

EFFECTIVENESS OF VOCATIONAL TRAINING FOR  
LEARNING DISABLED STUDENTS

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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	2
Need for the Study . . . . .	3
Purpose of the Study . . . . .	3
Definition of Terms . . . . .	3
Research Questions . . . . .	5
Scope . . . . .	5
II. REVIEW OF LITERATURE . . . . .	6
Vocational Legislation . . . . .	6
Responsibilities of Vocational Educators in Complying With Public Law 94-142 . . . . .	8
Vocational Needs of the Learning Disabled . . . . .	10
Approaches to the Study of Job Satisfaction . . . . .	12
Vocational Follow-Up of the Special Needs Students . . . . .	13
Summary . . . . .	15
III. METHODOLOGY . . . . .	17
Introduction . . . . .	17
The Study Population . . . . .	18
Selection of Instrument . . . . .	18
Collection of the Data . . . . .	19
Analysis of the Data . . . . .	20
IV. PRESENTATION AND ANALYSIS OF DATA . . . . .	23
Introduction . . . . .	23
Collection Procedures . . . . .	23
Findings of the Study . . . . .	24
T-Test . . . . .	26
Chi-Square Analysis . . . . .	26
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	29
Summary . . . . .	29
Findings of the Study . . . . .	31
Conclusions . . . . .	32
Recommendations . . . . .	33
Recommendations for Additional Research . . . . .	34
Concluding Statement . . . . .	34

Chapter	Page
SELECTED BIBLIOGRAPHY . . . . .	35
APPENDIX A - DATA COLLECTION INSTRUMENT . . . . .	37
APPENDIX B - COVER LETTER . . . . .	40

LIST OF TABLES

Table	Page
I. Scales for the Brayfield-Rothe Blank Questionnaire . . . .	20
II. Scales for the Level of Self-Confidence . . . . .	21
III. Vocational Mainstreaming in Tulsa Area Vocational- Technical School . . . . .	25
IV. T-Test Results--Related and Unrelated Job Satisfaction . .	26
V. Chi-Square Results--Self-Confidence as Related to Job Satisfaction . . . . .	27

## CHAPTER I

### INTRODUCTION

With increased emphasis upon identification of and service to the special education student, the ranks of the learning disabled have swollen enormously. Since these students have the characteristic of "adeptness in performance as compared to academic skills," preparing them for employment has taken the obvious course of vocational training. The Tulsa Area Vocational-Technical School, Tulsa, Oklahoma, has instituted a pilot program for providing service to this population.

The population of learning disabled students has, as a whole, more difficulty functioning in a regular vocational education program. Specially structured instructional offerings and support are required. Upon graduation, the learning disabled student should exhibit job entry skills, attitudes, and knowledge adequate for employment despite the nature of the handicap.

The program at Tulsa Area Vocational-Technical School is designed to provide students with job entry skills according to paragraph 3.1E-1 of the Oklahoma State Plan for Vocational Education (1973):

The program of instruction shall be based on a consideration of the skills, attitudes, and knowledge required to achieve the occupational or other objective of such instruction, and includes a planned sequence of those essentials of education or experience (or both) deemed necessary for the individual to achieve such objective (p. 1).



As a result of this mandate, it is necessary to structure the curriculum for at least average students; therefore, it is difficult for students with learning disabilities to read the level of manuals required and perform the vocationally related mathematical computations.

Current selection of students who are to be enrolled in a vocational program at a vocational-technical school is somewhat restrictive because counselors are charged with the responsibility of selecting pupils who indicate potential for achieving in the occupation selected. This responsibility is clearly stipulated in the admission of students section (3.1D) of the Oklahoma State Plan for Vocational Education (1973):

Individuals shall be admitted for enrollment in classes and provided instruction on the basis of their need and their potential for achieving the occupational or other objective of such instruction (p. 33).

It is important to note that this paragraph applies to the vast majority of high school students, but tends to eliminate the approximately ten percent of students who can be classified as handicapped due to a learning disability. It is, therefore, important that some attention be given to assist students with a learning disability in receiving, through an area school, vocational training to become a productive and well-adjusted employee.

#### Statement of the Problem

In order to direct the future training of learning disabled students in preparation for employment, teachers and administrators need a basis for determining if the student will be satisfied with the job attained after graduation.

### Need for the Study

Public Law 94-142 set forth the intent of Congress to provide free and appropriate education for those handicapped students who are not capable of functioning in a regular vocational setting. The need exists for a study to determine if students will be satisfied with their jobs after they have graduated.

Prior to Public Law 94-142, the Vocational Education Act of 1963 and the 1968 Amendments to the Vocational Education Act gave highest priority to educational and training needs of handicapped persons. The intent of the 90th Congress was clearly indicated with 10 percent of the States' allocation for vocational education under Part B of the Vocational Amendments of 1968 was specifically set aside for training and services for the handicapped. The need exists for a study to assist in validation of vocational programs which are mainstreaming special needs students.

### Purpose of the Study

The purpose of this study was to investigate whether or not there was a significant difference in job satisfaction of learning disabled graduates of vocational courses at the Tulsa Area Vocational-Technical School and if they were working in jobs related to the vocational training they had received.

### Definition of Terms

To avoid misinterpretation, terms used in this study are defined.

1. Self-Confidence Level: An individual's perception of himself and his role in a specified situation at a specific time.

2. Job Satisfaction: As operationally defined in this study, job satisfaction refers to the measured expression of an individual's affective orientation toward his job when asked to state the degree to which he likes or dislikes aspects of the present work role. The individual's job satisfaction is then inferred from his responses to the questions with positive responses associated with job satisfaction and negative responses associated with job dissatisfaction.

3. Job Satisfaction Scores: Refers to the scores obtained from the Brayfield-Rothe Job Satisfaction Blank (Appendix A).

4. Learning Disabled: Specific learning disabilities, as defined by P.L. 94-142, is a term that applies to those students who have a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Note: "special needs students" will also be used to denote "learning disabled."

5. Least Restrictive Environment: The least restrictive environment is defined as:

(A) That to the maximum extent appropriate, handicapped children, including students in public or private institutions or other care facilities, are educated with children who are not handicapped, and

(B) That special classes, separate schooling or other removal of special needs students from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (Federal Register, 1977, p. 7338).

6. Mainstreaming: A system for integrating special needs students into regular vocational classes, providing for their special needs through individualized instruction, tutoring, or spending a portion of

their day with a resource teacher.

### Research Questions

The following research questions were developed:

1. To what extent is there a difference in the level of job satisfaction of learning disabled graduates of the Tulsa Area Vocational-Technical School?
2. Is there a significant difference in the job satisfaction of learning disabled students who are employed in jobs related to their vocational training versus those who are employed in jobs unrelated to their vocational training?
3. Is there a significant difference in the self-confidence level of those learning disabled students who are employed in jobs related to their vocational training versus those who are employed in jobs unrelated to their vocational training?

### Scope

1. The study included only those 41 identified learning disabled students who have graduated from Tulsa Area Vocational-Technical School between the dates May, 1978, and May, 1979.
2. The study was limited by the response rates to informational items included on the telephone survey instrument.
3. The study was related directly to the Tulsa Area Vocational-Technical School, but the findings could have implications for area schools throughout the United States.

## CHAPTER II

### REVIEW OF LITERATURE

The review of literature in this study is subdivided into six sections as follows:

1. Vocational Legislation,
2. Responsibilities of Vocational Educators in Complying With
3. Public Law 94-142,
4. Vocational Needs of the Learning Disabled,
5. Job Satisfaction as a Measure of Vocational Success,
6. Vocational Follow-Up of the Special Needs Student, and
7. Summary.

#### Vocational Legislation

On February 20, 1961, President John F. Kennedy recommended a panel of consultants to be appointed to study the current program for vocational education and to make recommendations for improving and redirecting it. It was with this panel's recommendations that the basic foundation for the Vocational Education Act of 1963 was drafted (Venn, 1970).

The total of federal funding for vocational education under the Act of 1963 did not allow for expanding and developing programs in accordance with the needs. It was due to lack of funding that the Advisory Council for Vocational Education recommended that all federal

vocational legislation administered by the Office of Education be combined into one act (Venn, 1970).

The recommendations made by the Advisory Council brought about the development of the 1968 amendments to the Vocational Education Act. Highest priority was given to the educational and training needs of the mentally and physically handicapped, the disadvantaged, and those seeking post-secondary training. It was the 1968 amendments that provided the thrust for program development and implementation. They also were responsible for public schools being required to develop vocational education within the academic setting.

The intent of the 90th Congress was clearly indicated by the following:

Vocational education for disadvantaged or handicapped persons supported with funds under section 102(a) or (b) of the Act shall include special educational programs and services designed to enable disadvantaged or handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach as a result of their handicapping condition. These programs and services may take the form of modifications of regular programs, special educational services which are supplementary to regular programs, or special vocational education programs designed only for disadvantaged or handicapped persons. Examples of such special educational programs and services include the following: special instructional programs or prevocational orientation programs where necessary, remedial instruction, guidance counseling and testing services, employability skills training, communication skills training, special transportation facilities and services, and reader and interpreter services (Federal Register, 1977, p. 7338).

Part B of the Vocational Education Amendments of 1968 specify ten percent of federal funds allocated to states for vocational education be spent on the cost of special programs, services and activities for the handicapped. These special funds may go to school districts for

secondary school programs and also to post-secondary adult vocational education programs and community colleges (U. S. Congress, 1968).

Responsibilities of Vocational Educators in  
Complying With Public Law 94-142

The standard of living we as Americans have come to enjoy has not been so true with those identified as handicapped. A large portion of our population is deficient in academic education and vocational training. Efforts to contact and serve these people in order that they may move into the mainstream of social and economic life are being made. A mandate has been given vocational education to assist the handicapped in achieving a useful and productive role in society (Hutson, 1971).

Vocational education has been challenged to recognize and provide programs for individuals often overlooked in the past. Group characteristics of these identified students show problems such as inadequate achievement in reading, math computation and other basic academic skills essential to learning; the lack of motivation to achieve; and negative perceptions of self and education (Vice, 1971).

As educators we are in the middle of basic social changes that affect all aspects of the educational system. A substantial group of students is not adequately served and is not making normal progress in school. Mainly, these are students whose early experiences in their home school and community and whose motivation for learning and goals for the future handicap them in both school and work. It is a challenge for vocational education to provide programs that will help students overcome these handicapping conditions and become useful, contributing members of society.

Vocational educators and special education teachers receive very different undergraduate preparation. According to Land (1978) vocational educators are concerned with actual job skills while special education teachers are trained for dealing with characteristics, curriculum development and special methods for the handicapped student. Traditionally the teachers have not been required to work together, but now federal legislation assigns the educational needs of the handicapped to be met by both the special educator and the vocational educator. According to Lutz (1977):

Cooperative relationships become imperative for special needs learners as they attempt to weave together the exploratory and preparation experiences into a logical and practical pattern. When these relationships are established and practiced by teachers, it is anticipated that the learner will be better able to recognize occupational opportunities stemming from exploration experiences and, therefore, make wise career decisions (p. 80).

Section 121 of P.L. 94-142 outlines the concept of the least restrictive environment. This concept states that as much as possible, handicapped students are to be educated with students who are not handicapped. So a handicapped student must, if possible, receive vocational education with the nonhandicapped student. If not, the school must prove that the handicapped student cannot benefit from the regular vocational program. Thus, more and more, vocational educators will be expected to educate handicapped students along with "normal" students.

The vocational environment should be geared to the total development of the student. The vocational teacher should recognize that he must give guidance and see that effective communication skills and skills in human relations are developed, that esthetic values are formed, that new interests are created, that entry skills are mastered,



and the processes of thinking and problem solving are learned (Barge, 1970).

The problem is a critical one and there are no simple answers. Vocational education for handicapped youth has been severely neglected. Unemployment among disabled people far exceeds the rate of unemployment in the rest of the population. The loss to everyone is immeasurable, to handicapped persons whose lives are wasted, to families who are often broken by the burden of endless responsibility. It is an uphill battle, but it can be won if we clarify old stereotypes on attitudes and change the low expectation syndrome that has limited handicapped people's goals and shut them out of the world of work.

#### Vocational Needs of the Learning Disabled

Vocational education is a well established component of education at the secondary and post-secondary levels. It is diverse in nature, offering a wide range of training opportunities in a variety of settings. It is viewed as a practical preparation for productive life, and for the personal independence and the economic security that employment provides (Hammill, 1976).

Handicapped persons, according to the United States Auditor General's Report to Congress have not been given the full benefit of participating in vocational education programs, even though they stand to gain more from them, on a relative basis, than do many nonhandicapped persons. Without training to equip handicapped persons for gainful employment, they are much more likely to require state and federal subsidies than those who are abled bodied (Wrisgerber, 1976).

Much has been written describing the learning disabled student. Their frustration levels encountered in a secondary level school are sometimes overwhelming. They need special classes and special attention in order to achieve at their own successes. Unless this attention is given to this population of students we cannot expect them to become useful citizens capable of realizing their innate rights to a full and happy life.

According to Phelps and Lutz (1976), learning disabilities are a problem with many vocational students. The students' learning styles must be determined as well as their optimum modality for receiving and remembering information. Textbooks, words, and sentences should be as simple as possible. Audio-visual aids should be used whenever possible. Audio cassette recordings should be used for important printed material. Responses on assignments can be made on cassette recordings rather than in written form. Finally examples should be concrete and meaningful to the learner.

In an expanding technological society, it is urgent for learning disabled students to develop vocational competencies along with personal-social traits which will enable them to relate to other people both on and off the job. Programs should be designed to give students an opportunity to evaluate their interests, aptitudes, and abilities related to the occupational opportunities offered by society today (Johns, 1973).

While it would seem that the vocational frustrations of the learning disabled are being acknowledged, a related and serious problem is yet to be overcome. Legislation per se cannot assure that the appropriate quality of instruction will be provided to the handicapped persons, especially when vocational educators, through no fault of their own,

lack relevant information, attitudes, and an awareness of course modification techniques for special needs persons.

### Approaches to the Study of Job Satisfaction

From a review of the concept of job satisfaction, a number of studies were located under such titles as morale, job satisfaction, and employee attitudes. It became apparent that many competent investigators have arrived at conflicting and, at times, contradictory conclusions concerning the determinants and/or concomitants of job satisfaction.

In view of the several different conclusions concerning the relationships of elements in job satisfaction, it seems appropriate to review briefly (1) some approaches often used in the study of job satisfaction and (2) some general statements about job satisfaction.

Woodsworth (1964), in his study of the relationships between measures of job satisfaction and various personality dimensions, remarks:

A review of the voluminous literature on work attitudes indicated that almost no research has been devoted to this area, although many writers had hypothesized that the personal characteristics of the worker would influence his perceptions of, and attitudes toward, his job (p. 7).

Vroom (1964) writes:

Although environmental factors have received the greatest amount of attention as determinants of job satisfaction, some investigators have focused their explanations on the personalities of workers. Persons who are satisfied with their jobs are assumed to differ systematically in their personalities from those who are dissatisfied (p. 160).

Katzell (1964) comments:

The intra-individual sources of job satisfaction may be accounted for largely in terms of the concept of adaptation levels or the related concept of personal values . . . .

In many instances, in order to predict a person's response to a stimulus, account must be taken of his frame of reference (p. 342).

Woodsworth (1964, p. 8), in his study of job satisfaction and personality writes: "The conclusions were, in effect, that personality characteristics are related to job attitudes in significant and meaningful ways."

Further, the very nature and method of construction of the instrument used in this study treats job satisfaction as a summated rating or a general concept. The Brayfield-Rothe Job Satisfaction Blank was first constructed on the Thurston attitude scaling technique. To refine the scoring and make the instrument more applicable to a wide range of attitudes, the Likert technique was used in the instrument by Brayfield and Rothe. Briefly, the Likert scale attempts to locate individuals on a positive-negative attitude continuum. The technique requires the individual to indicate the direction and degree of affect he feels concerning an object, event, or state of affairs, with the responses being made on a five-point continuum. The Likert scale assumes that some method of combining or summing up of an individual's responses would provide a reliable indication of the individual's generalized attitude toward a state of affairs. For further consideration, a more specific and detailed description of the scale construction of the Brayfield-Rothe Job Satisfaction Blank is presented in Chapter III.

### Vocational Follow-Up of the Special

#### Needs Students

The follow-up study has been widely used as a useful tool in evaluating training. In further evaluation, it is not sufficient to

test a student to ascertain whether or not he has learned the information.

Gathering of information with which to make an adequate evaluation is and always will be a major problem facing vocational education. One possible method of staying current with industry and also providing a program that will benefit a community is a follow-up program (Venn, 1967, p. 78).

Sharp and Krasnegar (1966) state the following concerning follow-up studies:

Follow-up studies involve research designs which require a contact with individuals who have shared an experience in the past and whom the researcher desires to study or restudy. The usual goal of such studies is to arrive at some measure of the impact of the experience on the subsequent behavior or status of these individuals. In the area of vocational education the most widely accepted technique has been to evaluate training programs in terms of occupational outcome over a given period of time. The employment of a graduate in a job for which he received training is the accepted ultimate indicator of successful vocational training, although experts in the field recognize that many indicators other than training-related employment--for example, enrollment in post-high school training, or simple retention in high school through graduation--might be used to measure the 'success' of vocational training. The usual technique for obtaining data concerning graduates is one or more follow-up contacts after training or occasionally, the collection of data on trainees through a particular phase of training, with subsequent follow-up (p. 18).

According to Wentling (1964), follow-up services have been recognized for several years as a critical aspect of successful job placement for special needs learners. One aspect of providing follow-up services is the conducting of a formal follow-up survey. The basic purpose of such a survey is to determine what problems, if any, are encountered by special needs learners in their transition from school to work, and to utilize this information in modifying and improving instructional programs and services. Generally, this process leads to fewer difficulties

and barriers for currently enrolled learners when they complete their school to work transition.

By conducting a follow-up of former special needs learners, the vocational instructor can obtain a reading on particular difficulties, if any, experienced by the students in their transition from school to work. This information can be used in a positive way to assist instructors in determining areas within the current course (or program) needing expansion and/or revision and should, therefore, prove helpful in assisting presently enrolled and future learners. In addition, a follow-up could identify additional services needed by former students (Phelps, 1976)

A follow-up survey and report will only result in program improvement if the evaluators conducting the follow-up continue an active interest in seeing the recommendations implemented.

#### Summary

In summarizing the review of literature, it may be assumed that many of our secondary level students will not be able to experience positive work experience. Our society has not fully developed a mechanism to help these students succeed within the world of work. Many efforts are being made to channel job skill knowledge to this identified population. However, as educators we face a great challenge within our structure.

The Vocational Education Acts of 1963 and the 1968 Amendments to the Vocational Education Act gave highest priority to educational and training needs of the mentally and physically handicapped and those seeking postsecondary training.

Much of the responsibility rests with the schools. The schools should accept the philosophy that we cannot afford second class citizens. The attitude of educational personnel must change also. That was clearly demonstrated in a study by Rosenthal and Johnson (1968) in which the teachers' expectations of success for their handicapped students led to improved intellectual performance by the students. Perhaps educators are taking a negative attitude in some cases when innovations and higher expectations might bring success in training the handicapped.

## CHAPTER III

### METHODOLOGY

#### Introduction

According to Fifield (1968), educational critics have stated that secondary education is failing to meet the needs of today's youth. Some educational programs have been labeled "too limited or inadequate." Other programs are said to be archaic or inappropriate for today's complex and fast moving society. Our technique of determining the value of an educational program is by studying the products of the program in terms of its graduates.

The three primary questions of this investigation were (1) to determine if there is a difference in the level of job satisfaction of learning disabled graduates of the Tulsa Area Vocational-Technical School; (2) to determine the job satisfaction of learning disabled students who are employed in jobs related to their vocational training and those who are employed in jobs unrelated to their vocational training; and (3) to determine the self-confidence level of those learning disabled students who are employed in jobs related to their vocational training and those who are employed in jobs unrelated to their vocational training.

This chapter consists of the procedures used to select the population for the study, development of the instrument, collection of the data, and the analysis of the data obtained.

The design of the investigation is a follow-up study which can



properly be considered an ex post facto design. The usual goal of followup studies is to arrive at some measure of the impact of the experience upon the subsequent behavior or status of these individuals (Sharp, 1966).

### The Study Population

All identified learning disabled graduates of the Tulsa Area Vocational-Technical School for the 1977-1978 and 1978-1979 school years were included in the study. There were 41 graduates who were mainstreaming into 18 vocational clusters. Of the 41 graduates there were 35 responses to the telephone interview conducted by the researcher.

### Selection of the Instrument

In considering the measurement of the dependent variable, job satisfaction, Vroom (1964) states:

Unfortunately there has been little standardization of job satisfaction measures. . . . Most investigators 'tailor make' an instrument for the particular population they are studying. There are exceptions to this such as the Brayfield-Rothe job satisfaction scale (p. 100).

The Brayfield-Rothe Blank (Appendix A) was chosen for its ease in administration, quickness in scoring, its shortness, its applicability to a wide variety of jobs, and its attributed sensitivity to variations in attitudes.

Job satisfaction instruments are generally based on attitude scaling theory. The basic assumption of a job satisfaction scale is that job satisfaction may be inferred from the individual's attitude toward his work, in that the questions in the job satisfaction scale tend to elicit responses pertaining to an individual's

attitude in terms of his awareness. Further, the Brayfield-Rothe Blank is somewhat unique in the field of attitude scaling in that it has combined two of the strongest direct attitude scaling techniques, the Thurstone and the Likert scaling techniques (Table I)

In discussing the construction of their job satisfaction index, Brayfield and Rothe (1951) relate the following:

The construction of this scale was made a class project in Personnel Psychology . . . at the University of Minnesota. . . . Approximately 1,000 statements were turned in by the class and an additional 75 by the investigators. This collection was edited and the resulting 246 statements were mimeographed, sorted into sets, and distributed . . . for judging. Each judge sorted the statements under supervision according to the instructions suggested by Thurstone. After tabulating the results the scale and the Q values for each statement were determined graphically.

. . . The Likert scoring system consisting of five categories of agreement-disagreement was applied to each item. From the Thurstone scale value it was known in what direction to apply the new scoring method so that a low total score would represent the dissatisfied end of the scale and a high total score the satisfied end. The items were selected so that the satisfied end of the scale was indicated by Strongly Agree and Agree for one-half the items and by Strongly Disagree and Disagree for the other half. The neutral response was Undecided. The Likert scoring weights for each item ranged from 1 to 5 and the range of possible total scores now became 18 to 90 with the undecided or neutral point at 54.

The new scale was administered . . . and a rank order correlation computed for the odd versus even items. The resulting rho of .61 was converted to an estimated product moment  $r$  and boosted by the Spearman Brown formula to .77 (p. 81).

#### Collection of the Data

This study was endorsed by the Tulsa County Area Vocational-Technical School administration. Data collected can not be identified with particular students nor can the students be identified.

TABLE I  
 SCALES FOR THE BRAYFIELD-ROTHE BLANK QUESTIONNAIRE

Scale	Item
Satisfied (Job Satisfaction)	1, 2, 5, 7, 9, 12, 13, 15, 17
Unsatisfied (Job Satisfaction)	3, 4, 6, 8, 10, 11, 14, 16, 18

Permission was obtained from Dr. A. H. Brayfield to use the Brayfield-Rothe Blank to collect data on job satisfaction on Learning Disabled graduates. On March 28, 1980, a cover letter from the vocational counselor of the Tulsa Area Vocational-Technical School District (Memorial Campus) was sent to all 41 students. The letter introduced the researcher and requested cooperation at the time of the telephone interview.

The Brayfield-Rothe Blank was administered via telephone on April 6, 7, and 8, 1980. Of the 41 students taking part in the questionnaire, 35 students responded. Also the researcher carried on dialogue with each of the 35 respondents to supplement the findings. The dialogue consisted of those questions needed to assess the respondent's level of self confidence.

#### Analysis of the Data

Analysis of the data received was done in two parts. The procedure for the first part of the study concerning job satisfaction as it relates to placement in jobs related to vocational training and placement in

those jobs unrelated to vocational training. The T-Test was used to determine if there was a significant difference between the two groups relative to job satisfaction.

Analysis of the second part of the investigation concerned respondents' self-confidence level regarding how they feel about themselves and their current vocational placement. Respondents rated the applicability of their self-confidence level on a scale of "very positive" to "negative." To permit statistical treatment of data, numerical values were assigned to the response categories as shown in Table II. These actual limits for categories facilitated interpretation of the findings.

TABLE II  
SCALES FOR THE LEVEL OF SELF-CONFIDENCE

Rating	Scale
Very Positive	3
Positive	2
Negative	1

The T-Test (Popham, 1967), a parametric statistical test to determine differences between mean scores of two groups, was used to test the differences in the mean responses of those placed in jobs related to vocational training and those placed in jobs unrelated to vocational

training. The chi-square test was used to determine the level of self-confidence within the above mentioned groups.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

Connie  
Joy

#### Introduction

As previously stated, the major research questions of this study were:

1. To determine if there was a difference in the level of job satisfaction of learning disabled graduates of the Tulsa Area Vocational-Technical School;
2. To determine if there was a difference in the self-confidence level of those learning disabled students who are employed in jobs related to their vocational training and those who are employed in jobs unrelated to their vocational training;
3. To determine the job satisfaction level of identified learning disabled graduates of the Tulsa Area Vocational-Technical School.

The results of all data collected will be presented in this chapter.

#### Collection Procedures

There were 41 identified learning disabled students attending Tulsa Area Vocational-Technical School during the school years 1977-1978 and 1978-1979. These students were mainstreamed into 18 different vocational clusters. Of the 41 students identified 35 (83%) were contacted by telephone on April 6, 7, 8, 1980. There was no other

follow-up after those days. The remaining six graduates could not be located due to relocation outside of the Tulsa, Oklahoma area. Efforts were made to contact relatives or freinds; however, they were unable to be reached. Those contacted by telephone were given the Brayfield-Rothe Job Satisfaction Blank. Also during the telephone interview graduates were asked questions related to their current vocational placement as well as how effective they perceived their vocational training at the Tulsa Area Vocational-Technical School to be.

#### Findings of the Study

The findings of this study determined the level of job satisfaction of vocationally trained learning disabled students. The level of self-confidence of vocationally trained learning disabled students is also reported by the researcher.

Data in Table III indicates the 18 vocational clusters in which learning disabled students were mainstreamed during the 1977-1978 and 1978-1979 school terms at Tulsa Area Vocational-Technical School. Table III also indicates the number of learning disabled students placed in jobs related to their vocational training and jobs unrelated to their vocational training as well as the number of students in each vocational cluster.

There were 41 learning disabled students who were mainstreamed into one of 18 vocational training clusters. Of the 41 students mainstreamed, 35 (83%) participated in this study. Twenty-eight (68%) of the participants were placed in jobs related to their vocational training. Seven (17%) of the participants were placed in jobs not related to their vocational training.

TABLE III  
 VOCATIONAL MAINSTREAMING IN TULSA AREA  
 VOCATIONAL-TECHNICAL SCHOOL

Vocational Cluster	Placed Related	Placed Unrelated	Number
Auto Body Repair	1		1
Auto Mechanics	5		5
Carpentry		2	2
Child Care	1		1
Commercial Food	2		2
Dental Office		1	1
Diesel II	1		1
Drafting	3		3
Electricity	3	1	4
Fashion Design		1	1
Fashion II	1		1
Financial Accounting	1		1
Graphic Communication	4		4
Health Careers	1	1	2
Horticulture		1	1
Masonry	2		2
Photography	1		1
Welding	2		2
<b>Total Clusters = 18</b>	<b>28</b>	<b>7</b>	<b>35</b>



### T-Test

An independent samples T-Test was conducted to find the difference between the means of the two variables. Variable (1) relating job placement to vocational training had a mean of 4.13 and standard deviation of .32. Variable (2) unrelating job placement to vocational training had a mean of 2.83 and standard deviation of .60. The procedure revealed a T value of 5.6, significant at the .0009 level (Table IV).

TABLE IV  
T-TEST RESULTS--RELATED AND UNRELATED  
JOB SATISFACTION

Variable	N	Mean	SD	T	t
Related	28	4.13	.32	5.60	.0009
Unrelated	7	2.83	.60	5.60	.0009

### Chi-Square Analysis

A 2X3 chi-square analysis was performed investigating the effects of self-confidence on job satisfaction; self-confidence being defined as an individual's perception of himself and his role in a specified situation at a specific time. The rating of self-confidence was made by the researcher. The researcher used personal judgment in rating each participant's level of self-confidence. Each participant in the

study was rated very positive, positive, and negative.

Column one, Table V, contains the number of students who were placed in jobs related to their vocational training. In column two is the number of students who were placed in jobs unrelated to their vocational training. Of the related group, there were 13 that were rated very positive in self-confidence regarding their job training and placement. Of these 13, all were in related placements.

TABLE V  
CHI SQUARE RESULTS--SELF-CONFIDENCE AS  
RELATED TO JOB SATISFACTION

Level	Placed Related	Placed Unrelated
Very Positive	13	0
Positive	12	5
Negative	3	2
Total	28	7

Also, of the related group there were 17 who rated positive self-confidence regarding their job training and placement. Of the 17, 12 were in related and five were in unrelated job placement.

Of the related group, there were five who rated negative self-confidence regarding their job training and placement. Of the five, three were in related, two in unrelated.

The obtained chi square was 5.44, degrees of freedom = 2, and was significant at the .01 level. After investigating the effects of self-confidence regarding job satisfaction, it should be noted that over 50 percent of the cells have expected counts less than five. The 2X3 chi square was so sparse that chi square may not be a valid test.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

Those special needs students entering the world of work can be vocationally trained to maintain positive work experiences. One solution is to train the special needs student for salable skills through vocational education. The typical vocational course demands average or above average skills in reading and arithmetic as well as in the technical areas. This point is implied in much of the reviewed literature. The vocational training of the special needs student has vastly improved in both the traditional educational and vocational setting.

The Tulsa Area Vocational-Technical School, Tulsa, Oklahoma, developed a program to provide vocational education opportunities for handicapped high school students with learning disabilities. A combination of vocational and modified related instruction provided the opportunity to acquire vocational skills while also gaining basic knowledge in related fields of English and math. This approach also allowed students to develop personal and vocational potential as well as to enhance self-confidence in both areas.

#### Purpose of the Study

Assessment and evaluation of the educational progress that special needs learners are making throughout a program is of vital importance.

Continuous monitoring and assessment provides information which is useful for revising programs to better meet the needs of future special needs learners. The purpose of this study was to investigate whether or not there was a significant difference in job satisfaction of learning disabled graduates of vocational courses at the Tulsa Area Vocational-Technical School, and if they were working in jobs related to the vocational training they had received.

#### Need for the Study

Public Law 94-142 set forth the intent of Congress to provide free and appropriate education for those handicapped students who are not capable of functioning in a regular vocational setting. The need exists for a study to determine whether those learning disabled students who graduated from the Tulsa Area Vocational-Technical School were satisfied with their jobs after they have graduated. Also, the need exists for a study to assist in validation of vocational programs which are mainstreaming the special needs student.

#### Objectives of the Study

This study was ex post facto in nature designed to investigate three specific questions:

1. To determine the level of job satisfaction of learning disabled graduates of the Tulsa Area Vocational-Technical School;
2. To determine if there is a significant difference in the job satisfaction of learning disabled students who are employed in jobs related to their vocational training and those who are employed in jobs unrelated to their vocational training;

3. To determine if there is a significant difference in the self-confidence level of those learning disabled students who are employed in jobs related to their vocational training and those who are employed in jobs unrelated to their vocational training.

#### Design and Conduct of the Study

The major tasks involved in the design and conduct of the study were: (1) identify the population for the study; (2) select an appropriate instrument for collection of the data; (3) develop a procedure for collecting the data; and (4) select methods for the analysis of the data.

The study population consisted of 41 learning disabled graduates of the Tulsa Area Vocational-Technical School. Information was gathered concerning the 41 former students. These former students were mainstreamed into 18 vocational clusters. Of the 41 graduates, 35 (83%) were contacted by phone. Those contacted by phone were given the Brayfield-Rothe Job Satisfaction Blank. Also the graduates were asked questions related to their current vocational placement as well as how they perceived their prior vocational training at Tulsa Area Vocational-Technical School.

#### Findings of the Study

The findings of this study reveal there were 41 secondary level learning disabled students who were mainstreamed into one of the 18 vocational training clusters. Of the 41 students mainstreamed, 35 (83%) participated in this study. Twenty-eight (68%) of the

participants were placed in jobs related to their vocational training. Seven (17%) of the participants were placed in jobs not related to their vocational training.

Additional findings in this study related to self-confidence and job placement indicate 13 participants were rated very positive in self-confidence in related job placement. Twelve participants were rated positive in related job placement, and three were rated negative in self-confidence in related job placement. In unrelated job placement, no participants were rated very positive, five were rated positive and two were rated negative.

The obtained chi square value was 5.44. There were two degrees of freedom and the difference was significant at the .10 level. After investigating the effects of self-confidence regarding job satisfaction, it should be noted that over 50 percent of the cells have expected counts less than five. The 2X3 chi square was so sparse that chi square may not be a valid test.

### Conclusions

The following conclusions were made based on the analysis of the data collected by the investigator:

1. The Tulsa Area Vocational-Technical School mainstreamed 41 learning disabled students into 18 different vocational clusters during the school years 1977-1978 and 1978-1979.
2. The job satisfaction of those students who were placed in positions related to their vocational training indicated a 68 percent job satisfaction level.
3. The job satisfaction of those students who were placed in

positions unrelated to their vocational training indicated a 17 percent job satisfaction level.

4. The self-confidence level as rated by the researcher produced a chi square of 5.44, degrees of freedom equal two, significant at the .10 level. It should be noted that over 50 percent of the cells have expected counts less than five. The 2X3 chi square was so sparse that chi square may not be a valid test.

According to all data gathered for this study, the researcher concludes it only addresses the particular program at Tulsa Area Vocational-Technical School; however, it could have implications for other similar programs.

#### Recommendations

Based on the findings of this study as well as personal experience of the investigator, the following recommendations are made:

1. Mainstreaming as it applies to the Tulsa Area Vocational-Technical School should continue to increase the number of vocational training opportunities for special needs students.
2. The followup procedures of Tulsa Area Vocational-Technical School graduates should continue. The participants of this study expressed positive feedback when the questionnaire was being administered. These special needs students should be involved in followup studies on a regularly scheduled basis.
3. The researcher recommends followup studies be conducted on 1980 learning disabled graduates of the Tulsa Area Vocational-



Technical School to gain additional information on this population of students.

#### Recommendations for Additional Research

1. The researcher would encourage further research to be conducted involving all special needs students and their need for vocational training.
2. Provisions should be made to gather data regarding the concept of mainstreaming at Tulsa Area Vocational-Technical School. Their success with mainstreaming could have an impact on other schools.

#### Concluding Statement

Based on the findings of this study, it is concluded that the pilot program for learning disabled students at the Tulsa Area Vocational-Technical School is a very valuable component to the total vocational education system. This program provides vocational training to learning disabled students who other programs may fail to reach. Learning experience provided at Tulsa Area Vocational-Technical School has directly encouraged students to continue their education through graduation. This program is providing many of the vocational skills and knowledge necessary for the special needs person to achieve positive work experiences.

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APPENDIX A

DATA COLLECTION INSTRUMENT

Code No. \_\_\_\_\_

Some jobs are more interesting and satisfying than others. We want to know how people feel about different jobs. This blank contains eighteen statements about jobs. There are no right or wrong answers. We would like your honest opinion on each of the statements.

Directions: IF NOW EMPLOYED, PLEASE CIRCLE THE PHRASE BELOW EACH STATEMENT WHICH BEST DESCRIBES HOW YOU FEEL ABOUT YOUR PRESENT JOB.

1. My job is like a hobby to me.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
2. My job is usually interesting enough to keep me from getting bored.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
3. It seems that my friends are more interest in their jobs.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
4. I consider my job rather unpleasant.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
5. I enjoy my work more than my leisure time.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
6. I am often bored with my job.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
7. I feel fairly well satisfied with my present job.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
8. Most of the time I have to force myself to go to work.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
9. I am satisfied with my job for the time being.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
10. I feel that my job is no more interesting than other I could get.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
11. I definitely dislike my work.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
12. I feel that I am happier in my work than most other people.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
13. Most days I am enthusiastic about my work.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
14. Each day of work seems like it will never end.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE

15. I like my job better than the average worker does.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
16. My job is pretty uninteresting.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
17. I find real enjoyment in my work.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE
18. I am disappointed that I ever took this job.  
STRONGLY AGREE    AGREE    UNDECIDED    DISAGREE    STRONGLY DISAGREE

APPENDIX B

COVER LETTER

(TULSA AREA VOCATIONAL-TECHNICAL SCHOOL LETTERHEAD)

March 28, 1980

Dear

This letter is being sent to you and your classmates who participated in vocational training programs at Tulsa Area Vo-Tech School. We are trying to gather information that will help improve vocational programs. The comments you and other students make will identify areas for improvement.

During the next two weeks, Ms. Connie Joy will contact you by telephone. She will ask you and your classmates questions about your past training at Vo-Tech. Any responses to questions will be held in confidence.

Connie and I will appreciate your cooperation. Please call me if you should have any questions.

Best Regards,

Susan Prather  
Counselor



VITA<sup>2</sup>

Connie Wood Joy

Candidate for the Degree of

Doctor of Education

**Thesis:** EFFECTIVENESS OF VOCATIONAL TRAINING FOR LEARNING DISABLED STUDENTS

**Major Field:** Occupational and Adult Education

**Biographical:**

**Personal Data:** Born in Woodward, Oklahoma, January 18, 1945, the daughter of Mr. and Mrs. Stanley J. Wood.

**Education:** Graduated from Woodward High School, Woodward, Oklahoma, in 1963; received Bachelor of Science degree in elementary education from Oklahoma State University, Stillwater, Oklahoma, May, 1967; received Master of Education degree in special education from Northwestern Oklahoma State University, Alva, Oklahoma, May, 1974; completed the requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, July, 1980.

**Professional Experience:** Elementary classroom teacher at Spring Valley School, Stillwater, Oklahoma, from August, 1967 to January, 1968; special education learning disabilities teacher, Lubbock Public Schools, Lubbock, Texas, from October, 1969 to May, 1972; special education educable mentally handicapped teacher, Woodward Public Schools, Woodward, Oklahoma, from August, 1972 to October, 1973; director, Sheltered Workshop and Community Group Home, Woodward, Oklahoma, from October, 1973 to May, 1975; teacher-coordinator, Educable Mentally Handicapped Work Study Program, Woodward Public Schools, Woodward, Oklahoma, from August, 1975 to May, 1976; vocational rehabilitation counselor, Tulsa, Oklahoma, from June, 1976 to October, 1977; visiting counselor, Tulsa County Superintendent of Schools, Tulsa, Oklahoma, from October, 1977 to June, 1979; assistant professor of teacher education, Southwestern Oklahoma State University, Weatherford, Oklahoma, Summer, 1978; teaching assistant, Applied Behavioral Studies, Oklahoma State University, Stillwater, Oklahoma, from August, 1979 to May, 1980.

Professional Organizations: Council of Exceptional Children,  
American Vocational Association, Oklahoma Association of  
Retarded Citizens.