

PERCEPTIONS OF THE NATURE AND SCOPE OF ADULT
VOCATIONAL TEACHER EDUCATION NEEDS AS HELD
BY ADULT STUDENTS, TEACHERS AND COORDI-
NATORS OF ADULT EDUCATION IN OKLAHOMA
AREA VOCATIONAL-TECHNICAL CENTERS

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CHAPTER I.

INTRODUCTION

The Nature of the Problem

Adult vocational education is experiencing a period of rapid growth and many sources indicate it to be the fastest growing area in the American educational system. As a result of this phenomenal growth increased emphasis is being placed on the area vocational-technical centers to provide training for adults at all vocational and technical levels. Changing technologies are causing adult workers to return to school for training, upgrading or retraining in order to remain viable in the labor market. Federal legislation, in keeping with this nation's commitment to the three primary economic goals of growth, full employment and price stability, has encouraged many adults to return to school (22).

Adults are asking for programs and courses that are realistic in meeting their needs. Many of the classes are composed of students with divergent educational backgrounds and needs. Some terminated their education short of receiving a high school diploma, others have one or more higher education degrees. All are seeking understanding and help in realizing their potential in the world of work.

According to adult vocational education records at the state department of vocational education many adult students in Oklahoma fail

to complete the course or program in which they are enrolled (35). Why do they not continue? Were their needs being met? What are the needs of adults? Are the teachers of adults in the area vocational-technical schools adequately prepared to teach classes of students with these divergent backgrounds and needs? These and many equally pointed questions are being asked by adult educators. The adult student, the teacher and the administrator all have a perception of what must occur in the learning laboratory that will produce realistic learning experiences.

Knowledge of the characteristics of effective teaching will enable those charged with the education of adults to look objectively at the nature and scope of adult vocational teacher education needs. The adult student is no longer that "captive audience" that is compelled to attend school. There is no law that requires him to attend class or that compels him to complete a course of study that he has begun. What ever his reason for terminating his education previously he will not return unless and/or until he feels a need to further his education. On the basis of this felt need the adult student invariably comes expecting to receive some type of assistance. If his efforts to seek assistance are thwarted he will, he feels, be compelled to seek other means to acquire the knowledge and/or skill that will enable him to better himself in terms of employment.

Statement of the Problem

The central problem of this study arises as a result of the phenomenal growth in adult vocational education. As a result of this growth many persons have been thrust into the teaching role who would not

otherwise have become teachers. There are also those who as vocational education teachers at the secondary level choose, for various reasons, to enter the realm of adult teaching. Often it can be recognized that neither the skilled craftsman from industry nor the secondary vocational education teacher are adequately prepared for their new role as an adult educator.

Purpose of the Study

The purpose of this study, therefore, is to identify those behavioral teaching acts or patterns which characterize the effective adult vocational teacher as perceived by adult vocational education students, adult vocational education teachers and coordinators of adult vocational education in selected area vocational-technical centers in Oklahoma.

Vocational education could, and should provide a large portion of our youth with the best possible preparation for existing and future employment opportunities. It should also provide training for the handicapped and disadvantaged and remedial training for those whose skills have become obsolete. In addition, it must be the vehicle for updating skills throughout the working life of an individual (22).

The extent of the future commitment that vocational education will require cannot be minimized. It is estimated that by 1975, despite a doubling of college enrollment, approximately three-fourths of the civilian labor force will have had 4 years of high school education or less. Legislation in recent years particularly the Vocational Education Act of 1963, as amended in 1968, and the Educational Professions Development Act of 1967, reaffirms the national commitment

to make higher quality vocational education available to a larger group of persons (32).

Scope and Limitations

This research study is limited to the (A) area vocational-technical centers in Oklahoma that have been in operation longer than two academic school years, (B) coordinators of adult education employed by the above mentioned centers, (C) teachers of adult trade and industrial education courses during the fall term of the 1971-72 school year in the above mentioned centers and (D) students enrolled in adult trade and industrial education courses during the fall term of the 1971-72 school year in the above mentioned centers. Adult education courses in the area vocational schools vary in length from 11 to 16 weeks, according to the state supervisor (35).

The selected teaching and/or learning behaviors of adult vocational teachers used in this study are not all of the behavioral perceptions of adult vocational teachers. Other perceptions may be of significant importance in a study of this nature. However, the ones selected for this study were those believed to be most relevant to adult education by a panel of experts composed of 27 experienced adult educators from Oklahoma and across the nation (32 were contacted and 27 responded) and by the chief administrators of the above mentioned area vocational-technical centers. The Questionnaire which is a compilation of these selected teaching and/or learning behaviors is reproduced in Appendix B.

It is realized that the characteristics of enrollees, teachers and coordinators may differ from one enrollment period to another. It

is also understood that this time element may influence the characteristics of all people, but the changing rate of characteristics may not influence the relationship of the perceptions of adult teacher education needs as held by students, teachers and coordinators of adult education.

Assumptions of the Study

There are basic assumptions that need to be identified in a study of this nature. The validity of the analyzed data to be presented in this study is subject to the assumption that:

1. The panel of experts and the directors of the area vocational-technical centers perceptions of the behavioral teaching acts or patterns which characterize the effective adult vocational teacher were representative.
2. Coordinators of adult education have perceptions of the behavioral teaching acts or patterns which characterize the effective adult vocational teacher.
3. Teachers of adults have perceptions of the behavioral teaching acts or patterns which characterize the effective adult vocational teacher.
4. Adult students have perceptions of the behavioral teaching acts or patterns which characterize the effective adult vocational teacher.
5. The instruments used were sensitive, free from biases and representative of the perceptions of need.
6. The responses to the instrument were honest and adequate.

Definition of Terms

For the purpose of this study the following definitions are given:

Adult education course. An organized educational activity in an area vocational-technical center.

Adult education programs. A series of two or more adult education courses organized to meet consecutively that lead to entry level competency or above in a specific trade or occupation.

Adult enrollee. An independent individual who has passed the age of compulsory school attendance and is participating in an organized educational activity in an area vocational center.

Adult education teacher. One who is employed part-time or full-time in an area vocational-technical center for the express purpose of instruction in an organized educational activity.

Area vocational-technical center. A center of organized vocational-technical education activity designated by an independent school district or by a group of independent school districts who share a common geographic location. Only the eight area schools that had been in operation for 2 or more academic school years were used in this study.

Behavioral teaching act or pattern. An observable characteristic of the teacher in the teaching-learning situation.

Chief administrator. The director, superintendent or principal of an area vocational-technical center.

Coordinator of adult education. One who is employed by an area vocational-technical center for the express purpose of promoting, organizing, supervising and coordinating the overall adult education program.

Panel of experts. The twenty seven experienced adult educators from

Oklahoma and across the nation who responded from an initial group of thirty two that were selected by the author, Dr. Robert Price and Dr. Lloyd Wiggins to be used as panelists in developing the instrument.

Perception. An awareness of the elements of the environment through physical sensation interpreted in the light of experience.

Trade and industrial education. An organized program of instruction covering desirable knowledges, skills and attitudes that pertain to any custom trade, service trade or occupation which is not classified as agricultural, business, technical, professional or homemaking.

Trade and industrial education is referred to in this study as T & I education.

Research Question

Do responses to the questionnaire items indicate an identifiable pattern or agreement in perception (of 3.50 or above on a 5 point rating scale) of what students view as effective teaching behavior, of what teachers view as effective teaching behavior and of what coordinators view as effective teaching behavior?

Organizational Plan

1. A search of literature concerning adult vocational teacher education needs was made.
2. An instrument was structured to gather information concerning perceptions of the nature and scope of adult vocational teacher education needs.
3. The instrument was submitted to a panel of experts for additions, deletions and general refinement.

4. The refined instrument was submitted to the chief administrators of the area vocational-technical centers in Oklahoma for additional refinement and validation.
5. A pilot study was conducted using populations from one of the area vocational schools which was not involved in the study. This pilot study was used to determine if the timing of the administration of the instrument had any significant effect upon the responses given.
6. The instrument was administered during the fall term of the 1971 school year to enrollees in adult T & I courses and to adult T & I education teachers and coordinators of adult education in the area vocational-technical centers in Oklahoma.
7. Data collected by the questionnaires were tabulated and analyzed.
8. Relationships between the perceptions of the behavioral teaching acts or patterns which characterize the effective adult vocational teacher as held by adult students, teachers and coordinators of adult education were established and pointed out.
9. A summary of findings and recommendations was made.

CHAPTER II

REVIEW OF LITERATURE

Introduction

A search of the literature was made, pursuant to this study, concerning the nature and scope of adult vocational teacher education needs, and an attempt was made to assemble that which was read into a resume containing three broad categories. These categories are: (a) the nature of adult education, (b) needs in adult education and (c) meeting the needs of adult education. Selected readings are reported in the Review of Literature according to the three chosen categories and a summary is included.

The bibliography was arranged in alphabetical order according to author's name. Each separate bibliographic reference was then numbered consecutively and this number was used in the text whenever this reference is encountered. When the author's name is a part of the sentence in the text, i.e. "This system is explained by Albaugh (1) on page 23," the number of the reference is placed in parentheses after the author's name. If the author's name is not in the sentence, the reference number is given in parentheses at the end of the sentence or quote, e. g. (1).

The Nature of Adult Education

As the mission of the adult educator has become more complex and

more significant, the character of his role has been gradually changing. And the demands on him to prepare more carefully for performing the role have increased proportionately (19).

The fact that an increasing number of out-of school youth and adults are seeking to improve themselves is one of the most encouraging signs of our times. We know that continuing education for out-of school youth is one of the least expensive investments our society can make, to say nothing of the dignity and self-respect gained by the individuals involved. Education means effort, but the economic rewards to the individual for self-improvement remain a prime factor in our heritage. We know that motivation and the experience of the individual are two great assets for learning by out-of school youth and adults according to Finch (11).

Venn (33) states that vocational-technical education of adults is considered by many to be a process rather than a program — a process that involves the development of the individual for social, economic and occupational competence. It is carried on in institutions, on the job, in formal and informal situations and elsewhere. The activity that takes place in educational institutions is planned and organized and may be distinguished as a program. Such programs have as their objective either the preparation of the individual to enter an occupation or the upgrading or updating of the adult already employed. Adult vocational-technical education, therefore, may be classified as either preparatory or supplementary in nature.

Some indications exist that adult or continuing education has progressed in the direction recommended ten years ago by Blakely in the 1960 Handbook of Adult Education (18): "The purpose of American life

and of American education is, in this light, seen to be the development of individuals who will fulfill themselves and freely serve the society which values individuals.

If program success is to be determined in light of the proposed definition of self-fulfillment (i.e., programs that assist a person to become all that he is capable of becoming), according to Jensen (16), then, the first look might be at what it is that keeps one from becoming all that he can. Here sociologists generally agree that the chief negating factor is one that prohibits a person from considering himself or being considered by others to be a worthwhile representative of the human race. In turn successful adult education programs should encourage or help a person to consider himself and to be considered by others to be a worthwhile and contributing citizen.

Jensen further states that the sound adult education program should help the participant become all he can by providing the kinds of educational experiences that:

Help the learner learn how to learn.

Provide knowledge and skills about social aspects of living.

Help the learner arrive at his own solutions to personal problems.

In his book entitled, "A Philosophy for Adult Education," Bergevin (5) reviews adult education as a systematically organized program in an organized institution, as independent study, as participation training, as random experiential learning and as a special field of study. This leads him to examine a number of special problems, such as: (a) The Pursuit of Materialism; (b) The Fears of Ideals — The Desire to be Practical; (c) All Men Are Created Equal; (d) The Marginal Citizen; (e) Teaching Subjects Rather Than Persons; and (f) Resistance to

Change. Bergevin places a great deal of emphasis on the philosophical proposition that programs of adult education are to be designed and conducted to help adults see themselves as mature beings seeking wholeness.

In his article entitled "Evaluating Personality changes in Occupational Education" Champagne (9), states,

The position I adhere to is that occupational education must give forms to educating the entire man so that the individual appreciates the dignity of worth. The individual needs to be educated to function with a newly acquired skill rather than to be merely trained in a skill.

Adult students, unlike many children, come to a program with a definite purpose. They are highly motivated, however, the majority of adults in a community, those who do not enroll in adult courses, must also be the concern of adult educators. The educator must use every means to arouse their interest, to move them to action, and to understand why continuing their education does or does not have meaning to them (30).

Adult learners are often sensitive about their role as learners. They don't want to be treated like children or use resources that smack of childhood learning. Unless we recognize this situation, we can easily alienate the adult learner, according to Bergevin (5), and negate our opportunity to help him learn more about himself. Nothing is quite so boring to most adult learners as having to sit hour after hour and listen to somebody tell them what they need to know or what he thinks they need to know. This passive learning situation, Bergevin (5), says, does not bring out the best in most adult learners. Programs of adult education have been ruined because persons who conducted them used the same methods in dealing with adults that they

used with children.

The adult educator is confronted with mature, experienced people whose educational needs are more goal oriented. These people often want to adjust to some changed economic need. Much evidence exists which suggests that this can best be accomplished by the clientele assisting in the planning (10).

Adult education today is a natural outgrowth from yesterdays education. It is a confusing mixture of both raw and well worn programs, of separate and overlapping programs; of programs that work together and programs that work at cross purposes. It is a mixture of adults who are scarcely students and of students who are scarcely adults. It is a mixture of education for jobs that are disappearing and for jobs yet to appear. This creates a swirling maelstrom through which the adult educator picks his way with difficulty (26).

Bergevin (5) believes that, people will not necessarily respond to a learning program merely because it is good for them. To be truly productive, an adult learning program must be fashioned to solve the peculiar problems at hand in terms of the particular adults involved.

In an article entitled "Adult Learning and Modification of Attitude," Anderson (2), comments that, in general, adults learn what they want to learn and do best when they take an active part in the teaching-learning process. Adults learn much more quickly and effectively in a non-competitive atmosphere where they can cooperate with other class members and use their experiences to foster learning. They show much greater progress under supportive instruction and in situations where satisfaction occurs during the learning process.

Anderson (2), contends that punishment and threatening

instructions slow up the learning process in adults much more than in children. The adult has a higher anxiety level in new learning situations than high school students and his adult dignity is at stake.

Reporting on a project they conducted on the effects of anxiety on learning time and attitudes of new employers at Texas Instruments Inc., Goomersall and Myers (12) state that, when the company devoted one extra day to orientation, communication and reducing new employees' anxiety, they observed the following:

At the end of one month the experimental group was significantly out-performing the controls Training time was cut in half; costs were lowered to one-third of previous levels; absenteeism and tardiness dropped one-half, and waste and rejects to one-fifth of previous levels.

It would appear that anxiety reduction has some financial benefit for industry as well as personal benefit for the employees and trainees.

Required competition can be a potent factor in raising anxiety level according to the findings of Haines and McKeachie (14) who made a comparison of group discussion methods of teaching. They found that when compounded by the learners existing anxiety level, the tension created by class competition, especially under a competitive grading system, resulted in an undesirable situation. Their conclusion was stated as follows:

The present research demonstrated that students in competitive discussion situations became more anxious, displayed greater incidence of self-oriented needs, and found themselves losing self-assurance. Further they were less able to perform effectively in recitation.

It would appear then that the education of adults should be conducted in a well planned, well organized manner in which all persons involved have had a part. Adult educators must have taken into account the needs and hangups of adults.

In most countries in which adult education has appeared in recognizable form, national programs for the education of adults have tended to take on a rather easily definable character. In the United States, on the other hand, the national adult education program has proliferated almost haphazardly in response to myriad individual needs and interests (18).

Continous education in one form or another is not a luxury but a necessity. Education is a built-in requirement of a society emerging from control by the few to control by the many (5). It is not at all unrealistic to anticipate that by 1975 enrollments in public school continuing education programs will be one and one-half to two times those of day high school enrollments, with better than one-half enrolling in vocational-technical education (11).

Needs in Adult Education

Although recent statistical reports indicate that a surplus of teachers is beginning to build up in most academic areas, this is simply not the case in vocational education, particularly not in trade and industrial education. There are three primary reasons, according to Gorman (13), for the continuing teacher shortage in trade and industrial education.

1. Qualified personnel who possess the technical skills needed for trade and industrial education are also in demand in industry.
2. T & I instructors, in secondary schools, who begin teaching without a baccalaureate degree must agree to participate in an extended inservice program, usually lasting four or more years. This long range commitment required for certification tends to scare off a number of promising prospects who already have good jobs in industry.
3. Certification standards require extensive occupational experience in the subject to be taught. The number of

experienced craftsmen in any one trade area who also possess the potential to make good instructors is limited.

Those of us in the teaching profession have long known that we need to know our students and their individual and collective characteristics. We make every effort to understand all we can about the student so that our educational program will be appropriate at each stage in his life.

For many years it was assumed that the principles and techniques that were used in the education of children would be equally as effective in helping adults to learn. But as knowledge accumulated both from experience and from research, it became increasingly apparent, says Knowles (19), that an adult was more than just a grown-up child, that he possessed certain unique characteristics as a learner that required different principles and techniques from those employed with children.

It should not be surprising says Ulmer (31) to find that to provide effective adult education, we must know and understand our adult learners. As you learn more about the adult, you will wish to consider how your approach to teaching needs to be adapted to the characteristics of the adult student. Essentially this is what in-service education is all about. The in-service program may be the difference between success and failure for the new part-time teacher of adults.

Generally, adults participate voluntarily in education programs. This fact makes it extremely important that the programs be seen by the participants as directly related to their needs. This, according to Atwood and Ellis (3), compounds the adult educator's problem. On the one hand if a program is not recognized as being helpful in meeting the adult's needs, there will be little participation; on the

other hand, addressing the program only to those needs recognized at the moment may make it shallow or superficial, since frequently adults must be assisted to recognize their needs. The adult educator should be competent in diagnosing the educational needs of adults and in assisting the adults to identify their own needs.

Fortunately, there is official government recognition expressed through the Vocational Education Act of 1963 and the ammended act of 1968 that a more dynamic educational approach with a shift in both course priority and course relevance is in order. The act encourages, through federal aid funds, the creation of meaningful programs which can vitalize a curriculum and make it a viable instrument for training adults for income producing futures (15).

In a recent study Ross (25) reported the following:

Adults who return to school appear to be motivated by two distinct sets of factors. Those who have 12 years or less of formal schooling seem to be motivated by economic factors — the need for a better job, the need to upgrade job skills, and the number of their dependents. Adults with more than 12 years of formal education are primarily motivated by the drive toward self actualization — the need for fulfillment of personal capacities and talents.

An up-to-date working knowledge of how adults learn is the key-stone of good teaching at the adult education level. According to Larson (21), too few teachers know enough about the adult learners anxiety level. Adults bring a good deal of internal insecurity into a new learning situation. Perhaps this unresolved anxiety is a factor in the dropout problem which plagues administrators of adult evening school programs. Most educators agree, according to Larson, that anxiety motivates people to put forth maximum effort; what most teachers do not realize, however, is that the adult learner's anxiety level

is usually more than high enough to maintain his drive for success. Teachers who add stress through demands and competition may be defeating their own purpose.

One may also turn to the discipline of sociology to receive further support for this issue. Adult education, according to Beal (4), is concerned with effecting change in the individual and ultimately in society in general. The latter implies more than one person being involved; hence, adult educators should possess an understanding of social action and social change. Beal (4) developed a construct of social action in which he proposed a step by step procedure for initiating social change. This model points out the need for involvement of the clientele if the change desired is to eventually be successful.

Closely allied with this is the study of cultural heritage as reported by Dutton (10),

The norms, values, beliefs, etc. handed down through the years play a large part in the shaping of an individual. An adult educator should possess an understanding of this area effecting change in society. Here again people must be involved in planning.

Kempler (17) in his book on adult education is concerned with our approaches and methods of teaching adults in relation to what they expect and demand. He says:

Adults demand education with intrinsic merit, education that serves their recognized needs. When an activity helps them solve their problems and make the behavioral changes they want and need to make, they will participate in great numbers. Only when adults are forced by social or economic pressure to acquire a diploma will they pursue classroom activities that are unrelated to their real concerns.

Kempler (17) also states that many of our methods and approaches are weak because they have been copied from the traditional institutional walls and provide services in many different locations.

If we see our society as an evolving, developmental order attempting to offer the individuals who compose it the freedom necessary to grow and express themselves as creative beings, then it follows that we have to have the knowledge needed to function in such a society. We must play our important roles as free and responsible citizens. Since we are involved in this continuing, evolving process, our learning needs as adults are continuous and changing.

Man must learn in order to live. It is difficult to imagine a human having any experience or performing any kind of work without learning. There is evidence that man must continue to learn on a regular basis or he becomes frustrated and bored with life. It seems inevitable that every job will in time become routine and boring for the average worker if some opportunity to learn is not provided. In fact, learning cannot be avoided—it cannot be turned off—it is a life time process according to Bush (7).

The education needs of adult cannot be identified once for all time. While some needs are stable, Kempler (17) says, others change according to economic conditions, world tensions and other domestic situations. Inherent in adult education is the concept of lifelong learning. The role of the adult educator should move in a direction away from that of willing amateur toward that of trained specialist. The mission of adult education, according to Knowles (19), is becoming clearer: It is to develop a total environment conducive to human growth and fulfillment—an educative community.

Thatcher (30) says that public school adult education services today must not remain too fixed. Adult education is on the verge of becoming professionalized as it reaches into the requirements of its

adult audience. Adult educators are now fully aware that routines or policies and practices borrowed from other fields of education are frequently not effective nor desirable for use with adult groups.

Time and energy are wasted by adult educators who plan and conduct programs of adult learning without considering the nature of the learner and, therefore, make little conscious effort to fit a program to that nature. Successful adult educational programs involve some change in the learner (5).

Prosser (24) says that the best time to teach anything is when the learner needs it for a purpose. When the need arises the adult educator must have functioning subject-matter; in order to get this Prosser (24) says:

1. You must start with the demands of the occupation or line of employment and not with the field of knowledge, or subject to be taught.
2. Get the information from experienced men in the occupation or line of employment, not from theorists.
3. Work with these experienced men, and help them to give you what you need.
4. Organize teaching content of skill and knowledge into unit courses in sequential order.
5. Be sure lessons are organized to cover all these teaching points.
6. Modify as needed.

Prosser (24) continues by saying that adults desire a teacher to teach in simple language that they can understand. It is what he says that is important to them, not the perfection of the way he says it.

If we are seriously concerned with developing and maintaining an effective adult education program that will help us relate better to ourselves and to the world about us, we will have to direct it toward a purpose and design the program to suit the purpose (5). The demands of society should determine the purposes of education. Probably the

most urgent and most discussed problem today deals with the unemployed or unemployable (8).

According to Bush (7) there are three basic occupational problems:

1. Unemployment generally results from a lack of proper attitudes or saleable job entry skills.
2. Underemployment is found when an employee is unable to continue to be promoted and forced to remain at a job level below his aspirations.
3. Overemployment results from an education or training deficit, that is, the demands of the job are greater than the education or experience of the employee.

Prosser (24) feels that in order to meet the needs of adults effectively the instrutors of adult vocational-technical education programs should meet the following qualifications:

1. Mastery of skill and knowledge.
2. Ability to teach.
3. Ability to plan.
4. Ability to handle people.
5. Ability to analyze a trade for instructional purposes.
6. Interest in and sympathetic to workers.

Along with these qualifications Prosser (24) indicates the following personality traits as being essential to effective teaching:

1. Good health and vigor.
2. At least fair personality.
3. Good standing as a citizen.

An adult is already half prepared to receive instruction, when enrolling in an adult vocational course, since training that gets anywhere with him must be built on top of his previous experience (24).

Meeting the Needs of Adult Education

The doctrine of interests and needs in education, introduced by Dewey early in the twentieth century, represented, essentially, a reaction to traditional practices of planning curricula. Dewey and his disciples, according to Atwood and Ellis (3), have advocated that, as

a basis for education, the subject-centered approach with its disregard for the learners' interests and needs be replaced by a learner-centered approach. Thus in what has come to be called progressive education, the learner is seen as an active participant, rather than a pliable passive recipient in the learning transaction. The concept of need receives considerable emphasis in current educational theory and practice including that of adult education.

Many, perhaps even most adult educators today, say Atwood and Ellis (3), subscribe to the "needs approach" at least in theory. They have objected to mass programs designed for general use and attempts to "pour" information into adults without regard to the learners as individuals, their lives, their interest or their needs.

Dutton (10) contends that it is generally felt that if adult education is to be successful in effecting behavioral change, the program must be designed to meet the needs, interests and desires of the clientele it serves. This implies that the clientele must have a part in designing the educational process. Adult educators must be constantly cognizant of the fact that their purpose is to effect change in what people know, understand, do and feel. To do this, it is imperative that they possess a clear understanding of the following four essentials:

1. Adults learn best when they have a strong desire to learn.
2. Adults learn best when they have clear goals.
3. Adults learn best when they put forth an effort to learn.
4. Adults learn best when they receive satisfaction from what they learn.

Work with the less-advantaged is both challenging and frustrating. Teachers with white, middle-class backgrounds are impelled both

by personal desire and vocational education legislation to attempt to train more effectively less-advantaged persons who need help in coping with a complex multi-cultural society. Determination to help quickly turns to frustration as traditional methods meet the blank wall of rejection. Present teachers, teacher educators, administrators, supervisors and adult students all must be involved in planning an adult education program that will reach more effectively those, who up to now, have been by-passed by the educational system (29).

The changes in continuing education, as notable as they are, are only a token effort in relation to the backlog of uneducated and under-educated people (11). Studies have proven that if adult education programs are to be a success they cannot be "more of the same." Briggs and Justman (6) say, "The first duty of adult education is to help adults learn to do better the desirable things they will do anyway."

Shroeder (26) commenting on the results of a national survey conducted by the National Opinions Research Center in 1961-62 which revealed that one out of five adults participate in some form of educative activity during the course of a single year. In this day of rapid technological change there is concern over this ratio. Why do we have 80% of our adult population in our fast changing society not participating in some type of supplementary continuing education?

Assuming the desirability of and even necessity for continuous learning on the part of most all United States citizens in this twentieth century, the question becomes— why do as many as 4 out of 5 fail to engage themselves in a learning activity? (a) Somewhat of an answer might be accessibility. (b) Negative attitude of adults toward the traditional school they may have left or dropped out of or (c) lack of the development of a concept of appreciation for life-long learning. Shroeder (26) suggests that every major college or school of education in each of our states be encouraged to introduce an adult education

orientation course which all education majors would be required to complete. (d) Adults tend to define adult education in a manner consistent with their exposure to it, limited though it may be. Thus, some may define adult vocational education as synonymous with literacy education offered for adults by some of our public schools.

Adult education must be based on a philosophy of change. It must also take into account the nature of the adult as a learner, always learning something for his edification or his destruction. The adult can be stimulated to inquire, to try to discover and to be creative. The change over the years in the methodology of teaching adults has been negligible (5).

The curriculum of the early evening schools was limited almost entirely to the basic subjects of the primary grades. There is little evidence that the curriculum broadened significantly until close to the turn of the century. With the opening of the high school to evening students the scope and level of instruction available to adults gradually expanded (18).

If the expansion of the adult education program is to continue adult educators must, Kempler says (17), modify their courses in terms of interest and need of those enrolled. He continues by listing some attributes of a good adult school:

1. Flexibility of scheduling.
2. Frequency of class sessions to be determined by willingness of adults to meet, although optimum learning conditions remain a factor.
3. While terms with definite starting and stopping dates simplify administrative problems many principals are agreeing that many activities do not fit in a rigid pattern.

Knowles (18) offers some predictions regarding the future development of education for adults. They include:

1. The size of the student body of adult education will continue to expand.

2. The educational level of the student body of adult education will continue to rise.
3. The resources and facilities for the education of adults will gradually expand.
4. The curriculum and methodology of adult education will become increasingly differentiated from those designed for children and youth.
5. There will be a rapid expansion in the body of knowledge about the education of adults.
6. The role of the adult educator will become increasingly differentiated from other roles and training for this role will be increasingly specialized.

The permanency of adult vocational education is assured according to Prosser (24) in his book on evening schools. He concludes that the adult evening school is permanent and not, as some believe, a passing phase of vocational and technical education.

I believe, says Prosser (24), that for any country-wide program of systematic adult education for workers in productive employment, the bulk of the enrollment in evening schools will consist of those who want training which will assist them in breadwinning.

Prosser (24) also feels that there are four conditions for success in these programs; namely:

1. Offers to customers what they want. (Responds to a real need or demand).
2. Promotes an increased demand for what it offers.
3. Renders a satisfactory service to customers.
4. Does all this at the least cost in time, effort and money consistent with the successful operation of the business.

Factors that contribute to the success of a program according to Prosser (24) are:

1. Efficient organization.
2. Helpful working relations with other agencies.
3. Suitable and adequate building.
4. Functioning subject matter.
5. Effective organization of functioning subject matter into courses.
6. Adequate instructional materials and devices.
7. Competent instructors.
8. Effective supervision.
9. Successful method of getting and holding students.

10. Sound method of instruction.

One of the more important criteria for the success of a program for less-advantaged adults is the environment or setting of the training. Characteristics of an environment which is conducive to success include:

1. An atmosphere of mutual respect between teachers and trainees.
2. An atmosphere where knowledge is easily accessible.
3. An atmosphere where success is emphasized.
4. An unhurried (yet urgent) atmosphere where sufficient time is allowed to achieve goals.
5. An atmosphere that emphasizes the personal and social needs of an individual.
6. A sensitive atmosphere that considers the desires of the trainee.
7. An atmosphere that incorporates the "outside" environment of the individual in that he is not an alien in the classroom (29).

Bergevin (5) says that each program of adult learning should have realistic, specific goals or objectives clearly stated in written form—a determinant statement of intent known and discussed by all participants in the adult learning program.

Many teachers, according to Knox (20), mistakenly assume that the needs of the prospective participants are similar to those previously enrolled in such a course. The critical appraisal of adult needs for educational experiences constitutes a point at which one of the most difficult steps in the program development process can be substantially improved with immense benefit to adult education agencies they serve.

Ulmer (31) says that if we really want to meet the needs of adult education—if we believe in the adult education process—if we believe that people can and do change through education—then we will stop looking for "born" teachers and will plan adequate, sequential programs of in-service education to prepare teachers of adults.

Preservice orientation and training should be an essential part of an effectively planned and conducted program of in-service

education. In fact, preservice programs are so important that there is little reason for employing a teacher in an adult program without preservice training. The slowly growing recognition and acceptance of adult education as an emerging profession is reflected in the expansion of university curricula for the education of adult educators (34).

Summary

A major change in the traditional learning process is slowly gaining momentum through individualized instruction. In continuing education in particular—where time for study is frequently at a premium, student motivation high and what is learned has immediate application for job opportunities or promotion—the new approach, according to Finch (11), has gained rapid acceptance. Encouraging the student to accept greater responsibility for learning has been talked about for years. What is new are the methods and techniques that make it easier for this to take place.

The fine silver thread of truth that is woven throughout the literature concerning adult education can be summed up by the three statements made by Finch (11): "Students learn at different rates—Learning is an individual process—Students are individuals."

Throughout the literature concerning adult vocational-technical education one continuous theme is prominent. That prominent theme is that all persons involved in the learning process should have a part in the planning of the program if the program is to be an effective instrument for change. In other words, individual involvement is the important factor in an effective adult education program.

CHAPTER III

METHOD OF INVESTIGATION

Introduction

This study attempted to identify perceptions of the nature and scope of adult vocational teacher education needs that were congruent to adult trade and industrial education students, teachers of adult trade and industrial education courses and coordinators of adult vocational-technical education programs. The students, teachers and coordinators examined in this study were those who were actively engaged in adult trade and industrial education, during the fall term of the 1971-72 school year. The study was further limited to those students, teachers and coordinators from the area vocational-technical centers in Oklahoma that have been in operation for two or more academic school years.

Design

A questionnaire was constructed by the investigator and Dr. Robert R. Price, doctoral committee chairman, using Malcomb S. Knowles (19) book, The Modern Practice of Adult Education, as a reference. The questionnaire employed a "Likert Scale," as described by Oppenheim (23), in his book on Questionnaire Design and Attitude Measurement. A five point scale from strongly agree to strongly disagree was employed. It was determined that a high score would mean a positive attitude to

the statements. Agreement with the statement using this scale, according to Oppenheim (23), would be indicated by a mean score of 4 or above. Since the true limits for the number 4 are 3.5 to 4.5 the level of 3.5 was established as the lower limit of agreement.

The questionnaire was submitted to a panel of experts consisting of persons from Oklahoma and across the nation who were actively engaged in adult education. This panel of experts was selected by the author, Dr. Robert R. Price, doctoral committee chairman and Dr. Lloyd L. Wiggins, doctoral committee member. Members of the panel were asked to respond to the questionnaire on a five point rating scale as to the suitability of each item and indicate any additions, deletions and/or suggestions for general refinement of the instrument. The 27 panel members who responded from the initial list of 32 had a mean response to the 30 items of 4.42. According to the data presented in Table I, 88.65 per cent of the panel members agreed or strongly agreed that all thirty of the questionnaire items were suitable. The 30 items were analyzed independently and a cut off point of 3.50 on the five point rating scale was established. Any item obtaining a mean response of less than 3.50 was to be considered as unsatisfactory and was to be discarded. Items 6 and 15 were the only items to receive a mean of less than 4.00. Item 6 was 3.96 and item 15 was 3.81. Suggestions for improvement were incorporated into the instrument. The list of 27 panel members who responded is reproduced as Appendix A.

The refined questionnaire was then submitted for additional refinement and validation, to the chief administrators of the eight selected area vocational-technical centers in Oklahoma. According to the data presented in Table I, 82.40 per cent of the directors agreed

TABLE I
 PANEL OF EXPERTS AND AREA SCHOOL ADMINISTRATORS ASSESSMENT
 OF SUITABILITY OF THIRTY QUESTIONNAIRE ITEMS

	Total Number and Per Cent of Responses by Category											
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5		4		3		2		1		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Panel	481	59.39	237	29.26	52	6.42	27	3.34	13	1.61	810	4.42
Administrators	<u>128</u>	<u>58.33</u>	<u>91</u>	<u>37.91</u>	<u>16</u>	<u>6.67</u>	<u>2</u>	<u>0.83</u>	<u>3</u>	<u>1.25</u>	<u>240</u>	<u>4.41</u>
Totals	609	58.00	328	31.24	68	6.48	29	2.77	16	1.53	1050	4.41

Cumulative Mean = 4.41

or strongly agreed that the questionnaire items were suitable. Each item was again independently analyzed to determine if any fell below the 3.50 cut off point that had been established previously. Items 6, 26 and 27 were the only items to receive a rating of less than 4.0. The mean response for item 6 was 3.50, item 26 was 3.87 and item 27 was 3.75. The directors also had suggestions for improvement which were incorporated into the instrument. The list of area school directors is reproduced in Appendix A. The refined questionnaire is reproduced in Appendix B.

A pilot study was done in one of the area schools in Oklahoma which was not involved in the study proper. This pilot study was used to determine if the timing of the administration of the instrument had any significant effect upon the respondents perceptions of adult teacher education needs. The pilot study population during the first week of class consisted of the adult coordinator, the assistant coordinator, three teachers of adult T & I courses and 39 students who were enrolled in adult T & I courses at the pilot school. The population for the tenth week was the same except for 3 less students. The questionnaires were administered during the first week of class and again during the tenth week of class. The data collected by the questionnaires from the pilot population were analyzed with non-parametric statistics. The Chi-square test outlined by Siegel (28) was used to test for significance of difference (at the .05 level) in responses to perceptions of adult vocational teaching behavior as held by the pilot group during the first week of class and during the tenth week of class.

The questionnaire was structured to obtain the student's, teacher's and coordinator's reaction on a rating scale to a list of

statements about teaching and/or learning. A five point rating scale was used to determine the degree to which respondents viewed each statement as being an adult vocational teacher education need.

The length of time required to complete the questionnaire by respondents was of extreme importance since the questionnaires were administered during class periods. Another item of extreme importance was the wording of the items on the questionnaire to insure like interpretations to the statements by the adult student who may or may not have completed high school, the coordinator who had probably earned an advanced degree and the teacher who was somewhere in-between.

Analysis of the pilot group responses is found in Table II. A cursory look at the data indicates some difference as 83.41 per cent of the respondents agreed or strongly agreed with the questionnaire items during the first week of class whereas, 86.85 per cent agreed or strongly agreed with the questionnaire items during the tenth week of class. The chi-square was calculated to test for significance of difference. The chi-square value of 5.36 with 4 degrees of freedom was found not significant at the .05 level.

Characteristics of the participating students and teachers were obtained by submitting a check sheet of characteristics along with the questionnaires. The student characteristic check sheet and teacher characteristic check sheet are reproduced in Appendix C. However, this study did not attempt to group the students, teachers or coordinators into any kind of socio-economic stratification.

Description of the Population

Three separate and distinct populations were used in this study.

TABLE II
SUMMARY OF RESPONSES OF THE PILOT STUDY

Total Number and Per Cent of Responses by Category												
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5		4		3		2		1			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
1st week of Class	526	39.85	575	43.56	132	10.00	72	5.46	15	1.14	1320	4.16
*10th week of Class	<u>471</u>	<u>41.32</u>	<u>519</u>	<u>45.53</u>	<u>90</u>	<u>7.90</u>	<u>52</u>	<u>4.57</u>	<u>8</u>	<u>.71</u>	<u>1140</u>	<u>4.22</u>
Totals	997	40.53	1094	44.48	222	9.03	124	5.04	23	.94	2460	4.19

Chi-Square = 5.36

X^2 with 4df at .05 = 9.49

*There were 3 less student respondents the 10th week.

These populations were drawn from the eight area vocational-technical centers in Oklahoma that had been in operation for two or more academic school years prior to the initiation of this study.

The persons from each of the eight area schools who held the title of "Adult Coordinator" or who had been assigned the primary responsibility for adult education in that school comprised population number 1. A 100 per cent response was obtained from this population.

The adult vocational teachers in the eight area schools who were involved in teaching adult T & I courses during the fall term of the 1971 school year comprised population number 2. In this population 70 teachers were surveyed. Each of the above mentioned teachers completed only one questionnaire even though some were teaching two or more sections of the same course. A 100 per cent response was obtained from this population.

Persons who were enrolled at the eight area schools, during the fall term of the 1971-72 school year, in adult T & I courses comprised population number 3. Of the 1,141 questionnaires that were submitted 865 completed questionnaires were returned which constituted 76 per cent of the adult T & I student population. The percentage of completed questionnaires ranged from a high of 89 per cent in one school to a low of 60 per cent in another school.

Completion of the questionnaire was entirely voluntary on an individual basis. No attempt was made to include those persons in the study that were absent on the evening that the questionnaire was administered.

The area vocational-technical centers that were used in this study are listed below in the order of their inception:

1. Tulsa Area Vocational-Technical Center
Tulsa, Oklahoma
2. Oklahoma City Area Vocational-Technical Center
Oklahoma City, Oklahoma
3. Southern Oklahoma Area Vocational-Technical Center
Ardmore, Oklahoma
4. Duncan Area Vocational-Technical Center
Duncan, Oklahoma
5. O. T. Autry Area Vocational-Technical Center
Enid, Oklahoma
6. Tri-County Area Vocational-Technical Center
Bartlesville, Oklahoma
7. Caddo-Kiowa Area Vocational-Technical Center
Ft. Cobb, Oklahoma
8. Gordon Cooper Area Vocational-Technical Center
Shawnee, Oklahoma
9. Central Area Vocational-Technical Center
Drumright, Oklahoma (used in the pilot study only)

Administering the Questionnaire

Those persons who drop out after enrolling in adult education courses usually do so prior to the mid point of the course (35). To allow time for the enrollment in the adult education courses to stabilize, the questionnaires were administered during the eighth to tenth week of class. Coordinators responsible for the various adult education programs distributed the questionnaires to the teachers of the adult education courses under their supervision. The teachers were given instructions on responding to and administering the questionnaires to enrollees by their supervisor.

Enrollees that were absent on the evening devoted to administering the questionnaires were excluded from the study. No attempt was made to include those that were absent, when the questionnaire was

administered.

The completed teacher questionnaire and enrollee questionnaires were placed in a stamped self-addressed envelope by the teacher and returned to the coordinator who mailed them along with his completed questionnaire to the investigator. The letter of instructions to the coordinators is reproduced in Appendix D.

Tabulation and Analyses

The data collected by the completed questionnaires were keypunched on cards at the Oklahoma State University computer center. The tabulation and computation of frequencies, percentages and mean scores to determine if there were any identifiable patterns of agreement between students, teachers and coordinators perceptions of effective adult vocational teaching behavior, were programmed and processed at the computer center.

Analyses Procedures

The data collected by the questionnaires were analyzed using frequencies, percentages and mean scores to determine if responses to the questionnaire items indicated an identifiable pattern of agreement in perception. A five point rating scale was used to weight the responses. The investigators interpretation of these scores as established by the questionnaire was: (5.00) strongly agree, (4.00) agree, (3.00) undecided, (2.00) disagree and (1.00) strongly disagree. A mean score of 3.50 or above was considered by the author to indicate significant agreement 1. of what the adult trade and industrial students viewed as effective teaching behavior; 2. of what the adult

trade and industrial teachers viewed as effective teaching behavior; and, 3. of what the coordinators of adult vocational education in the area vocational-technical centers in Oklahoma that have been in operation for two or more academic school years viewed as effective teaching behavior. These data are presented and analyzed in Chapter IV and summarized with recommendations for utilization and for further study and investigation made in Chapter V.

CHAPTER IV

PRESENTATION OF DATA

Introduction

The purpose of this study was to identify those behavioral teaching acts or patterns which characterize the effective teacher of adult vocational education. A thirty item questionnaire using a five point rating scale for each item was used to identify perceptions of adult vocational education students, adult vocational education teachers and coordinators of adult vocational education in the selected area vocational-technical centers in Oklahoma.

Data for this study were collected, in the previously mentioned vocational-technical centers during the eighth to tenth week of adult classes of the fall term of the 1971-72 school year, from coordinators of adult vocational education, adult T & I teachers and adult T & I students. Data were collected from eight coordinators of adult vocational education, 70 adult T & I teachers and 865 adult T & I students by means of a structured questionnaire. The eight completed and returned coordinator questionnaires constituted 100 per cent of those surveyed. The 70 completed and returned teacher questionnaires constituted 100 per cent of the teachers that were surveyed. The 865 student questionnaires that were completed and returned constituted 76 per cent of the adult T & I students that were enrolled in the eight schools that were surveyed. Although completion of the

questionnaire was completely voluntary on an individual basis the major portion of those enrollees not included in this study were absent on the evening that the questionnaires were administered as revealed by the coordinators of adult education in the eight area schools. Ten of the returned student questionnaires were only partially completed; these were not included in the compilation and analysis of data.

Characteristics of Teachers and Students

Characteristics of the 70 teachers included in this study as to teaching experience, education, age, membership in a trade organization, work experience and employment status are reported in Appendix C. Characteristics of the 865 students included in this study as to previous experience in adult education courses, level of formal education attained, age, source of income, sex, reason for enrolling and employment status are reported in Appendix C.

Treatment of Data

The treatment of data involved the use of frequency distributions, percentages and mean scores to determine if responses to the questionnaire items indicated an identifiable pattern of agreement at 3.5 or above on a five point rating scale of the perceptions of coordinators, teachers and students.

Frequency distributions, percentages and mean scores for each of the thirty items on the questionnaire were collated in individual tabular form for purpose of analysis as to the respondent's rating of each item. Results of this tabulation will be found in Tables III through Table XXXIII. The total responses received from coordinators,

teachers, and students for each behavioral teaching act are presented in Tables III through XXXII. Respondents were asked to list, in the space provided on the questionnaire, any other perceptions or ideas they might have concerning the behavioral teaching acts or patterns which characterize the effective vocational teacher of adults. All of the comments from the respondents are recorded in Appendix E.

Perceptions of Teacher Education Needs

An analysis of the mean responses for each of the 30 questionnaire items by group reveals that the high mean response for any item by any group was 5.00. The low mean response for any item by any group was 3.71. There were no mean responses for any item by any group below the 3.50 cutoff point, nor were there any cumulative mean responses below the previously established cut off point.

The analysis and presentation of data for each of the 30 questionnaire items by frequencies, percentages and means are presented here in tabular form. The most striking comparisons among and between groups are pointed out for each of the 30 items.

Accepting and Respecting Each Student's Feelings and Ideas

According to the data presented in Table III, 91.63 per cent of the coordinators, teachers and students agreed or strongly agreed that the effective vocational teacher of adults carefully provides a learning environment characterized by accepting and respecting each students feelings and ideas. There was some disagreement, according to mean scores for each group, as to the relative importance of the item. The coordinators ranked the item as eighteenth in importance; whereas, the

TABLE III

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS CAREFULLY PROVIDES A LEARNING ENVIRONMENT CHARACTERIZED BY ACCEPTING AND RESPECTING EACH STUDENT'S FEELINGS AND IDEAS"

Item No. 1

	Total Number and Per Cent of Respondents by Response Category										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
	5		4		3		2		1			
Coordinators	3	37.50	5	62.50							8	4.38
Teachers	41	58.57	28	40.00					1	1.43	70	4.54
Students	<u>412</u>	<u>47.63</u>	<u>375</u>	<u>43.35</u>	<u>38</u>	<u>4.39</u>	<u>30</u>	<u>3.47</u>	<u>10</u>	<u>1.16</u>	<u>865</u>	<u>4.33</u>
Totals	456	48.36	408	43.27	38	4.03	30	3.19	11	1.17	943	4.35

Cumulative Mean = 4.35

teachers and students ranked the item tenth. According to mean responses, however, the students and coordinators more strongly agreed with the statement than did teachers. This would indicate that vocational teachers of adults are not as acutely aware of the importance of this item to effective teaching as are coordinators and students.

Recognizing and Accepting Learning Problems of Students Caused by Variation in Socio-Economic Background

The tabulation of responses concerning recognizing and accepting learning problems of students caused by variation in socio-economic background is presented in Table IV. According to these findings 87.07 per cent of the coordinators, teachers and students agreed or strongly agreed that the effective teacher of adults should recognize and accept learning problems of students. It is reasonable to assume that if the teacher is trained to recognize and accept these problems he should also be trained in methods to most effectively teach persons with such problems. Coordinators ranked this item as nineteenth, teachers ranked it as twentieth and students ranked it as eighteenth. These data indicate that there was .18 difference between the mean scores of the three respondent groups.

Recognizing and Accepting Learning Problems of Students Caused by Variation in Cultural and Ethnic Background

As shown in Table V, 78.48 per cent of the three respondent groups agreed or strongly agreed that the learning environment provided by the effective adult vocational teacher is characterized by recognizing and accepting learning problems of students caused by variation in cultural and ethnic background. Teachers and students rated this item as

TABLE IV

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS CAREFULLY PROVIDES A LEARNING ENVIRONMENT CHARACTERIZED BY RECOGNIZING AND ACCEPTING LEARNING PROBLEMS OF STUDENTS CAUSED BY VARIATION IN SOCIO-ECONOMIC BACKGROUND"

Item No. 2

	Total Number and Per Cent of Respondents by Response Category										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
	5		4		3		2		1			
Coordinators	3	37.50	5	62.50							8	4.38
Teachers	29	41.43	38	54.29	2	2.86	1	1.43			70	4.36
Students	<u>339</u>	<u>39.19</u>	<u>407</u>	<u>47.05</u>	<u>80</u>	<u>9.25</u>	<u>34</u>	<u>3.93</u>	<u>5</u>	<u>0.58</u>	<u>865</u>	<u>4.20</u>
Totals	371	39.35	450	47.72	82	8.70	35	3.72	5	.53	943	4.22

Cumulative Mean = 4.22

TABLE V

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS CAREFULLY PROVIDES A LEARNING ENVIRONMENT CHARACTERIZED BY RECOGNIZING AND ACCEPTING LEARNING PROBLEMS OF STUDENTS CAUSED BY VARIATION IN CULTURAL AND ETHNIC (MINORITY GROUP) BACKGROUND"

Item No. 3

	Total Number and Per Cent of Respondents by Response Category										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
	5		4		3		2		1			
Coordinators	3	37.50	5	62.50							8	4.38
Teachers	24	34.29	36	51.43	8	11.43	1	1.43	1	1.43	70	4.16
Students	<u>295</u>	<u>34.10</u>	<u>377</u>	<u>43.58</u>	<u>116</u>	<u>13.41</u>	<u>59</u>	<u>6.82</u>	<u>18</u>	<u>2.08</u>	<u>865</u>	<u>4.01</u>
Totals	322	34.15	418	44.33	124	13.15	60	6.37	19	2.02	943	4.02

Cumulative Mean = 4.02

twenty-sixth whereas coordinators rated it as twentieth. It would appear that teachers and students consider variation in cultural and ethnic background less of a problem than do coordinators. With a cumulative mean response of 4.02 the three respondent groups agreed that in order to be effective the vocational teacher of adults should possess this characteristic.

Recognizing and Accepting Learning Problems of Students Caused by Variations in Scholastic Ability and Attainment

As observed in Table VI, there was a very high percentage of respondents from the three groups who agreed or strongly agreed that the adult vocational teacher should recognize and accept learning problems of students caused by variation in scholastic ability and attainment. Coordinators and students rated the item higher than teachers; although, the teachers had a higher mean response than students. In rating the item higher, I would assume that coordinators and students are more aware of the problems of students caused by variation in scholastic ability and attainment than are teachers. Those charged with the responsibility for adult education programs should be careful to include methods for recognizing and dealing with variations in scholastic ability and attainment of students in any pre-service or in-service program for teachers of adult vocational education.

Exhibiting Enthusiasm and Support for the Area in Which He is Teaching

Exhibiting enthusiasm and support for the area in which he is teaching was rated as most important by all three respondent groups, as indicated in Table VII. Of the 943 total respondents, 890 agreed or strongly agreed that exhibiting enthusiasm and support for the area

TABLE VI

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS CAREFULLY PROVIDES A LEARNING ENVIRONMENT CHARACTERIZED BY RECOGNIZING AND ACCEPTING LEARNING PROBLEMS OF STUDENTS CAUSED BY VARIATION IN SCHOLASTIC ABILITY AND ATTAINMENT"

Item No. 4

	Total Number and Per Cent of Respondents by Response Category										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	4	50.00	4	50.00							8	4.50
Teachers	27	38.47	38	54.29	4	5.71	1	1.43			70	4.30
Students	<u>345</u>	<u>39.88</u>	<u>424</u>	<u>49.02</u>	<u>66</u>	<u>7.63</u>	<u>27</u>	<u>3.12</u>	<u>3</u>	<u>0.35</u>	<u>865</u>	<u>4.25</u>
Totals	376	39.88	466	49.42	70	7.43	28	2.97	3	.32	943	4.26

Cumulative Mean = 4.26

TABLE VII

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS CAREFULLY PROVIDES A LEARNING ENVIRONMENT CHARACTERIZED BY EXHIBITING ENTHUSIASM AND SUPPORT FOR THE AREA IN WHICH HE IS TEACHING"

Item No. 5

Total Number and Per Cent of Respondents by Response Category												
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5		4		3		2		1			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	8	100.00									8	5.00
Teachers	54	77.14	15	21.43					1	1.43	70	4.73
Students	<u>566</u>	<u>65.43</u>	<u>247</u>	<u>28.55</u>	<u>36</u>	<u>4.16</u>	<u>14</u>	<u>1.62</u>	<u>2</u>	<u>0.23</u>	<u>865</u>	<u>4.57</u>
Totals	628	66.60	262	27.79	36	3.82	14	1.49	3	.32	943	4.59

Cumulative Mean = 4.59

in which he is teaching is indicative of the effective adult teacher. Enthusiasm is catching. The instructor should be sold on what he is doing. He should feel that his occupation or trade is the most important thing in the world.

It is extremely difficult for a craftsman who has worked at his trade for eight hours or one who has taught all day to exhibit the same enthusiasm and exuberance during that ninth hour as he did for the first hour. For this reason the adult educator should be aware of the importance placed on this item by the respondent groups. The instructor whose major responsibility is adult education would not have this problem to the same degree as the person who is "moonlighting" as an adult teacher.

Skillful Questioning of Each Individual to Determine Areas Where Additional Help is Needed

According to those findings presented in Table VIII, only 7.22 per cent of the total respondents from the three groups disagreed or strongly disagreed with the statement that the effective vocational teacher of adults should be skillful in questioning each individual to determine areas where additional help is needed. The response pattern to this item indicates that almost half of the total population responded in the agree column of the scale. It is striking to note that although the respondent groups indicated fairly strong agreement with the statement, they ranked it twentieth-fourth in importance according to the cumulative means.

Encouraging Sharing of Ideas Among the Group Through Discussion Leading

Item number 7 is one of four items, of the 30 used in the

TABLE VIII

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS PERFORMS THE TEACHING ACT BY EMPLOYING THE FOLLOWING TECHNIQUE: SKILLFUL QUESTIONING OF EACH INDIVIDUAL TO DETERMINE AREAS WHERE ADDITIONAL HELP IS NEEDED"

Item No. 6

Total Number and Per Cent of Respondents by Response Category												
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5		4		3		2		1			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	4	50.00	3	37.50	1	12.50					8	4.38
Teachers	25	35.71	37	52.86	7	10.00	1	1.43			70	4.23
Students	302	34.91	414	47.86	82	9.48	55	6.36	12	1.39	865	4.09
Totals	331	35.10	454	48.15	90	9.55	56	5.94	12	1.28	943	4.10

Cumulative Mean = 4.10

questionnaire on which the students achieved a higher mean response than did coordinators. Further analysis of the data in Table IX revealed that the students and teachers gave the item a rank of seventeenth in importance; whereas, coordinators attached a rank of twenty-eighth to the item. The rank that the item attained according to cumulative mean, however, was seventeenth. The somewhat higher ranking given by students and teachers as compared to that given by coordinators indicates that students and teachers place a higher value on "sharing of ideas" than do coordinators. The coordinators, seemingly, are trying to tell us that although, a certain amount of idea sharing is good, there are other things that are more important.

Giving Demonstrations of Skills and Procedures

Analysis of responses in Table X indicates a striking agreement as to the importance of giving demonstrations of skills and procedures. Of the three respondent groups a total of 96.51 per cent agreed or strongly agreed with the statement. The range in ranking of this item by mean scores is from second place, which was given by the teachers, to sixth place, which was given by the coordinators. The rank of the item by cumulative mean places it third in importance. The closeness of ranking by the three groups emphasizes the importance of this item as we recall the "laws of learning" where a very high percentage of what is seen and heard is retained. Demonstrations present skills and procedures in a way that can be easily understood. They make clear what might otherwise be vague and meaningless.

Providing Opportunity for Each Student to Practice Newly Acquired Skills

TABLE IX

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS PERFORMS THE TEACHING ACT BY EMPLOYING THE FOLLOWING TECHNIQUE: ENCOURAGING SHARING OF IDEAS AMONG THE GROUP THROUGH DISCUSSION LEADING"

Item No. 7

Total Number and Per Cent of Respondents by Response Category												
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5		4		3		2		1			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	2	25.00	5	62.50	1	12.50					8	4.13
Teachers	37	52.86	28	40.00	3	4.29	2	2.86			70	4.43
Students	<u>348</u>	<u>40.23</u>	<u>409</u>	<u>47.28</u>	<u>75</u>	<u>8.67</u>	<u>30</u>	<u>3.47</u>	<u>3</u>	<u>0.35</u>	<u>865</u>	<u>4.25</u>
Totals	387	41.04	442	46.88	79	8.38	32	3.40	3	.32	943	4.25

Cumulative Mean = 4.25

TABLE X

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS PERFORMS THE TEACHING ACT BY EMPLOYING THE FOLLOWING TECHNIQUE: GIVING DEMONSTRATIONS OF SKILLS AND PROCEDURES"

Item No. 8

Total Number and Per Cent of Respondents by Response Category												
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
	5		4		3		2		1			
Coordinators	5	62.50	3	37.50							8	4.63
Teachers	46	65.71	24	34.29							70	4.66
Students	<u>503</u>	<u>58.15</u>	<u>329</u>	<u>38.03</u>	<u>20</u>	<u>2.31</u>	<u>8</u>	<u>0.92</u>	<u>5</u>	<u>0.58</u>	<u>865</u>	<u>4.52</u>
Totals	554	58.75	356	37.76	20	2.12	8	.85	5	.53	943	4.53

Cumulative Mean = 4.53

In observing the compilation of responses for item number 9 as recorded in Table XI, it is interesting to note that 94.92 per cent of the respondents agreed or strongly agreed that time to practice newly acquired skills is very important to effective teaching. Teachers perceived this item as being slightly more important than did coordinators and students. The teachers rated the item as third in importance; whereas, coordinators and students rated it as fourth. Item number 9, according to the cumulative means, is only .0032 below item number 8. This closeness in the ratings of these two items emphasizes the importance of following a demonstration with a practice session. This also reemphasizes the four Herbartian steps of teaching; namely, "Preparation, Presentation, Application and Testing."

Securing the Services of Resource Persons and Experts in The Field

Findings in Table XII depicting the responses concerning securing the services of resource persons and experts in the field, reveal that only 3.40 per cent of the respondents disagreed or strongly disagreed with the statement; however, the overall ranking of the item lists it as twenty-first in importance. Coordinators tended to attribute more importance to the use of resource persons and experts than did teachers and students, as they ranked item number 10 as seventh in importance; whereas, students ranked it twentieth and teachers ranked it twenty-first. Perhaps the teachers and students perceive the teacher as being the expert to a greater extent than do the coordinators.

Maintains An Open Mind Concerning The Ideas and Opinions of Students

TABLE XI

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS PERFORMS THE TEACHING ACT BY EMPLOYING THE FOLLOWING TECHNIQUE: PROVIDING OPPORTUNITY FOR EACH STUDENT TO PRACTICE NEWLY ACQUIRED SKILLS"

Item No. 9

	Total Number and Per Cent of Respondents by Response Category											
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5		4		3		2		1			
No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean	
Coordinators	6	75.00	2	25.00							8	4.75
Teachers	47	67.14	22	31.43	1	1.43					70	4.66
Students	<u>509</u>	<u>58.84</u>	<u>309</u>	<u>35.72</u>	<u>33</u>	<u>3.82</u>	<u>14</u>	<u>1.62</u>			<u>865</u>	<u>4.52</u>
Totals	562	59.60	333	35.32	34	3.61	14	1.49			943	4.53

Cumulative Mean = 4.53

TABLE XII

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS PERFORMS THE TEACHING ACT BY EMPLOYING THE FOLLOWING TECHNIQUES: SECURING THE SERVICES OF RESOURCE PERSONS AND EXPERTS IN THE FIELD"

Item No. 10

	Total Number and Per Cent of Respondents by Response Category											
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5	4	3	2	1							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	5	62.50	3	37.50							8	4.63
Teachers	32	45.71	31	44.29	7	10.00					70	4.36
Students	<u>327</u>	<u>37.80</u>	<u>406</u>	<u>46.94</u>	<u>100</u>	<u>11.56</u>	<u>29</u>	<u>3.35</u>	<u>3</u>	<u>0.35</u>	<u>865</u>	<u>4.18</u>
Totals	364	38.60	440	46.66	107	11.35	29	3.08	3	.32	943	4.20

Cumulative Mean = 4.20

Less than two per cent of the respondents disagreed or strongly disagreed with this item as Table XIII illustrates. The T & I teachers indicated by their responses that they perceived the maintenance of an open mind as fourth in importance of the thirty items on the questionnaire. The coordinator group rated the item as twenty-fourth in importance. This would seem to imply that coordinators view the role of the adult vocational teacher as being somewhat dogmatic. Contrary to what one might think: the adult students ranked open mindedness in seventh place just slightly below the teacher ranking. A higher percentage of respondents (94.92 per cent) agreed or strongly agreed with this item than with any other item.

Avoids Sarcastic and Derogatory Responses to Members of the Group

One would not necessarily expect students to disagree with this statement. However, the analysis of findings presented in Table XIV indicates that 36 of the 865 student respondents perceived that sarcastic and derogatory responses to members of the group should not be avoided. The relative importance of the item as perceived by the three respondent groups is readily seen in the way they ranked the item. Coordinators ranked it second in importance; teachers ranked it seventh; and students assigned it to eleventh place.

Readily Adjusts and Adapts to New and Different Situations

According to Table XV, 92.27 per cent of the total respondents agreed or strongly agreed that the effective vocational adult teacher readily adjusts and adapts to new and different situations, even though the cumulative mean ranking for the item was thirteenth.

TABLE XIII

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL ADULT TEACHER
POSSESSES PERSONAL CHARACTERISTICS AND BEHAVIORAL PATTERNS INCLUDING
THE FOLLOWING: MAINTAINS AN OPEN MIND CONCERNING
THE IDEAS AND OPINIONS OF STUDENTS"

Item No. 11

Total Number and Per Cent of Respondents by Response Category												
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5		4		3		2		1			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	2	25.00	6	75.00							8	4.25
Teachers	46	65.71	24	34.29							70	4.66
Students	395	45.66	422	48.79	32	3.70	8	0.92	8	0.92	865	4.37
Totals	443	46.98	452	47.94	32	3.40	8	.85	8	.85	943	4.39

Cumulative Mean = 4.39

TABLE XIV

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL ADULT TEACHER
POSSESSES PERSONAL CHARACTERISTICS AND BEHAVIORAL PATTERNS INCLUDING
THE FOLLOWING: AVOIDS SARCASTIC AND DEROGATORY
RESPONSES TO MEMBERS OF THE GROUP"

Item No. 12

	Total Number and Per Cent of Respondents by Response Category										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	5	4	3	2	1							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	7	87.50	1	12.50							8	4.88
Teachers	46	65.71	22	31.43	2	2.86					70	4.63
Students	<u>435</u>	<u>50.29</u>	<u>315</u>	<u>36.42</u>	<u>79</u>	<u>9.13</u>	<u>24</u>	<u>2.77</u>	<u>12</u>	<u>1.39</u>	<u>865</u>	<u>4.31</u>
Totals	488	51.75	338	35.85	81	8.59	24	2.55	12	1.28	943	4.34

Cumulative Mean = 4.34

TABLE XV

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL ADULT TEACHER
POSSESSES PERSONAL CHARACTERISTICS AND BEHAVIORAL PATTERNS INCLUDING
THE FOLLOWING: READILY ADJUSTS AND ADAPTS
TO NEW AND DIFFERENT SITUATIONS"

Item No. 13

	Total Number and Per Cent of Respondents by Response Category										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
	5		4		3		2		1			
Coordinators	3	37.50	5	62.50							8	4.38
Teachers	39	55.71	30	42.86	1	1.43					70	4.54
Students	<u>353</u>	<u>40.81</u>	<u>440</u>	<u>50.81</u>	<u>53</u>	<u>6.13</u>	<u>13</u>	<u>1.50</u>	<u>6</u>	<u>0.69</u>	<u>865</u>	<u>4.30</u>
Totals	395	41.89	475	50.38	54	5.73	13	1.38	6	.64	943	4.31

Cumulative Mean = 4.31

Teachers and students, according to group mean scores, tended to agree more closely as to the relative importance of the item than did the coordinators. Students ranked the item as thirteenth and teachers as eleventh; whereas, coordinators perceived the item as being twenty-second in importance.

Expressess Himself Fluently and in Clear, Concise Terms

Findings presented in Table XVI disclosed that teachers tend to place more emphasis on being able to express themselves fluently and in clear concise terms than do students or coordinators. It is interesting to note that only .96 per cent of the respondents disagreed or strongly disagreed with this statement. This was the lowest percentage of disagreement recorded for any item. This item was one of only three items that students rated higher than did teachers or coordinators. Students perceived the item as being sixth in importance, teachers eighth and coordinators twenty-third. This item also had the highest percentage of respondents agreeing or strongly agreeing, which accounted for 95.56 per cent of the respondents in the three groups.

Maintains Good Professional Image in Terms of Grooming

In analyzing the compilation of responses found in Table XVII concerning maintaining a good professional image in terms of grooming, one readily observes that student responses to this item indicate less agreement to the statement than that which is observed for coordinators or teachers. The coordinators, with a mean rank of twenty-fifth, were lowest of the three groups. Teachers ranked the item ninth and

TABLE XVI

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL ADULT TEACHER
POSSESSES PERSONAL CHARACTERISTICS AND BEHAVIORAL PATTERNS INCLUDING
THE FOLLOWING: EXPRESSES HIMSELF FLUENTLY
AND IN CLEAR, CONCISE TERM"

Item No. 14

	Total Number and Per Cent of Respondents by Response Category										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
	5		4		3		2		1			
Coordinators	3	37.50	5	62.50							8	4.38
Teachers	41	58.57	29	41.43							70	4.59
Students	<u>441</u>	<u>50.98</u>	<u>382</u>	<u>44.16</u>	<u>33</u>	<u>3.82</u>	<u>5</u>	<u>0.58</u>	<u>4</u>	<u>0.46</u>	<u>865</u>	<u>4.45</u>
Totals	485	51.44	416	44.12	33	3.50	5	.53	4	.43	943	4.46

Cumulative Mean = 4.46

TABLE XVII

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL ADULT
TEACHER POSSESSES PERSONAL CHARACTERISTICS AND BEHAVIORAL
PATTERNS INCLUDING THE FOLLOWING: MAINTAINS GOOD
PROFESSIONAL IMAGE IN TERMS OF GROOMING"

Item No. 15

	Total Number and Per Cent of Respondents by Response Category										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
	5		4		3		2		1			
Coordinators	2	25.00	6	75.00							8	4.25
Teachers	41	58.57	28	40.00	1	1.43					70	4.57
Students	<u>320</u>	<u>36.99</u>	<u>441</u>	<u>50.98</u>	<u>64</u>	<u>7.40</u>	<u>24</u>	<u>2.77</u>	<u>16</u>	<u>1.85</u>	<u>865</u>	<u>4.18</u>
Totals	363	38.50	475	50.38	65	6.90	24	2.55	16	1.70	943	4.21

Cumulative Mean = 4.21

students ranked it twenty-first.

Employs Methods and Techniques of Effective Planning and Implementation

According to the data presented in Table XVIII, only 1.38 per cent of the respondents disagreed or strongly disagreed with the statement that the effective vocational teacher of adults employs methods and techniques of effective planning and implementation. It is striking to note that, although, the coordinators agreed very strongly with the statement they rated it as less important, in relation to the rating given it by students and teachers. Item number 16 was one of three items on which students bestowed a higher rating than did coordinators and teachers. The rank for the item according to cumulative means was ninth. Although the respondent groups recorded a mean response of 4.35 for this item they perceived eight other items as being of greater importance.

Accents Learning by the Use of Audio-Visual Equipment

Surprisingly, the students did not agree with the use of audio-visual equipment as strongly as coordinators and teachers did. The coordinator group ranked the item as thirteenth which was considerably higher than the twenty-second and twenty-third ranking which was given by teachers and students. The data as recorded in Table XIX revealed that students perceived 22 of the 30 items as more important than the use of audio-visual equipment in the instructional program. Coordinators perceived that 12 of the items were more important.

Encourages Desirable Work Habits Through the Use of Assignment Sheets, Job Sheets and Operation Sheets

TABLE XVIII

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS
 ADDS FORCE TO HIS TEACHING BY EMPLOYING THE FOLLOWING TEACHING
 AND/OR LEARNING AIDS: EMPLOYS METHODS AND TECHNIQUES
 OF EFFECTIVE PLANNING AND IMPLEMENTATION"

Item No. 16

	Total Number and Per Cent of Respondents by Response Category										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	5	4	3	2	1							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	4	50.00	4	50.00							8	4.50
Teachers	37	52.86	32	45.71	1	1.43					70	4.51
Students	<u>371</u>	<u>42.89</u>	<u>430</u>	<u>49.71</u>	<u>51</u>	<u>5.90</u>	<u>8</u>	<u>0.92</u>	<u>5</u>	<u>0.58</u>	<u>865</u>	<u>4.33</u>
Totals	412	43.69	466	49.42	52	5.52	8	.85	5	.53	943	4.35

Cumulative Mean = 4.35

TABLE XIX

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS ADDS FORCE TO HIS TEACHING BY EMPLOYING THE FOLLOWING TEACHING AND/OR LEARNING AIDS: ACCENTS LEARNING BY THE USE OF AUDIO-VISUAL EQUIPMENT"

Item No. 17

Total Number and Per Cent of Respondents by Response Category												
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5		4		3		2		1			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	4	50.00	4	50.00							8	4.50
Teachers	33	47.14	31	44.29	4	5.71	2	2.86			70	4.36
Students	<u>318</u>	<u>36.76</u>	<u>403</u>	<u>46.59</u>	<u>99</u>	<u>11.45</u>	<u>34</u>	<u>3.93</u>	<u>11</u>	<u>1.27</u>	<u>865</u>	<u>4.14</u>
Totals	355	37.65	438	46.45	103	10.93	36	3.82	11	1.17	943	4.16

Cumulative Mean = 4.16

Only three items separate the rankings of the respondent groups on this item as determined from the data reported in Table XX. The rank of twenty-ninth for this item indicates that the respondent groups perceived only one item as being less important than item number 18. It is striking to note the low rank assigned to this item by coordinators. The low ranking by teachers and students could possibly be attributed to a lack of knowledge concerning these aids and their use. Coordinators, on the other hand, should be well aware of assignment sheets, job sheets and operation sheets and they should be experienced in the use of them; however, they indicated that 25 of the 30 items were of greater importance.

Helps the Student Apply New Knowledge and Skills to Past Experience

As indicated by data presented in Table XXI, only 1.71 per cent of the respondents disagreed or strongly disagreed with the statement concerning helping the student apply new knowledge and skills to past experience. Coordinators ranked this item eighth in importance, students ranked it twelfth and teachers sixteenth.

Gears the Presentation to the Levels of Experience of the Group

Analysis of the responses given by coordinators, teachers and students to item number 20 are recorded in Table XXII. These data revealed that coordinators perceived this item of equal importance to item number 19. Teachers are faced with the perplexing problem of gearing the presentation to the wide range of levels of the group; therefore, it is imperative that they should receive instruction and training in methods of determining the level of experience of the

TABLE XX

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS
 ADDS FORCE TO HIS TEACHING BY EMPLOYING THE FOLLOWING TEACHING AND/OR
 LEARNING AIDS: ENCOURAGES DESIRABLE WORK HABITS THROUGH THE USE
 OF ASSIGNMENT SHEETS, JOB SHEETS AND OPERATION SHEETS"

Item No. 18

Total Number and Per Cent of Respondents by Response Category												
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5		4		3		2		1			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	3	37.50	4	50.00	1	12.50					8	4.25
Teachers	20	28.57	33	47.14	13	18.57	3	4.29	1	1.43	70	3.97
*Students	<u>223</u>	<u>25.81</u>	<u>400</u>	<u>46.30</u>	<u>165</u>	<u>19.10</u>	<u>54</u>	<u>6.25</u>	<u>22</u>	<u>2.55</u>	<u>864</u>	<u>3.87</u>
Totals	246	26.12	437	46.39	179	19.01	57	6.05	23	2.45	942	3.88

Cumulative Mean = 3.88

*One student failed to respond to this item

TABLE XXI

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS
 ADDS FORCE TO HIS TEACHING BY EMPLOYING THE FOLLOWING TEACHING AND/OR
 LEARNING AIDS: HELPS THE STUDENT APPLY NEW
 KNOWLEDGE AND SKILLS TO PAST EXPERIENCE"

Item No. 19

	Total Number and Per Cent of Respondents by Response Category											
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5	4	3	2	1							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	5	62.50	3	37.50							8	4.63
Teachers	35	50.00	32	45.71	3	4.29					70	4.46
Students	<u>373</u>	<u>43.12</u>	<u>403</u>	<u>46.59</u>	<u>73</u>	<u>8.44</u>	<u>12</u>	<u>1.39</u>	<u>4</u>	<u>0.46</u>	<u>865</u>	<u>4.31</u>
Totals	413	43.81	438	46.45	76	8.06	12	1.28	4	.43	943	4.32

Cumulative Mean = 4.32

TABLE XXII

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS
 ADDS FORCE TO HIS TEACHING BY EMPLOYING THE FOLLOWING TEACHING AND/OR
 LEARNING AIDS: GEARS THE PRESENTATION TO THE
 LEVELS OF EXPERIENCE OF THE GROUP"

Item No. 20

	Total Number and Per Cent of Respondents by Response Category											
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5	4	3	2	1							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	5	62.50	3	37.50							8	4.63
Teachers	39	55.71	30	42.86	1	1.43					70	4.54
Students	<u>335</u>	<u>38.73</u>	<u>427</u>	<u>49.36</u>	<u>60</u>	<u>6.94</u>	<u>28</u>	<u>3.24</u>	<u>15</u>	<u>1.73</u>	<u>865</u>	<u>4.20</u>
Totals	379	40.19	460	48.78	61	6.47	28	2.97	15	1.59	943	4.23

Cumulative Mean = 4.23

individual student and in methods of presentation to effectively reach various levels. The investigator was inclined to think that the 103 responses recorded for the student group of 3.00 or below were from those individuals who are impatient to hurry on.

Analyzes the Trade or Occupation for Teaching Content

Findings presented in Table XXIII disclosed that only 1.59 per cent of the respondents disagreed or strongly disagreed that the effective adult vocational teacher should be able to analyze his trade or occupation for teaching content. The ranking of this item by group means indicates a relative closeness in agreement as to the relative importance of occupational analysis. The coordinators ranked the item as fourteenth in importance, students sixteenth and teachers eighteenth. This low ranking by teachers could be attributed to their lack of knowledge concerning occupational analysis.

Follows Accepted and Approved Work Standards of the Industry

A study of the responses for item number 22 (Table XXIV) reveals that teachers and students agree as to the relative importance of following accepted and approved work standards of industry. This agreement is indicated by the mutual rank of fourteenth assigned to the item by both groups. The coordinators, however, perceived that only nine of the 30 items were of greater importance to the effectiveness of the adult vocational teacher than following accepted and approved work standards of industry.

Teaches, Practices and Enforces Preventive Shop Safety Procedures

TABLE XXIII

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS
PERFORMS THE FOLLOWING TASKS CONCERNING THE OCCUPATION HE IS TEACHING:
ANALYZES THE TRADE OR OCCUPATION FOR TEACHING CONTENT"

Item No. 21

	Total Number and Per Cent of Respondents by Response Category											
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5	4	3	2	1							
No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean	
Coordinators	4	50.00	4	50.00							8	4.50
Teachers	32	45.71	34	48.57	3	4.29	1	1.43			70	4.39
Students	<u>331</u>	<u>38.27</u>	<u>435</u>	<u>50.29</u>	<u>86</u>	<u>9.94</u>	<u>10</u>	<u>1.16</u>	<u>3</u>	<u>0.35</u>	<u>865</u>	<u>4.25</u>
Totals	367	38.92	473	50.16	89	9.44	11	1.17	3	.32	943	4.26

Cumulative Mean = 4.26

TABLE XXIV

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS PERFORMS THE FOLLOWING TASKS CONCERNING THE OCCUPATION HE IS TEACHING: FOLLOWS ACCEPTED AND APPROVED WORK STANDARDS OF THE INDUSTRY"

Item No. 22

	Total Number and Per Cent of Respondents by Response Category										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
	5		4		3		2		1			
Coordinators	5	62.50	3	37.50							8	4.63
Teachers	38	54.29	30	42.86	1	1.43	1	1.43			70	4.50
Students	<u>353</u>	<u>40.81</u>	<u>427</u>	<u>49.36</u>	<u>65</u>	<u>7.51</u>	<u>13</u>	<u>1.50</u>	<u>7</u>	<u>0.81</u>	<u>865</u>	<u>4.28</u>
Totals	396	42.00	460	48.78	66	7.00	14	1.49	7	.75	943	4.30

Cumulative Mean = 4.30

Analysis of responses in Table XXV revealed that only 1.17 per cent of the respondents disagreed or strongly disagreed with teaching, practicing and enforcing preventive shop safety procedures. Item number 14, which dealt with expressing himself fluently and in clear concise terms was the only one of the 30 items to have a lower percentage of disagreement than shop safety. Students ranked the item as second in importance; whereas, teachers and coordinators agreed on a fifth place position. The ranking by cumulative means for item number 23 placed it second in importance. Item number 23, with 66.60 per cent strongly agreeing, earned the distinction of having the second highest percentage of respondents in strong agreement. The only item to have a higher percentage was item number 5.

Possesses Proficiency in the Operation or Manipulation of the Tools of the Trade

Those data which are compiled in Table XXVI reveal that a preponderance of the respondents in this study perceived that the effective adult vocational teacher should possess proficiency in the operation or manipulation of the tools of the trade. The low percentage of responses in the disagree and strongly disagree columns (1.59 per cent) and the high percentage of responses in the agree and strongly agree columns (93.54 per cent) is an indicator of the relative importance attributed to this item. Only three items separated the rankings of the three groups. The rank by cumulative means for item number 24 listed only four items as more important.

Teaches and Performs Preventive and/or Routine Equipment Maintenance

According to the data presented in Table XXVII only 1.39 per cent

TABLE XXV

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS PERFORMS THE FOLLOWING TASKS CONCERNING THE OCCUPATION HE IS TEACHING: TEACHES, PRACTICES AND ENFORCES PREVENTIVE SHOP SAFETY PROCEDURES"

Item No. 23

Total Number and Per Cent of Respondents by Response Category												
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5		4		3		2		1			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	6	75.00	2	25.00							8	4.75
Teachers	45	64.29	25	35.71							70	4.64
Students	526	60.81	286	33.06	42	4.86	10	1.16	1	0.12	865	4.53
Totals	577	61.19	313	33.20	42	4.46	10	1.06	1	.11	943	4.54

Cumulative Mean = 4.54

TABLE XXVI

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS PERFORMS THE FOLLOWING TASKS CONCERNING THE OCCUPATION HE IS TEACHING: POSSESSES PROFICIENCY IN THE OPERATION OR MANIPULATION OF THE TOOLS OF THE TRADE"

Item No. 24

	Total Number and Per Cent of Respondents by Response Category										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
	5		4		3		2		1			
Coordinators	7	87.50	1	12.50							8	4.88
Teachers	45	64.29	25	35.71							70	4.64
Students	<u>482</u>	<u>55.72</u>	<u>322</u>	<u>37.23</u>	<u>46</u>	<u>5.32</u>	<u>10</u>	<u>1.16</u>	<u>5</u>	<u>0.58</u>	<u>865</u>	<u>4.46</u>
Totals	534	56.63	348	36.91	46	4.88	10	1.06	5	.53	943	4.48

Cumulative Mean = 4.48

TABLE XXVII

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS PERFORMS THE FOLLOWING TASKS CONCERNING THE OCCUPATION HE IS TEACHING: TEACHES AND PERFORMS PREVENTIVE AND/OR ROUTINE EQUIPMENT MAINTENANCE"

Item No. 25

	Total Number and Per Cent of Respondents by Response Category										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
	5		4		3		2		1			
Coordinators	4	50.00	4	50.00							8	4.50
Teachers	36	51.43	33	47.14	1	1.43					70	4.50
Students	<u>400</u>	<u>46.24</u>	<u>398</u>	<u>46.01</u>	<u>54</u>	<u>6.24</u>	<u>9</u>	<u>1.04</u>	<u>4</u>	<u>0.46</u>	<u>865</u>	<u>4.37</u>
Totals	440	46.66	435	46.13	55	5.84	9	.96	4	.43	943	4.38

Cumulative Mean = 4.38

of the respondents disagreed or strongly disagreed with teaching and performing preventive and/or routine equipment maintenance. Although their mean response was lower than that of coordinators and teachers, the students ranked the item as eighth in importance; whereas, coordinators and teachers concurred on a ranking of fifteenth. It is striking to note that students achieved a higher ranking on this item than did coordinators. This could be attributed to the fact that in most cases coordinators of adult education are not charged with the responsibility for equipment.

Involves the Students in a Mutual Process of Formulating Learning Objectives

Data concerning the involvement of students in a mutual process of formulating learning objectives are presented in Table XXVIII. The ranking of this item according to cumulative means places it twenty-second in importance of the 30 items. Although, all of the respondent groups perceived that student involvement was necessary for effective teaching, they indicated by a ranking of cumulative means that 21 of the 30 items were more important.

Involves Students in Developing Acceptable Methods for Measuring Student Progress

From those data, presented in Table XXIX, it was detected that there was only one item difference in the ranking of item number 27 by the three respondent groups. The rank assigned to this item by the coordinators was 27; whereas, the teachers and students assigned a rank of twenty-eighth to the item. The rank for the item by cumulative means indicated that only 2 items were perceived of less

TABLE XXVIII

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER
OF ADULTS CONSCIENTIOUSLY EMPLOYS THE FOLLOWING OBJECTIVE
EVALUATION METHODS: INVOLVES THE STUDENTS IN A MUTUAL
PROCESS OF FORMULATING LEARNING OBJECTIVES"

Item No. 26

Total Number and Per Cent of Respondents by Response Category												
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5		4		3		2		1			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	4	50.00	4	50.00							8	4.50
Teachers	30	42.86	37	52.86	2	2.86	1	1.43			70	4.37
Students	<u>299</u>	<u>34.57</u>	<u>454</u>	<u>52.49</u>	<u>91</u>	<u>10.52</u>	<u>13</u>	<u>1.50</u>	<u>8</u>	<u>0.92</u>	<u>865</u>	<u>4.18</u>
Totals	333	35.32	495	52.50	93	9.87	14	1.49	8	.85	943	4.20

Cumulative Mean = 4.20

TABLE XXIX

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER
OF ADULTS CONSCIENTIOUSLY EMPLOYS THE FOLLOWING OBJECTIVE
EVALUATION METHODS: INVOLVES STUDENTS IN DEVELOPING
ACCEPTABLE METHODS FOR MEASURING STUDENT PROGRESS"

Item No. 27

	Total Number and Per Cent of Respondents by Response Category										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	5	4	3	2	1							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	2	25.00	6	75.00							8	4.25
Teachers	21	30.00	39	55.71	7	10.00	3	4.29			70	4.11
Students	<u>228</u>	<u>26.36</u>	<u>425</u>	<u>49.13</u>	<u>151</u>	<u>17.46</u>	<u>49</u>	<u>5.66</u>	<u>12</u>	<u>1.39</u>	<u>865</u>	<u>3.93</u>
Totals	251	26.62	470	49.84	158	16.76	52	5.52	12	1.28	943	3.95

Cumulative Mean = 3.95

importance by the respondent groups.

Helps Students to see the Gap Between What the Student Would Like to be and What He is

Analysis of the responses recorded in Table XXX indicates that coordinators perceived this item as being of greater relative importance than did teachers and students. Coordinators perceived that only 16 of the 30 items were of greater importance. Students and teachers, however, perceived 26 of the 30 items to be of greater importance. The over all ranking by the three groups for this item was twenty-seventh.

Maintains an Accurate Chart Indicating Student Progress

Data concerning responses to item number 29 are recorded in Table XXXI. According to this data it is noted that the maintenance of an accurate progress chart is indicative of the effective adult vocational teacher. However, the data also reveals that 29 of the 30 items presented in this study were perceived to be of greater importance than the maintenance of an accurate progress chart.

Prepares and Administers Examinations That are Fair and Accurate in Appraising Student Progress

In analyzing the findings recorded in Table XXXII, it was observed that coordinators perceived the preparation and administration of examinations as less important than did teachers or students. The coordinator group perceived this item as being least important of the 30 items on the questionnaire. Students perceived that 24 items were more important and teachers perceived 23 items to be more important.

TABLE XXX

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF
ADULTS CONSCIENTIOUSLY EMPLOYS THE FOLLOWING OBJECTIVE EVALUATION
METHODS: HELPS STUDENTS TO SEE THE GAP BETWEEN WHAT
THE STUDENT WOULD LIKE TO BE AND WHAT HE IS"

Item No. 28

Total Number and Per Cent of Respondents by Response Category												
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Totals	
	5		4		3		2		1			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Coordinators	5	62.50	2	25.00	1	12.50					8	4.50
Teachers	20	28.57	44	62.86	3	4.29	3	4.29			70	4.16
Students	267	30.87	378	43.76	144	16.65	57	6.59	19	2.20	865	3.94
Totals	292	30.97	424	44.97	148	15.70	60	6.37	19	2.02	943	3.96

Cumulative Mean = 3.96

TABLE XXXI

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS
CONSCIENTIOUSLY EMPLOYS THE FOLLOWING OBJECTIVE EVALUATION METHODS:
MAINTAINS AN ACCURATE CHART INDICATING STUDENT PROGRESS"

Item No. 29

	Total Number and Per Cent of Respondents by Response Category										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
	5		4		3		2		1			
Coordinators	1	12.50	6	75.00			1	12.50			8	3.88
Teachers	19	27.14	30	42.86	17	24.29	2	2.86	2	2.86	70	3.89
Students	<u>193</u>	<u>22.31</u>	<u>366</u>	<u>42.31</u>	<u>200</u>	<u>23.12</u>	<u>72</u>	<u>8.32</u>	<u>34</u>	<u>3.93</u>	<u>865</u>	<u>3.71</u>
Totals	213	22.59	402	42.63	217	23.02	75	7.96	36	3.82	943	3.72

Cumulative Mean = 3.72

TABLE XXXII

RESPONSE PATTERN TO THE STATEMENT, "THE EFFECTIVE VOCATIONAL TEACHER OF ADULTS
CONSCIENTIOUSLY EMPLOYS THE FOLLOWING OBJECTIVE EVALUATION METHODS:
PREPARES AND ADMINISTERS EXAMINATIONS THAT ARE FAIR
AND ACCURATE IN APPRAISING STUDENT PROGRESS"

Item No. 30

	Total Number and Per Cent of Respondents by Response Category										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
	5		4		3		2		1			
Coordinators	1	12.50	5	62.50	1	12.50	1	12.50			8	3.75
Teachers	29	41.43	35	50.00	2	2.86	3	4.29	1	1.43	70	4.26
Students	<u>278</u>	<u>32.14</u>	<u>412</u>	<u>47.63</u>	<u>126</u>	<u>14.57</u>	<u>34</u>	<u>3.93</u>	<u>15</u>	<u>1.73</u>	<u>865</u>	<u>4.04</u>
Totals	308	32.67	452	47.94	129	13.68	38	4.03	16	1.70	943	4.06

Cumulative Mean = 4.06

Preparing and administering examinations was ranked twenty-fifth according to cumulative means.

Summary of Responses

The compilation of mean responses of the three respondent groups for each of the 30 questionnaire items are presented in descending rank order in Table XXXVIII. This table indicates the relative importance of each item as perceived by the respondent groups.

The cumulative mean response referred to is the arithmetic mean and was used in Table XXXVIII to rank the 30 items as to their relative importance. For ranking purposes the means in Table XXXVIII are reported to four decimal places; whereas, in Table III through XXXII they were rounded back to two places.

There was a noticeable tendency by the coordinator group to rank items higher, by mean scores, than either the teacher or the student groups. Teachers generally ranked the items higher than students.

Coordinators assigned a higher rank to 16 of the 30 questionnaire items than that which was assigned by teachers or students. Teachers assigned a higher rank than coordinators or students to eight of the questionnaire items. Students assigned a higher rank than teachers or coordinators to five of the questionnaire items. Item number 5 received the same ranking by all groups.

The coordinator group had the highest mean response for any of the three groups with a 5.00 for item number 5. The student group exhibited the lowest mean response for any group with a mean of 3.7073 for item number 29.

An interesting observation is that there was a range of 1.2781

TABLE XXXIII

COMPILATION OF MEAN RESPONSES AND
RANK ORDER BY RESPONDENT GROUP

Group Totals			Mean Responses and Rank by Group					
			Coordinators		Teachers		Students	
Rank	Cumulative Mean	Item No.	Rank	Mean	Rank	Mean	Rank	Mean
1	4.5883	5	1	5.0000	1	4.7286	1	4.5732
Exhibiting Enthusiasm and Support for the Area in Which He is Teaching								
2	4.5427	23	5	4.7500	5	4.6428	2	4.5328
Teaches, Practices and Enforces Preventive Shop Safety Procedures								
3	4.5332	8	6	4.6250	2	4.6571	3	4.5223
Giving Demonstrations of Skills and Procedures								
4	4.5300	9	4	4.7500	3	4.6571	4	4.5177
Providing Opportunity for Each Student to Practice Newly Acquired Skills								
5	4.4802	24	3	4.8750	6	4.6428	5	4.4634
Possesses Proficiency in the Operation or Manipulation of the Tools of the Trade								
6	4.4558	14	23	4.3750	8	4.5857	6	4.4460
Expresses Himself Fluently and in Clear, Concise Terms								
7	4.3932	11	24	4.2500	4	4.6571	7	4.3732
Maintains an Open Mind Concerning the Ideas and Opinions of Students								

TABLE XXXIII Continued

Group Totals			Mean Responses and Rank by Group					
			Coordinators		Teachers		Students	
Rank	Cumulative Mean	Item No.	Rank	Mean	Rank	Mean	Rank	Mean
8	4.3762	25	15	4.5000	15	4.5000	8	4.3651
			Teaches and Performs Preventive and/or Routine Equipment Maintenance					
9	4.3487	16	12	4.5000	13	4.5413	9	4.3339
			Employs Methods and Techniques of Effective Planning and Implementation					
10	4.3444	1	18	4.3750	10	4.5428	10	4.3281
			Accepting and Respecting Each Students Feelings and Ideas					
11	4.3423	12	2	4.8750	7	4.6286	11	4.3143
			Avoids Sarcastic and Derogatory Responses to Members of the Group					
12	4.3190	19	8	4.6250	16	4.4571	12	4.3050
			Helps the Student Apply New Knowledge and Skills to Past Experience					
13	4.3148	13	22	4.3750	11	4.5428	13	4.2958
			Readily Adjusts and Adapts to New and Different Situations					
14	4.2978	22	10	4.6250	14	4.5000	14	4.2784
			Follows Accepted and Approved Work Standards of the Industry					
15	4.2617	21	14	4.5000	18	4.3857	16	4.2495
			Analyzes the Trade or Occupation for Teaching Content					

TABLE XXXIII Continued

Group Totals			Mean Responses and Rank by Group					
			Coordinators		Teachers		Students	
Rank	Cumulative Mean	Item No.	Rank	Mean	Rank	Mean	Rank	Mean
16	4.2554	4	11	4.5000	23	4.3000	15	4.2495
Recognizing and Accepting Learning Problems of Students Caused by Variation in Scholastic Ability and Attainment								
17	4.2490	7	28	4.1250	17	4.4286	17	4.2356
Encouraging Sharing of Ideas Among the Group Through Discussion Leading								
18	4.2299	20	9	4.6250	12	4.5428	19	4.2010
Gears the Presentation to the Levels of Experience of the Group								
19	4.2161	2	19	4.3750	20	4.3571	18	4.2033
Recognizing and Accepting Learning Problems of Students Caused by Variation in Socio-Economic Background								
20	4.2140	15	25	4.2500	9	4.5714	21	4.1848
Maintains Good Professional Image in Terms of Grooming								
21	4.2013	10	7	4.6250	21	4.3571	20	4.1848
Securing the Services of Resource Persons and Experts in the Field								
22	4.1992	26	16	4.5000	19	4.3714	22	4.1825
Involves the Students in a Mutual Process of Formulating Learning Objectives								

TABLE XXXIII Continued

Group Totals			Mean Responses and Rank by Group					
			Coordinators		Teachers		Students	
Rank	Cumulative Mean	Item No.	Rank	Mean	Rank	Mean	Rank	Mean
23	4.1557	17	13	4.5000	22	4.3571	23	4.1362
Accents Learning by the Use of Audio-Visual Equipment								
24	4.0984	6	21	4.3750	25	4.2286	24	4.0853
Skillful Questioning of Each Individual to Determine Areas Where Additional Help is Needed								
25	4.0581	30	30	3.7500	24	4.2571	25	4.0449
Prepares and Administers Examinations that are Fair and Accurate in Appraising Student Progress								
26	4.0221	3	20	4.3750	26	4.1571	26	4.0079
Recognizing and Accepting Learning Problems of Students Caused by Variation in Cultural and Ethnic (Minority Group) Background								
27	3.9648	28	17	4.5000	27	4.1571	27	3.9443
Helps Students to See the Gap Between What the Student Would Like to Be and What He Is								
28	3.9499	27	27	4.2500	28	4.1143	28	3.9339
Involves Students in Developing Acceptable Methods for Measuring Student Progress								

TABLE XXXIII Continued

Group Totals			Mean Responses and Rank by Group					
			Coordinators		Teachers		Students	
Rank	Cumulative Mean	Item No.	Rank	Mean	Rank	Mean	Rank	Mean
29	3.8766	18	26	4.2500	29	3.9714	29	3.8655
			Encourages Desirable Work Habits Through the Use of Assignment Sheets, Job Sheets and Operation Sheets					
30	3.7219	29	29	3.8750	30	3.8857	30	3.7073
			Maintains an Accurate Chart Indicating Student Progress					

in mean scores for the coordinator group, a range of .8429 for the teacher group and a range of .8659 for the student group. This range in mean scores is a direct indication of the relative importance that the groups placed on each item. The range of cumulative means for the three groups was from 4.5883 to 3.7219 which leaves a difference between the high and low mean scores of .8664. This .8664 difference in cumulative means for the 30 questionnaire items is an accumulation of small differences between items. None of the items attained identical cumulative means. The average difference between items according to cumulative means was .0299.

There was a considerable difference in ranking between and among the respondent groups on eight of the questionnaire items. Although, the differences among the groups as to the ranking of items according to relative importance is considerable for these items, the reason for those differences can only be speculative. Attention is called here to those items for which a striking disagreement as to the relative importance by groups was recorded.

Ranking by groups of the statement concerning recognizing and accepting learning problems of students caused by variation in scholastic ability and attainment ranged from twenty-third to eleventh. By rating item number 4 higher, the investigator assumes that coordinators and students were more acutely aware of problems caused by variation in scholastic ability and attainment. The low rating of the item by teachers could be attributed to the lack of formal instruction in teaching methods as was indicated by 32 of the 70 teachers.

The difference in ranking of item number 7 would indicate that teachers and students perceived the sharing of ideas through discussion

leading to be considerably more important than coordinators. All groups agreed that the item was important to effective teaching; however, the coordinators indicated that 27 of the items were of greater importance. Teachers and students agreed that only 16 of the items were of greater importance.

In ranking item number 10, concerning the use of resource persons, lower than coordinators, perhaps the teachers and students are indicating that they perceive the teacher as being the expert to a greater extent than coordinators.

A speculation concerning the low rank of twenty-fourth by coordinators for item number 11 as compared to the rank of fourth for teachers is that the coordinators perceived the rôle of the teacher as being somewhat closed minded concerning ideas and opinions of students. Or perhaps they were just indicating that 23 of the items are of greater importance.

Surprisingly, students ranked item number 12, concerning avoiding sarcastic and derogatory remarks, lower than teachers or coordinators. The high second place rating by the coordinators could be an indication of their awareness of public relations; whereas, the students, in rating the item eleventh, tended to indicate that they would be willing to tolerate a certain amount of abuse if they received the instruction needed for employment.

Coordinators, in assessing the relative importance of item number 14, perceived that 22 of the 30 items were of greater importance than the ability of the teacher to express himself fluently and in clear, concise terms. The teachers and students, however, indicated by their eighth and sixth place rankings that much of the knowledge and

expertness of the teacher is lost if he is unable to present the material to the class in understandable form.

The statement "maintains good professional image in terms of grooming," was ranked considerably higher by teachers than by coordinators or students. This is indicative of a self consciousness on the part of the teacher concerning image. One student summed it up by saying, "As long as a teacher helps a student learn a skill or trade it wouldn't make any difference whether he wore his hair long or had a mustache. As long as he used good manners and didn't use profane language in class."

The importance of the use of audio-visual equipment has been debated, more pro than con, for many years. Perhaps, as indicated by responses to item number 17, the use of audio-visual equipment has been abused. Perhaps students and teachers are telling us that the use of audio-visual equipment, important as it might be to accent instruction, will not replace the well prepared teacher.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

Legislation in recent years, particularly the Vocational Education Act of 1963, as amended in 1968, and the Educational Professions Development Act of 1967, reaffirms the national commitment to make higher quality vocational education available to a larger group of persons (32). As a result of the recent phenomenal growth in adult vocational education, many persons have been thrust into the teaching role who would not otherwise have become teachers. There are also those vocational education teachers at the secondary level who choose for various reasons to enter the realm of adult teaching. Often it can be recognized that neither the skilled craftsman from industry nor the secondary vocational teacher are adequately prepared for their new role as an adult educator.

This study was undertaken in an endeavor to augment the process of providing a higher quality adult vocational education program. An attempt was made to identify those behavioral teaching acts that the teacher of adult vocational education should practice or perform to be an effective adult vocational teacher. To facilitate this identification process a questionnaire was structured to obtain responses on a five point rating scale as to the degree that respondents perceived the item to be an adult vocational teacher education need. The 30

items included in the questionnaire are not an exhaustive list of the teaching and/or learning behaviors of adult vocational teachers. Other behavioral perceptions may be of equal importance in a study of this nature. The ones selected for this study, however, were ones believed to be most relevant to adult education by a panel of experts and by the chief administrators of the area vocational schools in Oklahoma.

This thesis is a summarization of the findings obtained from administering 943 questionnaires to coordinators of adult education, vocational teachers of adults and adult vocational students in the eight selected area vocational schools. The research question was asked: Do responses to the questionnaire items indicate an identifiable pattern of agreement in perception (of 3.50 or above on a five point rating scale) of what students view as effective teaching behavior; of what teachers view as effective teaching behavior; and of what coordinators view as effective teaching behavior.

Data collected by the questionnaires were tabulated and analyzed using frequencies, percentages and mean scores to determine if responses to the questionnaire items indicated an identifiable pattern of agreement in perception. The investigator's interpretation of these scores as established by the questionnaire was: (5.00) strongly agree, (4.00) agree, (3.00) undecided, (2.00) disagree and (1.00) strongly disagree. A cumulative mean score of 3.50 or above was considered by the investigator to indicate significant agreement among students, teachers and coordinators as to the relative importance of the items to effective adult vocational teaching.

Conclusions

The following conclusions emerge from the study as being of particular importance.

1. Of the 30 items submitted to the three respondent groups, none were rejected by any group as falling below the 3.50 cut off point.
2. Item number 5, "Exhibits enthusiasm and support for the area in which he is teaching," received the highest rating of any item by all of the respondent groups.
3. There was a noticeable tendency by the coordinator group to rank most items higher than either the teacher or student groups.
4. Teachers generally ranked the items higher than students.
5. Coordinators in most instances assigned a higher rank to items 1 through 5, which dealt with "the learning environment," than students or teachers; whereas, students tended to rank them slightly higher than teachers.
6. Items 6 through 10, which involved "teaching techniques," were ranked higher in most instances by teachers than by coordinators. The student group ranked these items lower in all instances than teachers or coordinators.
7. Teachers in most instances assigned a higher rank to items 11 through 15, which dealt with "personal characteristics and behavioral patterns," than coordinators or students; whereas, students generally ranked them higher than coordinators.
8. Items 16 through 20, which involved "teaching and/or

learning aids" received a higher ranking from coordinators; whereas, students ranked them higher than teachers.

9. Coordinators in most instances assigned a higher rank to items 21 through 25, which dealt with "performance of occupationally connected tasks by the teacher." However, students rated these items higher than teachers.
10. Items 26 through 30, which involved "evaluation methods," were ranked higher by coordinators than by teachers. Students did not rank any of this series of items higher than coordinators or teachers.
11. There were no identical cumulative mean responses among the 30 questionnaire items.
12. The average difference between items according to cumulative means was .0299.

Recommendations

It is understood that teachers are not all alike and that individual teachers will not possess all of the characteristics of good teaching to the same degree. Persons who are charged with the responsibility for adult education programs should strive to maintain a staff of teachers that are adequately prepared to provide the best possible learning environment for the total adult population.

For the purpose of providing an atmosphere in adult vocational education programs that further enhances the learning process, the investigator recommends that:

1. The results of this study should be carefully considered by anyone who is contemplating an adult teacher training program

whether it be pre-service, in-service or up-grading.

2. Teacher education programs for trade and industrial education teachers should be modified to include extensive study in the procedures and practices in the education of adults.
3. Pre-service and/or in-service training programs should be established for non degree adult trade and industrial education teachers who are employed either part-time or full-time from the ranks of industry.
- ✓ 4. Emphasis should be given in any adult vocational teacher training program to the 30 behavioral teaching acts according to the descending rank order established by this study.
5. Those responsible for adult education programs at the local level should provide a situation whereby meaningful dialogue between coordinators, teachers and students can take place concerning the behavioral teaching acts identified in this study.
6. Reasonable behavioral objectives should be established at all levels in the adult education program to provide direction and aid in more efficient management.

The investigator recognizes the generalities of the statements made in the behavioral teaching acts included in this study. More precise information is still needed to guide coordinators and teacher trainers in program planning. Further research is indicated in the following areas:

1. A more in depth study of each of the behavioral teaching acts identified in this study.
2. Identification of other behavioral teaching acts that are

pertinent to adult trade and industrial education.

3. Identification of other adult vocational teacher education needs.
4. A study in the other service areas of vocational education to determine the applicability of these behavioral teaching acts.
5. Development of an instrument for determining the extent to which adult vocational teachers are deficient in the teaching skills identified in this study.
6. A procedure for training adult vocational teachers in the teaching skills identified in this study at the least cost in time, effort and money.

It is hoped that this study may be of benefit to others in their search for knowledge concerning adult vocational teacher education needs. It is also hoped that this study will be used by teacher trainers in the development of a more comprehensive program for adult vocational teachers and prospective adult vocational teachers.

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APPENDIX A

ALPHABETICAL LISTING OF PANEL MEMBERS

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APPENDIX B

QUESTIONNAIRE

QUESTIONNAIRE

As an adult enrolled in a vocational course, or as a teacher or coordinator in adult vocational education, you have certain perceptions of what a person needs to know or do in order to satisfactorily teach adults.

The following is a list of statements that relate to teaching and/or learning. Please respond to each statement by marking in the appropriate blank of the five point rating scale at the right of each statement. The rating scale will indicate the degree of your agreement to the statement, from strongly agree to strongly disagree, that a teacher of adults needs to possess those qualities of teaching or learning in order to do a satisfactory job of teaching adults.

This information will be strictly confidential and will be used only to better understand the teacher education needs of adult vocational teachers. Your cooperation in answering these questions will be of great assistance. However, participation in this study is entirely voluntary and your assistance, while strongly solicited, is wholly a matter of your own pleasure. You have our gratitude for considering this request.

The effective vocational teacher of adults carefully provides a learning environment characterized by:

Example

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	5	4	3	2	1
A. Enjoys Teaching adults	(X)	()	()	()	()
<hr/>					
1. Accepting and respecting each student's feelings and ideas	()	()	()	()	()
2. Recognizing and accepting learning problems of students caused by variation in socio-economic background	()	()	()	()	()
3. Recognizing and accepting learning problems of students caused by variation in cultural and ethnic (minority group) background	()	()	()	()	()
4. Recognizing and accepting learning problems of students caused by variation in scholastic ability and attainment	()	()	()	()	()
5. Exhibiting enthusiasm and support for the area in which he is teaching	()	()	()	()	()

The effective vocational teacher of adults performs the teaching act by employing the following techniques:

- 6. Skillful questioning of each individual to determine

- | | Strongly
Agree
5 | Agree
4 | Undecided
3 | Disagree
2 | Strongly
Disagree
1 |
|--|------------------------|------------|----------------|---------------|---------------------------|
| areas where additional help is needed | () | () | () | () | () |
| 7. Encouraging sharing of ideas among the group
through discussion leading | () | () | () | () | () |
| 8. Giving demonstrations of skills and
procedures | () | () | () | () | () |
| 9. Providing opportunity for each student to
practice newly acquired skills | () | () | () | () | () |
| 10. Securing the services of resource persons and
experts in the field | () | () | () | () | () |

The effective vocational adult teacher possesses personal characteristics and behavioral patterns including the following:

- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 11. Maintains an open mind concerning the ideas
and opinions of students | () | () | () | () | () |
| 12. Avoids sarcastic and derogatory responses to
members of the group | () | () | () | () | () |
| 13. Readily adjusts and adapts to new and different
situations | () | () | () | () | () |
| 14. Expresses himself fluently and in clear, concise
terms | () | () | () | () | () |
| 15. Maintains good professional image in terms of
grooming | () | () | () | () | () |

The effective vocational teacher of adults adds force to his teaching by employing the following teaching and/or learning aids:

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 16. Employs methods and techniques of effective
planning and implementation | () | () | () | () | () |
| 17. Accents learning by the use of audio-visual
equipment | () | () | () | () | () |
| 18. Encourages desirable work habits through the
use of assignment sheets, job sheets and
operation sheets | () | () | () | () | () |

- | | | | | | |
|---|---------------------|---------|-------------|------------|------------------------|
| | Strongly
5 Agree | 4 Agree | 3 Undecided | 2 Disagree | 1 Strongly
Disagree |
| 19. Helps the student apply new knowledge and skills to past experience | () | () | () | () | () |
| 20. Gears the presentation to the levels of experience of the group | () | () | () | () | () |

The effective vocational teacher of adults performs the following tasks concerning the occupation he is teaching:

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 21. Analyzes the trade or occupation for teaching content | () | () | () | () | () |
| 22. Follows accepted and approved work standards of the industry | () | () | () | () | () |
| 23. Teaches, practices and enforces preventive shop safety procedures | () | () | () | () | () |
| 24. Possesses proficiency in the operation or manipulation of the tools of the trade | () | () | () | () | () |
| 25. Teaches and performs preventive and/or routine equipment maintenance | () | () | () | () | () |

The effective vocational teacher of adults conscientiously employs the following objective evaluation methods:

- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 26. Involves the students in a mutual process of formulating learning objectives | () | () | () | () | () |
| 27. Involves students in developing acceptable methods for measuring student progress | () | () | () | () | () |
| 28. Helps students to see the gap between what the student would like to be and what he is | () | () | () | () | () |
| 29. Maintains an accurate chart indicating student progress | () | () | () | () | () |
| 30. Prepares and administers examinations that are fair and accurate in appraising student progress | () | () | () | () | () |

Please list any other perceptions or ideas you might have concerning the

behavioral teaching acts or patterns which characterize the effective vocational teacher of adults.

APPENDIX C

STUDENT CHARACTERISTIC CHECK SHEET

TEACHER CHARACTERISTIC CHECK SHEET

CHARACTERISTICS OF ADULTS ENROLLED IN
VOCATIONAL EDUCATIONAL COURSES

Please check (X) the blank to the left of the response under each question that best describes your present status.

1. What is your past experiences as a participant in adult education courses?

- 476 A. Have never participated before.
21 B. Enrolled one time but did not complete course.
172 C. Completed 1 adult course.
196 D. Completed more than one course.

2. What is the highest level of formal education you have completed?

- 15 A. 6 years (elementary school).
88 B. 9 years (junior high school).
472 C. 12 years (high school).
290 D. 1 or more years of college.

3. What is your age group?

- 251 A. Under 25
248 B. 25 to 34
168 C. 35 to 44
193 D. 45 to 64
5 E. 65 or over

4. From what source is the major part of your income derived?

- 389 A. Hourly wages
339 B. Salary (weekly, monthly or yearly)
105 C. Self employment
10 D. Commissions
22 E. Unemployed

5. What is your sex?

- 834 A. Male
31 B. Female

6. What is your one (major) reason for enrolling in this course?

- 240 A. Increase performance on present job.
200 B. For advancement in present occupation.
291 C. To get a new job.
134 D. Hobby

7. What is your present employment status?

- 749 A. Employed full time
52 B. Employed part time
51 C. Unemployed (Out of work).
13 D. Retired.

CHARACTERISTICS OF TEACHERS OF ADULT VOCATIONAL EDUCATION COURSES

Please check (X) the blank to the left of the response under each question that best describes your present status.

1. What is your past teaching experience in adult vocational education?

- 11 A. Have never taught before.
8 B. Taught one course.
17 C. Taught one year.
19 D. Taught 2 to 4 years.
15 E. Taught 5 or more years.

2. What is your highest formal education?

- 1 A. Completed high school.
6 B. Completed high school and served an apprenticeship.
5 C. Completed high school and a trade school.
20 D. Attended one or more years of college but did not earn a degree
38 E. Earned one or more college degrees.

3. If you attended college, was the program in which you were enrolled?

- 13 A. General education (humanities, psychology, history, social science).
31 B. Vocational education
11 C. Technical education.
6 D. Engineering.

4. If you attended college how many hours of T & I or other professional courses did you have?

- 14 A. Less than 4 hours credit.
7 B. Less than 8 but more than 4.
8 C. Less than 16 but more than 8.
33 D. More than 16.

5. What is your age group?

- 1 A. Under 25
24 B. 25 to 34
26 C. 35 to 44
18 D. 45 to 64
1 E. 65 or over

6. Years of active membership in a trade organization?

- 23 A. 0 (never belonged)
7 B. 1 to 2 years
11 C. 3 to 5 years
29 D. 5 or more years

7. Years of work experience in the trade you are now teaching.

- 3 A. 2 years or less
- 10 B. 3 to 5 years
- 17 C. 6 to 10 years
- 40 D. 10 or more years

8. Years of work experience in any trades other than the one you are now teaching.

- 49 A. 2 years or less
- 15 B. 3 to 5 years
- 12 C. 6 to 10 years
- 4 D. 10 or more years

9. Hours per week spent working at a job other than teaching.

- 39 A. 10 hours or less
- 5 B. Less than 20
- 2 C. Less than 40
- 23 D. 40 or more

10. Hours per week spent teaching an adult vocational class.

- 3 A. 2 or less
- 20 B. 3 to 5
- 46 C. 6 to 10
- 1 D. More than 10

11. If you are a full time teacher, how many hours do you spend in teaching other than adult vocational education?

- 1 A. 5 hours
- 5 B. 10 hours
- 0 C. 15 hours
- 40 D. 30 hours

12. If you are a full time teacher, what level do you teach other than adult?

- 0 A. Elementary
- 27 B. Secondary
- 19 C. Post-Secondary
- 0 D. Apprenticeship

APPENDIX D

LETTER OF INSTRUCTIONS TO COORDINATORS

November 5, 1971

Mr. James Tritt
Coordinator of Adult Education
Tulsa Area Vocational-Technical Center
3420 S. Memorial
Tulsa, Oklahoma 74145

Dear Mr. Tritt:

Thank you for consenting to work with us in conducting this study in adult education. We hope that the responses obtained on the questionnaire will provide information that will enable us to make recommendations concerning teacher education needs.

Enclosed is a questionnaire for you, the coordinator, to complete. The instructor and students questionnaires are packaged in individual envelopes with the course name clipped to it. Please distribute these envelopes with the enclosed questionnaires to the specified T & I classes. Explain to each instructor that there is a questionnaire in the packet to be completed by the instructor and one each for members of the class. Explain also that although we would appreciate 100% participation in the completion of the questionnaires, their participation is entirely voluntary.

The following is the procedure for you to follow in distributing and returning the questionnaires.

1. Complete coordinator questionnaire.
2. Distribute packets to classes.
3. Place completed student and instructor questionnaires back in individual packets.
4. Remove the class designation label from the class packets.
5. Place individual packets in the large stamped, self-addressed envelope which is enclosed for their return.
6. Place coordinators completed questionnaire in the large envelope with the class packets.
7. Seal the large envelope and place in the mail.

Thank you for your cooperation. Without your help a study of this nature could not be conducted.

Sincerely,

Wayman R. Penner

APPENDIX E

COMMENTS FROM RESPONDENTS

COMMENTS FROM RESPONDENTS

Reaction of Respondents to the Statement: Please list any other perceptions or ideas you might have concerning the behavioral teaching acts or patterns which characterize the effective vocational teacher of adults.

Encourages continuing studies for students that show good ability in the subject being taught.

* * * *

The most successful teacher of adults is one that recognizes the learning problems of his students and presents his students with material to be learned at the proper level. Don't talk "down" to anybody but teach him at a level he can understand.

* * * *

Enthusiasm of the teacher for his subject is contagious.

* * * *

The vocational teacher should strive to keep active in his trade area. He should constantly upgrade his skill and work in and as close to his subject area as much as possible to keep abreast of developments.

* * * *

I think a good vocational-technical teacher should have had actual experience working in the field he is teaching so he will have a practical knowledge of the field.

* * * *

An adult vocational course should be taught by someone who thoroughly knows the subject (Remember how successful the Sea Bees were?). Grades are not very important—pass or no pass would do. What is learned, not how fancy the teaching technique, is where the emphasis should be. In short, a long history of education courses should not be a teacher prerequisite.

* * * *

I believe he must conduct himself so that the student knows he is being taught by one who really knows his subject—he must teach with authority in a clear, concise voice.

* * * *

More individual assistance.

* * * *

A good teacher is friendly to the class but he must not become a close, personal friend to the students.

* * * *

Must keep the student's attention at all times or close to it.

* * * *

Should use demonstrations and have a respect for all students.

* * * *

I feel the teacher of a vocational course needs to be in constant contact with industry, so that he enhances education and industry relationships.

* * * *

Should be a man that has had experience in industry as a technician, etc. Does not need to have a degree of any kind. In fact a person without practical experience and having a degree is not worth anything as far as teaching a vocation.

* * * *

For adults - I believe thorough preparation by the teacher for each lesson is of the utmost importance - teacher should follow carefully prepared course - adults don't want to waste time.

* * * *

He should try to give examples in something simple that is used in every day life to connect what he is teaching to what it is used for, or how it works. This is the way people learn. (a picture is worth a 1000 words).

* * * *

Auto mechanics is usually studied by men but sometimes women have to learn this. The teacher should not be partial to different sexes just because he's used to teaching males.

* * * *

A teacher should teach and not try to show how smart he is.

* * * *

An example of human behavior before he attains subject and teaching ability.

* * * *

He must like people.

* * * *

Teacher should cut short a lot of the comments that do not apply to the subject at hand. We have wasted a lot of time talking about things that really not applicable. In other words don't let the class be sidetracked.

* * * *

Treats every student equal.

* * * *

Should keep his teaching down to a level the class can understand

* * * *

I think the teachers should make sure the student knows what they are doing and the teacher should help a little more, instead of just throwing you aside like my teacher did me when I asked to fix my car. He didn't have a minute for me and he would've probably been happy if my car would've blown up on me. At least I found someone to help me that didn't even know me that cared. He helped me and I finally got it fixed. But the reason I'm coming here is to learn to fix my own car but it doesn't look like that is helping me any. I don't think a teacher should expect so much from you when you don't know it !!!

* * * *

Need a good attitude.

* * * *

I think as long as a teacher helps a student learn a skill or trade, it wouldn't make any difference whether he wore his hair long or had a beard or mustache. As long as he used good manners and didn't use profane language in his classes.

* * * *

Have a good sense of humor, makes the class more interesting.

* * * *

Instill in the student interest in vocation through excitement in the vocation - allow students to practice skills learned - show how to do but do not do for the learner.

* * * *

Must have an adult approach to teaching adults. Not to view students as anything other than goal oriented.

* * * *

If the teacher is adapting to performance oriented classes such as trade classes, exams and charts seem petty. Performance under professional supervision will better assist the teacher in evaluating student progress and/or teacher success.

* * * *

Explain things in full.

* * * *

Female teachers with mini skirts would help attendance and attention!!!

* * * *

Find out what the student wants.

* * * *

Teacher should possess ability to make all material as interesting as possible and cover material that is of most use in the trade.

* * * *

Trys hard to get along. Friendly, courteous and helpful.

* * * *

He must like to be with people and have an appreciation of the philosophy of education.

* * * *

Must be able to mix into adult class as another individual and not as a teacher as such. Must not over emphasize his abilities within the framework of the course so as to demoralize the adult student.

* * * *

1. Teacher must be authoritative (a) Discipline of class (b) Course content.
2. Teacher must be impartial - not too socializing.
3. Teacher must personally be related to subject if possible.
4. Teacher must set a specific goal for achievement in time allotted.
5. Very important to get participation from each student.
6. Maintain a atmosphere of expected response and responsible from each student.

* * * *

Learning situation must be dictatorial. Many teachers lose effectiveness by trying to be "one of the guys."

* * * *

Be responsible in maintaining class discipline.

* * * *

Establish effect of group learning. Draw individuals into participating, do not pressure by continual questioning.

2

VITA

Wayman Robert Penner

Candidate for the Degree of

Doctor of Education

Thesis: PERCEPTIONS OF THE NATURE AND SCOPE OF ADULT VOCATIONAL TEACHER EDUCATION NEEDS AS HELD BY ADULT STUDENTS, TEACHERS AND COORDINATORS OF ADULT EDUCATION IN OKLAHOMA AREA VOCATIONAL-TECHNICAL CENTERS

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Okeene, Oklahoma, October 2, 1935, the son of Henry B. and Carrie Penner.

Education: Graduated from Corn Bible Academy, Corn, Oklahoma 1953; received the Bachelor of Science degree from Southwestern State College, Weatherford, Oklahoma in 1961, with a degree in Industrial Arts Education; received the Master of Science degree from Oklahoma State University, Stillwater, Oklahoma in 1966, with a major in Trade and Industrial Education; Completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1972.

Military: Served in the U. S. Navy from 1955 to 1957.

Professional Experience: Industrial Arts and Trade and Industrial Education Instructor from 1962 to 1966 at Tulsa Central High School, Tulsa, Oklahoma; Department Chairman and Instructor in the Industrial Education Department 1966-67, at Tulsa Central High School, Tulsa, Oklahoma; Coordinator of Adult Services from 1967 to 1970 at the Tulsa Area Vocational Technical Center, Tulsa, Oklahoma.

Awards: One of two Vocational-Technical Educators in Oklahoma to be awarded an EPDA 552 Grant to pursue a doctoral degree at Oklahoma State University in 1970.

Professional Organizations: American Vocational Association, Oklahoma Vocational Association, National Council of Local Administrators, Oklahoma Council of Local Administrators, Phi Delta Kappa.