

PREVAILING COGNITIONS OF SCHOOL-RELATED GROUPS,
CONCERNING THE TASKS OF VOCATIONAL
INDUSTRIAL EDUCATION

By

GERALD DAWSON KIDD

Bachelor of Arts
Oklahoma City University
Oklahoma City, Oklahoma
1949

Master of Education
University of Oklahoma
Norman, Oklahoma
1952

Submitted to the Faculty of the Graduate School of
the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
DOCTOR OF EDUCATION
May, 1964

JAN 6 1965

PREVAILING COGNITIONS OF SCHOOL-RELATED GROUPS
CONCERNING THE TASKS OF VOCATIONAL
INDUSTRIAL EDUCATION

Thesis Approved:

Richard P. Jungers
Thesis Adviser

Harold M. Jones

J. Richard Twyman

Solomon J. Atkins

J. B. Boyer
Dean of the Graduate School

569784

ACKNOWLEDGMENTS

The writer wishes to express his gratitude to the members of the Advisory Committee for their assistance in the completion of the study. He is particularly indebted to Dr. Richard P. Jungers, Committee Chairman, whose constructive suggestions were invaluable; to Dr. J. Paschal Twyman, whose guidance with the statistical procedures was most helpful; to Dr. Solomon Sutker and Professor Helen Jones, whose assistance was most encouraging.

The writer is grateful to Dr. Larry K. Hayes, Coordinator of Educational Research, Oklahoma City Public Schools, and to Mr. Gene E. Pulley, Oklahoma State University Computing Center, for their help in programming the statistical analysis.

Acknowledgment is extended to Dr. Walter M. Arnold, Assistant Commissioner for Vocational and Technical Education, United States Office of Education; to Dr. J. Chester Swanson, Professor of Education, University of California; to Dr. Roy W. Dugger, Director, Manpower Development and Training Program, United States Office of Education; to Mr. J. B. Perky, Director of Vocational Education, State of Oklahoma; to Mr. Joe Ables, Supervisor of Technical Education, State of Oklahoma; and to Dr. T. Harry Broad, Supervising Coordinator of Instructional Improvement, Oklahoma City Public Schools, for their constructive comments relative to the development

ACKNOWLEDGMENTS (continued)

of the instrument used in the study.

The writer wishes to thank Mrs. Dellora West and Mrs. Ruth Davis who assisted in the final preparation of this manuscript.

To his wife and family, whose inspiration and patience were ever present, he is deeply indebted.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
General Problem.	5
Review of Literature	7
Assumptions and Scope.	11
Definitions and Terms.	12
II. THE THEORETICAL FRAMEWORK	14
Introduction	14
Hypotheses	17
III. DESIGN OF PROBLEM	20
Setting of Study	20
The Sample	21
Development of Instrument.	24
Analysis of Data	27
IV. PERSONAL CHARACTERISTICS OF THE SAMPLE.	30
V. PREVAILING EXPECTATIONS AND NORMS OF THE FIVE SCHOOL-RELATED SOCIAL POSITIONS RELATIVE TO THE TASKS OF VOCATIONAL EDUCATION	40
VI. ORGANIZATIONAL COMPARISONS AND DISPARITIES OF EXPECTATIONS AMONG THE FIVE SCHOOL-RELATED SOCIAL POSITIONS	54
VII. ORGANIZATIONAL COMPARISONS AND DISPARITIES OF NORMS AMONG THE FIVE SCHOOL-RELATED SOCIAL POSITIONS.	73
VIII. SUMMARY AND IMPLICATIONS.	88
The Problem.	88
Methodology and Instrumentation.	89
Findings	90
Implications	93
BIBLIOGRAPHY	96
APPENDIXES	99

LIST OF TABLES

Table	Page
I. Number and Percentage of Opinionnaires Distributed to and Returned by Members of the Five Positions	24
II. Number and Percentage of Respondents in Each Age Category	31
III. Number and Percentage of Respondents by Sex	32
IV. Number and Percentage of Respondents by Highest Level of Academic Achievement	33
V. Respondents Whose Own Children Have Attended the Local Public Schools.	35
VI. Respondents Whose Own Children Have Participated in the Vocational Education Program of the Local Public Schools.	36
VII. Formal Training in Vocational Education (High School or Post High School) of Respondents.	37
VIII. Contact with the Vocational Educational Program	38
IX. Mean Differences Between Expectations and Norms of Vocational Teachers Relative to the Tasks of Vocational Education	42
X. Mean Differences Between Expectations and Norms of Teachers Relative to the Tasks of Vocational Education	44
XI. Mean Differences Between Expectations and Norms of School Board Members Relative to the Tasks of Vocational Education	46
XII. Mean Differences Between Expectations and Norms of Influential Citizens Relative to the Tasks of Vocational Education	48
XIII. Mean Differences Between Expectations and Norms of Administrators Relative to the Tasks of Vocational Education.	50

Table	Page
XIV. Number of Organizational Cognitive Disparities by Position Relative to the Norms and Expectations of Vocational Education.	52
XV. Comparison of Expectations of Teachers and Vocational Teachers Relative to the Tasks of Vocational Education.	56
XVI. Comparison of Expectations of Vocational Teachers and School Board Members Relative to the Tasks of Vocational Education.	57
XVII. Comparison of Expectations of Vocational Teachers and Influential Citizens Relative to the Tasks of Vocational Education.	59
XVIII. Comparison of Expectations of Vocational Teachers and Administrators Relative to the Tasks of Vocational Education	61
XIX. Comparison of Expectations of Teachers and School Board Members Relative to the Tasks of Vocational Education	63
XX. Comparison of Expectations of Teachers and Influential Citizens Relative to the Tasks of Vocational Education	64
XXI. Comparison of Expectations of Teachers and Administrators Relative to the Tasks of Vocational Education.	65
XXII. Comparison of Expectations of School Board Members and Influential Citizens Relative to the Tasks of Vocational Education.	66
XXIII. Comparison of Expectations of School Board Members and Administrators Relative to the Tasks of Vocational Education	68
XXIV. Comparison of Expectations of Influential Citizens and Administrators Relative to the Tasks of Vocational Education	70
XXV. Number of Organizational Cognitive Disparities of Expectations Relative to the Tasks of Vocational Education.	71

Table	Page
XXVI. Comparison of Norms of Vocational Teachers and Teachers Relative to the Tasks of Vocational Education.	75
XXVII. Comparison of Norms of Vocational Teachers and School Board Members Relative to the Tasks of Vocational Education	77
XXVIII. Comparison of Norms of Vocational Teachers and Influential Citizens Relative to the Tasks of Vocational Education	78
XXIX. Comparison of Norms of Vocational Teachers and Administrators Relative to the Tasks of Vocational Education	79
XXX. Comparison of Norms of Teachers and School Board Members Relative to the Tasks of Vocational Education.	81
XXXI. Comparison of Norms of Teachers and Influential Citizens Relative to the Tasks of Vocational Education	82
XXXII. Comparison of Norms of Teachers and Administrators Relative to the Tasks of Vocational Education	83
XXXIII. Comparison of Norms of School Board Members and Influential Citizens Relative to the Tasks of Vocational Education.	84
XXXIV. Comparison of Norms of School Board Members and Administrators Relative to the Tasks of Vocational Education.	85
XXXV. Comparison of Norms of Influential Citizens and Administrators Relative to the Tasks of Vocational Education.	86
XXXVI. Number of Organizational Cognitive Disparities of Norms Relative to the Tasks of Vocational Education	87

CHAPTER I

INTRODUCTION

Vocational education programs of the public schools in the United States are the object of appraisal by many groups and individuals. James B. Conant emphasizes the need to examine carefully the present functions of the vocational education programs, particularly in the comprehensive high schools of large city systems.¹ Benjamin C. Willis, Chairman of the President's Panel of Consultants on Vocational Education, indicates the need to evaluate existing vocational industrial education programs in light of the demands of our national growth in the years ahead.² The recent emphasis to evaluate existing vocational programs, no doubt, has been heightened by the present-day scientific advance, both military and civilian, which by its very nature calls for more trained people in certain occupational areas. According to an occupational forecast of the United States Department of Labor, the need for trained persons in skilled and highly skilled occupations will increase significantly during the present decade.³ Conflicting

¹James B. Conant, Slums and Suburbs (New York, 1961), p. 2.

²Benjamin C. Willis, "Vocational Education in the Years Ahead," The Education Digest, March, 1963, pp. 1-4.

³Manpower Challenge of the 1960s, U. S. Department of Labor (Washington, 1960), p. 10.

viewpoints concerning the tasks of the vocational education program are not uncommon among school-related groups. There are those who contend that the present vocational education program lags behind the vocational needs of the present world of work. Others advocate the abolition of all vocational education programs within the public high school. Abraham Ribicoff, addressing the Fifty-fifth Annual Vocational Convention, made the following pronouncement:

We can't get along without vocational education. You know that, and you have prevailed. For more than 30 years, you have battled in the cause of vocational training programs. Yours is a proud record. Today, another change is under way. But this time, things are different. This time, you don't have to brace yourselves for the period of adversity. This time, if I read all the signs correctly, you need to prepare for a period of increased interest in what you are doing and trying to do.

Not only is there a rapidly growing need for vocational education today but a keener recognition of that need in your Federal Government.

A few figures speak eloquently of the need: We now have 74 million people in our labor force. By 1970, the number will have swelled to 87 million--an increase of 20 percent and the greatest in any 10-year period in our national history.

If we train and use this rapidly growing labor force properly, the United States will be accordingly stronger and more prosperous. If we don't, we're in for trouble.

Already, and in a period of growing prosperity, nearly a million young people are out of school and looking for jobs. This group, which Dr. James Conant has described--and in my judgment accurately--as 'social dynamite,' is bound to grow, unless we seek to help it.

Unfilled jobs are magnets--but not just for hands. They are magnets for trained hands and trained minds--for skills. And it is to vocational education that we will need to turn, more and more, to develop the skills that are needed.

We need engineers and scientists. But we also need more trained technicians in engineering and scientific fields than we are now producing.

For every fully trained engineer or scientist, we should have at least three and perhaps as many as five technicians. Today we have only one.

What do these figures show? They show that we are wasting both training and people on a rather startling scale.

On the one hand, we are turning out fully trained engineers and scientists and then using large numbers of them for jobs requiring less complete preparation.

At the same time, we are not providing for the training of thousands of young men and women who are fully capable of becoming expert technicians to do these jobs.⁴

Conant contends that within the public high schools fifteen percent of the pupils have sufficient ability to be designated as the academically talented. This fifteen percent is purported to be those who can study effectively and rewardingly the "tough" courses in mathematics, science, and foreign language. For the remaining eighty-five percent Conant recommends:

The vast majority should be electing a set of courses that fit into a vocational pattern. For the girls, this might be typing or stenography or distributive education (with work experience). For the boys, it might be one of a number of shop courses, or mechanical drawing, or both. The school board might well examine the programs of these students to see if these conditions were usually met.⁵

Horn, in rebuttal to the liberal education enthusiasts states:

Robert Maynard Hutchins bewails the collapse of liberal education in the United States, in the face of 'an infinite incoherent proliferation of courses largely vocation in aim.' President Griswald of Yale deplores the decline of the liberal arts as a force in our national educational system. These studies are disappearing under a layer of vocational

⁴Abraham A. Ribicoff, "Challenges Confronting Vocational Education," American Vocational Journal, February, 1962, p. 15.

⁵James B. Conant, "The Cultivation of Talent in the 'Comprehensive' School," Crucial Issues in Education, ed. Henry Ehlers and Gordon C. Lee (New York, 1959), pp. 325-327.

and other substitutes like the landscape in the ice age... Both schools and colleges are denying themselves the benefits of studies which for two thousand years, throughout Western civilization, have been esteemed as the key to the good life as well as to all true academic achievement. '...I object... to their unsubstantiated claims for it (liberal education); to their unjustified attacks upon vocational education; and, finally to their seeming blindness to the fact that our society, in order to survive at all, needs both liberal and vocational education.'⁶

According to the United States Department of Health, Education, and Welfare, the vocational industrial education needs of our economy are not being met adequately. While vocational education has been playing an important role in meeting the demands for trained manpower in a period of rapid population growth and technological advances, it is particularly appropriate at this time to appraise vocational education and to make projections for its further development.⁷

Those who are charged with directing the education programs of the public schools must be aware of sentiments, particularly of the various forces within the community, concerning the various aspects of the school's program. Melvin Barlow points out that school officials must know the sentiment of the community in the area of vocational education.⁸ Campbell and Gregg believe influential citizens, school administrators, teachers, and school board members to be the major reference groups which affect administrative behavior; and the opinions of

⁶Francis H. Horn, "Higher Learning and the Work of the World," Crucial Issues in Education, ed. Henry Ehlers and Gordon C. Lee (New York, 1959), pp. 285-286.

⁷Vocational Education in the Next Decade, U. S. Department of Health, Education, and Welfare (Washington, 1961), p. 1.

⁸Melvin Barlow, "The 'Public' in Public Information," American Vocational Journal, May, 1962, p. 31.

these groups will largely determine the courses of action relative to the school's program.⁹

General Problem

Job opportunities which will increase during the years ahead will be those requiring much knowledge and skill in skilled and highly skilled occupations. Conversely, the decrease of job opportunities will be at levels requiring little education. These job opportunities must be viewed against the backdrop of our present society--a backdrop of mobility, urbanization, technological advances, population explosion, the size and nature of our subsequent labor force, and the present training program sponsored by the public school. Those who have the responsibility of directing the young people of this nation must have available current information that will be helpful in planning for the educational and vocational futures of this and subsequent generations.

The school administrator has the overall responsibility of directing those programs of learning that will benefit both the pupil and the community. This responsibility obviously necessitates the making of decisions that are of interest to many groups within the community. Some of the administrative decisions, no doubt, will be compatible with the purposes of those concerned and can be made with a minimum of effort. Other decisions may have to be made in the midst of conflicting opinions.

⁹Roald F. Campbell and Russell T. Gregg, Administrative Behavior in Education (New York, 1957), pp. 228-268.

Gregg asserts that in a democratic organization the persons affected by decisions should have a part in the process of making them.¹⁰ It is obvious that administrative decisions may never satisfy all persons or groups, but information regarding what certain groups think will lessen the chances of unacceptable decisions and will facilitate the administrator's communicating to the school community.

The problem for this study was to examine disparities of opinions of five school-related social groups relative to certain tasks of vocational industrial education. Opinions of each group were examined during the spring of 1963 within an Oklahoma school district to determine the extent to which certain vocational tasks were being performed and the extent to which these vocational tasks should have been performed. Statistical comparisons of opinions were made within the groups considered to have been professional or intra-organizational in nature, as well as within the groups considered nonprofessional or extra-organizational in nature. Further comparisons were made between the intra-organizational and the extra-organizational groups. All comparisons were made to observe whether or not the various social positions would have similar attitudes toward what was being done and what should have been done relative to the tasks of the vocational industrial education program.

For this investigation, the intra-organizational school-related social positions included administrators, high school teachers, and vocational education teachers. The extra-organizational school-related

¹⁰Ibid., pp. 275, 280.

social groups included school board members and influential citizens. Although human beings may hold a variety of orientations to the social events about them, only two were considered in the present study. Those used were expectations and norms.

Gregg points out that decisions cannot be made intelligently unless pertinent information relating to the problem to be solved is available.¹¹ This investigation is to facilitate decision making in the areas of vocational education by having current information that may be communicated to the school's constituency.

Review of Literature

Although the number of empirical studies of cognitions in the area of vocational education is limited, there have been many treatments of cognitions in other areas dealing with the public schools.

Perhaps one of the earliest studies dealing with cognitions is found in the Commonwealth Teacher-Training Study of 1929. In conducting this investigation, Charters and others sent questionnaires to more than 10,000 public school teachers to ascertain the characteristics of activities in which the teachers participated. The study was primarily expectational but served as a precursor to further role study.¹² Later, Chase and Guba extended the analysis of role theory. They suggested that each of the groups with which an administrator works holds certain expectations for that administrator. These expectations determine, at

¹¹Ibid., p. 276.

¹²Bruce J. Biddle, The Present Status of Role Theory, The University of Missouri Volume A (Columbia, 1961), p. 57.

least in part, what the administrator can and will do.¹³

More recently, an intensive study of role theory was made by Biddle, Rosencranz, and Rankin in Kansas City. (Additional reports of the study are given by Rankin, Biddle, Sigler, and Guthrie, 1950; Biddle, Twyman, and Rankin, 1961; and Biddle and Mills, 1961.)

In this study investigators report obtaining both own and attributed norms and expectations for role of the public school teacher from a variety of respondents. Subjects interviewed included teachers, parents, pupils, various types of school officials, school board members, education students and non-education students. Respondents were asked to attribute role cognitions to people in general, teachers, and school officials. The study covered various aspects of teacher role through a 'funneling' technique in which the investigators first studied backgrounds of teacher role, their contents of cognitions for various teacher characteristics, and finally detailed study of own and attributed cognitions using content frameworks which were obtained from respondents themselves. The study focused upon the practical problems of teacher recruitment and retention, and the investigators report numerous findings dealing with differences among respondents (by position, type of community and other independent variables) for own and attributed cognitions and for accuracy and verification of role cognitions held.¹⁴

In Massachusetts, role conflict was observed by Gross and others for the position of public school superintendent. Their work was confined to norms and attributed norms relative to behavior traits, community participations, friendships, and job performances. The sample was limited to the superintendent and his board of education.¹⁵

In Oklahoma, Pingleton investigated cognitions of community

¹³Francis S. Chase and Egon G. Guba, "Administrative Roles and Behavior," Review of Educational Research, October, 1955, pp. 281-298.

¹⁴Biddle, pp. 59-60.

¹⁵Ibid., p. 58.

groups relative to the tasks of the elementary school. According to the findings, the greatest number of cognitive disparities occurred among parents, a noneducator group. The fewest occurrences of cognitive disparities lay within the school official and school board member groups. In most cases, school officials predicted the opinions of teachers. On no dimension, however, did school officials predict the opinions of school board members and parents. School officials maintained patterns of attributed norms quite different from the norms actually held by influential citizens.¹⁶

There is a paucity of investigations dealing directly with vocational industrial education; however, some recent studies focused attention toward attitudes and opinions of various school or community groups regarding certain aspects of the vocational industrial education program.

In 1952, the San Diego Board of Education conducted a public opinion poll to obtain attitudes toward vocational education. More than 1500 respondents indicated they would support increased cost of public school vocational needs. Most of the interviewees also wanted the schools to provide on-the-job training for high school students.¹⁷

In Utah, Mortimer measured attitudes held by educators and students toward manual labor. The respondents had favorable attitudes

¹⁶George Gene Pingleton, "Cognitive Patterns of Community Groups Concerning the Tasks of the Elementary School" (unpub. Ed.D. dissertation, Oklahoma State University, 1962), pp. 125-128.

¹⁷C. W. Patrick, "Public Opinion Poll Supports Vocational Education," American Vocational Journal, March, 1952, p. 28.

toward this type of labor.¹⁸

Money investigated opinions and practices of federally reimbursed vocational programs. It was revealed in this study that communities regarded vocational education highly and would continue to support it even if federal funds were not available.¹⁹

The Oklahoma City Board of Education sponsored an occupational training needs survey in 1960. Employers of 242 business and industrial establishments were interviewed to ascertain subject matter understandings as well as training programs needed in 23 trade and industrial and technical occupations. The respondents emphasized the need for vocational students to be thoroughly trained in the skill aspects of the occupations as well as to have a great deal of understanding in areas of mathematics, science, technical knowledge, and communications. The employers also expected the public schools to maintain training programs within the occupational areas surveyed.²⁰

In 1962, an investigation was made in Pennsylvania to determine attitudes of school board members and school administrators concerning vocational trade and industrial education. Of the 415 school board members and the 64 school administrators involved in this study, a

¹⁸W. E. Mortimer, "Attitudes of Educators and Students in Utah Toward Manual Labor and Manual Workers" (unpub. Ed.D. dissertation, University of Missouri, 1956), pp. 1-2.

¹⁹H. E. Money, "Practices and Opinions of Texas School Administrators Concerning Federally Reimbursed Vocational Education" (unpub. Ed.D. dissertation, University of Mississippi, 1956).

²⁰Training Needs in Technical and Skilled Manual Occupations in the Oklahoma City Area, Oklahoma City Board of Education (Oklahoma City, 1960).

significant number held a not-too-favorable image of vocational trade and industrial education. Certain inaccurate notions were held by school administrators relative to the basic purposes and objectives of the high school program. According to the study, these notions were reflected in attitudes held by school board members.²¹

Assumptions and Scope

The study was based on the following assumptions:

1. Opinions of certain school-related social positions would facilitate decision making and communication in the area of vocational industrial education.

2. Responses expressed in favorableness or unfavorableness would indicate a candid overall attitude toward vocational industrial education.

3. Respondents would be willing to cooperate in the study as they are interested in research which in any way may contribute toward the improvement of education.

The investigation was limited in scope to one Oklahoma public school district. Only the opinions of school administrators, school teachers, vocational education teachers, members of the board of education, and selected influential citizens of this school district were studied, and no attempt was made to include other social positions.

The data collection instrument was designed by the investigator from writings in current literature with the assistance of a panel of

²¹Carl J. Schaefer et al., "Pennsylvania's Trade and Industrial Education Image," The Pennsylvania State University (University Park, Pa., 1962).

educators knowledgeable in the areas of administration and vocational industrial education.

Although authors dealing with cognitive structures point out that human beings may hold a variety of cognitive orientations to the social events about them, this study was limited to two types of orientations. These were expectations and norms.

Definitions and Terms

The following definitions and terms applicable to this study are defined for clarity.

1. Vocational Industrial Education Program - Those programs of study in the public high school of an Oklahoma school district whose regulations are prescribed by the Smith-Hughes and National Defense Education Acts.
2. Public High Schools - Schools supported by taxes including grades ten through twelve in a particular school district.
3. High School Teachers - Those persons other than vocational education teachers employed by the board of education and certified to teach in grades ten through twelve.
4. Administrative Personnel - For the purpose of this investigation administrative personnel will include the superintendent, assistant superintendents, director of secondary education, director of curriculum, director of vocational education, principals and assistant principals of the high schools.
5. Vocational Education Teachers - Those persons employed by the board of education and certified to teach vocational education in grades ten through twelve.
6. School Board Members - The five elected members who were serving on the board of education of the school district.
7. Influential Citizens - Citizens within the community who were perceived by the superintendent, the superintendent's staff, and the members of the board of education to be influential community leaders.

8. Tasks - A synthesis of statements of certain general purposes of vocational industrial education contained in the literature and approved by a panel of educators knowledgeable in the area of vocational education.
9. Cognitions - The mapping structures of beliefs and values presumed to be maintained by individuals in social situations. Orientations of cognitions included in the present study were expectations and norms.
10. Expectations - The cognitions maintained by a person consisting of subjective probability maps concerned with a person's view of what he thinks actually exists.
11. Norms - The cognitions maintained by a person consisting of subjective desirability maps concerned with a person's view of what he would like to have exist.
12. School-Related Social Positions - For the purpose of this investigation, the school-related social positions include administrative personnel, high school teachers other than vocational, vocational teachers, school board members, and influential citizens.
13. Intra-Organizational Group - This term was used interchangeably with the term "professional group" and includes administrative personnel, teachers, and vocational teachers.
14. Extra-Organizational Group - This term was used interchangeably with the term "nonprofessional group" and includes school board members and influential citizens.

CHAPTER II

THEORETICAL FRAMEWORK

Introduction

The theoretical framework of this investigation has been field theory as developed by Kurt Lewin. Lewin defines field theory in social science quite concisely. "Field theory is probably best characterized as a method of analyzing causal relations and of building scientific constructs."¹ Lewin emphasizes the need of scientists to make proper translation of phenomena to concepts. To make this translation adequately, constructs must be developed--constructs which might be compared to the "method of construction" first developed in mathematics:

To consider qualitatively different geometrical entities (such as circle, square, parabola) as the product of a certain combination of certain 'elements of construction' (such as points and movements) has since the time of the Greeks been the secret of this method. It is sometimes called the method of 'genetic definition.' It is able, at the same time, to link and to separate; it does not minimize qualitative differences and still lays open their relation to general quantitative variables. Cassirer has shown how the same method proved to be fruitful in empirical sciences where the 'elements of construction' are mathematically described empirical entities (such as forces, ions, atoms).²

¹Kurt Lewin, Field Theory in Social Science (New York, 1951), p. 8.

²Ibid., p. 32.

The basic construct of Lewin is that of "field." In individual psychology, the field is the life space of the individual. The life space consists of the person and the psychological environment as it exists for him. In group psychology or sociology, Lewin proposed a similar formulation. The field of the group or institution is considered to have the same meaning as the life space of the individual. The field of the group consists of the group and its environment as it exists for the group. The field includes all facts that have existence and excludes facts that do not have existence for the group under study.

Lewin indicated that cognitive structure is included within the life space of an individual, - that through one's knowledge of events, an area will become cognitively structured and specific. The cognitive structure of an individual may change from time to time as his behavior changes. Lewin states:

A change can occur in any part of the person's life space, including the psychological future, the psychological present, and the psychological past...According to field theory, all changes are due to certain forces--one resulting from the structure of the cognitive field itself, and the other from certain valences (needs and motivations of the individual). The first type of forces leading to change in cognitive structure is very similar to, if not identical with, those forces which govern the perceptual fields. We should get accustomed to include within perception psychology also the perception of the character of other persons and social facts. It is a corollary of the relation between cognitive structure and perception that perception, too, is dependent on the needs and emotions of the individual.³

In the present investigation, an attempt was made to determine cognitions held within the field of each of the five school-related social groups. An analysis of each group was made rather than an

³Ibid., p. 22.

analysis of each of its members. Lewin supports this concept in his theory:

For a long time we have misinterpreted the scientific requirements of analysis and have tried to observe under all circumstances as small units as possible. It is true that sometimes a twinkle of the eye means the difference between acceptance or refusal of marriage. But that meaning is the result of a definite and specific setting. An observation which approaches the movement of the arm or head in isolation is missing the social meaning of the events. In other words, social observation should look toward units of sufficient size.⁴

Lewin further suggests that reliable information can be gathered from members of various groups by gathering their responses or impressions to questions or statements. The value of using the questionnaire to gather the information was emphasized:

The questionnaire which has been somewhat in disgrace in psychology may come back in a slightly different form for the study of group life and particularly of the ideology of a group. We are gradually giving up the idea that the answers to questionnaires or interviews are expressions of facts. We are slowly learning to treat them as reactions to a situation which are partly determined by the question, partly by the general situation of the individual. We have to learn to treat questionnaires as we are accustomed to treating a projective technique.⁵

Fundamental to the study and closely related to the theoretical framework is that of role theory. Role theory is an outgrowth of field theory and provides certain concepts congruent to the structure of this investigation.

Role theory, according to Bruce Biddle, deals with patterns of behaviors which are common to persons and with a variety of cognitions held about those patterns by social participants. Biddle suggests a

⁴Ibid., p. 157.

⁵Ibid., p. 163

conceptual framework for examining the cognitive structure which members of social positions hold. The propositions of role theory are concerned with the effects of the patterns upon the cognitions, or the latter upon the former. The concepts of role theory are defined with reference to individuals and their life spaces.⁶

Biddle states that:

. . . many authors have stressed that the significance of role theory lies in the ability of persons to estimate the cognitions of others. This suggests that cognitions may be held about either the overt aspects or the cognitive structure of others.⁷

Role theory includes first order (or own) cognitions which are cognitions held by persons mapping overt aspects of others. Within the first order of cognitions are found norms and expectations. Expectations are cognitions maintained by a person consisting of subjective probability maps concerned with a person's view of what he thinks actually exists. Norms are cognitions held by a person consisting of subjective desirability maps concerned with a person's view of what he would like to have exist.

Hypotheses

The following predictions were made relative to the groups involved with the problem:

Hypothesis I

There will be a significant difference between the norms and expectations of each of the five school-related social positions.

⁶Biddle, p. 2.

⁷Ibid., p. 14.

Hypothesis II

The incidence of cognitive disparity between expectations and norms will be greater for the extra-organizational groups than for the intra-organizational groups.

Hypothesis III

The incidence of cognitive disparity will be greater when contrasting expectations of intra-organizational groups with extra-organizational groups than it will when contrasting the expectations of the intra-organizational groups or the extra-organizational groups.

Hypothesis IV

The incidence of cognitive disparity will be greater when contrasting norms of intra-organizational groups with extra-organizational groups than it will when contrasting the norms of the intra-organizational groups or the extra-organizational groups.

Lewin theorized that cognitions of a group are structured in a manner similar to the life space of an individual and that the field includes all facts that have existence for a certain group at a certain time. It may be assumed from this theory that any group with its own peculiar environment will possess opinions and attitudes somewhat different from a group representing a different environment. To extend the assumption further, the greater the differences of the environments among groups, the greater will be the disparities of opinions relative to a particular situation.

In framing the hypotheses, it was assumed that disparities relative to some items would be found among all of the five social positions but that the greater number of significant disparities would lie between the intra-organizational and the extra-organizational groups due to their contrasting environments and their relationships to the vocational industrial educational program.

It was assumed, also, that significant disparities would be found between the norms and expectations of each group as the group itself was not wholly responsible for the manner in which the tasks were being performed.

A description of the design of the study is made in the following chapter.

CHAPTER III

DESIGN OF PROBLEM

Setting of the Study

The study was effected in an Oklahoma school district. The district is quite large, encompassing almost the entire area of one large city as well as three small municipal corporations. The eleven schools which included grades ten, eleven, and twelve are located geographically within the district which serves the predominate urban population of 350,000. There are also eight junior high and eighty-two elementary schools to complete the number of schools needed to serve a pupil population in excess of 70,000. The school system employs approximately 2500 certified personnel.

The metropolitan area itself is considered to have a stable labor force in that most of the approximately 3000 manufacturing and service industries have annual employment. The largest employer, a United States Government installation, has more than 20,000 persons within its employ.

Recent predictions of labor needs for the metropolitan area suggest a sharp increment of need for skilled and highly skilled workmen during the 1960's.

The Sample

Each school community has within its confines certain social groups whose opinions may affect the climate in which decisions must be made.

Campbell and Gregg point out that administrative behavior is in part a product of the situation, and this statement implies that there exist in each school district certain variables which are associated with the behavior of the administrator. These variables may be found within the community in which the school operates, the board of education, the school organization, and the organized profession. Each school has within its community a citizenry with some investment in school affairs. Citizens, as a group, may show little, if any, reaction to school matters; but there are usually those whose assertions of school matters may be readily detectable.¹

Campbell further states that:

Community control is exercised by a handful of influential people who seem for the most part to be willingly accorded their positions of influence by their fellow citizens.²

In the present study, influential citizens, considered extra-organizational in nature, were designated by the superintendent, his staff, and the members of the board of education. The researcher assumed that if administrative behavior is affected by a group of influential citizens, the behavior would be most notably affected by those who are perceived by the school's top policy makers as being highly

¹Campbell and Gregg, p. 228.

²Ibid., p. 244.

influential. Hopper and Bills set forth the concept that behavior is a function of the perceptions an individual holds.³ According to this theory, then, behavior grows out of perception.

The superintendent and the members of his staff each submitted a list of individuals, exclusive of school board members and school employees, to the investigator who in his opinion had influence regarding school affairs. Each of the staff members had served in his present position for ten years or more and possessed an awareness of community leaders. The names were then submitted to the board of education for their examination and approval. All names submitted were identified by the members of the board of education as being those, who also in their opinion, were influential in school matters. Opinionnaires were sent to those forty-seven citizens who were perceived as being influential.

All members of the board of education were asked to serve as respondents for this investigation. The members of the board of education were considered extra-organizational as their duties and responsibilities really reflect the attitudes of their constituency. Campbell points out that board members may be considered extra-organizational as they are an elected body and are representatives of the community.⁴

The organized profession was included as another social position that may serve as a variable in administrative behavior. Campbell cites the importance of this group in educational administration:

This is the organized profession of educational administration

³Robert L. Hopper and Robert C. Bills, "What's a Good Administrator Made Of?" The School Executive, March, 1955, pp. 93-95.

⁴Campbell and Gregg, p. 231.

itself. This group is more loosely organized, but its sanctions for many administrators are strong indeed. To begin with, each administrator is the product of some graduate school. While there, he was intimately associated with one or more professors. These people may have helped him build an image of what a good school is and what effective administration is.⁵

Campbell further emphasizes the importance of this variable by stating that although the group may be small and informal, they represent ways whereby each man may share his feelings, his fears, and his aspirations.⁶

The thirty-two administrators who were asked to respond to the opinionnaires of the study included all principals and all assistant principals who were assigned to the high schools investigated, as well as administrators of the central office whose responsibilities include, at least to some degree, planning and direction of the vocational industrial education program of the school district.

The school organization is the other group which is considered to be a powerful reference group relative to administrative behavior. This group consists of the teachers within a school organization. Campbell refers to this group as follows:

At times, informal communication within a school faculty has proved more than a match for any plan of communication organized by the administrator.⁷

In order to gather more specific information for this study, teachers were divided into two groups: (1) vocational industrial education teachers whose certification entitles the teaching of courses

⁵Ibid., p. 232.

⁶Ibid.

⁷Ibid.

approved by either the Smith-Hughes or National Defense Education Acts, and (2) those teachers other than vocational industrial education teachers who were employed by the board of education in the high schools investigated and certified to teach in grades ten, eleven, and twelve. All fifty-three vocational industrial education teachers were invited to participate in the study. A ten percent stratified random sample was taken from the remaining 696 certified high school teachers. Number and percentage of opinionnaires distributed to and returned by members of the five school-related positions are indicated in Table I.

TABLE I
NUMBER AND PERCENTAGE OF OPINIONNAIRES DISTRIBUTED TO
AND RETURNED BY MEMBERS OF THE FIVE POSITIONS

Position	Number in Position	Distributed	Returned	Percent Returned
School Board Members	5	5	5	100.00
Vocational Teachers	53	53	48	90.50
Teachers	696	75*	63	84.00
Administrators	32	32	25	78.44
Influential Citizens	47	47	32	68.08
Total		212	173	81.60

*Ten percent stratified random sample

Development of Instrument

The instrument designed by the writer consisted of two parts. Part I requested information of a personal nature. Part II included

the statements or tasks of a high school vocational education program. Only those items were included in Part II about which all the school-related social groups might have opinions. Struck⁸ set forth certain basic vocational education principles which were used as primary guidelines for the development of Part II of the opinionnaire. The instrument was constructed to permit comprehension of both the intra-organizational and extra-organizational persons. Struck's principles are set forth below:

1. The chief function and purpose of vocational education are to prepare each individual for profitable, socially useful employment.
2. Occupational competence is a basic requirement for vocational teachers.
3. Professional training is as essential for vocational teachers as for those of general education.
4. Constant inquiries, investigations, studies, and occupational surveys are needed to determine current needs in vocational education.
5. Boards of education and those engaged in vocational education need the advice and cooperation of advisory committees in order to determine the direction, nature, and scope of vocational education.
6. Vocational programs need community contacts such as labor unions, employers, and workers.
7. Placement service should be provided which will terminate in effective preparation for essential work.
8. The standards in vocational education should be as high or higher than those of approved prevailing standards in the occupations concerned.
9. Vocational education must not only be kept in line with progress but must contribute toward progress.

⁸F. Theodore Struck, Vocational Education for a Changing World, John Wiley and Sons, Inc. (New York, 1944), pp. 129-249.

10. Practical experience under actual employment conditions is needed to round out vocational training.
11. Vocational education is for all who can use it for family, state, and national welfare.
12. Youth need a combination of good general education and vocational education.
13. Vocational education is needed for the nation's labor supply.
14. Vocational education should continue until the trainee can secure a job, hold it, and progress satisfactorily in it.
15. Vocational programs should train persons whose services are usable.
16. Vocational education laws must permit flexibility.
17. Youth should be trained in occupations in which they have real interest and for which they have aptitudes.
18. Vocational education is needed for the various levels of skill needed in occupations.
19. High schools should be expanded beyond the present eleventh or twelfth grade by adding terminal courses of varied length.
20. Leaders in vocational education should be keenly interested in the best possible use of the training resources at their command.
21. Vocational education should not be deferred until a person is too old to compete in the labor market.
22. There should be a better understanding of vocational education.
23. Vocational education is a cooperative effort among local, state, and federal agencies.

By a process of logic and simplification, a set of statements was developed using the principles above as basic guidelines. The statements were grouped into two major subheadings dealing with the vocational program itself and with the vocational education teacher. The subheadings were used only to aid the researcher in gathering more

detailed opinions from the respondents. Each statement was accompanied by column "A" and column "B." Column "A" referred to what the subject felt the vocational program was doing, and column "B" referred to what the subject felt the program should have been doing at the time the study was made. The numbers 1, 2, 3, 4, and 5 below each column were used to indicate a respondent's opinion toward each statement or task. The range of the numbers was (1) never, (2) some, (3) moderately, (4) much, and (5) always.

The statements were then evaluated by a panel of educators, three who work in the area of vocational education on a national level, two who work in the area of vocational education on a state level, and one who works in the area of curriculum and instructional development on a local level. All of the panel participants at the time, or prior to the time the study was made, had direct working relationships with the school district in which the study was conducted. The members of the panel studied carefully the set of statements, made various constructive remarks, and recommended its appropriateness in this investigation.

Five persons who were not involved as respondents in the study completed opinionnaires to ascertain clarity of instructions and statements. Four of the persons had had recent teaching experience in the high schools within the district, and the other was a community leader who had not been identified as a participant in the influential citizen group. This group found the instrument to be understandable and free of ambiguity.

Analysis of Data

The data were analyzed to determine the differences of opinion

among and within the five school-related social positions relative to their expectations and norms of certain tasks of the vocational industrial education program of the school district.

The data collected were ordinal in nature and tested by nonparametric statistics. Siegel indicates that:

For some nonparametric techniques which require ordinal measurement, the requirement is that there be a continuum underlying the observed scores. The actual scores may fall into discrete categories. For example, the actual scores may either 'pass' or 'fail' on a particular item. We may well assume that underlying such a dichotomy there is a continuum of possible results. That is, some individuals who were categorized as failing may have been closer to passing than were others who were categorized as failing. Similarly, some passed only minimally, whereas others passed with ease and dispatch. The assumption is that 'pass' and 'fail' represent a continuum dichotomized into two intervals.⁹

Each response in the study was indicated on a continuum. The nature of the scale did not permit mathematical description of the classes on the continuum. Each class was described by its relationship to another. There was no mathematical equivalency between the low point "never" and the midpoint "moderately" or the midpoint "moderately" and the high point "always." Each point was described by its higher or lower relationship to another point on the continuum.

Siegel further states that ordinal data should be analyzed by nonparametric statistical tests.¹⁰ The Mann-Whitney z_U Test was used to test the collected data. It provided the researcher with the nonparametric statistical advantages.

⁹Siegel, p. 25.

¹⁰Ibid., pp. 32-33.

Biddle¹¹ and Siegel¹² point out the appropriateness of this test when ordinal data have been collected. Central ranked tendencies of the variables were compared. The scores of the variables were ranked in order of increasing size. The value of U was expressed by the number of times the scores of one variable preceded the scores of another. The z test was administered to determine whether the scores of one variable preceded the scores of another variable to the extent that it could be considered significantly different.

All statistical analyses for this study other than for one group were made by an IBM 650 computer. As the Mann-Whitney z_U Test had not been programmed for the computer for a group of five, it was necessary to use a manual calculator for computation of the school board member group.

The personal characteristics of the respondents are reported in Chapter IV.

¹¹Bruce J. Biddle and Ann W. Simpson, A Program for the Processing of Ordinal Data and Computation of Significance for Selected Central Tendency Differences, University of Missouri Vol. C (Columbia, 1961), p. 53.

¹²Siegel, p. 116.

CHAPTER IV

PERSONAL CHARACTERISTICS OF THE SAMPLE

The study design called for a comparison of certain personal characteristics of the five school-related groups. These data were not used as variables but were included to point out the congruency or the lack of congruency among the respondents relative to age, sex, academic achievement, formal training in vocational education, and contact with the public school's vocational industrial education program, as well as certain other items regarding the participation of their own children in the program of the public school.

It is shown in Table II that more than one-half of the respondents fell within the age range of forty to fifty-nine years. Approximately one-third of the total of all groups were between twenty and thirty-nine years of age, while the remaining number were in the oldest age category. In only one position, the teacher group, was there a majority of respondents in the youngest age range.

The distribution of the sample by sex is shown in Table III. The total number of male respondents more than doubled the total number of female respondents. The administrator group was all male, and the percentage of male respondents of vocational teachers, school board members, and influential citizens was of high proportion. In the teacher group only were there fewer male than female participants.

TABLE II
 NUMBER AND PERCENTAGE OF RESPONDENTS
 IN EACH AGE CATEGORY

Position	Age Categories		
	20-39	40-59	60 or Above
Administrators N=25	3 12.00%	19 76.00%	3 12.00%
Teachers N=63	31 49.21%	26 41.11%	6 9.69%
Vocational Teachers N=48	23 47.92%	23 47.92%	2 4.16%
School Board Members N=5		5 100.00%	
Influential Citizens N=32	6 18.75%	18 56.25%	8 25.00%
Total	63 36.40%	91 52.60%	19 11.00%

Most of the respondents had attained at least the baccalaureate degree as indicated in Table IV. Although a very small proportion of the participants had less formal education than the college degree, only one respondent, an influential citizen, was classified in the category below the high school graduate level. A small percentage of the total group had attained the doctorate degree.

Approximately one-half of the participants reported having had children of their own in attendance in the school district investigated as shown in Table V. The percentage of children of school board members and influential citizens was quite high; the administrators and vocational teacher groups exceeded the average of the total percentage,

TABLE III
NUMBER AND PERCENTAGE OF RESPONDENTS
BY SEX

Position	Male		Female	
	Number	Percentage	Number	Percentage
Administrators N=25	25	100.00	--	--
Teachers N=63	25	39.68	38	60.32
Vocational Teachers N=58	39	81.25	9	18.75
School Board Members N=5	4	80.00	1	20.00
Influential Citizens N=32	27	84.37	5	15.63
Total	120	69.36	53	30.64

but only twenty-five percent of the teacher group reported having had their own children in local public school attendance.

Of the respondents who indicated their own children attended the local school system, the influential citizen group had the highest number of children; the administrator group had the lowest. It is of interest to note that one school board member reported none of his own children had attended the school system studied.

The number of respondents whose own children have participated in the vocational industrial education program is shown in Table VI.

Neither administrators nor school board members reported having had any

TABLE IV
NUMBER AND PERCENTAGE OF RESPONDENTS BY HIGHEST
LEVEL OF ACADEMIC ACHIEVEMENT

Position	Eighth Grade or Less	Some High School	High School Graduate	Post High School in Technical, Trade or Business
Administrators N=25	--	--	--	--
Teachers N=63	--	--	--	--
Vocational Teachers N=48	--	--	2 4.17%	--
School Board Members N=5	--	--	--	--
Influential Citizens N=32	1 3.13%	--	--	1 3.13%
Total	1 .58%	--	2 1.15%	1 .58%

TABLE IV (continued)
NUMBER AND PERCENTAGE OF RESPONDENTS BY HIGHEST
LEVEL OF ACADEMIC ACHIEVEMENT

Position	Some College	College Graduate	Master's Degree	Doctorate Degree
Administrators N=25	--	--	23 92.00%	2 8.00%
Teachers N=63	--	32 50.79%	31 49.21%	--
Vocational Teachers N=48	13 27.08%	22 45.83%	11 22.92%	--
School Board Members N=5	1 20.00%	2 40.00%	2 40.00%	--
Influential Citizens N=32	4 12.50%	18 56.25%	6 18.75%	2 6.25%
Total	18 10.40%	74 42.80%	73 42.19%	4 2.30%

TABLE V
 RESPONDENTS WHOSE OWN CHILDREN HAVE ATTENDED
 THE LOCAL PUBLIC SCHOOLS

Position	Respondents		Number of Children	Average Number of Children
	Number	Percentage		
Administrators N=25	14	56.00	21	1.5
Teachers N=63	16	25.39	33	2.1
Vocational Teachers N=48	30	62.50	49	1.6
School Board Members N=5	4	80.00	9	2.3
Influential Citizens N=32	26	81.25	66	2.5
Total	90	52.03	178	2.0

of their own children in the program. Although the highest percentage of respondents whose own children have participated in the program belonged to the vocational education group, the average number of each respondent was highest in the influential citizen group.

Respondents who themselves have had formal vocational education training in the high school or in post high school and the average number of years of each is listed in Table VII. The extreme difference in number is revealed by comparing the administrator and vocational teacher groups. Only one administrator reported having had formal training in a program, but almost all of the vocational education teachers at some time within their school program had received training

TABLE VI
 RESPONDENTS WHOSE OWN CHILDREN HAVE PARTICIPATED
 IN THE VOCATIONAL EDUCATION PROGRAM OF THE LOCAL
 PUBLIC SCHOOLS

Position	Respondents		Number of Children	Average Number of Children
	Number	Percentage		
Administrators N=25	-	--	--	--
Teachers N=63	3	4.76	5	1.67
Vocational Teachers N=48	9	16.66	10	1.1
School Board Members N=5	-	--	--	--
Influential Citizens N=32	5	15.62	9	1.8
Total N=173	17	9.83	24	1.8

in the area of vocational education. A majority of the members of the board of education had had training in this area. Approximately one-fifth of the influential citizens reported formal educational experiences in the program. Of those who reported formal vocational training, the average years of each respondent varied from one in the administrator position to five in the vocational education teacher position.

The number of contacts the members of the five positions have had with the vocational education program is revealed in Table VIII. The groups were instructed to identify all contacts which had contributed to their understanding of the program whether the contacts had been direct

TABLE VII
 FORMAL TRAINING IN VOCATIONAL EDUCATION
 (HIGH SCHOOL OR POST HIGH SCHOOL)
 OF RESPONDENTS

Position	Respondents		Average Number of Years
	Number	Percentage	
Administrators N=25	1	4.00	1
Teachers N=63	11	17.46	3
Vocational Teachers N=48	40	83.33	5
School Board Members N=5	3	60.00	4.3
Influential Citizens N=32	6	18.75	1.7
Total N=173	61	35.26	3.0

or indirect. The administrator, for example, could have listed "school administrators" as a contact by virtue of his position (direct contact with the program), or he could have listed "school administrators" as a contact if he had gained knowledge of the vocational educational program through a fellow administrator (indirect contact with the program).

Although the greatest number of contacts reported by all social positions was through "teachers," this total was indicated primarily by teacher and vocational teacher groups. The other positions did not identify "teachers" as a primary contact. Information gained through "students in the program" was proportionally high in the total, although few influential citizens, school board members, and administrators

TABLE VIII

CONTACT WITH THE VOCATIONAL EDUCATION PROGRAM

	Administrators	Teachers	Vocational Teachers	Board Members	Influential Citizens	Total
Students in the Program	5	30	25	2	6	68
High School Counselors	8	15	17		3	43
Teachers	6	30	46	3	8	95
School Administrators	20	5	20	3	7	55
Labor Organizations	2	1	11			14
Industry	5	4	18	2	6	35
News Publicity	4	7	11	3	5	30
School Visitations	6	5	11	5	6	33
Civic Organizations	4	4	8	3	9	28
Other		3		5		8

indicated this item as a primary contact. It is of interest to note that neither news publicity nor civic organizations were considered by the total groups as primary sources of contact, although one-third of the influential citizens had received some knowledge of the vocational program through their civic organizations. Labor organizations yielded few contacts for the respondents, although some were reported by vocational education teachers. Few contacts were reported as having been made through guidance counselors. The five board members checked "other" as important sources of information relative to the program. The "other" contacts listed by them were directly related to their participation as members of the board of education in planning the vocational education program for the school district investigated.

Detailed information has been shown above regarding the personal characteristics of the respondents in each of the five school-related social positions. In most cases the personal items reported by the groups were sufficiently congruent to provide common understanding of the vocational program, yet incongruent to the extent that a sufficient difference of backgrounds and experiences could reflect a variety of pertinent opinions regarding the program.

As stated previously in this chapter, the personal data were not included as variables but were used primarily to relate a more complete description of the sample. However, as suggested in the literature, there is a need to investigate values and attitudes as they relate to personal characteristics of groups and individuals.

CHAPTER V

PREVAILING EXPECTATIONS AND NORMS OF THE FIVE SCHOOL-RELATED SOCIAL POSITIONS RELATIVE TO THE TASKS OF VOCATIONAL EDUCATION

In the present investigation, an attempt was made to determine prevailing expectations and norms of certain school-related groups and to ascertain the differences of opinions between these groups relative to the vocational education program of a particular Oklahoma school district.

Opinions of what the groups felt the program was doing and what the program should have been doing are reported in this chapter. The level of significance was identified for each item by statistical methods to determine the number of disparities between the extra-organizational and intra-organizational groups.

Although only the means of significant items are included in the tables of this chapter, the expectation means and norm means of all items are recorded in Appendix B.

Vocational teachers expected the school's vocational program to do other than what it was doing as revealed by the levels of significance for a majority of items in Table IX. For only nine items was there sufficient congruency of opinion so that no statistical difference was ascertained. All statistically significant items show a positive mean difference.

Note: For Tables IX through XIII, a negative sign (-) is an indication that the mean of an expectation is higher. The lack of a sign preceding a mean is an indication that a norm is higher; this is considered a positive direction.

Items 1 through 24 should be preceded by the statement, "In my opinion a vocational education program should"; items 25 through 33 should be preceded by the statement, "In my opinion a vocational industrial education teacher should."

For these tables, differences significant at $.01 < p < .05$ are indicated by a single asterisk, at $.001 < p < .01$ with two asterisks, and at $p < .001$ with three asterisks.

TABLE IX

SIGNIFICANT MEAN DIFFERENCES BETWEEN EXPECTATIONS
AND NORMS OF VOCATIONAL TEACHERS RELATIVE
TO THE TASKS OF VOCATIONAL EDUCATION

Item	Mean Difference
1. Prepare pupils for gainful employment upon high school graduation	1.21***
2. Maintain comparable academic standards for both vocational and nonvocational students	1.16***
3. Maintain vocational programs for pupils of varying abilities	1.40***
4. Provide high school vocational training for persons below age 21	.79**
5. Provide summer school vocational instruction	1.63***
6. Provide vocational courses for college-bound students	.77**
7. Provide post high school training for high school graduates	1.37***
11. Offer programs contingent upon employment possibilities within the community	.98***
12. Make the community aware of the objectives of the program	1.98***
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	2.39***
15. Assume responsibility for job placement of graduates	1.50***
17. Maintain a follow-up study of students as a basis for evaluation and improvement	1.77***
18. Encourage all students to take some type of vocational training in high school	1.06***
19. Cooperate closely with labor leaders	1.34***

TABLE IX (continued)

Item	Mean Difference
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	1.15***
21. Provide for students to acquire a portion of their training in industrial establishments	1.33***
22. Cooperate closely with business and industrial leaders	1.75***
23. Be provided in grades 10, 11, and 12 in the comprehensive high school	.83*
24. Be provided in a specialized vocational technical high school	1.51***
27. Be certified to teach on basis of work experience only	.88***
28. Possess personality traits and other characteristics generally sought in teachers	.69***
29. Be paid on a salary scale that is related to the earnings of his occupation	1.53***
32. Spend some of his time observing business and industrial establishments	1.53***
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	1.90***

The disparities between norms and expectations of teachers are shown in Table X. The teacher group indicated that the vocational tasks of the school under study were being performed in a manner incompatible with their perceptions. For only two of the statistically significant items are negative mean differences shown.

Disparities indicated by school board members are revealed in

TABLE X
SIGNIFICANT MEAN DIFFERENCES BETWEEN EXPECTATIONS
AND NORMS OF TEACHERS RELATIVE TO THE TASKS
OF VOCATIONAL EDUCATION

Item	Mean Difference
1. Prepare pupils for gainful employment upon high school graduation	.94***
2. Maintain comparable academic standards for both vocational and nonvocational students	.61***
3. Maintain vocational programs for pupils of varying abilities	1.34**
4. Provide high school vocational training for persons below age 21	.77**
5. Provide summer school vocational instruction	1.36***
6. Provide vocational courses for college-bound students	.45**
7. Provide post high school training for high school graduates	.81**
11. Offer programs contingent upon employment possibilities within the community	1.06***
12. Make the community aware of the objectives of the program	1.43***
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	1.73***
15. Assume responsibility for job placement of graduates	1.01**
16. Be concerned primarily with the theoretical aspects of vocational education	1.14**
17. Maintain a follow-up study of students as a basis for evaluation and improvement	1.71***
18. Encourage all students to take some type of vocational training in high school	.54*

TABLE X (continued)

Item	Mean Difference
19. Cooperate closely with labor leaders	.79*
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	.99*
21. Provide for students to acquire a portion of their training in industrial establishments	1.32***
22. Cooperate closely with business and industrial leaders	1.43***
24. Be provided in a specialized vocational technical high school	2.32***
27. Be certified to teach on basis of college training only	1.24***
28. Possess personality traits and other characteristics generally sought in teachers	-0.84***
29. Be paid on a salary scale that is related to the earnings of his occupation	-0.84***
30. Assume extracurricular activity responsibilities as required of other teachers	0.49*
31. Abide by general policies of the school system	0.53*
32. Spend some of his time observing business establishments	1.33***
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	1.43***

Table XI. This group reported dissatisfaction for approximately two-thirds of the items examined. There were no negative mean differences for the significant items.

As shown in Table XII, influential citizens perceived the tasks of

TABLE XI
SIGNIFICANT MEAN DIFFERENCES BETWEEN EXPECTATIONS
AND NORMS OF SCHOOL BOARD MEMBERS RELATIVE
TO THE TASKS OF VOCATIONAL EDUCATION

Item	Mean Difference
1. Prepare pupils for gainful employment upon high school graduation	1.50*
3. Maintain vocational programs for pupils of varying abilities	1.25**
5. Provide summer school vocational instruction	2.20**
7. Provide post high school training for high school graduates	1.10*
9. Be supported by local funds	2.00**
11. Offer programs contingent upon employment possibilities within the community	1.00**
12. Make the community aware of the objectives of the program	1.80**
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	1.60*
17. Maintain a follow-up study of students as a basis for evaluation and improvement	1.00**
19. Cooperate closely with labor leaders	1.50**
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	1.00*
21. Provide for students to acquire a portion of their training in industrial establishments	1.40*
22. Cooperate closely with business and industrial leaders	1.60*
24. Be provided in a specialized vocational technical high school	1.00**

TABLE XI (continued)

Item	Mean Difference
26. Be certified to teach on basis of college training only	1.20*
27. Be certified to teach on basis of work experience and college training	1.40**
28. Possess personality traits and other characteristics generally sought in teachers	1.40**
31. Abide by the general policies of the school system	1.80**
32. Spend some of his time observing business and industrial establishments	0.90*
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	1.20**

vocational education to be significantly different from what was being done in the schools. All of the significant items are of a positive direction.

The mean differences of what administrators thought the program was doing and what the program should have been doing relative to the designated tasks are shown in Table XIII. A majority of items were found to be highly significant. The differences of means of all significant items were of a positive direction.

Table XIV has the number of cognitive disparities shown by item relative to the tasks of the vocational education program. Of a possible 165 disparities of all groups, the total number of disparities between expectations and norms was 114 or 70 percent. For only four items were there no disparities indicated by any one of the groups. It

TABLE XII
SIGNIFICANT MEAN DIFFERENCES BETWEEN EXPECTATIONS
AND NORMS OF INFLUENTIAL CITIZENS RELATIVE
TO THE TASKS OF VOCATIONAL EDUCATION

Item	Mean Difference
1. Prepare pupils for gainful employment upon high school graduation	1.94***
3. Maintain vocational programs for pupils of varying abilities	2.44***
4. Provide high school vocational training for persons below age 21	1.41*
5. Provide summer school vocational instruction	2.34***
7. Provide post high school training for high school graduates	1.68***
9. Be supported by local funds	1.06***
11. Offer programs contingent upon employment possibilities within the community	2.19***
12. Make the community aware of the objectives of the program	3.09***
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	2.75***
15. Assume responsibility for job placement of graduates	2.03***
17. Maintain a follow-up study of students as a basis for evaluation and improvement	2.78***
19. Cooperate closely with labor leaders	0.97*
21. Provide for students to acquire a portion of their training in industrial establishments	1.09*
22. Cooperate closely with business and industrial leaders	2.91***

TABLE XII (continued)

Item	Mean Difference
24. Be provided in a specialized vocational technical high school	1.50***
27. Be certified to teach on basis of work experience and college training	1.13***
28. Possess personality traits and other characteristics generally sought in teachers	1.24***
30. Assume extracurricular activity responsibilities as required of other teachers	0.82*
31. Abide by the general policies of the school system	1.00**
32. Spend some of his time observing business and industrial establishments	1.54***
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	3.53***

may be inferred that the amount of federal financing, the teaching of vocational manipulative skills, the training of boys in the program, and the certification of vocational teachers to teach by work experience alone were compatible with what the groups expected.

The maximum number of disparities was indicated for sixteen items. All of those in social positions had opinions relative to these sixteen items which were incongruent with the status quo of the vocational industrial program of the school district. Of the remaining items, the number of disparities ranged from one to four. It is of interest to note that all groups except the vocational teacher group indicated vocational teachers should follow the general policies of the school

TABLE XIII

SIGNIFICANT MEAN DIFFERENCES BETWEEN EXPECTATIONS
AND NORMS OF ADMINISTRATORS RELATIVE TO THE
TASKS OF VOCATIONAL EDUCATION

Item	Mean Difference
1. Prepare pupils for gainful employment upon high school graduation	1.40**
3. Maintain vocational programs for pupils of varying abilities	1.81***
4. Provide high school vocational training for persons below age 21	1.20***
5. Provide summer school vocational instruction	1.64***
7. Provide post high school training for high school graduates	1.44***
9. Be supported by local funds	0.72*
11. Offer programs contingent upon employment possibilities within the community	1.44***
12. Make the community aware of the objectives of the program	1.76***
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	1.96***
15. Assume responsibility for job placement of graduates	1.08***
16. Be concerned primarily with the theoretical aspects of vocational education	0.44*
17. Maintain a follow-up study of students as a basis for evaluation and improvement	2.28***
19. Cooperate closely with labor leaders	1.52***
21. Provide for students to acquire a portion of their training in industrial establishments	1.68***

TABLE XIII (continued)

Item	Mean Difference
22. Cooperate closely with business and industrial leaders	2.72***
24. Be provided in a specialized vocational technical high school	2.72***
27. Be certified to teach on basis of work experience and college training	1.08***
28. Possess personality traits and other characteristics generally sought in teachers	1.14***
31. Abide by the general policies of the school system	1.53***
32. Spend some of his time observing business and industrial establishments	2.00***
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	2.00***

system to a greater degree than they were doing. School board members would be willing to permit more vocational teachers to teach on the basis of college training only. All groups exclusive of school board members expressed a need to have the school district more involved with job placements of high school graduates. Only teachers and vocational teachers indicated a desire to maintain comparable academic standards for both vocational and nonvocational pupils, as well as a desire to have provisions for more vocational training for college-bound students. More local financial effort was wanted by school administrators, school board members, and influential citizens. Teachers and administrators would give more emphasis to the theoretical aspects

TABLE XIV

NUMBER OF ORGANIZATIONAL COGNITIVE DISPARITIES BY POSITION
RELATIVE TO THE EXPECTATIONS AND NORMS OF
THE TASKS OF VOCATIONAL EDUCATION

Extra- Organizational	Number of Disparities	Intra- Organizational	Number of Disparities
Board Members	21	Vocational Teachers	24
Influential Citizens	22	Teachers	26
		Administrators	21
Total	43		71

underlying the teaching of the program. Teachers and vocational teachers would encourage all students to take some vocational training during their high school years. Vocational teachers not only expected more emphasis to be given the vocational program in the comprehensive high school, but also desired a vocational program in a specialized vocational technical high school. The remaining four groups tended to favor the specialized vocational high school rather than having this type of training provided in a comprehensive high school. Teachers, vocational teachers, and school board members expected a salary scale comparable to the earnings of the occupation taught by the vocational teacher. Only teachers and influential citizens expected vocational teachers to assume extracurricular activity responsibilities required of other teachers.

Forty-three disparities or sixty-six percent of the possible number of disparities for the extra-organizational group, and seventy-one disparities or seventy-two percent of the possible number of

disparities for the intra-organizational group are shown in Table XIV. Board members and administrators had the fewest number of disparities, with twenty-one each. Influential citizens, teachers, and vocational teachers exceeded the other groups in revealing more dissatisfaction with the program.

Prevailing expectations and norms of the organizational groups have been discussed in this chapter. Cognitive disparities of expectations among the positions studied will be included in the following chapter.

CHAPTER VI

ORGANIZATIONAL COMPARISONS AND DISPARITIES OF EXPECTATIONS AMONG THE FIVE SCHOOL-RELATED SOCIAL POSITIONS

The purpose of this chapter is to analyze certain data to determine positional disparities of expectations as perceived by the respondents at the time this study was effected. Each position was compared with every other position to ascertain differences of opinions of the vocational tasks.

The Mann-Whitney z_U Test was used for all statistical analyses. Central ranked tendencies of the variables were compared. The scores of variables were ranked in order of increasing size. The value of U was expressed by the number of times the scores of one variable preceded the scores of another variable. The z test was administered to determine whether the scores of one variable preceded the scores of the other variable to the extent that it could be considered a significant difference.

Few significant disparities were discernible between teachers and vocational teachers as shown in Table XV. For only four items were there discrepancies of opinions to the extent that significant differences were evident. Teachers perceived the school system to have been the recipients of more federal fiscal support than did the vocational instructors. Teachers of vocational education felt less stress was being given to the theoretical aspects of vocational education and to

Note: For Tables XV through XXIV, a negative sign (-) is an indication that the mean of the second-named position in the title is higher. The lack of a sign preceding a mean is an indication that the mean of the first-named position is higher; this is considered a positive direction.

Items 1 through 24 should be preceded by the statement, "In my opinion a vocational education program should"; items 25 through 33 should be preceded by the statement, "In my opinion a vocational industrial education teacher should."

For the above tables, differences significant at $.01 < p < .05$ are indicated by a single asterisk, at $.001 < p < .01$ with two asterisks, and at $p < .001$ with three asterisks.

TABLE XV
 COMPARISON OF EXPECTATIONS OF TEACHERS AND VOCATIONAL
 TEACHERS RELATIVE TO THE SIGNIFICANT TASKS
 OF VOCATIONAL EDUCATION

Item	Mean Difference
8. Be supported by federal funds	0.96***
9. Be supported by local funds	-0.58*
16. Be concerned primarily with the theoretical aspects of vocational education	0.51**
19. Cooperate closely with labor leaders	0.64**

the close cooperation of labor leaders.

Cognitive disparities between vocational teachers and school board members are shown in Table XVI. Somewhat less than fifty percent of the items were found to have significant differences of opinion. Six of the significant items were of a negative direction which suggests the school board perceived the program to have been doing these tasks to a lesser degree than was indicated by the opinions of vocational teachers. The maintenance of vocational programs for pupils of varying abilities, the provision for summer school instruction, the maintenance of a community leader advisory committee, the certification to teach on the basis of college training only, the schooltime allocation for observation of business and industrial establishments, and the transmittal of an appreciation for the dignity of working at a useful occupation were those tasks given emphasis by school board members. School board members did not visualize the school system to have been using as much federal money in the vocational program as did the vocational

TABLE XVI

COMPARISON OF EXPECTATIONS OF VOCATIONAL TEACHERS AND
SCHOOL BOARD MEMBERS RELATIVE TO THE SIGNIFICANT
TASKS OF VOCATIONAL EDUCATION

Item	Mean Difference
3. Maintain vocational programs for pupils of varying abilities	-0.68*
5. Provide summer school vocational instruction	-0.48*
8. Be supported by federal funds	0.31*
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	-0.95*
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	0.65*
24. Be provided in a specialized vocational technical high school	0.56*
26. Be certified to teach on basis of college training only	-0.60*
27. Be certified to teach on basis of work experience and college training	0.56*
28. Possess personality traits and other characteristics generally sought in teachers	1.20*
29. Be paid on a salary scale that is related to the earnings of his occupation	0.60*
30. Assume extracurricular activity responsibilities as required of other teachers	0.75*
31. Abide by the general policies of the school system	0.78*
32. Spend some of his time observing business and industrial establishments	-0.75*
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	-0.59*

teachers. Neither did this group discern the school district to have had as great a number of vocational teachers certified on the basis of college training only.

The vocational group thought a larger number of vocational teachers had been certified both on the basis of work experience and college training than did the school board group. Also, these respondents related stronger opinions regarding certain tasks related directly to the vocational teacher. These tasks included the possession of personality traits generally sought in teachers, the need to be paid a salary scale related to the earnings of his occupational area, the acceptance of extracurricular activities required of other teachers, and the abiding by the general policies of the school system.

More than one-half of the items in Table XVII show significant differences of opinion at a level of .05 or higher for the expectations of vocational teachers and influential citizens. As only two significant items were given negative signs, it may be inferred that vocational teachers thought the vocational program came nearer to fulfilling the tasks of the vocational education program than did the influential citizen group. Most of the significant items were those dealing with aspects of the vocational program other than those items directly related to the vocational education teacher.

Influential citizens had stronger opinions that the school system was neither preparing pupils for gainful employment following high school graduation nor maintaining comparable academic standards for both vocational and nonvocational pupils. This group gave less emphasis to the school system's maintaining vocational programs for pupils.

TABLE XVII

COMPARISON OF EXPECTATIONS OF VOCATIONAL TEACHERS AND
INFLUENTIAL CITIZENS RELATIVE TO THE SIGNIFICANT
TASKS OF VOCATIONAL EDUCATION

Item	Mean Difference
1. Prepare pupils for gainful employment upon high school graduation	1.84***
2. Maintain comparable academic standards for both vocational and nonvocational students	0.70*
3. Maintain vocational programs for pupils of varying abilities	2.52**
4. Provide high school vocational training for persons below age 21	1.13***
6. Provide vocational courses for college-bound students	0.70*
8. Be supported by federal funds	0.65**
11. Offer programs contingent upon employment possibilities within the community	0.92**
12. Make the community aware of the objectives of the program	1.10***
13. Be primarily concerned with training boys	-0.84***
15. Assume responsibility for job placement of graduates	0.79***
16. Be concerned primarily with the theoretical aspects of vocational education	0.83**
17. Maintain a follow-up study of students as a basis for evaluation and improvement	0.92**
19. Cooperate closely with labor leaders	0.90***
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	-0.25*

TABLE XVII (continued)

Item	Mean Difference
22. Cooperate closely with business and industrial leaders	0.87**
32. Spend some of his time observing business and industrial establishments	0.51*
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	1.43***

of varying abilities and providing high school vocational training for persons below age twenty-one. The citizen group also thought less federal fiscal support was expended in the school program.

Vocational teachers indicated the school was exerting greater effort in offering programs contingent upon employment possibilities within the community and in making the community aware of the objectives of the vocational program. This group also felt the school was doing more in placing graduates in jobs, in teaching the theoretical aspects of vocational education, and in maintaining a follow-up program of students as a basis of evaluation and improvement.

Influential citizens visualized less cooperation with labor leaders as well as business and industrial leaders. Also, the citizen group had weaker convictions regarding vocational teachers' spending schooltime observing business and industrial establishments and transmitting an appreciation for the dignity of working at a useful occupation.

The expectations of vocational teachers and the expectations of administrators are compared in Table XVIII. A high degree of concordance

TABLE XVIII
 COMPARISON OF EXPECTATIONS OF VOCATIONAL TEACHERS AND
 ADMINISTRATORS RELATIVE TO THE SIGNIFICANT
 TASKS OF VOCATIONAL EDUCATION

Item	Mean Difference
1. Prepare pupils for gainful employment upon high school graduation	0.59*
4. Provide high school vocational training for persons below age 21	0.62*
8. Be supported by federal funds	0.89***
16. Be concerned primarily with the theoretical aspects of vocational education	0.47*
17. Maintain a follow-up study of students as a basis for evaluation and improvement	0.58*
19. Cooperate closely with labor leaders	0.71**
22. Cooperate closely with business and industrial leaders	0.63**
28. Possess personality traits and other characteristics generally sought in teachers	0.48*
31. Abide by the general policies of the school system.	0.53*

was observed as seventy percent of the tasks were not sufficiently different to be statistically significant. Administrators reflected opinions that the program emphasized to a lesser extent the preparation of pupils for gainful employment as well as the provision for training persons to the age of twenty-one. This group also thought that less federal assistance was being given in the area of vocational industrial education. Vocational teachers expressed sentiments that more emphasis was given to the theoretical aspects of the program and to the follow-up

of students as a basis for evaluating and improving the program. Administrators failed to see as much cooperation being given labor leaders and business and industrial leaders as did the opposing group. Vocational teachers felt more strongly the need for their possessing personality traits generally sought in teachers as well as the need for their abiding by the general policies of the school system.

A comparison of opinions of teachers and school board members is shown in Table XIX. A majority of significant items bore positive signs from which the inference may be made that the teacher group expectations were stronger than were the expectations of the school board.

The school board rated four of five personal tasks lower than the opposing professional group--the certification to teach on the basis of work experience and college training, the possession of personality traits and other characteristics generally sought in teachers, the acceptance of extracurricular responsibilities required of other teachers, and the abiding by the general policies of the school system.

Teachers and influential citizens disclosed sharp discrepancies relative to the vocational education tasks as shown in Table XX. Influential citizens felt the program was preparing pupils for gainful employment following graduation and was maintaining vocational instruction for pupils of varying abilities. This extra-organizational group felt, too, that more emphasis was being given to training persons below age twenty-one as well as to providing instruction during summer school. Citizens also thought more provisions were being made for vocational training of college-bound students. Teachers expressed an awareness to a lesser degree that the vocational program offered training contingent

TABLE XIX
 COMPARISON OF EXPECTATIONS OF TEACHERS AND SCHOOL BOARD
 MEMBERS RELATIVE TO THE SIGNIFICANT TASKS
 OF VOCATIONAL EDUCATION

Item	Mean Difference
3. Maintain vocational programs for pupils of varying abilities	-0.76*
8. Be supported by federal funds	0.65*
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	-0.93**
19. Cooperate closely with labor leaders	0.83*
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	-0.66*
26. Be certified to teach on basis of college training only	-0.65*
27. Be certified to teach on basis of work experience and college training	0.22*
28. Possess personality traits and other characteristics generally sought in teachers	0.87*
30. Assume extracurricular activity responsibilities as required of other teachers	0.60*
31. Abide by the general policies of the school system	0.54*

upon employment possibilities within the community and made the community aware of the vocational objectives. Teachers saw less emphasis being given to the training of boys.

Citizens had stronger feelings regarding the school's follow-up study of students and its cooperation with business and industrial leaders. The two significant tasks relative to the vocational teachers'

TABLE XX
 COMPARISON OF EXPECTATIONS OF TEACHERS AND INFLUENTIAL
 CITIZENS RELATIVE TO THE SIGNIFICANT TASKS
 OF VOCATIONAL EDUCATION

Item	Mean Difference
1. Prepare pupils for gainful employment upon high school graduation	-0.78***
3. Maintain vocational programs for pupils of varying abilities	-0.80**
4. Provide high school vocational training for persons below age 21	-0.74**
5. Provide summer school vocational instruction	-0.48*
6. Provide vocational courses for college-bound students	-0.73**
11. Offer programs contingent upon employment possibilities within the community	-0.74**
12. Make the community aware of the objectives of the program	-1.19***
13. Be primarily concerned with training boys	0.94**
15. Assume responsibility for job placement of graduates	-0.71***
17. Maintain a follow-up study of students as a basis for evaluation and improvement	-0.66*
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	0.44**
22. Cooperate closely with business and industrial leaders	-0.86***
31. Abide by the general policies of the school system	-0.20*
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	-1.68***

abiding by general policies of the school system and transmitting an appreciation for the dignity of working at a useful occupation were given less stress by teachers than by citizens.

Comparisons of expectations of teachers and administrators are shown in Table XXI. For only three items was there discordance of opinion. Teachers saw greater provisions for summer school vocational instruction and for industrial establishment training. Administrators perceived less cooperation with business and industrial leaders.

TABLE XXI
COMPARISON OF EXPECTATIONS OF TEACHERS AND ADMINISTRATORS
RELATIVE TO THE SIGNIFICANT TASKS
OF VOCATIONAL EDUCATION

Item	Mean Difference
5. Provide summer school vocational instruction	0.52**
21. Provide for students to acquire a portion of their training in industrial establishments	0.57*
22. Cooperate closely with business and industrial leaders	0.62*

The incidence of the number of disparities between school board members and influential citizens was quite high. Twenty tasks for which there were significant differences of opinion are revealed in Table XXII. It is interesting to note that the citizen group visualized greater fulfillment of the vocational tasks than did the members of the school board.

School board members and administrators lacked concordance for nineteen items relative to what the vocational education program was

TABLE XXII

COMPARISON OF EXPECTATIONS OF SCHOOL BOARD MEMBERS AND
INFLUENTIAL CITIZENS RELATIVE TO THE SIGNIFICANT
TASKS OF VOCATIONAL EDUCATION

Item	Mean Difference
1. Prepare pupils for gainful employment upon high school graduation	-0.72*
3. Maintain vocational programs for pupils of varying abilities	-1.56**
4. Provide high school vocational training for persons below age 21	-1.15*
8. Be supported by federal funds	-0.74*
11. Offer programs contingent upon employment possibilities within the community	-1.09*
12. Make the community aware of the objectives of the program	-1.45**
13. Be primarily concerned with training boys	0.69*
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	-1.04*
16. Be concerned primarily with the theoretical aspects of vocational education	-0.91*
17. Maintain a follow-up study of students as a basis for evaluation and improvement	-0.76*
19. Cooperate closely with labor leaders	-1.09*
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	1.10*
21. Provide for students to acquire a portion of their training in industrial establishments	-0.64*
22. Cooperate closely with business and industrial leaders	-1.16*

TABLE XXII (continued)

Item	Mean Difference
27. Be certified to teach on basis of work experience and college training	0.53**
28. Possess personality traits and other characteristics generally sought in teachers	0.73*
30. Assume extracurricular activity responsibilities as required of other teachers	0.56*
31. Abide by the general policies of the school system	0.34*
32. Spend some of his time observing business and industrial establishments	-1.26**
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	-2.02**

doing as shown in Table XXIII. Board members felt more was being done in maintaining vocational programs for pupils of varying abilities, in providing programs for all persons below age twenty-one, and in providing for summer school vocational instruction. The members of the board of education also felt more was being done to make the community aware of the program and that more cooperation was evident with business and labor leaders. This group gave more emphasis to the teaching of the theoretical aspects of vocational education and to the providing of a portion of the student's training in industrial establishments. It is of interest to note that of the five tasks bearing a positive direction, four items were directly concerned with the vocational teacher.

Cognitive disparities of the influential citizen and administrator groups are disclosed in Table XXIV. Influential citizens stated the

TABLE XXIII

COMPARISON OF EXPECTATIONS OF ADMINISTRATORS AND SCHOOL
BOARD MEMBERS RELATIVE TO THE SIGNIFICANT
TASKS OF VOCATIONAL EDUCATION

Item	Mean Difference
3. Maintain vocational programs for pupils of varying abilities	-0.85*
4. Provide high school vocational training for persons below age 21	-0.64*
5. Provide summer school vocational instruction	-0.76*
8. Be supported by federal funds	-0.60*
12. Make the community aware of the objectives of the program	-0.60*
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	-1.04**
16. Be concerned primarily with the theoretical aspects of vocational education	-0.55*
19. Cooperate closely with labor leaders	-0.90*
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	0.80*
21. Provide for students to acquire a portion of their training in industrial establishments	-0.80*
22. Cooperate closely with business and industrial leaders	-0.92**
25. Be certified to teach on basis of work experience only	0.52*
26. Be certified to teach on basis of college training only	-0.52*
27. Be certified to teach on basis of work experience and college training	0.52*

TABLE XXIII (continued)

Item	Mean Difference
28. Possess personality traits and other characteristics generally sought in teachers	0.72*
31. Abide by the general policies of the school system	0.56*
32. Spend some of his time observing business and industrial establishments	-0.98**
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	-0.80*

schools were giving more emphasis to the preparation of vocational pupils for gainful employment, to the maintenance of vocational programs for pupils of varying abilities, and to the placement of students in jobs. Administrators disclosed stronger opinions toward the teaching of manipulative skills and the training of boys in the program. This professional group also had stronger attitudes toward the vocational administrator's qualifications and the provisions of maintaining vocational education in a comprehensive high school. Citizens acknowledged to a much greater extent that the vocational teacher transmitted to the community and to school personnel an appreciation for the dignity of working at a useful occupation.

The total number of disparities of expectations between the intra-organizational group and the extra-organizational group, as well as the total number of disparities between the social positions within each organizational group, is shown in Table XXV. Eighty-two disparities

TABLE XXIV

COMPARISON OF EXPECTATIONS OF INFLUENTIAL CITIZENS AND
ADMINISTRATORS RELATIVE TO THE SIGNIFICANT
TASKS OF VOCATIONAL EDUCATION

Item	Mean Difference
1. Prepare pupils for gainful employment upon high school graduation	0.44*
3. Maintain vocational programs for pupils of varying abilities	0.71**
10. Be concerned primarily with teaching the manipulative skills of the occupation	-0.40*
12. Make the community aware of the objectives of the program	0.85***
13. Be primarily concerned with training boys	-1.06***
15. Assume responsibility for job placement of graduates	0.70**
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	-0.30*
23. Be provided in grades 10, 11, and 12 in the comprehensive high school program	-0.63*
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	1.32***

were observed when the expectations between the extra-organizational and intra-organizational groups were compared. This number of disparities is forty-six percent of the possible total number. The greatest number of differences was found between administrators and the members of the board of education with the lowest number of significant items between administrators and influential citizens. It is of interest to

TABLE XXV

NUMBER OF ORGANIZATIONAL COGNITIVE DISPARITIES OF
EXPECTATIONS RELATIVE TO THE SIGNIFICANT
TASKS OF VOCATIONAL EDUCATION

Positional Comparisons	Number of Disparities
<u>Intra-organizational and Extra-organizational</u>	
Vocational Teachers - School Board Members	14
Vocational Teachers - Influential Citizens	17
Teachers - School Board Members	10
Teachers - Influential Citizens	14
Administrators - School Board Members	18
Administrators - Influential Citizens	<u>9</u>
Total	82
<u>Intra-organizational</u>	
Vocational Teachers - Teachers	4
Teachers - Administrators	3
Administrators - Vocational Teachers	<u>9</u>
Total	16
<u>Extra-organizational</u>	
School Board Members - Influential Citizens	<u>20</u>
Total	20

note the greatest number and fewest number of recognizable disparities involved the administrator group. Little concordance of opinion was evident between vocational teachers and influential citizens as the

number of disparities was very high.

Sixteen disparities were noted within the intra-organizational group. The greatest degree of concordance was ascertained between teachers and administrators, with the lowest between the vocational teacher and administrator groups. For only four of the thirty-three tasks were there differences of opinion between teachers and vocational teachers. The sixteen disparities found within the intra-organizational group compose only sixteen percent of the possible total number of cognitive disparities. Little concordance of opinion was noted within the extra-organizational group. Discordance was observed for sixty percent of the possible total number of disparities.

Disparities of expectations for the five school-related social positions were disclosed in this chapter. Comparisons of norms are discussed in the following chapter.

CHAPTER VII

ORGANIZATIONAL COMPARISONS AND DISPARITIES OF NORMS AMONG THE FIVE SCHOOL-RELATED SOCIAL POSITIONS

According to the literature, those who direct the public schools must have current information from constituents regarding the various phases of the school program. As cited above, school-related groups not only have opinions of what the school is presently doing, but also hold within their consciousness opinions of what the school should be accomplishing.

In the present chapter, norms of each school-related social group are compared with every other group relative to the vocational tasks included in the present investigation.

Those items in which there were conflicting opinions between vocational teachers and teachers are shown in Table XXVI. As all of the mean differences bore positive signs, it may be inferred that vocational teachers felt more emphasis should have been given to certain tasks of vocational education. Federal financing, community awareness of vocational objectives, concern for teaching the theoretical aspects of the program, and cooperation with labor leaders were perceived as being more important by vocational teachers. Also, the vocational group stressed the need to maintain an advisory committee of community leaders, to assume responsibilities for job placement of graduates, and to encourage all students to take some type of vocational training.

Note: For Tables XXVI through XXXV, a negative sign (-) is an indication that the mean of the second-named position in the title is higher. The lack of a sign preceding a mean is an indication that the mean of the first-named position is higher; this is considered a positive direction.

Items 1 through 24 should be preceded by the statement, "In my opinion a vocational education program should"; items 25 through 33 should be preceded by the statement, "In my opinion a vocational industrial education teacher should."

For the above tables, differences significant at $.01 < p < .05$ are indicated by a single asterisk, at $.001 < p < .01$ with two asterisks, and at $p < .001$ with three asterisks.

TABLE XXVI
 COMPARISON OF NORMS OF VOCATIONAL TEACHERS AND TEACHERS
 RELATIVE TO THE SIGNIFICANT TASKS
 OF VOCATIONAL EDUCATION

Item	Mean Difference
8. Be supported by federal funds	0.78***
12. Make the community aware of the objectives of the program	0.46**
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	0.64**
15. Assume responsibility for job placement of graduates	0.57*
16. Be concerned primarily with the theoretical aspects of vocational education	0.49*
18. Encourage all students to take some type of vocational training in high school	1.02***
19. Cooperate closely with labor leaders	1.19***
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	0.35*
23. Be provided in grades 10, 11, and 12 in the comprehensive high school program	1.18***
29. Be paid on a salary scale that is related to the earnings of his occupation	1.00***
32. Spend some of his time observing business and industrial establishments	0.44*

in high school. Furthermore, vocational teachers gave greater emphasis to vocational programs in comprehensive high schools headed by a certified school administrator having specified occupational experience.

School board members and vocational teachers revealed only nine

disparities as shown in Table XXVII. The members of the school board felt more strongly concerning local financing of the vocational program and revealed a stronger desire to maintain vocational training during the summer months. Of the items related directly to the vocational teacher, only one was statistically significant--school board members indicated stronger tendencies toward the certification of vocational teachers on the basis of work experience alone. Vocational teachers favored to a greater extent comparable academic standards for both the vocational and nonvocational pupils. Vocational training for persons below twenty-one years of age, whether or not these persons were still in high school, and provisions for vocational training in a specialized vocational technical high school were given more emphasis by this group. The vocational teachers also indicated a desire for a greater degree of involvement in placing graduates in jobs and in teaching the theoretical aspects of vocational education.

Little concordance of opinion was discernible between influential citizens and vocational teachers. As is shown in Table XXVIII, more than one-third of the items were found to be significantly different. Of those tasks relating directly to the vocational teacher, three disparities were found. Influential citizens gave less stress toward certifying vocational teachers on the basis of work experience only and on spending schooltime observing business and industrial establishments. Vocational teachers felt more strongly toward the salary scale being related to the earnings of the occupation. Influential citizens communicated a greater desire for local financial support, for close cooperation of business and industrial leaders, and for summer school

TABLE XXVII
 COMPARISON OF NORMS OF VOCATIONAL TEACHERS AND SCHOOL
 BOARD MEMBERS RELATIVE TO THE SIGNIFICANT
 TASKS OF VOCATIONAL EDUCATION

Item	Mean Difference
2. Maintain comparable academic standards for both vocational and nonvocational students	1.18**
4. Provide high school vocational training for persons below age 21	0.77*
5. Provide summer school vocational instruction	-1.05**
9. Be supported by local funds	-1.50***
15. Assume responsibility for job placement of graduates	0.99*
16. Be concerned primarily with the theoretical aspects of vocational education	0.93*
23. Be provided in grades 10, 11, and 12 in the comprehensive high school program	1.15**
24. Be provided in a specialized vocational technical high school	1.15**
25. Be certified to teach on basis of work experience only	-1.01**

vocational instruction. Vocational teachers visualized more value in providing vocational courses for college-bound students and in encouraging all pupils to take some type of vocational training in high school. The teaching of the theoretical aspects of vocational education with some practical training in industrial establishments also was stressed by the vocational teacher group.

Differing opinions between administrators and vocational teachers were ascertained for one-third of the vocational tasks as is shown in

TABLE XXVIII

COMPARISON OF NORMS OF VOCATIONAL TEACHERS AND INFLUENTIAL
CITIZENS RELATIVE TO THE SIGNIFICANT TASKS
OF VOCATIONAL EDUCATION

Item	Mean Difference
5. Provide summer school vocational instruction	-0.57*
6. Provide vocational courses for college-bound students	0.87**
8. Be supported by federal funds	1.49***
9. Be supported by local funds	-0.66*
16. Be concerned primarily with the theoretical aspects of vocational education	0.15*
18. Encourage all students to take some type of vocational training in high school	0.56*
19. Cooperate closely with labor leaders	1.27***
21. Provide for students to acquire a portion of their training in industrial establishments	-0.50*
22. Cooperate closely with business and industrial leaders	-0.22*
25. Be certified to teach on basis of work experience only	0.45*
29. Be paid on a salary scale that is related to the earnings of his occupation	1.79***
32. Spend some of his time observing business and industrial establishments	1.46**

Table XXIX. Vocational teachers gave more emphasis to the preparation of pupils for gainful employment upon high school graduation, the maintenance of comparable academic standards for both vocational and non-vocational pupils, the maintenance of an advisory committee of community

TABLE XXIX

COMPARISON OF NORMS OF VOCATIONAL TEACHERS AND
ADMINISTRATORS RELATIVE TO THE SIGNIFICANT
TASKS OF VOCATIONAL EDUCATION

1. Prepare pupils for gainful employment upon high school graduation	0.40*
2. Maintain comparable academic standards for both vocational and nonvocational students	1.12**
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	0.52*
15. Assume responsibility for job placement of graduates	0.51*
16. Be concerned primarily with the theoretical aspects of vocational education	0.49*
18. Encourage all students to take some type of vocational training in high school	0.85**
19. Cooperate closely with labor leaders	0.53*
26. Be certified to teach on basis of college training only	-0.45*
29. Be paid on a salary scale that is related to the earnings of his occupation	1.51***
30. Assume extracurricular activity responsibilities as required of other teachers	-0.47*
32. Spend some of his time observing business and industrial establishments	0.37*

leaders, the placement of graduates in jobs, the concern with the theoretical aspects of vocational education, the cooperation of labor leaders, and the encouragement of all students to take some vocational training. The remaining disparities related directly to the vocational teacher. Administrators were more favorable toward certification on

the basis of college training only. Vocational teachers felt more strongly toward a salary scale related to the earnings of the occupation and toward schooltime provisions for observing business and industrial establishments.

The norms of the members of the school board were higher relative to the tasks of the vocational education program than teachers. Significant conflicts of opinion were found for ten items as indicated in Table XXX. Teachers perceived less need to maintain an advisory committee of community leaders and to cooperate closely with labor leaders although the desire to make the community aware of the vocational objectives was stronger. School board members favored a vocational program within a comprehensive high school, and teachers favored a program within a technical high school. The members of the board of education felt more strongly a need to transmit to school personnel and to the community an appreciation for the dignity of working at a useful occupation.

A comparison of norms of teachers and influential citizens relative to vocational tasks is made in Table XXXI. Nine items having discrepancies of opinion were found between these two social positions. Teachers revealed greater norms for three items--provision of vocational courses for college-bound students, provision for students to attain a portion of their training in industrial establishments, and the transmittal to school personnel and the community an appreciation for the dignity of working in a useful occupation. Influential citizens favored more local fiscal support. This group also would provide more post-high-school training for high school graduates than the teacher

TABLE XXX
 COMPARISON OF NORMS OF TEACHERS AND SCHOOL BOARD
 MEMBERS RELATIVE TO THE SIGNIFICANT TASKS
 OF VOCATIONAL EDUCATION

Item	Mean Difference
3. Maintain vocational programs for pupils of varying abilities	-0.67*
9. Be supported by local funds	-1.59***
12. Make the community aware of the objectives of the program	0.63*
13. Be primarily concerned with training boys	-0.85**
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	-0.80**
18. Encourage all students to take some type of vocational training in high school	-0.77*
19. Cooperate closely with labor leaders	-1.54***
23. Be provided in grades 10, 11, and 12 in the comprehensive high school program	-0.70*
24. Be provided in a specialized vocational technical high school	1.59***
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	-0.67*

group and would be concerned more with the training of boys. The citizen group revealed stronger opinions relative to maintaining a citizens' advisory committee, cooperating with labor leaders, and cooperating with business and industrial leaders.

Administrators and teachers revealed few differences of opinion relative to the norms of vocational tasks. Only three disparities are

TABLE XXXI

COMPARISON OF NORMS OF TEACHERS AND INFLUENTIAL CITIZENS
RELATIVE TO THE SIGNIFICANT TASKS
OF VOCATIONAL EDUCATION

Item	Mean Difference
6. Provide vocational courses for college-bound students	0.58*
7. Provide post-high-school training for high school graduates	-0.72*
9. Be supported by local funds	-0.75*
12. Make the community aware of the objectives of the program	-0.47**
13. Be primarily concerned with training boys	-0.57*
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	-0.91***
21. Provide for students to acquire a portion of their training in industrial establishments	0.54**
22. Cooperate closely with business and industrial leaders	-0.62**
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	0.58**

indicated in Table XXXII. Administrators wanted more federal support and felt a greater need to cooperate closely with labor leaders. Teachers stressed the maintenance of comparable academic standards for both vocational and nonvocational students.

The two extra-organizational groups, school board members and influential citizens, indicated discordance for nine of the thirty-three items in Table XXXIII. School board members advocated more federal

TABLE XXXII
 COMPARISON OF NORMS OF TEACHERS AND ADMINISTRATORS
 RELATIVE TO THE SIGNIFICANT TASKS
 OF VOCATIONAL EDUCATION

Item	Mean Difference
2. Maintain comparable academic standards for both vocational and nonvocational students	0.42*
8. Be supported by federal funds	-0.62*
19. Cooperate closely with labor leaders	-0.66*

support which contrasted the opinions of influential citizens for more fiscal effort at a local level. Board members felt more strongly toward the certification of vocational teachers on the basis of college training alone and toward certification on the basis of work experience alone. Influential citizens disclosed a stronger desire for school placement of vocational graduates as well as for provisions for vocational technical training in a specialized high school. School board members visualized to a greater extent a school program requiring all pupils to participate in vocational training with some of the training made available in industrial establishments.

It is of interest to note in Table XXXIV the paucity of conflict between school board members and school administrators. All but one of the six disparities were of a positive direction. Summer school vocational instruction, local fiscal support, vocational training for all students, labor leader cooperation, and college training certification of vocational teachers were those aspects given stronger impetus by

TABLE XXXIII

COMPARISON OF NORMS OF SCHOOL BOARD MEMBERS AND INFLUENTIAL
CITIZENS RELATIVE TO THE SIGNIFICANT TASKS
OF VOCATIONAL EDUCATION

Item	Mean Difference
8. Be supported by federal funds	0.97*
9. Be supported by local funds	-0.84*
15. Assume responsibility for job placement of graduates	-0.73*
18. Encourage all students to take some type of vocational training in high school	1.29**
19. Cooperate closely with labor leaders	1.62***
21. Provide for students to acquire a portion of their training in industrial establishments	1.95*
24. Be provided in a specialized vocational technical high school	-1.00**
25. Be certified to teach on basis of work experi- ence only	1.46***
26. Be certified to teach on basis of college training only	1.02**

school board members. A specialized vocational technical high school was viewed more favorably by the administrator group than by the members of the board of education.

The comparison of norms of influential citizens and administrators is shown in Table XXXV. Contrasting attitudes were found relative to fiscal effort. Administrators gave more support to federal financing. Conversely, influential citizens were more receptive toward local financial support. Administrators revealed greater norms for vocational

TABLE XXXIV
COMPARISON OF NORMS OF SCHOOL BOARD MEMBERS AND
ADMINISTRATORS RELATIVE TO THE SIGNIFICANT
TASKS OF VOCATIONAL EDUCATION

Item	Mean Difference
5. Provide summer school vocational instruction	1.12**
9. Be supported by local funds	1.24**
18. Encourage all students to take some type of vocational training in high school	1.00**
19. Cooperate closely with labor leaders	0.88*
24. Be provided in a specialized vocational technical high school	-1.36***
26. Be certified to teach on basis of college training only	1.60***

training in industrial establishments, vocational teacher certification by work experience only, and an advisory committee of community leaders. Influential citizens advocated to a greater degree labor leader cooperation, business and industrial leader cooperation, and provisions for summer school vocational instruction.

The total number of disparities of norms between the intra-organizational group and the extra-organizational group, as well as the total number of disparities between social positions within each of the organizational groups, is shown in Table XXXVI.

Fifty-three disparities were observed when the norms between the extra-organizational and intra-organizational groups were compared. This number of differences is twenty-seven percent of the possible total number of disparities. The greatest number of differences was found

TABLE XXXV
 COMPARISON OF NORMS OF INFLUENTIAL CITIZENS AND
 ADMINISTRATORS RELATIVE TO THE SIGNIFICANT
 TASKS OF VOCATIONAL EDUCATION

Item	Mean Difference
5. Provide summer school vocational instruction	0.84*
8. Be supported by federal funds	-1.33***
9. Be supported by local funds	0.40*
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	-0.79*
19. Cooperate closely with labor leaders	0.74*
21. Provide for students to acquire a portion of their training in industrial establishments	-0.43*
22. Cooperate closely with business and industrial leaders	0.74**
25. Be certified to teach on basis of work experience only	-0.82**

between vocational teachers and influential citizens, with the fewest number between administrators and school board members. It is of interest to note the greatest and fewest number of recognizable differences involved the school board member group.

Twenty-five disparities were noted within the intra-organizational group. This number of differences is twenty-six percent of the possible total number. The greatest degree of concordance was ascertained between teachers and administrators. Eleven disparities were found between administrators and vocational teachers. Of the possible number of disparities within the extra-organizational group, nine or

TABLE XXXVI

NUMBER OF ORGANIZATIONAL COGNITIVE DISPARITIES OF NORMS
RELATIVE TO THE SIGNIFICANT TASKS
OF VOCATIONAL EDUCATION

Positional Comparisons	Number of Disparities
<u>Intra-organizational and Extra-organizational</u>	
Administrators - School Board Members	6
Administrators - Influential Citizens	8
Vocational Teachers - School Board Members	8
Vocational Teachers - Influential Citizens	12
Teachers - School Board Members	10
Teachers - Influential Citizens	<u>9</u>
Total	53
<u>Intra-organizational</u>	
Vocational Teachers - Teachers	11
Teachers - Administrators	3
Administrators - Vocational Teachers	<u>11</u>
Total	25
<u>Extra-organizational</u>	
School Board Members - Influential Citizens	<u>20</u>
Total	20

twenty-seven percent were noted.

The summary and implications of this study will be discussed in Chapter VIII.

CHAPTER VIII

SUMMARY AND IMPLICATIONS

The Problem

One of the primary concerns of the public schools in America today lies in the area of vocational industrial education. At this very moment, there is an unprecedented challenge to examine human resources in relation to technological advances of this nation with its accompanying changes of beliefs and values.

To do an effective job of improving vocational industrial education, the educator must work within the framework of the social system of his community. He must be aware of the educational beliefs and the educational values of school-related social positions of those with whom he works closely. He must have knowledge and understanding of those social positions in which there are satisfactions and dissatisfactions with the school's program.

The purpose of the present study was to determine as accurately as possible disparities of cognitions held by five school-related groups toward certain tasks of the vocational industrial education program.

Lewin's hypothetical construct of cognitive structure with certain propositions of role theory served as the conceptual framework. Cognitions were defined as the mapping structures presumed to be maintained by individuals and groups in social situations. Cognitive behavior

purportedly is structured within the social and physical environments in which individuals and groups live and behave. First order cognitions of two types of orientations were included within the study. These were expectations and norms. Expectations were defined as beliefs or subjective probability maps of a group's view of what it thinks actually exists. Norms were defined as values or subjective desirability maps of a group's view of what it thinks should exist.

Methodology and Instrumentation

The study was conducted in an Oklahoma school district. Opinionnaires were sent to a ten percent stratified-random sample of teachers, to all vocational teachers, to the five school board members, to all citizens perceived by the school policy makers as having been highly influential in school matters, and to those administrators who by virtue of their positions were involved in vocational education decisions of the eleven high schools in the school district.

Opinionnaires were obtained from forty-eight vocational teachers, sixty-three teachers, twenty-five administrators, thirty-two influential citizens, and the five school board members.

The instrument was designed by the writer. By a process of logic and simplification, a set of thirty-three statements was developed using certain vocational principles drawn from the literature as basic guidelines. The statements were evaluated by a panel of educators, all of whom were recognized vocational education leaders either on a state or national level. The members of the panel studied carefully the set of statements or tasks, made various constructive comments, and

recommended its appropriateness for this investigation.

Respondents of the five school-related social positions ranked each task statement on a five-point continuum to indicate the extent of their beliefs and values concerning the vocational industrial education program.

Statistical analyses were made to determine significant differences of opinions between norms and expectations of vocational tasks of each of the five participating groups. Further analyses were made to ascertain cognitive disparities within and among the organizational groups. Nonparametric statistics were used for all analyses.

Findings

The major problem of this investigation was to determine disparities of norms and expectations of those who were in positions to influence school policy.

The scope of the study included one school district which precludes the projection of findings to other school districts.

Results for the four hypotheses which were tested are stated below:

Hypothesis I - There will be a significant difference between the norms and expectations of each of the five school-related social positions.

The hypothesis was confirmed on the basis of findings revealed in Chapter V. Of the thirty-three tasks, each of the groups revealed the following number of statistically significant disparities: (a) vocational teachers, twenty-four (seventy-three percent); (b) teachers, twenty-one (seventy-nine percent); (c) school board members, twenty-one (sixty-four percent); (d) influential citizens, twenty-two (sixty-seven

percent); and (e) administrators, twenty-one (sixty-four percent). The number of cognitive differences for all groups was approximately seventy percent of the possible total number of disparities.

Hypothesis II - The incidence of cognitive disparity between expectations and norms will be greater for the extra-organizational group than for the intra-organizational group.

The findings in Chapter V infirm this hypothesis. The incidence of cognitive disparity was found not to be greater for the extra-organizational group than for the intra-organizational group. Forty-three disparities or sixty-six percent were listed by the extra-organizational group; seventy-one disparities or seventy-two percent were indicated by the intra-organizational group.

Hypothesis III - The incidence of cognitive disparity will be greater when contrasting expectations of the intra-organizational group with the extra-organizational group than it will when contrasting the expectations of the intra-organizational group or the expectations of the extra-organizational group.

The hypothesis was infirmed on the basis of findings in Chapter VI. Eighty-two disparities were noted when the expectations between the extra-organizational and the intra-organizational groups were compared. This number of disparities represents forty-six percent of the possible total number. The greatest number of differences was found between administrators and the members of the board of education, with the lowest number of significant items between administrators and influential citizens. Sixteen task differences were found within the intra-organizational group. The sixteen disparities found within this group comprise sixteen percent of the possible total number. Little

concurrence of opinion was noted within the extra-organizational group. Discordance was found for sixty percent of the possible total number of disparities.

Hypothesis IV - The incidence of cognitive disparity will be greater when contrasting the norms of the intra-organizational group with the extra-organizational group than it will when contrasting the norms of the intra-organizational group or the norms of the extra-organizational group.

The hypothesis was infirmed on the basis of findings in Chapter VII. Fifty-three disparities were noted when the norms between the extra-organizational and intra-organizational groups were compared. This number is twenty-seven percent of the possible total number of disparities. The greatest number of differences was found between vocational teachers and influential citizens, with the fewest number between administrators and school board members. Twenty-five task differences were found within the intra-organizational group. This number of differences is twenty-six percent of the possible total number. Of the total number of differences possible within the extra-organizational group, nine or twenty-seven percent were noted.

The theoretical framework of this investigation was field theory in social science as developed by Kurt Lewin. Lewin theorized that cognitions of a group are structured in a manner similar to the life space of an individual and that the field includes all facts that have existence for a certain group at a certain time. It was assumed from this theory that any group with its own peculiar environment would possess opinions and attitudes somewhat different from a group representing a different environment. Extra-organizational and intra-organizational groupings were used in this study as their contrasting

environments were emphasized by researchers in the field of social science. The findings stated above do not conform in all aspects to the stated theory. Three of the four hypotheses which dealt with the different social groups were infirmed. However, conclusions drawn from the data of any study must be viewed with its accompanying limitations. Opinionnaire instruments do not measure all aspects of an individual's beliefs and values. The element of bias introduced by respondents by virtue of their being human beings is a major problem in the field of social science. It is difficult to identify groups whose beliefs and values are free of biases resulting from inter-organizational situations.

Implications

The study will have been of value only if the findings are translated into action. If vocational industrial education is to continue to advance as an integral part of the secondary school instructional program, its problems must be faced with courage, knowledge, and positive action.

Certain implications may be derived from the findings. The groups involved in the study were either in positions to make or to influence vocational education policy decisions. Acute variance of opinion among these groups can lead to unresolvable conflicts and thus impair an effective vocational industrial education program. Each of the groups had conflicting opinions between what the vocational education program was doing and what it should have been doing. The policy makers can and should analyze these sentiments in relation to community employment

patterns, vocational objectives, and fiscal circumstances.

The number of disparities held within and among the organizational groups may have resulted from a number of factors. Perhaps information regarding community values has been unavailable. Perhaps the aims of vocational education have not been clearly defined. Perhaps curriculum innovations cannot always compete with the swiftness of technological change. Whatever the reason, a commonality of knowledge and understanding must emerge which will speak out in favor of vocational education improvement.

More efficient ways to channel vocational information must be ascertained. The line of communication must be a reciprocal process. School officials and teachers must communicate to the general public what the schools are doing. The community, in turn, must declare its needs and expectations to school people.

More empirical methods must be developed and introduced to determine community power groups and their resultant cognitive structures. Research involving personal characteristics as it relates to values can raise research standards and increase our fund of dependable knowledge.

Certain questions imply a need for research and further study of a broad and far-reaching nature. They indicate more different kinds of research are needed on the local, state, and national levels. They suggest that the time for finding concrete answers to the following questions is a current challenge.

1. What are the prevailing attitudes of other school positions such as high school counselors and industrial arts teachers?
2. What are the prevailing attitudes of leaders from labor and

management, i.e., personnel directors, shop foremen, and other recipients of the high school graduates from vocational industrial education programs.

3. How can a commonality of understanding of the vocational education program be disseminated to all community constituents?

4. What relationship is there between vocational education and school dropouts?

5. What happens to the graduates of vocational programs five, ten, and even twenty years hence? Have they been successful? What are their attitudes relative to the present vocational program?

6. How can the effectiveness and efficiency of high school vocational programs be improved?

SELECTED BIBLIOGRAPHY

- Barlow, Melvin. "The 'Public' in Public Information." American Vocational Journal (May, 1962), 31.
- Biddle, Bruce J. "The Present Status of Role Theory." Volume A: Studies in the Role of the Public School Teacher. Columbia: University of Missouri Press, 1961.
- _____, and Ann W. Simpson. Volume C: A Program for the Processing of Ordinal Data and Computation of Significance for Selected Central Tendency Differences. Columbia: University of Missouri Press, 1961.
- Campbell, Roald F. and Russell T. Gregg. Administrative Behavior in Education. New York: Harper and Brothers, 1957.
- Chase, Francis S. and Egon G. Guba. "Administrative Roles and Behavior." Review of Educational Research, XXXV (October, 1955), 281-298.
- Conant, James B. Slums and Suburbs. New York: McGraw-Hill Book Company, 1961.
- _____. Education and Liberty. Cambridge: Harvard University Press, 1953.
- _____. "The Cultivation of Talent in the 'Comprehensive' School." Crucial Issues in Education. Ed. Henry Ehlers and Gordon C. Lee. New York: Henry Holt and Company, 1959.
- Ehlers, Henry and Gordon C. Lee. Crucial Issues in Education. New York: Henry Holt and Company, 1959.
- Garrett, Henry E. Statistics in Psychology and Education. New York: Longmans, Green and Company, 1953.
- Guba, Egon G. and Charles E. Bidwell. Administrative Relationships. Chicago: The Midwest Administration Center, 1957.
- Havighurst, Robert J. and Berniece L. Newgarten. Society and Education. Boston: Allyn and Bacon, Inc., 1957.
- Hayes, Larry K. "The Relationship Between Individual Values, Viewpoint of Education's Task, and Satisfaction with Local Schools." (Unpublished Ed.D. dissertation, Oklahoma State University, 1962.)

- Hopper, Robert L. and Robert C. Bills. "What's A Good Administrator Made Of?" The School Executive, LXXIV (March, 1955), 93-95.
- Horn, Francis H. "Higher Learning and the Work of the World." Crucial Issues in Education. Ed. Henry Ehlers and Gordon C. Lee. New York: Henry Holt and Company, 1959.
- Lewin, Kurt. Field Theory in Social Science. New York: Harper and Brothers, 1951.
- McLure, William P. "The Challenge of Vocational and Technical Education." Phi Delta Kappan, XLIII (February, 1962), 212-217.
- Manpower. United States Department of Labor. Washington: U. S. Government Printing Office, 1960.
- Patrick, C. W. "Public Opinion Poll Supports Vocational Education." American Vocational Journal, XXVII (March, 1952), 28.
- Pingleton, George Gene. "Cognitive Patterns of Community Groups Concerning the Tasks of the Elementary School." (Unpublished Ed.D. dissertation, Oklahoma State University, 1962.)
- Ribicoff, Abraham. "Challenges Confronting Vocational Education." American Vocational Journal, XXXVII (February, 1962), 14-16.
- Schaefer, Carl J. and Others. Pennsylvania's Trade and Industrial Education Image. University Park: The Pennsylvania State University Press, 1962.
- Stearns, Harry L. Community Relations in the Public Schools. Englewood Cliffs: Prentice-Hall, Inc., 1955.
- Siegel, Sidney. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Book Company, 1956.
- Struck, F. Theodore. Vocational Education for a Changing World. New York: J. Wiley and Sons, Inc., 1944.
- Swanson, J. Chester. "Trends in Federal Legislation for Vocational Education." American Vocational Journal, XXXVII (November, 1962), 14-15.
- The High School in a Changing World. American Association of School Administrators, Thirty-sixth Yearbook, 1958.
- The High School We Need. Association for Supervision and Curriculum Development, National Education Association, Washington, 1959.
- Training Needs in Technical and Skilled Manual Occupations in the Oklahoma City Area. (Available in mimeographed form.) Oklahoma City: Oklahoma City Board of Education, 1959.

Twyman, J. Paschal and Bruce J. Biddle. "Role Conflict of Public School Teachers." The Journal of Psychology, LV (1963), 183-198.

Vocational Education in Large City School Systems. Phoenix Union High Schools and Phoenix College System. Phoenix, Arizona, 1961.

Vocational Education in the Next Decade. United States Department of Health, Education, and Welfare. Bulletin No. HEW-094. Washington: U. S. Government Printing Office, 1961.

Willis, Benjamin C. "Perspectives on Industrial Education." American Vocational Journal, XXXVIII (October, 1963), 14-18.

_____. "Vocational Education in the Years Ahead." The Education Digest, XXVIII (March, 1963), 1-4.

APPENDIX A

TASKS OF VOCATIONAL EDUCATION

An Opinionnaire

Part I: Personal and Other Data

Directions: Please answer each item below by checking (✓) or by filling in the proper response.

1. You are:
 - a. () Male
 - b. () Female

2. Your present age:
 - a. () 20-39 years
 - b. () 40-59 years
 - c. () 60 or over

3. Your present occupation:

4. Your formal education includes:
 - a. () Eighth grade or less
 - b. () Some high school
 - c. () High school graduate
 - d. () Some post high school in technical, trade, or business school
 - e. () Some college
 - f. () College graduate
 - g. () Master's degree
 - h. () Doctorate degree

5. Number of your own children who are presently attending or who have attended the local public high schools _____

6. Number of your own children who have participated in the public high school's vocational education program _____

7. Have you had formal training (high school or post high

APPENDIX A (continued)

school) in vocational education?

() Yes () No

If answer is yes, indicate approximate number of years _____

Part II

Vocational education is that part of public high school instruction which is planned for the purpose of developing skills to assist in preparing young persons for initial employment in industrial vocational occupations. The vocational programs included in this study are: Cabinetmaking, Auto Mechanics, Upholstery, Electronics, Diversified Occupations, Electricity, Welding, Cosmetology, Offset Printing, Machine Shop, Printing, Brick Masonry, Tailoring, Carpentry, Vari-Typing, Distributive Education, and Drafting.

Directions

You are being asked to indicate your opinion of the items below concerning vocational education in your city. Column "A" refers to the present condition in your school. Column "B" refers to what you feel the school should be doing. The numbers 1, 2, 3, 4, 5 refer to the degree of involvement of the program. Please circle the number which in your opinion indicates the present situation in your school (Column A) and what you want your school to do (Column B).

(1) never, (2) some, (3) moderately, (4) much, (5) always

Here is an example:

A	B
My school does this:	My school should do this:

In my opinion a vocational education program should:

1) Include courses for girls 1 2 **3** 4 5 1 2 3 4 **5**

The response below A indicates the present program serves the girls moderately and it should serve the girls always.

8. Check the items below which describe your contact with the

APPENDIX A (continued)

vocational education program.

- a. () Students in the program
- b. () High school counselors
- c. () Teacher
- d. () School administrator
- e. () Labor organization
- f. () Industry
- g. () News publicity
- h. () School visitation
- i. () Civic organization
- j. () Other (specify)

<u>In my opinion a vocational industrial education program should:</u>	A					B				
	My school does this:					My school should do this:				
	Never	Some	Moderately	Much	Always	Never	Some	Moderately	Much	Always
1. Prepare pupils for gainful employment upon high school graduation	1	2	3	4	5	1	2	3	4	5
2. Maintain comparable academic standards for both vocational and nonvocational students	1	2	3	4	5	1	2	3	4	5
3. Maintain vocational programs for pupils of varying abilities	1	2	3	4	5	1	2	3	4	5
4. Provide high school vocational training for persons below age 21	1	2	3	4	5	1	2	3	4	5
5. Provide summer school vocational instruction	1	2	3	4	5	1	2	3	4	5
6. Provide vocational courses for college-bound students	1	2	3	4	5	1	2	3	4	5
7. Provide post-high-school training for high school graduates	1	2	3	4	5	1	2	3	4	5

APPENDIX A (continued)

	A					B				
	My school does this:					My school should do this:				
	Never	Some	Moderately	Much	Always	Never	Some	Moderately	Much	Always
8. Be supported by federal funds	1	2	3	4	5	1	2	3	4	5
9. Be supported by local funds	1	2	3	4	5	1	2	3	4	5
10. Be concerned primarily with teaching the manipulative skills of the occupation	1	2	3	4	5	1	2	3	4	5
11. Offer programs contingent upon employment possibilities within the community	1	2	3	4	5	1	2	3	4	5
12. Make the community aware of the objectives of the program	1	2	3	4	5	1	2	3	4	5
13. Be primarily concerned with training boys	1	2	3	4	5	1	2	3	4	5
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	1	2	3	4	5	1	2	3	4	5
15. Assume responsibility for job placement of graduates	1	2	3	4	5	1	2	3	4	5
16. Be concerned primarily with the theoretical aspects of vocational education	1	2	3	4	5	1	2	3	4	5
17. Maintain a follow-up study of students as a basis for evaluation and improvement	1	2	3	4	5	1	2	3	4	5

APPENDIX A (continued)

	A					B				
	My school does this:					My school should do this:				
	Never	Some	Moderately	Much	Always	Never	Some	Moderately	Much	Always
18. Encourage all students to take some type of vocational training in high school	1	2	3	4	5	1	2	3	4	5
19. Cooperate closely with labor leaders	1	2	3	4	5	1	2	3	4	5
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	1	2	3	4	5	1	2	3	4	5
21. Provide for students to acquire a portion of their training in industrial establishments	1	2	3	4	5	1	2	3	4	5
22. Cooperate closely with business and industrial leaders	1	2	3	4	5	1	2	3	4	5
23. Be provided in grades 10, 11, and 12 in the comprehensive high school program	1	2	3	4	5	1	2	3	4	5
24. Be provided in a specialized vocational technical high school	1	2	3	4	5	1	2	3	4	5
<u>In my opinion a vocational industrial education teacher should:</u>										
25. Be certified to teach on basis of work experience only	1	2	3	4	5	1	2	3	4	5
26. Be certified to teach on basis of college training only	1	2	3	4	5	1	2	3	4	5

APPENDIX A (continued)

	A					B				
	My school does this:					My school should do this:				
	Never	Some	Moderately	Much	Always	Never	Some	Moderately	Much	Always
27. Be certified to teach on basis of work experience and college training	1	2	3	4	5	1	2	3	4	5
28. Possess personality traits and other characteristics generally sought in teachers	1	2	3	4	5	1	2	3	4	5
29. Be paid on a salary scale that is related to the earnings of his occupation	1	2	3	4	5	1	2	3	4	5
30. Assume extracurricular activity responsibilities as required of other teachers	1	2	3	4	5	1	2	3	4	5
31. Abide by general policies of the school system	1	2	3	4	5	1	2	3	4	5
32. Spend some of his time observing business and industrial establishments	1	2	3	4	5	1	2	3	4	5
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	1	2	3	4	5	1	2	3	4	5

List below further comments you may have relative to the vocational education program in this school system.

APPENDIX B

MEANS OF EXPECTATIONS AND NORMS OF TEACHERS

Item	Mean Expectation	Mean Norm
<u>In my opinion a vocational industrial education program should:</u>		
1. Prepare pupils for gainful employment upon high school graduation	3.06	4.00
2. Maintain comparable academic standards for both vocational and nonvocational students	3.33	3.94
3. Maintain vocational programs for pupils of varying abilities	2.99	4.33
4. Provide high school vocational training for persons below age 21	2.99	3.76
5. Provide summer school vocational instruction	1.86	3.22
6. Provide vocational courses for college-bound students	2.57	3.02
7. Provide post-high-school training for high school graduates	1.49	2.30
8. Be supported by federal funds	2.35	2.60
9. Be supported by local funds	2.71	3.41
10. Be concerned primarily with teaching the manipulative skills of the occupation	3.13	3.43
11. Offer programs contingent upon employment possibilities within the community	3.05	4.11

APPENDIX B (continued)

Item	Mean Expectation	Mean Norm
12. Make the community aware of the objectives of the program	2.94	4.37
13. Be primarily concerned with training boys	3.00	2.65
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	1.67	3.40
15. Assume responsibility for job placement of graduates	2.21	3.22
16. Be concerned primarily with the theoretical aspects of vocational education	2.16	2.64
17. Maintain a follow-up study of students as a basis for evaluation and improvement	2.32	4.03
18. Encourage all students to take some type of vocational training in high school	2.09	2.63
19. Cooperate closely with labor leaders	1.67	2.46
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	3.06	4.05
21. Provide for students to acquire a portion of their training in industrial establishments	2.57	3.89
22. Cooperate closely with business and industrial leaders	2.70	4.13
23. Be provided in grades 10, 11, and 12 in the comprehensive high school program	3.43	3.30
24. Be provided in a specialized vocational technical high school	1.09	3.49

APPENDIX B (continued)

Item	Mean Expectation	Mean Norm
<u>In my opinion a vocational industrial education teacher should:</u>		
25. Be certified to teach on basis of work experience only	1.57	1.81
26. Be certified to teach on basis of college training only	1.84	2.02
27. Be certified to teach on basis of work experience and college training	3.22	4.46
28. Possess personality traits and other characteristics generally sought in teachers	3.67	4.51
29. Be paid on a salary scale that is related to the earnings of his occupation	2.79	3.63
30. Assume extracurricular activity re- sponsibilities as required of other teachers	3.60	4.09
31. Abide by the general policies of the school system	4.14	4.27
32. Spend some of his time observing business and industrial establishments	2.65	3.98
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	2.90	4.33

APPENDIX B (continued)

MEANS OF EXPECTATIONS AND NORMS OF SCHOOL BOARD MEMBERS

Item	Mean Expectation	Mean Norm
<u>In my opinion a vocational industrial education program should:</u>		
1. Prepare pupils for gainful employment upon high school graduation	3.00	4.50
2. Maintain comparable academic standards for both vocational and nonvocational students	3.20	3.50
3. Maintain vocational programs for pupils of varying abilities	3.75	5.00
4. Provide high school vocational training for persons below age 21	3.40	3.40
5. Provide summer school vocational instruction	2.00	4.20
6. Provide vocational courses for college-bound students	2.20	2.80
7. Provide post-high-school training for high school graduates	1.50	2.60
8. Be supported by federal funds	3.00	3.00
9. Be supported by local funds	3.00	5.00
10. Be concerned primarily with teaching the manipulative skills of the occupation	3.00	3.00
11. Offer programs contingent upon employment possibilities within the community	3.40	4.40
12. Make the community aware of the objectives of the program	3.20	5.00
13. Be primarily concerned with training boys	3.25	3.50

APPENDIX B (continued)

Item	Mean Expectation	Mean Norm
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	2.60	4.20
15. Assume responsibility for job placement	2.20	2.80
16. Be concerned primarily with the theoretical aspects of vocational education	2.75	2.20
17. Maintain a follow-up study of students as a basis for evaluation and improvement	2.40	4.40
18. Encourage all students to take some type of vocational training in high school	2.00	3.40
19. Cooperate closely with labor leaders	2.50	4.00
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	2.40	4.40
21. Provide for students to acquire a portion of their training in industrial establishments	2.80	4.20
22. Cooperate closely with business and industrial leaders	3.00	4.60
23. Be provided in grades 10, 11, and 12 in the comprehensive high school program	3.60	4.00
24. Be provided in a specialized vocational technical high school	1.00	2.00
<u>In my opinion a vocational industrial education teacher should:</u>		
25. Be certified to teach on basis of work experience only	1.40	2.80

APPENDIX B (continued)

Item	Mean Expectation	Mean Norm
26. Be certified to teach on basis of college training only	2.60	3.80
27. Be certified to teach on basis of work experience and college training	3.00	4.40
28. Possess personality traits and other characteristics generally sought in teachers	2.80	4.20
29. Be paid on a salary scale that is related to the earnings of his occupation	2.40	3.40
30. Assume extracurricular activity responsibilities as required of other teachers	3.00	4.00
31. Abide by the general policies of the school system	3.60	4.40
32. Spend some of his time observing business and industrial establishments	3.60	4.40
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	3.40	5.00

MEANS OF EXPECTATIONS AND NORMS OF INFLUENTIAL CITIZENS

In my opinion a vocational industrial education program should:

1. Prepare pupils for gainful employment upon high school graduation	2.28	4.22
2. Maintain comparable academic standards for both vocational and nonvocational students	2.86	3.69
3. Maintain vocational programs for pupils of varying abilities	2.19	4.63

APPENDIX B (continued)

Item	Mean Expectation	Mean Norm
4. Provide high school vocational training for persons below age 21	2.25	3.66
5. Provide summer school vocational instruction	1.38	3.72
6. Provide vocational courses for college-bound students	1.84	2.44
7. Provide post-high-school training for high school graduates	1.34	3.02
8. Be supported by federal funds	2.66	2.03
9. Be supported by local funds	3.10	4.16
10. Be concerned primarily with teaching the manipulative skills of the occupation	3.56	3.38
11. Offer programs contingent upon employment possibilities within the community	2.31	4.50
12. Make the community aware of the objectives of the program	1.75	4.84
13. Be primarily concerned with training boys	3.94	3.22
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	1.56	4.31
15. Assume responsibility for job placement of graduates	1.50	3.53
16. Be concerned primarily with the theoretical aspects of vocational education	1.84	2.38
17. Maintain a follow-up study of students as a basis for evaluation and improvement	1.66	4.44
18. Encourage all students to take some type of vocational training in high school	1.81	2.69

APPENDIX B (continued)

Item	Mean Expectation	Mean Norm
19. Cooperate closely with labor leaders	1.41	2.38
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	3.50	4.47
21. Provide for students to acquire a portion of their training in industrial establishments	2.16	3.25
22. Cooperate closely with business and industrial leaders	1.84	4.75
23. Be provided in grades 10, 11, and 12 in the comprehensive high school program	3.91	3.81
24. Be provided in a specialized vocational technical high school	1.50	3.00
<u>In my opinion a vocational industrial education teacher should:</u>		
25. Be certified to teach on basis of work experience only	1.88	1.34
26. Be certified to teach on basis of college training only	2.03	1.78
27. Be certified to teach on basis of work experience and college training	3.53	4.56
28. Possess personality traits and other characteristics generally sought in teachers	3.53	4.81
29. Be paid on a salary scale that is related to the earnings of his occupation	2.78	3.34
30. Assume extracurricular activity responsibilities as required of other teachers	3.56	4.38

APPENDIX B (continued)

Item	Mean Expectation	Mean Norm
31. Abide by the general policies of the school system	3.94	4.94
32. Spend some of his time observing business and industrial establishments	2.34	3.88
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	1.34	4.91

MEANS OF EXPECTATIONS AND NORMS OF VOCATIONAL TEACHERS

In my opinion a vocational industrial education program should:

1. Prepare pupils for gainful employment upon high school graduation	3.31	4.52
2. Maintain comparable academic standards for both vocational and nonvocational students	3.52	4.68
3. Maintain vocational programs for pupils of varying abilities	3.08	4.48
4. Provide high school vocational training for persons below age 21	3.38	4.17
5. Provide summer school vocational instruction	1.52	3.15
6. Provide vocational courses for college-bound students	2.54	3.31
7. Provide post-high-school training for high school graduates	1.46	2.85
8. Be supported by federal funds	3.31	3.52
9. Be supported by local funds	3.29	3.50
10. Be concerned primarily with teaching the manipulative skills of the occupation	3.33	3.35

APPENDIX B (continued)

Item	Mean Expectation	Mean Norm
11. Offer programs contingent upon employment possibilities within the community	3.23	4.21
12. Make the community aware of the objectives of the program	2.85	4.83
13. Be primarily concerned with training boys	3.10	3.04
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	1.65	4.04
15. Assume responsibility for job placement of graduates	2.29	3.79
16. Be concerned primarily with the theoretical aspects of vocational education	2.67	3.13
17. Maintain a follow-up study of students as a basis for evaluation and improvement	2.58	4.35
18. Encourage all students to take some type of vocational training in high school	2.19	3.25
19. Cooperate closely with labor leaders	2.31	3.65
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	3.25	4.40
21. Provide for students to acquire a portion of their training in industrial establishments	2.42	3.75
22. Cooperate closely with business and industrial leaders	2.71	4.46
23. Be provided in grades 10, 11, and 12 in the comprehensive high school program	3.65	4.48
24. Be provided in a specialized vocational technical high school	1.56	3.15

APPENDIX B (continued)

Item	Mean Expectation	Mean Norm
<u>In my opinion a vocational industrial education teacher should:</u>		
25. Be certified to teach on basis of work experience only	1.79	1.79
26. Be certified to teach on basis of college training only	2.00	1.75
27. Be certified to teach on basis of work experience and college training	3.56	4.44
28. Possess personality traits and other characteristics generally sought in teachers	4.00	4.64
29. Be paid on a salary scale that is related to the earnings of his occupation	3.10	4.63
30. Assume extracurricular activity responsibilities as required of other teachers	3.75	3.77
31. Abide by the general policies of the school system	4.38	4.69
32. Spend some of his time observing business and industrial establishments	2.85	4.42
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	2.81	4.71

MEANS OF EXPECTATIONS AND NORMS OF ADMINISTRATORS

In my opinion a vocational industrial education program should:

1. Prepare pupils for gainful employment upon high school graduation	2.72	4.12
--	------	------

APPENDIX B (continued)

Item	Mean Expectation	Mean Norm
2. Maintain comparable academic standards for both vocational and nonvocational students	3.08	3.56
3. Maintain vocational programs for pupils of varying abilities	2.90	4.71
4. Provide high school vocational training for persons below age 21	2.76	2.96
5. Provide summer school vocational instruction	1.24	2.88
6. Provide vocational courses for college-bound students	2.24	2.92
7. Provide post-high-school training for high school graduates	1.36	2.80
8. Be supported by federal funds	2.40	2.56
9. Be supported by local funds	3.04	3.76
10. Be concerned primarily with teaching the manipulative skills of the occupation	3.16	3.62
11. Offer programs contingent upon employment possibilities within the community	2.92	4.36
12. Make the community aware of the objectives of the program	2.60	4.76
13. Be primarily concerned with training boys	2.88	3.00
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	1.56	2.52
15. Assume responsibility for job placement of graduates	2.20	3.28
16. Be concerned primarily with the theoretical aspects of vocational education	2.20	2.64

APPENDIX B (continued)

Item	Mean Expectation	Mean Norm
17. Maintain a follow-up study of students as a basis for evaluation and improvement	2.00	4.28
18. Encourage all students to take some type of vocational training in high school	1.72	2.40
19. Cooperate closely with labor leaders	1.60	3.12
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	3.20	4.00
21. Provide for students to acquire a portion of their training in industrial establishments	2.00	3.68
22. Cooperate closely with business and industrial leaders	2.08	4.12
23. Be provided in grades 10, 11, and 12 in the comprehensive high school program	3.28	4.16
24. Be provided in a specialized vocational technical high school	1.44	3.36
<u>In my opinion a vocational industrial education teacher should:</u>		
25. Be certified to teach on basis of work experience only	1.92	2.16
26. Be certified to teach on basis of college training only	2.08	2.20
27. Be certified to teach on basis of work experience and college training	3.52	4.60
28. Possess personality traits and other characteristics generally sought in teachers	3.52	4.76
29. Be paid on a salary scale that is related to the earnings of his occupation	2.44	3.12

APPENDIX B (continued)

Item	Mean Expectation	Mean Norm
30. Assume extracurricular activity responsibilities as required of other teachers	3.44	4.24
31. Abide by the general policies of the school system	4.16	4.52
32. Spend some of his time observing business and industrial establishments	2.52	4.05
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	2.60	4.60

APPENDIX C

NUMBER OF NORM COGNITIVE DISPARITIES OF THE FIVE
SCHOOL-RELATED SOCIAL POSITIONS BY ITEM

Item	Number of Disparities
<u>In my opinion a vocational industrial education program should:</u>	
1. Prepare pupils for gainful employment upon high school graduation	1
2. Maintain comparable academic standards for both vocational and nonvocational students	3
3. Maintain vocational programs for pupils of varying abilities	1
4. Provide high school vocational training for persons below age 21	1
5. Provide summer school vocational instruction	4
6. Provide vocational courses for college-bound students	2
7. Provide post-high-school training for high school graduates	1
8. Be supported by federal funds	5
9. Be supported by local funds	7
10. Be concerned primarily with teaching the manipu- lative skills of the occupation	0
11. Offer programs contingent upon employment possi- bilities within the community	0
12. Make the community aware of the objectives of the program	3

APPENDIX C (continued)

Item	Number of Disparities
13. Be primarily concerned with training boys	2
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	5
15. Assume responsibility for job placement of graduates	4
16. Be concerned primarily with the theoretical aspects of vocational education	4
17. Maintain a follow-up study of students as a basis for evaluation and improvement	0
18. Encourage all students to take some type of vocational training in high school	6
19. Cooperate closely with labor leaders	8
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	1
21. Provide for students to acquire a portion of their training in industrial establishments	4
22. Cooperate closely with business and industrial leaders	3
23. Be provided in grades 10, 11, and 12 in the comprehensive high school program	2
24. Be provided in a specialized vocational technical high school	4
<u>In my opinion a vocational industrial education teacher should:</u>	
25. Be certified to teach on basis of work experience only	3
26. Be certified to teach on basis of college training only	3

APPENDIX C (continued)

Item	Number of Disparities
27. Be certified to teach on basis of work experience and college training	0
28. Possess personality traits and other characteristics generally sought in teachers	0
29. Be paid on a salary scale that is related to the earnings of his occupation	3
30. Assume extracurricular activity responsibilities as required of other teachers	1
31. Abide by the general policies of the school system	0
32. Spend some of his time observing business and industrial establishments	3
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	2

NUMBER OF EXPECTATIONAL COGNITIVE DISPARITIES OF THE FIVE
SCHOOL-RELATED SOCIAL POSITIONS BY ITEM

In my opinion a vocational industrial education program should:

1. Prepare pupils for gainful employment upon high school graduation	5
2. Maintain comparable academic standards for both vocational and nonvocational students	1
3. Maintain vocational programs for pupils of varying abilities	7
4. Provide high school vocational training for persons below age 21	5
5. Provide summer school vocational instruction	4
6. Provide vocational courses for college-bound students	2

APPENDIX C (continued)

Item	Number of Disparities
7. Provide post-high-school training for high school graduates	0
8. Be supported by federal funds	7
9. Be supported by local funds	1
10. Be concerned primarily with teaching the manipulative skills of the occupation	1
11. Offer programs contingent upon employment possibilities within the community	3
12. Make the community aware of the objectives of the program	5
13. Be primarily concerned with training boys	4
14. Maintain an advisory committee of community leaders to assist in planning vocational education instruction	4
15. Assume responsibility for job placement of graduates	3
16. Be concerned primarily with the theoretical aspects of vocational education	5
17. Maintain a follow-up study of students as a basis for evaluation and improvement	4
18. Encourage all students to take some type of vocational training in high school	0
19. Cooperate closely with labor leaders	6
20. Be administered by a person having specified occupational experience as well as being a certified school administrator	7
21. Provide for students to acquire a portion of their training in industrial establishments	3
22. Cooperate closely with business and industrial leaders	6

APPENDIX C (continued)

Item	Number of Disparities
23. Be provided in grades 10, 11, and 12 in the comprehensive high school program	1
24. Be provided in a specialized vocational technical high school	1
<u>In my opinion a vocational industrial education teacher should:</u>	
25. Be certified to teach on basis of work experience only	1
26. Be certified to teach on basis of college training only	3
27. Be certified to teach on basis of work experience and college training	4
28. Possess personality traits and other characteristics generally sought in teachers	5
29. Be paid on a salary scale that is related to the earnings of his occupation	1
30. Assume extracurricular activity responsibilities as required of other teachers	3
31. Abide by the general policies of the school system	6
32. Spend some of his time observing business and industrial establishments	4
33. Transmit to school personnel and the community an appreciation for the dignity of working at a useful occupation	6

VITA

Gerald Dawson Kidd

Candidate for the Degree of

Doctor of Education

Thesis: PREVAILING COGNITIVE PATTERNS OF SCHOOL-RELATED GROUPS
CONCERNING THE TASKS OF VOCATIONAL INDUSTRIAL EDUCATION

Major Field: Educational Administration

Biographical:

Personal Data: Born at Martha, Oklahoma, June 25, 1926, the son
of Edgar C. and Francis J. Kidd.

Education: Attended grade school in Martha, Oklahoma; graduated
from high school in Martha in 1944; received the Bachelor of
Arts degree from Oklahoma City University, with a major in
Speech, in August, 1949; received the Master of Education
degree from the University of Oklahoma, with a major in Sec-
ondary School Administration, in August, 1951; completed re-
quirements for the Doctor of Education degree in May, 1964.

Professional Experience: Associated with the public schools of
Oklahoma City, Oklahoma, since September, 1949. Teacher of
speech, Classen High School from 1949 to 1953; Assistant
Principal, U. S. Grant High School from 1953 to 1955; Assist-
ant Principal, Classen High School from 1955 to 1956; Counse-
lor, Central High School from 1958 to 1960; Administrative
Assistant to Superintendent of Schools from 1961 to 1962;
Principal, Herbert Hoover Junior High School from 1962 to
1964.

Professional Organizations: National Education Association;
National Association of Secondary-School Principals; Oklahoma
Education Association; Oklahoma Association of Secondary
School Principals; American Vocational Association; Oklahoma
Vocational Association; Iota Lambda Sigma; Phi Delta Kappa.