PARTICIPANT ASSESSMENT OF CONTENT AND EXPERIENCE EMPHASIS IN VOCATIONAL LEADERSHIP TRAINING PROGRAMS OFFERED AT ELEVEN UNIVERSITIES

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CHAPTER I

BACKGROUND

Paralleling the conception and development of the embryo, the time period from the inception of the idea of vocational education as we know it today to its actual delivery seemed long and laborious. By today's standards, the time from the 1700's, when vocational education was introduced in some of the academies in America, until the passage of the Smith-Hughes Act in 1917 which so firmly laid the "legislative foundation for the federal government's support for today's vocational programs" (Calhoun, 1970), indeed, seems long.

However, once delivered, vocational education made its presence known and has continued in growth and development so that it is now recognized and accepted as a vital part of our educational system.

Although the original Smith-Hughes legislation specified federal funds for agriculture, home economics, and industrial trades only, subsequent legislation has increased the occupational categories to include distributive occupations, practical nursing, nurse's training and

other health occupations, training for technicians, office occupations, and work-study programs. Since the start of vocational education in our school systems, Congress has indicated its awareness of the need for its contributions and has continued passing legislative measures to encourage, nurture, and develop vocational programs.

The Vocational Education Act of 1963, not only continued existing authorizations, but added funds for the training of specified groups. Another landmark in vocational education is the Vocational Education Amendments of 1968. Mr. Bernard Shilt, President of the American Vocational Association in 1968, said of this piece of legislation

> I believe that it will become a very significant Act because of its potential for broadening the scope of vocational education and for expanding and improving the services we offer to people (AVA, February, 1970).

One of the main intentions of this Act was to improve the education of the economically disadvantaged, however, it did more than that. Most educators would agree with Mr. Shilt that one of the more impressive benefits derived from the 1968 Amendments has been the positive effect they have had in changing the image of vocational education (AVA, February, 1970). Most would also agree that this benefit has been long overdue in vocational education.

The support that Congress has given to vocational education by legislation has done much to revitalize and expand vocational programs at all levels. Enrollments in vocational and technical education have more than doubled in the past five years and a recent document published by the U. S. Department of Health, Education, and Welfare (1970) lists approximately 70 per cent more area vocational schools for 1970 than were recorded for 1967. Junior Colleges also report an increase in number. The American Association of Junior Colleges (1969) reported that more than 50 new junior colleges per year were opening with emphasis being placed upon vocational-technical programs. This same rapid expansion in vocational-technical programs continues in the colleges and universities. A recent document from Washington (Vocational Education, General Report of the Advisory Council on Vocational Education, 1968) states that from 1965 to 1966 public post-secondary vocational education increased by 156.7 percent.

Introduction

As previously implied, the need for vocational programs at all levels has been recognized and the United States has responded to this need by increasing the number of programs and up-dating programs, facilities, equipment,

techniques, and curricula to keep pace with the changing occupational needs of the economy and the public. However, as is so often true in such a period of rapid transition and technological change, efforts to solve one problem often create others. This is also true in the area of vocational education. Creating and expanding vocational programs to meet today's needs has created acute shortages in competent faculty and administrators for these programs. The number of qualified teachers and administrators with experience and educational preparation in vocational-technical education is extremely small (Roney, 1968). An even greater need exists for administrative leaders in this area--for people who can initiate and coordinate such activities as program planning, curriculum development, laboratory development, organization of facilities, financial planning, student selection, teacher selection and orientation, industrial relations and student placement, etc. (Briggs, 1971).

Recognizing this need, Congress has again responded by passing the Educational Professions Development Act (EPDA) which was concerned with professional personnel development in vocational-technical education (U. S. Department of Health, Education, and Welfare, 1969). One part of this Act is directed to assisting universities in

developing new programs on the graduate level to prepare administrators and leadership personnel (Committee on Labor and Public Welfare: United States Senate, 1968). Congress intended that these programs be new and innovative to meet today's needs and prepare individuals for meeting the challenges which have arisen and are certain to continue arising from further technological change.

Many colleges and universities have attempted to meet these needs and the challenges presented by them and have gone about establishing programs designed to prepare capable teachers, directors, leaders, and other administrative personnel needed for administering vocational-technical education programs. One of the greatest problems facing colleges and universities in their attempts to provide such programs, however, has been the need to know the major subject matter and basic competencies needed to make prospective leaders proficient and effective in administering vocational-technical programs (Briggs, 1971) and in knowing whether the areas being emphasized in these new programs are the areas of competencies needed by leaders of vocational education.

Statement of the Problem

Colleges and universities over the United States are

attempting to provide educational programs and experiences which will develop the competent, experienced leaders and administrators so badly needed in vocational education. Many of these colleges and universities have made great effort to create programs which reflect identification and awareness of skills, knowledges, understandings, and insights that should be provided if curricula and programs are to enhance the acquisition of skills and competencies needed by graduates in those positions to which they will ultimately go. One of the greater problems facing colleges and universities is determining the adequacy of graduate programs in preparing vocational-technical leadership personnel--making sure these new programs are emphasizing the skills and competencies which will be needed by vocational-technical education leaders. An assessment by students of current programs would appear to be one valid approach to solving the problem.

Purpose of the Study

A major purpose of the study was to determine the extent to which certain graduate programs in vocational-technical education are emphasizing, through content and training, acquisition of those basic skills and competencies necessary for individuals who are to administer

vocational and technical education programs. Specifically, those necessary skills and competencies as identified and established by a representative group of vocational-technical administrators are recognized as a valid basis for such measurement. The major purpose of the study can be expressed in the form of a research question:

> Are the universities which are participating in the national EPDA program to develop new graduate programs and train vocational-technical leaders providing and emphasizing the content and training which will help individuals acquire the basic skills and competencies deemed necessary for administrators of vocational-technical education programs as identified by such administrators?

A secondary purpose of the study was to gather information which could serve as a basis for future evaluation of one of the national EPDA leadership training programs currently being conducted at eleven institutions of higher learning.

Need for the Study

The tremendous expansion and growth that has been occurring in vocational-technical education in recent years has brought about the need for significant changes in curricula and methods if our educational system is to keep pace with the significant changes that have been occurring in all areas of the world of work. A recent

document from Washington (U. S. Department of Health, Education, and Welfare, 1969-70) states that

> A number of technological innovations will be widely adopted in the future by vocational educators. . . . The most important change to affect the future demand for and composition of vocational personnel will probably be in the structure of education itself.

This same article further states that "future personnel requirements in vocational education must take account of the changing occupational structure in the economy."

Fantastic changes and advances in industry, government, transportation, and other areas are demanding new skills and training for those who would have a part in keeping our economic and social conditions functioning at an acceptable pace. A new type of leadership is called for to aid in developing these skills and in solving many of the issues and problems that are now confronting us and that will continue to confront us in the future, and colleges and universities are being challenged to provide graduate curricula that will meet the demands to produce such leaders.

Polk (1969) conducted a study and found a high positive relation between the graduate major (college) and rated success as a vocational-technical director, indicating that factors in the educational background--especially at the graduate level--are related to success in this field.

Many studies have been made to determine how these challenges can best be met and many suggestions have been made for initiating such changes. Hendrickson (1966) says that such programs must take a fresh approach and that they must fit oncoming conditions as well as those of the present. Katz (1966) is a little more specific as to the structure of graduate programs for vocational education when he says that "leaders in technical and vocational education can no longer follow their specialized and narrow fields." The document from Washington which has already been quoted (U. S. Department of Health, Education, and Welfare, 1969-70) suggests that an "adoption of the cluster curriculum is the approach best suited to deal with the deficiencies of today's vocational education system."

Regardless of the method or system an institution chooses to use, it is imperative that the content of vocational-technical education programs reflect both current and projected requirements in training their graduates for positions which they will ultimately occupy. Lloyd Briggs, in 1970 serving as an assistant professor of Technical Education at Oklahoma State University, assumed leadership in designing and implementing leadership training programs in vocational education at the university level. Briggs, who later served in Washington, D. C., as Chief of the

Bureau of Educational Personnel Development, Vocational Education Training Branch of the U. S. Office of Education, recently conducted a study to identify the basic competencies necessary for individuals who administer vocational-technical programs and to determine which of the areas of competency were common to vocational-technical administrators (Briggs, 1971). This was accomplished by questioning vocational-technical education administrators and their chief school officers. Six distinct groups of administrators from three different types of educational institutions were involved so that a more accurate analysis of the basic competencies needed by vocational-technical administrators could be obtained.

The need for this study, therefore, is a direct result of the study made by Briggs (1971) and will attempt to determine how much emphasis certain universities which are initiating leadership training programs in vocational-technical education are placing on the areas of competencies deemed necessary for such positions of leadership by those currently serving in such administrative positions.

Recognizing the need for qualified teachers and leaders and anticipating an even more acute shortage of such highly trained vocational-technical personnel, Congress has made provisions to help states overcome this

shortage through the Educational Professions Development Act (EPDA). Most states have utilized EPDA programs to update, retrain, or train many of their vocational teachers and to develop the desired leadership competencies; and more such programs are already being initiated for 1971-1973 (Burkett, 1970). Vocational education programs at both the secondary and post-secondary levels are growing to meet the needs of youth and adults; leadership development programs at the college and university level are growing apace; competent vocational leaders are, hopefully, being developed.

Accompanying the expansion of vocational programs is the cry for "accountability." No longer can programs be added and/or expanded without justification and planning and without evaluations being made to assure that goals are made and attained. In addition to attempting to ascertain how well the curricula in some of these Vocational Leadership Development programs are emphasizing what vocational leaders say is needed, it is hoped that this study will gather information from one population of EPDA participants which will form a basis for future evaluation of such a program and/or the graduates produced by this program.

Scope of the Study

The study was made of the entire group of EPDA 552 Leadership Development awardees who received this award and started in the program in 1970. This group consisted of 160 awardees representing all 50 states and the territories of the Marianas Islands (Guam), Puerto Rico, and the Pacific Islands. These awardees were attending 11 institutions of higher learning which were participating in the EPDA programs and included the University of California of Los Angeles, the University of Connecticut, the University of Illinois, Colorado State University, the University of Georgia, the University of Minnesota, Rutgers University, Ohio State University, Oregon State University, North Carolina State University, and Oklahoma State University.

Assumptions

The design of the study was based upon the following assumptions:

1. The participating vocational-technical administrators used in the study by Briggs (1971) had developed a special insight into the basic competencies necessary for those who serve in such positions.

2. Those individuals selected for Briggs' study responded deliberately and sincerely to his questionnaire items.

3. After a period of one year in the EPDA program provided by the participating institution, the individuals chosen to receive these awards would know the extent to which those institutions were emphasizing specific areas or competencies in his or her program.

4. Those individuals participating in this study responded deliberately and in sincerity to the questionnaire items.

Definition of Terms

Area Vocational Schools are centralized vocational high schools which provide vocational education opportunities for students from several surrounding high school districts which cannot, for financial reasons or lack of sufficient enrollment, afford to offer large numbers of vocational programs in their own individual schools. Students are generally transported to the area vocational school by bus for one-half day of vocational and related instruction and returned to the home school for the remaining one-half day of general education and home-school activities.

Chief School Officer in this study is the same as the one identified by Briggs (1971) and is

> the chief administrative official or the person with ultimate authority in the institution or school system. In the metropolitan school system it generally is the superintendent of schools; in the area vocational school, for this study, it is considered to be the state director of vocational education or his designated coordinator

> of area schools because this person, in most cases, must approve a prospective area school director's credentials before he may be employed in the school; in junior colleges it is the college president.

EPDA Awardee refers to individuals nominated by their respective states and chosen to receive a Federal grant and to participate in one of the advanced degree programs in vocational-technical education at one of the eleven designated universities. In 1967 Congress passed the Educational Professions Development Act. Section 552 of Part F of the EPDA provides grants to institutions of higher education to support doctoral work for prospective leadership and administrative personnel in vocational education. In February of 1970, 160 persons were nominated by their respective State Departments of Vocational Education to receive such a Federal grant and to pursue advanced degree work at one of the eleven universities participating in this program to prepare prospective leaders in vocational education.

Although the EPDA 552 program has since been expanded, in this study, the term "EPDA awardee" refers to the first group of EPDA 552 awardees who began their program of advanced degree study in vocational-technical education in 1970.

EPDA Participant is used synonymously with EPDA Awardee (see EPDA Awardee above).

Emphasis as used in this study strongly applies to the nature and extent of effort given to providing the content and experiences identified as needed for administering vocational-technical education programs by vocational-technical school administrators.

Junior and/or Community Colleges are two-year institutions of higher education which "may offer only a transfer or university parallel curriculum, but more often also an occupational curriculum and other types of curriculum such as general education, adult education, short courses, special lectures" (Hopke, 1968).

Occupational Education, frequently referred to as vocational-technical education, "is a broad generic term used to include various educational programs which integrate occupational and general education curriculum content for a resulting 'unified approach' to the preparation of individuals for career employment and for continued study" (Briggs, 1971). It is described broadly by the U. S. Department of Health, Education, and Welfare (1970) as including programs in secondary schools, junior colleges, and adult education programs which are ". . . designed primarily to prepare pupils for immediate employment or

upgrading in an occupation or cluster of occupations" (Briggs, 1971).

Vocational Education is defined by Hopke (1968) as "Education intended to prepare for entrance into a specific vocation, or for upgrading of persons already employed. The term is commonly limited to vocations below the collegiate level in preparation." Briggs (1971) says "It is specialized to a certain extent in that it prepares individuals to become immediately productive, upon graduation from the program, in entry level jobs as non-professional specialists in business and industry and in the service areas." Graduates of vocational programs are prepared for employment as skilled craftsmen, mechanics and repairmen of various types, machine operators, etc. They are also prepared for further education at the college or university level. In our society, vocational education is generally offered at the secondary level in comprehensive high schools, area vocational schools, trade schools, and, to a lesser extent, in junior and community colleges. "In addition to its general education function, vocational education enables individuals (both in-school youth and adults) to prepare for initial employment, to up-grade skills for their present jobs, and to re-train for career changes" (Briggs, 1971).

Vocational-Technical Education Administrators, as used in this study, refers to those individuals identified in Briggs' (1971) study as

> those individuals who have been assigned responsibility for administering vocational and technical education programs in their institution or school system. In a metropolitan school system, with comprehensive high schools, this usually is the individual who serves as the director of all vocational, technical, and sometimes industrial arts programs for the total school system. In area vocational schools, this is the director, principal, or superintendent of the school. In junior colleges, this usually is the dean or director of the vocational-technical division.

Vocational-Technical Education is sometimes used synonymously with occupational education (see occupational education above). As the name implies, vocational-technical education consists of two major categories--vocational education and technical education--which are different primarily by the educational level at which they are offered.

CHAPTER II

REVIEW OF LITERATURE

The rapid growth and advancement made in business and industry and the tremendous changes brought about by our advanced technologies have brought with them a need for updating our educational system to meet the needs of the nation's population today. Such rapid changes in technology as has been evidenced in this country during the past few years demand more relevant programs in our schools.

A document prepared by the U. S. Department of Labor (1966) reports that the need for new technicians during the period 1963 to 1975--in addition to those currently in the labor force--will be in the order of 1,025,000, or an average of about 86,000 new technicians per year. This same Department of Labor (1969) estimated the need for skilled specialists including operators, craftsmen, and shop foremen to be in the order of 8,530,000 for the same ten-year period.

Vocational education is rapidly moving into America's total educational system in an effort to meet existing and projected needs. Marland (1971) points out that

educational leaders are realizing the value of vocational-technical education for meeting the needs of the general student population. The United States Congress and government officials have also recognized the value of vocational education as evidenced by the enactment of significant legislation. Marland (1971) says that the Congress has enacted more significant legislation in support of vocational-technical education in the last one and one-half decades than in all of its previous history combined.

Increased enrollments in vocational-technical programs also indicate the need for such training. The U. S. Department of Health, Education, and Welfare (1970) recorded the enrollment in vocational-technical programs in 1969 at just under 8,000,000--an 89 percent increase over the enrollment in such programs in 1963. Enrollment in vocational-technical education programs in 1975 is estimated at 14,000,000.

Business and industry are recognizing the value of vocational-technical training for their employees. They are realizing that such training can increase their productivity and efficiency. The U. S. Department of Labor's (1969) reports of current and projected needs of employers are more than twice the current and projected supply.

The Need for Professional Personnel in Vocational-Technical Education

With the increase in the number of programs and the increased enrollment in these programs comes the need for greater numbers of instructional and ancillary staff. Don Davies, the Associate Commissioner for Educational Personnel Development with the U. S. Office of Education (AVA Journal, November, 1970), said that vocational education must double its teaching force by 1975 to keep pace with the projected enrollments and that even with no major change in the structure of education that we can expect 8.7 million students in our traditional vocational programs. This is double the number of students in vocational classes in 1966. Another change that Davies foresees is an increased enrollment in post-secondary vocational programs. Davies further says that in 1975 we can anticipate that "vocational education will require 22,800 new secondary teachers, 14,600 new post-secondary teachers, and 1,400 new adult teachers."

These estimates are based on the normal growth of the traditional programs already in existence. Add to these the estimated number that will be required by innovations, by the emergence of possible new programs and new approaches such as vocational orientation in grades K-6, the

cluster concept, etc., and the need for vocational-technical education personnel will be even greater.

The tremendous growth and expansion of the junior colleges and technical institutes has contributed to the shortage of vocational personnel, as has the increased number of area vocational schools.

The Need for Vocational Leadership

There is much evidence that the major strength of vocational programs are directly related to the dedication of vocational education personnel who believe strongly in the work they are doing, thus, personnel of the highest caliber and professional status have been sought. However, another area of concern has been recognized and is now causing many people to express concern for acquiring properly trained persons with the dedication and zeal needed in leadership positions other than just teachers of vocational education.

The shortage of personnel who are adequately prepared to administer vocational-technical education programs will be a crucial factor in its continued development and expansion. Miller (1967) says that the shortage appears to be acute in both existing and newly developed institutions and "even in state departments of education."

With reference to the need felt by junior colleges, Roueche (1968) stated that "a shortage of qualified personnel to serve in top administrative positions has become evident."

In a survey of state departments of vocational and technical education and their designated university teacher education departments, Stevenson (1966) found that the rate of supply of potential administrators with master's and doctor's degrees to be less than one-third of the number needed. Twenty-nine state departments of education and 179 teacher training departments in 111 institutions indicated a need of 1,276 persons in these leadership categories: supervisors, 375; researchers, 104; teacher trainers, 330; subject-matter specialists, 335; and directors, 132.

Briggs (1971) states that Darrell Ward told participants at a National Seminar on Technical Teacher Education that "Vocational education is currently experiencing the greatest need for appropriate and capable leadership in all developmental and operational aspects of its program." He put special stress on the need existing for "both in-service and pre-service programs for leadership education."

The U. S. Department of Health, Education, and Welfare (1969) estimated that between 1970 and 1975 a total of

1,920 administrative positions at the state level would need to be filled.

Miller (1967) says that there is an acute shortage in administrative personnel in existing and newly developed institutions, and even in state departments of education "who are qualified to plan, implement, operate, and evaluate occupational programs."

Roy Roberts (1965) says,

> . . . vocational education is so vital to the national welfare that its development cannot be left to the states working independently of each other. The mobility of the population and the constant need for high standards . . . call for national leadership. . . .

Lowell Burkett (1970) says perhaps one of the key problems facing vocational education at the federal level is that there does not appear to be a common operational definition of vocational education among concerned federal agencies and between federal and state agencies; he further points to a specific need in vocational education leadership on this level when he says, "It comes as no great surprise that this confusion exists, since many of those assuming a federal policy-making role lack knowledge and experience in vocational education."

Obviously the need for leadership in vocational education is great, and the development of adequately prepared

personnel appears to be a crucial factor to the continued development of vocational education.

Leadership Programs Call for Relevant Curricula

Recognition of the need for properly trained leaders was the first step in the right direction. Many states, districts, and educational institutions recognized the need and attempted to supply the needed vocational personnel by recruiting from industry, from the ranks of vocational teachers, and even from the ranks of the regular classroom teachers. However, one of the greater problems that colleges, universities, and state departments found confronting them when they began to initiate new leadership development programs was constructing and providing curricula that reflected the changes that had been occurring in all areas of the world of work; up-dated and improved curricula was needed that would produce the new type leadership called for to help solve many of the current problems and issues.

A review of literature done by Briggs (1971) found that studies by Wenrich and Hodges (1966), Green (1966), Clark (1964), Katz (1966), and others indicated that most institutions were basing their training programs on the assumption that one common curriculum was satisfactory for

preparing administrators at all levels and types of institutions.

The inadequacy of such programs was emphasized by Barlow (1969) when he said that automation and industrialization are vital cogs in our nation's economy. With the majority of our work force employed by industry, employees must be trained to meet these needs. This, he said, "is the job of vocational education. These needs are always changing and so must the role of education to provide people with the retraining needed."

A Task Force Group in Oklahoma State University's Institute for Administrators of Vocational-Technical Education Programs (July, 1970) indicated a recognition of this need when they suggested that

> in view of current changes in the American economy brought on by technological change, increasing mobility of population, increasing size of the work force, greater role of women in the work force, and urbanization of the population, expansion and improvement of vocational-technical education is a must.

Other events were also producing evidence of an awareness of inadequacies in our educational programs. Up to this point in history, the majority of citizens have been quite willing to take the word of the school board and of the teachers and administrators that the schools were doing a good job. But evidence now indicates that this way

of judging the quality of education may be in for a change. Student protests, both at the high school and college levels, have, in the case of the curricula, opened the whole issue of whether education in America is reality-related.

Budgets and bond issues are being voted down in increasing numbers. The U. S. Office of Education reports that voters approved less than 44 per cent of the $3.9 billion in bond issues up for election in 1969. A decade ago 80 per cent of such bond issues were approved (Second Annual Survey of The Public's Attitude Toward the Public Schools by George Gallup, 1970).

In this survey quoted above, the Kappan editors worked for over a year with the DKF Ltd. to sample and report attitudes of the public toward schools. The Gallup International conducted the surveys and analyzed findings in 1969 and found that more than half of all parents of children in the schools today have had some high school or college education. The authors of this publication suggest that these well-educated parents are for education and are most likely to vote for financial issues; yet, they are also likely to be more critical of school policies and the achievement--or lack of it--shown by their own children; they are most likely to demand relevant curricula.

In this same survey, a clear majority of the high school juniors and seniors, by a vote of 58 to 40, believed that the school curriculum in their own community needed to be changed to meet today's needs.

Terry Spradley (1971) suggested that

> . . . newly designed programs, shifting of administrative and operational arrangements, and new directions of emphasis within our teacher training institutions must be achieved if we are to meet the new and expanding needs of vocational and technical education.

Other studies and surveys also point up the public interest and demand that relevant, up-to-date programs and curricula be provided. John Egerton (1967) found that of 218 institutions in 17 Southern and Border States, 58 percent had, in the previous 6 years, made no program changes at all to train teachers for low-income students even though there had been much evidence of the need for and initiation of special programs for this purpose in these areas. At the same time, in 79 percent of these institutions, staff members felt that the attention given the poor was a long overdue recognition of a fundamental weakness in American education.

In 1968 a survey by the Southwest Educational Development Laboratory in Austin, Texas, showed that 41 percent of the teachers in 35 Texas schools and 8 Louisiana schools with large numbers of underprivileged children,

had never attended any in-service course or professional conference dealing with poor children. A companion survey of the colleges in that area discovered that 91 percent of those colleges had no program specifically designed to prepare teachers of children of low-income families.

Gradually at first, then with more emphasis, educators and leaders began to realize the need for up-dating and improving existing programs and curricula. Grant Venn as early as 1964 noted that

> Technological change has, rather suddenly, thrown up a dramatic challenge to this nation's political, economic, social, and educational institutions . . . . All levels of education, and particularly post-secondary education, must quickly move to assume greater responsibilities for preparing . . . for the changed and changing world of technological work. Unless far more and far better education on the semi-professional, technical, and skilled levels is soon made. . . the national economy and social structure will suffer irreparable damage.

As the need for better qualified vocational leaders and the necessity of providing expanded, improved, and more relevant programs to produce these needed leaders became recognized, steps were taken to alleviate the problem. Studies were conducted to determine the basic areas of competencies necessary for effective administration of vocational-technical education. One such study was conducted by Briggs (1971). By reviewing literature on the subject and pilot study critiques, he developed a 40-item

questionnaire which he administered to practicing vocational-technical administrators of (1) area vocational schools, (2) metropolitan school systems, and (3) junior colleges; and then (4) to the chief school officers of these institutions to identify the subject matter areas and competencies and to determine which were common "to and among administrators of vocational-technical education." He found (1) general agreement among the vocational-technical administrators of the three institutions regarding the relative importance of the basic competencies listed, (2) general agreement between the area school directors and their chief school officers at the state level, (3) but significant differences among the responses of the chief school officers of the three types of institutions. He also found several significant differences between the total group of vocational administrators and the entire group of school officers. In all cases where this difference was significant, the vocational-technical administrators rated the competency higher than did the chief school officer. His study also indicated that all of the administrators who returned his questionnaire felt that all of the competencies listed were relatively important in preparing individuals for administrative roles in vocational-technical education as no computed consensus

index value fell below 3.0--a "desirable" competency on the rating scale developed by him (see Appendix A)--for vocational-technical education administrators (Briggs, 1971).

With the type of groundwork such as that done by Briggs (1971) to determine the competencies needed by persons administering vocational-technical education programs, it would seem that a basis for evaluating the adequacy of programs designed to prepare vocational-technical leaders and/or administrators had been developed. The need for such study and evaluation was emphasized by Shepherd (1954) when he pointed out that

> one of the major problems that confront the . . . administrator is that of providing the administrative and supervisory leadership for carrying out an effective . . . curriculum development program.

He further says that the demand for providing programs that meet the needs of today's society makes it essential that administrators and curriculum designers study carefully the most effective means of developing such programs. As Briggs (1971) so well stated the problem:

> If university programs for the preparation of vocational-technical administrators are to be meaningful and effective, their content must reflect contemporary practices and needs in the types of positions in which their graduates will be placed, as perceived by individuals currently serving in similar positions . . . .

Developing New Programs

Probably the most significant piece of legislation ever enacted in support of vocational-technical education leadership development came about as a part of the Amendments to the Vocational Education Act of 1963.

Then, in 1967, Congress passed the Education Professions Development Act (EPDA) to assist universities in preparing such personnel (Committee on Labor and Public Welfare: United States Senate, 1968). Part of these funds are to be directed toward the preparation of administrators for occupational education programs. Projects are being supported under Part F of EPDA for the first time in fiscal year 1970 through the Vocational Education Program. Until this year, this program had been supported under EPDA Parts C and D only. Section 552 of Part F provides grants to institutions of higher education to support doctoral work for prospective leadership personnel in vocational education. Section 553 provides grants to state boards of vocational education to train personnel for the schools with particular attention currently being directed to providing programs for junior and community college personnel. Arnold (1970) says that

> Recent Congressional action has been a catalyst not only for reviewing and restructuring

> the priorities and goals for vocational and technical education, but . . . for developing the leadership required for attainment of those goals.

The need for reviewing and restructuring programs has gained recognition and a number of universities throughout the country are taking advantage of funds made available by the Education Professions Development Act to develop new programs or to up-date existing ones for preparing administrators of vocational-technical education. These vary in scope and content and include programs with degree arrangements which combine subject matter, appropriate professional courses, and/or experience. Others provide special year-long institutes, some of which grant a degree; still others offer short-term institutes, or internships during which the potential staff member receives his initial orientation in an institution followed by a carefully supervised "on-the-job" internship.

Since the matter of identifying and preparing leaders for vocational education is so great, nothing less will suffice than a national effort in both pre-service and in-service development of such personnel training. In line with this theory and in conjunction with the efforts of teacher training institutions and state agencies, the Federal Government not only encourages such programs but exercises leadership in establishing them. Some of the

ways in which the Federal Government has exercised such leadership would include: (1) through the Higher Educational Personnel Training Program (EPDA, Part E), the Federal Government supports fellowships and short-term training for higher education personnel; (2) strengthening developing institutional programs (ESEA) by providing support to developing institutions of higher education; (3) through the proposed administration bill, HR 16621, the Career Education Act, provides for the development of career education programs, particularly for community and junior colleges. One of the preliminary steps in the development of programs under this act would be the preparation of State plans in career education by commissions composed of community and junior college representatives as well as members of State Boards of Vocational Education, the U. S. Office of Economic Opportunity, the U. S. Department of Labor, and others (U. S. Department of Health, Education, and Welfare, The Education Professions, 1969-70).

If such programs are to meet today's needs, however, the content and methods must be made relevant to current needs and demands and must continually be up-dated to meet future requirements of the positions of leadership which the graduates of such programs will ultimately hold. A review of the literature shows that many of these institu-

tions have made innovations, improvements, and evaluations in attempts to provide relevant and worthwhile programs and training for positions of leadership. Some examples of new programs under auspices of various branches of the U. S. Office of Education are cited below:

1. The Teacher Corps was established by the Congress in 1965 to increase the educational opportunities for poor children by enabling colleges and universities to improve the ways in which teachers are trained and to permit school districts to improve the ways in which teachers are prepared and the ways they teach. These programs have emphasized interdisciplinary involvement in educational research and training, relevant course-work, new instructional techniques, new curriculum, community involvement, etc.

2. Another program representing a joining effort by two bureaus to improve educational programs for delinquent children (directed to the goal of improving education for economically deprived youngsters) is the Correctional Education Program. These training projects are individually prescribed according to State Priorities and institutional needs, have flexible training arrangements, include team approaches, vocational education components, community and parental involvement, and often include practicum experiences.

3. The Basic Studies Program supported training of teachers and other educational personnel who were concerned with learning more about a particular academic discipline and how to teach it in the schools. For example, Portland State University and the Portland schools are cooperating in an in-service training project in reading for elementary teachers. Teachers, principals, and supervisors in inner-city schools were involved and the intent was to make curriculum leaders out of the teachers so they could work with other teachers. Parents were also involved in working with the teachers.

4. The Personnel Services Staff Program supports projects to increase the competence of individuals who are serving or intend to serve specialized personnel functions, to increase the supply of well-qualified pupil personnel

specialists available to schools, and to improve pre-service and in-service training programs for pupil personnel specialists.

5. The Teacher Development for Desegregating Schools Program became operational for the first time in fiscal year 1970. It is focused on strengthening the teacher training capacity of black colleges and on increasing the ability of in-service educational personnel both in subject matter competence and in their ability to perform effectively in interethnic and cross-cultural school and community settings. Projects include both short-term institutes and long-term fellowship programs.

6. The Trainers of Teacher Trainers Program (TTT) provides a process for engaging the full resources of universities, schools, and communities in creating effective new cooperative institutional arrangements for preparing educational personnel. This program supports institutions of higher education and State education agencies programs designed to strengthen the preparation of key agents of change.

7. The Educational Leadership Program supports projects to increase the competency of elementary and secondary school administrators (especially in high risk inner-city schools), to increase the flexibility of institutions to train administrators by programmatic and structured changes, to create new or improve existing training programs for administrators, and to establish programs that provide for the training of trainers of administrators and other leadership personnel through cooperative arrangements between local and State Education agencies and institutions of higher education.

8. The Media Specialists Program has projects to train specialized personnel to assist teachers in designing, selecting, producing, and employing media for classroom use. A principal emphasis has been to train personnel to assist teachers to employ sight and sound more creatively as means of instruction.

9. The School Personnel Utilization Program has funded projects which are formulating new school staffing patterns which will ultimately free teachers to assist in learning efforts of their children, and to encourage universities to make changes in in-service and pre-service programs.

As stated by the U. S. Office of Education in summarizing the purposes of many of the programs which have been funded by that office:

> It is also hoped that graduate programs for training personnel in these critical areas will be strengthened and expanded and that new types of programs will be developed, whether they be graduate degree programs or short-term institutes, which might serve as models for meeting urgent needs in higher education (The Education Professions, 1969-70).

According to Shepherd (1954):

> one of the major problems that confront the . . . administrator is that of providing the administrative and supervisory leadership for carrying out an effective . . . curriculum development program.

He further says that the demand for providing programs that meet the needs of today's society makes it essential that administrators and curriculum designers study carefully the most effective means of developing such programs. The U. S. Office of Education further emphasizes the need for evaluation of such programs when it was said:

> A comprehensive evaluation and follow-up is planned for all participants in part E fellowship programs and special projects in order to obtain a realistic view of the actual outcomes of these training programs.

The EPDA 552 programs currently being conducted in various universities across the country fall into this category, and it was this type of reasoning which prompted the formulation of the problem for this study.

A careful review of the literature has shown that such authorities as the U. S. Office of Education; the U. S. Department of Health, Education, and Welfare; Don Davies; Lowell Burkett; Aaron Miller; John Roueche; Lloyd Briggs; Melvin Barlow; William Stevenson and others point out a tremendous need, not only for training more professional personnel, but for providing more "relevant" training in our programs and for evaluation of such programs which have been developed.

As one ponders the demands for "relevant" curricula, especially in vocational education, the question of how "relevant" are our graduate programs--especially those newly initiated and/or up-dated through vocational funding for the purpose of preparing this new type vocational-technical education leaders and/or administrators--calls for attention. And it is through carefully developing the review of literature that the investigator concludes that ample evidence is presented for recognizing the need and the techniques that may be employed in determining the adequacy of some of these educational programs. It was, therefore, the purpose of this study to attempt to determine how much emphasis the eleven institutions which participated in the first EPDA 552 Leadership Training programs in vocational-technical education were placing on

the areas of competencies deemed necessary for such positions of leadership, as deemed necessary by those individuals currently serving in such administrative positions.

CHAPTER III

METHODOLOGY

This study grew out of the need of colleges and universities which are initiating new or up-dating existing curricula for training vocational-technical leaders and/or administrators to be able to determine the adequacy of their curricula to prepare such vocational-technical education leadership personnel. The major purpose of the study was to determine the extent to which certain graduate programs in vocational-technical education are emphasizing, through content and training, acquisition of those basic skills and competencies necessary for individuals who are to administer vocational and technical education programs. Specifically, skills and competencies chosen for the study were those identified and established by a representative group of vocational-technical administrators. The secondary purpose of the study was to gather and collect data on a group of EPDA Leadership Development awardees which could be used for future reference and evaluation.

Data collection was accomplished by mailing a closed questionnaire to the entire population of EPDA 552 Leadership Development awardees who started their programs during 1970. These awardees were selected by their respective State Departments of Vocational Education, and one of the more important criteria used in making these selections was that the awardee have the potential for leadership in vocational education.

Subject matter areas and competencies listed on the questionnaire were obtained from the study done by Briggs (1971), based upon the assumption that his data which was obtained from vocational-technical administrators would give valid information on the areas and competencies needed by persons in such positions of vocational leadership.

Population

The population for this study comprised the entire population of EPDA 552 Leadership Development awardees who received this award and started their Leadership Development programs in the summer or fall of 1970. Eleven institutions of higher learning were selected by the U. S. Office of Education to participate in this program and to develop comprehensive, graduate-level programs in vocational-technical education and were represented in this study.

Because all of the awardees were attending the eleven institutions, it was decided that each of the awardees should be included in this study. Also, it was felt that this would provide a better basis for evaluating the effectiveness of one of the first EPDA programs to be completed since it would gather information on all participants. This information could be used as a reference or for comparisons which might be desired later--information on either the programs or the participants.

Instrumentation

The instruments used in this study were a 40-item closed questionnaire (see Appendix A) and a two-page personal data form (see Appendix A). The 40-item questionnaire was developed and used by Briggs (1971) to determine the areas of competencies vocational-technical education administrators perceived as being necessary for one to function effectively as a vocational-technical education administrator. The only revision made on this questionnaire was to revise the headings used so that they would measure the amount of emphasis that respondents (students enrolled in EPDA 552 programs in vocational-technical education) perceived accorded to each area of study by their program/institution rather than the relative importance

that respondents in Briggs' study (vocational-technical education administrators) felt was needed to prepare individuals for administrative positions in vocational-technical education. Where ratings 1, 2, 3, 4, and 5 were headed "no value," "of questionable value," "desirable," "necessary," and "absolutely essential" in Briggs' (1971) study, they were changed to "not emphasized," "emphasized little," "moderately emphasized," "highly emphasized," and "absolutely required" in this study. It was decided, with the ground work and research already done by Briggs to develop such an instrument and have it contain the necessary items to identify the competencies of vocational-technical administrators, that this was the best instrument to use. This was felt to be especially true since the information sought by this study was compared with those findings of Briggs' study.

The two-page personal data form used was developed by the investigator (see Appendix A). A special effort was made to develop a form which was brief and to the point, which would not request excessive or extremely personal information, and which would yield information relative to this study and its purposes.

Data Collection

Prior to administration of the questionnaire, the endorsement of the U. S. Office of Education for the study and the informations desired was obtained by personal contact with the Federal Director of the EPDA programs. Upon receipt of this endorsement, Lloyd Wiggins, Director of Oklahoma State University's EPDA 552 program, contacted each director of EPDA 552 programs in the other ten participating institutions to obtain permission for administering the questionnaires to individual participants.

One EPDA participant from each institution was designated to serve as a liaison person between the researcher and all EPDA participants within that institution. Questionnaires for all participants in each institution were then mailed to the liaison person for distribution, completion, and return. The questionnaires were mailed to the liaison persons at the eleven participating institutions at approximately the same time (see Appendix A) and 97.6 per cent returns were received from participants in six institutions within approximately one month. Approximately two months after the questionnaires were mailed, a follow-up letter (see Appendix A) was sent to the liaison person in the five institutions which had not responded, resulting in returns from three additional institutions

of 61.5 per cent of these participants. Representatives of the remaining two non-responding groups were contacted via telephone resulting in returns of 41.4 per cent of these two groups, giving a total of 77.7 per cent returns from all groups.

One hundred sixty awardees were initially nominated to participate in these programs. However, correspondence with liaison persons indicated a total of 154 persons enrolled in the eleven participating institutions at the time questionnaires were administered. This number has been used as the total population; however, the researcher excluded herself to avoid any possibility of biasing results, therefore, 153 EPDA participants are considered the population for this study. Of this number, 119 awardees, or 77.7 per cent, responded to the questionnaires.

Statistical Procedure

Data from the returned questionnaires were recorded in tabulated form for convenience of handling, to simplify analysis, and to facilitate comparison with the data obtained from practicing vocational-technical education administrators by Briggs (1971).

The null hypothesis is that there is no difference between the "perceptions of the EPDA participants as to

the amount of emphasis placed on identified skills and competencies in their programs" and the "perceptions of vocational-technical administrators as to the importance of these skills and competencies in administering a vocational education program." The chi-square method of statistical analysis--a non-parametric test--was judged to be appropriate since this procedure is normally used for testing the significance of the divergence of one set of observed frequencies from another (Townsend, 1953). According to Popham (1967), "Chi-square is employed to test the difference between an actual sample and another hypothetical or previously established distribution." The .05 level of significance was selected as a basis for rejection or acceptance of the null hypothesis, meaning that any differences between these two perceptions at or beyond the .05 level of significance would be accepted as statistically significant, as opposed to a chance happening.

A general requirement of the chi-square test is that frequencies in each cell should not be too small. Walker and Lev (1953) suggest the following "practical rules-of-thumb" for testing significance by use of the tables of areas under the chi-square curve:

> 1. If there are 2 or more degrees of freedom and the expectation in each cell is more than 5, the chi-square table assures a good approximation to the exact probabilities.

2. If there are 2 or more degrees of freedom and roughly approximate probabilities are acceptable for the test of significance, an expectation of only 2 in a cell is sufficient.

3. If there are 2 or more degrees of freedom and the expectation in all the cells but one is 5 or more, then an expectation of only one in the remaining cell is sufficient to provide a fair approximation to the exact probabilities.

4. If the logic of the problem permits, combine some of the classes to increase the expectations in the cells when several cells have very small expectations.

Cells have been collapsed where appropriate to meet at least one of the above criteria. The major concern in the statistical analysis of data in this study was to determine if there was agreement among those persons surveyed and if not, whether the differences were significant. The degree of relationship was not considered to be a major factor, therefore, the continguency coefficient was not determined.

A consensus index value (a mean or average) rating was computed for each of the 40 items by multiplying the value of each response by the number of times that response was chosen and dividing the sum of these products by the total number of responses given to that item.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to present and analyze the data relating to the question

> Are the universities which are participating in the national EPDA programs to develop new graduate programs and train vocational-technical leaders providing and emphasizing the content and training which will help individuals acquire the basic skills and competencies deemed necessary for administrators of vocational-technical education programs as identified by such administrators?

In order to measure the extent to which institutions are, in their graduate programs of vocational-technical education, emphasizing the basic competencies necessary for leaders and/or administrators of vocational-technical education programs, it is necessary to locate a "yard stick" by which to measure. The most valid instrument that the researcher could find for measuring such "levels of emphasis" was an instrument developed by Briggs (1971), Chief of the Bureau of Educational Personnel Development, Vocational Education Training Branch of the U. S. Office of Education and Director of the Federal EPDA programs. Briggs administered a 40-item questionnaire to practicing

vocational-technical education administrators to identify and measure the levels of importance of basic administrative competencies necessary for vocational-technical administrators. This instrument with the data obtained from 100 vocational-technical administrators was used as one set of data for this study and as a basis for measuring the "amount of emphasis" perceived being placed on these same competencies by the first group of EPDA 552 awardees after approximately one year of study in the EPDA 552 program.

This chapter is divided into four sections to present a better over-all comparison of these data. The first section describes a comparison of the responses of 119 EPDA 552 awardees with the responses of a group of 100 vocational-technical administrators, using chi-square analysis. The second section presents the same data in a hierarchial ranking as determined from the consensus index values. The third section is a comparison of the significance levels for each of the 40 items on the questionnaire. The fourth section is an analysis of pertinent factors gleaned from the personal data sheets of the EPDA awardees although the information obtained from these data sheets has been more extensively summarized and presented in Appendix D.

Responses of Vocational-Technical Administrators Compared with Responses of EPDA Awardees

This section describes a comparison of the responses of a group of 119 EPDA 552 awardees with the responses of a group of 100 vocational-technical administrators. The data from the responses of the 100 administrators was obtained from a study by Briggs (1971); the data from the 119 EPDA awardees was obtained by administering the same 40-item questionnaire (see Appendix A) to the first group of EPDA 552 awardees.

The administrators rated, on a one- to five-point scale, the "relative importance" they placed on basic administrative competencies necessary to administer vocational-technical education programs. Using the same one- to five-point scale, the EPDA awardees rated the "amount of emphasis" being placed on these same basic competencies in their respective programs. These data were then tested for significant differences using chi-square tests.

Chi-square tests indicated that the following items had differences in the direction of the administrators' ratings which were significant beyond the .001 level:

Item No.	Subject Matter or Competency Area
1	Analysis and Utilization of Manpower Data in Education
3	Development and Organization of Occupational Education
7	Economic Justification for Occupational Education
8	Human Relations in Business and Industry
9	Racial, Labor, and Management Conflicts in Business and Industry
10	Employee Motivation for Greater Productivity
11	Task Analysis and Job Development
13	Curriculum Development and Evaluation
14	Application of Current Theories of Learning to Occupational Education
15	Shaping Student Behavior and Personality Development
16	Utilization of Systems Analysis in the Educational Process
17	Trends and Developments in Educational Media
18	Instructional Techniques for Occupational Education
19	Organization and Administration of Adult Education
20	Effective Utilization of Educational Tests and Measurements
21	Planning and Conducting Group Meetings and Seminars
22	Guidance, Placement, and Follow-up Procedures in Education
23	Establishing Effective School Relations with Business and Industry

Item No.	Subject Matter or Competency Area
25	Utilization of Labor Market Theory in Planning Educational Programs
26	Analysis and Use of Regional Economic Data in Program Development
27	Program Planning and Development for Occupational Education
31	Legal Aspects of Education and Their Interpretation
32	Effecting Educational Change Through the Legislative Process
33	Procedures for Financing State and Local Government
34	Developing School Organization for Effective Management
35	Finance and Business Management of Schools
36	Coordinating and Supervising Professional School Staff
37	Developing Techniques for the Evaluation and Improvement of Education
38	Computer Applications in Education
39	Utilizing Political Skills for Effective Administration of Education
40	Developing Effective School and Community Relations

This indicates that the relative importance of these items, as rated by vocational-technical education administrators, was significantly higher than the amount of emphasis being placed on them in EPDA programs, as perceived and rated by EPDA participants.

The following two items were significantly different beyond the .001 level, but in the direction of the awardees:

Item No.	Subject Matter or Competency Area
28	Applications of Statistics in Education
29	Designing and Conducting Research in Education

This indicates that the EPDA awardees perceived that these two subject areas were receiving more emphasis in their programs than vocational-technical administrators rated them in relative importance as competencies needed by vocational-technical administrators.

Of 33 items with differences significantly different at the .001 level, only two items have significant differences because the EPDA awardees perceived those subject matter or competency areas as receiving more emphasis in their programs than vocational-technical education administrators rated them in relative importance or being necessary to administer vocational programs. It is interesting to note that both items relate to statistical and research skills. Care should be exercised that an erroneous assumption such as, "EPDA programs are highly emphasizing these two skills while vocational-technical educational administrators say they are not needed," not be made. Indications are only that awardees perceive significantly more

emphasis being placed on these skills in their programs than administrators of vocational-technical education programs perceive necessary to the administration of such programs. This does not indicate that administrators do not perceive these skills as being important. Conversly, the consensus index values show that on the five-point scale, the administrators rated these two skills at 3.32 and 3.37, respectively, in importance. In the hierarchial ranking of data, the administrators ranked these two skills at the very bottom (number 40 and 39 respectively) of the 40 competencies needed while EPDA awardees ranked them as number 1 and 3, respectively, in emphasis received in their programs.

Item number 2, "Technological Development and Its Effects on Society," was significantly different at the .02 level, in the direction of the administrators. This would indicate that the administrators placed more relative importance on this skill for administrators of vocational-technical education programs than the EPDA awardees perceived that this competency or subject matter area was receiving in their programs of study.

The following two items were significantly different at the .05 level and in the direction of the administrators indicating, again, that the administrators placed more

relative importance on these competencies than the EPDA participants felt them to be receiving in their programs:

Item No.	Subject Matter or Competency Area
6	Societal Implications of Urban Growth and Development and the Resulting Needs for Education
24	Local, State, and Federal Responsibilities for Occupational Education

There were no significant differences in the relative importance placed by administrators and the degree of emphasis that awardees gave to:

Item No.	Subject Matter or Competency Area
4	The Effects of Poverty and Economic Insecurity and Their Implications for Education
5	Providing Educational Opportunity for Racial and Cultural Minorities
12	Contemporary Philosophies of Education and Their Significance for Occupational Education
30	Utilizing Research Results for the Improvement of Education

This would seem to indicate that for these four items, the awardees rated the emphasis placed on them in their programs as being close to the rating of relative importance the administrators had given to those competencies.

Additional analysis, as shown in Table I, reveals that the consensus index values on these four items were essentially the same for administrators and EPDA participants.

Items 4 and 5 are closely related. The importance of providing training and aids for poverty groups--especially those caused by racial barriers and/or conditions--has been brought to the attention of many publics by both publicity measures and by legislative mandates and appropriations. It is evident that such measures would make both groups in this study more cognizant of the need for information and skills in these areas. Item 12 is closely allied to items 4 and 5 in that these conditions have created more awareness on contemporary philosophies and their significance to education. Both knowledge and publicity usually have an indirect bearing on educational philosophies and financial renumerations usually have a direct influence on the amount and kinds of change initiated. They are often used as a catlyst to effect desired change(s) in education, thus, they indirectly bring about changes in the philosophies of educational personnel and program content.

These would be important considerations in up-dating curricula, especially in vocational education. Therefore, it is not unexpected that the EPDA programs are emphasizing these areas nor that vocational-technical education administrators recognize the need for skills and competencies in these areas.

A similar statement could also be made for item number 30. Research and improvement of education have been receiving publicity and legislative direction during recent years. Again, these are factors that should have made administrators and program planners cognizant of the need for skills and competencies in these areas, thus, both study groups not dissimilar in perceptions of emphasis and need for such competencies.

Hierarchial Ranking of Subject Matter or Competency Areas

In Table I, shown on the following page, the competencies or the subject matter areas have been arranged in a hierarchial ranking (from highest to lowest in importance) as determined by the consensus index values of each item as rated by the EPDA awardees. The ranking by vocational-technical education administrators has been placed beside the ranking by awardees for comparison purposes. The consensus index values for each of the two groups is also included for general information. This section is concerned with these rankings.

TABLE I

HIERARCHIAL RANKING OF SUBJECT MATTER OR COMPETENCY AREAS

Rank		Consensus Index		
EPDA Awardees	Administrators	EPDA Awardees	Administrators	Item No.
1	39	4.13	3.37	29
2	5	4.08	4.52	3
3	40	4.02	3.32	28
4	11	4.00	4.27	24
5	29	3.81	3.76	12
6	3	3.76	4.65	13
7	22	3.75	3.85	30
8	6	3.68	4.43	27
9	12	3.65	4.25	7
10	34	3.55	3.66	4
11	7	3.53	4.37	37
12	32	3.50	3.70	5
13.5	27	3.43	3.79	2
13.5	20	3.43	3.90	14
15	2	3.39	4.67	40
16.5	15	3.35	4.18	11
16.5	17	3.35	4.10	19
18	1	3.31	4.74	23
19.5	13	3.28	4.20	8
19.5	37	3.28	3.58	6
21	31	3.26	3.74	16
22	10	3.23	4.31	34
23	18	3.21	3.96	32
24.5	9	3.19	4.33	22
24.5	4	3.19	4.54	36
26	19	3.16	3.93	1
27	16	3.15	4.17	21
28	33	3.11	3.67	20
29	28	3.07	3.78	17
31	8	3.00	4.36	18
31	25	3.00	3.82	26
31	22	3.00	3.85	39
33	30	2.97	4.18	15
34	21	2.91	3.86	33
35.5	24	2.88	3.84	25
35.5	13	2.88	4.20	35
37	36	2.84	3.61	38
38	38	2.80	3.47	9
39	35	2.76	3.64	10
40	26	2.73	3.81	31

The responses from the EPDA awardees were combined for each of the items listed on the questionnaire and the consensus index value for each item was determined. The 40 items were then ranked on the basis of their consensus index values. These rankings and consensus index values are then shown in table form along with the hierarchial ranking and consensus index values obtained from the administrators for each of the 40 items.

In comparing the hierarchial rankings by both groups, those rankings differing by 20 or more points were items 29, 28, 6, 12, 4, 18, 35, 36, and 5 (listed in declining order of differences from 38 points for item 29 to 20 points for item 5). Especially interesting is the observation that of the four items having no significant difference, three (items 4, 5, and 12) are included in the nine items with the most variations as to hierarchial rankings.

Those items ranked closest together in both hierarchies are: item 9, ranked number 38 by both groups; item 19, ranked 16.5 and 17, respectively, by the EPDA group and the administrators; items 15, 17, and 38, ranked 33 and 30, 29 and 28, and 36 and 37 respectively; item 11, ranked 16.5 by the EPDA group and 15 by the administrators; and item 27, ranked 8 and 6 respectively by the two groups.

Ten items had consensus index values differing 1.00 or more. These (listed in order of differences from most to least) were:

Item No.	Subject Matter or Competency Area
23	Effective School Relations with Business and Industry
18	Instructional Techniques for Occupational Education
36	Coordinating and Supervising Professional School Staff
35	Finance and Business Management of Schools
40	Developing Effective School and Community Relations
15	Shaping Student Behavior and Personality Development
22	Guidance, Placement, and Follow-up Procedures in Education
31	Legal Aspects of Education and Their Interpretation
34	Developing School Organization for Effective Management
21	Planning and Conducting Group Meetings and Seminars

Analysis show all of these items to be significantly different at the .001 level and three of them (items 18, 36, and 35) to have hierarchial ranking differences of more than 20 points.

The consensus index values for administrators ranged from 3.32 to 4.74 with a mean of 4.09 while for EPDA awardees, the range was 2.73 to 4.13 with a mean of 3.29.

This indicates that, in general, the administrators rated the 40 competencies higher in importance than the EPDA awardees perceived as being emphasized in their programs.

One possible explanation for this difference might be that having had practical experience as a vocational-technical education administrator and having experienced actual problems relating directly to many of the items, administrators recognize the importance of the competencies or may tend to rate them higher in importance because of a special or recent problem. It is also possible that the EPDA participants may, at the time the questionnaire was administered, have been too close to their programs and the difficulties encountered, or too unfamiliar with all portions of the program or competencies to accurately recognize the skills being gained or to recognize how much each item was actually being emphasized. It is, indeed, possible that many skills are being emphasized and gained that may not be realized until viewed in retrospect. It would be interesting to see how these EPDA participants would rate the amount of emphasis each item received in their programs after the program has been completed, or even one year after the program has been completed.

While the lowest consensus index value computed for administrators was 3.32, indications are that on a one- to

five-point scale, that item was "judged by this group to be somewhere between 'desirable' and 'necessary' though closer to the former" (Briggs, 1971); for EPDA participants, the lowest consensus index value was 2.73, somewhere between "not emphasized" and "emphasized little," but closer to the latter. Eight items received consensus index values of less than 3.00 by EPDA participants. These are:

Item No.	Subject Matter or Competency Area
15	Shaping Student Behavior and Personality Development
33	Procedures for Financing State and Local Government
25	Utilization of Labor Market Theory in Planning Educational Programs
35	Finance and Business Management of Schools
38	Computer applications in Education
9	Racial, Labor, and Management Conflicts in Business and Industry
10	Employee Motivation for Greater Productivity
31	Legal Aspects of Education and Their Interpretation

Items 10 and 15 deal more directly with classroom teaching. Since one criterion used by most states for selecting EPDA awardees was experience in teaching or in administering a vocational-technical education class or program, it would seem that the awardees should be considered proficient in communicating these skills; thus, it

could be expected that less emphasis would be placed upon these skills in advanced degree programs. At the same time, most administrators of vocational-technical education programs would be confronted almost daily with teachers and the problems in this area. Thus, administrators might be expected to rate these skills higher since they would probably think of them as skills needed by their teachers more than by themselves.

Item number 38, "Computer Applications in Education," received a consensus index value of only 2.84 by the EPDA awardees. This may be because computer science courses are generally considered elective, not required, courses. If this were true in institutions included in this study, the amount of emphasis, as rated by EPDA participants, could be expected to be relatively low even when programs included short or introductory syllabuses in computer applications. Practicing administrators could be expected to appreciate the possible values of such knowledge to their organization and to, perhaps, rate them slightly higher. While the consensus index values for this item are 2.84 and 3.61, the hierarchial rankings are 37 and 36 for EPDA awardees and administrators, respectively.

Only three items had consensus index values higher for EPDA awardees than for administrators--items 28, 29, and

12. Items 28 and 29 are the only two items with significant differences which were significantly different because of higher ratings by EPDA participants than by the administrators; item 12 was not significantly different for the two groups.

Item 35, "Finance and Business Management of Schools," seems to merit consideration since there is a wide difference in both the hierarchial rankings and the consensus index values, as well as a high statistically significant difference. EPDA participants ranked this item as 35.5 in emphasis received while the administrators ranked it as number 13 in competencies necessary to administer vocational-technical education programs. The consensus index value on this item was 2.88 for EPDA awardees while it was 4.20 for administrators. This would seem to indicate the possibility that this is a competency needed by vocational-technical education administrators that these programs are not emphasizing strongly enough. This item was also significantly different beyond the .001 level.

Items 21, 22, 23, and 36 not only had differences significant at the .001 level, but had relatively wide differences in the hierarchial rankings and in the consensus index values between both study groups. With differences in all three measurements, these areas would

seem to merit careful consideration by program planners of advanced degree programs in vocational-technical education.

Significance Levels

Table II on the following page gives the item number, the chi-square computations, and the level at which that item was significantly different. Some cells were collapsed when too few responses appeared in those cells. This, of course, altered the degrees of freedom, thus altering the chi-square table value to which the calculated chi-square value was compared. For this reason, the table values for the different levels of significance were shown. Two levels are shown when the computed chi-square value falls between two levels on the table. When an item had no significant difference, the .05 level only was given. When an item was significant at the .001 level, only the .001 level of significance was shown.

TABLE II

LEVELS OF SIGNIFICANCE

Item No.	Calculated Chi-Square	df	.05	.02	.01	.001
1	35.33	3				16.27
2	11.27	3		9.84	11.34	
3	18.16	2				13.82
4	4.69	3	7.82			
5	4.48	3	7.82			
6	9.03	3	7.82	9.84		
7	24.81	4				18.46
8	48.78	3				16.27
9	32.39	4				18.46
10	41.26	4				18.46
11	33.42	3				16.27
12	1.77	3	7.82			
13	54.76	2				13.82
14	16.57	3				16.27
15	32.00	3				16.27
16	16.85	3				16.27
17	31.29	3				16.27
18	88.68	3				16.27
19	31.41	3				16.27
20	20.27	4				18.46
21	45.96	4				18.46
22	71.31	4				18.46
23	110.10	3				16.27
24	7.32	2	5.99	7.82		
25	44.93	4				18.46
26	33.66	4				18.46
27	40.71	3				16.27
28	35.53	3				16.27
29	38.47	3				16.27
30	3.75	3	7.82			
31	55.07	4				18.46
32	30.43	3				16.27
33	40.01	4				18.46
34	45.75	3				16.27
35	71.99	4				18.46
36	84.45	4				18.46
37	44.18	3				16.27
38	39.33	4				18.46
39	38.96	4				18.46
40	70.53	4				18.46

Computations indicate that although differences in item number 2 are significant at the .02 level, Table II shows that the level of significance is near the .01 level. The subject matter or competency area for item number 2 is "Technological Development and Its Effects on Society." On a five-point scale, the mean rating of this item by EPDA awardees was 3.43 while for administrators it was 3.79.

Items 6 and 24 are not far from a significance level of .02 although the computations must be stated as being significant at the .05 level. This is especially true of item 24.

Personal Data Factors

Analysis of the personal data sheets of EPDA awardees (see Appendix D) revealed few set patterns. The heaviest concentration of awardees came from the fields of T & I (including industrial arts), business, and agriculture while the fields of technical education, health, and home economics had low representation. Internships were completed primarily in universities and State Departments of Vocational-Technical Education with the majority in the area of administration.

In summary, this chapter has covered all aspects of the study which compared the responses of EPDA partici-

pants to the responses of vocational-technical education administrators. Responses of these two groups were compared using chi-square analysis to determine significant differences between the EPDA awardees' perceptions of the emphasis given to competencies in their programs and the administrators' ratings of those competencies deemed necessary to administer vocational-technical education programs. The competencies, or subject matter areas, were then ranked in a hierarchial fashion based on the consensus index value each item received by EPDA participants, and a comparison of the hierarchial rankings for both study groups was given. The levels of significance, along with the chi-square computations for each item, were given for a better comparison. Finally, some pertinent factors obtained from the personal data sheets of EPDA awardees were given.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Having finally "come into its own," vocational-technical education has experienced rapid growth and expansion during the past five years. Area vocational schools increased approximately 70 per cent from 1967 to 1970; each year new junior colleges open their doors, usually with emphasis upon vocational-technical programs; and colleges and universities are now offering programs in vocational-technical education.

Creating and expanding vocational programs have created acute shortages of adequately trained personnel. Recognizing a dire need for qualified administrative leaders in vocational-technical education, Congress passed the Educational Professions Development Act (EPDA), one part of which was concerned with assisting universities in developing new programs on the graduate level to prepare administrative and leadership personnel in vocational-technical education.

One of the problems facing universities which have initiated these new graduate programs is determining the adequacy of these programs in preparing vocational-technical leadership personnel--making certain that these new programs are emphasizing the skills and competencies needed to administer vocational-technical education programs. The purpose of this study, therefore, was to determine whether or not these graduate programs are emphasizing the content and training needed to provide the basic skills and competencies necessary to administer vocational-technical education programs. Specifically, these were skills and competencies that were identified and established by a representative group of vocational-technical administrators. A secondary purpose was to gather and collect data which could serve as a basis for future evaluations of the national EPDA leadership training programs.

The study was limited to the first group of EPDA 552 awardees after approximately one year in the program compared to a group of vocational-technical education administrators which had been previously surveyed by Briggs (1971).

In analyzing the data, comparisons were made of the responses between EPDA awardees (to measure the amount of emphasis specific competencies or subject matter areas received in graduate programs in vocational-technical

education) and vocational-technical education administrators (to measure the competencies needed to administer vocational-technical education programs). The null hypothesis was that there would be no difference in the perceptions of the two groups. The responses were tabulated and chi-square was used to test the hypothesis. The consensus index values were also computed for each of the 40 items on the questionnaire administered and these values were then used to arrange the items in a hierarchial rank order for a more complete comparison of ratings by the two study groups.

Findings and Conclusions

1. Statistical analysis of data from the returned questionnaires indicated that, in general, vocational-technical education administrators rated the 40 competencies higher on a one- to five-point scale in measuring the necessity of those competencies for administering vocational-technical education programs than did the EPDA participants in measuring the amount of emphasis those items of competency were receiving in their graduate programs. This indicates that vocational-technical education administrators consider these competencies more necessary to administer vocational-technical programs than EPDA

participants perceive them as being emphasized in their graduate programs of vocational-technical education.

2. Of the 40 items on the questionnaire, statistical analysis showed 36 to be significantly different at or beyond the .05 level. Of these 36 items, 34 were significant at or beyond the .02 level and 33 were significant at or beyond the .001 level.

3. Of the 36 items with statistically significant differences at or beyond the .05 level, only two items were significantly different because of higher ratings by EPDA participants than by vocational-technical education administrators. Both of these items were significantly different at the .001 level and both related to research and statistics. This indicates that 34 of the 40 items were considered more necessary to administer vocational-technical programs by such administrators than EPDA participants perceived them as being emphasized in their programs; and the only two items EPDA participants perceived to be receiving more emphasis than vocational-technical administrators perceived necessary to administering such programs were items dealing with research and statistics.

4. In the hierarchial rankings by both groups, nine items had differences of 20 or more points. Three of these were items which showed no statistically significant

differences, and the two with the most differences in the hierarchial rankings were the only two which were rated higher by the EPDA awardees--items 28 and 29.

5. Items which were significantly different and which had wide differences in both the hierarchial rankings and in the consensus index values were items number 36, 35, 23, 22, and 21. These items should probably be given special study and consideration in planning programs to train leadership and administrative personnel in vocational-technical education.

6. The information and data collected in this study does provide a basis which could be used for future evaluation(s) of programs designed to prepare vocational-technical administrators.

By carefully studying and analyzing the finding of this study and comparing them with the findings of Briggs (1971), the researcher would conclude that there are some considerations which could help planners of graduate programs designed to prepare vocational-technical leaders and/or administrators.

Briggs' (1971) findings indicated that in general vocational-technical administrators considered some identified competencies more necessary for administrators of vocational-technical programs than did their chief school

officers. The findings of this study seem to indicate that some of these same competencies are receiving less emphasis in graduate programs designed to prepare vocational-technical education leaders and/or administrators (as perceived by a group of EPDA 552 participants currently enrolled in these programs) than practicing vocational-technical administrators say are needed by such administrators. Since program planners of such vocational-technical education programs are more often chief school officers than vocational-technical administrators, perhaps a "second look" at some of these competencies by the planners of such programs might be beneficial.

According to interpretations by the researcher, items needing to receive special study and consideration by program planners of graduate programs in vocational-technical education include:

Item No.	Subject Matter or Competency Area
22	Guidance, Placement, and Follow-up Procedures in Education
23	Establishing Effective School Relations with Business and Industry
31	Legal Aspects of Education and Their Interpretations
33	Procedures for Financing State and Local Government
34	Developing School Organization for Effective Management

Item No.	Subject Matter or Competency Area
35	Finance and Business Management of Schools

All six items had significant differences beyond the .001 level and all received a consensus index value of less than 3.00 by EPDA participants and/or a consensus index value difference (between the two study groups) of more than 1.00 for the EPDA participants and the vocational-technical administrators. Briggs' (1971) findings would tend to substantiate this conclusion. Although he found no significant difference in the ratings of competencies needed to administer vocational-technical education programs between the three groups of vocational-technical administrators, items 23, 33, 34, and 35 were among those for which he found significant differences between the ratings by the total groups of vocational-technical administrators and their chief school officers, with these differences being in the direction of the administrators. Items 22, 31, 33, and 35 were among those for which he found significant differences in the responses of junior college deans of vocational-technical education programs and their presidents, with these differences being in the direction of the college deans. And his computations show significant differences in the responses of the chief school officers themselves for items 22 and 33, with both being "rated

notably higher by area school coordinators than by junior college presidents and metropolitan school superintendents" (Briggs, 1971). Also, items 31, 33, and 35 had the greater differences in his rankings of the consensus index values for vocational-technical administrators and the chief school officers in his study.

Another important consideration for item 23, "Establishing Effective School Relations with Business and Industry," is that it was "ranked as number one or 'most important' in the hierarchial order" of competencies needed by vocational-technical administrators by both the vocational-technical administrators and their chief school officers in Briggs' (1971) study, yet it received a ranking of 18 in emphasis received by EPDA participants. At the same time, the computed chi-square value for this item was, by far, the highest of any of the 40 items (110.10) while the chi-square table showed the significance level of .001 to be only 16.27 for this item, indicating that if a continuous table of chi-square values were available, the significance level for this item would be far greater than a .001 level.

Items 36, 40, 28, and 29 would also seem to merit consideration. The computed chi-square values for items 36 and 40 are among the highest six values and both items

received consensus index values differing more than 1.00, as did item 29. Item 36 also had a hierarchial difference of 20.5 points between the two groups studied in this study which seems rather significant. Paraphrasing Briggs (1971) concerning items 40 and 23, although the two items were similar, they were physically separated on the questionnaire (one on each of the two pages), yet both the vocational-technical administrators and the chief school officers rated item 23 number 1 and item 40 number 2. The EPDA awardees rated item 23 as number 18 and item 40 as number 15 in emphasis received in their programs. Coupled with this conclusion by Briggs (1971) is the observation that the chi-square value computed for item 40 was 70.53--considerably above the table value of 18.46 required to be significant at the .001 level; this item also had consensus index value differences of more than 1.00 for the vocational-technical administrators and the EPDA awardees.

Items 28 and 29 are worthy of consideration primarily because they were the only two items rated higher by the EPDA awardees as to emphasis received in their programs than rated by the vocational-technical administrators as needed in performing their jobs. In the hierarchial rankings, the vocational-technical administrators rated item 28 as number 40 and item 29 as number 39 in the competencies

needed for their jobs; the EPDA awardees rated item 28 as number 3 and item 40 as number 1 in the list of competencies emphasized. It is interesting to notice that even the chief school officers in Briggs' (1971) study ranked these two items as number 39 in competencies needed.

Analysis of the personal data sheets of the EPDA awardees (see Appendix D) revealed few set patterns. According to the researcher's interpretations and conclusions, some of the characteristics that might merit consideration by those who select future awardees and/or program planners would include (1) Major Areas of Study and (2) Internships, with special notation given to the findings that the heaviest concentration of awardees came from the fields of T & I (including industrial arts), business, and agriculture. The fields of technical education, health, and home economics had low representation both in the areas from which awardees were selected and in which the advanced degree was sought. If all areas need to be represented by those trained for leadership positions, then careful attention should be given to this finding.

Internships were completed primarily in universities and State Departments of Vocational-Technical Education, and the heaviest concentration was in administration. This would appear to be in harmony with the purposes of the

programs to train vocational-technical leaders and/or administrators.

Recommendations

It is recommended that:

1. The findings of this study be made available to those planning leadership training programs in vocational-technical education since it indicates possible areas of competencies needing more emphasis.

2. In designing graduate programs for the development of leadership personnel in vocational-technical education, that the findings of this study be supplemented with the considered judgments and recommendations of vocational-technical administrators in light of job objectives.

Suggested follow-up studies might include:

1. A survey of these same EPDA participants at the conclusion of their graduate programs to determine whether their perceptions of the amount of emphasis placed on the various competencies had changed.

2. A survey of these same EPDA participants one or two years after completion of their graduate programs to determine whether their perceptions of the amount of emphasis placed on the various competencies had changed.

3. A survey of these same EPDA participants at the conclusion of their graduate programs to determine the correlation between the ratings of competencies deemed necessary by vocational-technical education administrators and the amount of emphasis the EPDA participants perceived their programs to have given

these same competencies upon completion of these programs.

4. A survey of these same EPDA participants one or two years after completion of their graduate programs to determine the correlation between the ratings of the administrators in this study and the same EPDA participants at that time.

5. A survey of these same EPDA participants one or two years after completion of their graduate programs to determine the correlation between the two groups as to the basic competencies deemed necessary to administer vocational-technical education programs, after the EPDA awardees have been employed in leadership positions in vocational-technical education.

6. The identification of basic competencies necessary for leadership roles in such areas as curriculum development, facilities planning, finance and/or business management of vocational schools, etc.

7. The development of alternative methods and/or instruments for evaluating the effectiveness of graduate programs for the preparation of leadership personnel for vocational and technical education.

Such studies or projects could be worthy contributions to the profession.

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APPENDIX A

COVER LETTERS AND QUESTIONNAIRES

(Cover letter to liaison persons who attended EPDA Western Regional Conference)

June 11, 1971

(Inside Address)

(Salutation)

I prize our Regional Conference last month for several reasons. For instance, it was good that so many of us got to meet and talk with each other. But one of the especially rewarding benefits for me was your agreeing to coordinate the questionnaires for my dissertation with the EPDA participants at your institution.

As we discussed at our conference, your director has been contacted and his agreement received so I am now sending my questionnaires to you so that you can get all (number) participants at (name of institution) to complete them and return them to me. A self-addressed, stamped folder is enclosed for your convenience in returning the questionnaires to me. I am hoping to get a 100 percent return from our groups, and I am hoping to get this 100 percent return this summer so that I can complete my dissertation while I am interning this fall.

Although mere words cannot express how much I appreciate your help, I will again say "thank you" and hope that you know my sincerity and understand the degree of thankfulness.

Sincerely,

Mrs. Amanda Copeland

Enclosure

(Cover letter to liaison person in Eastern Region)

June 11, 1972

(Inside Address)

(Salutation)

At our EPDA Western Regional Conference in Stillwater last month, I talked with representatives from other institutions about my pending dissertation which will require information from each of the 160 EPDA participants. After conferring with these representatives, it was unamiously agreed that probably the best way for me to get the information I need would be to send all forms to one individual at each institution and let that individual coordinate and "coerce" enough to get each member of his group to complete the forms for me. These representatives from those institutions who were present at our conference agreed to serve as coordinator for their group and you were suggested as the individual from your institution that I should ask to act as coordinator.

Official agreement for my topic and questionnaires has been received from the Washington office and from your director so everything is legal and "above board."

Perhaps I seem presumptious in sending these forms to you without obtaining your permission first, but I learned at our conference that some of the participants do not have summer programs and that after the middle of June many will not meet again as a group for perhaps a year. Therefore, I am taking the liberty of mailing all the forms for your group to you and asking you to get each participant to fill them in for me. They could return them individually, however, those at our conference said they would collect them and return them to me in one package as this would insure better returns. I am hoping that you will do so, too, and am enclosing a self-addressed, stamped folder for this purpose. Hopefully, 100 percent returns can be gotten from such a group of potential leaders, and I am hoping for 100 percent returns this summer so that I can complete my dissertation while I am interning this fall.

I hope that I am not presuming nor asking too much. The individual who suggested that you would do this for me

assured me that you would not mind. Certainly, your efforts in my behalf will be very much appreciated and if I can return the favor, I will be happy to do so.

Here's hoping that your conference goes as well as ours did.

Sincerely,

Mrs. Amanda Copeland

Enclosure

(Follow-up letter)

August 15, 1971

(Inside Address)

(Salutation)

I have not heard from you concerning the EPDA questionnaires and am wondering what kind of luck you are having in getting your Fellows to fill them in.

A good percentage of returns has been obtained from most of the other institutions and I will be ready to compile the statistical data as soon as the remaining questionnaires are received.

As I told you in my cover letter, I am trying for a 100 percent returns. This should not be too difficult for such a group of potential vocational leaders, but it will require the cooperation of your group also. I hope you can get this cooperation for me.

Thank you again for your help. It is a big job that you have undertaken for me and I appreciate it.

I'll be looking forward to meeting you and your group at the AVA in December.

Sincerely,

Mrs. Amanda Copeland

QUESTIONNAIRE USED FOR EPDA PARTICIPANTS

Instructions: Please indicate the amount of emphasis that is given by your institution/program to each of the following subject matter areas by circling the appropriate number:

		(not emphasized)	(emphasized little)	(moderately emphasized)	(highly emphasized)	(absolutely required)
1.	Analysis and Utilization of Manpower Data in Education.	1	2	3	4	5
2.	Technological Development and Its Effects on Society.	1	2	3	4	5
3.	Development and Organization of Occupational Education.	1	2	3	4	5
4.	The Effects of Poverty and Economic Insecurity and Their Implications for Education.	1	2	3	4	5
5.	Providing Educational Opportunity for Racial and Cultural Minorities.	1	2	3	4	5
6.	Societal Implications of Urban Growth and Development and the Resulting Needs for Education	1	2	3	4	5
7.	Economic Justification for Occupational Education	1	2	3	4	5
8.	Human Relations in Business and Industry.	1	2	3	4	5
9.	Racial, Labor, and Management Conflicts in Business and Industry.	1	2	3	4	5
10.	Employee Motivation for Greater Productivity.	1	2	3	4	5
11.	Task Analysis and Job Development	1	2	3	4	5
12.	Contemporary Philosophies of Education and Their Significance for Occupational Education	1	2	3	4	5
13.	Curriculum Development and Evaluation	1	2	3	4	5
14.	Application of Current Theories of Learning to Occupational Education.	1	2	3	4	5
15.	Shaping Student Behavior and Personality Development.	1	2	3	4	5
16.	Utilization of Systems Analysis in the Educational Process. . . .	1	2	3	4	5
17.	Trends and Developments in Educational Media.	1	2	3	4	5
18.	Instructional Techniques for Occupational Education	1	2	3	4	5
19.	Organization and Administration of Adult Education.	1	2	3	4	5

20.	Effective Utilization of Educational Tests and Measurements	1	2	3	4	5
21.	Planning and Conducting Group Meetings and Seminars	1	2	3	4	5
22.	Guidance, Placement, and Follow-up Procedures in Education	1	2	3	4	5
23.	Establishing Effective School Relations with Business and Industry	1	2	3	4	5
24.	Local, State, and Federal Responsibilities for Occupational Education	1	2	3	4	5
25.	Utilization of Labor Market Theory in Planning Educational Programs	1	2	3	4	5
26.	Analysis and Use of Regional Economic Data in Program Development	1	2	3	4	5
27.	Program Planning and Development for Occupational Education	1	2	3	4	5
28.	Applications of Statistics in Education	1	2	3	4	5
29.	Designing and Conducting Research in Education	1	2	3	4	5
30.	Utilizing Research Results for the Improvement of Education	1	2	3	4	5
31.	Legal Aspects of Education and Their Interpretation	1	2	3	4	5
32.	Effecting Educational Change Through the Legislative Process	1	2	3	4	5
33.	Procedures for Financing State and Local Government	1	2	3	4	5
34.	Developing School Organization for Effective Management	1	2	3	4	5
35.	Finance and Business Management of Schools	1	2	3	4	5
36.	Coordinating and Supervising Professional School Staff	1	2	3	4	5
37.	Developing Techniques for the Evaluation and Improvement of Education	1	2	3	4	5
38.	Computer Applications in Education	1	2	3	4	5
39.	Utilizing Political Skills for Effective Administration of Education	1	2	3	4	5
40.	Developing Effective School and Community Relations	1	2	3	4	5
41.	Other _____ (please specify)	1	2	3	4	5
42.	Other _____ (please specify)	1	2	3	4	5
43.	Other _____ (please specify)	1	2	3	4	5
44.	Other _____ (please specify)	1	2	3	4	5

SURVEY OF EPDA 552 PARTICIPANTS

Personal Data

Name _____
(first) (middle initial) (last)

State Awarding EPDA Fellowship _____

Title of position held immediately
prior to entry into EPDA program _____

Place _____
(address of employer prior to entry into EPDA program)

Semester or quarter you began EPDA program

Fall ____ Winter ____ Spring ____ Summer ____ 19__

Were you already in a degree program at time of selection and entry into EPDA program? Yes __ No __ If yes, which degree & institution _____

_____

Degree held at time of entry into EPDA program: B.S. ___ M.S. ___ Ed.D. ___ Other __

Under graduate major(s) _____

Institution which awarded degree _____

Graduate major(s) _____

Institution which awarded degree _____

Degree you are currently working toward: Ed.D. ____ Ph.D. _____

How many degree options are available in your program? No. _____

What are they? _____

Current degree major(s) _____

No. and name of majors available in your program. No. _____

_____
(please list options available)

Institution which will award degree _____

Where was (or will be) your internship? _____

What was (or will be) the nature of your internship? _____

Are you presently holding a position other than (or along with) EPDA participant?
Yes ____ No ____

If so, what? _____

With what organization _____

Administrative Experience

Voc-Tech _____ (H. sch., trade sch., area voc-tech, college, state dept., etc.); _____ (# years)

_____ (H. sch., trade sch., area voc-tech, college, state dept., etc.); _____ (# years)

Other _____ (please specify); _____ (# years)

Teaching Experience

Voc-Tech _____ (area-ag., bus., T&I, etc.) _____ (level-h.sch., college, tech); _____ (# years)

Other _____; _____

Business or Industrial Experience

Length of time in work related to teaching specialty _____ (# years)

Job(s) performed _____

Length of time in work not related to teaching specialty _____ (# years)

Job(s) performed _____

QUESTIONNAIRE USED BY BRIGGS

Questionnaire

Instructions: Please indicate, *by circling the appropriate number*, what you feel to be the relative importance of each subject matter area in the preparation of individuals for administrative positions in vocational-technical education (for example, the Director of an Area Vocational-Technical School, the Director of Vocational-Technical Education Programs in a Metropolitan School System, or the Dean/Director of a Vocational-Technical Division in a Community or Junior College).

		(of no value)	(of questionable value)	(desirable)	(necessary)	(absolutely essential)
1.	Analysis and Utilization of Manpower Data in Education.	1	2	3	4	5
2.	Technological Development and Its Effects on Society.	1	2	3	4	5
3.	Development and Organization of Occupational Education.	1	2	3	4	5
4.	The Effects of Poverty and Economic Insecurity and Their Implications for Education.	1	2	3	4	5
5.	Providing Educational Opportunity for Racial and Cultural Minorities.	1	2	3	4	5
6.	Societal Implications of Urban Growth and Development and the Resulting Needs for Education	1	2	3	4	5
7.	Economic Justification for Occupational Education	1	2	3	4	5
8.	Human Relations in Business and Industry.	1	2	3	4	5
9.	Racial, Labor, and Management Conflicts in Business and Industry.	1	2	3	4	5
10.	Employee Motivation for Greater Productivity.	1	2	3	4	5
11.	Task Analysis and Job Development	1	2	3	4	5
12.	Contemporary Philosophies of Education and Their Significance for Occupational Education	1	2	3	4	5
13.	Curriculum Development and Evaluation	1	2	3	4	5
14.	Application of Current Theories of Learning to Occupational Education.	1	2	3	4	5
15.	Shaping Student Behavior and Personality Development.	1	2	3	4	5
16.	Utilization of Systems Analysis in the Educational Process. . . .	1	2	3	4	5
17.	Trends and Developments in Educational Media.	1	2	3	4	5
18.	Instructional Techniques for Occupational Education	1	2	3	4	5
19.	Organization and Administration of Adult Education.	1	2	3	4	5

20.	Effective Utilization of Educational Tests and Measurements	1	2	3	4	5
21.	Planning and Conducting Group Meetings and Seminars	1	2	3	4	5
22.	Guidance, Placement, and Follow-up Procedures in Education	1	2	3	4	5
23.	Establishing Effective School Relations with Business and Industry	1	2	3	4	5
24.	Local, State, and Federal Responsibilities for Occupational Education	1	2	3	4	5
25.	Utilization of Labor Market Theory in Planning Educational Programs	1	2	3	4	5
26.	Analysis and Use of Regional Economic Data in Program Development	1	2	3	4	5
27.	Program Planning and Development for Occupational Education	1	2	3	4	5
28.	Applications of Statistics in Education	1	2	3	4	5
29.	Designing and Conducting Research in Educetion	1	2	3	4	5
30.	Utilizing Research Results for the Improvement of Education	1	2	3	4	5
31.	Legal Aspects of Education and Their Interpretation	1	2	3	4	5
32.	Effecting Educational Change Through the Legislative Process	1	2	3	4	5
33.	Procedures for Financing State and Local Government	1	2	3	4	5
34.	Developing School Organization for Effective Management	1	2	3	4	5
35.	Finance and Business Management of Schools	1	2	3	4	5
36.	Coordinating and Supervising Professional School Staff	1	2	3	4	5
37.	Developing Techniques for the Evaluation and Improvement of Education	1	2	3	4	5
38.	Computer Applications in Education	1	2	3	4	5
39.	Utilizing Political Skills for Effective Administration of Education	1	2	3	4	5
40.	Developing Effective School and Community Relations	1	2	3	4	5
41.	Other _____ (please specify)	1	2	3	4	5
42.	Other _____ (please specify)	1	2	3	4	5
43.	Other _____ (please specify)	1	2	3	4	5
44.	Other _____ (please specify)	1	2	3	4	5

APPENDIX B

FREQUENCY TABLE OF RESPONSES

TABLE III

RESPONSES OF VOCATIONAL-TECHNICAL ADMINISTRATORS AND EPDA PARTICIPANTS

Item No.	Vo-Tech Administrators					EPDA Participants				
	1	2	3	4	5	1	2	3	4	5
1	0	4	24	47	25	7	24	46	35	7
2	0	6	30	43	21	5	17	35	49	13
3	0	0	11	26	63	0	5	21	54	39
4	1	3	38	45	13	3	11	44	45	16
5	2	9	28	39	22	3	10	49	38	19
6	2	6	40	36	16	4	13	54	42	6
7	0	1	21	30	48	3	9	39	47	21
8	0	1	21	35	43	6	23	38	39	13
9	1	8	45	35	11	13	33	46	16	11
10	0	7	40	35	18	16	35	40	20	8
11	0	3	16	41	40	6	21	36	40	16
12	0	7	35	33	25	0	11	32	46	30
13	0	0	5	25	70	5	5	34	47	28
14	2	2	25	46	25	5	17	36	47	14
15	1	7	27	46	19	11	27	46	28	7
16	0	6	37	34	23	10	24	46	40	9
17	0	4	32	46	18	8	29	44	25	13
18	0	1	9	43	47	13	22	48	26	10
19	0	3	20	41	36	7	14	44	41	13
20	0	6	40	35	19	10	18	53	28	10
21	0	5	15	38	42	16	19	32	38	14
22	1	2	5	47	45	10	19	40	41	9
23	0	0	5	16	79	8	16	42	40	13
24	1	1	16	34	48	1	5	23	54	36
25	2	3	27	45	23	14	30	39	31	5
26	2	6	24	44	24	10	30	40	31	8
27	2	1	7	32	58	15	11	29	49	25
28	3	9	48	33	7	5	3	26	39	46
29	3	13	39	34	11	4	7	14	41	53
30	2	4	27	41	26	3	13	26	49	28
31	1	5	36	28	30	19	33	36	26	5
32	0	3	33	29	35	9	23	40	31	16
33	0	9	31	25	35	16	26	41	27	9
34	0	0	15	39	46	9	20	42	33	15
35	0	5	13	39	43	13	33	39	26	8
36	0	0	8	30	62	13	17	37	41	11
37	0	0	10	43	47	7	8	42	42	20
38	0	3	47	36	14	22	23	39	25	10
39	0	2	37	35	26	16	24	37	30	12
40	0	0	2	29	69	12	12	36	38	21

APPENDIX C

ADDITIONAL COMPETENCIES SUGGESTED BY RESPONDENTS

TABLE IV

ADDITIONAL COMPETENCY ITEMS SUGGESTED BY EPDA RESPONDENTS

Competency Item	Rating(s) (if given)
(These items are reproduced unedited from questionnaires)	
Development Concepts of Community Change	5
Formative Evaluation Techniques	
Proposal Writing	
Socio-Technical Analysis of Educational Situations	4, 4
Community Development	4, 4
Development of Leadership Among Fellows	5
Behavorial Science	4
Adult Education Issues, Processes	4
Human Relations Training (specifically adult education)	5
Leadership Development	5
Group Interaction for Problem Solving	
Effective Writing About Vocational Education	
Following Fairly Rigid Steps in Doctoral Program Design	
Leadership	4, 5
Cooperative Vocational Education	4
EPDA Regional Meetings	4
Field Trips as Part of Course	5
Occupations for Women	3, 5
Economic Labor Negotations	5
Guidance Theory	3

TABLE IV (Continued)

Competency Item	Rating(s) (if given)
Higher Education--Program and Staff Development	4
Vocational Education Youth Organizations	3
Write Term Paper	5
Flexibility in Choice of Emphasis in Program	5
Developing Basic Knowledges in Areas Other Than Own Specialty	1
Problems Confronted with Administration of Local Vocational-Technical Program	1
Experience in Leadership Role	1
Occupational Education Programs for Women	4
Handicapped	1
Need for (importance of) Vocational Education	5
Each Individual Emphasizes His Desired Subject	5
School Law	1
Use of Advisory Groups	5
Teacher Education	4
Teacher Evaluation	5
School Supervision	5
Vocational Education for Disadvantaged and Handicapped	5, 5

APPENDIX D

SUMMARY OF PERSONAL DATA INFORMATION

PERSONAL DATA INFORMATIONS

MAJOR AREAS OF STUDY

Name of Major	Under-graduate	Graduate	Doctoral Degree
Business	25	17	4
T & I (includes Indust. Arts)	40	24	
Distributive Education	5	7	
Home Economics Education	4	4	
Agricultural Education	14	12	
Health	2	1	
Technical Education	1	1	
Vocational Education	4	16	81
Administration and Supervision			25
Curriculum			1
Adult Education			2
Higher Education			2
Other	20	33	

INTERNSHIP

Place of Internship	No.	Type of Internship	No.
Public Schools	8	Administration	51
Area Vo-Tech School	2	Research	22
Community or Junior College	12	Teacher Education	5
College	5	Curriculum	6
University	27	Secondary Education	1
Technical Institute	4	Teaching	9
State Department	27	**Other	21
Advisory Council	4		
*Other	26		

*Several showed internships at a variety of places

**Several indicated internship to be at same university as EPDA program

PERSONAL DATA INFORMATIONS (Continued)

DEGREE

Degree Held at Time of Entry into EPDA Program		Degree Sought in EPDA Program	
MS	90	Ph. D.	49
MA	17	Ed. D.	66
BS	6		
Other	2		

WORK EXPERIENCE

Teaching	Vocational Teaching	Non-Voc. Teaching	Administrative	Non Adm.
115	109	6	62	53

Concurrently holding a position: 18--Yes 97--No

Difficult to determine if position was a part of the EPDA program or a "true" job outside (and in addition to) the program.

VITA

Amanda B. Copeland

Candidate for the Degree of

Doctor of Education

Thesis: PARTICIPANT ASSESSMENT OF CONTENT AND EXPERIENCE EMPHASIS IN VOCATIONAL LEADERSHIP TRAINING PROGRAMS OFFERED AT ELEVEN UNIVERSITIES

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born near Monette, Arkansas, August 13, 1928, the daughter of Walker and Elsie Baldridge

Education: Graduated from Childress High School, Monette, Arkansas, in May, 1945; received the Bachelor of Science in Education degree in Business Education from Arkansas State University in August, 1961; received the Master of Science in Education in Guidance from Arkansas State University in August, 1964; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1972.

Professional Experience: Business teacher, Nettleton High School, Jonesboro, Arkansas, 1961-1970. Administrative Internship, Kiamichi Area Vocational-Technical School District, Wilburton, Oklahoma, from August, 1971, to January, 1972.

Professional Organizations: American Vocational Association, Arkansas Vocational Association, National Business Education Association, Southern Business Education Association, Arkansas Business Education Association, National Education Association, Arkansas Education Association, Craighead

County Teachers Association, Pi Omega Pi, and Alpha Delta Kappa.