industrial employment (p. 9).

Overall, Conner (1947) viewed education as a process and preparation for life. He also viewed vocational-technical education as a means to "enable persons to prepare for, enter upon and make progress in gainful employment" (p. 11). Similarly, Silberman (1980, p. 43) stated, "the primary purpose of vocational education is to promote full human development through exposure of the learner to activities that are intrinsically meaningful and absorbing."

It was not until 1917, that the federal government chose to become actively involved in vocational education. Swanson (1966) stated,

The Vocational Education Act was the culmination of an evolution in national appropriations for vocational education. Beginning with the Morrill Act of 1862 the Federal Government has, by successive acts--The Hatch Act, the second Morrill Act of 1890, the Adams Act, the Nelson Amendment, the Smith-Lever Act, and the Vocational Education (Smith-Hughes) Act--gradually found a sound philosophy and policy in the use of national money for vocational purpose (p. 57).

According to Swanson, within ten months after the adoption of the Smith-Hughes Act all 48 states had accepted its provisions. Through the Smith-Hughes Act of 1917 (vocational education) the federal government provided for services in agriculture, home economics, and trades and industries. In 1936, the George Dean Act added distributive education and public and other service occupations to vocational education (Conner, 1947).



According to Hawkins, Prosser and Wright (1951) the Vocational Education Act (Smith-Hughes) achieves three things:

- (1) it encouraged the states to undertake for their citizens a new and vital kind of education in cooperation with the Federal Government;
- (2) it provided federal funds to aid the states and their local communities in meeting the cost of the new educational service; and
- (3) it safeguarded the expenditure of federal money for training by establishing the same minimum standards for all the states, and by requiring that the money be used for the purposes designated (pp. 121-122).

Conner (1947) viewed vocational education as only one part of a comprehensive educational program. He believed there is an important relationship existing between vocational education and other phases and levels of the complete program in secondary education. The business approach and positive societal impact of vocational education has elicited the confidence and respect of congressional leaders. Sing (1982) said federal and state government officials have shown a definite interest in supporting vocational education in order that our youth may acquire marketable skills. He stated: "If education is to be relevant to today's needs, it must include certain basic educational knowledge and skills plus preparation for entering and progressing in the world of work" (p. 48).

In 1961, President Kennedy called for a committee to review and evaluate the National Vocational Education Acts and make recommendations on how to improve and redirect the program because of rapidly occurring technological advances (Swanson, 1966). The committee drafted changes which eventually became the Vocational Education Act of 1963. This act was an extension of the Smith-Hughes Act of 1917 and the George-Barden

Act of 1946. Swanson, as director of this committee, discussed the 1963 act as making a major impact on vocational-technical education in high schools, vocational schools, technical institutes, and community colleges. Swanson stated, "The Vocational Act of 1963 provides (in Section 4(a)(5) Public Law 88-210) funds to be used for the construction of area vocational education school facilities" (p. 115). These funds may also provide money for program operation and thus, should enhance more innovative curriculum and produce more programs. The effect of this progressive step was to set up a new kind of secondary school, complementing the home high school and further democratizing the public secondary school education.

With the enactment of the Vocational Act of 1963, Oklahoma began to consider establishment of area vocational-technical schools (Earnest, 1979). She said in May, 1966, the people of Oklahoma passed an amendment to the Oklahoma Constitution allowing formation of AVTS districts. Area vo-tech districts, once established, function much as common school districts in Oklahoma. Both are governed by elected board members and a superintendent who serves as the chief executive officer. These districts may vote bonds to construct buildings and buy equipment which can be further supplemented with funds from state and federal sources. The people of these districts also vote levies for operational purposes.

Tax levies are provided for area vo-tech districts in the Oklahoma Constitution (Section 9B, Article 10) and the 1981 Oklahoma Statutes, Title 70-14-103. To operate the schools, the Constitution authorizes a district "to vote up to five mills on the dollar valuation of the taxable property" (Oklahoma State Department of Vocational and Technical

Education, 1983, p. 14). The same amount may also be voted for a building fund levy.

The State Board of Vocational Education in Oklahoma has 13 members, seven of whom are on the State Board of Education and six other who are on the State Board of Vocational Education (Peters, 1985). The board serves as the governing body for the State Department of Education. The AVTS districts are under the supervision of the State Department of Vocational-Technical Education headquartered in Stillwater, Oklahoma. Funds appropriated by the Oklahoma legislature are administered by this department and distributed to area districts according to a formula which includes; the number of secondary and adult students enrolled in a district; travel; instruction; expenses; operation and maintenance of buildings; fixed charges; transportation; and replacement of equipment (Filtz, 1983). AVTS districts are like secondary schools in that they have principals or building administrators, counselors, support personnel and teachers. Certification of vocational teachers who teach secondary students is required by the State Board of Vocational-Technical Education; in some programs, however, certification may be based on industry-related experience (Peters, 1985).

Talbott (1986) laid out the role of the Oklahoma AVTS in the beginning as: (1) expanding vocational classes outside the secondary school; (2) using the concept of the tax base which allows a district formation and a large tax base to support it; and (3) in rural areas, reducing the cost of training students in vocations in their parent school. The overall view was to serve the high school students but with an eye toward adult programs in the future. He further pointed out that the program won the support of local school administrators and boards

because they saw it as a relief to their budgetary problems. The cost factor of operation was in their favor, together with the fact that they would receive credit for the student through Average Daily Attendance (ADA).

According to Peterson (1985) each AVTS district is to establish and maintain a facility to keep pace with industry and its demand for employees. Due to this commitment, the program offered at these schools varies in terms of course offerings. Some are geared to local needs and others are aimed at meeting state-wide needs. The general objectives are established and maintained by local control. AVTS districts are attempting to meet the demands of industry by offering secondary students programs which will prepare them for the future.

Enrollment in an AVTS is open to any student who is a resident of that district. The district's secondary students may attend on a tuition-free basis with tuition being charged for non-residents. Students may attend other AVTS districts to pursue programs not available in their home districts (Peterson, 1985).

According to Peterson, AVTS districts complement the home high school or feeder school; the student enrolls for one half day in his home school and the other half day at the area school. Credits toward high school graduation are earned at the AVTS. According to Flowers (1989) generally any junior or senior from an Oklahoma high school may enroll for a vocational program without restrictions. Many local AVTS districts publish enrollment information which recommends certain reading and math levels for students. The AVTS recommends these levels for students in order for them to function successfully in programs such as aircraft mechanics, drafting, electronics, welding, and sheet metal

work. If the students are not at the required level of reading and/or math, they are placed in a learning resource center for several hours weekly to raise their levels of comprehension (Flowers, 1989).

A 1984 publication of the State Department of Vocational-Technical Education stated the objectives of the AVTS in Oklahoma in this manner:

Area vocational-technical schools have been established within commuting distance of groups of high schools to provide occupational training for:

- (1) High school students during the day,
- (2) Adult students during the day and/or night, who desire entry-level training or upgrade training,
- (3) Special students in need of special training.

The training in area vocational-technical schools is designed to meet the needs of the people to be served and at the same time provide people with a skill to meet the needs of business, industry, and agriculture. The mandate issued to area schools is to provide training to people of all ages in all areas of the State who want it, need it, and can profit by it (p. 21).

#### Selected Approaches to the Psychology of Adolescents

Adolescence means different things to different people; there is no one term to define it. Webster's Seventh New Collegiate Dictionary (1972), says adolescence is derived from the Latin 'adolescent' which means "to grow up to maturity" (p. 12). Generally, adolescence is the transitional period between childhood and adulthood. G. Stanley Hall, who coined the term adolescence, is considered by historians as the father of the scientific study of adolescence (Santrock, 1986).

Berger (1988) and Santrock (1986) discuss adolescence by dividing it into three concepts or approaches: (1) biological and physical development; (2) cognitive development; and (3) psychosocial or social

and personality development.

According to Miller (1983), Sigmund Freud began the movement of developmental psychology by proposing that, through a series of stages, a child's personality develops. To a great extent, biological changes stimulate the child to cope with certain conflicts. Miller pointed out that Freud believed the movement from stage to stage in a child is determined biologically or almost entirely from physical maturation. These stages continue, even though some of them may not be finished. Freud believed there can be an overlap from one stage to the next. He also believed no stage is ever given up entirely and each becomes a step, like a stepping stone, for the next stage; however, each stage seems to become dominant over the previous one.

Freud's concept of biological and physical development was expanded by Hall (1904) who viewed adolescence as a time of rebirth. He also believed adolescence was a period of storm and stress. The adolescent undergoes physical maturation which changes his size and weight and causes a biological sexual maturation to occur at the same time. Berger (1988) discussed Hall's views as being consistent with Freud's concept. According to Berger, Hall believed adolescence was a time of inescapable stress and turbulence; in order to come to complete maturity, every step must be strewn with wreckage of body, mind, and morals.

More recently, Tanner (1961) looked at adolescence solely in reference to physical growth. He discussed adolescence as that period when the body grows and changes shape and the reproductive system develops. Tanner did not feel the need to look at any aspect of adolescence other than its physical aspect.

Berger (1988) pointed out that biological and physical development changes are universal and, for the most part, visible as far as adult size, shape, and sexuality. She said an important part of maturation taking place is the intellectual growth in the use of analysis and reason. According to Berger, Piaget was the leading theorist on the cognitive development of adolescents.

Muuss (1988) pointed out Piaget did not expand on the ideas of others; there were no immediate predecessors with whom he studied; therefore, his position was relatively unique and independent. Piaget focused on the development of logical thinking and the structure of intelligence, emphasizing thought processes. Muuss said Piaget "emphasized that development is an interaction between biology and environment" (p. 176). Miller (1983) pointed out that Piaget stresses stages (or periods) of cognitive development. Miller explained that "stages are structured wholes that emerge from and transform a previous stage, follow an invariant and universal sequence, and proceed from an unstable period of transition into a final stable period" (p. 41). Berger (1988) stated that Piaget was the first to recognize adolescents have the capacity to think in terms of possibility instead of just concrete reality. This means, "adolescents are able to speculate, hypothesize, and fantasize much more readily and on a much grander scale than children, who are still tied to concrete operational thinking" (Berger, 1988, p. 339). Additionally, Berger said that adolescents "can understand and create general principles or formal rules to explain many aspects of human experience" (p. 339). Thus, they have the ability to think logically. This stage Piaget calls "formal operational thought" in which the adolescent begins to build a system or theories about

things around them (Berger, 1988).

In addition to the physical maturation of the adolescent and the cognitive ability of their minds to think logically, there is another approach to the development of adolescents. Erickson (1968) expanded on ideas relating to adolescents from the approaches taken by Freud and Hall. He believed that in adolescent development, the key issues are the identity focus and the defeat of the identity diffusion. He discussed adolescence as an acute stage of searching for an identity due to changes in a youth's psychological, biological, and social growth. These issues cover an immense scope and Berger (1988) called Erickson's approach Psychosocial Development. Erickson (1968) also felt strongly that stress has to occur in adolescence in order for a youth to make decisions about occupations, ideals, friends, and sex. Additionally, he said adolescence is a time in a person's life when he/she is permitted to experiment with different roles, thus causing turbulence. But Erickson definitely felt without this turbulence, an adolescent cannot find his identity.

Coleman (1979), Elder (1975), Baumrind (1975), Rosenberg (1965), and Brimm (1965), also viewed adolescence from a social approach. Coleman (1979) stated there are three distinguishing features which characterize this approach: "a concentration on roles, an interest in the development of the self, and a concern with the process of socialization" (p. 7). Coleman went on to explain how the adolescent is thrust into role modeling, and how he/she builds up a repertoire of different roles which are molded into a self-identity. The person takes these different roles, incorporates them into a personality, and tries them out on society. These roles make the adolescent concerned with



self-image and self-awareness. Additionally, Coleman discussed adolescence as a time which can no longer be described as a single stage; but "a dynamic period, involving continual change and transition . . . a process rather than as a stage" (p. 15).

Rosenberg (1965), wrote:

At this stage of development--between about 15 and 18 years of age--the individual tends to be keenly concerned with his self-image. What am I like? How good am I? What should I, or might I, become? On what basis shall I judge myself? Many adolescents are consumed with questions of this sort (p. 3).

Rosenberg (1965) went on to explain the acute focus on self-awareness and self-image during adolescence. Major physical and psychological changes within a person causes him/her to take notice and reassess their identity. The adolescent is also presented with many fundamental decisions at this time, such as sexual choices and occupational demands, with a major concern of the adolescent being his/her status. Rosenberg said society's expectations are not clearly defined for adolescents, i.e. at times, society demands they assume adult roles, and at other times childlike obedience. This ambiguity, felt Rosenberg, causes the adolescent to question his/her self-image.

Elder (1975), agreed with the others on the basic facts of the sociological approach but he took the theory one step further by distinguishing two types of "new roles." He explained that the intra-role change occurs in already existing roles; the same roles the adolescent had earlier in his/her stage of development, but with more demands put upon him/her for better performance, more independence, etc. Elder discussed how changes are brought about by critical times in the adolescent's life, such as the ending of school and the beginning of

work. These new roles are coupled with behaviors that have experienced intra-role changes. The old and new methods of operation can hinder or complement each other, depending on the person's past experiences and his/her present environment.

Elder pointed out there is a change occurring in adolescence due to social changes which have taken place in the last century. He believed two factors have affected the institution of the family; one is the opportunity for adolescents to take advantage of secondary and higher education. Youths are expected to at least finish secondary education; and since World War II when veterans were given opportunities for higher education, most people have come to expect that their children will attend college. Elder believed this has placed young people in a position of prolonged dependence upon their families, which in turn has caused changes in roles within the family. The other major factor Elder cited is the decline of the family, as evidenced by the great number of single parents.

Elder (1975) said these two factors have presented the adolescent with potential conflicts in values and ideas. He discussed the many outside forces which contribute to these conflicts: peer groups, mass media, political organizations, and school settings. Elder believed this causes major difficulty when the young person tries to assume his role as an adult following the adolescent period.

Brim (1965) emphasizing the sociological approach stated:

It follows that we should attempt to describe personality by reference to the individual's perceptions of himself and his behavior, and of the social organization in which he lives. We should be interested in the kinds of people he says are of greatest significance to him, and interested in what he thinks others expect him to do, and in what they think about his performances. We

should also know whether or not he accepts what others prescribe for him as right and legitimate, or whether he thinks their expectations are unfair (p. 156).

Another view of this approach was discussed by Eisenberg (1965). He wrote that:

Adolescence may be defined as a critical period of human development manifested at the biological, psychological, and social levels of integration, of variable onset and duration but marking the end of childhood and setting the foundation for maturity (p. 133)

Eisenberg meant "biological" as the secondary growth and sexual determination; by "psychological" he meant the formation of personality; and by "social" the preparation for the adult role.

Rogers (1969), in a more eclectic approach, gave her definition of adolescence as a topic that is "variously treated as a specific span of years, a stage in development, a subculture, a state of mind, or a combination of these concepts" (p. 3). Her definition covers most of the approaches to discovering what constitutes an adolescent. In fact, Rogers seemed to sum it up when she said:

It is unlikely that psychologists will ultimately agree on the best way to define adolescence. Perhaps, as scientific data proliferate, concepts of adolescence, within the various frame of reference, will become more easily identifiable. Meantime, we shall have to muddle along, adapting to imprecise and constantly shifting concepts of the term (p. 5).

#### Peer and Parental Influence on Adolescents

Adolescents are faced with many decisions. This section will cover various writings on the influence peers and parents have on adolescent's decision making.

Davis and Kandel (1981, p. 381) said, "Parents are stronger influences than best friends in determining the educational aspirations of adolescents." These authors studied youths between the ages of 14 and 18 in four different high schools. Their research indicated that:

Parental influence increases through time, apparently changing at a faster rate for girls than for boys, although parental influences are uniformly higher for boys than for girls. For boys, peer influence is negligible in all grades, while for girls, peer influences is highest in the ninth grade and decreases in the later years of high school. Far from declining over the years of late adolescence, parents' influences over their children's future life plans increase relative to the influences of peers (p. 380-381).

Floyd and South (1972) tested a hypotheses that as youth grew older, there would be an increase in peer orientation. They used a 20-item Likert-type scale (Parent-Peer Orientation Scale) "concerning three broad categories of activity: Dress and taste, identification and decision making, and companionship" (p. 629). The total population of sixth, eighth, tenth, and twelfth grade of a southern community public school system tested their items. Their findings revealed:

1. that for males and females combined, the degree of peer orientation increases until the tenth grade after which there is stabilization or a slight reduction in the degree of peer orientation; and
2. that mean peer orientation 'peaks' for females at about grade ten; whereas, the 'peak' for males probably occurs at about grade twelve (pp. 630-631).

Emmerich (1977), conducted a study of ninth and twelfth graders in a high school located in a small midwestern town. The youths were given ten paragraphs describing conflict situations at which time they were asked to make a choice by picking parents or peers to follow in these situations. The results indicated that:

The relative influence of parents and peers on adolescents is determined not only by the situation but also by the sex of the adolescent. Furthermore, it appears that boys tend to change in their responses to parent and peer pressures from the ninth to the twelfth grades, while girls' responses tend to remain stable over the same period (p. 179).

Emmerich summarized that further research needed to be conducted on situations which cause adolescents to choose alternatives between peer and parent influences.

Loy and Norland (1981) conducted a study on age and gender of adolescents and the effects they exert on parental and peer influences. A questionnaire was given to 1,002 junior and senior high school students in a large southeastern town. A Likert-type scale was used to measure the gender expectation the subjects held for themselves and the expectations they perceived their friends and parents had of them. The results indicated that males and females were different in their expectations of parent and peer influence. Their sample indicated that at age 16,

The influence of parents on daughters' gender identity is relatively weak compared to the influence of peers . . . a greater influence of peers on males' gender expectations for 13- to 15-year-olds. But, parents' influence dramatically increases at age 16. The relationships thereafter shift back and forth, with peer effects predominating at age 17 and the influence of parents and peers approaching parity at age 18 (p. 183).

Loy and Norland (1981) discussed their results as perhaps an overall simplification of peer dominance during adolescence. They felt each age affected male and females differently and more studies needed to be conducted in reference to changes over time in adolescents.

Wood (1985, p. 109) stated, "while many conflicts do arise between parent and adolescent, motivation for pleasing their parents is still

very high." Wood discussed peer influence since World War II and said that it has been called by others the "generation gap." Wood believed peers influence other adolescents in two significant areas: conformity and competition. He says conformity may be positive or negative. Examples of positive conformity were academic studies, social activities approved by parents and healthy sports. Negatives may be low motivation and delinquency which may even lead to depression in adolescents. Examples of competition may be good scores on examinations, good grades, fashions, or girlfriends and boyfriends.

Wood (1985) also believed parents influence their adolescents in any combination of three manners:

1. Authoritarian - an assertive technique.
2. Authoritative - consistent rules that are explained.
3. Permissive - child has more influence than parent in decision making (p. 110).

Solomon (1961), using a Likert-type scale, interviewed 371 adolescents from 21 Michigan high schools in the tenth, eleventh, and twelfth grades. He covered four areas in which he felt parents exerted power over adolescents, as well as comparing other sources (peers) which have an influence on the same situations. He concluded that it depended on the situation whether the parent, peer, or other sources had an influence on the adolescent's decision, therefore, more situations should be studied.

Hollender (1971), conducted a study on vocational decisions during adolescents. A questionnaire was given to 5,200 students in grades six through 12. The results indicated that:

environmental influences on vocational development are more closely tied to educational level than to chronological age. The nature of these influences is unclear but they probably consist of social

influences such as parent expectations and advice regarding the vocational decision, as well as peer group norms for behavior and values (p. 247).

Family is the universal sociological structure, and its primary function is to bring the child from parental influence and dominance to the termination of that relationship and the beginning of a new family structure (Smith, 1965). Smith believed parents have a strong influence on adolescents. He stated:

Parental domination involves a natural subordination of the parent and a subordination of the child based on the hierarchial principle of authority. Traditionally, the father is viewed as master and rebellion as unwarranted. Youth brought up under this system are required to give obedience, although in America today the domination is largely affectional. Emancipation from authority and affectional domination thus becomes an acute problem, especially since family control touches on most aspects of youth culture . . . In the parental family, affectional relations between parents and children are highly emphasized, resulting in the kind of slavish dependence on the family that is found in middle-class homes. American family norms thus make a virtue of the very things that produce anxiety. For example, the most effective sanction that parents can use against youth is the threat of the withdrawal of affection. This threat becomes an act of positive dominance and lays the foundation of our most characteristic neurosis, the all-pervasive anxiety which is in turn the most powerful tool of domination held by parents (pp. 60-61).

The peer group helps the individual in finding his own identity in a social context. Grotevant (1980), explained in his tasks of development for adolescents, that peers have a great deal of effect on adolescent development. In their findings, Crow and Crow (1956) pointed out that adolescents want to be members of peer groups. The adolescent needs to have comfort and will generally pick up the groups ideals, dress, and mannerisms.

Hollinan (1982), pointed out that peers can change other student's academic attitudes, behavior and values. Peers are strong socializing agents and can reinforce or weaken another student's social or socialistic success in a school setting.

In summary, most investigators have cited peers and parents as the primary motivating forces on the life of an adolescent. Besides the investigators cited previously others such as Gender and Gardiner (1981), Jusilid (1978), Thornburg (1971), Cawelli (1968), Freisen (1968), Douvan and Adelson (1966), Smith and Kelin (1966), Brittain (1966), and Meissner (1965) believed peers and parents have tremendous influence on adolescents.

#### Influence of Academics

In 1981, the Secretary of Education, backed by the President of the United States, formed a committee named the National Commission on Excellence in Education. This committee which was composed of teachers, industry leaders, college professors and presidents, a school board member and a former governor studied education in America. In April of 1983 they published a report called A Nation at Risk: The Imperative for Education Reform. This report called for schools in America to look at their course offerings and to challenge their students. The committee reported that "the public has no patience with undemanding and superfluous high school offerings" (p. 17). They conducted a survey which reported that 75 percent of those questioned thought students going to college should take "four years of mathematics, English, history/US government and science" (p. 17). At least half of the 75 percent stated two years of foreign language should be added, plus



either economics or business courses. In their recommendations, the committee also said:

We recommend that schools, colleges, and universities adopt more rigorous and measurable standards, and higher expectations, for academic performance and student conduct, and that four year colleges and universities raise their requirements for admission. This will help students do their best educationally with challenging materials in an environment that supports learning and authentic accomplishment (p. 27).

The Committee challenged teachers, parents, and children to demand the best of themselves to combat the label of a nation at risk.

Following the National Commission on Excellence in Education report September, 1984, the State Regents for Higher Education in Oklahoma adopted a policy to change college entrance requirements. The Regents (1984) stated these requirements would be effective for students starting college as of July 1, 1988. See Appendix C for the list of requirements. As first published, the new standards included a total of 15 required units: four units (years) of English; two units of a lab science; three units of math (meaning algebra, geometry, trigonometry, and calculus), two units of history, and four additional elective units on an identified list. The Regents also recommended two units of a foreign language.

Tuttle, (1984) State Vocational-Technical Education Director, met with the State of Oklahoma Higher Regents Advisory Board in October, 1984. It was reported in the Daily Oklahoman (10/26/84) that Tuttle said, "an enrollment decline as high as 50 percent has been forecast for the 24 area vo-tech centers in Oklahoma due to the new college preparatory requirements" (p. 1). He went on to discuss that at issue were the new requirements stipulating academic units in certain areas

only. Tuttle felt the dilemma could be answered by allowing vo-tech classes to be counted as required classes on the last four units which had been adopted. He believed the vo-tech system in Oklahoma would be dismantled if this were not changed and felt counselors and administrators would de-emphasize vocational education.

The Daily Oklahoman published a report on an Oklahoma City School Board meeting held in February of 1985, in which the Board asked to waive math and science courses for some vo-tech students because of the new requirements. Wright (cited in the Daily Oklahoman, 1985), superintendent of Oklahoma City Schools, was quoted as saying, "waiving the math and science requirements won't increase the number of students taking vo-tech courses, but it could stem the tide of the number of students who decide not to take it" (p. 7N).

Another article entitled "Educator Fears Vo-Tech Harm" appeared in the Daily Oklahoman on November 5, 1985. Cole, a former principal in an Oklahoma City high school was quoted as saying:

An increased emphasis on academic achievement could harm State high school vocational training . . . students in vo-tech programs are being forced-- sometimes by peer pressure or by parents or counselors-- to take the same academic workload as college bound students (p. 1).

In the Spring of 1985, the State Regents of Higher Education changed a word in their requirements. Where the former had read "required" on the last four units of electives, the word "required" was changed to "recommended." According to Heusel (1985), this was an important correction and helped ease some of the dilemma students faced if they chose to enroll for AVTS. She felt that if it had not been changed, it would have been hard for students to take their required

courses and also enroll in vo-tech as an elective for two years. Some students, because of the distance from their high schools to the AVTS, must give up a unit each year to spend that time traveling. Heusel said this would cause a student to make commitments in the ninth grade on which route they were going to take, college-bound or vocational courses.

Lindsey (1980), pointed out that historically, vocational education has been held in low esteem by Americans. He went on to say that it is believed students enrolled in vo-tech programs were unable to compete academically or intellectually with those who were in the college-bound courses. Kolstad (1979), pointed out that in some schools segregation occurs because students are classified as either college curricula or vocational or general curricula. Students who are in the college curricula are more likely to attend college due to their placement. Naylor (1987), stated that the increase of academic requirements may have hurt vocational enrollments but he saw a negative attitude on the part of the sending school personnel as a factor also. Lindman (1970) explained that one of the factors that has caused a negative attitude towards vocational education has been the immigrant influx from Europe and Asia. It is the belief of these nationalities that the social position of their children would be elevated due to education, thus,

Many of these 'blue collar' immigrants conceived of vocational education as being designed for 'blue collar' workers only, and they developed the attitude that vocational education was for other children, not their own (p. 2).

### Related Studies

After an extensive review of literature, it was discovered that only two studies existed pertaining to "no-shows" of secondary students at vo-tech schools. These studies were conducted by Cole in 1984 and Spooner in 1980.

Cole (1984), conducted a study at the request of Vo-Tech 22 (I-89 District in Oklahoma City) concerning three questions:

1. Why did 315 students who pre-enrolled in Vo-Tech 22 not show up in the fall of 1984 for classes?
2. Why didn't 1,619 eleventh graders in the home high schools that serve Vo-Tech 22 not enroll in vocational classes?
3. How did the 622 students enrolled at Vo-Tech 22 learn about vo-tech? Did they have scheduling problems? What grade did these students decide to enroll in a vo-tech program?

In looking at the no-show problem, Cole (1984) was granted permission by the building principals at the home high schools to interview the no-shows. She first checked to see if these 315 students were currently enrolled in their home high schools. It was determined that 120 of those students did not return to school for the 1984-85 school year leaving 197 students who actually were no-shows. Cole was able to survey 193 of the 197; the survey used is reprinted in Appendix D.

The results of the survey indicated that 121 students had scheduling problems:

1. Traveling time kept them from acquiring six units.
2. Students who failed needed to make-up classes.

3. Courses needed at the home school were scheduled at a specific time and interfered with vo-tech.

4. Some classes at home school were closed making students choose between vo-tech and other classes.

5. Credits at vo-tech did not count as elective credit for college.

6. Athletics interfered.

Other reasons listed were:

1. Students needed to be in the twelfth grade for the courses wanted.
2. Student had to work or needed vo-tech in the morning.
3. Some vo-tech courses were filled that were first choice, and students were placed in alternative courses.
4. Some students lost interest in the class chosen.
5. Some students chose Oscar Rose, Adult Vo-Tech, etc.
6. Some students did not want to leave home school.
7. One student had a health problem.
8. One student did not like the teacher (p. 2).

Cole (1984) recommended four avenues by which to help the number of no-shows.

1. Time change should be made so that home schools and vo-tech times would correlate.

2. Students in their home schools should be permitted to enroll in classes even if they are closed.

3. Because seniors work, usually all senior vo-tech classes need to be scheduled in the morning and junior classes should be afternoon classes.

4. Over-booking in vocational classes should be allowed.

Cole indicated these recommendations would not solve all the problems. However, she indicated change must take place or it is inevitable that enrollment will decrease greatly in the vo-tech schools.

Spooner (1980), conducted a study on non-completers and no-shows of vocational programs in Colorado. He defined his "no-shows" as"

an individual who initially enrolls in a vocational education program, generally through a pre-registration process, and then fails to show up for class or for the program at the beginning of the school year (p. 5).

In reference to the objectives of his study on no-shows, Spooner attempted to: "(1) analyze the type of students who were no-shows; (2) to identify reasons why they do not show up; and (3) to provide recommendations to decrease the percentages of no-shows" (p. 1).

The strategy used to approach the problem was a questionnaire (See Appendix E). He contacted selected administrators and counselors to obtain a list of students and then did a sample of those students. Spooner identified 100 no-shows but only 70 responded. These students were asked why they had enrolled in vo-tech programs; the major answers listed most frequently to this question were:

1. Wanted to see if they liked the occupation.
2. Wanted to use the skills learned in a hobby.
3. The program selected appeared to fit their career choice (p. 12).

From Spooner's questionnaire, analysis revealed there were five most frequent responses to why the students decided not to show up:

1. 37.1 percent of the students moved out of the school district.
2. 22.9 percent had scheduling conflict at home school.
3. 17.1 percent found they didn't like most of the activities required by the program.
4. 12.9 percent scheduling conflict with job.
5. 12.9 percent accepted a job (p. 18-19).

Spooner summarized from his study that no-shows were only a problem in Colorado where large independent school districts had students

attending area vo-tech schools or skill centers. Seventy-six percent of the no-shows he surveyed were white, the other ethnic groups being either American Indian or Hispanic. Males made up 61 percent of the no-shows and 50 percent of the students who were no-shows had enrolled in some type of trade and industrial program. Most of the students were from large high schools where none of the guidance counselors felt themselves strong in career or vocational counseling. Spooner also determined that "career education does not appear to significantly impact the reasons why no-shows select programs or choose not to attend once enrolled" (p. 46).

Spooner's recommendations included the use of extensive follow-up procedures on pre-enrolled students during the summer, and suggested programs should over-schedule by at least a five to ten percent margin in anticipation of the attrition rate. He believed more studies should be conducted on individual programs to see which had the most no-shows, and, to especially include a larger percent margin of over-scheduled students in those programs.

There have been some significant studies conducted by colleges pertaining to no-shows. The San Diego Community College District (1987) enrollment began to decline in 1983 with at least 25 percent of the new applicants each year being no-shows. The research department of the College undertook the study:

1. To determine reasons students did not show up after enrollment.
2. To determine the characteristics of students who applied but did not enroll, and
3. To identify measures that might be employed to increase enrollment of applicants (p. 1).

The department mailed out questionnaires to 2,636 applicants and telephoned 100 applicants randomly chosen out of the original 2,736 people who were no-shows. The response rate was 477 students (including telephone and mail out responses) or 17 percent. The major reasons given by the respondents as to why they did not show up for classes were: financial problems (26.2 percent, this is more than one-fourth of the respondents); could not keep enrollment date (16 percent); and personal problems (12 percent).

The department recommended several solutions: (1) financial aid information should be given to all students, and (2) some follow-up contact should be made with each students. They also encouraged that more studies be conducted to see if achievement scores had a bearing on the no-shows. The department assessed that perhaps the no-shows might be low-achievers and, therefore, needed much more attention than had been given.

Ross, Cosner and Freitag (1987) conducted a study for the College of the Lake County Community, Illinois where a decline in enrollment had been experienced beginning in the 1980's. The procedure used by these researchers was a questionnaire administered by telephone to a randomly selected group of students. Ross, Cosner, and Freitag (1987) used a control group and an experimental group; each composed of 18 people. The control group were students who enrolled and did attend. The results indicated students who did not show up had poor reading and writing skills. Also, the students who did not show up indicated three reasons why they were no-shows: (1) job conflict (26 percent); (2) insufficient financial aid (17 percent); and classes filled (11 percent). Several questions on the survey asked about the skill deficiencies of the students, but only six to eight percent of the



respondents indicated this was the reason for not enrolling. The researchers inferred the skill deficiencies category was really the major reason, but that the respondents wanted to give socially acceptable excuses and, therefore, chose job conflicts, etc. over being deficient in reading and writing. The study determined that more personal contact through counseling needs to be made with each applicant. It was indicated that even if the student has skill deficiencies, a place could be found for the student in the community college that would enhance that individual.

Johnson (1984) conducted a study of post-secondary students to determine why applicants at DeKalb Area Vocational-Technical School in Georgia did not show up after enrollment. Faculty and administrators were concerned with the dwindling enrollments.

The total population of the survey was 765 persons who fell into one of four areas: (1) no-shows; (2) test outs; (3) fade-outs; (4) drop-outs. Surveys were received from 378 people which made a total return of 49 percent. The three main reasons given by the "no-shows" were job conflicts (32 percent); enrollment elsewhere (14 percent); and loss of interest (13 percent).

Johnson (1984) determined there was a trend in many parts of the country to allow job conflicts to deter a student from making a full commitment to educational goals. Therefore, he recommended that DeKalb Tech institute more evening and Saturday classes or more flexibility into scheduling their classes. Recommendations were also made to ask for more funding from the State to help students with the financial burdens of continuing education and that more support be given the students through personalized contact.

## CHAPTER III

### METHODS AND PROCEDURES

The purpose of this study was to collect and analyze data regarding factors which influence secondary AVTS students to become no-shows. The factors utilized in this study were academics, finances, jobs, peers, and personal concerns.

#### Instrumentation

##### Student Survey

The student questionnaire (See Appendix F) was a modified version of Kendric Spooner's (1980) student survey (See Appendix E). The researcher attempted to reach Spooner by phone several times. Messages were left on each occasion but did not elicit a response. The researcher did not find evidence that the original instrument had been tested for either reliability and validity nor was there evidence that the instrument had been copyrighted.

Counselors at high schools as well as counselors from the vocational schools advised the researcher while the instrument was being modified. Roy Peter's, State Director of Vocational Education, opinion was also solicited. A field test was run on the student questionnaire to determine the clarity of directions and items to be utilized. Secondary students from Western Heights High School and Edmond High

School who were no-shows at Frances Tuttle Vo-Tech were administered the questionnaire by the researcher in the pilot testing. Their opinion was solicited to see if they understood the questions to determine if any pertinent aspects were missing. Students responded by saying that they understood the directions and that the items covered encompassed reasons why they had chosen not to attend the vocational school. No changes were made on the questionnaire as a result of this pilot testing.

The student questionnaire contained five general categories of reasons (academics, finances, jobs, peers, and personal) that might prevent enrollment follow-through by students. Twenty-nine questions were used for these five general categories. The student questionnaire presented questions based on a random placement rather than grouping them by category to help eliminate patterned responses from students. Students were asked to respond to the questions by using a five-point Likert-type scale plus a sixth choice of "non-applicable." The demographic data collected differed from Spooner's Student Survey only by asking for the students' grade level and name of the AVTS they would have attended. Additionally, the student questionnaire differed from Spooner's in that it did not ask for race, if the student had taken a career education class nor what occupation they were to pursue after high school.

#### Sample

The population of this study consisted of 333 high schools in Oklahoma sending students to the existing 24 area vo-tech districts. The number of feeder schools ranged from two to 57 feeder schools. The high schools were randomly selected using the Krejcie and Morgan formula

(1970) which yields the sample size required to give the degree of accuracy,  $\pm 5$  percentage points with a 95 percent level of confidence. Using this formula resulted in a sample for each district with a minimum of two high schools and a maximum of 31 schools. The names of the high schools attending the AVTS were placed in a container and drawn to determine which high schools would represent the sample of the study.

The respondents for the study were all the secondary students in the sample high schools who had pre-enrolled but did not attend an area vo-tech training program. Most of the area vo-tech secondary students are juniors and seniors, but on occasion sophomores are enrolled for special programs.

#### Procedure

In the early fall of 1985, a letter written by Peters, Associate State Director of Vocational-Technical Education (See Appendix G) was mailed to each superintendent of the 24 area vo-tech districts. In addition to this letter asking the cooperation of each district in the study another letter from the researcher was enclosed requesting the name of all no-shows (See Appendix H).

Three weeks later, the principals of the 160 randomly selected home high schools were contacted by mail (See Appendix I). The principals were asked to encourage the no-shows from their home high schools to participate in the study. Additionally, the principals were asked to distribute the survey and a self-addressed stamped envelope to the no-shows attending their high school. Surveys were sent to 1,578 students by this method.

Two months after mailing the letter to the high school principals, follow-up phone calls were made to each principal. The principals were asked for their help in requesting that the students return the surveys. After the follow-up calls, one high school allowed the researcher to administer the survey to students during a school day.

In an extensive effort to collect data the home high schools were contacted again in the early spring and addresses were obtained for students who did not return the survey. A second survey and return stamped envelope were sent by mail to the homes of these students (See Appendix J).

#### Analysis of Data

The questionnaire had five categories to which response items were fitted. (Refer to Table I for topic and number of specific items). Scale scores were calculated for each of the five established categories (academics, financial, jobs, peers, and personal) by adding the item score within that category and dividing it by the total number of items to arrive at that average value for each category.

The questionnaire had a Likert-type scale with six possible choices ranging from strongly agree to not applicable. The scale used six potential responses including not applicable and undecided to eliminate the possibility that students would not feel there was an answer appropriate for them. A response was wanted for every item to insure it had not been overlooked. The researcher knew at the beginning that the not applicable and undecided responses would not be useful in terms of giving scale values. The strongly disagree and disagree response were not considered as influencing the decision to become a no-show.

TABLE I  
QUESTIONNAIRE CATEGORIES COMPOSITION

Categories	Items
Academics	1, 2, 5, 7, 14, 20, 21, 22, 23, 25, 27
Financial	6, 15, 17, 18, 24
Jobs	4, 11, 16, 28
Peers	8, 12, 26
Personal	3, 9, 10, 13, 19, 29

Therefore, only the strongly agree and agree responses were assigned a value of two and one respectively. Any other response was assigned a zero value and was computed as a part of the mean for both items and categories. Statistical tests for all data were run on a personal computer utilizing the software package SYSTAT, Version 4.0.

Mean scores were calculated for each of the five categories. Additionally, each category mean was multiplied by the number of respondents to obtain a weighted value, the sum of points. The sum of points was then ranked. This procedure was also done for each of the 29 items.

Discriminate analysis of this data based on two different groupings, sex, and grade levels in high school, were calculated. Discriminate analysis is a way of judging if the scores will classify the subjects correctly according to sex or class.

A Pearson  $r$  correlation of the five categories (academics, finances, job, peers, and personal concerns) was completed. Additionally, a probability test was run to see if the Pearson correlation was due to chance or if the categories were independent of each other.

A  $t$  test was used to determine if there was a significant difference at a selected probability level between the means of the genders and also between the high school classes in relationship to the categories.

## CHAPTER IV

### PRESENTATION OF FINDINGS

#### Introduction

The results of the statistical analysis are presented in this chapter. They address the following questions:

1. To what degree are academics, finances, jobs, peers, and personal concerns reasons for students to become no-shows?
2. Is there a significant difference between junior and senior no-shows regarding the influence of academics, finances, jobs, peers, and personal concerns?
3. Is there a significant difference between male and female no-shows regarding the influence of academics, finances, jobs, peers, and personal concerns?

#### Questionnaire Data

The student questionnaire consisted of 29 items randomly arranged representing five general categories. The number of items in each category ranged from three to 11. The categories with the number of items were as follows:

1. Academics - 11 items
2. Finance - 5 items
3. Jobs - 4 items
4. Peers - 3 items



## 5. Personal - 6 items

One hundred and seventy one high schools were randomly selected to participate in this study. As discussed in Chapter I, school board policy in Oklahoma City and Tulsa Public Schools prevented their high schools from participating in research involving personal information. Therefore, 160 high schools were involved and 1,578 questionnaires were distributed.

Of the 1,578 questionnaires distributed, 489 were completed and returned, representing 31 percent of the total population. A contributing factor to this percentage not taken into account at the onset of this study was family mobility. Based on follow-up information 32 percent of the students initially identified for this study by the AVTS districts moved before the fall semester began. After several follow-ups, 37 percent remained unaccounted for, thus giving a 63 percent return on those students still residing in the district and included in the original population. No attempt was made to follow up on non-respondents to determine if they were different than respondents. Returns were received from 165 seniors, 308 juniors, and 16 sophomores. The 16 sophomores were not used because of the low number in comparison to the junior and seniors thus leaving only 473 in the total population. Appendix K presents a list of the high schools that were used. It includes information on the number of questionnaires sent to each school, the number returned, and returns indicating a move.

## Statistical Analysis

### Measures of Central Tendency

In computing the measures of central tendency the objective was to know how each item influenced a person to become a no-show. The questionnaire provided influence versus no influence options. However, only the influence side of the scale was used.

The sum of points was utilized to determine the degree of influence for each category based on rank. To establish the rank, a mean was established for each category which was then multiplied by the total number of returns to obtain a sum of points. This gave a picture of the number of students and the degree of influence in each category. Thus, the answer to Question 1 of the degree of influence indicated by rank for each category is found in Table II. A listing of the 29 items together with the mean score for each item and a sum of points may be found in Appendix L.

TABLE II  
SUM OF POINTS FOR CATEGORIES BY RANK

Categories	Mean	Number of Respondents	Sum of Points	Rank
Academics	2.672	473	1263.856	1
Job	0.495	473	438.944	2
Personal	0.928	473	423.808	3
Peers	0.687	473	324.951	4
Finances	0.896	473	234.135	5

Each student was given an opportunity to comment at the end of the questionnaire. One hundred and ninety-three students did so. A percent was figured to indicate the level of written comments in each category. These data are in Table III. Additionally, the comments are found verbatim in Appendix M.

TABLE III

## PERCENT OF STUDENTS COMMENTING BY CATEGORY

Category	Number of Respondents	Percent of Responses
Academics	104	53.9
Finance	0	0.0
Job	12	6.2
Peers	4	2.1
Personal	73	37.8
Total	193	100.0

Correlation

A Pearson  $r$  was utilized to determine the level of relationship between the categories. As indicated in Table IV, none show an  $r$  above .30. Each category was found to be highly discrete and independent.

TABLE IV

## PEARSON CORRELATION MATRIX BY CATEGORY

Category	Academic	Finance	Job	Peer	Personal
Academic	1.00				
Finance	0.083	1.00			
Job	0.181	0.141	1.00		
Peers	0.271	0.077	0.146	1.00	
Personal	0.162	0.265	0.294	0.218	1.00

To test the correlation to see if the relationship could have arisen by chance, a Pearson  $r$  Correlation with probabilities was run (See Table V). The results indicate that the lack of correlation was not due to chance.

TABLE V

## PEARSON CORRELATION BY CATEGORY WITH PROBABILITIES

Category	Academic	Finance	Job	Peer	Personal
Academic	0.000				
Finance	0.073	0.000			
Job	0.000	0.002	0.000		
Peers	0.000	0.096	0.001	0.000	
Personal	0.000	0.000	0.000	0.000	0.000

### t Test

A t test was utilized to determine whether there is significant differences between junior and senior no-shows regarding the influence of academics, finance, job, peer, and personal concerns. The t test answers Question 2 regarding significant differences between junior and senior responses to each category. The level of significance was set at .05. The results of the t test for the five categories are found in Table VI.

Additionally a t test was utilized to determine whether there is a significant difference between male and female no-shows regarding the influence of academics, finance, job, peer, and personal concerns. The t test answers Question 3 regarding significant differences between male and female responses for each category. The level of significance was set at .05. The results of the t test for the categories by gender (male or female) are found in Table VII.

### Discriminate Analysis

A discriminate analysis utilizing the 473 respondents was run on these data as a further test of gender and class differences. The discriminate analysis was used to determine if the scores classified the respondents according to gender or by class. For this test to be meaningful, the discriminate analysis should produce coefficients which can be applied against the actual scores of the individual respondents and predict whether or not the person who received those scores was (1) male or female or whether a person who received those scores was (2) a junior or a senior in high school.

TABLE VI  
 INFLUENCE OF CATEGORIES ON NO-SHOWS BY HIGH SCHOOL CLASS

Category	Class	Mean	Standard Deviation	t	Probability
Academics	Junior	2.779	2.174	1.447	.149*
	Senior	1.473	2.235		
Finance	Junior	0.503	1.029	.232	.817*
	Senior	0.479	1.208		
Job	Junior	0.883	1.299	1.024	.307*
	Senior	1.012	1.321		
Peers	Junior	0.727	0.984	1.205	.299*
	Senior	0.612	1.004		
Personal	Junior	0.951	1.346	1.266	.206*
	Senior	0.794	1.171		

\*NS

TABLE VII  
 INFLUENCE OF CATEGORIES ON NO-SHOWS BY GENDER

Category	Gender	Mean	Standard Deviation	t	Probability
Academics	Male	2.699	2.240	.302	.763*
	Female	2.637	2.145		
Finance	Male	0.526	1.209	.717	.473*
	Female	0.453	0.916		
Job	Male	1.015	0.377	1.680	.094*
	Female	0.811	1.198		
Peers	Male	0.684	0.973	.084	.933*
	Female	0.692	1.017		
Personal	Male	0.908	1.275	.229	.819*
	Female	0.881	1.310		

\*NS

The discriminate analysis prediction based on gender are shown in Table VIII. In the cases of gender, the discriminate analysis data predicted that 112 of the 272 males respondents were actually males, and that 124 of the 201 female respondents were actually females. Based on these outcomes it was found that the questionnaire is not useful in predicting the gender of the respondents.

TABLE VIII  
DISCRIMINANT ANALYSIS FOR GENDER

Table of Frequencies	Group 2	(Rows)	By 1	Predict Total	(Columns)
1	160		112		272
2	<u>124</u>		<u>77</u>		<u>201</u>
Total	284		189		473

1 = Male  
2 = Female

The discriminate analysis predictions based on high school class (junior and senior) are shown in Table IX. In the cases of high school class, the discriminate analysis data predicted that 159 of 308 juniors were actually juniors and 98 of the 165 seniors were actually seniors. Based on these outcomes it was found that the questionnaire is not useful in predicting the class level of the respondents.



TABLE IX  
DISCRIMINANT ANALYSIS FOR HIGH SCHOOL CLASS

Table of Frequencies	Group 2	(Rows)	By 1	Predict Total	(Columns)
1	149		159		308
2	<u>98</u>		<u>67</u>		<u>165</u>
Total	247		226		473

1 = Juniors  
2 = Seniors

#### Summary of Findings

The results of the statistical analysis were presented in this chapter. The findings are:

1. The degree of influence based on academics, finances, job, peers, and personal concerns is as follows: (1) Academics, first; (2) Jobs, second; (3) Personal, third; (4) Peers, fourth; (5) Finance, fifth.
2. Based on written comments alone, academics was the number one reason for this population becoming no-shows.
3. Based on the Pearson  $r$  Correlation the categories are independent of one another. Additionally this independence did not occur by chance.
4. No significant differences between junior and seniors regarding the influence of academics, finance, job, peers, and personal

concerns were found.

5. No significant differences between males and females regarding the influence of academics, finance, job, peers, and personal concerns existed.

6. The questionnaire was not useful in predicting the class level.

7. The questionnaire was not useful in predicting the gender of the respondents.

8. Mobility was a reason for a large number of no-shows.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to collect and analyze data regarding factors which potentially influence secondary vocational-technical school students to become no-shows. The factors, labeled categories in this study, were academics, finances, job, peers, and personal concerns.

The literature review consisted of five major areas: (1) history and description of vocational-technical education in Oklahoma, (2) selected approaches to the psychology of adolescents; (3) peers and parental influence on adolescents; (4) academics; and (5) related studies. The literature review revealed a questionnaire that had been used in Colorado to determine reasons students become no-shows. That questionnaire was modified by the researcher and used as the data collection instrument for this study.

One thousand five hundred and seventy-eight (1,578) questionnaires were sent to the area vocational-technical school no-shows from 160 randomly selected high schools in Oklahoma. Four hundred and eighty-nine completed questionnaires were returned with another 503 being returned indicating that students had moved.

In addition to personal information and demographics, there were 29 questions in five categories (academics, finance, job, peers, and personal concerns) eliciting information. The 29 items were used to determine the influence the category had on students becoming no-shows. The three specific research questions answered in the study and the results based on statistical analysis of the data are presented below.

Question 1: To what degree are academics, finances, job, peers, and personal concerns reasons for students to become no-shows? The mean score of each category was multiplied by the total number of students who responded to the questionnaire yielding a weighted measure called the sum of points which was used for ranking. This calculation resulted in academics being ranked first; jobs, second; personal, third; peers, fourth; and financial, fifth.

Question 2: Is there a significant difference between junior and senior no-shows regarding the influence of academics, finances, job, peers, and personal concerns? Based on a t-test of the data there is no significant difference between junior and senior no-shows regarding the influence of any of the categories. Furthermore a discriminate analysis showed that the questionnaire was not able to accurately predict the class level of the respondent.

Question 3: Is there a significant difference between male and female no-shows regarding the influence of academics, finances, job, peers, and personal concerns? Based on a t-test of the data there is no significant difference between male and female no-shows regarding the influence of any of the categories. Furthermore, a discriminate analysis showed that the questionnaire was not able to accurately predict the gender level of the respondent.

## Conclusion

Based on the findings of this research the following conclusions are drawn.

1. No-shows will continue as a pervasive problem in area vocational-technical schools without a clear sense as to the cause of the problem.

2. The magnitude of the problem is exacerbated by move outs. Much of what is labeled as a no-show problem is really a move out problem beyond the control of local district.

## Recommendations

The following recommendations are made based on the findings of this study.

### Major Recommendations

1. It is recommended that each area vocational-technical school should do an independent study on no-shows. A more detailed study at the local level may reveal causes which can be influenced at a local level. Upon completion of such independent studies, information should be forwarded to the research division of the State Department of Vocational and Technical Education for comparison and possible identification of state level measures to reduce the problem of no-shows.

Additionally based on the percentage of students who moved it should be determined whether or not new students enrolling in the fall were previously pre-enrolled in another AVTS district.

2. Based on percentage of no-shows including those who are move outs it is recommended that AVTS districts should over enroll classes by an average of 63 percent to anticipate the attrition rate. More specifically, it is recommended that if a program has a consistently high rate of no-shows, a percent of over enrollment equal to the rate of no-shows should be allowed in the spring pre-registration.

3. Before the Student Questionnaire is used again, some revision should occur on the influence level portion. Instead of six responses, the question should be stated to determine if the item was a factor influencing the student to become a no-show. If it was a factor, the student could indicate whether it was a high level of influence to a low level of influence. Also, it might be appropriate to make an additional category for parental influence.

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## APPENDIXES

APPENDIX A

LETTER FROM ROY PETERS

9-05-85

Carol

At Canadian Valley AVTS-El Reno.

1. 3490 of the pre-enrolled students from El Reno H.S., were no-shows,
2. of 835 students pre-enrolled from all schools, only 603 showed up-
3. They (and I) are very interested in the outcome of your study - you can see it is important!

Roy Peters

Oklahoma Vo-Tech... It Works!

APPENDIX B

LETTERS FROM TULSA AND OKLAHOMA CITY

3001 S. New Haven, P. O. Box 470206, Tulsa, Oklahoma 74147-0206  
(918) 743-3381



**Tulsa  
Public  
Schools**

Jerry Roger, Ed.D.  
Administrative Assistant  
for Instructional  
Support Services

Good things are happening in Tulsa Public Schools

TO Roger Smith, Edison High School  
Talmadge Thompson, Memorial High School

FROM Jerry Roger *JR*

DATE October 3, 1985

Thank you for referring Carol Foreman's dissertation material to me.

The Research Review Committee met yesterday and agreed that we cannot administer these questionnaires in school. Oklahoma law does not permit the asking of questions of a personal or family nature, and several of them do exactly that, e.g., #3, #9, #12, #13, #17.

However, we will see no problem with your providing Ms. Foreman with home addresses of these students, since that is directory information. She could then contact them directly.

JR:bjb  
Enc.

cc Research Review Committee  
Ms. Carol Foreman ✓  
Mr. Roy Peters



## OKLAHOMA CITY PUBLIC SCHOOLS

## PLANNING, RESEARCH, AND EVALUATION DEPARTMENT

January 20, 1986

Carol Foreman  
800 Myrtle Drive  
Edmond, OK

Dear Ms. Foreman:

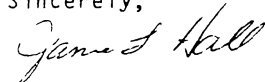
Your request to conduct research involving students in the Oklahoma City Public Schools has been reviewed by a committee which feels at this point that the proposal has merit.

However, the following concerns were expressed:

1. The print size in the instrument is so small that it is difficult to read.
2. More information is needed about how you plan to collect the data.
3. To be of benefit to OCPS, the study should include students who preenrolled in a vocational program in their home school and failed to show for classes.

Please address these questions at your earliest convenience. I will send your responses on to the committee.

Sincerely,



Janie L. Hall  
Standardized Test Specialist  
Oklahoma City Public Schools  
Planning, Research, and  
Evaluation Department  
900 North Klein  
Oklahoma City, OK 73106

JLH/ew

**OKLAHOMA CITY PUBLIC SCHOOLS**

DR ARTHUR W STELLER SUPERINTENDENT

900 NORTH KLEIN/OKLAHOMA CITY, OK 73106/(405) 272 5522

*"Establishing Excellence"*

March 11, 1986

Carol Foreman  
800 Myrtle Drive  
Edmond, OK

Dear Ms. Foreman,

I am sorry to inform you that your request to conduct research involving students in the Oklahoma City Public Schools has been disapproved at this time.

I relayed your recent letter to the committee and as I mentioned previously the opinion was that the study had merit. However, we are now too near the end of school. Counselors are busy with pre enrollment and we are upon our Spring testing period and end of year activities.

You will notice that our policy does indicate that we cannot grant access to students after March 1. Although we began processing your request earlier, we were not able to bring it to a satisfactory completion in time.

I believe that your request has a good chance for approval in the fall.

If you have questions please do not hesitate to call me.

Sincerely,

Janie L. Hall  
Standardized Test Specialist

JLH/lw

APPENDIX C

OKLAHOMA STATE REGENTS FOR HIGHER  
EDUCATION

TABLE I

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
State Capitol, Oklahoma City

POLICY STATEMENT ON ADMISSION TO,  
RETENTION IN, AND TRANSFER AMONG COLLEGES  
AND UNIVERSITIES OF THE STATE SYSTEM

Article XIII-A of the Constitution of Oklahoma and Title 70, Section 3206 of the Oklahoma Statutes provide that the Oklahoma State Regents for Higher Education shall prescribe standards of education for institutions in The Oklahoma State System of Higher Education, including standards for "admission to, retention in, and graduation from State Educational Institutions." In order to carry out these constitutional and statutory responsibilities, the State Regents hereby adopt this revised policy statement establishing curricular requirements, criteria and standards for admission to State System institutions, as well as standards for retention in and transfer among institutions by type.

PART I. HIGH SCHOOL CURRICULAR REQUIREMENTS

<u>Units (Years)</u>	<u>Course Areas</u>
4	English (Grammar, Composition, Literature)
2	Lab Science (from Biology, Chemistry, Physics)
3	Mathematics (from Algebra, Geometry, Trigonometry, Math Analysis, Calculus)
<u>2</u>	History (including 1 unit of American History)
<u>11</u>	

The eleven high school units set forth above will be required for admission. In addition, the following subjects are required:

- 4 additional units of subjects listed above or selected from the following: Computer Science, Foreign Language, Speech, Economics, Geography, Government Psychology, Sociology.

15 Required Units

It is strongly recommended that high school students take two units of a foreign language

Students pursuing admission to Associate in Arts, Associate in Science or Baccalaureate degree programs may not count courses used to make up high school curricular deficiencies toward satisfaction of degree program requirements

Effective Date The high school curricular requirements set forth above shall be effective for students entering State System colleges and universities after July 1, 1988

APPENDIX D

COLE'S STUDY

VO-TECH SURVEY I

Name \_\_\_\_\_ School \_\_\_\_\_

Do you plan to go to college? Yes \_\_\_\_\_ No \_\_\_\_\_

Do you know what occupation you plan to enter after school?

Yes \_\_\_\_\_ No \_\_\_\_\_

Please list occupation: \_\_\_\_\_

List reasons for not attending Vo-Tech classes you pre-enrolled in last Spring?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What would have encouraged you to attend Vo-Tech? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you think some type of vocational training would be of benefit to you?

Yes \_\_\_\_\_ No \_\_\_\_\_

Do you plan to attend Vo-Tech at a later date? Yes \_\_\_\_\_ No \_\_\_\_\_

APPENDIX E

SPOONER'S STUDENT SURVEY

**DIRECTIONS:** Would you please respond to the following questions and return the survey form

1. School District \_\_\_\_\_

2. Name of Program not Completed \_\_\_\_\_

3. Race/Ethnic Identification (optional)

<input type="checkbox"/> American Indian	<input type="checkbox"/> Asian or Pacific Islander
<input type="checkbox"/> Black	<input type="checkbox"/> Hispanic
<input type="checkbox"/> White	<input type="checkbox"/> Non-resident Alien

4. Sex (optional)

male  
 female

5. Does your school have career education

yes  
 no  
 don't know

If yes:

(a) Were you able to participate in career education activities?

yes  
 no

(b) Which activities did you experience?

<input type="checkbox"/> job interview	<input type="checkbox"/> developed a career plan
<input type="checkbox"/> used a career information system	<input type="checkbox"/> practices some job skills
<input type="checkbox"/> took an occupational interest test	<input type="checkbox"/> attended a career day
<input type="checkbox"/> visited business in the community	<input type="checkbox"/> read about or researched various jobs
<input type="checkbox"/> Others (specify) _____	

6. Where was your vocational education program offered?

local high school       area vocational school

7. Do you know what career or occupationl you want to pursue after high school?

yes  
 no

If yes, specify \_\_\_\_\_



8. Will you be able to enter this occupation immediately upon graduation from high school?

\_\_\_\_\_ yes  
 \_\_\_\_\_ no

9. Were you aware of the working conditions of the jobs served by the vocational education program you took?

\_\_\_\_\_ yes  
 \_\_\_\_\_ no

10. Listed below are reasons why students take vocational education programs. Which of these are your reasons? (check one for each answer)

<u>Reasons for taking vocational education programs</u>	<u>No Not a reason</u>	<u>Yes A reason</u>	<u>Not Sure</u>
Program fit my career choice	_____	_____	_____
Parents wanted me to	_____	_____	_____
Was the only course available	_____	_____	_____
My friends were taking the course	_____	_____	_____
It appeared to be an easy course	_____	_____	_____
Guidance counselor told me to	_____	_____	_____
I wanted to use the skills learned in the course for a hobby	_____	_____	_____
I wanted to see if I liked the occupation	_____	_____	_____
Other (Specify) _____	_____	_____	_____

11. Did you take an Industrial Arts/Technical Arts course prior to enrolling in a vocational education program?

\_\_\_\_\_ yes  
 \_\_\_\_\_ no

12. Listed below are reasons why a student might register for a vocational program but fail to show up for the program. Which of these were Your reasons for not showing up for the vocational program? (Check one for each answer)

<u>Reasons for not Completing vocational program</u>	<u>No Not a reason</u>	<u>Yes A reason</u>	<u>Not Sure</u>
<b>ACADEMIC</b>			
Poor grades in most subjects	_____	_____	_____
Did not have the required skill in the areas of reading/math	_____	_____	_____
Found I didn't like doing most of the activities required by the program	_____	_____	_____
Had to finish general education and graduation requirements before taking voctional program	_____	_____	_____
Conflict with the instructor	_____	_____	_____
Transferred to another school in the district	_____	_____	_____
Scheduling conflict	_____	_____	_____
Irregular attendance	_____	_____	_____
Discouragement with school	_____	_____	_____
Grades first year/semester too low to continue	_____	_____	_____
Unable to get VE program of choice	_____	_____	_____
Had to spend too much time on bus, coming and going, to take required courses and VE course	_____	_____	_____
VE program wasn't what I expected	_____	_____	_____
<b>EMPLOYMENT</b>			
Scheduling conflict between job and studies	_____	_____	_____
Accepted a job	_____	_____	_____
Needed a job to continue school	_____	_____	_____
Entered military service	_____	_____	_____
Other (specify) _____	_____	_____	_____
<b>FINANCIAL</b>			
Lacked money to continue school	_____	_____	_____
Transportation to the vocational school was unavailable	_____	_____	_____
Needed to help support family	_____	_____	_____
Other (specify) _____	_____	_____	_____

## PERSONAL CIRCUMSTANCES

Vocational education program was too time consuming	_____	_____	_____
Home responsibilities too great	_____	_____	_____
Vocational program interfered with athletics, band, etc.	_____	_____	_____
Moved out of the school district	_____	_____	_____
Health reasons	_____	_____	_____
Illness or death in the family	_____	_____	_____
Quit school	_____	_____	_____
Could not arrange for childcare	_____	_____	_____
I did not get along with the other students in the program	_____	_____	_____
My friends were taking another program	_____	_____	_____
I was treated unfairly	_____	_____	_____
I changed to another vocational education program	_____	_____	_____
What program did you change to	_____		
Did you finish the program	_____	yes	_____ no

APPENDIX F

STUDENT QUESTIONNAIRE



STUDENT QUESTIONNAIRE

Name \_\_\_\_\_ High School \_\_\_\_\_  
 Please indicate your grade level \_\_\_\_\_  
 Please indicate your sex \_\_\_\_\_  
 What course did you enroll in at Vo-Tech and then decided not to attend? \_\_\_\_\_

Listed below are some reasons why a student might quit or withdraw after signing up in a vocational program before that course started. Please circle the number which best shows the degree to which the item influenced your decision to withdraw after enrollment. Please answer all 29 questions.

		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	Does not apply to me N/A mean non-applicable
1	I felt that I lacked the necessary skills to complete the program	5	4	3	2	1	N/A
2	I had to meet the new requirements for college entrance	5	4	3	2	1	N/A
3	I had responsibilities at home that were priority	5	4	3	2	1	N/A
4	I felt the Vo-Tech could not get me a job	5	4	3	2	1	N/A
5	I did not want to spend time traveling to and from Vo-Tech	5	4	3	2	1	N/A
6	I could not afford the extra expense of using an automobile to attend Vo-Tech	5	4	3	2	1	N/A
7	My high school counselor discouraged me from attending Vo Tech	5	4	3	2	1	N/A
8	My friends were not enrolled in Vo-Tech	5	4	3	2	1	N/A
9	My parents did not want me to enroll in a Vo-Tech program	5	4	3	2	1	N/A
10	I do not like school in general	5	4	3	2	1	N/A
11	I accepted a job	5	4	3	2	1	N/A
12	I do not get along with students in Vo-Tech from my high school	5	4	3	2	1	N/A
13	I could not attend due to a recent family illness	5	4	3	2	1	N/A
14	I did not receive elective credit	5	4	3	2	1	N/A
15	I could not afford the lab fee or materials for the program at Vo-Tech	5	4	3	2	1	N/A
16	I felt the vocational program would not benefit my career goals	5	4	3	2	1	N/A
17	I could not afford the extracurricular fees related to the Vo-Tech program for which I was enrolled (FFA, VICA, etc)	5	4	3	2	1	N/A
18	I did not have a car to drive to Vo-Tech	5	4	3	2	1	N/A
19	I could not attend due to my recent illness	5	4	3	2	1	N/A
20	I learned more about the program and was unhappy about the requirements	5	4	3	2	1	N/A
21	There was no coordination on class times between my high school and the Vo-Tech	5	4	3	2	1	N/A
22	My high school teachers discouraged me from attending Vo-Tech	5	4	3	2	1	N/A
23	I had a schedule conflict	5	4	3	2	1	N/A
24	The car I drive was in too poor of shape to travel to Vo-Tech every day for a year	5	4	3	2	1	N/A
25	I need to satisfy the minimum high school graduation requirements	5	4	3	2	1	N/A
26	The Vo-Tech program interfered with my high school extracurricular activities (Sports, pep club, student council, etc)	5	4	3	2	1	N/A
27	I was not enrolled in my first choice of program at Vo-Tech	5	4	3	2	1	N/A
28	I had a scheduling conflict between work and Vo-Tech	5	4	3	2	1	N/A
29	I felt the vocational program would take too much of my time	5	4	3	2	1	N/A

COMMENTS

If this questionnaire did not describe or list a reason that was important to you for not attending Vo-Tech please write that reason below

APPENDIX C

ROY PETERS' LETTER TO  
SUPERINTENDENTS



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1500 WEST SEVENTH AVE • STILLWATER OKLAHOMA 74074 4364 • A.C. (405) 377 2000

August 21, 1985

Carol Foreman is presently a doctoral student in the Occupational and Adult Education Program at Oklahoma State University. Her study is under the direction of Dr. Melvin Miller. She is interested in high school students that enroll during the spring recruitment for Area Vocational-Technical Schools and then withdraw from or fail to attend the course in the fall for which they had previously enrolled.

At the present time, there exist very little research available on "No Shows" for the Area Vocational Schools. Carol will need to contact the person in charge of enrollment at your school/s sometime during the first few weeks of school this fall to receive a list of students, from randomly selected high schools, that failed to show up for their program. After obtaining this information, she will contact the high school administrator and ask that the students fill out a short questionnaire consisting of around 25 to 30 items.

The names of the students will be held in confidence and not disclosed in the study. Your permission for school/s in your district to be a part of the study would be greatly appreciated. A copy of the study will be available upon request.

I have known Carol for some time and believe she will do a study which can be very beneficial to us. I encourage your cooperation.

Sincerely,

Roy Peters  
Associate State Director

RP:ce



APPENDIX H

LETTER TO SUPERINTENDENTS ASKING AVTS  
FOR NO SHOW LIST

Dear

Enclosed is a letter written by Roy Peters, Associate State Director of the Oklahoma State Department of Vocational and Technical Education. He wrote each of the superintendents of the area Vo-Tech schools asking each to designate a particular individual in their school that I should contact concerning a list of names of "No-Shows" for Vo-Tech, including the name of the high school that the student attended. By "No-Shows," I mean those students who enrolled for the first time and did not show up this fall for classes.

There exists very little research available on "No-Shows" for the area vocational schools. After you send me the list I will be contacting the principals of the high schools and asking permission to send a questionnaire to those students. The confidentiality of the participants will be maintained at all times and not disclosed in the study.

I sincerely appreciate your help in this research project. If there are any questions, please call me collect at my home after 5:00 p.m., 405-341-3176.

Thank you,

Carol Foreman  
800 Myrtle Dr.  
Edmond, OK 73034

APPENDIX I

LETTER TO PRINCIPALS

Dear

I am currently a school counselor employed by the Western Heights School District I-41 in the Oklahoma City area. I have been a counselor for fifteen years, having experience at the junior-high, high school, and college level.

It is from my own experience as a counselor that I have become interested in the fact that many students sign up for Vo-Tech classes and then never attend. In this case, it seems that many wasted hours are spent enrolling students in Vo-Tech. I hope this study will provide information to those working with vocational programs by providing assistance to students in making better decisions concerning vocational educational programs.

Enclosed is an envelope which contains questionnaires to be given to students whose names appear on the list also contained in your packet. This list is of students that were enrolled in a Vo-Tech program but never attended. In order to expedite the study, would you please ask these students to complete the questionnaire in your office, and then, when all students have done so, please return the entire set of questionnaires to me in the stamped envelope. If a student has quit, or moved, would you please write that information beside their name on the list.

I realize that I have no incentive to offer you for your participation in the study, but only my sincere appreciation for your time and help. If there are any questions, please feel free to call me collect after 5:00 p.m. at (405) 341-3176

Sincerely,

*Carol Foreman*

Carol Foreman  
800 Myrtle Drive  
Edmond, Okla. 73034

Encls

APPENDIX J

LETTER TO STUDENTS

Dear Student:

I NEED YOUR HELP. PLEASE.

I am a student at OSU working on a research project. I am trying to find out why students like yourself sign up for Vo-Tech school and then decide not to go. It will only take you about five minutes to answer the enclosed questionnaire and it will be gratefully appreciated. It is hoped the information will help other students in the future in making their decision, or in helping the counselors guide students when talking to them about their decision to go to Vo-Tech. Your name will not be used only your answers will be placed in a computer to come up with reasons and statistics.

Again thank you for your help.

° Carol Foreman

APPENDIX K

LIST OF HIGH SCHOOLS RECEIVING  
STUDENT QUESTIONNAIRE

Table X  
DISTRIBUTION OF QUESTIONNAIRES SENT  
TO HIGH SCHOOLS

High School	Sent	Received	Moved
Alex	1	0	--
Afton	11	0	--
Aline-Cleo	1	1	--
Alva	3	1	3
Asher	1	1	--
Barnsdall	2	1	1
Big Cabin	5	2	3
Bishop Kelly	3	0	--
Bixby	17	0	--
Blanchard	12	5	7
Boley	2	0	--
Braggs	3	1	2
Bray	6	3	3
Bristow	6	2	4
Broken Bow	9	3	4
Buffalo Valley	5	1	--
Burns Flat	13	9	--
Butler	11	2	2
Calumet	5	5	--
Canadian High School	2	1	--
Capital Hill	22	0	--
Carl Albert	49	11	--
Carmen-Dacoma	6	2	1
Carney	5	0	--
Cashion	2	2	--
Catoosa	4	0	--
Checotah	12	1	--
Chickasha	26	2	12
Chisolm	2	2	--
Claremore	10	6	1
Clayton	10	7	2
Clinton	15	9	6
Coalgate	20	1	8
Comanche	6	1	5
Commerce	6	5	1
Coppan	2	0	1
Cowata	11	0	3
Crescent	6	0	--
Crowder	7	4	3
Davenport	2	1	--
Deer Creek	5	2	3
Del City	61	0	--
Depew	4	1	--
Dickson	8	5	3
Drumright	6	2	4



TABLE X (Continued)

High School	Sent	Received	Moved
Duncan	20	13	7
Dewey	13	1	1
Eagleton	1	1	--
Eastwood Baptist	1	1	--
Edison High School	6	0	--
Eisenhower	189	77	111
Elgin	25	0	2
El Reno	43	13	31
Fairland	5	2	1
Fletcher	10	0	6
Fort Gibson	9	5	4
Fort Supply	2	2	0
Fox	6	3	3
Freedom	3	3	0
Gans	6	0	--
Geronimo	25	17	-8
Glencoe	5	3	2
Glenpool	6	2	--
Graham	3	2	1
Grant High School, OKC	25	0	--
Grove	10	1	5
Guthrie	14	9	5
Hale	16	0	--
Haskell	5	1	4
Healdton	8	5	3
Hobart	7	1	6
Hugo	13	2	11
Idabel	6	0	3
Inola	6	4	1
Jenks	3	2	--
John Marshall	3	2	--
Kiefer	2	2	--
Kiowa	2	0	--
Lahoma	5	5	--
Lenapah	1	1	--
Lexington	5	0	--
Lindsey	6	4	--
Locus Grove	16	0	--
Lone Wolf	1	1	--
MacArthur	80	0	--
Mannford	3	3	--
Marlow	17	0	--
Maud	2	2	--
Maysville	7	6	--
Medford	1	0	--
Meeker	5	1	--
Miami	20	7	13

TABLE X (Continued)

High School	Sent	Received	Moved
Midway (Council Hills)	5	4	1
Midwest City	17	5	12
Moore	31	7	23
Morrison	7	7	--
Mounds	1	0	--
Muskogee	34	15	19
Newcastle	12	3	--
Northeast	14	0	--
Northwest Classen	25	0	--
Norman	12	0	2
Nowata	18	1	3
Okay	2	1	--
Oologah	5	1	3
Owasso	9	6	--
Paden	3	1	2
Panama	17	10	7
Paoli	2	2	--
Pauls Valley	1	1	--
Pernell	1	1	--
Perry	6	2	4
Picher-Cardin	3	2	1
Piedmont	1	0	--
Pittsburg	2	2	--
Pleasant Grove	1	0	--
Ponca City	6	1	5
Pond Creek	2	0	1
Porter	11	6	5
Porum	5	2	3
Prague	6	2	--
Pryor	22	3	12
Putnam City	29	0	--
Putnam City, North	10	5	5
Putnam City, West	18	8	10
Ripley	10	3	--
Charles-Page	7	1	6
Sapulpa	24	2	6
Savanna	4	1	1
Sentinel	3	0	--
Sharon-Mutual	7	6	1
Shawnee	11	4	1
Skiatook	10	1	--
Sperry	3	0	--
Springer	2	0	1
Stillwell	16	11	5
Stringtown	3	3	--
Strother	3	1	--
Stroud	8	1	7

TABLE X (Continued)

High School	Sent	Received	Moved
Talihina	19	4	2
Temple	1	0	1
Terrell	1	1	--
Tonkawa	1	0	1
Tulsa, Central	17	-	--
Tulsa East Central	6	4	2
Tulsa Memorial	9	0	0
Tulsa Rogers	17	0	--
Tupelo	9	4	5
Tushka	4	2	2
Tuttle	5	3	2
Union City	4	3	--
Tulsa Union	11	4	--
Vinita	6	2	--
Wagoner	9	5	4
Walters	5	3	2
Wanette	12	0	--
Warner	2	2	--
Waukomis	1	0	--
Weatherford	10	0	--
Webber Falls	5	3	2
Tulsa Webster	13	0	--
Wellston	4	2	2
Wewoka	2	0	1
Woodward	14	4	10
Wyandotte	11	2	6
Waynoka	4	2	--
Whitesboro	2	1	--
Totals	1746	493	503

APPENDIX L

SUM OF POINTS FOR 29 ITEMS

TABLE XI  
SUM OF POINTS FOR ITEMS BY CATEGORY

Category	Item	Mean	Number	Sum of Points
Academics	1	.082	473	38.786
	2	.393	473	185.889
	5	.224	473	105.952
	7	.055	473	26.015
	14	.199	473	94.127
	20	.133	473	62.909
	21	.252	473	119.196
	22	.076	473	35.948
	23	.622	473	294.206
	25	.448	473	211.904
	27	.118	473	55.814
Financial	6	.121	473	57.233
	15	.078	473	36.894
	17	.061	473	28.853
	18	.192	473	90.816
	24	.042	473	19.866
Job	4	.097	473	45.881
	11	.254	473	120.142
	16	.336	473	158.928
	28	.241	473	113.993
Peers	8	.146	473	69.058
	12	.055	473	26.015
	26	.486	473	229.878
Personal	3	.290	473	137.170
	9	.150	473	70.950
	10	.099	473	46.827
	13	.021	473	9.933
	19	.055	473	26.015
	29	.281	473	132.913

APPENDIX M

STUDENT COMMENTS

Decided on a different career.

I had a change of career plans.

I felt the vocational education program would not benefit my career goals.

The program was really great, it was just that it didn't have anything to do with my career goals.

I may attend some night courses or day courses after graduation. I'm really not sure what I need for future goals.

I changed my mind on my career goal.

I would benefit more from taking more educational as in mind thought processes for my career.

I decided that my specific career goals could not be achieved by attending a vo-tech school.

Changed my mind about career goals.

The reason I dropped vo-tech was that I changed my mind on what I wanted as a career.

I did not take vo-tech because the career I want to be in does not require what vo-tech offers.

I had a change in my mind on my career interests and I felt nursing wouldn't do me much good if I wasn't going to have a career in anything medical.

Because I didn't want to stay in a classroom for three hours a day, plus they didn't have the subjects I need for my future career (Pre-Law).

I took one year of vo-tech (accounting). I thoroughly enjoyed the teacher. It was not hard work. I made good grades. But for some reason it bored me to go there. Maybe because it took a lot of time and I really didn't want a career in any of the subjects vo-tech offered.

I dedicated my life to playing Christian music and felt it was a waste of time to go for something I wasn't going to loose.

My dream has always been going to and graduating from college. Learning a specific trade would have been a waster of time, since at the time of vo-tech enrollment, I was still undecided about my major and my career goals.

I felt that the data processing class would not teach me or prepare me enough or properly train me for the college degree that I am shooting for.

The reason I withdrew was I felt the classes at my high school would help me more in college than vo-tech could.

I found out auto-mech really wouldn't benefit me that much as an aeronautical engineer.

I felt if I was going to college there would be no need for vo-tech. Sorry.

Would not benefit me towards college courses.

Because I felt like I needed something more important for college. Therefore, I withdrew from vo-tech. I hope this helps you.

A better opportunity opened up for me. I received scholarships for an art program at a nearby college.

I took classes that I thought would help me in college more than vo-tech. The classes were trig, Acct. I, and Typing II. At least they would give me a basic knowledge of the courses.

I had thought finding a job that is required for this class. In fact I never did find one because I live too far away from any place I'd want to work. I feel now that I need to go to college because my interest is in Special Education and Gordon Cooper doesn't offer a class pertaining to this.

I had classes that I needed to take for college.

I am going to college for science and I wanted to take as many advanced sciences as possible, so took science instead of vo-tech. It didn't really mix with my schedule. I wanted mechanics instead of business.

I wanted to take a speech course, which I would not get if I had attended vo-tech. I needed the speech course, because it has something to do with my college major

There were science and math classes that I wanted, so I took them along with a commercial art class here at high school.

I had to take some class that I needed to get into a college and I wanted to play football. It was interfering with it all.

I just felt the classes at school were more important for me than vo-tech for college.

I did not attend vo-tech because I am interested in law and fashion production wouldn't have helped me. I figured that I should stay at school and take the classes I needed.

Also, I decided I would go to college for four years and possibly try real estate.



I felt I needed more high school education to prepare me for college not something that will just be useful to my getting a job right after high school.

Just felt it took away time that I could spend on more scholarly classes.

Honor classes plus my schedule--requirements for college.

I did not take or attend vo-tech because I needed or rather wanted to take more classes at the high school to further prepare me for college.

I decided to go into the field of horticulture so therefore I needed, I felt, to take more agriculture. I have nothing against vo-tech it's a good school and I do and shall encourage people to attend it.

Teachers stressed to me, if I was going to college not to attend tech and to take more solids at DHS.

I would recommend vo-tech to anyone. I attended B/O last year I enjoyed it greatly. I was very beneficial. It was 1 year so I decided not to go back but attend my own high school since I'm going to college and I didn't want to go 1 year to a 2 year course.

I also needed algebra, for my future college plans.

I needed classes that would help me in goal. My goal is to be a dentist and fashion has nothing in common with dentist. I was not sure on my goal last year so I enrolled just in case.

I intend on going to college. Need to fulfill requirements to go to college.

When I was a junior I didn't know about half the things that were going on at school. I'm a senior this year and I didn't want to miss senior year.

If I went to vo-tech I would have felt unaware of the things going around at school not all of the things but some of them.

The reasons I didn't attend this year is because as a senior I have too many things to do and I didn't want to miss out on my senior year. I may be attending night classes next year.

I felt that I would miss out on all the stuff going at school while I was gone to vo-tech.

To hold my office in FHA I had to be in a home ec III class.

I have band in the morning and a job right after school.

I couldn't play sports and take it and pass in school.

It was I wanted to be in band because I couldn't quit after 8 years.

I think vo-tech is a pretty good choice but I have recently become Drill Team Commander (reason why I didn't attend) for 85 and 86 and sence things aren't going too swell I plan on vo-tech next year (hopefully).

I am a cheerleader and the pep assembly's are third hour and the class (cheerleading is fifth hour.

My main reason for not going is that I wanted to play in sports and it was in the same hours of vo-tech.

Basketball.

I felt I needed to get my required courses out of the way and vo-tech took up the time I would have spent of sports.

I'm involved in sports and it would not meet the requirements of my coaching staff.

There was a conflict in my schedule. And I am presently enrolled in sports.

I would really enjoy going to vo-tech. But this year I got real interested in sports and I couldn't find a way to do both and I on ly had two high school years left.

I had football after school and sixth hour. I need to take classes to get prepared for college.

I am a very persistent person if it didn't work at first I'd try harder. The reason I didn't go was football. I would advise any student to take it. I regret not taking it.

You need to be able to play football and attend vo-tech.

The reasons I couldn't attend is because our basketball hour was at the same time vo-tech was attended, and I had a choice.

The reason I'm not going to vo-tech is because I wanted play basketball which is 3rd hour and I also have to have History and English which are in the latter part of the day.

Well it covered most of it. I was in flags until I new I couldn't be in Basketball, so if I took vo-tech I wouldn't be able to be in either of them. Thank you.

I thought it would be difficult for me working full-time and going to school part-time. My work would interfer on my studies. Because I fill that you should give it your all and at this particular time, I can't. thank you for letting my express my feelings.

It would take too much of my time. I have to work after school.

Last year we attended vo-tech in the mornings. This year we got switched to the afternoon so I couldn't be in the class with the same people as last year also we wouldn't get back until late, because I have a job in the afternoon.

I couldn't go in the afternoons because of job.

I didn't have a way there in the mornings and when I found that a bus could take me in the morning it was too late. I couldn't go in the afternoon, it would conflict with my job.

I was really wanting to attend vo-tech but having accepted a job during the summer had discouraged me. DECA was only to give me on-job experience for references.

I got a job and I was not getting enough sleep for school.

I wanted to work because I just bought me another car.

I decided to get into a work program.

I got a job and got in a work program.

I have a job and just don't have time for both.

I was able to get a truck, so I had to go to work as soon as school started. I could not wait until January to get on-the-job training in carpentry class.

I thought about the subject I enrolled in and we had just as good of a shop in my type of welding.

I made up my mind that I wanted to be a secretary or a computer programmer and my high school offered all of the subjects I would need from high school.

I signed up for a class here at the high school. That I didn't know if I would get it. I signed up at the vo-tech just in case I didn't get that class.

I would rather take carpentry in Wagoner.

One of the most important factors was that we now have a computer class at our own high school. That was my main interest. I'm in DECA and we cannot take DECA and vo-tech.

After signing up for vo-tech I got interested in DE/Fashion Merchandising and felt I could get more out of it.

I decided to enroll in COE (Cooperative Office Education). I received a job and started working during the summer.

I'm taking carpentry at my high school.

Guthrie High School offered the same classes I was enrolled in at tech.

I liked the students and the teacher better at Claremore auto mechanics.

I found out from people that have gone to vo-tech that the auto mechanics class at EHS was much better.

I was enrolled in EHS auto mechanics I

Livestock shows - Vocational Agriculture

I did not know how to type and did not know any business skills. So I decided to take classes at the high school instead. I think vo-tech is a good course, but it isn't what I need this year.

I decided not attend this because the course was just a one year course so I decided to wait until my senior year.

I couldn't work out my schedule to have sports and drivers ed. The week I was at vo-tech I enjoyed, I hope I can work my schedule out to go to vo-tech the year.

I plan on attending vo-tech after I graduate to further my skills, instead of taking all, I wanted during school. This way I will be able to take additional things.

I decided I didn't want to because I would rather be at the high school for my classes and I would probably have difficulty in finding a way home after the PM classes.

It's not that I couldn't go to vo-tech I just decided to stay at the high school and take all-year long courses.

I changed my diploma and had to take some different classes.

There was a couple classes I wanted to attend at my school and I couldn't take those classes and go to vo-tech.

I didn't think I could get up early enough in the morning to meet the bus provided. Although meeting an acceptable grade level in my required classes would be a problem for me--that was the main factor.

There are not enough hours in the school day to get all of my credits.

I wanted to get as many credits as possible my junior year so I would have little to do as a senior.

I had some classes that I wanted to take at school.

Because I felt like I needed to get more credit during my junior year but I would like to enroll my senior year.

I wanted to take other classes at high school.

It was mainly conflicting schedules and I decided against it.

My schedule.

I wouldn't have been able to fit in all my sciences and other requirements since I'm in first hour band (high school band) and my science was in the afternoon.

I was really looking forward to going. But, I just couldn't work out my schedule to fit vo-tech in. I hope I will be able to next year.

The vo-tech classes were three hours and I only had two hours at school and had three required classes my junior year.

I had too many high school credits to catch up.

I was mostly my credits. I'll probably take vo-tech next year.

I needed the credits offered here at Morrison first. Then if the scheduled permits I would attend vo-tech.

I had to take first hour high school math over in order to be able to graduate.

I had to get some science in this year.

I needed to get more high school credits than I had.

I have too many requirements left for high school so I couldn't go.

I had too many hours of school (6) to attend vo-tech.

I dropped out of school last year and I had to make up the classes I need to graduate this year.

I was held back as a sophomore but I would be interested in being in vo-tech next year.

I felt that I need to stay at the high school and take other classes that would benefit me and would help me get the necessary credits I needed.

My principal told me that I could not take vo-tech because of my credits. But I really would like to take vo-tech. To meet graduation requirements.

Wanted to go but could not go because of required subjects.

Had to stay on campus to complete credits required to graduate.

Had to stay on campus (special education) classes to graduate. Behind with credits.

Jeremy got back on track by going to V-T. I had to take him out to insure graduation requirements.

The only reason I did not attend was because I needed more high school credits.

Ms. Forman, I was looking forward to going to vo-tech last year. but my grandmother had cancer and as my two older brothers and sisters were attendign college, I had an obligation to my family.

Due to personal problems I missed the first two weeks of school. I felt I would be too behind in the class to catch up.

I had found out that I was pregant and I was suppose to move but I didn't move and I would have missed to much of votec but to my reason. Also my baby sister will watch my child only until 2:00 p.m. I need to be with my child now.

I had a family to take care of.

I have a family to take care of and I wounted to get out of school as early as I could.

Got married and am expecting in January. I would miss too much school while I am out with the baby.

Was kicked out of house.

I didn't take this class because I had decided to wait until my senior year, and take health, being at which I plan on being a nurse.

I am color blind and wires are color coded.

I moved away.

We are moving from this area.

My mother didn't want me to go, she wanted me to wait another year.

My parents felt this was to be taken by boys not girls.

To far away, had to get up early.

There was no way to get to school early enough to catch the vo-tech bus.

I did not like driving back and forth. They did not teach me enough. I just about knew what the taught or tried to teach me the only thing that they taught me was how to use compuer machines. And we spent to much time in class.

I wouldn't like the bus ride.

I decided against attending vo-tech because of the bus drivers driving. I fee lhe drove too fast (reckless).

I didn't want to take vo-tch because its a hassle to travel to and from classes. Your be 10 minutes late for 4th hour everyday. And I can't affort missing out on a class.

Beets me.

Vo-tch was not up to my mental ability.

I didn't like vo-tech.

I didn't want to go vo-tech.

I ust changed my mind.

I just changed my mind--no reason.

Just because I didn't want to--I changed my mind.

I thought, at the time, that I was interested. But, obviously, I've changed my mind. Not interested.

I didn't feel like I wanted to be away from my friends all day, but I was only a sophomore at the time. Now I wish I would have gone.

I didn't go, due to the fact, my friends changed their mind and didn't want to attend.

Friends of mine took the corse and told me they didn't get much out of it and it wasn't enjoyable at all.

Because vo-tech was very boring and of course it didn't have any girls to quality in my league not saying that girls take my lead its just that I'm in to that and money. Thank you.

The area I was enrolled sounded interesting at first, but then the more I thought about it it got more boring.

Theyd idn't have any classes that appealed to me after thinking about it.

My main reason for not attending vo-tech is this: They didn't offer the class I was most interested in at Duncan and my school wouldn't allow my to attend Wayne where they do offer cosmotology or computer processing.

They put me in a class with 2 year students. Everybody else knew what they were doing.

I didn't want in food service, I just listed it for a second choice.

I couldn't get the class I wanted--auto mechanics was full.

Vo-Tec was nice but I wanted welding. When I heard there was no room for more students in welding I quit.

The reason I got out of vo-tech because they didn't put me in the class I want to be in.

I did not want to be in Horticulture, I wanted to be in Fashion Merchandising and could not get into it. But I would still like to be in that class.

Cause I enrolled i denistry, and later found out I would not only be taking denistry but nursing courses too.

I changed my mind and couldn't get the vo-tech course I wanted.

They just did not put me in their when I asked.

I enrolled but they just didn't pick me.

Trouble with people in that class. I now wish to attend auto body.

At first I want to go votech and take carpetnry and the a couple of week before school started I decided that I want to get into auto body but at votech It was full so I didn't go. I would like to go.

Wanted computer class-they didn't have room for me-maybe next year.

I didn't get my first choice and thats what I really needed.

I was not happy with the second choice, as much as I thought I would.

I started botech as a sophomore. I didn't need this last year.

I want to take it my senior year.

I just became uninterested in what I was enrolled in.

I had thought about, but I decided I didn't want to get into Health Careers but now I wish I could get in that class. I also thought I would have time for the class.

I was in vo-ag 1st and 3rd hours at school and I wanted to learn more welding skills and vo-tch was only offered to Wyandotte students in the morning.

Vo-tech in McAlester doesn't have R.N. classes. L.P.N.'s are no longer needed. I don't see why I should spend mondy going to L.P.N. classes when going back after four yers and taking R.N. classes. It would be a waste of money.

I felt the computer class here would help but, but unfortunately it did not. Also I only needed my first four hours to graduate, therefore I did not feel I should go at the time. However, I feel now that it would have helped and gave me experience. I strongly regret not going. Thank you.



I was attending the Diesel Mechanic course at vo-tech and I did learn alot about this in a year. But I felt I didn't have what it took to be competitive in this field.

The reason I didn't go to vo-tech because this is my last year of high school, I think that one year it won't help me anyway I should the vo-tech when I was in Junior.

I really just wasn't enjoying my class and was bored with how its operated.

Did not like there attitudes toward students (it's as your there to help and serve them instead of them help you)

The class I was taking (banking) was only one year course and our class was not able to finish over half the activities. I was upset because this class could not be taken again, in order for me to finish my activities.

I went half a year; and I didn't think my teacher was doing he best job. I learned more from a substitute teacher about hair cuts than I did from Mrs. Moore. I didn't think Mrs. Moore

The teacher was not fair in grading. I wanted to spend my senior over at the high school so I wouldn't have to miss anything.

I did not go to vo-tech because I kinda lost interest. But I am interested in joining vo-techfor next year in auto body.

I was thinking of enrolling next year.

Vo-tech is very good I intend to return when I return to school i nthe spring.

At the time I enrolled, I wasn't taking it as seriously as I should've. I just took time out and thought things over. It did interfere with my activties and my regular schedule. Im sorry I wasn't much help to you.

Did not offer the courses I would like to have taken.

I was stranded in California and could not return to school until three weeks late. The votech counselors dropped me from the roll sheets which I strongly objected to. I am wanting to get into votech second semester if possible.

Mrs. Foreman: this questionnaire may be helpful in making decisions, but when I decided to go to vo-tech and did not attend, the only reason was because of lack of transportation. The people at vo-tech tried to arrange transportation but it did not seem it would work out. I hope this helps you.

Well, I'm attending votech now!

The reason I'm going is because what I'm enrolled in maybe my career.

I am now enrolled in voteck starting August 17 in Shawnee in machine shop. I strongly support voteck.

Im going to vo-tech. I went last year and I plan on going this year. Instead of asking why people don't go you ought to ask why do people go to vo-tech.

The above comments were voluntary responses from the student's questionarie. They were cited verbatim, therefore no corrections in spelling or punctuation have been made.

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VITA

Mary Carol Foreman

Candidate for the Degree of

Doctor of Education

Thesis: SECONDARY SCHOOL STUDENTS SELF REPORTED REASONS FOR BECOMING  
NO-SHOWS IN AN AREA VOCATIONAL-TECHNICAL PROGRAM

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Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, November 3, 1934, the daughter of Robert and Bernice Jordan. Married to Charles Foreman, December 18, 1954. Children are Deborah Hudson and Craig Foreman.

Education: Graduated from Classen High School, Oklahoma City, Oklahoma, in May, 1952; received a Bachelor of Science degree in May of 1956 from Oklahoma State University, Stillwater, Oklahoma with a major in Bacteriology; received a Master of Education degree from Central State University, Edmond, Oklahoma, July, 1969, with a major in Guidance and Counseling; continued graduate study at Oklahoma State University, completed requirements for the degree of Doctor of Education at Oklahoma State University in May, 1990.

Professional Experience: Teacher of Physical Science at Stillwater Junior High School in Stillwater, Oklahoma, from September, 1965 to May, 1966; Teacher of Physical Science at Grant Junior High School, Albuquerque, New Mexico from January, 1967 to May, 1967; Guidance Counselor at U.S. Grant High School, Oklahoma City, Oklahoma, from September, 1969 to May, 1970; Guidance Counselor at Edmond Memorial High School, Edmond, Oklahoma, from September, 1970 to May, 1979; College Representative for High School and College Relations, Oklahoma State University, Stillwater, Oklahoma, from July, 1979 to July, 1980; Teacher of Biology at Heritage Hall High School, Oklahoma City, Oklahoma, from September, 1980 to May, 1981; Guidance Counselor at Western Heights Junior High School, Oklahoma City, Oklahoma, from September, 1981 to present.

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