

A STUDY OF TEACHER AND STUDENT ATTITUDES  
TOWARD THE CVET PROGRAM IN MECHANICS  
IN OKLAHOMA

By

MICHAEL LEE KASTL,

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

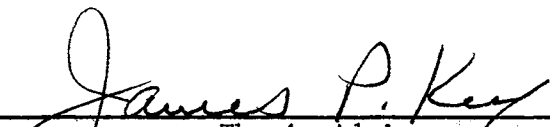
1970

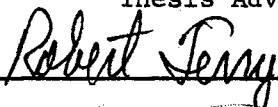
Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF SCIENCE  
July, 1972

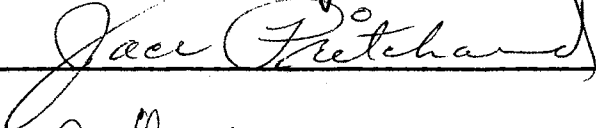
FEB 5 1973

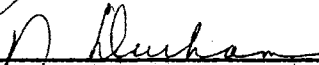
A STUDY OF TEACHER AND STUDENT ATTITUDES  
TOWARD THE CVET PROGRAM IN MECHANICS  
IN OKLAHOMA

Thesis Approved:

  
\_\_\_\_\_  
Thesis Adviser

  
\_\_\_\_\_

  
\_\_\_\_\_

  
\_\_\_\_\_  
Dean of the Graduate College

836899

## ACKNOWLEDGEMENTS

The author expresses sincere appreciation to the many persons whose cooperation helped make this study possible.

Special gratitude is expressed for the advice and encouragement given him by fellow graduate students and the faculty members of the Department of Agricultural Education. In particular, he wishes to thank Dr. Robert Price, major adviser, and Dr. James Key, major thesis adviser, for their guidance throughout the graduate program.

Special acknowledgement is extended to Dr. Robert Terry and Dr. Jack Pritchard for their meaningful advice and assistance.

Appreciation is also expressed to Mr. Jack Herron, program specialist of Coordinated Vocational Education and Training Programs for disadvantaged and handicapped youth, for without his help this study would not have been possible.

Special indebtedness is also extended to the CVET teachers, counselors, and administrators who took of their valuable time to assist with this study.

Recognition is due Mrs. Sue Lark for her efforts in typing this study.

The author expresses sincere appreciation to his parents, Pauline and Emil, sister, Connie, and brother, Dennis Kastl for their patience, inspiration, and assistance throughout this study.

## TABLE OF CONTENTS

Chapter	Page
I. PURPOSE AND DESIGN OF THE STUDY . . . . .	1
Introduction . . . . .	1
Problem . . . . .	2
Purpose . . . . .	3
Scope and Limitations of the Study . . . . .	4
Definitions and Clarification of Concepts . . . . .	4
II. REVIEW OF LITERATURE . . . . .	5
Attitudes and Attitude Measurement . . . . .	5
Disadvantaged Students and Their Characteristics . . . . .	7
Teaching the Disadvantaged . . . . .	8
Programs for Disadvantaged Students . . . . .	9
Summary . . . . .	11
III. DESIGN AND METHODOLOGY . . . . .	13
The Study Population . . . . .	13
The Development of the Questionnaire . . . . .	13
Method of Validating the Questionnaire . . . . .	14
Administering the Questionnaire . . . . .	14
Selecting Methods of Data Analysis . . . . .	15
IV. PRESENTATION AND ANALYSIS OF DATA . . . . .	17
Student Attitudes Toward the CVET Mechanics Teacher . . . . .	17
Student Attitudes Toward the CVET Classroom Instruction and Curriculum . . . . .	21
Student Attitudes Toward the CVET Facilities and Equipment . . . . .	24
Student Attitudes Toward the CVET Mechanics Student's Characteristics . . . . .	26
Teacher Attitudes Toward the CVET Facilities and Equipment . . . . .	28
Teacher Attitudes Toward the CVET Classroom Instruction and Curriculum . . . . .	31
Teachers Attitudes Toward the CVET Program and Professional Improvement . . . . .	34
The CVET Mechanics Teacher Background Information . . . . .	36

Chapter	Page
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . . .	40
Purpose of the Study . . . . .	40
Summary . . . . .	41
Conclusions . . . . .	44
Recommendations . . . . .	45
A SELECTED BIBLIOGRAPHY . . . . .	47
APPENDIX . . . . .	48

LIST OF TABLES

Table	Page
I. Student Attitudes Toward the CVET Mechanics Teacher . . . . .	19
II. Student Attitudes Toward the CVET Classroom Instruction and Curriculum . . . . .	22
III. Student Attitudes Toward the CVET Facilities and Equipment . . . . .	25
IV. Teacher Attitudes Toward the CVET Mechanics Student's Characteristics . . . . .	27
V. Teacher Attitudes Toward the CVET Facilities and Equipment . . . . .	30
VI. Teacher Attitudes Toward the CVET Classroom Instruction and Curriculum . . . . .	32
VII. Teacher Attitudes Toward the CVET Program and Professional Improvement . . . . .	35
VIII. The CVET Mechanics Teacher Background Information . . . . .	38

## CHAPTER I

### PURPOSE AND DESIGN OF THE STUDY

#### Introduction

During the past few years there has been a shift of emphasis in the educational programs. Past curriculum has centered around the highly scientific fields of education. Many of these traditional programs for the academically-oriented student have been re-evaluated and changed in order to meet the needs of the disadvantaged student. The curriculum was modified to allow this student to acquire a skill that would better fit him for a vocational occupation. These changes were made possible by funds approved under the Vocational Education Act of 1963 and further spelled out under the Vocational Education Amendments of 1968.

Some states have set up various programs for the disadvantaged student. Under the auspices of the Oklahoma State Department of Vocational and Technical Education, a program designated as Coordinated Vocational Education and Training (CVET) for disadvantaged and handicapped youth has been established in Oklahoma. This program has been designed for the student with special learning needs who cannot succeed in the so-called traditional school program. Programs for the "handicapped" usually relate to those persons with physical limitations, however the student eligible for the CVET program may be handicapped academically or socio-economically due to one or more of the following characteristics:

1. Low ability in communication skills contributing to slowness of learning.
2. Under-achievers due to a low scholastic ability and/or lack of educational and cultural advantages.
3. Disinterest in school leading to irregular attendance and tardiness.
4. Lack of self-confidence and no personal goal.

These characteristics depict a potential dropout student. Having identified this student, one of the goals of the CVET program is to help the student maintain an interest in the program. In order to accomplish this, two primary objectives of this program have been established:

1. To provide students with vocational education preparing them for gainful employment in jobs requiring semi-skilled knowledge and training, or through preparation in this program, prepare these students to enter regular high school or area vocational school programs.
2. To provide students with a related curriculum that departs from traditional methods of teaching at a level where they can succeed.

The method of determining the needs and developing the program based on these needs is the conventional procedure used in order for the program to be successful. In trying to determine the successfulness of a program it seems appropriate to consider both the student's and the teacher's attitudes toward the program.

#### Problem

There has not been a research study conducted in Oklahoma concerning the attitudes of disadvantaged students and the attitudes of teachers toward a vocational education program for disadvantaged students.



Teacher and student attitudes toward selected areas of the program should effect the usefulness of the program.

This study should hopefully give needed information for use in establishing new CVET programs in mechanics and also aid in evaluation of existing programs.

#### Purpose

This study was to investigate student attitudes toward selected areas of the CVET mechanics program in Oklahoma. The second aspect was to examine attitudes of mechanics teachers in the CVET program toward selected areas of the program. The third aspect involved the background of the CVET mechanics teachers.

The objectives of the study were:

1. To determine the attitudes held by students in the CVET mechanics program toward the following areas:
  - a. The CVET mechanics teacher
  - b. Classroom instruction and curriculum
  - c. Facilities and equipment
2. To determine attitudes held by the mechanics teachers of the CVET program toward the following areas in the program:
  - a. CVET mechanics student characteristics
  - b. Facilities and equipment
  - c. Classroom instruction and curriculum
  - d. Program and professional improvement
3. To investigate certain background information about the CVET mechanics teachers such as: age, total number of years teaching experience, kind of teaching field, educational level attained, other work experiences, number of credit hours presently enrolled and kind of teach-

ing certificate held, if any.

#### Scope and Limitations of the Study

The study was limited to eight Oklahoma CVET programs in mechanics. All but one of the CVET programs in Oklahoma involving mechanics were used in the study.

Students enrolled in the CVET mechanics program ranged from grade seven to grade twelve with the average age between 14 and 15 years old.

Some of the CVET mechanics teachers had taught more years than others and their background experiences were not the same.

The study made no attempt to determine the behavior of individuals in relation to their attitudes toward the areas of the CVET mechanics program.

#### Definitions and Clarification of Concepts

Disadvantaged (handicapped) student. The student who is not succeeding in the regular classroom instruction because of cultural, economic, social, or educational reasons.

CVET Program. This term refers to a coordinated vocational education and training program for disadvantaged and handicapped youth-

Attitude. Attitude, as used in this study, refers to how a person feels toward certain areas of the CVET mechanics program.

Curriculum. This is the area of instruction taught by the CVET mechanics instructor to the students in the CVET mechanics program.

Related Curriculum. The related fields of math, science, English, and social studies taken by the students in the CVET mechanics program.

## CHAPTER II

### REVIEW OF LITERATURE

This study involved an investigation of both student and teacher attitudes toward selected areas of eight CVET mechanics programs in Oklahoma. The review will involve research studies and information that could be utilized in establishing or evaluating a program for disadvantaged students in the mechanics trade.

The review of literature has been covered in four different sections. The four sections are:

1. Attitude and Attitude Measurement
2. Disadvantaged Students and Their Characteristics
3. Teaching the Disadvantaged
4. Programs for Disadvantaged Students

#### Attitudes and Attitude Measurement

In the review of literature on attitudes, a wide variety of meanings are found for the term. All the sources considered have varied in their definitions and descriptions, but the author believes that Thurston's and Sorenson's definitions of attitude were most pertinent for this study.

Thurston (1) defines attitudes as . . . " the sum-total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic."

Sorenson's (2) definition is more specific:

An attitude is a particular feeling about something. It therefore involves a tendency to behave in a certain way in situations which involve that something, whether person, idea, or object. It is partially rational and partially emotional and is acquired, not inherent, in an individual.

The questionnaires that the students and teachers completed were feelings about persons, objects, and ideas involved in the CVET mechanics program. These feelings result from experiences that can be either favorable or unfavorable.

Sorenson (2) also says:

If a person has a satisfying experience, he will develop a favorable attitude toward the situation in which he had that experience. If, on the other hand, he has an unsatisfying experience, his attitude toward the situation involved in that experience will be unfavorable.

Since the student and teacher interact in the same environment at school each day, a knowledge of the attitudes toward the program they are involved in would help both the student and the mechanics teacher better understand the certain areas of the CVET program. Even though a common knowledge exists concerning program areas, students and teachers vary in their opinions of these areas.

According to Wethington (3):

Attitudes also have varying degrees of intensity. Intensity is the strength of the feeling toward a particular attitude object. The more favorable or unfavorable the attitude, the more intense it tends to be. Those with neutral or indifferent attitudes toward something do not have, as a rule, intense attitudes toward that object. Moving from the center of the attitude continuum toward the favorable or unfavorable ends increases the intensity of attitudes toward an attitude object.

## Disadvantaged Students and Their Characteristics

The disadvantaged student has been the object of concern, study, and federal legislation. The Vocational Education Act of 1963 provided for developing programs in vocational education for disadvantaged students. A further boost occurred when the Vocational Education Amendments of 1968 (4) directed that each state develop programs for the disadvantaged. A provision was included that at least 15 percent of the total allotment for any fiscal year to a state, of funds appropriated under Section 102(a) of the Act, or 25 percent of that portion of the state's allotment which is in excess of its base allotment whichever is greater, shall be used only for vocational education for disadvantaged persons.

Handicapped persons are usually thought of as people with physical or mental limitations. However, a person can be economically, culturally, socially, or educationally handicapped.

According to the Rules and Regulations of the Bureau of Adult, Vocational and Library Programs, Division of Vocational and Technical Education, U.S. Office of Education (5), the term disadvantaged,

. . . includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons . . . unless such persons also suffer from the handicaps described in this paragraph.

In order to be successful in understanding the disadvantaged student their characteristics should be detected. Various studies have revealed numerous characteristics that have evolved out of academic, social, economic, and cultural problems of the disadvantaged student. These characteristics eventually will cause the student to be classified as a

"slow learner."

The following is a list of the characteristics of slow learners proposed by Karnes (6):

1. Consistently below grade level in academic progress.
2. Reasoning ability is poor.
3. Short attention span.
4. Poor retention.
5. Poor work habits.
6. Responds to immediate goals rather than to delayed ones.
7. Poorly developed language and communication skills.
8. Less mature.
9. Feel less confident and less adequate.
10. Hard time following directions.
11. Not as curious and creative.
12. Come from disadvantaged homes.
13. Capable of being followers, but limited leadership potential.

An addition to that list should be the difficult attitudes a disadvantaged student has toward people and objects in his learning environment. These characteristics should not be interpreted as inferiority characteristics, but as marks of past experiences caused by the environmental conditions the student was subjected to.

#### Teaching the Disadvantaged

The teacher in a disadvantaged program is one of the most important aspects of that program. Often, teachers serve as models to their students.

Hutson (7) states:

The teacher holds the key to success. He may possess knowledge of modern educational technology, understand the psychological theories of learning, and have at his command a full bag of tricks, but unless he honestly cares about students as persons, little may be accomplished in dealing with the problems, educational or otherwise, of the disadvantaged.

Honestly caring about people and trying to understand them is necessary in reaching the disadvantaged student. Many of these students are disadvantaged because they come from broken homes and substandard housing in which there is hunger, malnutrition, uneducated parents, alcoholism or drug addiction. These students have been categorized and have developed feelings of inferiority, self-doubt, and humiliation. The teacher should identify these problems and try to understand the students and their problems.

The National Committee on Employment of Youth (5) suggests that:

Ideally, a teacher of the disadvantaged should have competence in his subject area, familiarity with modern methods of instruction and be able to communicate with his students. But understanding and the ability to relate are more significant, in dealing with the disadvantaged, than either knowledge of the subject or pedagogical training and teaching methods . . . instructors lacking formal credentials but sensitive to the unique needs of the disadvantaged have proven especially effective.

#### Programs for Disadvantaged Students

Many students have met failure in traditional educational programs, as well as in the labor market because of various academic, socio-economic, and cultural handicaps. Various research studies indicate there are many students disadvantaged due to academic limitations. If basic scholastic skills are not fully understood by the students at an early age, the students become slow learners and thus academically disadvantaged.

Walker (8) says: "The students are underachievers because they were

not taught to be sufficiently competent in using the basic scholastic skills -- reading, speaking, writing, and mathematics. Failure follows after failure and the students develop hostile attitudes toward school, their teachers, and traditional educational programs."

These students need special programs which are especially designed to deal with their problems. This type of education should broaden their experiences and develop attitudes which should lead to a successful adjustment to life at school, home and in the community in which they live and work.

In starting a program for disadvantaged students Cohen (9) states:

Any community or institution beginning an occupational education program for the handicapped must first meet the needs the student feels in his own community and then broaden his experiences as much as possible so that he can function in the outside environment.

These new programs for the disadvantaged student should not be set-up and be adaptable to all areas throughout the country. However, various evaluators of these programs feel certain areas of the program should be consistent. Some of these areas involved curriculum adaptability, class size, student selection, teacher background, and supportive services.

Some of the suggestions made by Steed (10) to increase the effectiveness of agricultural programs for special needs students were:

1. Increased facilities, equipment, and supplies.
2. Emphasis should be placed on basic education (English, math, etc.) as well as skill-training.
3. Teachers should be required to have training in methods and techniques of teaching before being employed.
4. Specific selection criteria should be developed.
5. Teacher, administrators, and guidance personnel should work closely in the operation of the special needs program.



6. Written course outlines, goals and objectives should be required and followed for each special needs class.

These suggestions are very relevant to the development and improvement of programs for the disadvantaged, but training in methods and techniques of teaching and college degree work are of little value unless these students are understood and made to feel acceptable in our society.

Program evaluations by teachers of the disadvantaged students closely relate to the recommendations made by other program evaluators. The areas of smaller classes with longer class periods, better student selection, more equipment and supplies, help from supportive services and other suggestions are a common concern of those people involved in teaching disadvantaged students.

#### Summary

In summary, attitudes are based upon situations experienced by people. A satisfying experience results in a favorable attitude toward that situation and an unsatisfying experience results in an unfavorable attitude toward the situation experienced by the person.

The characteristics of disadvantaged students should be detected. These characteristics were caused by past experiences that the student had encountered in a fixed environment and should not be classified as inferiority characteristics.

The teacher is a model to his students and is an important aspect of the disadvantaged program. The teacher should be able to identify the problems of the disadvantaged student and understand these problems in order to better relate to this student.

Special programs established for the disadvantaged student should meet the needs of these students in their own community, however, certain

areas of the programs should be consistent with each other. Both evaluators and those people involved in the programs derived similar suggestions as to the improvement of existing disadvantaged programs.

## CHAPTER III

### DESIGN AND METHODOLOGY

The purpose of this chapter is to describe the methods and procedures used in conducting this study. The following procedures were used:

1. Determining the population for the study.
2. Developing the questionnaire
3. Validating the questionnaire
4. Administering the questionnaire
5. Selecting methods of data analysis

#### The Study Population

The population for this study consisted of eight CVET programs for disadvantaged students in the mechanics area in Oklahoma. Of the nine total CVET programs in mechanics in Oklahoma, only one program declined to be used in this study due to a lack of time before the close of their academic school year. The schools involved were Perkins, Carl Albert, Westville, Stilwell, Idabel, Broken Bow, Eagletown and Caddo.

#### The Development of the Questionnaire

In formulating the statements used on the student and teacher questionnaires, the investigator considered personal concerns and suggestions from faculty members and graduate students of the Agricultural Education Department at Oklahoma State University and members of the

State Department of Vocational-Technical Education in Oklahoma. It was suggested that the statements be grouped into specific areas on the questionnaires. A Likert-type scale was used as a means of determining the extent to which the interviewees agreed with the statements on the questionnaire.

#### Method of Validating the Questionnaire

After the questionnaire was developed, it was submitted to the faculty members of the Agricultural Education Department for their evaluations and recommendations. After revision, the questionnaire was administered to the Agricultural Education 5980 class for their critical review and suggestions. The class members ranked each statement on a one to five continuum with five being greatest in value. The responses from each class member for each statement were totaled and averaged. These averages were then used to determine the consensus of the class as to whether a statement would be used on the questionnaire.

The questionnaire contained both positive and negative statements. The class members of Agricultural Education 5980 were also asked to rate the statements as either positive or negative. These statements were then randomly selected and placed in random order under the appropriate area on the interview questionnaire.

A teacher information form was attached to the back of the teacher questionnaire.

#### Administering the Questionnaire

The investigator chose to administer the questionnaires personally to the students and teachers of the eight CVET mechanics programs while

the classes were in session. Prior arrangements were made with the superintendent or principal and the CVET mechanics teacher of each school before the questionnaires were administered.

Every effort was made by the CVET mechanics teachers to have as many class members present when the questionnaires were administered.

The CVET mechanics teacher and students responded to statements on a one to five continuum of strongly agree, agree, neutral, disagree, or strongly disagree.

All instructions were given orally by the investigator. Normally, about 30 minutes were required for instructions and scoring of the questionnaires by the students.

All the data was collected during the spring semester of 1971.

#### Selecting Methods of Data Analysis

In this study, the statements on both questionnaires were grouped into certain areas. The interviewees responded to these statements on a Likert-type scale which was a continuum from strongly agree through neutral to strongly disagree.

Those statements of a positive nature, in order to facilitate comparison of the findings in each area through mean responses, were assigned numerical values to the response scale in the following pattern:

Strongly Agree = 5  
Agree = 4  
Neutral = 3  
Disagree = 2  
Strongly Disagree = 1

However, since certain of the statements were purposely of a negative nature, it was necessary to reverse the above numerical scale for those statements with a negative connotation. The latter scale would be as

follows:

Strongly Agree = 1  
 Agree = 2  
 Neutral = 3  
 Disagree = 4  
 Strongly Disagree = 5

Also, due to a need to determine the average response of a group of interviewees to the statements and because computation of these mean responses resulted in decimal fractions, a range of numerical values was established for each degree of agreement response category for positive and negative statements as follows:

		<u>Range for Positive Statements</u>	<u>Range for Negative Statements</u>
Strongly Agree	=	4.5 - 5.0	0 - 1.49
Agree	=	3.5 - 4.49	1.5 - 2.49
Neutral	=	2.5 - 3.49	2.5 - 3.49
Disagree	=	1.5 - 2.49	3.5 - 4.49
Strongly Disagree	=	0 - 1.49	4.5 - 5.0

Thus, if the mean response of the interviewees concerning a particular negative statement was determined to be 4.12, then according to the formula designated, the group was considered to disagree with the statement in question.

In summarizing and tabulating data concerning the teacher information section of the questionnaire, percents and mean ratings were used in evaluation.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of data secured from attitude questionnaires completed by eight CVET mechanics teachers and 203 CVET mechanics students from eight schools in the counties of Payne, Oklahoma, Bryan, McCurtain, and Adair.

The results of this study are presented in eight sections. They are:

1. Student Attitudes Toward the CVET Mechanics Teacher
2. Student Attitudes Toward the CVET Classroom Instruction and Curriculum
3. Student Attitudes Toward the CVET Facilities and Equipment
4. Teacher Attitudes Toward the CVET Mechanics Student's Characteristics
5. Teacher Attitudes Toward the CVET Facilities and Equipment
6. Teacher Attitudes Toward the CVET Classroom Instruction and Curriculum
7. Teacher Attitudes Toward the CVET Program and Professional Improvement
8. The CVET Mechanics Teacher Background Information

#### Student Attitudes Toward The CVET Mechanics Teacher

Table I contains the results of responses to the statements con-

cerning the student attitudes toward the CVET mechanics teacher. As pointed out earlier, certain statements were purposely formulated in a negative fashion, but responses to these were compared to those of positive-oriented statements. For this reason, it was necessary to reverse the numerical values assigned to the response categories, which had the effect of changing these statements from a negative to a positive connotation. Such was the case for statements one, two, six, eight, and ten dealt with in Table I.

The average rating to statement one, "the teacher hardly ever checks my work to make sure I am on the right track," was 4.12. According to the reversed scale for negative statements, statement one would be a disagree response. Thus, the students disagreed that the teacher hardly ever checks their work to make sure they are on the right track.

Statement two, "the teacher seems unsure of himself when using the equipment" had an average rating of 4.29. According to the reversed scale for negative statements, statement two would be a disagree response. Therefore, the students disagreed that the teacher seems unsure of himself when using the equipment.

The average rating to statement three, "this teacher knows what he is doing" was 3.43. This indicated the students were neutral concerning statement three. However, it should be noted that according to the range for positive statements, the response to statement three was only .07 from becoming an agree response.

Statement four, "this teacher makes everything interesting and important," had an average rating of 3.85. Thus, the students agree that the teacher makes everything interesting and important.

The average rating to statement five, "I feel the teacher takes an



TABLE I

STUDENT ATTITUDES TOWARD THE CVET MECHANICS TEACHER

STATEMENT	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Average Rating
	N	%	N	%	N	%	N	%	N	%	
The teacher hardly ever checks my work to make sure I am on the right track.	9	4.43	11	5.42	9	4.43	91	44.83	83	40.89	4.12
The teacher seems unsure of himself when using the equipment.	6	2.96	16	7.90	9	4.43	53	26.11	119	58.62	4.29
This teacher knows what he is doing.	114	56.16	66	32.51	15	7.39	3	1.48	5	2.46	3.43
This teacher makes everything interesting and important.	53	26.11	95	46.80	34	16.75	14	6.90	7	3.45	3.85
I feel the teacher takes an interest in trying to help me in this course.	75	36.95	98	48.28	11	5.42	9	4.43	10	4.93	4.08
This teacher seems disinterested in teaching this course	11	5.42	6	2.96	9	4.43	54	26.60	123	60.60	4.34
This teacher helps me get the most out of each class period.	55	27.09	97	47.78	27	13.30	18	8.87	6	2.96	3.87
This teacher is too strict.	16	7.90	10	4.93	39	19.21	69	34.00	69	34.00	3.81
This is the best teacher I have ever had.	87	42.86	32	15.76	51	25.12	23	11.33	10	4.93	3.80
This teacher spends too much time with just a few students instead of helping all of his students.	17	8.37	15	7.39	8	3.94	78	38.42	85	41.87	3.98
This teacher is very good at explaining things clearly.	59	29.06	90	44.34	38	18.72	13	6.40	3	1.48	3.93

interest in trying to help me in the course," was 4.08. Therefore, the students agreed that the teacher takes an interest in trying to help them in the course.

Statement six, "this teacher seems disinterested in teaching this course," is another negative statement. According to the reversed scale for negative statements, statement six would be a disagree response. Thus, the students disagreed that the teacher seems disinterested in teaching the course.

The average rating to statement seven, "this teacher helps me get the most out of each class period," was 3.87. This indicated the students agreed that the teacher helps them get the most out of each class period.

Statement eight, "this teacher is too strict," had an average rating of 3.81. Statement eight was a negative statement and according to the reversed scale for negative statements, the statement would be a disagree response. Thus, the students disagreed that the teacher is too strict.

The average rating to statement nine, "this is the best teacher I have ever had," was 3.80. According to the range for positive statements, statement nine would be an agree response. Therefore, the students agreed that this is the best teacher they have ever had.

Statement ten, "this teacher spends too much time with just a few students, had an average rating of 3.98. This statement was another negative statement. According to the reversed scale for negative statements, the statement would be a disagree response. Thus, the students disagreed that the teacher spends too much time with just a few students instead of helping all of his students.

Statement 11, "this teacher is very good at explaining things clearly," had an average rating of 3.93. Thus, the students agreed that the teacher is very good at explaining things clearly.

#### Student Attitudes Toward the CVET Classroom Instruction and Curriculum

Table II contains the results of responses to the statements concerning the student attitudes toward the CVET classroom instruction and curriculum. As in Table I, certain statements were purposely formulated in a negative fashion, but responses to these were compared to those of a positive nature. Therefore, it was again necessary to reverse the numerical values assigned to the response categories, which had the effect of changing the statement from a negative to a positive connotation. Such was the case for statements one, two, three, four and six dealt with in Table II.

The average rating to statement one, "the exams given over the material are too difficult to pass," was 3.89. According to the reversed scale for negative statements, this statement would be a disagree response. Thus, the students disagreed that the exams given over the material are too difficult to pass.

Statement two, "more time is needed for questions and class discussion in order to understand the instruction," had an average rating of 3.14. According to the reversed scale for negative statements, this statement would be a neutral response. Therefore, the students were neutral concerning whether more time is needed for questions and class discussion in order to understand the instruction.

The average rating for statement three, "I have a hard time reading

TABLE II

## STUDENT ATTITUDES TOWARD THE CVET CLASSROOM INSTRUCTION AND CURRICULUM

STATEMENT	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Average Rating
	N	%	N	%	N	%	N	%	N	%	
The exams given over the material are too difficult to pass.	4	1.97	76	7.88	29	14.29	104	51.23	50	24.63	3.89
More time is needed for questions and class discussion in order to understand the instruction.	22	10.84	52	25.62	25	12.31	83	40.89	21	10.34	3.14
I have a hard time reading the written material that is used in the course.	15	7.39	28	13.79	30	14.78	87	42.86	43	21.18	3.55
The material in class is presented too fast to learn.	11	5.42	19	9.36	25	12.31	99	48.77	49	24.14	3.77
I really like this course.	144	70.94	40	19.70	7	3.45	5	2.46	7	3.45	4.52
I cannot understand the material presented in class because the teacher talks too much rather than using the blackboard or other teaching aids.	11	5.42	7	3.45	18	8.87	67	33.00	100	49.26	4.17
The material presented is easy to learn.	42	20.69	83	40.89	40	19.70	30	14.78	8	3.94	3.60
I enjoy this course because I get to use my hands.	78	38.42	80	39.41	32	15.76	9	4.43	4	1.97	4.08
The material presented helps me solve problems outside of the classroom.	76	37.44	94	46.30	17	8.37	11	5.42	5	2.46	4.11

the written material that is used in the course," was 3.55. According to the reversed scale for negative statements, statement three would be a disagree response. This indicated the students disagreed that they have a hard time reading the written material that is used in the course. However, it should be noted that according to the range for negative statements, the response to statement three was only .06 from becoming a neutral response. This indicates that some of the students have a hard time reading the written material.

The average rating for statement four, "the material in class is presented too fast to learn," was 3.77. According to the reversed scale for negative statements, statement four would be a disagree response. This indicated that the students disagreed that material in class is presented too fast to learn.

Statement five, "I really like this course," had an average rating of 4.52. Therefore, the students strongly agreed that they really like this course.

The average rating for statement six, "I cannot understand the material presented in class because the teacher talks too much rather than using the blackboard or other teaching aids," was 4.17. According to the reversed scale for negative statements, statement six would be a disagree response. Thus, the students disagreed that they cannot understand the material presented in class because the teacher talks too much rather than using the blackboard or other teaching aids.

Statement seven, "the material presented is easy to learn," had an average rating of 3.60. Thus, the students agreed that the material presented is easy to learn.

Statement eight, "I enjoy this course because I get to use my

hands," had an average rating of 4.08. Therefore, the students agreed that they enjoy the course because they get to use their hands.

The average rating of statement nine, "The material presented helps me solve problems outside of the classroom," was 4.11. Thus, the students agreed that the material presented helps them solve problems outside of the classroom.

### Student Attitudes Toward the CVET

#### Facilities and Equipment

Table III contains the results of responses to the statements concerning the student attitudes toward the CVET facilities and equipment. As in the preceding tables, certain statements were purposely formulated in a negative fashion, but responses to these were compared to those of a positive nature. Thus, it was again necessary to reverse the numerical values assigned to the response categories, which had the effect of changing the statement from a negative to a positive connotation. Such was the case for statements two, three, and five dealt with in Table III.

Statement one, "I am more interested in using the equipment than with understanding the material," had an average rating of 3.03. This indicated the students were neutral in their response to statement one. Therefore, the students were neutral concerning whether they are more interested in using the equipment than with understanding the material.

The average rating to statement two, "the equipment makes so much noise that it is very hard for me to keep my mind on my work," was 3.77. According to the reversed scale for negative statements, statement two would be a disagree response. Thus, the students disagreed that equipment makes so much noise that it is very hard for them to keep their

TABLE III  
STUDENT ATTITUDES TOWARD THE CVET FACILITIES AND EQUIPMENT

STATEMENT	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Average Rating
	N	%	N	%	N	%	N	%	N	%	
I am more interested in using the equipment than with understanding the material.	31	15.35	52	27.74	44	21.78	43	21.29	32	15.84	3.03
The equipment makes so much noise that it is very hard for me to keep my mind on my work.	16	7.88	25	12.31	20	9.85	71	34.98	71	34.98	3.77
Too much time is spent using only one or two types of equipment instead of using all of the equipment.	12	5.94	15	7.43	25	12.37	99	49.01	51	24.25	3.80
I learn more because equipment is available for me to use.	56	27.59	104	51.23	28	13.79	14	6.90	1	.49	3.98
More space in the classroom would make it easier to use the equipment.	67	33.00	66	32.51	20	9.85	39	19.21	11	5.42	2.31

minds on their work.

Statement three, "too much time is spent using only one or two types of equipment instead of using all of the equipment," had an average rating of 3.80. According to the reversed scale for negative statements, statement three would be a disagree response. Therefore, the students disagreed that too much time is spent using only one or two types of equipment instead of using all of the equipment.

The average rating of statement four, "I learn more because equipment is available for me to use," was 3.98. This indicates that the students agreed that they learn more because equipment is available for them to use.

The average rating of statement five, "more space in the classroom would make it easier to use the equipment," was 2.31. According to the reversed scale for negative statements, statement five would be an agree response. Therefore, the students agreed that more space in the classroom would make it easier to use the equipment.

#### Teacher Attitudes Toward the CVET Mechanics

##### Student's Characteristics

Table IV contains the results of responses to the statements concerning the teacher attitudes toward the CVET mechanics student's characteristics. Again, as pointed out earlier, certain statements were purposely formulated in a negative fashion, but responses to these were compared to those of positive-oriented statements. For this reason, it was necessary to reverse the numerical values assigned to the response categories, which had the effect of changing these statements from a negative to a positive connotation. Such was the case for statement five dealt with in Table IV.



TABLE IV  
TEACHER ATTITUDES TOWARD THE CVET MECHANICS STUDENT'S CHARACTERISTICS

STATEMENT	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Average Rating
	N	%	N	%	N	%	N	%	N	%	
The students usually support the teacher's position of authority.	0	0.00	6	75.00	2	25.00	0	0.00	0	0.00	3.75
The students show respect for the teacher.	1	12.50	5	62.50	2	25.00	0	0.00	0	0.00	3.87
More time needs to be spent with some students than other students.	6		2		0	0.00	0	0.00	0	0.00	4.75
Some of the students have definite leadership qualities.	3	37.50	5	62.50	0	0.00	0	0.00	0	0.00	4.37
The students are unresponsive during class discussion.	0	0.00	1	12.50	0	0.00	7	87.50	0	0.00	3.75
The students seem very interested in the course.	6	75.00	2	25.00	0	0.00	0	0.00	0	0.00	4.75

The average rating to statement one, "the students usually support the teacher's position of authority," was 3.75. Therefore, the teachers agreed that the students usually support the teacher's position of authority.

Statement two, "the students show respect for the teachers," had an average rating of 3.87. Thus, the teachers agreed that the students show respect for them.

The average rating to statement three, "more time needs to be spent with some students than other students," was 4.75. Therefore, the teachers indicated that they strongly agree that more time needs to be spent with some students than other students.

Statement four, "some of the students have definite leadership qualities," had an average rating of 4.37. Thus, the teachers agreed that some of the students have definite leadership qualities.

The average rating to statement five, "the students are unresponsive during class discussion," was 3.75. According to the reversed scale for negative statements, statement five would be a disagree response. Therefore, the teachers disagreed that the students are unresponsive during class discussion.

Statement six, "the students seem very interested in the course," had an average rating of 4.75. According to the range for positive statements, statement six would be a strongly agree response. Thus, the teachers strongly agreed that students seem very interested in the course.

#### Teacher Attitudes Toward The CVET

#### Facilities and Equipment

Table V includes the results of responses to the statements con-

cerning the teacher attitudes toward the CVET facilities and equipment.

Statement one, "more equipment is needed to allow students to work individually," had an average rating of 4.37. This indicates that the teachers agreed that more equipment is needed to allow students to work individually.

The average rating of statement two, "equipment should be shared by the CVET instructor and other vocational teachers in the school in order to secure maximum utilization of the equipment," was 2.75. Therefore the teachers were neutral concerning whether the equipment should be shared by the CVET instructor and other vocational teachers in the school in order to secure maximum utilization of the equipment.

Statement three, "shop facilities and equipment should be maintained by the teacher and operated separately from other vocational programs in the school," had an average rating of 3.75. This indicates that the teachers agreed that shop facilities and equipment should be maintained by the teacher and operated separately from other vocational programs in the school.

The average rating to statement four, "the CVET teacher should have pre-service training in maintenance and operation of the equipment in order to properly maintain shop equipment," was 3.87. Thus, the teachers indicated that they agreed that they should have pre-service training in maintenance and operation of the equipment in order to properly maintain the shop equipment.

Statement five, "adequate facilities and equipment are essential in order to have a high quality instructional program," had an average rating of 4.50. Therefore, the teachers strongly agreed that adequate facilities and equipment are essential in order to have a high quality

TABLE V  
TEACHER ATTITUDES TOWARD THE CVET FACILITIES AND EQUIPMENT

STATEMENT	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Average Rating
	N	%	N	%	N	%	N	%	N	%	
More equipment is needed to allow students to work individually.	4	50.00	3	37.50	1	12.50	0	0.00	0	0.00	4.37
Equipment should be shared by the CVET instructor and other vocational teachers in the school in order to secure maximum utilization of the equipment.	2	25.00	1	12.50	1	12.50	1	12.50	3	37.50	2.75
Shop facilities and equipment should be maintained by the teacher and operated separately from other vocational programs in the school.	3	37.50	2	25.00	1	12.50	2	25.00	0	0.00	3.75
The CVET teacher should have pre-service training in maintenance and operation of the equipment in order to properly maintain shop equipment.	2	25.00	4	50.00	1	12.50	1	12.50	0	0.00	3.87
Adequate facilities and equipment are essential in order to have a high quality instructional program.	5	62.50	2	25.00	1	12.50	0	0.00	0	0.00	4.50
Students can learn more by working with each other, therefore equipment should be shared among the students.	3	37.50	3	37.50	1	12.50	0	0.00	1	12.50	3.87
The students are more easily motivated when they get to use the equipment.	6	75.00	2	25.00	0	0.00	0	0.00	0	0.00	4.75
Larger facilities would enhance the instructional quality of the program.	3	37.50	2	25.00	3	37.50	0	0.00	0	0.00	4.00

instructional program.

Statement six, "students can learn more by working with each other, therefore equipment should be shared among the students," had an average rating of 3.87. Thus, the teachers agreed that the students can learn more by working with each other, therefore equipment should be shared among the students.

The average rating to statement seven, "the students are more easily motivated when they get to use the equipment," was 4.75. This indicated that the teachers strongly agreed that students are more easily motivated when they get to use the equipment.

The average rating to statement eight, "larger facilities would enhance the instructional qualities of the program," was 4.00. Therefore the teachers agreed that larger facilities would enhance the instructional quality of the program.

#### Teacher Attitudes Toward the CVET Classroom

##### Instruction and Curriculum

Table VI contains the results of responses to the statements concerning the teacher attitudes toward the CVET classroom instruction and curriculum. Again, certain statements were purposely formulated in a negative fashion, but responses to these were compared to those of a positive nature. For this reason, it was necessary to reverse the numerical values assigned to the response categories, which had the effect of changing the statement from a negative to a positive connotation. Such was the case for statements two, five, and seven.

Statement one, "the school should provide adequate instructional materials (journals, shop manuals, and visual aids) for effective

TABLE VI

## TEACHER ATTITUDES TOWARD THE CVET CLASSROOM INSTRUCTION AND CURRICULUM

STATEMENT	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Average Rating
	N	%	N	%	N	%	N	%	N	%	
The school should provide adequate instructional materials (journals, shop manuals, and visual aids) for effective instruction.	2	25.00	6	75.00	0	0.00	0	0.00	0	0.00	4.25
The CVET teacher should not teach other courses outside the CVET program because it would be detrimental to his own program.	4	50.00	3	37.50	1	12.50	0	0.00	0	0.00	1.62
The curriculum needs to be standardized so that each CVET teacher would be using the same instructional material.	1	12.50	1	12.50	2	25.00	1	12.50	3	37.50	2.50
The CVET teacher should work cooperatively with the teachers of the related curriculum in the CVET program in order to better understand the student's problems.	6	75.00	2	25.00	0	0.00	0	0.00	0	0.00	4.75
A uniform plan of instruction would not improve CVET instruction throughout the state.	1	12.50	3	37.50	2	25.00	2	25.00	0	0.00	2.62
After the students have gained sufficient skills and knowledge in class, more time needs to be spent on real jobs.	2	25.00	5	62.50	1	12.50	0	0.00	0	0.00	4.12
I find it very difficult to get the instructional material on a level that the students can comprehend.	1	12.50	0	0.00	3	37.50	4	50.00	0	0.00	3.25

instruction," had an average rating of 4.25. This indicated that the teachers agreed that the school should provide adequate instructional materials for effective instruction.

The average rating to statement two, "the CVET teacher should not teach other courses outside the CVET program because it would be detrimental to his own program," was 1.62. According to the reversed scale for negative statements, statement two would be an agree response. Therefore, the teachers agreed that they should not teach other courses outside their program because it would be detrimental to their program.

Statement three, "the curriculum needs to be standardized so that each CVET teacher would be using the same instructional material," had an average rating of 2.50. This indicated the teachers were neutral in regard to having the curriculum standardized so that each CVET teacher would be using the same instructional material. However, it should be noted that according to the range for positive statements, the response to statement three was only .01 from becoming a disagree response. This is indicated by the fact that 12.50 of the teachers disagreed and 37.50 strongly disagreed to the statement.

Statement four, "the CVET teacher should work cooperatively with the teachers of the related curriculum in the CVET program in order to better understand the students' problems." had an average rating of 4.75. Therefore, the teachers strongly agree that they should work cooperatively with the teachers of the related curriculum in the CVET program in order to better understand the students' problems.

The average rating to statement five, " a uniform plan of instruction would not improve CVET instruction throughout the state," was 2.62. According to the reversed scale for negative statements, statement five

would be a neutral response. Therefore, the teachers were neutral concerning whether a uniform plan of instruction would not improve CVET instruction throughout the state.

Statement six, "after the students have gained sufficient skills and knowledge in class, more time needs to be spent on real jobs," had an average rating of 4.12. This indicated that the teachers agreed that after the students have gained sufficient skills and knowledge in class, more time needs to be spent on real jobs.

The average rating to statement seven, "I find it very difficult to get the instructional material on a level that the students can comprehend," was 3.25. According to the reversed scale for negative statements, statement seven would be a neutral response. Therefore, the teachers were neutral concerning whether they find it very difficult to get the instructional material on a level that the students can comprehend.

#### Teachers Attitudes Toward the CVET Program and Professional Improvement

Table VII includes the results of responses to the statements concerning the teacher attitudes toward the CVET program and professional improvement.

Statement one, "more cooperation is needed between the State Department of Vocational-Technical Education and the local school administration in order to maintain a more effective CVET program," had an average rating of 4.12. Therefore, the teachers agreed that more cooperation is needed between the State Department of Vocational-Technical Education and the local school administration in order to maintain a more effective CVET program.



TABLE VII

## TEACHER ATTITUDES TOWARD THE CVET PROGRAM AND PROFESSIONAL IMPROVEMENT

STATEMENT	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Average Rating
	N	%	N	%	N	%	N	%	N	%	
More cooperation is needed between the State Department of Vocational-Technical Education and the local school administration in order to maintain a more effective CVET program.	3	37.50	3	37.50	2	25.00	0	0.00	0	0.00	4.12
Several seminar (improvement) meetings should be held throughout the year to allow CVET teachers in the state to discuss new techniques, innovations, or problems.	4	50.00	4	50.00	0	0.00	0	0.00	0	0.00	4.50
A certain segment of the seminar (improvement) meetings should be oriented toward the local school administrators in order that the administrators might become more familiar with the CVET program.	5	62.50	3	37.50	0	0.00	0	0.00	0	0.00	4.62
A uniform plan of study for the CVET program developed by a committee of CVET teachers and the State Department of Vocational-Technical Education with flexibility for local student needs would be acceptable to me.	3	37.50	5	62.50	0	0.00	0	0.00	0	0.00	4.37

The average rating of statement two, "several seminar (improvement) meetings should be held throughout the state to allow CVET teachers in the state to discuss new techniques, innovations, or problems," was 4.50. This indicated the teachers strongly agreed that several seminar meetings should be held to discuss new techniques, innovations, or problems.

The average rating of statement three, "a certain segment of the seminar (improvement) meetings should be oriented toward the local school administrators in order that the administrators might become more familiar with the CVET program," was 4.62. Thus, the teachers strongly agreed that a certain portion of seminar meetings should be oriented toward the local school administrators.

Statement four, "a uniform plan of study for the CVET program developed by a committee of CVET teachers and the State Department of Vocational-Technical Education with flexibility for local student needs would be acceptable to me," had an average rating of 4.37. Therefore, the teachers agreed that a uniform plan of study for the CVET program developed by a joint committee of CVET teachers and staff of the State Department of Vocational-Technical Education with flexibility for local student needs would be acceptable to them.

#### The CVET Mechanics Teacher

##### Background Information

Table VIII contains background information concerning the teachers of the CVET mechanics program. The areas of information included were: age group, years of teaching experience, highest level of formal education, and kind of teaching certification.

Of the eight CVET mechanics teachers involved in this study, three

or 37.5 percent were from 25 to 29 years of age, one, or 12.5 percent was in the range of 30 to 34 years of age, three, or 37.5 percent were from 35 to 39 years of age, and one, or 12.5 percent was in the range of 45 to 49 years of age. The average age of the mechanics teachers was 34.

In regard to the number of years teaching experience, one, or 12.5 percent had no prior experience, five, or 62.5 percent had one to five years teaching experience, one, or 12.5 percent had six to 10 years experience, and one, or 12.5 percent had 11 to 15 years teaching experience. The teachers had taught an average of four and one-half years.

The levels of formal education of the CVET mechanics teachers were divided into four levels: those who hold a high school diploma, those with a Bachelor of Science degree, those with a Master's degree, and those with additional credit hours past the Master's degree. One, or 12.5 percent held just a high school diploma, five, or 62.5 hold a Bachelor of Science degree, one, or 12.5 held a Master's degree, and one, or 12.5 hold a Master's degree plus additional credit.

The levels of teacher certification were classified as temporary, provisional, and standard. Of the eight CVET mechanics teachers, three, or 37.5 percent hold a temporary teaching certificate, and five, or 62.5 percent hold a standard teaching certificate.

Some other information not included in Table VIII were the kinds of teaching fields and the number of years in each of these areas that the teachers have taught. Also, the number of credit hours that each teacher was presently enrolled in, if any, and other work experience, if this was the first year they had taught. One teacher had not taught in any field, four teachers had taught vocational agriculture (ranging from 7 - 11 years), one teacher had taught Industrial Arts for one year, two teachers had

taught science for two years, and one teacher had taught electronics one year and military training one year.

Of the eight CVET mechanics teachers, two were presently enrolled in three credit hours.

Other work experience, before becoming a teacher, covered areas such as shop mechanic, auto mechanic, electronics maintenance and engineering, mobile home maintenance, and farmer.

TABLE VII  
THE CVET MECHANICS TEACHER BACKGROUND INFORMATION

	Responses		Total Average Rating
	N	%	
<u>Age Group</u>			
25 - 29	3	37.5	
30 - 34	1	12.5	
35 - 39	3	37.5	
40 - 44	0	0.0	
45 - 49	1	12.5	
Average Age			34.00
<u>Years Teaching Experience</u>			
None	1	12.5	
1 - 5	5	62.5	
6 - 10	1	12.5	
11 - 15	1	12.5	
Average Years			4.50

TABLE VII (CONTINUED)

	Responses		Total Average Rating
	N	%	
<u>Educational Level</u>			
H.S. diploma	1	12.50	
B.S. degree	5	62.50	
M.S. degree	1	12.50	
M.S. plus	1	12.50	
<u>Teacher Certification</u>			
Temporary	3	37.50	
Provisional	0	0.0	
Standard	5	62.50	

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Purpose of the Study

The purpose of this study was threefold. First, to determine the attitude held by students in the CVET mechanics program toward the areas of:

1. The CVET mechanics teacher
2. Classroom instruction and curriculum
3. Facilities and equipment

The second purpose of the study was to determine the attitudes held by the mechanics teachers of the CVET program toward the areas of:

1. CVET mechanics student characteristics
2. Facilities and equipment
3. Classroom instruction and curriculum
4. Program and professional improvement

The third purpose of the study was to investigate certain background information of the CVET mechanics teachers concerning age, total number of years teaching experience, kind of teaching field, educational level attained, other work experiences, number of credit hours presently enrolled in and kind of teaching certificate held, if any.

### Summary

The CVET mechanics students and teachers were administered a separate and distinctly different 25 statement attitude questionnaire. The 25 statement scales were designed to cover areas of the CVET mechanics programs in eight schools in Oklahoma.

Both the students and teachers responded to the statements according to a Likert-type scale as a means of determining the extent to which the interviewees agreed with the statements on the questionnaires.

The individual statements were presented and discussed in Chapter IV. Tables were set up in order that both the student and teacher responses to the attitude questionnaires could be categorized into designated areas of the CVET program.

The findings, according to the designated areas, obtained in this study are summarized as follows:

1. In regard to the CVET mechanics teacher, the students indicated that the teacher:
  - a. Checks their work.
  - b. Is sure of himself when using the equipment.
  - c. Makes everything interesting and important.
  - d. Take an interest in helping them.
  - e. Is interested in teaching the course.
  - f. Helps them get the most out of each class period.
  - g. Was not too strict.
  - h. Is the best they ever had.

- i. Spends time with all of his students.
  - j. Is good at explaining things clearly.
2. In regard to the CVET classroom instruction and curriculum, the students indicated that:
    - a. The exams were not too difficult to pass.
    - b. They did not have a hard time reading the written material.
    - c. Material was not presented too fast to learn.
    - d. They really like the course.
    - e. They can understand the material presented in class.
    - f. The material presented is easy to learn.
    - g. They enjoyed the course because they got to use their hands.
    - h. The material presented in class helps them outside of the classroom in solving problems.
  3. In regard to the CVET facilities and equipment, the students felt that:
    - a. The equipment was not too noisy.
    - b. All of the equipment was used.
    - c. They learned more because there was equipment available to use.
    - d. More space would make it easier to use the equipment.
  4. In regard to the CVET mechanics students' characteristics, the teachers indicated that the students:
    - a. Usually support the teacher's position of authority.
    - b. Show respect for them.
    - c. Need more time spent with some than others.
    - d. Have definite leadership qualities.
    - e. Are responsive during class discussion.
    - f. Seem very interested in the course.



5. In regard to the CVET facilities and equipment, the teachers felt that:

- a. More equipment is needed for individual work.
- b. Shop facilities and equipment should be maintained by the teacher and operated separately from other program within the school.
- c. They should have pre-service training in maintenance and operation of the equipment.
- d. Adequate facilities and equipment are necessary for a high quality program.
- e. Equipment should be shared among the students.
- f. Students are more easily motivated when they get to use the equipment.
- g. Larger facilities would enhance the instructional quality of the program.

6. In relation to the CVET classroom instruction and curriculum, the teachers indicated that:

- a. The school should provide adequate instructional materials.
- b. They should not teach other courses outside their program.
- c. They were neutral in regard to having a standardized curriculum.
- d. They should work cooperatively with the teachers of the related curriculum.
- e. They were neutral concerning whether uniform instruction throughout the state would not improve instruction.
- f. More time needs to be spent on real jobs.

7. In regard to the CVET program and professional improvement, the teachers felt that:

- a. More cooperation is needed between the State Department of

Vocational-Technical Education and the local school administration.

- b. Seminar meetings should be held to discuss new techniques, innovations, or problems.
- c. Certain portion of seminar meetings should be oriented toward the local school administrators.
- d. A uniform plan of study would be acceptable to them.

Concerning teacher background information the following was summarized:

1. The average age of the CVET mechanics teacher was 34.
2. The teachers had taught an average of four and one-half years.
3. The majority of the teachers had a Bachelor of Science degree.
4. The majority of the teachers held a standard teaching certificate.

#### Conclusions

Based upon analysis of data collected, analyzed and presented in this study, certain conclusions can be suggested about the attitudes that the students and teachers of the CVET mechanics program have toward areas of the program. The major conclusions, according to the designated areas, obtained in this study are presented as follows:

1. The students felt that they had one of the best teachers they ever had who was interested in them and in the program.
2. The students felt that the material was presented in a manner that made the course interesting, understandable, and practical.
3. The students revealed that the equipment was used, but more space was needed to facilitate this use.
4. The teachers disclosed that the students are respectful, respon-

sive, and interested, but more time needs to be spent with some than others.

5. The teachers felt that for a high quality program, adequate facilities and equipment are necessary, larger facilities would enhance the program, and maintenance and operation should be done by the CVET mechanics teacher alone.

6. The teachers indicated that the school should provide instructional materials and that the teachers should teach only within the program itself, but keep in close contact with the teachers of the related curriculum.

7. The teachers indicated that more cooperation is needed between the state department and the school administrators. They also felt that seminar meetings and a uniform plan of study would benefit the CVET program.

#### Recommendations

After conducting the study, the author would propose the following recommendations:

1. That the CVET teachers continue to take an individual interest in their students.
2. That the CVET teachers allot more time to be given to the students in class for questions and discussion.
3. That the CVET teachers and local administration try to have adequate space for the students to use the equipment.
4. That CVET shop facilities and equipment should be maintained and operated separately from other vocational programs in that particular school.

5. That the CVET mechanics teachers teach only the courses within the CVET program.

6. That local school administrators and the State Department of Vocational-Technical Education cooperate more in setting up new CVET programs and evaluating the existing programs.

7. That seminar meetings should be initiated for both CVET teachers and the local school administration in order to discuss new techniques, innovations, or problems.

#### A SELECTED BIBLIOGRAPHY

1. Thurston, Louis L. The Measurement of Values. Chicago: Chicago University Press, 1959.
2. Sorenson, Herbert. Psychology in Education. New York: McGraw-Hill, 1964.
3. Wethington, Charles. "Attitudes and Academic Success." The Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Lexington, Kentucky. Vol. XXXVIII, No. 4 (1966), p. 7.
4. The Vocational Education Amendments of 1968. U.S. Department of Health, Education, and Welfare, Office of Education, Washinton, D.C., Government Printing Office, 1969.
5. A Guide to the Development of Vocational Education Programs and Services for the Disadvantaged, National Committee on Employment of Youth, U.S. Office of Education, Washington, D.C., Government Printing Office, July, 1969.
6. Karnes, Merle B. "The Slow Learner . . . What are His Characteristics and Needs?" Today's Education. Vol. 59, No. 3 (March, 1970), pp. 42-44.
7. Hutson, Denver B. "Agricultural Education for the Disadvantaged." The Agricultural Education Magazine, Vol. 43, No. 10 (April, 1971), p. 236.
8. Walker, Robert W. "Helping the Academically Disadvantaged Succeed." The Agricultural Education Magazine, Vol. 44, (March, 1972).
9. Cohen, Louis A. "Special Programs for Special Problems." School Shop. Vol. XXXI, No. 6 (February, 1972). P. 34.
10. Steed, Allen T. "Programs for Students with Special Needs." The Agricultural Education Magazine, Vol. 43, No. 10 (April, 1971) p. 245.

## APPENDIX

## STUDENT ATTITUDES TOWARD THE CVET PROGRAM

Directions: Please respond to each of the following statements by circling the response in the right hand column that most nearly expresses your feelings about that particular statement. You may feel free to mark any statement not clear to you.

SA -- Strongly Agree  
 A -- Agree  
 N -- Neutral  
 D -- Disagree  
 SD -- Strongly Disagree

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. The teacher hardly ever checks my work to make sure I am on the right track.   | SA | A | N | D | SD |
| 2. The exams given over the material are too difficult to pass.   | SA | A | N | D | SD |
| 3. More time is needed for questions and class discussion in order to understand the instruction.   | SA | A | N | D | SD |
| 4. The teacher seems unsure of himself when using the equipment.  | SA | A | N | D | SD |
| 5. This teacher knows what he is doing.   | SA | A | N | D | SD |
| 6. This teacher makes everything interesting and important.   | SA | A | N | D | SD |
| 7. I feel the teacher takes an interest in trying to help me in the course.   | SA | A | N | D | SD |
| 8. I have a hard time reading the written material that is used in the course.  | SA | A | N | D | SD |
| 9. The material in class is presented too fast to learn.  | SA | A | N | D | SD |
| 10. I am more interested in using the equipment than with understanding the material.   | SA | A | N | D | SD |
| 11. I really like this course.  | SA | A | N | D | SD |
| 12. This teacher seems disinterested in teaching this course.   | SA | A | N | D | SD |
| 13. I cannot understand the material presented in class because the teacher talks too much rather than using the blackboard or other teaching aids. | SA | A | N | D | SD |

- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 14. This teacher helps me get the most out of each class period.   | SA | A | N | D | SD |
| 15. The equipment makes so much noise that it is very hard for me to keep my mind on my work.              | SA | A | N | D | SD |
| 16. This teacher is too strict.  | SA | A | N | D | SD |
| 17. Too much time is spent using only one or two types of equipment instead of using all of the equipment. | SA | A | N | D | SD |
| 18. This is the best teacher I ever had.   | SA | A | N | D | SD |
| 19. This teacher spends too much time with just a few students instead of helping all of his students.     | SA | A | N | D | SD |
| 20. The material presented is easy to learn.   | SA | A | N | D | SD |
| 21. This teacher is very good at explaining things clearly.  | SA | A | N | D | SD |
| 22. I learn more because equipment is available for me to use.   | SA | A | N | D | SD |
| 23. More space in the classroom would make it easier to use the equipment.                                 | SA | A | N | D | SD |
| 24. I enjoy this course because I get to use my hands.   | SA | A | N | D | SD |
| 25. The material presented helps me solve problems outside of the classroom.                               | SA | A | N | D | SD |



## TEACHER ATTITUDES TOWARD THE CVET PROGRAM

Directions: Please respond to each of the following statements by circling the response in the right hand column that most nearly expresses your feelings about that particular statement. You may feel free to mark any statement not clear to you.

SA -- Strongly Agree  
 A -- Agree  
 N -- Neutral  
 D -- Disagree  
 SD -- Strongly Disagree

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. More equipment is needed to allow students to work individually.   | SA | A | N | D | SD |
| 2. The school should provide adequate instructional materials (journals, shop manuals, and visual aids) for effective instruction.  | SA | A | N | D | SD |
| 3. The students usually support the teacher's position of authority.  | SA | A | N | D | SD |
| 4. More cooperation is needed between the State Department of Vocational-Technical Education and the local school administration in order to maintain a more effective CVET program.                    | SA | A | N | D | SD |
| 5. The CVET teacher should not teach other courses outside the CVET program because it would be detrimental to his own program.   | SA | A | N | D | SD |
| 6. The curriculum needs to be standardized so that each CVET teacher would be using the same instructional material.  | SA | A | N | D | SD |
| 7. Several seminar (improvement) meetings should be held throughout the year to allow CVET teachers in the state to discuss new techniques, innovations, or problems.                                   | SA | A | N | D | SD |
| 8. A certain segment of the seminar (improvement) meetings should be oriented toward the local school administrators in order that the administrators might become more familiar with the CVET program. | SA | A | N | D | SD |
| 9. Equipment should be shared by the CVET instructor and the other vocational teachers in the school in order to secure maximum utilization of the equipment.   | SA | A | N | D | SD |

10. The students show respect for the teacher. SA A N D SD
11. The CVET teacher should work cooperatively with the teachers of the related curriculum in the CVET program in order to better understand the students' problems. SA A N D SD
12. More time needs to be spent with some students than other students. SA A N D SD
13. Some of the students have definite leadership qualities. SA A N D SD
14. A uniform plan of instruction would not improve CVET instruction throughout the state. SA A N D SD
15. Shop facilities and equipment should be maintained by the teacher and operated separately from other vocational programs in the school. SA A N D SD
16. The CVET teacher should have pre-service training in maintenance and operation of the equipment in order to properly maintain shop equipment. SA A N D SD
17. A uniform plan of study for the CVET program developed by a committee of CVET teachers and the State Department of Vocational-Technical Education with flexibility for local student needs would be acceptable to me. SA A N D SD
18. Adequate facilities and equipment are essential in order to have a high quality instructional program. SA A N D SD
19. Students can learn more by working with each other, therefore equipment should be shared among the students. SA A N D SD
10. The students are unresponsive during class discussion. SA A N D SD
21. After the students have gained sufficient skills and knowledge in class, more time needs to be spent on real jobs. SA A N D SD
22. The students are more easily motivated when they get to use the equipment. SA A N D SD
23. I find it very difficult to get the instructional material on a level that the students can comprehend. SA A N D SD

24. The students seem very interested in the course. SA A N D SD
25. Larger facilities would enhance the instructional quality of the program. SA A N D SD

## TEACHER INFORMATION FORM

1. NAME \_\_\_\_\_
2. School \_\_\_\_\_
3. Age \_\_\_\_\_
4. Total number of years teaching experience \_\_\_\_\_
5. Kind of teaching field (also number of years in each area) \_\_\_\_\_  
\_\_\_\_\_
6. Highest education level you have attained (Circle one)  
H. S. B.S. M.S. M. S. +
7. Other work experience (if this is the first year you have taught)  
\_\_\_\_\_
8. The number of credit hours you are presently enrolled in, if any  
\_\_\_\_\_
9. Kind of teaching certification held (Circle one)  
None Temporary Provisional Standard

VITA

Michael Lee Kastl

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF TEACHER AND STUDENT ATTITUDES TOWARD THE CVET  
PROGRAM IN MECHANICS IN OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Stillwater, Oklahoma, June 23, 1948, the son  
of Mr. and Mrs. Emil Kastl.

Education: Graduated from Perkins High School, Perkins, Oklahoma,  
in May, 1966; attended Oklahoma State University and received  
the Bachelor of Science degree in May, 1970, with a major in  
Agricultural Education; completed requirements for the degree  
of Master of Science at Oklahoma State University, Stillwater,  
Oklahoma, in July, 1972.

Professional Experience: Vocational Agriculture Instructor at  
Edmond High School, Edmond, Oklahoma, from August, 1971 to  
July, 1972.

Organizations: Member of the Oklahoma Vocational Agriculture  
Teachers' Association, National Vocational Agriculture Teachers'  
Association, American Vocational Association, Oklahoma  
Education Association, National Education Association, Phi  
Delta Kappa.