

VOCATIONAL EDUCATION ADMINISTRATORS' ATTITUDES
TOWARD EXTENDED TEACHER EDUCATION PROGRAMS

By

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CHAPTER I

INTRODUCTION

There need be no mystery about the quality of education in the year 2000. Education in the year 2000 depends upon our actions in each of the today's and tomorrow's until the end of this century. What we do and do not do, not some uncontrollable chain of events, will determine the fate of education (Godwin, 1988). A distinct characteristic of this decade has been an increase in calls for educational reform which have focused attention in schooling itself, exhorting changes in graduation requirements, and public school curriculum, and motivation of teachers by merit pay systems (Sanders, 1988). Teachers of trade and industrial subjects are recruited from the ranks of journeymen and foremen of proven ability in their occupational field. The extent of their occupational experience and training provides the technical content for their teaching. However, for a skilled worker to reproduce his skills and knowledge in others, he must acquire certain essential teaching skills. The teacher must be able to teach as well as to do. Their competencies must be developed through effective teacher-training programs (Walsh, 1986).

Colleges are experiencing change not only in the techniques used to train teachers but also in the overall curriculum. This is a result of internal pressures as a result of increasing professionalism from within

the teaching profession and external pressure from the community being served by teachers. A recent forum of the National Commission on Excellence in Education, "A Nation at Risk," was a major force in starting the reform movement nationwide. The Carnegie Forum commissioned the study, "A Nation Prepared: Teachers for the 21st Century," and the Holmes Group study, "Tomorrow's Teachers," acted as a second wave in educational reform by calling for reform within teacher education curriculums. These groups propose changes in (a) increased subject matter training, (b) placing professional training in a fifth or graduate year, and (c) implementing higher entry requirements for the teaching profession. These standards are being addressed as a result of internal evaluations and higher standards already in place in institutions of higher education in states such as Virginia, Texas, Kansas, and California.

Statement of Problem

Changes should not be designed and implemented until a thorough evaluation has been conducted to examine the effects the changes will have on the various groups that are being served by the teachers graduating from the extended teacher education programs. Gathering input from all affected parties is essential for formulating a decision which will be sound and operative. The problem for this study was that there was not enough information available about vocational education administrator's attitudes concerning implementation of a curriculum which places the professional education courses in the fifth or graduate year.

Purpose and Research Questions

The purpose of this study was to determine vocational education administrator's attitudes concerning the implementation of extended teacher education programs. The specific research questions were:

1. To what extent do vocational education administrators perceive a need for extended teacher education curriculums?
2. To what extent do vocational education administrators perceive the liberal arts component of the teacher education programs as being necessary?
3. How do vocational education administrators believe that extended teacher education programs should be designed?
4. To what extent do vocational education administrators believe that the present teacher education programs are adequate?

Assumptions

The following assumptions were accepted in order to conduct the study:

1. The collected data were accurate.
2. The administration selected from the AVA Region Four were true representations of vocational education administrators from the region.

Limitations

The following limitations were restrictions in which the context of the study was dependent:

1. The subjects of the study were vocational education administrators from AVA Region Four: Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas.
2. This study was limited to administrators of vocational education programs.

Organization of the Study

Chapter I introduced the study, presented the problem, purposes, research questions, hypotheses, assumptions and limitations. Chapter II included a review of literature regarding teacher education reform movements. Chapter III reports the methodology used in this study. The findings were presented in Chapter IV. Chapter V includes a summary of the study, conclusions, and recommendations.

CHAPTER II

REVIEW OF LITERATURE

The review of literature has been divided into four major areas: a historical perspective of educational reform, a discussion of the major reports calling for reform in teacher education programs, a discussion of existing models of extended teacher education programs, and a discussion of various plans for reforming teacher education.

Historical Perspectives of Reform

As early as the early 1800's the states were throwing away old constitutions and writing new ones more acceptable to the times. The American society was hurrying into the future and was requiring colleges that would hurry along with it. The colleges were being required to pass a test of utility. They would have to answer the questions of whether they were serving the needs of the people whose interest in yesterday hardly existed and whose interest in today was limited to its usefulness of getting to tomorrow (Rudolph, 1962).

In 1827 the Amherst faculty issued two reports. The first report complained that the college was at a standstill and in danger of not keeping pace with the needs of society. The second report asked for a parallel program to complement the traditional curriculum. The report

saw the bill as merely a means of bribing the states with land purchases using federal money. The land grant act provided non-traditional educational opportunities, according to liberal arts college standards. The legislation stated that while the objective is to teach the mechanical arts and agriculture, where there was a shortage of teachers, it will not be achieved at the exclusion of other sciences or classical studies (Rudolph, 1962). Some states turned over their land grant endowments to the state university to discover how to serve agriculture and mechanical arts while states like Oklahoma, Texas, South Dakota, and Washington set up separate colleges which would compete with existing state universities for public funding (Viles, 1939). A second Morrill Act was passed in 1890 which provided for educational opportunities for minorities. Seventeen states, including Oklahoma, provided separate institutions for the minorities to ensure future land grant funding (Ross, 1977). Almost everywhere, the universities in each state became the major teacher-training agencies setting standards for public schools and yet Dean Andrew Fleming West of Princeton warned in 1905 that many of the universities seem to be graduating scholars of petty principality rather than free men in the common wealth of knowledge (Rudolph, 1962). On the other hand, Upton Sinclair (1923) stated in an address to a department store employee's meeting:

Slaves in Boston's great department store, in which Harvard owns 2,500 shares of stock, be reconciled to your long hours and low wages and sentenced to die of tuberculosis--because upon the wealth which you produce, some learned person has prepared for mankind full data on 'The Strong Verb in Chaucer . . . " (Rudolph, 1962, p. 221).

The transfer of emphasis from teaching and research was nowhere better revealed than in a conversation reported in 1909. "I took occasion not long ago," said an observer of the education scene, "to ask a college dean who was the best teacher in his institution. He named a certain instructor." The conversation followed:

"What is his rank?"

"Assistant Professor."

"When will his term expire?"

"Shortly."

"Will he be promoted?"

"No."

"Why not?"

"He hasn't done anything" (Rudolph, 1962, p. 241). Publish or perish was alive and well.

Early American colleges continued to debate issues of social and political reform. Those exchanges were the influence that shaped educational policy and the effects of those policies on schools and colleges. Post war initiatives were undertaken to deal with the baby boom, rapid economic expansion and pre-existing inequities in educational opportunities for the economically disadvantaged and minorities. Other issues affecting education was the issue of McCarthyism and its detrimental effect on race and education of the 1960's (Civil Rights Act, 1964), and student radicalism of the 1960's and 1970's. Early 1980's saw the emergence of the private sector making its demands on the educational system known through various reports (Ravitch, 1983).

By establishing standards for universities to be eligible for gifts, the private foundations have played a great role in education reform.

For instance, the Carnegie Foundation, with \$151,000,000 initial funds in 1913, required that every department chairman have a Ph.D. and thus greatly accelerated the transformation of the old time college. The Carnegie Foundation, General Education Board, The Rockefeller Foundation, and others were the beginning of a permanent external force on educational reform.

Major Reports

Holmes Group Report

In 1983 the Holmes Group started as a consortium of 17 deans of education from research universities. The group was organized around twin goals: the reform of teacher education and reform of the teaching profession. The group, by any commonly accepted standard, was considered to be the top 10% of U.S. institutions engaged in teacher education (Murray, 1986). The Holmes Group Report, "Tomorrow's Teachers" (1986), was based on two assumptions: the reforms would be successful if the nation's best universities were committed to teacher education and that teacher education programs would be different in those institutions for all the reasons that made them institutions so academically powerful in all other respects. Those considerations were that they attracted more than their share of the best students; the faculty was, on the whole, the best prepared and most authoritative in their fields; they commanded substantial resources and they were the institution charged with educating the professoriate (Murray, 1986). The assumptions and considerations of the Holmes Group (1986) standards developed a fundamental circulative. The better the teacher is educated, the better

an education the teacher would potentially provide. This also produced a corollary--the better the teaching environment and the resources provided, the better a teacher's chance for success to help students obtain a worthwhile and meaningful education (Soltis, 1987).

The report, "Tomorrow's Teachers" (1986), embodied three primary parts: (1) an essay which outlined the problems within the teaching profession such as rewards, status and future teacher recruitment, (2) a number of essays which addressed the restrictions to be faced to bring about nationwide reform, and (3) proposals which detailed reform efforts that would be necessary for the reform of teaching and teacher education (Holmes Group, 1986).

The Holmes Group (1986) was dedicated not only to improving teacher education but to develop the foundations for a creditable profession for teachers. The group's five major goals which have emerged are (Sedlak, 1987; Popkewitz, 1987; Clements, 1987; Murray, 1986):

1. "To make the education of teachers intellectually sound."

The group listed the attributes a competent teacher was to possess as (1) a broad general knowledge and liberal education, (2) the subject matter of the teaching field, (3) the literature of education, and (4) that other established professions have achieved their status based on the usefulness of their knowledge in serving their public. It was further pointed out that teaching has only been able to lay claim to this special body of knowledge in the last 15-20 years. It was based on this notion the Holmes Group developed its first major goal. The group further espoused the contention that universities lack coherence and focus to this end.

2. "To recognize differences in teacher knowledge, skill, and commitment in their education, certification, and work."

This goal was to be attained as a result of delineating between and among novices, competent professional teachers and high level professional leaders. The Holmes Group (1986) stamped those ranks as instructor, professional teacher and career professional. An overriding concern was the improvement of education and scholarship by means of this differentiation as well as increased connections between the university and the schools. The report further called for the exclusive responsibility of teacher education to rest on the shoulders of the research universities.

3. "Creating standards of entry to the teaching profession through testing and satisfying educational requirements that are professionally relevant and intellectually defensible."

How this goal was to be attained was not spelled out in the report. The report made mention only that it would require imaginative assessments and evaluations and that the Holmes Group (1986) was committed to develop and administer a series of professional teacher exams that would provide a credible basis for issuing teaching credentials and licensing. Additionally the report affirmed that Holmes Group institutions would commit themselves to significantly increase the number of minorities in teacher education programs. This is seen as essential due to the declining enrollment of the minority student in teacher education programs at a time when the proportion of minority children in schools were increasing.

4. "To connect the schools of teacher education with schools."

The report (Holmes Group, 1986) upheld the idea that improvement of teacher education depended on teachers' contributions to pedagogical knowledge and to reflective practice. The thrust of this goal was to bring practicing teachers and administrators together with university faculty members in a partnership for the mutual exchange and benefit between research and practice. The goal was to bring about a willingness in the profession to try to carefully evaluate new forms of practice and structure as well as the development of teaching strategies for a broad range of students with varying backgrounds, abilities, and learning styles. This was stated by the Holmes Group Report to be analogous to the teaching hospitals in the medical profession.

5. "To make schools a better place in which teachers can work and learn."

The current working conditions in the classical bureaucratic schools was cited by the report (Holmes Group, 1986) as being out of step with the motion of a truly professional teacher who did not need the levels of guidance, supervision, and external support that many districts provided. The Holmes Group made no specific statements regarding strategies for achieving these goals. It was only mentioned that models for appropriate administration would be developed that would be compatible with the requirements of a genuine teaching profession.

A Nation Prepared: Teachers for the
21st Century

The Carnegie Forum on Education and the Economy, a program of the Carnegie Corporation of New York, was established in January, 1985. The

Forum was created to draw America's attention to the link between economic growth and the skills and abilities of the people who contribute to that growth, and to help develop education policies to meet economic challenges ahead. On the recommendation of its Advisory Council, the Forum established task forces to examine specific policy issues and report findings and recommendations to the American people. At its first meeting in March, 1985, the Advisory Council recommended that the Forum assemble a group of leading Americans to examine the teaching profession. A 14 member task force was appointed and chaired by Lewis M. Branscomb, Vice President and Chief Scientist for the IBM Corporation (Carnegie Forum, 1986).

One of the most powerful recommendations from the Carnegie Report (1986) called for setting national standards for teachers through the establishment of a National Board for Professional Teaching Standards. This was to be overseen by state and regional groups that would define primary standards of the teaching profession and determine who meets them. The National Board would be elected by those who became board certified (Carnegie Report, 1986). The Carnegie Task Force believed there was much in the professional practice model that commended itself to the school. Such a staffing structure would be headed by lead teachers, ideally those professionals who held advanced certificates from the National Certification Board, and who after a number of years in practice, were regarded by their peers as especially well-qualified to take leadership roles in their schools (Tucker and Mandel, 1986).

In addition to school restructuring and lead teachers within each school, the report recommended for teacher education, a new professional

curriculum at the graduate level. The teacher education reform reported that states should abolish the undergraduate degree in education and make professional teacher education a graduate level enterprise, building on a base of sound undergraduate education in the arts and sciences.

1. Masters in teacher degree programs should be developed. They should emphasize systematic study of teaching and clinical experience, including internships and residencies in the school.
2. Admission should be contingent on the applicant's mastery of the basic skills and knowledge expected of all college graduates.
3. The graduate schools of education should design their new programs to make it more possible for students to make-up during their graduate education substantive course work missed in college. The time allowed to obtain a graduate degree should take these requirements into account.
4. Special financial incentives should be offered by the state and others to students of exceptional ability and to minority group members who qualify to attend graduate teacher education institutions (Carnegie Report, 1986, p. 70).

. The report also called for mobilization of the nation's resources to prepare minority youngsters for teaching careers (Carnegie Report, 1986). The report called for a partnership in government, the private sector, the minority community, and the schools to ensure an increasing number of minority students. Additionally, Mary Futrell (1989), President of the National Education Association and member of the Forum Task Force, recommended that teacher salaries be tied to school-wide student performance. It was suggested that these incentives take the form of salary bonuses, improved teaching conditions, and increased leadership responsibilities.

Action for Excellence

"Action for Excellence" (1983) was a project of the Education Commission of the States conducted in June of 1983 by the Task Force on Education for Economic Growth. The group was comprised of governors, corporate leaders and other prominent figures. The report cited that an emergency exists in our educational system and that the poor quality of our American public schools is threatening the economic and social well being of our nation (Henson, 1986). The task force asserted that schools must prepare to accommodate technological advancements as they will affect job opportunities and job requirements. The report determined it to be essential that graduates be able to function in a rapidly changing job market where the student is likely to see job changes in their career. A call was issued for the upgrading of the common definition of basic skills to equip students with the ability to function in a technological work environment (Henson, 1985). The task force asserted the problem areas of student weaknesses were in reading and writing and math skills (Evans, 1985), a lack of qualified teachers in critical subject areas, and insufficient incentives for teachers. The greatest deficiency cited by the task force was a lack of clearly stated and widely agreed upon goals for improving educational performance.

The panel responded by outlining an eight step process to bring about reform. (1) Develop a plan improving education in the K-12 grades, (2) create broader and more effective partnerships, (3) marshall the resources which are essential to improving schools, (4) express a new and higher regard for teachers and the teaching profession, (5) make the academic experience more intense and more productive, (6) provide quality

assurance in education, (7) improve leadership and management in the schools, (8) provide better service to special education students and minorities (Watchke, 1983).

Educating Americans for the 21st Century

The Commission on Pre-College Education in Mathematics, Science, and Technology was established by the National Science Board in April, 1982 to provide specific solutions to problems that existed in teaching the sciences. The report, "Educating Americans for the 21st Century" (1983) was released in September, 1983.

The Commission issued a far-reaching plan to bring America back to standards expected of the world's leading nation for educating the public as well as provide an embellished education program for all students (Sharp, 1984).

The problems cited by the commission were associated with graduating students' inability to function in a technical society. In that vein the commission cited specific problem areas such as (1) only a small percentage of students take three years of math or science compared to almost 100% in many foreign countries, (2) a severe shortage of qualified math and science teachers exists in many parts of the country, and (3) recent SAT (Student Aptitude Test) scores have indicated a decline in the academic potential of students planning to enter the teaching field (Watchke, 1983). The commission offered the following outline of recommendations as ways of initiating an ongoing educational reform: (1) increase leadership from all levels of government for measuring education progress, (2) place a focus on standards of excellence for all students---not just the elite, (3) develop and establish 1,000 elementary

and 1,000 secondary "magnet" schools to teach at a level which would predetermine standards for other communities, (4) develop stringent teacher education programs and teacher certification standards and provide adequate resources to attract, compensate and keep qualified teachers, (5) strengthen the school curriculums in the sciences to require at least three years of science prior to graduation, and (6) establish a Council on Educational Financing to determine funding recommendations, of which, the Federal Government should provide funding for specified programs (National Science Board, 1982).

High School: A Report on Secondary
Education in America

In September, 1983, the Carnegie Foundation for the Advancement of Teaching, released "High School--A Report on Secondary Education in America" (1983). The project was directed by the Carnegie President Ernest L. Boyer, former U.S. Commissioner of Education. The report studied 15 representative high schools.

The report specifically rejected the term "mediocrity" that was stamped on American Education by the findings of the National Commission on Excellence in Education. Rather, the Carnegie Foundation report indicated a rise in student test scores in recent years and showed where high schools have introduced more stringent curriculum thereby rejecting the proposal of extending the school year. However, the report concurred that schools are "serving, but not thriving" and developed a 12 point "Agenda for Action" (Medley, 1984). The agenda addresses:

(1) clarifying of goals that are acceptable to a majority of faculty and staff, (2) making the instruction of English the first and foremost goal

of education, (3) develop a core curriculum required for all students to increase the number of required courses from one third to one half, (4) schooling in high school should prepare the student to move easily from school to work or school to higher education, (5) add new units of credit for service either within the school or students volunteering outside the school, (6) renew the teaching professions morale by reducing teacher burn out, (7) a call for varying teaching methods to accommodate various learning environments in relation to communicating the content of an adequate and challenging text and supplemental class material, (8) extending the computer into the classroom through a cooperative effort between school and industry, (9) make class schedules more flexible along with making use of mobile schools and develop programs for gifted students, (10) develop a network of academies for principals to remain current in their field and stay abreast of new developments, (11) develop stronger relations with colleges, and (12) urging parents and community groups to get involved in the educational process (Watchke, 1983).

Making the Grade

"Making the Grade" (1983) was issued by the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy in May, 1983. This program was funded by the Twentieth Century Fund, an independent research foundation that underwrites various policy studies. The panel stressed that a renewal commitment was needed to bring our students to an acceptable level in basic skills such as reading, writing, calculating, computer literacy, foreign languages, and civics. Contrary to former President Reagan's call for decreased federal assistance to the

states, the panel suggested the federal government take the lead role. Specifically for the executive and legislative branches of government to emphasize a quality education for all Americans (Bottoms, 1984). The panel cited the technological areas as the group suffering the most in terms of teacher quality. The task force called for a "Master Teacher Program" funded by the federal government. Several means were suggested to achieve this end such as: awarding five year grants, increasing the overall salary structure to reflect competency in the technical teacher profession and assisting students who have exceptional skills with federal scholarships equivalent to 10% of their student loan value for each year of classroom teaching--up to a maximum of five years. The two primary areas of focus for the task was the teaching of science and math and teaching English (Johnstone, 1984).

A Place Called School: Prospect for the Future

"A Place Called School: Prospects for the Future" (1984) was a summary of an eight year longitudinal study of public schools in the United States titled "A Study of Schools." This was performed under the direction of John Goodlad, professor and former dean of Graduate School of Education at the University of California, Los Angeles (Medley, 1984).

The study brought forth the claims that classrooms were filled with "talky" teachers and uninterested students (Medley, 1984). The Goodlad research cited a framework for curriculum planning and teaching goals as: (1) academic goals of mastering basics and promoting intellectual development, (2) vocational goals to include career education activities, (3) promote social and civic studies along with a cultural improvement to develop students into better citizens, (4) personal goals for the teacher

to attain physical well being and strive toward self actualization (Goodlad, 1983).

Educating a Profession

In the work Educating a Profession, Howerman, Coringan, Denemark and Nash (1976) provided a new conception of the teacher and suggestions for directions of teacher education programs in the future. The report called for education to be more proactive as agents of change rather than be custodians of norms, more realistic governance mechanisms to be returned to the profession rather than be left to state dominance, and for teacher education to be a joint enterprise involving the entire university, the public schools and the communities served by those institutions.

Goals for Education; Challenge 2000

The Southern Regional Education Board's (SREB) report, Goals for Education; Challenge 2000, addressed four questions to be answered in order for teacher education programs to meet improved standards and develop programs which produce teaching professionals. The four basic questions were: Have we shaped educational reforms into a vision of what we expect to accomplish?; Do we know with some certainty where we want our state's educational system to be by the year 2000?; Do we have ways of knowing whether we are on track with our educational programs in terms of providing adequate support?; and Does the educational system have specific goals and ways of knowing when they have successfully reached them or making progress toward them? (SREB, 1988).

The SREB Commission for Educational Quality (1987) developed 12 goals to guide the educational program and they were:

1. By the year 2000 all children entering the first grade will be prepared to perform the course work.
2. Student achievement for elementary and secondary students will be at national levels or higher.
3. The school dropout rate will be reduced by one half.
4. Ninety percent of adults will have a high school diploma or equivalency.
5. Four of every five students entering college will be ready to begin college level work.
6. Significant gains will be achieved in the mathematics, sciences, and communications competencies of vocational education students.
7. The percentage of adults who have attended college or earned two-year, four-year, and graduate degrees will be at the national averages or higher.
8. The quality and effectiveness of all colleges and universities will be regularly assessed, with particular emphasis on the performance of undergraduate students.
9. All institutions that prepare teachers will have effective teacher education programs that place primary emphasis on the knowledge and performance of graduates.
10. All states and localities will have schools with improved performance and productivity demonstrated by results.

11. Salaries for teachers and faculty will be competitive in the marketplace, will reach important benchmarks, and will be linked to performance measures and standards.
12. States will maintain or increase the proportion of state tax dollars for schools and colleges while emphasizing funding aimed at raising quality and productivity (SREB, 1987, p. 11).

The success of the educational system is like that of the nation's economy--they both depend on public confidence. The 12 goals outlined in the SREB report are intended to add to that resolve. They are intended to encourage an even deeper and more sustained commitment to educational improvement from pre-school through graduate school (Godwin, 1988).

Summary

The major reports had a commonality in that they showed a need for educational reform policy makers to critically review all aspects of reform proposals and ascertain which elements of these reports will provide a firm framework around which teacher education can be restructured. The reports called for guidelines in determining the purpose, the elements, and value of teacher education programs for reform purposes.

The guidelines for policy makers was defined by Klausmier (1987) as being presented in the form of six questions and those questions were predicated upon four rules which were:

- You must be able to check assertion out.
- There must be substantive debate.

- In a chain of argument, every link in the chain must work--not just most of them.
- Arguments from authorities carry little weight.

The six questions were:

1. Does the proposal clearly identify the major problems that it addresses?
2. Does the proposal state specific objectives?
3. Does the proposal suggest changes beyond current technology and resources?
4. Does the proposal specify details of proposed innovations?
5. Does the proposal call for institutional reorganization?
6. Does the proposal document the value of the solutions it proposes?

Models of Extended Teacher Education Programs

Three models of extended teacher education programs were examined for the study: (1) stretch-five, (2) three plus two, and (3) lead teacher model.

Stretch-Five Model

An extension of the four year baccalaureate degree, the stretch-five model, awards a baccalaureate degree but does not award certification until the fifth year of teacher education is completed. The student who was enrolled in a stretch-five program type model of teacher education was automatically accepted to a fifth and final year of teacher education studies. Standards by which the stretch-five students were gauged were high grade point averages and on high scores on standardized testing. As

a wrap up of the stretch-five program, the fifth year included teacher internships, student teaching or a combination of the two. The stretch-five model allowed the student the alternative of obtaining graduate, undergraduate credit or a combination of the two levels (Zimpher, 1986).

Three Plus Two Model

The three plus two model was an approach to facilitate the student into the teaching profession which required five years to complete and culminated in the awarding of two degrees: the bachelor of arts degree from the arts and sciences and a masters degree from the college of education. The elements with the three plus two components were the liberal arts studies in the first three years and pedagogical studies during the final two years. The degrees and certification were conferred upon completion of the fifth year. Within the workings of the model were observation, evaluation and mentoring process by specially trained instructors (Zimpher, 1986).

Lead Teacher Model

The lead teacher model as well as the three plus two model utilized a lead teacher program which was used in the past teacher education preparation programs. The lead teacher model conducted a traditional education program while the pedagogical studies were conducted in a clinical school under the guidance of a certified practicing teacher. This practice espouses the notion that a practicing professional will better know how to tutor and guide an enter-level teacher rather than a college or university professor no longer practicing and "out of touch" (Zimpher, 1986).

University and State Plans for
Extended Programs

University of Virginia

The University of Virginia plan was described to be a three plus two model which was implemented in September of 1986. The first graduation class was projected for May of 1990.

The program required five years to complete with a Bachelor of Arts degree from the College of Arts and Sciences and a Masters degree from the College of Education (University of Virginia Plan, 1986).

The plan called for utilization of practicing teachers to serve as clinical instructors and as members of the faculty of the University of Virginia College of Education. The practicing professionals were required to undergo extensive training in masters level pedagogy and instructional supervision.

The first year of the University of Virginia plan dealt with a liberal education. The second year was a continuation of the liberal education studies which was to be completed at the end of the second year with professional studies and light clinical experience to be introduced. The third year dealt with studies related to the academic major. The fourth and fifth year completed the extended program with studies in the professional area and pedagogy (University of Virginia Plan, 1986).

University of Kansas

The University of Kansas plan was a cooperative plan designed in concert with the University faculty from the School of Education, College of Liberal Arts and Sciences, and off campus public school teachers,

public school administrators, and citizens. The prospective teacher education candidates were required to complete a baccalaureate degree in liberal arts as well as maintain a 3.00 grade point on a 4.00 scale. These prerequisites had to be satisfied before the student was admitted into the program's fifth year. A probationary status was available for admission for students who held a grade point average of 2.79 to 2.99 on a 4.00 scale.

The fifth year of study in the program consisted of field experience, student teaching, and an internship. One half of the fifth year credits (15 hours) received graduate credit with the remainder of hours to have received undergraduate credit. Completion of 20 hours of graduate credit was required for a Masters of Teaching degree.

Alternative degree options were recommended for students enrolled in physical education, music education, and art education. There was no mention of recommendation for restructuring vocational education teacher education programs (The University of Kansas Plan, 1986).

Texas Tech University

As a result of legislation passed by the Texas legislature in SB944, Texas Tech University proposed a program of a post BA/BS degree model. Students were to complete a baccalaureate degree in liberal arts studies except for vocational agriculture and vocational home economics majors which were to complete within their respective colleges (Ishler, 1987). Beyond those requirements, all education majors were required to complete nine hours of preprofessional undergraduate education courses. No courses required for certification were included.

The proposal stated that students were required to maintain a 3.00 on a 4.00 scale, pass the teacher competency test, accepted to graduate school and meet other requirements for admission as they were instituted (Ishler, 1987).

Other States

Other states that have established extended teacher education programs include University of California at Berkeley, Stanford University, San Diego State University, and the Harvard Graduate School of Education (Joint Task Force on Teaching, 1987). None of the reports researched mention the restructuring of vocational education teacher education. The program cited each require the completion of a baccalaureate degree in liberal studies and uphold the position of maintaining very high entrance standards to be admitted into the fifth or graduate year. The programs also follow the prescription of the Holmes Group's requirement internships and field experience.

In Oklahoma, there has been a cooperation of three major colleges of education to develop a position on upgrading education among which extending teacher education programs were included (Coppedge, Robinson, and Wood, 1987). The former dean of education at Oklahoma State University, Robinson, espoused a position of the post BA/BS degree model that would require six years for completion with a paid entry year teaching experience in the sixth year of the program.

University of New Hampshire

In 1973 a group of students, teachers, school administrators, state department of education representatives, and university educators

gathered to advance a plan for bettering teacher education (Andrew, 1983). The University of New Hampshire was a five year integrated model of study which called for an emphasis on a strong liberal arts education. The program was a stretch-five model of extended teacher education that included a career exploration component in the sophomore year. Students were allowed to visit teaching sites and observe a variety of situations which involved students. The second part of the extended program included introduction to courses in education foundations which were offered in individualized modules. The third phase of the program of a teacher education program included internships and graduate studies related to the student's area of specialization (Andrew, 1983).

Extension to the five year extended plan at the University of New Hampshire were: communication disorders, home economics education, preschool education, mathematics, music, physical education, and occupational education. The normal four year undergraduate program with certification was offered in each of those areas.

Sanders' Study

A study "Vocational Teacher's Attitudes Toward Extended Teacher Education Programs" was conducted by Ray E. Sanders in 1988. The study was conducted to determine vocational educators' attitudes regarding extended teacher education programs. Specifically, the Sanders' study investigated perceptions of need for value and organization of extended teacher education programs. Additionally the study assessed perception of present teacher education programs for adequacy.

The study (Sanders, 1988) revealed that vocational education teachers were basically undecided as to whether or not extended teacher

education programs were needed. The study showed that teachers were satisfied with their background in general education and believed that it was beneficial to them. Even though the study revealed the indecision, there were other common grounds of agreement among the teachers and they were:

1. Teacher education programs should not required six years to complete.
2. Student teaching should involve a variety of settings and a breadth of experiences.
3. Programs should include more course work in the teaching specialization.
4. Programs should include more involvement in courses dealing with special needs populations.
5. Programs should include a paid, supervised entry year experience with aid from cooperating faculty.
6. Programs should focus on on-the-job training.
7. Extended programs should terminate in degrees. A masters degree for five years and a specialist degree for six years.
8. Baccalaureate degrees adequately prepare teachers to teach.

The study (Sanders, 1988, p. 111) offered the following recommendations:

1. Vocational educators should be educated as to the positive and negative aspects of extending teacher education programs.
2. If extended programs are implemented they should include more course work related to the teaching specialization and dealing with special needs population.

3. Extended teacher education programs should require no more than five years to complete and terminate in a masters degree.
4. Extended programs should include a paid internship which includes a variety of experience.

Summary

The institutions, agencies, and commissions which call for extended programs believed that more time was needed to adequately prepare a teacher in a professionally competent manner. There is a number of plans in existence and they all employ their extra time in their programs to this end. The liberal arts preparation in the five year programs called for a certain number of general education credits or required a baccalaureate degree in liberal arts along with professional experience.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine vocational education administrator's attitudes concerning extended teacher education programs. This chapter was developed to explain the methods utilized to accomplish the purpose of the study. The following sections were addressed:

- (1) type of research, (2) subjects, (3) instrument, (4) data collection, (5) analysis of data and statistical analysis.

Type of Research

Popham and Sirotnik (1973, p. 8) defined descriptive statistics by stating: "Descriptive statistics will indicate something about the central tendency of scores and to give some notion of the variability of the scores along that scale."

Huck, Cormier, and Bounds (1974, p. 17) added: "Descriptive statistics summarize large groups of numbers which characterize the group." Descriptive research is an attempt to describe things instead of discovering cause and effect relationships.

Key (1986) stated there are two ways of performing descriptive research, the survey and the case study. Van Dalen (1979, p. 284) writes that determining the nature of prevailing conditions, practices and attitudes--seeking accurate descriptions of activities, objects,

processes and persons--is the objective of descriptive research. However descriptive research is not restricted to routine fact gathering. It also involves identifying and clarifying relationships among variables.

Subjects

The subjects of this study were Vocational Education Administrators in the American Vocational Association (AVA), Region Four which included Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. The population for the study was 585 Vocational Education Administrators.

Instrument

The instrument used to collect the data was a questionnaire. The questionnaire was used in a related study, Vocational Teachers' Attitudes Toward Extended Teacher Education Programs, conducted by Dr. Ray E. Sanders (1988) from Oklahoma State University. Appendix A contains a copy of the questionnaire.

The questionnaire was refined in a pilot study (Sanders, 1988) conducted during the August Conference of the Oklahoma Vocational Educators, Stillwater, OK, 1987. The population of the pilot study was 2,467. Six hundred questionnaires were placed in randomly selected conference attenders' registration packets. One hundred and thirty-six questionnaires were returned ($N=136$).

Reliability coefficients were determined for the four factors by use of factor analysis. Table I shows the results of the factor analysis with regard to reliability coefficients of factor one of $r = .840$, factor two of $r = .752$, factor three $r = .729$, and factor four had an $r = .628$. The reliability coefficients indicated a high reliability among the four

TABLE I
FACTOR ANALYSIS (PILOT STUDY)
SANDERS' STUDY

	Item Loading	Item Numbers Per Each Form			
		1	2	3	4
FACTOR 1: <u>Perceived Need for Extended Programs</u>	.829	1	1	1	1
	.796*	13	13	13	9
	.772	24	30	28	13
	.680	29	35	33	17
	.651*	8	8	8	5
	.651*	3	3	3	2
	.634	7	8	7	4
	.528*	15	14	15	11
	.586*	12	11	12	8
	.562	26	31	29	14
	.474	17	16	17	del
	.468	4	4	4	3
	.449	30	36	34	19
	.431*	14	13	14	10
	.422*	16	15	15	12
	.398	26	32	30	15
	.353	32	43	36	25
	.315	11	10	11	7
	.310	31a	37	35a	14
var. explained 7.803					
% total var 10.837					
Reliability .840					
FACTOR 2: <u>Perceived Need for General Education Components</u>	.792*	del	18	19	30
	.787	19	19	20	31
	.758	23a	27	27a	37
	.709	31a	37	35a	19
	.496	34	45	38	27
	.379	21	22	11	33
	.332	16	16	16	12
	.306	31d	40	35d	22
var. explained 4.347					
% total variance 6.038					
Reliability .752					

TABLE I (Continued)

	Item Loading	Item Numbers Per Each Form			
		1	2	3	4
FACTOR 3: <u>Beliefs Regarding Extended</u>	.771	31f	42	35f	24
<u>Teacher Education Program</u>	.600	31d	40	35d	22
<u>Organization</u>	.594	31c	39	35c	21
	.574	31e	41	35e	23
	.512	31b	38	35b	10
	.510	33	44	37	26
	.473	23c	29	35c	29
	.471	23b	28	27c	38
	.447	32	43	36	25
	.338*	35	46	39	35
	.321*	3	3	3	2
var. explained 4.400					
% total var. 6.111					
Reliability .729					
FACTOR 4: <u>Perception of the Adequacy</u>	.690	del	24	24	34
<u>of Present Teacher Education</u>	.600*	del	26	26	26
<u>Programs</u>	.590*	del	25	25	35
	.412	20	21	21	32
	.372	28	34	32	16
	.367*	19	20	20	31
	.358*	45	56	49	del
	.349*	del	52	45	del
	.319*	del	69	55	del
var. explained 3.005					
% total var. 4.174					
Reliability .628					

*Starred items were phrased negatively and had a negative sign. (Form 1 N = 128; Form 2 N = 132; Form 3 N = 136; Form 4 N = 127). Del = item deleted.

Note: Form 1 was a study of undergraduate teacher education students at OSU; Form 2 was a study of graduate teacher education students at OSU; Form 3 was a study of vocational teachers in Oklahoma; Form 4 was a study of counseling psychology students at OSU.

TABLE II
QUESTION DISTRIBUTION IN QUESTIONNAIRE

Factor 1*	Factor 2*	Factor 3*	Factor 4*
2	1	5	3
11	4	8	7
12	6	9	10
13	16	17	25
14	18	30	28
15	31	22	34
19	32	23	42
21		27	
24		29	
26		30	
33		35	
36		38	
37		39	
40		41	
43		44	
46		45	
47			
48			
49			

*Factor 1 = Perceived Need for Extended Teacher Education Program;

Factor 2 = Perceptions of General Education Components;

Factor 3 = Beliefs Regarding Extended Teacher Education Program
Organization;

Factor 4 = Perceived Adequacy of Present Teacher Education Programs.

factors. Appendix D illustrates the mean of each of the pilot study questions conducted by Sanders (1988).

The 49 questions utilized in the major study which represented the four factors listed in the research questions were randomly distributed throughout the questionnaire to avoid question to question disturbance. Table II shows the question number and the factor it represented. The 19 questions related to factor number one were designed to answer research question number one and to test hypothesis number one.

The seven questionnaire questions pertaining to factor two were designed to answer research question two and to test hypothesis number two. The 16 questionnaire questions related to number three were designed to answer research question number three and to test hypothesis number three. The seven questionnaire questions related to factor number four were designed to answer research question number four and to test hypothesis number four.

Data Collection

The questionnaire and accompanying letter (see Appendix B) were sent by mail to 233 randomly selected subjects (N=233). The subjects were asked to complete the questionnaire and return it to the researcher using the self-addressed, stamped envelope which was provided.

Analysis of Data and Statistical Analysis

To answer the research questions the means were calculated for each of the questions which represented each of the four factors in the research question. This portion of the study was facilitated by

utilizing the statistical package, Statistics with Finesse, designed for personal computers (Bolding, 1984).

The following specific hypotheses were formulated for the study:

1. There are no significant differences in Vocational Education Administrators' perceived needs for extended teacher education programs and age, sex, employment status, qualification for vocational teacher certification, having held a vocational teacher certification, administrative title, college degree classification, and residence community size.
2. There are no significant differences in Vocational Education Administrator's perceptions of teacher education general education requirements and age, sex, employment status, qualification for vocational teacher certification, maintaining vocational teacher certification, administrative title, college degree classification, and residence community size.
3. There are no significant differences in Vocational Education Administrators' beliefs regarding the organization of extended teacher education programs and age, sex, employment status, qualification for vocational teacher certification, maintaining vocational teacher certification, administrative title, college degree classification and residence community size.
4. There are no significant differences in vocational administrators' beliefs regarding the adequacy of teacher education programs and age, sex, employment status, qualification for vocational teacher certification, maintaining vocational teacher certification, administrative title, college degree classification and residence community size.

The research hypotheses were tested by computing a between subjects one-way analysis of variance using a statistical program designed for personal computers (Bolding, 1984). An alpha level of .05 was selected by the researcher. The means were calculated for each of the questions in the questionnaire. The means were then sorted into groups representing the four hypotheses. To test the question related to the hypotheses, the means for the respective questions which represented each hypothesis was sorted into each of the variables to be tested for significance. The variables were: age, sex, employment status, qualification for vocational teacher certification, maintaining vocational teacher certification, administrative title, college degree classification, and residence community size. Upon completion of the calculation of the means for each question on the questionnaire, they were sorted into four groups representing the four hypotheses. To test the different variables of the hypotheses, the means for the respective questions which represented each hypothesis was sorted into the variables to be tested for significance. If the analysis of variance test revealed significance, an eta squared appropriate for the test was to be used to measure the strength of association between the independent and dependent variable.

The analysis of variance would only determine if an overall difference existed. As a result the Tukey's Test of Unconfounded Means would be employed when an analysis of variance was significant at the .05 probability level.

CHAPTER IV

PRESENTATION OF FINDINGS

Chapter IV will present the findings of the research. The first section presents demographic data regarding the respondents of the questionnaire. The second section presents findings relevant to the four research questions. The following four sections will present data which is relevant to the four hypotheses.

Responses

The total population was 585 Vocational Education Administrators. Two hundred thirty-one questionnaires were mailed to randomly selected subjects who were members of the American Vocational Association, Region Four. One hundred and thirty-two questionnaires were completed and returned for a response rate of 57 percent. One of the questionnaires was not completed properly which left 131 usable returns for the study.

Table III shows the demographic characteristics of the respondents. The respondents were comprised of 12 persons (9.02%) who were between the ages of 30-39 years of age, 55 persons (41.35%) in the 40-49 years of age bracket, 60 administrators (45.11%) in the 50-59 age category, and 6 (4.51%) in the group of 60 years and above. With respect to gender, 102 (76.69%) respondents were male and 31 (23.31%) were female. (Due to rounding, the percent totals in the tables did not always equal 100%.)

TABLE III
DEMOGRAPHIC DATA OF RESPONDENTS

Code	Frequency	Percent
<u>Age</u>		
20-29 years	0	0
30-39 years	12	9.02
40-49 years	55	41.35
50-59 years	60	45.11
60 or above	6	4.51
<u>Sex</u>		
Male	102	76.69
Female	31	23.31
<u>Employed as Something Other than as a Vocational Administrator</u>		
Not employed as something other	90	67.67
Less than 20 hours per week	14	10.53
20-40 hours per week	21	15.79
More than 40 hours per week	7	5.26
No response	1	.75
<u>Qualify for Vocational Teacher Certification</u>		
Yes	111	83.46
No	22	16.54
<u>Those Administrators Having Held Vocational Teacher Certification</u>		
Yes	108	81.20
No	25	18.80
<u>Title</u>		
Superintendent	15	11.28
Assistant Superintendent	26	19.55
Building Superintendent	37	27.82
Director of Adult Education Programs	21	15.79
Director of Student Services	16	12.03
Business Manager	8	6.02
Other	10	7.52

TABLE III (Continued)

Code	Frequency	Percent
<u>Degree</u>		
BA	4	3.01
BS	3	2.26
BA/BS + 30 Semester Hours	4	3.01
MA	19	14.28
MS	24	18.04
MA/MS + 30 Semester Hours	61	45.86
Doctorate	18	13.53
<u>Residence</u>		
Rural Area 20,000 or less	64	48.12
Small Town Not Near Larger City (20,000 to 50,000)	17	12.78
Suburban Area of City over 50,000	23	17.29
Urban Area over 50,000	29	21.80

Ninety (67.67%) of the respondents indicated they were not employed in any capacity aside from vocational education administration. There were 14 (10.53%) administrators employed as something other than as a vocational administrator for less than 20 hours per week while 21 (15.79%) showed they were employed outside administration for 20 to 40 hours per week, and 7 (5.26%) reported to be employed for more than 40 hours per week outside vocational education administration.

The question which dealt with qualification for vocational certification showed 111 (83.46%) of the administrators to be qualified to hold a vocational teacher certification while 22 (16.54%) would not be qualified for vocational certification. Similarly the question which dealt with holding vocational teacher certification showed that 108 (81.20%) administrators have held a vocational teacher certification while 25 (18.80%) had not held certification.

The results of the survey showed that the 15 (11.28%) respondents indicated their position was superintendent, 26 (19.55%) were assistant superintendent, 37 (27.82%) showed to be building superintendents, 21 (15.79%) Directors of Adult Education Programs, 16 (12.03%) Directors of Student Services, 8 (6.02%) Business Managers, and 10 (7.52%) listed as other.

The respondents were asked to indicate their college degree classification. Four (3.01%) responded they were recipients of the Bachelor of Science degree, 3 (2.76%) Bachelor of Arts, 4 (3.01%) accumulated at least 30 graduate credit hours beyond the BA/BS degree, 19 (14.28%) were recipients of the Master of Arts degree, 24 (18.04%) Master of Science degree, 61 (45.86%) had completed at least 30 graduate credit

hours beyond the MA/MS degree, and 18 (13.53%) had completed the terminal degree.

The administrators were asked to report the size of the community in which they lived. The following data were reported: 64 (48.12%) lived in a rural area or town of less than a 20,000 population, 17 (12.78%) lived in a small community of 20,000 to 50,000 population which was not near a large community, 23 (17.29%) reported as living in a suburban area with a population exceeding 50,000, and 29 (21.80%) indicated they lived in an urban area with a population of over 50,000.

Research Question Findings

To answer the research questions the means were calculated for each of the questions that represented each of the four factors listed in the research questions. The possible responses to the questions were arranged in a Likert scale with the following range of responses: 1 (Strongly Disagree), 2 (Disagree), 3 (Undecided), 4 (Agree), and 5 (Strongly Agree). The amount of the average deviation from the mean for each question was included. A mean of 0 to 1.5 was considered strongly disagree, 1.51 to 2.5 disagree, 2.56 to 3.50 undecided, 3.51 to 4.5 agree, and 4.56 to 5.00 strongly agree. There were seven unsolicited comments obtained from the questionnaires which were included in Appendix E.

Research Question Number One

A total of 19 questions were designed to answer the first research question, "Do vocational education administrators perceive a need for extended teacher education programs?" Table IV shows the mean and

TABLE IV
 VOCATIONAL ADMINISTRATORS' PERCEIVED NEED FOR EXTENDED
 TEACHER EDUCATION PROGRAMS
 FACTOR ONE

Question Number	Question	Mean	Standard Deviation
2	Extended programs should discourage the marginal students from becoming teachers.	3.36	1.12
11	Participation in an extended program is likely to make teachers knowledgeable in a number of broad discipline areas.	3.29	.91
12	If extended teacher education programs were mandated, they should require at least 5 years to complete.	2.92	1.02
13	Participation in an extended program is likely to make teachers subject matter experts in a single academic discipline.	2.65	.91
14	Extended programs which expand the general education component will leave insufficient time for needed specialization courses (e.g., construction, engineering, nursing, etc.).	3.57	1.01
15	Extended programs should encourage students who are marginally motivated to become teachers.	2.42	.96
19	Extended teacher education programs (5 years or more for a first teaching degree) are desirable.	2.91	1.10
21	Extended programs will increase shortages of teachers where shortages already exist.	3.35	1.04
24	A masters degree should be the minimum educational level for a beginning teacher.	2.14	.90
26	If extended teacher education programs were mandated, they should require at least 6 years to complete.	1.84	.74
33	Extended programs will be too expensive for the average teacher education candidate.	3.49	.96

TABLE IV (Continued)

Question Number	Question	Mean	Standard Deviation
36	Extended programs will require too much time for the average person.	3.38	.94
37	Participation in extended programs is unlikely to make teachers more capable of conveying knowledge to students.	3.20	1.08
40	Early field experiences are less likely in an extended program.	2.92	.90
43	Four years is <u>not</u> enough time to adequately prepare in both subject matter and teaching pedagogy.	2.49	1.06
46	Teachers who complete extended programs will not be more mature than graduates of 4 years.	2.77	.94
47	Extended programs are necessary because there is too much content to be taught in a 4-year program.	2.47	.88
48	Participation in extended programs is unlikely to make teachers more knowledgeable about their jobs.	2.78	.97
49	Extended programs which greatly expand the general education component will leave insufficient time for needed professional courses (e.g., educational psychology courses, methods of teaching, etc.).	3.46	.95

N = 131

standard deviation for each of the questions related to factor number one, research question number one. The means for all of the questions, except for number 26, were around 3.00 which categorized them as "undecided." Question number 26 had a mean 1.84 which placed it in the disagree category. The standard deviation for each of the questions was approximately one and had a range from .89 to 1.12. The subjects showed disagreement with the questionnaire statement (15) that extended teacher education programs should encourage students who are marginally motivated to become teachers.

Research Question Number Two

Seven questions in the questionnaire were designed to answer the second research question, "How do vocational administrators perceive the value of general education components of teacher education programs?" Table V shows the mean and standard deviation for each of the questions related to factor two, research question number two. The means ranged from 2.35 to 3.17 and the standard deviations ranged from .89 to 1.18 for the seven questions. The subjects were undecided as to whether they would have taken fewer general education courses in this program, question number 1 (3.14). It was found that the respondents disagreed with the statement that the grades they received in general education courses were higher than those received in professional courses, question number 32 (2.38). Additionally, the respondents disagreed with the statement that general education courses made them think and work harder than their professional courses, question number 4 (2.35). However question number 16 (2.50) showed that respondents were satisfied with their general education as the statement was negatively phrased.

TABLE V
 VOCATIONAL ADMINISTRATORS' PERCEPTIONS OF THE VALUE OF GENERAL
 EDUCATION COMPONENTS OF TEACHER EDUCATION PROGRAMS
 FACTOR TWO

Question Number	Question	Mean	Standard Deviation
1	I would have preferred to take fewer general education courses in my program.	3.14	1.14
4	My general education courses make me think and work harder than my professional (teacher education) or my specialization course work (e.g., agriculture, cosmetology, management, etc.).	2.35	1.08
6	I wish I had a stronger background in the subject area(s) I am teaching.	3.17	1.18
16	I am not satisfied with my background knowledge in the general education.	2.50	.92
18	My general education courses have been as helpful to me as my professional (teacher education), and specialization courses (e.g., diesel mechanics, business supervision, etc.).	3.10	1.13
31	My general education courses have been beneficial to me.	3.01	1.06
32	The grades that I received in my general education courses were higher than those I received in my professional (teacher education) or in my specialization course work (e.g., nursing, engineering, welding, etc.).	2.38	.89

N = 131

Research Question Number Three

Sixteen questions in the questionnaire were designed to answer the third research question, "How do vocational administrators believe that extended teacher education programs should be organized?" Table VI shows the mean and standard deviation for each of the questions related to factor number three, research question number three. The means ranged from 2.08 to 3.77 with a standard deviation range from .77 to 1.04. The respondents were undecided on questions 22, 30, and 35. These questions dealt with extending length of student teaching, increase teacher education course work, and increase in professional course work as a personal choice in retrospect. While undecided on increasing the length of student teaching and professional requirements, the respondents indicated that extended teacher education programs should increase the variety of student teaching (question number 41, mean 3.77, SD .77). The research showed the respondents believed that extended programs should be the same as existing programs but should have supervised experience (paid) year or entry year with a cooperating teacher and faculty to help the new instructor (question number 9, mean 3.64, SD .94). Respondents agreed (mean 3.55, SD 1.00) that extended programs should increase the amount of specialized course work. There was further disagreement with questions number 5, 20, and 44, which dealt with focusing on on-the-job training, course work related to observation of special needs children, and extended programs leading to a masters degree. The questions were phrased negatively indicating a true agreement with the notions expressed in the questions.

TABLE VI
 VOCATIONAL ADMINISTRATORS' BELIEFS CONCERNING THE ORGANIZATION
 OF TEACHER EDUCATION PROGRAMS
 FACTOR THREE

Question Number	Question	Mean	Standard Deviation
5	Extended program should <u>not</u> focus on on-the-job training.	2.26	1.03
8	If I were to change my teacher education program, I would increase the number of general education courses.	2.27	1.02
9	Extended programs should be the same as existing programs but should have supervised experience (paid) year or entry year with a cooperating teacher and faculty who will help the new teacher.	3.64	.94
17	Extended programs should place teacher education students in the classroom with students during each of the 5-6 years of the program.	3.65	.98
20	Extended programs should <u>not</u> include course work related to observations of special needs children (e.g., EMH, CAT, Ed/BD, LD).	2.08	.91
22	Extended programs should increase the length of student teaching.	3.27	1.03
23	If I were to change my teacher education program I would increase the number of specialization courses (e.g., carpentry, agriculture, etc.).	3.55	1.00
27	Extended programs should start with a degree in general education and have the teaching/pedagogy part only in the 5-6th year.	2.23	1.04
29	Extended programs should increase the specialization course work (agriculture, home economics, carpentry, etc.).	3.59	.85
30	Extended programs should increase professional education (teacher education) courses.	3.25	1.04

TABLE VI (Continued)

Question Number	Question	Mean	Standard Deviation
35	If I were to change my teacher education program, I would increase the number of professional courses (teacher education courses).	2.95	1.02
38	Extended programs should increase general education course work.	2.42	.99
39	Extended programs should lead to a specialist degree (post-masters) if they are six year programs.	3.66	.92
41	Extended programs should increase the variety of student teaching (teaching in a variety of settings).	3.77	.77
44	Extended programs should <u>not</u> lead to a masters degree if they are five year programs.	2.36	1.03
45	Extended programs should increase the field experience (more time in the classroom before student teaching).	3.42	.99

N = 131

Research Question Number Four

Seven questions in questionnaire were designed to answer the fourth research question, "Do vocational administrators believe that the present teacher education programs are adequate?" Table VII shows the mean and standard deviation for each of the questions related to factor number four, research question number four. Five of the seven questions were "undecided" regarding the adequacy of the present teacher education programs. These questions were related to admission standards, course requirements, grading standards in teacher education courses, the necessity teacher education programs, and balance of liberal arts and specialization course work in teacher education programs.

The respondents disagreed with question number 25 (mean = 2.39, SD = 1.05) which dealt with adequacy of BA/BS teacher education programs. Agreement was found on question number 3 (mean = 3.62, SD = .93) which addressed the extent to which a teacher in prepared with sufficient knowledge in the subject area to be taught without undue stress.

Research Hypothesis Number One

There are no significant differences in Vocational Education Administrators' perceived needs for extended teacher education programs and age, sex, employment status, qualification for vocational teacher certification, having held a vocational teacher certification, administrative title, college degree classification, and residence community size.

TABLE VII
 VOCATIONAL ADMINISTRATORS' BELIEFS REGARDING THE ADEQUACY OF
 PRESENT TEACHER EDUCATION PROGRAMS
 FACTOR FOUR

Question Number	Question	Mean	Standard Deviation
3	When I received my first teaching assignment I knew a sufficient amount of <u>subject</u> matter content to teach without undo stress.	3.62	.93
7	Admission standards for teacher education are generally too easy.	2.92	1.06
10	Course requirements in teacher education programs are too easy.	2.80	1.02
25	My BA/BS teacher education program did not adequately prepare me to teach.	2.39	1.05
28	Grading standards (the amount of work or skill needed to get a good grade) are too easy in teacher education courses.	2.69	1.02
34	Extended programs are unnecessary since good teachers can be trained in a 4-year program.	3.41	1.08
42	The balance of course work in my BA/BS teacher education program between (general education), professional (teacher education), and specialization (e.g., auto mechanics, nursing, etc.) course work was appropriate.	3.12	1.02

N = 131

Age

Question number one in the first section of the questionnaire was designed to divide the respondents into five age categories: (a) 20 to 29 years, (b) 30 to 39 years, (c) 40 to 49 years, (d) 50 to 59 years, and (e) 60 years and over. Nineteen questions in section two of the questionnaire were designed to test hypothesis number one. After the means for the 19 questions were sorted into the variable, age, a one way analysis of variance was computed. The computed F ratio of 1.00 was not significant at the .05 alpha level; therefore the findings failed to reject the hypothesis with regard to the age variable. There existed no significant differences in vocational teachers' perceived need for extended teacher education programs among the five age groups. Table VIII shows the value of the age variable.

TABLE VIII
PERCEIVED NEED FOR EXTENDED TEACHER
EDUCATION PROGRAMS BY AGE

Source	SS	DF	Var. Est.
Among	0.20	3	0.07
Within	23.18	72	0.32
Total	23.38	75	

F-Ratio = 0.21

Significance = 0.8919

Sex

Question number two in the first section of the questionnaire requested the subjects to indicate their gender (sex). One hundred and two respondents indicated that they were male, and 31 indicated they were female. The mean scores for the 19 questions related to hypothesis number one were sorted into the sex variable. After the means for the 19 questions related to hypothesis number one were sorted into the sex variable, a one way analysis of variance was computed to test the hypothesis. The calculated F value of .00 was not significant at the selected .05 alpha level; therefore, the findings failed to reject the hypothesis with regard to the sex status variable. No significant difference existed in the vocational administrators' perceived need for extended teacher education programs with regard to their gender. Table IX shows the values for the sex (gender) variable.

TABLE IX
PERCEIVED NEED FOR EXTENDED TEACHER
EDUCATION PROGRAMS BY SEX

Source	SS	DF	Var. Est.
Among	0.20	1	0.00
Within	8.97	35	0.25
Total	8.97	37	

F-Ratio = 0.00
Significance = 1.000

Employment Status

The third question in section one of the questionnaire asked the subjects to indicate how many hours per week they were employed as something other than as a vocational administrator. Four categories existed from which the respondents were to choose: (a) I am not employed in something other than as a vocational education administrator, (b) less than 20 hours per week, (c) 20 to 40 hours per week, and (d) more than 40 hours per week. After the means for the 19 questions related to hypothesis number one were sorted into the employment variable, a one way analysis of variance was calculated to test the hypothesis. The F value of .41 was not significant at the selected .05 level; therefore, the findings failed to reject the hypothesis with regard to the employment status variable. No significant difference existed in the vocational administrators perceived need for extended teacher education programs with regard to the amount of work they performed in another capacity other than as a vocational administrator. Table X shows the values for the employment status variable.

TABLE X
PERCEIVED NEED FOR EXTENDED TEACHER EDUCATION
PROGRAMS BY EMPLOYMENT STATUS

Source	SS	DF	Var. Est.
Among	0.48	3	0.16
Within	28.15	73	0.40
Total	29.33	76	

F-Ratio = 0.41

Significance = 0.7529

Qualifying for Vocational Teacher Certification

Question number four of the demographic section in the questionnaire asked the respondents to indicate whether they qualified for vocational teacher certification. One hundred and eleven respondents indicated they did qualify for certification while 22 of the indicated they did not qualify. Nineteen questions were designed to gather data to test hypothesis number one. Once the means for the 19 questions were sorted into the qualification for certification, a one way analysis of variance was calculated. The F value of .03685 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard to the qualifying for vocational teacher certification variable. No significant difference existed in the perceived need for extended teacher education programs regarding qualifying, for vocational teacher certification. Table XI shows the values for the qualification for the vocational teacher certification variable.

TABLE XI
PERCEIVED NEED FOR EXTENDED TEACHER EDUCATION
PROGRAMS BY QUALIFICATION FOR VOCATIONAL
TEACHER CERTIFICATION

Source	SS	DF	Var. Est.
Among	0.22	1	0.22
Within	9.13	36	0.25
Total	9.35	37	

F-Ratio = 0.88
Significance = 0.3685

Maintaining Vocational Teacher Certification

Question number 5 in the first section of the questionnaire requested the respondents to indicate whether they have ever held vocational teacher certification. One hundred and eight (81.08%) indicated that they have held certification while 25 (18.80%) showed they had not. Nineteen questions in section two of the questionnaire were designed to gather data to test hypothesis number one. Once the means for the 19 questions were sorted in the certification variable, a one way analysis of variance was calculated. The calculated F ratio of .06 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard to the maintaining vocational certification variable. No significant differences existed in the perceived need for extended teacher certification for vocational education. Table XII shows the F ratio values for the maintaining vocational teacher certification variable.

TABLE XII
PERCEIVED NEED FOR EXTENDED TEACHER EDUCATION
PROGRAMS BY MAINTAINING VOCATIONAL
TEACHER CERTIFICATION

Source	SS	DF	Var. Est.
Among	0.02	1	0.02
Within	9.00	36	0.25
Total	9.02	37	

F-Ratio = 0.86
Significance = 0.7972

Administrative Title

Question number six in the first section of the questionnaire was designed to determine the respondents administrative title. The means of the 19 questions from section two of the questionnaire were categorized into the following classifications: (a) Superintendent, (b) Assistant Superintendent, (c) Building Superintendent, (d) Director of Adult Education Programs, (e) Director of Student Services, (f) Business Manager, and (g) other. A one way analysis of variance was computed for the title variable to test the hypothesis. The computed F value of .58 was not significant at the .05 alpha level; therefore, the hypothesis was rejected with regard to the title variable. No significant differences existed in the perceived need for extended teacher education programs regarding title. Table XIII shows the F ratio values for the title variable.

TABLE XIII
PERCEIVED NEED FOR EXTENDED TEACHER EDUCATION
PROGRAMS BY ADMINISTRATIVE TITLE

Source	SS	DF	Var. Est.
Among	1.19	6	0.20
Within	43.58	127	0.34
Total	44.77	133	

F-Ratio = 0.58
Significance = 0.7487

College Degree Classification

Question number seven asked the subjects to indicate their college degree classification. The means of the 19 questions from section two of the questionnaire were categorized into the following degree classifications: (a) BS, (b) BA, (c) BA/BS + 30 semester hours, (d) MA, (e) MS, (f) MA/MS + 30 semester hours, and (g) doctorate. After the means were computed for the 19 questions related to hypothesis number one, they were sorted into the college degree classifications. A one way analysis of variance was computed to test the hypothesis. A computed F value of .54 was not significant at the .05 alpha level; therefore the findings failed to reject the hypothesis with regard to the college degree classification variable. No significant difference existed in the vocational administrators' perceived need for extended teacher education programs with regard to college degree classification. Table XIV illustrates the F values for the college degree variables.

TABLE XIV
PERCEIVED NEED FOR EXTENDED TEACHER EDUCATION
PROGRAMS BY COLLEGE DEGREE CLASSIFICATION

Source	SS	DF	Var. Est.
Among	1.46	6	0.24
Within	56.86	126	0.45
Total	58.32	132	

F-Ratio = 0.54

Significance = 0.7791

Residence Community Size

The last question in section one of the questionnaire was designed to divide the subjects according to the size of their residence community size. The categories were: (a) rural area with less than 20,000 population, (b) small town with 20,000-50,000 population, (c) suburban area over 50,000 population, and (d) an urban area over 50,000 population. The means of the 19 questions from part two in the questionnaire were sorted into the four population categories. A one way analysis of variance was used to test the hypothesis. A calculated F value of .13 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard residence community size. No significant differences existed in the perceived need for extended teacher education programs regarding residence. Table XV shows the F ratio values for the title variable.

TABLE XV
PERCEIVED NEED FOR EXTENDED TEACHER EDUCATION
PROGRAMS BY RESIDENCE COMMUNITY SIZE

Source	SS	DF	Var. Est.
Among	0.13	3	0.04
Within	23.78	72	0.45
Total	23.81	75	

F-Ratio = 0.13

Significance = 0.9388

Research Hypothesis Number Two

There are no significant differences in vocational education administrators' perceptions of teacher education general education components and age, sex, employment status, qualification for vocational teacher certification, maintaining a vocational teacher certification, administrative title, college degree classification, and residence community size.

Age

Question number one of the first section of the questionnaire was designed to divide the respondents into five age categories: (a) 20 to 29 years, (b) 30 to 39 years, (c) 40 to 49 years, (d) 50 to 59 years, and (e) 60 years and over. Sixteen questions in section two of the questionnaire were designed to test hypothesis number two. After the means were sorted into the age variable a one way analysis of variance was computed. The computed F value of .57 was not significant with regard to the age variable. There existed no significant difference in vocational education administrators' perceptions of general education components of teacher education programs among the five age groups. Table XVI shows the F values for the age variables related to question number two.

TABLE XVI
PERCEPTIONS OF TEACHER EDUCATION GENERAL EDUCATION
COMPONENTS BY AGE

Source	SS	DF	Var. Est.
Among	0.37	3	0.12
Within	5.17	24	0.22
Total	5.54	27	

F-Ratio = 0.57

Significance = 0.6439

Sex

Question number two in the first section of the questionnaire was designed to determine the sex (gender) of each of the respondents. One hundred and two respondents indicated that they were male and 31 indicated they were female. The mean scores for the seven questions related to hypothesis number two were sorted into the sex variable. After the means for the seven questions related to hypothesis number two were sorted into the sex variable, a one way analysis of variance was computed to test the hypothesis. The calculated F value of .00 was not significant at the .05 alpha level; therefore the findings failed to reject the hypothesis with regard to the sex variable. No significant difference existed in the vocational administrators' perceived need for extended teacher education programs with regard to their gender. Table XVII shows the F values for the variables related to question number two.

TABLE XVII
PERCEPTIONS OF TEACHER EDUCATION GENERAL EDUCATION
COMPONENTS BY SEX

Source	SS	DF	Var. Est.
Among	0.00	1	0.00
Within	2.57	12	0.21
Total	2.57	13	

F-Ratio = 0.00

Significance = 0.9584

Employment Status

The third question in the first section of the questionnaire asked the respondents to indicate to what extent they were employed as something other than as a vocational education administrator. Four categories existed from which the respondents were to choose: (a) I am not employed in something other than as a vocational education administrator, (b) less than 20 hours per week, (c) 20 to 40 hours per week, and (d) more than 40 hours per week. After the means for the seven questions related to hypothesis number two were sorted into the employment variable, a one way analysis of variance was calculated to test the hypothesis. The calculated F value of .47 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard to the employment status variable. No significant difference existed in the administrators' perception of teacher education general education components with regard to the amount of hours worked at

something other than vocational education administration. Table XVIII shows the values for the employment status variable.

TABLE XVIII
PERCEPTIONS OF TEACHER EDUCATION GENERAL EDUCATION
COMPONENTS BY EMPLOYMENT STATUS

Source	SS	DF	Var. Est.
Among	0.39	3	0.13
Within	6.75	24	0.28
Total	7.14	27	

F-Ratio = 0.47
Significance = 0.7114

Qualifying for Vocational Teacher Certification

Question number four of the demographic section of the questionnaire asked the respondents to indicate whether they qualified for vocational teacher certification. Seven questions, in section two of the questionnaire, were designed to gather data to test hypothesis number two. Once the means for the seven questions were sorted into the qualifying for certification variable, a one way analysis of variance was computed. The F value of .30 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard to the qualification for certification variable. No significant differences existed in the perceived need for extended teacher education programs

regarding qualification for vocational teacher certification. Table XIX shows the values for qualification for vocational teacher certification.

TABLE XIX
PERCEPTIONS OF TEACHER EDUCATION GENERAL
EDUCATION COMPONENTS BY QUALIFYING FOR
VOCATIONAL TEACHER CERTIFICATION

Source	SS	DF	Var. Est.
Among	0.06	1	0.06
Within	2.57	12	0.21
Total	2.63	13	

F-Ratio = 0.30

Significance = 0.5985

Maintaining Vocational Teacher Certification

Question number five in the first section of the questionnaire asked the respondents to show whether they have held a vocational teacher certification. One hundred and eight (81.20%) indicated they have held vocational certification while 25 (18.80%) showed they have not. Seven questions in section two of the questionnaire were designed to gather data to test hypothesis number two. Once the means were sorted into the certification variable, a one way analysis of variance was calculated. The computed F value of .47 was not significant at the .05 alpha level; therefore the findings failed to reject the hypothesis with regard to the maintaining vocational teacher certification variable. No significant

differences existed in the administrators' perceived need for extended teacher education programs regarding the maintaining a teacher certification. Table XX shows the value of the F ratio for the maintaining vocational teacher certification variable.

TABLE XX
PERCEPTIONS OF TEACHER EDUCATION GENERAL
EDUCATION COMPONENTS BY MAINTAINING
VOCATIONAL TEACHER CERTIFICATION

Source	SS	DF	Var. Est.
Among	0.09	1	0.09
Within	2.29	12	0.19
Total	2.38	13	

F-Ratio = 0.47
Significance = 0.5120

Administrative Title

Question number six in the first section of the questionnaire was designed to determine the respondent's administrative title. The means of the seven questions from section two of the questionnaire were categorized into the following classifications: (a) Superintendent, (b) Assistant Superintendent, (c) Building Superintendent, (d) Director of Adult Education Programs, (e) Direction of Student Services, (f) Business Managers, and (g) other. Once the means of the seven questions were sorted into the title variable, a one way analysis of

variance was calculated. The calculated F value of .34 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard to the title variable. No significant differences existed in the perceptions of administrators regarding title. Table XXI shows the value for the title variable.

TABLE XXI
PERCEPTIONS OF TEACHER EDUCATION GENERAL EDUCATION
COMPONENTS BY ADMINISTRATIVE TITLE

Source	SS	DF	Var. Est.
Among	0.44	6	0.07
Within	9.03	42	0.21
Total	9.47	48	

F-Ratio = 0.34
Significance = 0.9093

College Degree Classification

Question number seven of the first section of the questionnaire asked the subjects to indicate their college degree classification. The means of the seven questions from section two of the questionnaire were categorized into the following degree classifications: (a) BS, (b) BA, (c) BA/BS + 30 semester hours, (d) MA, (e) MS, (f) MA/MS + 30 semester hours, and (g) doctorate. After the means were computed for the seven questions related to hypothesis number two, they were sorted into the

college degree classifications. A one way analysis of variance was computed to test the hypothesis. A computed F value of .60 was not significant at the .05 alpha level; therefore the findings failed to reject the hypothesis with regard to the college degree classification variable. No significant difference existed in the vocational administrators' perceived need for extended teacher education programs with regard to college degree classification. Table XVII illustrates the F values for the college degree variable.

TABLE XXII

PERCEPTIONS OF TEACHER EDUCATION GENERAL EDUCATION
COMPONENTS BY COLLEGE DEGREE CLASSIFICATION

Source	SS	DF	Var. Est.
Among	1.39	6	0.23
Within	16.33	42	0.39
Total	17.72	48	

F-Ratio = 0.60

Significance = 0.7339

Residence Community Size

The last question in section one of the questionnaire was designed to divide the subjects according to the size of their residence community size. The categories were: (a) rural area with less than 20,000 population, (b) small town with 20,000-50,000 population, (c) suburban

area over 50,000 population, and (d) an urban area over 50,000 population. The means of the seven questions from part two in the questionnaire were sorted into the four population categories. A one way analysis of variance was used to test the hypothesis. A calculated F value of .47 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard residence community size. No significant differences existed in the perceived need for extended teacher education programs regarding residence. Table XXIII shows the F ratio values for the residence variable.

TABLE XXIII

PERCEPTIONS OF TEACHER EDUCATION GENERAL EDUCATION
COMPONENTS BY RESIDENCE COMMUNITY SIZE

Source	SS	DF	Var. Est.
Among	0.27	3	0.09
Within	4.63	24	0.19
Total	4.90	27	

F-Ratio = 0.47

Significance = 0.7104

Research Question Number Three

There are no significant differences in vocational education administrators' perception regarding the organization of extended teacher education programs by age, sex, employment status, qualifications for vocational teacher certification, maintaining vocational teacher certification, administrative title, college degree classification, and residence community size.

Age

Question number one of the first section of the questionnaire was designed to divide the respondents into five age categories: (a) 20 to 29 years, (b) 30 to 39 years, (c) 40 to 49 years, (d) 50 to 59 years, and (e) 60 years and over. Seven questions in section two of the questionnaire were designed to test hypothesis number three. After the means were sorted into the age variable, a one way analysis of variance was computed. The computed F value of .56 was not significant at the .05 alpha level; therefore, no significant difference existed in vocational education administrators' perception regarding the organization of extended teacher education programs. Table XXIV illustrates the values for the age variables related to question number three.

TABLE XXIV
BELIEFS REGARDING THE ORGANIZATION OF
EXTENDED TEACHER EDUCATION PROGRAMS
BY AGE

Source	SS	DF	Var. Est.
Among	1.08	3	0.36
Within	39.32	61	0.64
Total	40.40	64	

F-Ratio = 0.56

Significance = 0.6489

Sex

Question number two in the first section of the questionnaire asked the subjects to indicate their sex (gender). One hundred and two respondents indicated that they were male and 31 indicated they were female. The mean scores for the seven questions from section two of the questionnaire related to hypothesis number three were sorted into the sex variable. A one way analysis of variance was computed to test the hypothesis. The calculated F value of .00 was not significant at the .05 alpha level; therefore the findings failed to reject the hypothesis with regard to the sex variable. No significant differences existed in the vocational administrators' perceived need for extended teacher education programs with regard to their gender. Table XXV illustrates the values for the sex (gender) variable.

TABLE XXV
BELIEFS REGARDING THE ORGANIZATION OF
EXTENDED TEACHER EDUCATION PROGRAMS
BY SEX

Source	SS	DF	Var. Est.
Among	0.00	1	0.00
Within	12.95	30	0.43
Total	12.95	31	

F-Ratio = 0.00
Significance = 0.9585

Employment Status

The third question in the first section of the questionnaire asked the respondents to indicate to what extent they were employed as something other than as a vocational education administrator. Four categories existed from which the respondents were to choose: (a) I am not employed in something other than as a vocational education administrator, (b) less than 20 hours per week, (c) 20 to 40 hours per week, and (d) more than 40 hours per week. After the means for the 16 questions related to hypothesis number three were sorted into the employment variable, a one way analysis of variance was calculated to test the hypothesis. The calculated F value of .47 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard to the employment status variable. No significant difference existed in the administrators' perception of teacher education

general education components with regard to the employment variable.
Table XXVI illustrates the values for the employment status variable.

TABLE XXVI
BELIEFS REGARDING THE ORGANIZATION OF
EXTENDED TEACHER EDUCATION PROGRAMS
BY EMPLOYMENT STATUS

Source	SS	DF	Var. Est.
Among	0.50	3	0.17
Within	26.18	60	0.44
Total	26.68	63	

F-Ratio = 0.38
Significance = 0.7700

Qualifying for Vocational Teacher Certification

Question number four of the demographic section of the questionnaire asked the respondents to indicate whether they qualified for vocational teacher certification. Sixteen questions, in section two of the questionnaire, were designed to gather data to test hypothesis number three. Once the means for the 16 questions were sorted into the qualifying for certification variable, a one way analysis of variance was computed. The F value of .01 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard to the qualification for certification variable. No significant differences existed in the perceived need for extended teacher education programs

regarding qualification for vocational teacher certification. Table XXVII shows the values for qualification for vocational teacher certification variable.

TABLE XXVII
BELIEFS REGARDING THE ORGANIZATION OF EXTENDED
TEACHER EDUCATION PROGRAMS BY QUALIFICATION
FOR VOCATIONAL TEACHER CERTIFICATION

Source	SS	DF	Var. Est.
Among	0.00	1	0.00
Within	12.05	30	0.40
Total	12.05	31	

F-Ratio = 0.01
Significance = 0.9362

Maintaining Vocational Teacher Certification

Question number five in the first section of the questionnaire asked the respondents to show whether they have held a vocational teacher certification. One hundred and eight (81.20%) indicated they have held vocational certification while 25 (18.80%) showed they have not. Sixteen questions in section two of the questionnaire were designed to gather data to test hypothesis number three. Once the means were sorted into the certification variable, a one way analysis of variance was calculated. The computed F value of .03 was not significant at the .05 alpha level; therefore the findings did not reject the hypothesis with

regard to the maintaining vocational teacher certification variable. No significant differences existed in the administrators' perceived need for extended teacher education programs regarding the maintaining a vocational teacher certification variable. Table XXVIII shows the value of the F ratio for the maintaining vocational teacher certification variable.

TABLE XXVIII

BELIEFS REGARDING THE ORGANIZATION OF EXTENDED
TEACHER EDUCATION PROGRAMS BY MAINTAINING
VOCATIONAL TEACHER CERTIFICATION

Source	SS	DF	Var. Est.
Among	0.01	1	0.01
Within	11.87	30	0.40
Total	11.88	31	

F-Ratio = 0.03

Significance = 0.8682

Administrative Title

Question number six in the first section of the questionnaire was designed to determine the respondent's administrative title. The means of the 16 questions from section two of the questionnaire were categorized into the following classifications: (a) Superintendent, (b) Assistant Superintendent, (c) Building Superintendent, (d) Director of Adult Education Programs, (e) Direction of Student Services,

(f) Business Managers, and (g) other. Once the means of the 16 questions were sorted into the title variable, a one way analysis of variance was calculated. The calculated F value of .85 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard to the title variable. No significant differences existed regarding title. Table XXIX shows the value for the title variable.

TABLE XXIX
BELIEFS REGARDING THE ORGANIZATION OF EXTENDED
TEACHER EDUCATION PROGRAMS BY
ADMINISTRATIVE TITLE

Source	SS	DF	Var. Est.
Among	3.29	6	0.55
Within	69.90	108	0.65
Total	73.19	114	

F-Ratio = 0.85

Significance = 0.5380

College Degree Classification

Question number seven of the first section of the questionnaire asked the subjects to indicate their college degree classification. The means of the 16 questions from section two of the questionnaire were categorized into the following degree classifications: (a) BS, (b) BA, (c) BA/BS + 30 semester hours, (d) MA, (e) MS, (f) MA/MS + 30 semester hours, and (g) doctorate. After the means were computed for the 16

questions related to hypothesis number three, they were sorted into the college degree classifications. A one way analysis of variance was computed to test the hypothesis. A computed F value of .47 was not significant at the .05 alpha level; therefore the findings failing to reject the hypothesis with regard to the college degree variable. No significant difference existed in the vocational administrators' perceived need for extended teacher education programs with regard to college degree classification. Table XXX shows the F values for the college degree classification variable.

TABLE XXX

BELIEFS REGARDING THE ORGANIZATION OF EXTENDED
TEACHER EDUCATION PROGRAMS BY COLLEGE
DEGREE CLASSIFICATION

Source	SS	DF	Var. Est.
Among	1.62	6	0.27
Within	59.87	105	0.57
Total	61.49	111	

F-Ratio = 0.47

Significance = 0.8270

Residence Community Size

The last question in section one of the questionnaire was designed to divide the subjects according to the size of their residence community size. The categories were: (a) rural area with less than 20,000

population, (b) small town with 20,000-50,000 population, (c) suburban area over 50,000 population, and (d) an urban area over 50,000 population. The means of the 16 questions from section two of the questionnaire were sorted into the four population categories. A one way analysis of variance was calculated to test the hypothesis. A calculated F value of .10 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard residence community size. No significant differences existed in the perceived need for extended teacher education programs regarding residence. Table XXXI illustrates the F ratio value for the residence variable.

TABLE XXIII
PERCEPTIONS OF TEACHER EDUCATION GENERAL EDUCATION
COMPONENTS BY RESIDENCE COMMUNITY SIZE

Source	SS	DF	Var. Est.
Among	0.14	3	0.05
Within	27.42	60	0.46
Total	27.56	63	

F-Ratio = 0.10
Significance = 0.9587

Research Question Number Four

There are no significant differences in vocational education administrators' perception regarding the adequacy of teacher education programs and age, sex, employment status, qualifying for vocational

teacher certification, maintaining vocational teacher certification, administrative title, college degree classification, and residence community size.

Age

Question number one of the first section of the questionnaire was designed to divide the respondents into five age categories: (a) 20 to 29 years, (b) 30 to 39 years, (c) 40 to 49 years, (d) 50 to 59 years, and (e) 60 years and over. Seven questions in section two of the questionnaire were designed to test hypothesis number four. After the means of the seven questions were sorted into the age variable, a one way analysis of variance was computed. The computed F value of .11 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard to adequacy of teacher education programs among the five age groups. Table XXXII illustrates the values of the age variables related to question number four.

TABLE XXXII
BELIEFS REGARDING THE ADEQUACY OF
TEACHER EDUCATION BY AGE

Source	SS	DF	Var. Est.
Among	0.08	3	0.03
Within	5.88	24	0.25
Total	5.96	27	

F-Ratio = 0.11
Significance = 0.9525

Sex

Question number two in the first section of the questionnaire asked the subjects to indicate their sex (gender). One hundred and two respondents indicated that they were male and 31 indicated they were female. The mean scores for the seven questions from section two of the questionnaire related to hypothesis number four were sorted into the sex variable. A one way analysis of variance was computed to test the hypothesis. The calculated F value of .03 was not significant at the .05 alpha level; therefore the findings failed to reject the hypothesis with regard to the sex variable. No significant differences existed in the vocational administrators' perceived need for extended teacher education programs with regard to their gender. Table XXXIII shows the value for the sex variable related to research question number four.

TABLE XXXIII
BELIEFS REGARDING THE ADEQUACY OF TEACHER
EDUCATION PROGRAMS BY SEX

Source	SS	DF	Var. Est.
Among	0.01	1	0.01
Within	2.51	12	0.21
Total	2.52	13	

F-Ratio = 0.03
Significance = 0.8623

Employment Status

The third question in the first section of the questionnaire asked the respondents to indicate to what extent they were employed as something other than a vocational education administrator. Four categories existed from which the respondents were to choose: (a) I am not employed in something other than as a vocational education administrator, (b) less than 20 hours per week, (c) 20 to 40 hours per week, and (d) more than 40 hours per week. After the means for the seven questions related to hypothesis number four were sorted into the employment variable, a one way analysis of variance was calculated to test the hypothesis. The calculated F value of .36 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard to the employment status variable. No significant differences existed in the administrators' perceptions concerning adequacy of teacher education programs regarding employment status other than as a vocational education administrator. Table XXXIV shows the value for the employment status variable.

TABLE XXXIV
BELIEFS REGARDING THE ADEQUACY OF TEACHER
EDUCATION BY EMPLOYMENT STATUS

Source	SS	DF	Var. Est.
Among	0.19	3	0.06
Within	4.17	24	0.17
Total	4.36	27	

F-Ratio = 0.36

Significance = 0.7816

Qualifying for Vocational Teacher Certification

Question number four of the demographic section of the questionnaire asked the respondents to indicate whether they qualified for vocational teacher certification. Seven questions, in section two of the questionnaire, were designed to gather data to test hypothesis number four. Once the means for the seven questions were sorted into the qualifying for certification variable, a one way analysis of variance was computed. The F value of .36 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard to the qualifying for certification variable. No significant differences existed in the perceived need for extended teacher education programs regarding qualification for vocational teacher certification. Table XXXV shows the values for qualification for vocational teacher certification variable.

TABLE XXXV

BELIEFS REGARDING THE ADEQUACY OF TEACHER EDUCATION
BY QUALIFICATION FOR VOCATIONAL
TEACHER CERTIFICATION

Source	SS	DF	Var. Est.
Among	0.01	1	0.01
Within	2.33	12	0.19
Total	2.33	13	

F-Ratio = 0.04
Significance = 0.8430

Maintaining Vocational Teacher Certification

Question number five in the first section of the questionnaire asked the respondents to show whether they have held a vocational teacher certification. One hundred and eight (81.20%) indicated they have held vocational certification while 25 (18.80%) showed they have not. Seven questions in section two of the questionnaire were designed to gather data to test hypothesis number four. Once the means were sorted into the certification variable, a one way analysis of variance was calculated. The computed F value of .12 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard to maintaining the vocational teacher certification variable. No significant differences existed in the administrators' perceptions for extended teacher education programs with regard to the maintaining a vocational teacher certification variable. Table XXXVI shows the value of the F ratio for the maintaining vocational teacher certification variable.

TABLE XXXVI

BELIEFS REGARDING THE ADEQUACY OF TEACHER EDUCATION
BY MAINTAINING VOCATIONAL TEACHER CERTIFICATION

Source	SS	DF	Var. Est.
Among	0.02	1	0.02
Within	2.38	12	0.20
Total	2.40	13	

F-Ratio = 0.12
Significance = 0.7326

Administrative Title

Question number six in the first section of the questionnaire was designed to determine the respondent's administrative title. The means of the seven questions from section two of the questionnaire were related to hypothesis number four, were categorized into the following classifications: (a) Superintendent, (b) Assistant Superintendent, (c) Building Superintendent, (d) Director of Adult Education Programs, (e) Direction of Student Services, (f) Business Managers, and (g) other. Once the means were sorted into the title variable, a one way analysis of variance was calculated. The calculated F value of 1.13 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard to the title variable. No significant differences existed regarding title variable. Table XXXVII shows the F values for the administrative title variable.

TABLE XXXVII
BELIEFS REGARDING THE ADEQUACY OF TEACHER EDUCATION
BY ADMINISTRATIVE TITLE

Source	SS	DF	Var. Est.
Among	3.05	6	0.51
Within	18.85	42	0.65
Total	21.90	48	

F-Ratio = 1.13
Significance = 0.3612

College Degree Classification

Question number seven of the first section of the questionnaire asked the subjects to indicate their college degree classification. The means of the seven questions from section two of the questionnaire were categorized into the following degree classifications: (a) BS, (b) BA, (c) BA/BS + 30 semester hours, (d) MA, (e) MS, (f) MA/MS + 30 semester hours, and (g) doctorate. After the means were computed for the seven questions related to hypothesis number four, a one way analysis of variance was computed to test the hypothesis. A computed F value of .95 was not significant at the .05 alpha level; therefore the findings failed to reject the hypothesis with regard to the college degree classification variable. No significant differences existed in the vocational administrators' perceptions for extended teacher education programs with regard to their college degree classification. Table XXXVIII shows the F ratio for the college degree classification variable.

TABLE XXXVIII
BELIEFS REGARDING THE ADEQUACY OF TEACHER EDUCATION
BY COLLEGE DEGREE CLASSIFICATION

Source	SS	DF	Var. Est.
Among	.32	6	0.05
Within	8.34	42	0.20
Total	8.66	48	

F-Ratio = 0.26
Significance = 0.9495

Residence Community Size

The last question in section one of the questionnaire was designed to divide the subjects according to their residence community size. The categories were: (a) rural area with less than 20,000 population, (b) small town with 20,000-50,000 population, (c) suburban area over 50,000 population, and (d) an urban area over 50,000 population. The means of the seven questions from section two of the questionnaire were sorted into the four population categories. A one way analysis of variance was calculated to test the hypothesis. A calculated F value of .90 was not significant at the .05 alpha level; therefore, the findings failed to reject the hypothesis with regard to residence community size. No significant differences existed in the perceived need for extended teacher education programs regarding residence size. Table XXXIX presents the value for the residence community size variable.

TABLE XXXIX

BELIEFS REGARDING THE ADEQUACY OF TEACHER EDUCATION BY RESIDENCE COMMUNITY SIZE

Source	SS	DF	Var. Est.
Among	0.71	3	0.24
Within	6.27	24	0.26
Total	6.98	27	

F-Ratio = 0.90

Significance = 0.4579

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine vocational education administrators' attitudes regarding extended teacher education programs. This chapter presents the summary of the study, the conclusions, and recommendations from the data collected.

The study contained four specific research questions and specific hypotheses. The research questions were:

1. Do vocational education administrators perceive a need for extended teacher education programs?
2. How do vocational education administrators perceive the value of general education components of teacher education programs?
3. How do vocational education administrators believe that teacher education programs should be organized?
4. Do vocational education administrators believe that the present teacher education programs are adequate?

The subjects of the study were vocational education administrators in the AVA Region Four which included Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. The population of the study was 587. Two hundred and thirty-three questionnaires were mailed to randomly selected vocational administrators. One hundred and thirty-two were completed and returned.

The questionnaire was divided into two sections: section number one to gather demographic and personal data and section number two which asked 49 questions related to the four factors listed in the research questions. The questions in section two used a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The review of literature consisted of four major areas: a discussion of the major reports calling for reform in teacher education, a discussion of existing models of extended teacher education programs, the Sanders study of vocational education teacher attitudes toward the extended teacher education programs, and a discussion of existing university plans for reforming teacher education.

Summary Findings

An overall analysis of the data showed that vocational education administrators were generally undecided as to whether or not extended teacher education programs were needed.

A further analysis was performed on the data of the responses from section two of the questionnaire as they pertained to the four research questions.

Nineteen questions from section two of the questionnaire were used to address research question number one. Thirty-five (26.3%) of the respondents disagreed on a need for extended teacher education programs. Further analysis of the same question showed 90 (68.4%) undecided and 7 (5.3%) agreed on the need for the extended teacher education program. Even though there was 5.3 percent in agreement on the need for extended programs, the mean was 3.57 on a 3.51-4.55 agreement range, making the agreement value a weak one. The strongest element of disagreement was

concerning the issue of requiring six years to complete an extended teacher education program. The mean on this question was 1.84 in a disagreement range of 1.55-2.55, making the mean closer to being in concert with strongly disagree (0.0-1.50) than that of being undecided (2.56-3.50).

Seven questions from section two of the questionnaire were used to answer research question number two. Forty-three percent of the 132 respondents disagreed with the general education requirements of extended teacher education requirements while 57% of the respondents were undecided. The strongest disagreement, 2.38, was found to be with regard to receiving higher grades in general education courses compared to grades received in professional (teacher education) courses.

Sixteen questions from the 49 questions in section two of the questionnaire were used to answer the third research question pertaining to administrators' perceptions of the organization of extended teacher education programs. This question received more decisive responses when compared to the other three research questions with 50 (37.5%) disagreeing and 50 (37.5%) were in agreement with regard to organization of extended teacher education programs. Thirty-two of the respondents (25%) were undecided. The strongest element of agreement occurred pertaining to placing teacher education students in the classroom in the fifth and sixth years of the program. This question received an overall mean of 3.77 on agreement scale of 3.51-4.55. The strongest disagreement occurred in regard to extended programs not including course work related to observations of special needs children (e.g., EMH, CAT, and LD). This question received an overall mean of 2.08 on a disagreement scale of 1.51-2.55.

The fourth research question was analyzed using seven questions from section two of the research questionnaire pertaining to administrators' perceptions of the adequacy of teacher education programs. Nineteen (14.3%) of the respondents disagreed with the adequacy of teacher education programs. The strongest element of disagreement occurred with the questions pertaining to the BA/BS adequately preparing the beginning teacher. The question received a 2.39 score in a mean range of 1.51-2.55 for disagreement. Nineteen (14.3%) agreed with the adequacy of the teacher education programs. The strongest element of agreement was found in regard to the question pertaining to beginning teachers having sufficient subject matter knowledge to teach without undue stress. This question received a score of 3.62 in a mean range of 3.51-4.55 for agreement.

Conclusions

Conclusions from the research are:

1. Generally, vocational education administrators are undecided as to the need of extended teacher education programs; however, they do show:
 - a. 26.3 percent disagreement on a need for extended teacher education programs with particular regard to requiring six years to complete an extended program.
 - b. 5.3 percent agree on the need for extended teacher education programs.
2. Vocational education administrators are generally undecided on the general education requirements for extended teacher education programs; however, they do show:

- a. 43 percent disagreed with the general education requirements with particular regard to receiving higher grades in general education courses compared to grades received in professional (teacher education) courses.
3. Vocational education administrators have equal amounts of agreement and disagreement in terms of the organization of extended teacher education programs with 37.5 percent agreeing and 37.5 percent disagreeing on the organization of extended programs. However, 25 percent were undecided. With regard to organizing extended programs, the administrators have the highest level of agreement when it comes to placing fifth and sixth year teacher education students in the classroom. With regard to the organization of extended programs, the administrators have the highest level of disagreement when it comes to not including course work related to student observation of special needs children.
4. Vocational education administrators are generally undecided on the adequacy of present teacher education programs. However, they do show:
 - a. 14.3 percent disagreement in terms of the adequacy of the teacher education programs.
 - b. 14.3 percent agreement in terms of the adequacy of the teacher education programs.
5. Vocational education administrators regardless of age, sex, employment status, qualification for vocational teacher certification, maintaining vocational teacher certification, college degree classification, administrative title, and

residence community size are likely to hold the same perception toward extended teacher education programs.

Recommendations

This study has provided information regarding the perceptions of vocational education administrators concerning extended teacher education programs which was previously unavailable. The information in the study will be useful to persons involved with policy decision making regarding extended teacher education programs.

Based on the findings and conclusions of this study, the following recommendations are made:

1. The results of this study, previous studies, and future studies should be given careful consideration by those having input into the policy making process for extended teacher education.
2. Vocational education administrators should be educated thoroughly concerning the pros and cons of extended teacher education programs.
3. Extended vocational teacher education programs should require no more than five years to complete.
4. Extended teacher education programs should include more course work in regards to observations of special needs students.
5. Vocational education administrators should be considered similarly concerning their perceptions of extending teacher education programs.

The following recommendations are offered for further study:

1. The attitudes of state departments of vocational education, industry representatives and the citizens ought to be determined with regard to extending teacher education.
2. The implications of extending teacher education programs ought to be studied with consideration given to high student achievement scores, reducing the drop out rate of students receiving instruction from graduates of teacher education programs, and the drop out rate of students in extended teacher education programs.
3. The advantages and disadvantages of proposed and existing extended teacher education models.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

ADMINISTRATOR'S ATTITUDES TOWARD EXTENDED TEACHER EDUCATION PROGRAMS

Please make a check on the appropriate line beside your response.

1. What is your age?
 - A. ☐ 20-29 years
 - B. ☐ 30-39 years
 - C. ☐ 40-49 years
 - D. ☐ 50-59 years
 - E. ☐ 60 or over
2. What is your sex?
 - A. ☐ Male
 - B. ☐ Female
3. If you are employed in something other than as a Vocational Education Administrator, such as teaching, to what extent are you involved with those activities?
 - A. ☐ I am not employed in something other than as a Vocational Education Administrator.
 - B. ☐ Less than 20 hours per week.
 - C. ☐ 20 to 40 hours per week.
 - D. ☐ More than 40 hours per week.
4. Do you qualify for vocational teacher certification?
 - A. ☐ Yes
 - B. ☐ No
5. Have you ever held a vocational teacher certification?
 - A. ☐ Yes
 - B. ☐ No
6. What is the administrative title that best describes your administrative position?
 - A. ☐ Superintendent
 - B. ☐ Assistant Superintendent
 - C. ☐ Building Superintendent
 - D. ☐ Director of Adult Education Programs
 - E. ☐ Director of Student Services
 - F. ☐ Business Manager
 - G. ☐ Other (Please specify) _____

7. What is your college degree classification?

- A. ☐ BS
- B. ☐ BA
- C. ☐ BA/BS + 30 semester hours
- D. ☐ MA
- E. ☐ MS
- F. ☐ MA/MS + 30 semester hours
- G. ☐ Doctorate

8. Presently, I reside in: (Mark each that apply to you)

- A. ☐ A rural area in the country or in a town of less than 20,000.
- B. ☐ A small town not near a larger city (20,000 to 50,000).
- C. ☐ A suburban area (suburb of city over 50,000).
- D. ☐ An urban area (city over 50,000).

Please express your opinion on each item below by circling the appropriate number.

1. I would have preferred my teachers take fewer general education (liberal arts) courses in their program. 1 2 3 4 5
2. Extended programs should discourage the marginal students from becoming teachers. 1 2 3 4 5
3. When my teachers received their first teaching assignment they knew a sufficient amount of subject matter content to teach without undo stress. 1 2 3 4 5
4. Teacher's liberal arts (general education) courses made them think and work harder than their professional (teacher education) or their specialization course work (e.g., agriculture, cosmetology, management, etc.). 1 2 3 4 5
5. An extended program should not focus on on-the-job training. 1 2 3 4 5
6. I wish my teachers had a stronger background in the subject area(s) they are teaching. 1 2 3 4 5
7. Admission standards for teacher education are generally too easy. 1 2 3 4 5
8. If I were to change teacher education programs I would increase the number of liberal arts courses (general education). 1 2 3 4 5
9. Extended programs should be the same as existing programs but should have a supervised experience (paid) year or entry year with a cooperating teacher and faculty who will help the new teacher. 1 2 3 4 5
10. Course requirements in teacher education programs are too easy. 1 2 3 4 5
11. Participation in an extended program is likely to make teachers knowledgeable in a number of broad discipline areas. 1 2 3 4 5
12. If extended teacher education programs were mandated, they should require at least five years to complete. 1 2 3 4 5

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|---|---|---|---|---|---|
| 13. Participation in an extended program is likely to make teachers subject matter experts in a single academic discipline. | 1 | 2 | 3 | 4 | 5 |
| 14. Extended programs which expand the liberal arts component will leave insufficient time for needed specialization courses (e.g., construction, engineering, nursing, etc.). | 1 | 2 | 3 | 4 | 5 |
| 15. Extended programs should encourage students who are marginally motivated to become teachers. | 1 | 2 | 3 | 4 | 5 |
| 16. I am not satisfied with the background knowledge of my teachers in the liberal arts (general education). | 1 | 2 | 3 | 4 | 5 |
| 17. Extended programs should place teacher education students in the classroom with students during each of the fifth-sixth years of the program. | 1 | 2 | 3 | 4 | 5 |
| 18. Teachers general education (liberal arts) courses have been helpful to them as their professional (teacher education), and specialization courses (e.g., diesel mechanics, business supervision, etc.). | 1 | 2 | 3 | 4 | 5 |
| 19. Extended teacher education programs (five years or more for a first teaching degree) are desirable. | 1 | 2 | 3 | 4 | 5 |
| 20. Extended programs should <u>not</u> include course work related to observations of special needs children (e.g., EMH, T/T, Ed/BD, LD). | 1 | 2 | 3 | 4 | 5 |
| 21. Extended programs will increase shortages of teachers where shortages already exist. | 1 | 2 | 3 | 4 | 5 |
| 22. Extended programs should increase the length of student teaching. | 1 | 2 | 3 | 4 | 5 |
| 23. If I were to change teacher education programs I would increase the number of specialization courses (e.g., carpentry, agriculture, etc.). | 1 | 2 | 3 | 4 | 5 |
| 24. A masters degree should be the minimum educational level for a beginning teacher. | 1 | 2 | 3 | 4 | 5 |
| 25. A BS/BA teacher education program does not adequately prepare a person to teach. | 1 | 2 | 3 | 4 | 5 |

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| 26. If extended teacher education programs were mandated, they should require at least six years to complete. | 1 | 2 | 3 | 4 | 5 |
| 27. Extended programs should start with a liberal arts (subject matter) degree and have the teaching/pedagogy part only in the fifth-sixth year. | 1 | 2 | 3 | 4 | 5 |
| 28. Grading standards (the amount of work or skill needed to get a good grade) are too easy in teacher education courses. | 1 | 2 | 3 | 4 | 5 |
| 29. Extended programs should increase the specialization course work (agriculture, home economics, carpentry, etc.). | 1 | 2 | 3 | 4 | 5 |
| 30. Extended programs should increase professional education (teacher education) course work. | 1 | 2 | 3 | 4 | 5 |
| 31. General education (liberal arts) courses have proven to be beneficial in making my teachers more competent in their subject area. | 1 | 2 | 3 | 4 | 5 |
| 32. The grades that are received by my teachers in general education (liberal arts) courses will be higher than those they received in their professional (teacher education) or specialization course work (e.g., nursing, engineering, welding, etc.). | 1 | 2 | 3 | 4 | 5 |
| 33. Extended programs will be too expensive for the average teacher education candidate. | 1 | 2 | 3 | 4 | 5 |
| 34. Extended programs are unnecessary since good teachers can be trained in a four-year program. | 1 | 2 | 3 | 4 | 5 |
| 35. If I were to change teacher education programs I would increase the number of professional courses (teacher education courses). | 1 | 2 | 3 | 4 | 5 |
| 36. Extended programs will require too much time for the average person. | 1 | 2 | 3 | 4 | 5 |
| 37. Participation in extended programs is unlikely to make teachers more capable of conveying knowledge to students. | 1 | 2 | 3 | 4 | 5 |
| 38. Extended programs should increase general education (liberal arts) course work. | 1 | 2 | 3 | 4 | 5 |

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|-----|--|---|---|---|---|---|
| 39. | Extended programs should lead to a specialist degree (post-masters) if they are six year programs. | 1 | 2 | 3 | 4 | 5 |
| 40. | Early field experiences are less likely in an extended program. | 1 | 2 | 3 | 4 | 5 |
| 41. | Extended programs should increase the variety of student teaching (teaching in a variety of settings). | 1 | 2 | 3 | 4 | 5 |
| 42. | The balance of course work in a BS/BA teacher education program between liberal arts (general education), professional (teacher education), and specialization (e.g., auto mechanics, nursing, etc.) course work is appropriate. | 1 | 2 | 3 | 4 | 5 |
| 43. | Four years in <u>not</u> enough time to adequately prepare in both subject matter and teaching pedagogy. | 1 | 2 | 3 | 4 | 5 |
| 44. | Extended programs should <u>not</u> lead to a masters degree if they are five year programs. | 1 | 2 | 3 | 4 | 5 |
| 45. | Extended programs should increase the field experience (more time in the classroom before student teaching). | 1 | 2 | 3 | 4 | 5 |
| 46. | Teachers who complete extended programs will not be more mature than graduates of four years. | 1 | 2 | 3 | 4 | 5 |
| 47. | Extended programs are necessary because there is too much content to be taught in a four-year program. | 1 | 2 | 3 | 4 | 5 |
| 48. | Participation in extended programs is unlikely to make teachers more knowledgeable about their jobs. | 1 | 2 | 3 | 4 | 5 |
| 49. | Extended programs which greatly expand the liberal arts component (general education) will leave insufficient time for needed professional courses (e.g., educational psychology courses, methods of teaching, etc.). | 1 | 2 | 3 | 4 | 5 |

APPENDIX B

COVER LETTER

March 18, 1989

Dear Vocational Administrator:

As you are probably aware, it has been projected that within the next few years all teachers will be required to have a masters degree or its equivalent before they can receive their first teaching certificate.

Changes are taking place across the nation regarding the way America's teachers are educated. These changes have come from within colleges of education and have been further spurred by national reports which are critical of teacher education. Both the Carnegie Forum (A Nation Prepared: Teachers for the 21st Century, May, 1986) and the Holmes Group (Tomorrow's Teachers, 1986) have recommended (a) greater emphasis on liberal arts subject matter training for teachers (e.g., in natural science, social science, humanities, etc.), (b) placing professional education (pedagogy) courses in a fifth or graduate year, and (c) increasing standards for entry into the teaching profession. Already a number of schools of education across the nation have instituted required five year teacher preparation programs, among them are the University of Virginia and the University of Kansas. In California, state law requires a fifth year of study for teacher certification, the first four years being in general education followed by a year of specialization. In Texas, the state legislature has passed legislation which in effect has abolished undergraduate teacher education programs beginning fall, 1987, and require a fifth year program in professional (teacher education) courses for certification.

Those who propose changes in teacher education do not consider the affects of their proposals on other areas such as vocational education. Little or no information exists on such a move's impact on vocational education. You have been randomly selected as a part of a regional study--American Vocational Education Region IV--to contribute to this database. Therefore, we would like to have your opinions regarding the possible effects of extending the requirements for a first teaching certificate.

The attached questionnaire should take less than 20 minutes to complete. Please return the completed questionnaire in the enclosed self addressed stamped envelope. Thank you for your assistance in this important matter.

Sincerely,

Dan Crafts

Clyde B. Knight

APPENDIX C

UNSOLICITED QUESTIONNAIRE COMMENTS

Unsolicited Questionnaire Comments

1. "I believe more time and emphasis should be put on professional education in the four year graduation requirements as well as more emphasis and experience on student teaching or practicum."
2. "Teachers need specialized (professional) course work in how students learn and how to teach all students, not just part of the class."
3. "Fifth year should be an on-the-job experience with pay."
4. "This is similar to what we are experiencing in high school graduation requirements. If the quality of education in teacher education was what it should be--what is now--would be adequate."
5. "Extended programs in professional teacher education need to be developed to enhance the teaching abilities of non-degree teachers (e.g., auto mechanics, construction, machine shop)."
6. "I see a serious shortage of young enthusiastic teachers. I fear that an extended program would increase that shortage."
7. "Extending the requirements for any teacher s _____. This movement is not to help the kids but the colleges and universities."

VITA

Daniel Doyle Crafts

Candidate for the Degree of

Doctor of Education

Thesis: VOCATIONAL EDUCATION ADMINISTRATORS' ATTITUDES TOWARD EXTENDED
TEACHER EDUCATION PROGRAMS

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Emporia, Kansas, August 19, 1954, the son of
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Education: Graduated from McAlester High School, McAlester,
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Professional Experience: Manager of Cork N' Cleaver Restaurant,
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Tulsa Ford Glass Plant Cafeteria and Vending, March, 1978 to
July, 1979; Instructor of Food Service at Kiamichi Area Vo-Tech
School, Idabel, Oklahoma, July, 1979 to July, 1980; Director,
Robert S. Kerr Conference Center, Poteau, Oklahoma; Director of
Carl Albert Junior College Campus Food Services, and Director
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Junior College, July, 1980 to July, 1985; Teaching Associate,
School of Hotel and Restaurant Administration, Oklahoma State
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Professional Organizations: Phi Delta Kappa Scholastic Fraternity, Iota Lambda Sigma Scholastic Fraternity, Oklahoma Restaurant Association, National Restaurant Association, Oklahoma Hotel Motel Association, American Hotel Motel Association.

Publications: Author of three journal articles in Hotel and Restaurant Administration.