

SELECTED CHARACTERISTICS AND OPINIONS
INFLUENCING PARTICIPATION OF
ENGINEERING TECHNOLOGY STUDENTS
IN VOCATIONAL AND
TECHNICAL EDUCATION
STUDENT ORGANIZATIONS

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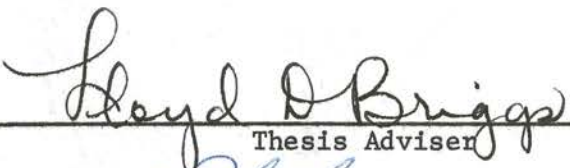
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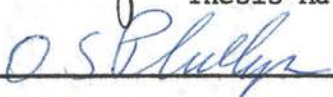
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CHAPTER I

INTRODUCTION

From childhood to old age, one of the basic needs of man is that of belonging and being accepted by other individuals. Man often seeks to satisfy this need through his participation in organizations, such as professional, fraternal, political, or social groups. Belonging to and participating in organizational activities has become important to most individuals in today's modern society as a way of meeting this basic need.

With the standard of living that most citizens of this country have today, many individuals choose to spend much of their time participating in organizational activities. These may take the form of labor or professional organizations relating to one's field of work, or they may be recreational organizations used as a means of occupying a person's leisure time.

While preparing for one's chosen career, most individuals have opportunities through America's educational system to belong to student organizations at the high school level as well as the college level. Organizations for students enrolled in vocational education programs first began under the sponsorship of the Smith-Hughes Act of 1917. Almost 50 years later, the Vocational Education Act of 1963 further stressed the importance of the relationship between student organizations and vocational education. The 1968 Amendments to the Act

encouraged the development of organizations for vocational and technical education students enrolled in post-secondary programs.

On January 20, 1970, James E. Allen, Jr., (1), former U. S. Commissioner of Education, released a statement to vocational educators endorsing student organizations as a means of strengthening programs in vocational and technical education. Mr. Allen's statement was as follows:

1. The Office of Education will provide advisory assistance to national student organizations and to State agencies as a part of the official duties of Federal employees designated to serve in this capacity.
2. Federal-State grant funds for vocational education may be used by the States to provide leadership and support to student organizations and activities directly related to established vocational education instruction programs, under provisions of approved State plans for vocational education.
3. The purpose of the Federal Office of Education in encouraging student organizations is to improve the quality and relevance of instruction, to develop some experiences not otherwise available within the schools.

Although support from federal and state government has continued to increase for development of vocational and technical education student groups, the degree of interest and participation by post-secondary students in Oklahoma has not been strong, as evidenced by their small membership.

Statement of Problem

Information provided by state leaders of four nationally affiliated post-secondary student organizations in Oklahoma reveals that present membership is small in comparison to the potential membership for the beginning of academic year 1972-73. Post-secondary VICA in Oklahoma has a present membership of 371; the potential membership is 4,000. Junior

Collegiate DECA has a present membership of 123; the potential membership is 1,250. Phi Beta Lambda has a present membership of 867; the potential membership is 2,500. Collegiate FFA has a present membership of 1,636; the potential membership is 8,000. All of the four student groups have present membership far less than 50 percent of their potential. For some unidentified reason, vocational and technical education student organizations in Oklahoma are not reaching a majority of post-secondary student potential.

Purpose and Objectives of Study

The purpose of this study was to examine selected characteristics of a group of students who are members and another group who are not members of vocational and technical education student organizations at six post-secondary institutions in the state of Oklahoma.

The objectives of this study were:

1. To compare the identified characteristics of members and non-members of vocational and technical education student organizations in the following areas:

- a. Age
- b. Marital status
- c. Enrollment classification
- d. Race
- e. Size of community where reared
- f. Hours worked per week while attending college
- g. Future plans after completion of program
- h. Distance traveled to attend college
- i. Previous participation in youth organizations
- j. Military status

2. To determine if there were any differences in the opinions of members and non-members pertaining to statements expressed in the following areas:

- a. Time as a factor influencing student decision for membership
- b. Cost of membership fees as a factor influencing student decision for membership
- c. Student feelings concerning the need for vocational and technical education student organizations beyond the high school level
- d. Types of other activities currently being sponsored as a factor influencing student decision for membership
- e. Insufficient support and encouragement from college administration as a factor influencing student decision for membership
- f. Lack of enthusiasm by organization advisers as a factor influencing student decision for membership
- g. Lack of time for fund raising activities as a factor influencing student decision for membership

3. To determine the other reasons which both members and non-members gave for choosing either to participate or not to participate in a vocational and technical education student organization.

Need for the Study

Many people believe that student organizations, whether at the secondary or post-secondary level, contribute significantly to the learning experiences of the student. Such experiences become a part of

the institution's curriculum, since a curriculum includes all of the learning experiences both outside and inside the classroom.

Students who choose not to participate in student organizations fail to benefit in all of the learning experiences made available to them by the institution. Prior knowledge concerning both the characteristics of non-participating students and the reasons for their choices in deciding not to participate would be helpful to individuals who hold places of responsibility in the planning of educational activities for students in post-secondary institutions. Also, faculty advisers could use such information as an aid toward planning effective programs designed to appeal to more students.

Scope and Limitations of the Study

This study was limited to vocational and technical students who are majoring in engineering technology pursuing a two-year associate degree. Six of Oklahoma's post-secondary institutions were selected for inclusion in this study. The study was further limited to students of institutions with engineering technology programs which receive state and federal funding through the Oklahoma State Department of Vocational and Technical Education.

The institutions selected for inclusion in this study are Northern Oklahoma College, Northeastern Oklahoma A & M College, Eastern Oklahoma State College, Murray State College, Sayre Junior College, and Cameron College. Cameron College is a four-year institution, and Sayre Junior College is a community junior college. The other remaining colleges are state-supported junior colleges.

A special questionnaire was developed for gathering the data in this study. (See appendix.) The questionnaires were mailed to the institutions included in the study and administered to one class of students. Each class was selected by the faculty member who was responsible for administering the questionnaire.

Definition of Terms

1. Engineering Technology - Beatty (2) defined engineering technology as:

A program designed to train an individual to be a part of the engineering team. His duties require him to be a liaison man between the engineer and the skilled workman. His training consists of high school plus two years' post-secondary schooling in a technology with a strong emphasis on mathematics and science.

2. Vocational and Technical Education Student Organization or Youth Organization - A youth organization according to The Encyclopedia of Education (3) is as follows:

An organization for secondary or post-secondary students that represents an integral part of the instructional program of the institution and provides an effective means of guiding members through appropriate learning experiences relating to an established occupational objective.

3. Future Farmers of America - (FFA) - Reuwee (4) defined the Future Farmers of America as follows:

A national vocational organization for students of agricultural programs. This student organization has a division for secondary students and a division for post-secondary students known as Collegiate FFA.

4. Distributive Education Clubs of America - (DECA) - According to Applegate (5), the Distributive Education Clubs of America is defined as:

A national vocational student organization operating through the schools to attract young people to careers in marketing and distribution. Divisions exist for both secondary and post-secondary students. The post-secondary division is known as Junior Collegiate DECA.

5. Vocational Industrial Clubs of America - (VICA) - Johnson (6)

describes the Vocational Industrial Clubs of America as follows:

A national vocational and technical education student organization for trade, industrial, technical, and health education students in secondary and post-secondary programs. The post-secondary division is known as Post-Secondary VICA.

6. Future Business Leaders of America - (FBLA) - Byrnside (7)

defines the Future Business Leaders of America as follows:

A national vocational student organization for secondary students of business and office occupations. Phi Beta Lambda is a division of this organization for students enrolled in post-secondary programs.

CHAPTER II

REVIEW OF LITERATURE

During the last half-century, the educational program in America has undergone many significant changes. These changes have resulted in new programs for youth that are career oriented and which are available to students at both the secondary and post-secondary levels.

The need for vocational and technical education student organizations is recognized by many educators as a means of expanding the scope of their teaching program. While the need for student organizations as a means of complementing instructional programs is generally accepted by most educators, the role of such organizations is not always agreed upon, as evidenced by varying opinions expressed by educators. Student organizations are not new to the field of vocational education. Their existence occupies a vital role in the overall vocational program. The role of vocational and technical education student organizations in vocational education is viewed by Swan (8) as follows:

In defining student organizations of Vocational Education, I believe the most important concept is that of each organization's being an integral part of education. It is through the avenues of this youth activity that we test our understanding and develop proficiencies as related to what we have learned in the classroom.

In 1968, a report was prepared for the Subcommittee on Education of the Committee of Labor and Public Welfare (9) concerning vocational educational programs. The role of vocational and technical education student organizations in their report was viewed as follows:

Vocational educational student groups meet these general needs, but also add an area of specificity that enhances the student's participation in his chosen occupational curriculum. Some of the contributions of a student organization include:

1. The student gains a variety of first-hand experience through consistent contact with personnel working in a specific occupational area.
2. The student is appraised of the opportunities available in a specific occupation to a vocational educational graduate.
3. The student learns if he is qualified and interested in obtaining the necessary education and experience to enter his chosen field.
4. The student gains experiences in leadership roles as a member of his student organization.
5. The student gains an awareness of the professional organizations which exist to help him in his career choice, and in attaining his career goals.

Vocational education student organizations supply the vehicle for relating occupational competence and significance to the student's work environment and his role in society. Such organizations also provide a laboratory for securing experience not possible through other aspects of the curriculum.

The role and the value of student organizations have been demonstrated successfully in the educational system of America for years. The Vocational Education Act of 1963 made it possible to broaden vocational education and stressed the need for student organizations as a means for developing leadership and citizenship in all vocational education programs.

Each individual who becomes associated with student organizations may recognize the potential of student groups in many different capacities. Motivation and recruitment are often cited by both educators and students as being desirable attributes of institutions which sponsor an active vocational student group.

One student will recruit another student. Each will go where a friend goes. This represents a trend that may continue for years as a result of a strong student organization. In reference to recruitment, Niemczyk (10) stated:

Post-secondary technical clubs can, through their programs, play a very important role in recruiting students for technical programs. Of the total institutional program, an active competitive student organization is probably the most appealing to the prospective student especially those who have been associated with active competitive organizations in high school.

Since vocational and technical education student organizations serve many useful purposes in vocational curricula, it is most difficult to describe the purpose of student organizations in one brief statement. Teske (11) has attempted to generalize the purpose of student organizations, however, by stating:

It is just possible that the one and only purpose of vocational and technical education student organizations is to further develop individuals so that they can lead a happy, satisfying life and earn a living in our social-economic-political-cultural system. In short, our task is to build men and women.

The history of vocational and technical education student organizations at the national level dates back to the year of 1928. The first national vocational student organization was the Future Farmers of America, while the latest is the Office Education Association, which was organized in 1966. At the present time, nine vocational student organizations exist at the national level as contributors to the personal and occupational growth of students in vocational education programs.

The structure of most national vocational and technical education student organizations is oriented toward either secondary students or post-secondary students. Only in recent years has there been an

increased interest for the expansion of vocational and technical education student organizations into post-secondary programs.

In many post-secondary institutions, vocational and technical education student organizations were started as local independent organizations. Many of these same organizations are now becoming affiliated with nationally organized student groups. The opinions concerning the need for expanding such groups to the college level varies widely among many individuals associated with higher education. Brown (12) described his opinion concerning the expansion of new student organizations into colleges as follows:

Adequate opportunities for leadership and membership are available through the various honorary or professional fraternities and through membership in departmental clubs.

In short, I see no real need for extension of our traditional student organizations into the collegiate scene. I do not mean to imply that the Collegiate FFA, or any club which is already established at the college level, should be dropped. My point is that I do not envision the colleges as fertile ground for extensions of FFA, VICA, DECA, and FBLA.

To me, it seems more wise to say that the student organizations are designed primarily for secondary students rather than for college students. The college student has in many ways outgrown his need for participating as a member of special student groups.

While some individuals view student organizations for college students as being unnecessary, many believe that post-secondary students have not been given the same opportunity for growth and development as students enrolled in secondary vocational education programs. Anderson (13) has expressed his feeling concerning the need of post-secondary student organizations as follows:

I have become increasingly concerned about the opportunities we provide for growth and development for the individual through student activities. This phase of education is important to the students enrolled in post-

secondary vocational education. Hundreds of thousands of students are deprived of this opportunity because an avenue for this phase of education has not been adequately developed at the post-secondary level. I am thoroughly convinced that the need exists for post-secondary student organizations.

The need for the development of vocational and technical education student organizations for post-secondary agricultural students has long been the concern of many individuals in higher education. Olcott (14) expressed his feelings by stating:

The further development of these social and leadership skills is even more important for the graduate of post-secondary programs. Employers are interested in more than technical competence. They want a person who will evidence enthusiasm for his job as well as one who can demonstrate leadership in his chosen field.

The Director of the Anoka (Minnesota) Technical Education Center was quoted by Ingvalson (15) concerning the need for post-secondary student organizations by stating:

The goals of vocational education are not only a development of technical knowledge and skills, but also the application of them in relation to people and organizations. It is difficult for me to conceive of vocational education achieving the goals of leadership development, working effectively with people and working within organizations without a student organization. Furthermore, a student organization, relative to his technical field of interest, becomes an excellent communication vehicle with industry, the public, and the instructional staff.

Prior knowledge concerning the possible roles of student organizations is helpful to any individual who is presently, or who intends to become, associated with student organizations in vocational and technical programs. In addition, information regarding the characteristics of students who participate is always helpful to persons who serve as sponsors or leaders of student clubs.

A study by Raupe (16) revealed some interesting information concerning the relationship of participation in student organization

activities in comparison to academic grades. The study involved secondary students who were members of the Future Farmers of America organization. Raupe's statement concerning this comparison is as follows:

Those students with a higher rate of participation maintained a higher grade point average than those students with less or no participation at all.

Participation in post-secondary student organizations was a topic selected for inclusion in a study by Granberry (17) which analyzed the characteristics of agricultural students enrolled in terminal and transfer curriculums in Texas. That study reveals that educational goals which students have have no correlation with the degree to which a student participates in a post-secondary student organization. Granberry expressed his findings concerning participation between the two groups of students as follows: "There is no significant relationship between the extent of participation in junior college student organizations and the type of curriculum in which they are enrolled."

Vocational and technical education student organizations at both the secondary and the post-secondary levels offer the student who chooses to participate many opportunities for educational experiences outside of the classroom that are not otherwise available to him. The activities of vocational and technical education student organizations complement the educational program in which the student is enrolled and provide additional training that better prepares him to fit into and serve the needs of today's modern society.

Summary

More emphasis is being placed today on establishing vocational and

technical education student organizations as a vital part of the total vocational educational program. Officials in both state and federal government agencies, along with educators, are working together to stimulate the growth and development of vocational and technical education student organizations at all levels of education.

The role and purpose of such organizations has been generally viewed as being a way to further develop leadership and citizenship qualities in America's youth while complementing the vocational field which they are studying. Well-planned student activities provide many learning experiences which expand upon those that are currently a part of the regular classroom teaching activities.

Student organizations which have existed at the secondary level for years are now beginning to be expanded to the college level. This expansion has prompted considerable debate among many educators. Some believe that college students have long been denied many valuable educational experiences, while others feel that student organizations should not be expanded beyond the high school level.

Improved student motivation and improved scholastic achievement are only a portion of the benefits gained by students who participate through well-planned vocational and technical education student organizations.

CHAPTER III

DESIGN AND METHODOLOGY

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

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

The Study Population

The population for this study consisted of a total of 146 engineering technology students enrolled at six post-secondary institutions in the state of Oklahoma for the academic year 1972-73. Out of the 146 students surveyed, 26 were from Cameron College, 25 were from Eastern Oklahoma State College, 24 were from Northeastern Oklahoma A & M College, 25 were from Northern Oklahoma College, 28 were from Murray State College, and 18 were from Sayre Junior College. The 146 students were categorized into two groups according to their present membership status in a vocational and technical education student organization located on their particular campus. The group which indicated that they were members represented a total of 71 students, while the group which

indicated that they were non-members represented 75 students.

The Development of the Questionnaire

In formulating the statements used on the student questionnaire, the investigator considered the personal concerns and suggestions of members of the staff of the departments of Technical Education and Agricultural Education at Oklahoma State University. The Assistant State Supervisor of Technical Education, who is also the State Coordinator of Post-Secondary Student Organizations for the Oklahoma State Department of Vocational and Technical Education, also expressed concerns and suggestions which were helpful in developing the questionnaire.

The Design of the Questionnaire

After the questionnaire was developed, it was circulated to the state advisers of four student organizations which are presently organized in the state of Oklahoma. Their recommendations and suggestions were helpful in preparing the final revision of the questionnaire. Before the questionnaire was used to gather data for this study, it was pre-tested at Murray State College using a group of engineering technology students.

Administering the Questionnaire

The investigator made prior arrangements with an engineering technology faculty member in each of the selected institutions to administer the questionnaire to one group of his students. The investigator chose to administer the questionnaire personally to students at

Murray State College. All data were collected during the spring semester of 1973.

Selecting Methods of Data Analysis

In this study, questions were used to gather general information about both participating and non-participating students. Characteristics of both groups were compared in areas which included age, marital status, military status, race, enrollment classification, size of community where reared, future plans after graduation, hours worked while attending college, and distance traveled to attend college. Data obtained in the study were compiled in tables, which were subsequently used as aids for identifying characteristics which were common to both groups of students and for identifying characteristics which related to each group individually.

The second part of the questionnaire sought to identify the attitudes of both members and non-members by eliciting opinions from both groups relating to problems which might have existed at the time, or problems which might be expected to exist in the future, with vocational and technical education student organizations at the post-secondary level. The students were asked to indicate their opinions by either agreeing or disagreeing with each of the statements on this portion of the questionnaire.

Statements were considered to be an influential factor in students' decisions to join student organizations if 50 percent or more of the combined groups agreed with the statement. The statements were accepted as being non-influential factors if 50 percent or more of the combined groups disagreed with the statement. Statements which were agreed upon

by the majority of both groups combined were accepted as factors which may influence student participation. Statements which were disagreed upon by the majority of both groups were accepted as factors which are not likely to influence student participation.

The last two questions contained in the questionnaire permitted either group to express their reasons for choosing to be a participant or non-participant or a vocational and technical education student organization while attending college as a student enrolled in engineering technology.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to analyze factors which appear to influence student participation in vocational and technical education student organizations. This chapter concerns the presentation and analysis of data collected from the questionnaire completed by two groups of engineering technology students from six post-secondary institutions in the state of Oklahoma. The first group represents students who participate in a vocational and technical education student organization while enrolled in college and the second group represents students who are non-participants.

The results of this study are presented in four sections:

1. A comparison of the characteristics of members and non-members of post-secondary vocational and technical education student organizations.
2. A comparison of the opinions of members and non-members of post-secondary vocational and technical education student organizations.
3. Selected reasons given by students who are members concerning why they chose to participate in a vocational and technical education student organization.
4. Selected reasons given by students who are non-members concerning why they chose not to participate in a vocational and technical education student organization.

A Comparison of the Selected Characteristics of
Members and Non-Members of Post-Secondary
Vocational and Technical Education
Student Organizations

Table I contains a breakdown of the respondents of this study by each of the six institutions. The total number of respondents was 146. Out of this total, 71 students indicated they were members, while 75 indicated they were non-members. According to the table, respondents at Murray State College, Northeastern Oklahoma A & M College, and Northern Oklahoma College indicated that the majority of students in each of these institutions were members, while the majority of the respondents at Cameron College, Eastern Oklahoma State College, and Sayre Junior College were non-members. Out of the 71 students who were members, 28.1 percent were from Northeastern Oklahoma A & M College, which reflected the highest percentage of members from the six institutions. From the 75 students who were non-members, 29.4 percent were from Cameron College, which was the highest percent of non-members.

Table II indicates a comparison between members and non-members by age of the respondent. According to Table II, 63 percent of the 146 respondents were between the ages of 18 and 20. In the 18 to 20 year age bracket, the members accounted for 70.4 percent of their group, while the non-members accounted for 56 percent of their group. The average age of the member was 21.2 years, while the average age of the non-member was 22.3 years. The average age of the combined groups was 21.8 years. Except for one respondent in the 27 to 29 year age bracket a majority of the respondents above 20 years of age were non-members. Participation by students who are above 20 years in age declines

according to data contained in Table II; therefore, the results of this study indicate that the age of a student is a factor influencing student participation.

TABLE I
MEMBERSHIP STATUS OF RESPONDENTS BY INSTITUTIONS

Institutions	Membership Status					
	Members		Non-Members		Total	
	N	%	N	%	N	%
Cameron College	4	5.7	22	29.4	26	17.8
Eastern Oklahoma State College	7	9.8	18	24.0	25	17.1
Murray State College	17	23.9	11	14.6	28	19.2
Northeastern Oklahoma A & M College	20	28.1	4	5.4	24	16.4
Northern Oklahoma College	18	25.4	7	9.3	25	17.2
Sayre Junior College	5	7.1	13	17.3	18	12.3
Totals	71	100.0	75	100.0	146	100.0

TABLE II
MEMBERSHIP STATUS OF RESPONDENTS BY AGE

Age	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
18 - 20 years	50	70.4	42	56.0	92	63.0
21 - 23 years	11	15.5	13	17.3	24	16.5
24 - 26 years	5	7.1	8	10.7	13	8.9
27 - 29 years	1	1.4	0	0.0	1	0.7
Over 29 years	4	5.6	12	16.0	16	10.9
Totals	71	100.0	75	100.0	146	100.0

Data contained in Table III indicates membership status of respondents by their enrollment classification. Out of the 146 respondents, 56.8 percent indicated that they were enrolled in the first year of the program, and 43.2 percent indicated that they were classified as second year students. With the normal drop-out rate that occurs between the first and second years in most institutions, this could account for most of the 12.6 percent drop that was indicated between first and second year students. The figures would also suggest that students are likely to retain the same membership status the second year that they had the first year. This would imply that any student who is not encouraged to become a participant of a student organization as a first year student is not likely to participate as a second year student.

TABLE III
MEMBERSHIP STATUS OF RESPONDENTS BY ENROLLMENT CLASSIFICATION

Classification	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
First year students	41	57.7	42	56.0	83	56.8
Second year students	31	42.7	33	44.0	67	43.2
Totals	71	100.0	75	100.0	146	100.0

Table IV compares the membership status of the respondents by their marital status. None of the 146 respondents indicated their marital status as being divorced or separated. Data contained in Table IV indicates a wide variation between single and married students concerning their membership status in vocational and technical education student organizations. Married students accounted for 25 percent of the members, while they accounted for 40 percent of the non-members. In the combined groups, 32.8 percent indicated they were married, while the single students accounted for 67.2 percent of the total. Figures gathered from this study indicate that married students are less likely to become participants of a student organization.

Table V indicates membership status of the respondents by race. Data contained in this table indicate that 90.5 percent of the 146 respondents were white and that no important differences appear between the numbers of members and non-members of the white race. The remaining

9.5 percent included respondents who were either American Indian or Afro-American. Table V indicates no wide variation between members and non-members of the American Indians. The Afro-American race accounted for 2.7 percent of the total number of respondents. While this percentage is small, all respondents of this race indicated that they were members. Data gathered in this study indicates that the race of a student is not a factor that influences participation.

TABLE IV
MEMBERSHIP STATUS OF RESPONDENTS BY MARITAL STATUS

Marital Status	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
Single	53	75.0	45	60.0	98	67.2
Married	18	25.0	30	40.0	48	32.8
Divorced or Separated	0	0.0	0	0.0	0	0.0
Totals	71	100.0	75	100.0	146	100.0

TABLE V
MEMBERSHIP STATUS OF RESPONDENTS BY RACE

Race	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
White	63	88.7	69	92.0	132	90.5
American Indian	4	5.6	6	8.0	10	6.8
Afro-American	4	5.6	0	0.0	4	2.7
Mexican-American	0	0.0	0	0.0	0	0.0
Totals	71	100.0	75	100.0	146	100.0

Table VI indicates data that resulted from a question that related to student financial assistance. Students were asked whether they were receiving financial assistance from the U. S. Government through the G.I. Bill, Veterans' Administration, Social Security, or Vocational Rehabilitation while attending college. Data received from this question revealed that 52.7 percent of the total respondents received some financial assistance, while 47.3 percent did not. Figures from both groups were similar and indicate that financial assistance from the U. S. Government is not a characteristic that relates to either of the groups.

TABLE VI
RESPONSES BY MEMBERSHIP STATUS OF STUDENTS WHO RECEIVE
FINANCIAL ASSISTANCE FROM THE U. S. GOVERNMENT

Responses	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
Yes	36	50.7	41	54.8	77	52.7
No	35	49.3	34	45.2	69	47.3
Totals	71	100.0	75	100.0	146	100.0

Table VII compares the characteristics of members and non-members according to their military status. Out of the total respondents, 76.1 percent of the members and 68.0 percent of the non-members indicated that they had never served in any military branch. Data contained in Table VII indicates that students who have either completed their military obligation or who are presently fulfilling their military obligation are less likely to be participants. Military status, according to Table VII, appears as a characteristic that is associated with a student's membership status.

Table VIII indicates membership status of respondents according to the size of the community where reared. Data indicates 42.2 percent of the members were from a rural area, while 30.6 percent of the non-members were from a rural area. Figures indicate a decline in the percentage of members from cities with a population less than 5,000, but

TABLE VII
MEMBERSHIP STATUS OF RESPONDENTS BY MILITARY STATUS

Military Status	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
I have never served in any military branch	54	76.1	51	68.0	105	71.9
I have already completed my military obligation	14	19.7	18	24.0	32	21.9
I am presently serving in the Reserve or National Guard	3	4.2	6	8.0	9	6.2
Totals	71	100.0	75	100.0	146	100.0

increasing in cities with a population between 5,000 and 50,000. The only figures that appeared common to both groups were those representing respondents from cities with a population greater than 50,000. According to data represented in Table VIII, students from cities with a population greater than 50,000 are less likely to be participants.

Table IX indicates data which compares the future plans of the respondents after graduation from the program in which they are enrolled. Figures indicate that 52.0 percent of the non-members planned to work in the field for which training was received, as compared to 49.3 percent for the members. Data shown in Table IX indicate a similar relationship in the future plans of both groups. Future plans of the student, according to this data, is not a factor which influences participation.

TABLE VIII
MEMBERSHIP STATUS OF RESPONDENTS BY SIZE OF
COMMUNITY WHERE REARED

Population of Community (number of people)	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
Rural Area	30	42.2	23	30.6	53	36.4
City with population less than 5,000	14	19.8	21	28.0	35	23.9
City with population between 5,000 and 50,000	23	32.4	20	26.7	43	29.4
City with population over 50,000	4	5.6	11	14.7	15	10.2
Totals	71	100.0	75	100.0	146	100.0

TABLE IX
MEMBERSHIP STATUS OF RESPONDENTS BY FUTURE PLANS

Future Plans	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
Work in the field for which training was received	35	49.3	39	52.0	74	50.6
Work towards a higher degree	22	30.9	23	30.7	45	30.9
Work in a related field	11	15.5	11	14.7	22	15.1
Work in a non-related field	3	4.3	2	2.6	5	3.4
Totals	71	100.0	75	100.0	146	100.0

Table X separates the respondents by membership status according to the number of hours each student works per week while attending college. Figures represented in this table indicate that one-third of the respondents did not work while attending college. Also, 5.1 percent more of the non-members did not work than members. Each hour segment of this table did not reveal any major differences concerning the degree of participation by either group. Out of the 146 respondents, 11 indicated that they were working in excess of 40 hours per week. Out of this same group, 4 out of 11 students indicated their membership status as being a member. This implies that students who are working a full 40-hour work week are as likely to participate as students who are not working at all. The results of this study indicate that the number of hours worked per week is not a major factor influencing student participation.

TABLE X

MEMBERSHIP STATUS OF RESPONDENTS BY THE NUMBER OF HOURS
WORKED PER WEEK WHILE ATTENDING COLLEGE

Hours Worked per Week	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
Did not work while attending college	22	30.9	27	36.0	49	33.6
1 to 10 hours	17	23.9	8	10.6	25	17.2
10 to 20 hours	11	15.5	13	17.3	24	16.4
20 to 30 hours	12	16.9	10	13.4	22	15.0
30 to 40 hours	5	7.1	10	13.4	15	10.0
Over 40 hours	4	5.7	7	9.3	11	7.6
Totals	71	100.0	75	100.0	146	100.0

Table XI indicates the membership status of the respondents by the distance traveled by the student to attend college. The first part of the table indicates the numbers of students who lived on campus according to their membership status. Out of the group who were classified as members, 52.1 percent resided on campus, compared to 32.8 percent for the non-members group. Membership status of students who commuted from within a radius of 20 miles from the institution was similar for both the members and non-members group. The number of students who were non-members increased substantially among the students who commuted beyond a radius of 20 miles from the institution.

TABLE XI
MEMBERSHIP STATUS OF RESPONDENTS BY COMMUTING
DISTANCE NECESSARY TO ATTEND COLLEGE

Commuting Distance	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
Do not commute to attend college	37	52.1	22	32.8	59	42.7
Commuters traveling less than 20 miles (one-way)	27	38.0	31	46.3	58	42.1
Commuters traveling more than 20 miles (one-way)	7	9.9	14	20.9	21	15.2
Totals	71	100.0	67	100.0	138	100.0

In the questionnaire, the respondent was asked to indicate any previous membership he had as a high school student from among several vocational and technical education student organizations. The responses to this question are shown in Table XII. Figures represented in this table indicate that students who participate in student organizations at the post-secondary level were more active in similar activities as high school students. Both the members and non-members groups showed equal participation in the 4-H Club. Table XII also indicates that the group who are members was much more active during high school than the non-members group. All respondents of this question who indicated that they had previously been a member of Vocational Industrial Clubs of America also indicated they were presently a member of a vocational and technical education student organization as college students. Data contained in this table also indicates that 23 students who were currently members had not previously belonged to a student organization, as compared to 33 from the non-members group. Figures contained in Table XII indicate a close relationship exists between previous participation during high school and current participation in college.

A Comparison in the Opinions of Members and
Non-Members of Post-Secondary Vocational
and Technical Education Student
Organizations

Table XIII indicates the opinions of members and non-members concerning the statement: "I do not have enough time to participate in vocational and technical education student organizations while attending college." Out of the 71 respondents who were members, 76.1 percent

TABLE XII
MEMBERSHIP STATUS OF RESPONDENTS BY PREVIOUS
PARTICIPATION IN VOCATIONAL AND TECHNICAL
EDUCATION STUDENT ORGANIZATIONS AS A
HIGH SCHOOL STUDENT

Club or Organization	Membership Status			
	Members		Non-Members	
	N*	% of Total N(83)	N*	% of Total N(63)
4-H Club	19	22.9	19	30.3
Future Farmers of America	17	20.5	9	14.3
Vocational Industrial Clubs of America	18	21.7	0	0.0
Distributive Education Clubs of America	2	2.4	0	0.0
Future Business Leaders of America	2	2.4	2	2.9
Future Homemakers of America	2	2.4	0	0.0
Office Education Association	0	0.0	0	0.0
Future Secretaries Association	0	0.0	0	0.0
Future Data Processors	0	0.0	0	0.0
Did not participate in student organizations during high school	23	27.7	33	52.5

*Some respondents made more than one response.

disagreed with the statement, while 69.3 percent of the non-members agreed with the statement. Therefore, the statement is accepted as being false. One important point in Table XIII concerns the non-members group. While 69.3 percent of the non-members agreed that they did not have enough time for student organizations, the results of Table XIII indicated that they did have enough time. The results of this study indicate that time is not a constraint influencing participation in student organizations.

TABLE XIII

OPINIONS OF RESPONDENTS BY MEMBERSHIP STATUS TO THE
STATEMENT: "I DO NOT HAVE ENOUGH TIME TO PAR-
TICIPATE IN VOCATIONAL AND TECHNICAL
STUDENT EDUCATION ORGANIZATIONS
WHILE ATTENDING COLLEGE

Responses	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
Agree	17	23.9	52	69.3	69	47.2
Disagree	54	76.1	23	30.7	77	52.8
Totals	71	100.0	75	100.0	146	100.0

Table XIV sought to identify whether the cost of membership fees was a factor influencing student participation. The respondents were asked to express their opinions with the statement: "The cost of membership fees kept me from joining a vocational and technical education student organization." The combined totals representing the members and non-members indicated that 93.8 percent of the respondents disagreed with the statement; therefore, the statement is accepted as being false. According to the results shown in Table XIV, the cost of membership fees does not cause a student not to participate.

TABLE XIV

OPINIONS OF RESPONDENTS BY MEMBERSHIP STATUS TO THE
STATEMENT: "THE COST OF MEMBERSHIP FEES KEPT
ME FROM JOINING A VOCATIONAL AND TECHNICAL
STUDENT EDUCATION ORGANIZATION"

Responses	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
Agree	4	5.7	5	6.7	9	6.2
Disagree	66	94.3	70	93.3	136	93.8
Totals	70	100.0	75	100.0	145	100.0

Table XV compared the opinions of members and non-members concerning the need for student organizations at the college level. In Chapter II of this study, some educators did not believe that vocational and technical education student organizations are necessary beyond the high school level. A question was selected for inclusion in the questionnaire which sought the opinions of college students on this subject. Students were asked to express their opinions with the statement: "Vocational and technical education student organizations are not important and should be offered only to students in high school." Both the members and non-members strongly disagreed with the statement. The combined totals of both groups indicate that 93.1 percent disagreed with the statement; therefore, the statement is accepted as being false. The results of this table indicate that college students believe that vocational and technical education student organizations are important and necessary for students at the college level.

TABLE XV
OPINIONS OF RESPONDENTS BY MEMBERSHIP STATUS TO THE
STATEMENT: "VOCATIONAL AND TECHNICAL EDUCATION
STUDENT ORGANIZATIONS ARE NOT IMPORTANT AND
SHOULD BE OFFERED ONLY TO STUDENTS
IN HIGH SCHOOL"

Responses	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
Agree	1	1.4	9	12.3	10	6.9
Disagree	70	98.6	64	87.7	134	93.1
Totals	71	100.0	73	100.0	144	100.0

Table XVI compares the opinions of members and non-members concerning the apparent lack of enthusiasm by some advisers toward their sponsoring of student organizations. Respondents were asked their opinion with the statement: "The lack of enthusiasm by advisers toward vocational and technical education student organizations discourages many students from participating." A majority of both groups disagreed with the statement. Figures contained in this table indicate that 33.8 percent of the members agreed with the statement, which implies that many members believe that the lack of enthusiasm of advisers does keep many of the non-members from becoming participants. The combined totals of both groups indicate that 71.7 percent of the respondents disagreed with the statement; therefore, the statement is accepted as being false for this study. The opinions of students indicate that the lack of enthusiasm by advisers is not a factor which influences student participation.

TABLE XVI

OPINIONS OF RESPONDENTS BY MEMBERSHIP STATUS TO THE
STATEMENT: "THE LACK OF ENTHUSIASM BY ADVISERS
TOWARD VOCATIONAL AND TECHNICAL EDUCATION
STUDENT ORGANIZATIONS DISCOURAGES MANY
STUDENTS FROM PARTICIPATING"

Responses	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
Agree	24	33.8	17	22.9	41	28.3
Disagree	47	66.2	57	77.1	104	71.7
Totals	71	100.0	74	100.0	145	100.0

Table XVII compares the opinions of members and non-members concerning the activities of student organizations. According to the U. S. Office of Education, the activities should complement the learning experiences of the program which the student is pursuing. A question contained in the questionnaire asked for the opinions of students concerning the statement: "The activities of student organizations must be related to the curriculum of the field of interest." The responses from both members and non-members were similar, as shown in Table XVII. Out of the members group, 66.2 percent agreed with the statement, while 71.6 percent of the non-members agreed with the statement. The combined responses of both groups indicates that 68.9 percent of the respondents agreed with the statement; therefore, the statement is accepted as being true for this study. A majority of each individual group believed that the activities of student organizations should relate to the engineering technology curriculum in which they were enrolled. The results of this table indicate that student participation may be influenced by the type of activities sponsored by a particular student organization and that such activities should relate to the technical program in which the student is studying.

Table XVIII compares the opinions of members and non-members concerning the importance of strong support from college administrators towards student organizations. Students were asked to express their opinions with the statement: "If vocational and technical education student organizations are to be active and successful, there must be strong support and encouragement from college administration." Data contained in Table XVIII indicate that each individual group strongly agreed with the statement. The combined totals for both groups indicate

TABLE XVII

OPINIONS OF RESPONDENTS BY MEMBERSHIP STATUS TO THE
STATEMENT: "THE ACTIVITIES OF STUDENT ORGANI-
ZATIONS MUST BE RELATED TO THE CURRICULUM
OF THE FIELD OF INTEREST"

Responses	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
Agree	47	66.2	53	71.6	100	68.9
Disagree	24	33.8	21	28.4	45	31.1
Totals	71	100.0	74	100.0	145	100.0

that 89.5 percent of the respondents agreed with the statement; therefore, the statement is accepted as being true for this study. The results of this study indicate that institutions where student organizations are supported and encouraged by the college administration are likely to have greater participation by students.

Table XIX compares the opinions of members and non-members concerning the time that participants must devote for sufficient fund-raising activities. Students were asked to express their opinions with the statement: "College students do not have enough time for fund-raising activities necessary for adequate financing of vocational and technical education student organizations." A majority of both groups disagreed with the statement. The non-members group was more evenly divided with their opinions. Out of the non-members group, 54.9 percent

TABLE XVIII

OPINIONS OF RESPONDENTS BY MEMBERSHIP STATUS TO THE
STATEMENT: "IF VOCATIONAL AND TECHNICAL EDUCATION
STUDENT ORGANIZATIONS ARE TO BE ACTIVE AND
SUCCESSFUL, THERE MUST BE STRONG
SUPPORT AND ENCOURAGEMENT
FROM COLLEGE ADMINIS-
TRATION"

Responses	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
Agree	61	87.1	67	91.8	128	89.5
Disagree	9	12.9	6	8.2	15	10.5
Totals	70	100.0	73	100.0	143	100.0

disagreed with the statement; therefore, the statement is accepted as being false. The results of this study indicate that college students do have enough time for fund-raising activities and that the time necessary for adequate fund-raising is not a factor influencing student participation.

Table XX compares the opinions of members and non-members concerning the need for competitive activities as a part of the planned activities of post-secondary student organizations. Students were asked to express their opinions with the statement: "Competitive activities (contests) between collegiate members and/or other colleges should be emphasized by vocational and technical education student organizations." Out of the members group, 91.7 percent agreed with the statement, while

79.1 percent of the non-members agreed with the statement. The combined totals of both groups indicated that 85.4 percent agreed with the statement; therefore, the statement was accepted as being true. The results of this study indicate that the presence of competitive activities in a student organization may increase student participation.

TABLE XIX

OPINIONS OF RESPONDENTS BY MEMBERSHIP STATUS TO THE
STATEMENT: "COLLEGE STUDENTS DO NOT HAVE ENOUGH
TIME FOR FUND-RAISING ACTIVITIES NECESSARY
FOR ADEQUATE FINANCING OF VOCATIONAL AND
TECHNICAL EDUCATION STUDENT
ORGANIZATIONS"

Responses	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
Agree	19	31.1	23	45.1	42	37.7
Disagree	42	68.9	28	54.9	70	62.5
Totals	61	100.0	51	100.0	112	100.0

TABLE XX
 OPINIONS OF RESPONDENTS BY MEMBERSHIP STATUS TO THE
 STATEMENT: "COMPETITIVE ACTIVITIES (CONTESTS)
 BETWEEN COLLEGIATE MEMBERS AND/OR OTHER
 COLLEGES SHOULD BE EMPHASIZED BY
 VOCATIONAL AND TECHNICAL EDU-
 CATION ORGANIZATIONS"

Responses	Membership Status					
	Members		Non-Members		Totals	
	N	%	N	%	N	%
Agree	65	91.7	57	79.1	122	85.4
Disagree	6	7.3	15	20.9	21	14.6
Totals	71	100.0	72	100.0	143	100.0

Selected Reasons Given by Students Who Are
 Members Concerning Why They Chose to
 Participate in a Vocational and
 Technical Education Student
 Organization

One question was selected for inclusion in the questionnaire which permitted each respondent who was a member to express his reasons for participation. Responses of each student varied widely. Some respondents had definite reasons while others were uncertain. Five such reasons were selected which indicated typical responses. The reasons why many students decided to join a vocational and technical education student organization were as follow:

1. To gain leadership ability.
2. To take industrial class tours.
3. To learn how to work with other individuals.
4. To gain a better understanding of all technical fields.
5. To use in completing a job resume.

From the 71 respondents who were members, 6 students did not give any reason for their participation. Out of the 65 remaining respondents who expressed reasons, two reasons appeared to be common among many of the students. The first of these two reasons concerned class trips. Many of the students indicated that class trips to industry permitted them to see individuals at work performing the duties that they hoped to assume after graduation. Others believed that class trips permitted them to see how the technical training they were receiving could be applied. The second reason that was often stated concerned the student's belief in that the student organization provided activities which complemented the technical program in which they were studying. Many believed that their participation in student organizations helped them to gain more information about their own technical field while they also broadened their knowledge of other technical fields.

Selected Reasons Given by Students Who Are
Non-Members Concerning Why They Chose Not
to Participate in a Vocational and
Technical Education Student
Organization

One question contained in the questionnaire permitted students who were non-members to state their reasons for choosing not to participate.

Responses of the non-members did not vary widely. Out of the 75 respondents who were non-members, 6 did not respond to the question. Over 50 percent of the remaining 69 students indicated that they did not have enough time for participation in the activities of student organizations. Listed below are five typical responses that were given by the non-members concerning why they chose not to participate:

1. Not enough time.
2. Was not encouraged to join by anyone.
3. Did not think student organizations were worthwhile.
4. Schedules of commuters does not permit participation.
5. Not interested in student organizations.

As previously mentioned, a majority of the non-members expressed that the lack of time was their only reason for non-participation. Many students believed that the schedule for meeting times was not planned such that commuting students could participate. Others stated that they saw no apparent relationship between the activities that were currently being sponsored by the student organization at their institution and the technical program in which they were enrolled.

Overall, the reasons given by the non-members would seem to indicate that most of the students did not have definite reasons in mind concerning their decision to not participate. Even though time was the most frequent response given for non-participation, previous data gathered in this study indicates that both groups appeared to have about the same demands placed on their time as students in college. Many of the responses given by the non-members group would suggest that many of these students are never motivated to participate in student organizations. The type of responses which were given would also suggest that

many of these students are not completely aware of the role and purpose of vocational and technical education student organization at the post-secondary level.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Information provided by state advisers of four vocational and technical education student organizations in the state of Oklahoma indicates that less than 50 percent of the potential students choose to participate after reaching the post-secondary level. The purpose of this study was to examine factors which appear to influence a student's decision for participation or non-participation. The study was limited to students who were enrolled in a two-year program in engineering technology. The study was further limited to six post-secondary institutions in the state of Oklahoma who receive both state and federal funding.

The objectives of this study were as follow:

1. To compare selected factors which related to both members and non-members of vocational and technical education student organizations in the following areas:
 - a. Age
 - b. Marital status
 - c. Enrollment classification
 - d. Race
 - e. Size of community where reared
 - f. Hours worked per week while attending college
 - g. Future plans after completion of program

- h. Distance traveled to attend college
 - i. Military status
 - j. Previous association with youth organizations
2. To determine if there were any differences between the opinions of members and non-members concerning statements expressed in the following areas:
- a. Time as a factor influencing student decision for membership
 - b. Cost of membership fees as a factor influencing student decision for membership
 - c. Student feelings concerning the need for vocational and technical education student organizations beyond the high school level
 - d. Types of other activities currently being sponsored as a factor influencing student decision for membership
 - e. Insufficient support and encouragement from college administrators as a factor influencing student decision for membership
 - f. Lack of enthusiasm by organization advisers as a factor influencing student decision for membership
 - g. Lack of competitive activities or contests as a factor influencing student decision for membership
 - h. Lack of time for fund-raising activities as a factor influencing student decision for membership
3. To determine some of the reasons which both members and non-members give for choosing either to participate or not to participate in a vocational and technical education student organization while attending college.

Summary

During the academic year 1972-1973, 146 engineering technology students were administered a questionnaire concerning student participation in post-secondary vocational and technical education student organizations. Each institution which was selected for inclusion in this study was asked to administer the questionnaire to a single class of engineering technology students of their choice. Since the questionnaires were administered to only a small group of students in each institution, data which were obtained do not necessarily indicate the actual degree of participation by all engineering technology students from any individual institution represented in the study. The total number of respondents from all six institutions was 146. The six institutions which were selected were Cameron College, Eastern Oklahoma State College, Murray State College, Northern Oklahoma College, Sayre Junior College, and Northeastern Oklahoma A & M College.

The characteristics, opinions, and reasons for participation or non-participation of the respondents are presented and discussed in Chapter IV, which is concerned with the presentation and analysis of data. Tables were set up in order that the student responses to the questionnaire could be compared between two groups of students. The first group represented 71 respondents who indicated they were members, while the second group represented 75 respondents who indicated they were not members of a student organization. Out of the 146 respondents, 6 were female students. Four of the six female respondents indicated they were members, while two indicated they were non-members. Since the number of female respondents was so small, sex was not selected as a factor for inclusion in the tables of Chapter IV.

Conclusions

The findings, according to selected aspects obtained in this study are summarized as follows:

1. In regard to the characteristics which appeared to be common among the 71 respondents who indicated they were members of a vocational and technical education student organization, it was indicated in this study that, in general:
 - a. Members were under 20 years of age.
 - b. Members were not married.
 - c. Members were from a rural area.
 - d. Members had some previous association with youth organizations during high school.
 - e. Members resided on campus while attending college.
 - f. Members had not served in any military branch.
2. In regard to the characteristics which appeared to be common among the 75 respondents who indicated that they were not a member of a vocational and technical education student organization, it was indicated in this study that, in general:
 - a. Non-members were over 20 years in age.
 - b. Non-members were married.
 - c. Non-members were from the city.
 - d. Non-members had previously served in the armed forces.
 - e. Non-members commuted to attend college.
 - f. Non-members had little or no previous association with youth organizations during high school.
3. In regard to the opinions of members and non-members concerning potential problems which may presently exist with vocational

and technical education student organizations, it was indicated in this study that:

- a. A majority of students agree that time is not a constraint to active participation in student organizations.
- b. A majority of students agree that the cost of membership fees does not keep students from participating in student organizations.
- c. A majority of students agree that vocational and technical education student organizations are important for students beyond the high school level.
- d. A majority of students agree that the activities which are sponsored by student organizations must relate to their technical field of interest.
- e. A majority of students agree that strong support and encouragement from college administrators are vital to the success of student organizations.
- f. A majority of students agree that the lack of enthusiasm by some organization advisers does not keep students from participating in vocational and technical education student organizations.
- g. A majority of students agree that competitive activities such as contests should be a regular part of the activities sponsored by student organizations at the post-secondary level.
- h. A majority of students agree that college students do have enough time for fund-raising activities necessary for adequate financing of student organizations.

The results of this study can be useful to any institution which is presently in the process of trying to formulate plans for the creation of a student organization on their campus. According to the findings of this study, it was indicated that vocational and technical education student organizations are more likely to be successful in terms of student participation at institutions where a higher percentage of the students are single and reside on campus. It was further indicated that a higher student participation may be expected at institutions where the average age of the student is under 20. Other findings in this study indicated that students who were from a rural area were more active in post-secondary student organizations. Institutions which are located in metropolitan areas and which serve a majority of commuting students should not expect strong student participation in student organizations. Results of this study also indicate that a first-year student who chooses not to participate seldom changes that decision as a second-year student. This would suggest that any institution which wishes to maintain or improve upon present student participation should make a special effort towards the encouragement for participation of as many of the first-year students as possible.

The results of this study indicated that four factors appeared to be strong indicators concerning the extent of student participation in post-secondary student organizations. They were the age of the student, the size of the community where the student was reared, the distance the student must travel to attend college, and the extent to which the student had previously participated in youth organizations prior to entering college.

Recommendations

The following general recommendations are made based upon the findings of this study:

1. Institutions which expect to have active student participation in vocational and technical education student organizations should:
 - a. Have activities which are encouraged and supported by all faculty members who instruct courses in engineering technology.
 - b. Arrange schedules for meeting times such that more commuting students can participate.
 - c. Place greater emphasis upon the inclusion of industrial class trips as a regular part of their planned activities.
2. Further research should be done concerning student participation in vocational and technical education student organizations in fields other than engineering technology.
3. Further research should be done to determine the actual benefits accrued to students and to society from having been a member of a vocational and technical education student organization.

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QUESTIONNAIRE

Please answer all questions as honestly and accurately as possible. The information which you supply in this questionnaire will be kept strictly confidential.

1. Name _____ Age _____ Sex _____
Home address _____
2. Name of the college in which you are presently enrolled:

3. I am enrolled in _____ program or major.
4. I am in the () First year () Second year of this major.
5. Indicate your marital status by checking the appropriate response.
() Single () Married () Divorced or separated
6. Are you attending school on G. I. Bill, V.A., Social Security, Vocational Rehabilitation or Government Aid?
() Yes () No
7. Indicate your race.
() White () Afro-American
() American Indian () Mexican-American
8. What is your military status:
() I have never served in any military branch.
() I have already completed my military obligation.
() I am presently serving in the Reserve or National Guard.
9. Indicate where you have lived most of your life.
() Rural Area
() City with population less than 5,000.
() City with population between 5,000 and 50,000.
() City with population over 50,000.
10. While attending college, how many hours do you work per week?
() Not working while attending college.
() 1-10 hours
() 10-20 hours
() 20-30 hours
() 30-40 hours
() Over 40 hours

11. Which best describes you as a student?

- ☐ A student living on campus.
- ☐ A student commuting less than 20 miles (one-way).
- ☐ A student commuting over 20 miles (one-way).

12. Indicate which of the following vocational and technical education student organizations you were a member of as a high school student.

- ☐ 4-H Club
- ☐ Future Farmers of America (FFA)
- ☐ Vocational Industrial Clubs of America (VICA)
- ☐ Distributive Education Clubs of America (DECA)
- ☐ Future Business Leaders of America (FBLA)
- ☐ Future Homemakers of America (FHA)
- ☐ Office Education Association (OEA)
- ☐ Future Secretaries Association
- ☐ Future Data Processors
- ☐ Did not belong to a vocational and technical education student organization.

13. Indicate which of the following out-of-class activities you participated in during high school.

- ☐ Leadership contests
- ☐ Public Speaking contests
- ☐ Judging contests
- ☐ Trouble-shooting contests
- ☐ Showed exhibits at fairs (county, state, or science)
- ☐ Other: _____

(Please specify)

14. Indicate your plans after completion of the program which you are presently enrolled in.

- ☐ Work in the field for which training was received.
- ☐ Work towards a higher degree.
- ☐ Work in a related field.
- ☐ Work in a non-related field.

15. I do not have enough time to participate in vocational and technical education student organizations while attending college.

- ☐ Agree ☐ Disagree

16. The cost of membership fees kept me from joining a vocational and technical education student organization.

- ☐ Agree ☐ Disagree

17. Vocational and technical education student organizations are not important and should be offered only to students in high school.

- ☐ Agree ☐ Disagree

18. The lack of enthusiasm of advisers toward vocational and technical education student organizations discourages many students from participating.

() Agree () Disagree

19. The activities of student organizations must be related to the curriculum of the field of interest.

() Agree () Disagree

20. If vocational and technical education student organizations are to be active and successful, there must be strong encouragement and support from the college administration.

() Agree () Disagree

21. College students do not have enough time for fund-raising activities necessary for adequate financing of vocational and technical student organizations.

() Agree () Disagree

22. Competitive activities (contests) between collegiate members and/or other colleges should be emphasized by vocational and technical education student organizations.

() Agree () Disagree

23. Are you presently a member of a vocational and technical education student organization at the college you are attending?

() Yes () No

24. If you are a member of a vocational and technical education student organization, please list your reasons for joining in the space provided.

25. If you are not a member of a vocational and technical education student organization, please list your reasons for not joining in the space provided.

VITA

Donnie Lawrence Williams

Candidate for the Degree of

Master of Science

Thesis: SELECTED CHARACTERISTICS AND OPINIONS INFLUENCING PARTICIPATION
OF ENGINEERING TECHNOLOGY STUDENTS IN VOCATIONAL AND TECHNICAL
EDUCATION STUDENT ORGANIZATIONS

Major Field: Technical Education

Biographical:

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