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A STUDY OF THE EFFECTIVENESS OF WORKSHOPS FOR  
VOCATIONAL TEACHERS OF DISADVANTAGED  
HIGH SCHOOL STUDENTS IN OKLAHOMA

By

E.T. APPLE

Bachelor of Science  
East Central State College  
Ada, Oklahoma  
1960

Master of Science  
Oklahoma State University  
Stillwater, Oklahoma  
1965

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
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for the Degree of  
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Thesis Approved:

*Kenneth A. Clair*

Thesis Adviser

*Wm. W. Swenson*

*Wm. D. Brazier*

*Richard Dodder*

*N. D. Durham*

Dean of the Graduate College

873214

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## CHAPTER I

### INTRODUCTION

The United States of America has shown the potential to compete with other countries in many areas of accomplishment. It has achieved great goals in trade, agriculture, technological advances, transportation and defense of its freedom. In attaining these goals Americans have come to believe in certain values that free men possess. They have given devoted attention to the value of the welfare of our society in general, but in recent years this has been accompanied by a growing concern for the individual. We believe that each individual should have the opportunity for developing to his fullest ability and desire, and that this enriches and strengthens our society (15, pp. 145, 146).

In recent years the United States has made great efforts toward equality for all people regardless of race, creed, sex or birthright, believing that all people should have the opportunity to attain their individual fulfillment. In addition it is believed that individual fulfillment will mean greater productivity and as a result of these efforts this country will be strengthened. One of the approaches of the United States Government to assist individual fulfillment has been to grant aid to finance education designed to help abate individual deficiencies and also to train individuals for independent pursuit of livelihood (9, p. 66).

There has long been a recognition of the different learning

capacities of individuals. There has also developed an awareness that individuals are not only born with varying degrees of ability, but that environment greatly affects capabilities or motivation to develop abilities (35, p. 8).

Children come to school a product of their inheritance, environmental experiences and social pressures or expectations. Many of them have not developed adequately or reached maturity levels that allow them to function normally in the public school system. This places these children at a disadvantage in regard to success in the school setting and they may express this maladjustment through their personalities. This expression of personality by disadvantaged students varies on a continuum from overt hostility to complete withdrawal (6, pp. 60, 61).

Hostility demands a focus on treatment by the teacher immediately and if the teacher understands the reason for the child's hostility he may be able to work with the student in order to resolve his conflict. Because younger children exhibiting this type of deviant behavior are usually regarded as going through a phase they will outgrow, it is not often viewed with alarm (6, p. 72). These children expressing overt hostility are usually in an unmanageable stage and a real problem to the teacher. Also, because of the possible misconception that they are only going through a phase, serious efforts are not usually made by teachers to help these students resolve their problems until they reach the secondary school level (32, p. 60).

On the other side of the continuum lies a problem fully as serious as overt behavior, which is silent withdrawal. Rather than students striking out against the seeming injustice surrounding them, they give

up, so to speak. They may do what is expected of them, showing little or no emotion, or they may withdraw, giving up hope of coping with the problems of education and fall so far behind in skills and knowledge that they are incapable of meeting any of the classroom demands (6, p. 75). These passive students are not usually a discipline problem and many teachers only concern themselves that they do not interfere with the regular classroom activities. The teachers expect nothing of these students and their expectations are usually fulfilled; they get nothing (32, p. 89).

Some teachers behave as though they are providing students the only valid educational experience they will ever have in their lifetime. The teacher's commitment to their subject is the product of many educational experiences and personal convictions. Students who only spend a small part of their on-going life in this subject area may not understand the relevance of it to their world, and thus may not be willing to make a commitment to the subject area (34, p. 264).

The foregoing information would seem to propagate the right of the public school system to bend students' minds to meet societal norms and expectations. This raises a question to be considered. Does the public school system have the ethical right to bend students' minds?

The essence of the situation is that youth are considered helpless and the state is responsible to protect and help them to reach successful adulthood. The state is then acting in a "parens patriae" role which is defined as a paternal and therapeutic role (20, p. 6).

Kittrie (20, pp. 7-8) further defines the "parens patriae" role as follows:

The "parens patriae" approach, typifies some of our social experiments in crime prevention as compared

with crime management. In criminal law we deal with the offender after the overt act; the "parens patriae" sanctions are often concerned with the prevention of criminal acts by dealing with those showing a proclivity toward antisocial conduct. Consequently, the "parens patriae" approach is likely to present an ever-expanding territory as our society continues to shift further from crime repression and management to crime prevention.

Students are incarcerated or required by law to attend the public school system. This is a therapeutic type confinement rather than a penal type withdrawal from society.

Kittrie (20, p. 26) further states that:

A modern emphasis on social factors is stressed by Robert K. Merton who sees in crime a manifestation of the conflict between society's placement of emphasis upon success goals - such as wealth and prosperity - and the inaccessibility of these goals to a considerable part of the population. The criminal, then, is a person who accepts society's success values but is denied the legitimate means to attain them - for him crime is the only means for achieving the socially desired successes.

The public school system then, is acting as an agent of the state in a "parens patriae" role. This role would be to protect society from juvenile offenders and give paternal guidance through the therapeutic incarceration of youth in public schools for their preparation to "make it" in life.

To "make it" in life and meet societal norms and expectations set forth for him, the student has a basic need to become proficient in a skill in preparation for meaningful employment.

Rhodes (28, p. 36) reports that 90 percent of all jobs are business, industry, commerce, and agribusiness. He further reports only a small percentage of these jobs require a college education, while a majority of them require a specialized skill:

It is time to drop the caste system in education.

Too much emphasis has been placed on preparing every person of high school age for college. We are constantly upgrading the scope of higher education, but we have not insisted, "as we must do now," that vocational and technical education be upgraded similarly.

The need for vocational and technical education is readily seen in the fact that most of our unemployment is in the age group of 16-24. In talking to many of these young people, we find that they are unemployed because they have no productive skill. Rarely are they prepared for the labor force. It is our responsibility to give these young people a skill that will make them productive citizens, or "we shall fight them in the streets!"

The public school system may be defined as a part of the therapeutic state which differs from its more established sister, the public welfare state. The welfare state offers its services to the voluntary recipient while the therapeutic state seeks to impose its "beneficial" services compulsorily because the recipient is held to be incompetent (20, p. 41).

If we accept the public school system as a therapeutic system of the state for exercising a "parens patriae" role, then we do have the right to bend students' minds to protect society from its youth becoming misfits and endangering society. Along with the right to bend students' minds is the responsibility to prepare the students to "make it" when they leave the public school system. This responsibility is defined by Kittrie (20, pp. 398-399) as the legal "right to treatment" of therapeutically incarcerated individuals to ensure treatment for the defined incompetencies and prevent the incarceration becoming merely a withdrawal from society function.

The public school system cannot be considered a true therapeutic system of the state in that time and not measurement of progress is the final determinant for the individual student's release from his

incarceration.

For this study, the researcher assumes the existing course outlines to be adequate for use by the study population to prepare students to "make it" in life.

Students who do not respond to the teacher's efforts to formulate a learning environment in the classroom are many times suffering a disadvantage that prevents them from responding adequately. Teachers in their efforts to teach, may not understand this disadvantage or understand how to cope with the students in order to effectively teach them.

#### Statement of the Problem

Students are disadvantaged as a result of many causes, but whatever causes them to be disadvantaged, they share many common problems that prevent them from learning in the educational setting. Perhaps the greatest of these problems is the child's concept of himself that develops from his personal experiences and current stage of maturation.

If the child does not enter and resolve each maturity level of growth, he is less prepared to enter the next stage and to cope with the demands of what is expected of him or to understand why it is expected of him (6, p. 61).

Teachers are usually middle class oriented, being a product of middle class training institutions. Often they are not aware of, or prepared to deal effectively with disadvantaged students (32, pp. 28-33).

The problem that exists is that students who are disadvantaged for various reasons are not motivated to learn in the middle class

value oriented classroom. How can teachers be helped to learn to recognize and understand disadvantaged students' needs in the classroom and to adjust their teaching in order to teach these students more effectively? Are workshops designed for this purpose effective in bringing about changes in teachers' attitudes and teaching practices?

#### Purpose of the Study

The purpose of this study was to determine the effectiveness of workshops designed to assist vocational teachers in identifying and understanding disadvantaged students and to determine methods by which they might more effectively teach them.

#### Objective of the Study

The main objective of this study was to investigate the effectiveness of workshops for vocational teachers of disadvantaged students to determine if the participants':

- (1) attitudes toward disadvantaged students were favorably changed,
- (2) use of behavioral objectives in classroom activities was increased,
- (3) use of innovative methods to motivate disadvantaged students to learn was increased, and
- (4) opportunities for grants to purchase equipment and supplies to assist disadvantaged students to learn were utilized.

#### Need for the Study

One type of effort to aid teachers in gaining understanding of

the problem of teaching disadvantaged students has been to organize workshops which offer information about the life styles, learning characteristics, aspirations and needs of the disadvantaged. The purpose of these workshops was to better prepare teachers to work with students who have special needs as specified by the Vocational Education Amendments of 1968. In the area of personnel training under this act, state boards of vocational education are eligible for grants to conduct training programs and special institutes (39, p. 12).

This study is designed to determine the effectiveness of the three-day workshops held for vocational and technical teachers of programs having 50 percent or more disadvantaged students. In addition, the results of this study should provide guidelines for future investments of state monies in this type of effort. The Vocational Education Amendments of 1968 encourage innovative efforts of this type and equally stresses evaluation of the programs to determine their effectiveness as a basis for decisions on re-funding (39, pp. 3-4).

#### Scope and Limitations of the Study

This study will be restricted to vocational teachers in the State of Oklahoma who teach in the 44 county area identified as disadvantaged. However, the findings should provide guidelines that may be used for planning workshops on teaching the disadvantaged in other educational areas and geographic locations. These guidelines should apply to both vocational and non-vocational education programs.

#### Major Assumptions

For the purpose of this study the following assumptions were made:

(1) There are common factors in the identified 44 county area (Appendix A) to provide a basis for identifying the population of teachers of disadvantaged students for this research study.

(2) The study samples are representative of teachers in the 44 county area that would attend future workshops.

(3) The questionnaire developed provides a systematic method for determining attitudes of the teachers toward disadvantaged students.

(4) A teacher's positive attitude change toward disadvantaged students will enhance the use of innovative teaching methods that will motivate these students to learn.

#### Definition of Terms

Disadvantaged Students: This term is used in this study to identify students having academic, socio-economic, or other handicaps that classify them as having special needs (22, p. 15). It is important to note here that exceptional students may also be classified as disadvantaged if they are forced to slow their learning pace to the total class achievement level.

44 County Disadvantaged Area: This term is used in this study to identify the 44 counties in Oklahoma which are classified as distressed because of high dropout rates, high density, high unemployment, and meeting Title IV criteria (22, pp. 7-11).

Innovations: This term is used in this study to refer to any new methods or activities in which the teacher involves students to motivate individual or group learning activities in the classroom.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The purpose of this study is to determine the effects of workshops designed to assist vocational teachers in identifying and understanding disadvantaged students and to determine methods by which they might more effectively teach them.

This review of literature deals with selected studies and information that appears to contribute to a more complete understanding of factors involved in the study. It appears logical for the purpose of this study to divide this chapter into the following sections: (1) Disadvantaged students, (2) Teachers of disadvantaged students, (3) Attitudes and attitude change, (4) Meaningful education for disadvantaged students, (5) Workshops for teachers of disadvantaged students, and (6) Summary.

In reviewing the literature, a stress for preparatory training and retraining of teachers to meet the needs of disadvantaged students in the classroom is found repeatedly. There are many studies of workshops designed for this effort. Pre-service training programs which analyze various approaches to teaching disadvantaged students are of great need at this time, but this is not the issue in this study. Many vocational instructors come from the world of work with

actual experience in their trade and are pursuing a degree in education. This research is concerned with the issue of in-service training for a need that is present and pressing. Teachers are faced with disadvantaged students in their classroom "now" and must "do something now" for these students.

Selakovich (32, p. ix) points out:

The school as a social institution is limited in its ability to correct great social and economic ills and must do the best it can within the limits of its resources and prescribed responsibility.

But the teacher must do "something," because his classrooms are filled with the products of the society, ranging from those who are inadequately prepared to those who are well prepared to cope with the requirements of the curriculum.

The literature reviewed focuses on factors related to workshop efforts in training teachers to be effective in teaching disadvantaged students.

#### Disadvantaged students

In defining disadvantaged students, the United States Office of Education states:

The term, disadvantaged, "includes persons whose needs for such programs or services result from poverty, neglect, delinquency or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons . . . unless such persons also suffer from the handicaps described in this paragraph" (9, p. 6).

The term "disadvantaged youth" has come to mean many things separately and collectively. Efforts have been made by statesmen, educators, religious and ethnic group leaders to define the term in efforts to help these youth improve their role in our society. On the other hand, some persons would seem to have used the terminology to further

the disparity that exists.

Cappelluzzo (8, p. 4) states:

Amorphous as the terms may be (i.e., "culturally disadvantaged," "socially deprived," "have nots," etc.), some characteristics emerge as typical traits of those youth who are not successful in educational or socially acceptable endeavors in our culture. These youth usually are:

- a. in the lower strata of social and economic life;
- b. completely lacking or have tenuous involvement with educational institutions;
- c. nonparticipants in sanctioned recreational, religious, or other social community organizations; or
- d. members of minority groups who are aware of prejudice and caste limitations in the immediate as well as nonlocal environment.

All too often children of poor families of low social status find themselves rejected by the world into which they are born. Many of these children, because of the circumstances, are unwanted from birth and are many times in homes that fathers have deserted. This is generally because of lack of financial capability or unwillingness of the father to accept responsibility. In a majority of the cases where the father remains, the children see him as venting his frustrations through harsh and unjust actions toward them. These children do not usually get the care and affection they desire and need because the burden of just holding the family together drains the mother of her emotions.

Kemp (18, p. 3), in studying young people and their environment, lists conditions that disadvantaged youth in general, and particularly on the urban scene, must contend with:

- .Overcrowded home conditions which do not permit privacy or personal development.
- .A tendency for them to stay within their immediate environment and thus remain unfamiliar with areas beyond their neighborhood boundaries.
- .Little experience with successful adult "models" whom they can look up to.
- .A scarcity of such things as books, instructive toys,

- pencils and paper, and the inability of anyone in the home to explain their use.
- .Parents who do not have time or the knowledge to teach their children or to help them acquire information and good experiences.
  - .A slum environment which lacks variety and stimulation for a healthy life.
  - .A lack of successful experiences, which conditions them for failure and demoralizes them to the extent of creating a negative self-image and low estimate of their own competencies.
  - .Not enough youth organizations to meet their needs or to which they can belong.
  - .A lack of sufficient funds to provide proper dress to meet the exigencies of weather or teenage fashion trends.
  - .An education which does not meet their need for occupational training and frequently seems unrelated to their world.
  - .Discrimination and segregation, often resulting in feelings of hostility, humiliation, inferiority, self-doubt, self-hatred--all of which impair self-development.

Levan (21, p. 25) in examining characteristics of disadvantaged students approaches their social values. While it is felt that disadvantaged youth, as well as youth in general, desire to improve themselves for a better standard of living, the disadvantaged youth are not attracted to a middle-class style of life. The primary need for these youth is simply to survive, rather than get ahead.

Ornstein (24, p. 140) points out that while disadvantaged children are usually very friendly on a one-to-one basis, in the classroom situation this relationship radically changes. These children become restless and impulsive because they are action oriented and cannot tolerate waiting. They have a pressing personal need or desire for excitement and become disconcerted and fly off the handle.

While many define disadvantaged youth as culturally deprived, implying they are slow learners; this may not be the case in the beginning of their school experience.

Peter Drucker (11, p. 337) states:

The trouble with the "deprived" children from the black ghettos may be in part that they have learned far too much before they enter school.

These students watch TV much of the time as their main source of experience. They may expect school to be like the quick TV commercial time elements they become used to and enter into a disappointment learning slump when the school fails to meet this expectation.

It is evident that students from homes where parents represent the lower socio-economic class are at a disadvantage in the schools. This is especially true where the discriminatory behavior and attitude of middle-class oriented teachers fail to recognize and do something about the disadvantaged students' needs. In schools where disadvantaged youth make up a large part of the population, the girls, as a result of previous training and experiences of a nature they accept, attain a greater degree of success and recognition than is available to boys. While the girls are responsive to role playing activities, the boys are action centered and often find aggressive behavior their only means of obtaining recognition in the school setting (24, pp. 60-63).

Rhodes (28, pp. 59-63) approaches the description of disadvantaged as any person who cannot get a job. Within this group of disadvantaged or of having special needs there is a common nature. These children invariably suffer from lack of motivation, negative self concepts and low aspirations in duplicating parental heritage. While schools are designed to start children at a point or level of learning experiences, the home environment may play a significant role in failing to prepare the child for these school experiences. This places the student at a cultural disadvantage and there is little that the schools or teachers can do to change the life styles that produce the product or student

they must work with.

Stevenson and others (35, p. 8) identify the disadvantaged according to the 1968 Vocational Educational Amendments to be:

. . . persons who have academic, socioeconomic, or other handicaps such as cultural isolation that prevent them from succeeding in training programs designed for persons without such handicaps.

The Oklahoma State Plan (22, p. 15), classifies disadvantaged students as having special needs which reflect deficiencies in economic, social, and educational aspects. Further interpretation is that these handicaps prevent disadvantaged students from succeeding in classrooms and it is implied that they shall be afforded opportunities in regular and special classes for meaningful training.

This approach is discussed further by Hamburger's (42, p. 2) presentation at the National Workshop on Vocational Education for the Disadvantaged. He points out that change must be forthcoming in present curriculum and teaching methods to facilitate learning success for a normal cross-section of American youth typified by one or more of the following characteristics:

1. They have no satisfactory avenue, opportunity or channel of growth toward industrial competence.
2. They are unsuccessful in a conventional school setting and need an alternative path for a time to develop security, self-satisfaction and peace with themselves.
3. They are characterized as misfits in schools and are notorious for hostility and unruliness or their passivity and apathy.
4. They have psychologically dropped out of school two or three years before they can physically drop out at age 16.

Wright (44, p. 94) identifies a disadvantaged study population of students consisting of whites, Negroes, and American Indians. The

criterion for disadvantaged or students with special needs in the study required that students possess one of the following characteristics:

1. Income of parents \$3,000.00 or below annually.
2. Previous academic achievement placed him in the lower quartile of entire class.
3. Intelligence Quotient score falling one standard deviation below the mean for the test given.

While various reasons exist for disadvantaged students to fail in the classroom, there is a common "group" of characteristics in the literature that pertain to these students. These characteristics are supported basically by many of the writers of the selected bibliography in this study. Selakovich (32, pp. 58-59) lists the characteristics that deal with disadvantaged students' problems in the classroom which are influenced by their social environment and school experiences:

1. Most disadvantaged students are products of low income society.
2. They have a long list of failure experiences.
3. They have language and understanding inadequacies.
4. They have a low development of gratification delay and desire immediate goals that are realistic in nature.
5. They see no relevance of learning to the "now" of every-day life needs.
6. They accept failure and defeat and expect the teacher to expect their failure.
7. They have a low self image as persons and learners.
8. Their modes of expression are more motorial and concrete than conceptual and idea-symbol focused.
9. They are slow, careful, patient, perservering . . . , rather than quick, clever, facile, flexible.
10. They are alienated toward school and teachers.

## Teachers of Disadvantaged Students

The first four basic elements of the disadvantaged students above are in fact the most basic to them. But the teacher can do little about these first four, or five through nine for that matter, until he has dealt with the student's alienation toward the teacher and the school system. The student cannot usually react to the total system but is in face to face contact with the teacher who is to him the representative of the system. The manner in which the teacher handles this situation or takes advantage of the opportunity in dealing with the student will be the major determinant of the reaction on the part of the student.

If the teacher resorts to strict control measures because of his lack of understanding of the student's needs or is inflexible in his teaching methods, the student is further alienated and usually drops out of school (8, p. 30).

Ornstein (24, p. 2) commenting on teachers of disadvantaged, states:

Teachers anticipate failure and establish self-fulfilling prophecies of failure that bring about and reinforce their students' problems by shifting the function of teaching to an "emphasis on discipline."

Further, considering the failure of teachers to teach disadvantaged students successfully, Mary Greene and Orletta Ryan (24, p. 1) report a confusing and chaotic classroom:

The children are not learning, not growing; they are being short changed. The teachers seem either incompetent or indifferent. The reader cannot help but get the feeling that these children are doomed, and as they pass from grade to grade their plight will most likely be intensified.

While various reasons exist for teachers' failure to be effective with disadvantaged youth, there is a common "group" of characteristics

in the literature that pertains to these teachers. The writers in the selected bibliography of this study generally agree on the following summary of characteristics that are instrumental in the teacher's failure with disadvantaged youth:

- (1) The teacher is prejudiced against:
  - a. the lower class or disadvantaged,
  - b. students who have no motivation on their own,
  - c. students who aren't learning what the teacher thinks they should be learning.
- (2) The teacher is interested in teaching the subject area and then the students in that order.
- (3) The teacher is overly concerned with "why" students don't learn what is being taught, the way it is being taught, rather than "what" can be done with the classroom and subject matter to realistically teach and encourage learning at the student's level.
- (4) The teacher is committed to middle class values and goals or expectations, especially in his own subject area (which may not have relevance to the students' needs or commitments) (32, p. 28-33).

Many teachers, in facing disadvantaged students in the classrooms, are confronted with what Baumann and Nussel (4, p. 1) call a "cultural shock." This cultural shock, depending on their own values and their feeling toward the disadvantaged, challenges their personal security and complicate their efforts or desires to teach these students. This situation is further described by Stevenson and others (35, p. 3) as follows:

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.

If teachers are to be effective with disadvantaged students, then they must understand how to involve these students in activities that they will desire to do, and that are conducive to their learning needs.

Teachers of disadvantaged students have been identified as having many different approaches and attitudes in enacting the classroom educational process. Siegel (34, pp. 261-290) approaches the "Instruction Gestalt Paradigm" in which a conflict between the teacher and the student many times exists. The student is not equally committed to each teacher's academic commitment while many times the teacher's commitment is biased to one valid educational experience (subject) for the learner. The student spends only a small token of his on-going daily activities in this particular area and may not see any connection to his real world of living.

Levan (22, p. 2) states that for teachers to be successful in their efforts to teach disadvantaged students they have to develop more positive attitudes toward those aspects of the student's culture which deviates from their own. The basic issues most in conflict seemed to be the values, and the behavioral commitments and procedures for coping with them.

The review of literature expounds on the teacher's negative attitude as a major criterion for failure in motivating disadvantaged students to learn in the classroom. With regard to this situation, Dawson (10, pp. 10-11) sets forth a group of positive statements for

the teacher to follow in fulfilling his obligation to these students:

1. Deal justly and considerately with each student.
2. Encourage the student to study varying points of view and respect his right to form his own judgment.
3. Withhold confidential information about a student or his home unless we deem that its release serves professional purposes, benefits the student, or is required by law.
4. Make discreet use of available information about the student.
5. Conduct conferences with or concerning students in an appropriate place and manner.
6. Refrain from commenting unprofessionally about a student or his home.
7. Avoid exploiting our professional relationship with any student.
8. Tutor only in accordance with officially approved policies.
9. Inform appropriate individuals and agencies of the student's educational needs and assist in providing an understanding of his educational experiences.
10. Seek constantly to improve learning facilities and opportunities.

The basic characteristic of teachers that must be approached before they can be effective with disadvantaged youth would seem to be the teacher's attitude toward the disadvantaged. There can be little question that teaching style is significant and that the teacher should know what "turns students on" or bores them to death. Perhaps more important than the teacher's style though, is his attitude toward his students (32, p. 189).

#### Attitudes and Attitude Change

In reviewing the literature for information pertinent to this

study, this investigator discovered many articles and books in which the authors have placed significant emphasis on the relationship of the attitude of disadvantaged students and that of their teachers. The attitudes of both parties appear to affect the student's motivation to learn in the classroom.

Rokeach (30, p. 112) gives this definition of attitude:

An attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner.

Thurston (38, p. 216) defines attitude to denote:

. . .the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic.

While many writers define attitude and the relationship it has to other personality traits of the individual, there appears to be considerable disagreement on the use of attitudes as an adequate variable for use in research.

Rokeach (30, p. 110) emphasises that there is little consensus about what is meant when speaking of an attitude. This writer further states:

We are still a long way from understanding the theoretical relationship between attitudes and behavior, between attitude change and behavior change; we have not yet learned how to predict accurately one from another.

To approach the understanding of individual attitudes and how they relate to behavior, we must understand attitude development more clearly. The growing-up process is largely the formation of values, attitudes and beliefs. As a child grows and matures, his surroundings that make up his experiences have a direct effect on the establishment of his attitudes.

During his social growth, the child naturally learns about many different substantive areas of life, including institutions, events, people, and even the states that he and other individuals experience. In so doing he develops certain underlying predispositions that serve as potentials for his actions.

For each such area, the child forms evaluative judgments and acquires standards that define appropriate functioning in relation to it. As a result he acts in a particular way when relevant circumstances arise. Together, such underlying predispositions and their consequences for action constitute an individual's orientations. The orientations represent clusters of phenomenally related social attitudes with their component beliefs, feelings, values, standards, and performances (33, p. 7).

Wright (44, p. 20) summates from various writings that self doubt is common in children of socio-economic classes where deficits in their environment develop attitudes that prevent motivation and activity leading to a sense of adequacy and acceptability.

Ainsworth (1, pp. 44-47) approaches the attitude of the individual as being greatly influenced by the insecurity he may feel. If the individual is not secure in his feelings then he cannot have an open or effective attitude toward others.

Anastasia (2, pp. 528-529) refers to the strength and direction of the individual's interests, attitudes, motives, values, and related variables as representing aspects of his personality that affect his total activities and relationships. The writer further explains that attitude is often defined as a tendency to react favorably or unfavorably toward a designated class of stimuli. Attitude then, is a term closely associated with social stimuli and emotional responses.

Sherif (33, pp. 1-5) in considering attitude formation and the relationship of attitudes among various people, implies that attitudes cannot be treated with the aloofness and detachment that they have been

in the past. The rapid industrial changes and involvement of many classes, nationalities and religions in today's society call for a new orientation of the individual's attitudes. Because of the greater involvement of classes and groups today, a new understanding and acceptance of previously excluded classes or groups of people is necessary.

This need for change in our society would also apply to the teachers of disadvantaged students in the classroom. This study is based on the need of attitude change as applied to teachers motivating disadvantaged students to learn.

Rokeach (30, p. 110) examines the use of attitude measurement in various disciplines and makes the following comments relative to the use of attitudes as a basis in research:

Despite the central position of attitudes in social psychology and personality, the concept has been plagued with ambiguity. As the student pores over and ponders the many definitions of attitude in the literature, he finds it difficult to grasp precisely how they are conceptually similar to or different from one another. Even more important, it is difficult to assess what difference these variations in conceptual definitions make. Most definitions of attitude seem more or less interchangeable insofar as attitude measurement and hypothesis-testing are concerned.

The review of literature presented points out many weaknesses in using attitudes as a basis for research. Some critics have even gone so far as to suggest that the attitude concept in research be discarded. Rokeach (30, p. 111) however, presents a rebuttal that formulates the basis for undertaking this study:

Such views are in the minority, however, and it is safe to predict that the concept of attitude will, despite its ambiguity, remain with us for many years to come. I believe that the confused status of the concept can best be corrected not by abandoning it, but by subjecting it to continued critical analysis with the aim of giving it a more precise conceptual

and operational meaning.

### Meaningful Education for Disadvantaged Students

In the preceding review of literature, this researcher has endeavored to present an understanding of the characteristics of the disadvantaged student, teachers of disadvantaged students, and attitude as it relates to existing classroom activities. The following information will be a review of the literature pertaining to some of the issues to be considered that relate to motivating disadvantaged students to learn.

Venn (41, p. 87) describes the first educational efforts in this country as being primarily a privilege of the powerful and idle rich. The writer further describes the fear of schools becoming egalitarian as a likely cause for the early funding of education being accomplished with private rather than public monies.

Americans would like to think of their schools as the place in which the finest possible education is provided to every student. It is obvious that this ideal state has not been attained. Unfortunately, the determination of the socio-economic class to which a student belongs, bears a direct relationship to the quality of education that is available to him. The situation which has developed indicates that while desirable teaching-learning situations are readily available to students from the middle and upper class, they are not made available to students of the "lower class" (24, pp. 57-58).

Venn (41, pp. 87-89), in tracing the history of schools, reports indications of constant pressures to eliminate students who do not have the ability to proceed up a single educational ladder. This educational ladder, offering academic and general curriculum, was cheaper and it

required less space and equipment. This restricted offering in the educational curriculum, and the honors that teachers received on the basis of how many students went on to higher education, indicates the entire population did not believe education for each person to the limit of his potential was a sound public investment:

Some people - - generally in the academic world - - believed that our future really rested on the maximum education of the gifted. If this were accomplished, they believed, it would solve all our problems.

The schools of yesterday were essentially narrow, selective, and rigid in direct relationship to the society which met the same criteria. Today our schools, like our society and environment, need to be comprehensive, inclusive, and diverse to meet the needs of a multitude of societal and diverse human resources in the rapidly changing environment that has emerged.

Today's dream for each individual to have the opportunity to develop to his potential as he so desires cannot be accomplished with the schools we designed and built to serve the educational concepts that belong to the past.

There was a time when merely sending a child to school for a given number of years was enough to prepare him for a future role. Now we know that it is not enough.

There was a time when a young person could drop out of school, get a job, and enjoy a reasonably secure future. Now we know that this is not true.

Once we considered education a public expense. We know now that it is a public investment.

Once we thought every one could have a job if the economy flourished. We know now that education is the only route to employment (41, pp. 87-90).

The disparity that exists is evidenced in the actions of our government in its attempts to circumvent inequality in our society. Congress

has endeavored to relieve poverty and unemployment by creating new social institutions such as the Office of Economic Opportunity and the Manpower Development and Training Act, which utilized private industry. When the "race into space" frightened the nation into recognizing the need for highly educated specialists, technicians and scientists, Congress turned to the schools and assisted them in this endeavor by passing the National Defense Education Act of 1958 (41, pp. 87-90).

We have come to an impasse of past tradition and requirements set forth in the schools being inadequate vehicles to educate today's youth. This impasse is real; schools today are not serving all our youth because of a selecting and sorting process that is geared primarily for those youth who seem to succeed regardless of the method and facilities available. The youth who reject this educational system, or who are rejected by it are going to be adults in a culture that has encouraged rejection (8, p. 7).

Rhodes (28, p. 36) emphasizes the need to drop the caste system that apparently exists in our educational systems today. Great emphasis has been placed on preparing our youth for college; as a result the scope of higher education is being constantly upgraded. We have not insisted, as we must do now, that vocational and technical education be upgraded similarly, in an attempt to reduce our high unemployment of youth:

In talking to many of these young people, we find that they are unemployed because they have no productive skill. Rarely are they prepared for the labor force. It is our responsibility to give these young people a skill that will make them productive citizens, or we shall fight them in the streets.

Willis (43, p. 128) expresses a pressing need to recognize the problem of the untrained youth and deal with it. While the unemployment

rate for dropouts is about 30 percent, high school graduates only show about 15 percent unemployment. Many unemployed youth become wards of local and state agencies. Apparently it would be wiser and less expensive if we could keep them in school or training institutions until they learn a useful skill or service. This would prepare them for employment rather than have them loiter until they become involved in criminal acts and must be placed in penal institutions. This situation is surely more costly than providing them with meaningful training activities for the world of work:

We need not belabor here the social evils that could grow out of a situation in which more than a million active, energetic, restless young Americans have no useful means of occupying their time.

The technological advances in America have made many labor jobs obsolete. Our educational system must change enough to serve all the manpower needs of our nation, which has very limited use for the uneducated and unskilled. This educational system must also serve all the people by developing flexible meaningful programs to fit their needs. If our educational system does not meet this dual need, then where will youth look for another social system or institution to bridge this gap (31, p. 69)?

Willis (43, pp. 220-221) states:

Education must be a continuous process - - not simply a vaccination given to make the individual thereafter immune to ignorance or need for change. No longer will a person be able to enter the world of work with a set of skills which will serve him through his working life. He must be in a position to continuously upgrade his skills or learn new skills if he is to maintain his economic security. The need for lifelong learning is now a fact of life. Its impact will be extensive on the programs and institutions of education and on the way of life of individuals.

This researcher feels that change in the educational climate to

give equality of meaningful educational experiences for meeting our social needs as a country has been adequately covered here. Of particular importance are the evolving work characteristics which direct us to revitalize schooling for our disadvantaged youth.

Ferguson (13, pp. 60-61) reports that disadvantaged youth want the same things that all of us want in life. They want a part of the action, only they find themselves separated and apart many times from the demands of our educational systems in trying to reach for a place in life.

While the needs of disadvantaged youth may vary by locale, the school must attempt to understand why the withdrawal and hostility of many of these youth has centered around the school (8, p. 45).

Kemp (18, p. 45-46) aptly approaches this situation in stating:

No particular group has a monopoly of the qualities needed for a satisfying and successful working life, as the melting-pot experience of America proves. Every ethnic and religious group has participated in the building of this Nation. The present explosive and tragic situation has come about chiefly as a result of ignorance and apathy on the part of society as a whole. In recent years it has been aggravated by the dizzying pace of technological change. This change has displaced many workers and abolished many of the entry jobs which formerly helped the unskilled and semiskilled make their start in the world of work.

There is no magic formula for the solution of this problem; nor is it enough to replace rejection with concern. For socioeconomically handicapped youth, the only reliable and lasting solution lies in education and training. It is from the strengths and support education can provide to each student that much of the motivation toward responsible citizenship will come. Every educator is involved. For those in the vocational programs, the recognition of each individual student's worth and potentiality and the attempt to meet his needs are major contributions. The prime requisites are imagination, initiative, courage, and the willingness to begin.

Various writers have presented information on how to improve the educational climate and activity that they feel will meet disadvantaged students' needs in the classroom and prepare them for a job which will enable them to pursue a satisfying dignified life in our society.

Cappelluzzo (8, p. 50) stresses flexibility in the school setting as well as the curriculum. This would lead to mutual understanding and respect that would encourage alienated youth far more than new equipment or possibilities for learning rudiments of a technology.

Kemp (18, pp. 38-41) encourages the use of applied information formulated in various audio-visual media. Also recommended is application to the real world which involves contact with various professional persons and industries, which would allow all students to participate in extra curricular activities.

Ornstein (24, pp. 145-146) places emphasis on "good teaching," identifying that the teacher's attitude is most crucial. If the student feels a teacher cares, he will care also.

Rhodes (28, p. 67) stresses that it is immoral to give the student a smattering of information that cannot be applied or followed to completion of accomplishment.

Frazier (14, p. 95) recommends improvement of vocational-related academic subjects and the preparation of teachers with vocational orientation for teaching such subjects.

Cappelluzzo (8, p. 52) expresses the need for students to have an opportunity to choose their own paths in accomplishing meaningful objectives. The skill or performance the behavioral objective seeks to achieve should enable the student to have direct and satisfying experiences.

Arnsperger (3, p. 19) describes those who are disadvantaged in the schools as children who are not created equal. The writer further states:

. . . We must match the process of education to the abilities and aptitudes that children possess. Because all children are different, we will not be able to teach them all by the same method, nor should we expect all of them to learn by the same method, nor should we expect all of them to learn the same subject matter content.

Some educators feel that individual instruction means merely allowing each student to progress at his own rate and that the subject matter content for everyone should remain the same. Arnsperger (3, p. 72) expresses disagreement with this theory in that it is built on the idea that it "makes little difference what you study, just as long as you study."

Quinn (27, p. 122) stresses the need for disadvantaged students to receive instruction in social behavior and social adjustment that is acceptable in the world of work.

Cappelluzzo (8, p. 60) encourages developing psychologically supportive school climates. One method to accomplish this is through the use of the ungraded classroom and another is the more adequate preparation of teachers of disadvantaged students.

Willis (43, xviii-xix) reports that instruction should be highly individualized by specially qualified and highly motivated teachers who understand the needs of disadvantaged youth. Diversity and flexibility must be a part of this instruction if it is to be successful.

Frazier (14, p. 2) stresses the need for using successful methods in teaching in recognizing that there are a number of innovations being used in vocational training programs:

Those innovations in methods, techniques and organization which prove to be most successful in any one program should be effective in other vocational training programs.

McDonough (42, pp. 2-4) stresses the need to train disadvantaged students to their strengths where they can be successful and not become confused by attempting to become something they are not capable of becoming.

So important is revitalization of education to meet the needs of disadvantaged youth, that Federal legislation has been presented as follows:

The Vocational Education Amendments of 1968 call for important changes of emphasis in American education. The educational experience should be devoid of the artificial barriers between academic, general, and vocational curricula and be flexible for each individual (9, p. 6).

Appearing consistently in the review of literature concerning disadvantaged youth and the teaching-learning process, is an urgency for individualized, flexible, action oriented, success experience and meaningful approach to the real world activities to be utilized in the classroom. The point stressed most consistently concerning successful teacher-learner experiences for disadvantaged students, is the attitude of the teacher.

Cappelluzzo (8, p. 30) supports the theory that the alienation of the student toward the school and the teacher is the leading cause for "dropping out."

A common theory presented by the writers is that teachers in classrooms are many times "middle class" oriented and do not understand or attempt to teach each individual. More than that is the concern that teachers being middle-class oriented are possibly prejudiced toward

disadvantaged students in the classroom.

Selakovich (32, p. 30) further states:

If indeed, the existing criterion is white, middle-class American values, perhaps the criterion should be questioned. In some cases it might be true that the schools are failing the children rather than the other way around. Where the curriculum and teacher provide a kind of rigidity, an ignorance of real needs and interests of the children they teach, the schools are certainly failing the student.

Ornstein (24, p. 146) explains that discipline and structured routine are essential for teaching disadvantaged students. Of equal importance is that discipline and structured routine should complement, not displace or replace the emphasis on "good teaching." It is clearly indicated that only a highly motivated teacher can work with or effectively teach disadvantaged students successfully.

Summing up meaningful education for disadvantaged students, Henrikson (16, pp. 428-429) presents this approach to disadvantaged students:

The possibility that teacher attitude plays as significant a role in the classroom as some of the studies have indicated is of great importance to further planning in education for the disadvantaged child. It challenges the belief that the child who is disadvantaged in both home and school is so because one environment is working irrevocably against the other. It asks whether it is not possible that the disadvantaged status of the child, as viewed by the teacher, itself creates the disadvantage for the child within the classroom.

It is possible that the Kerner Report (1968), asking for more preschool intervention programs for the disadvantaged child, overlooks a basic premise - - that a change in the quality of the child's education can be effected through nothing more than a change in the teacher's expectations of his abilities in the classroom.

The public school system has little control over the preparation of children prior to attending school, but has the responsibility of

meeting the students' needs to prepare them to "make it" in our society.

#### Workshops for Teachers of Disadvantaged Students

Considering the effectiveness of teaching the disadvantaged in the classroom, there is a pressing concern expressed in the literature for in-service training of the present teachers of disadvantaged students.

The panel of Consultants on Vocational Education (43, p. 230) stresses the need for specially trained teachers who understand the variety of needs of disadvantaged youth as well as being competent in their vocational area. It was further stated (43, p. 238) that in order to improve the selection, training and retention of vocational teachers, regular seminars and improvement workshops should be provided.

Riesmann (29, pp. 35-46) encourages selection and training for teachers who want to "teach students their subject" rather than teachers who want to "teach their subject to the students."

Levan (21, pp. 6-9) reports in the study of seminars for teachers of the disadvantaged that the teacher's attitude was identified as a major concern, having an important effect on the student. The more positive the teacher's attitude toward disadvantaged students, the more learning by the students took place. This is felt to be in direct relation to their achievement in the classroom and success in life.

Henrikson (16, p. 428) explains the possibility that if teacher attitude plays as significant a role in the classroom as some of the studies indicate it is of great importance for further planning in training teachers for the education of the disadvantaged child.

In-service training should provide summer seminars with emphasis on special programs in sociology, anthropology, social psychology and

education of disadvantaged youth in accordance with up to date findings (18, pp. 15-16).

Michelson (40, p. 15) expresses belief in the effectiveness of Peace Corps and VISTA as training opportunities for teachers of the disadvantaged. He further expresses the feeling that school is not necessarily a good place to train teachers:

. . . the structure of the training must respond to differences in children who will be under the teacher's care.

Lagomarcino (13, pp. 23-27) considers the fundamental concerns in dealing with the disadvantaged and expressed the need for a revitalization of in-service education.

Recommendations for in-service training for teachers of the disadvantaged are approached by many of the writers who stress various reasons for their need. Many vocational teachers are hired primarily on the extent of their occupational experience and have relatively little professional training (43, p. 168). Attention should be given to all levels of vocational education for developing the "teaching style" necessary for success in teaching disadvantaged students. Existing teacher training courses need to be restructured to emphasize new content related to the disadvantaged. Special seminars on dealing with the disadvantaged using outside resource personnel and exposure to real disadvantaged situations need to be offered (35, p. 26).

Of the many reports on workshops for teachers of disadvantaged students reviewed pertinent to this study, the objectives and goals of all of the workshop efforts appear to be very similar in nature.

Riessman (29, p. 346) points out a five-fold plan for both pre-service and in-service training activities for the teachers of

disadvantaged youth. This five-fold plan is representative of the workshop reports from the selected bibliography in this research study.

His plan includes:

1. Building teacher respect for disadvantaged children and their families,
2. Supplying teacher experiences with the disadvantaged,
3. General guides for teaching the urban poor, along with appropriate "do's" and "don'ts,"
4. A teaching technology appropriate for low income youngsters,
5. The development of a variety of teacher styles, concerning the "art of teaching."

Stone (36, p. 45) presents the assumption underlying in-service training for teachers of disadvantaged students: teachers are trained traditionally with middle-class values and probably lack the understandings and skills necessary to work effectively with disadvantaged students. A series of twenty-six in-service workshops were carried out in California under Title I, Title III and Title XI funding. The in-service goals of the workshops are summed up by the following objectives:

1. To help teachers and counselors to a better understanding of the characteristics, cultural background, educational needs, and special learning problems of disadvantaged children.
2. To improve the attitudes of teachers and counselors toward teaching and working with disadvantaged pupils.
3. To assist teachers in developing innovative curricula and instructional procedures, techniques, media, and materials for teaching disadvantaged pupils.
4. To help teachers carry out better assessments and evaluations of instructional programs in

relation to stated instructional objectives.

5. To develop techniques for achieving better relations between school personnel and parents of disadvantaged children, on the one hand, and staff members of community agencies working with the disadvantaged on the other hand.

Dawson (10, p. 2) states that general objectives of institutes should be to give teachers a better understanding of the socio-economic, social, cultural and other problems of the disadvantaged:

1. To further develop an ideal philosophy and commitment of vocational teachers in teaching the disadvantaged and handicapped.
2. To enable vocational education teachers to better understand the disadvantaged and handicapped individuals, and understand their social, cultural and socio-economic problems.
3. To develop an understanding of the psychology of learning of the disadvantaged and handicapped; including psychological, sociological, and cultural influences on learning.
4. To acquaint the teachers with methods and techniques of effectively communicating with the disadvantaged and handicapped.
5. To extend the teachers' expertise in counseling the disadvantaged and handicapped.
6. To further develop the vocational education teacher's ability to motivate the disadvantaged and handicapped.
7. To extend the teacher's knowledge of developing and implementing a program based on special needs of the disadvantaged and handicapped.
8. To develop the ability to utilize community resources in developing and implementing programs for the disadvantaged and handicapped.
9. To enable the teachers to use a variety of measurement and evaluation instruments in determining the strengths and weaknesses of programs for the disadvantaged and handicapped.
10. To better acquaint vocational education teachers

with methods and techniques of using individualized instruction for teaching disadvantaged and handicapped students.

### Summary

In summarizing the review of literature, one must recognize the strong inference that the disadvantaged student has special needs that are not being met by the existing educational system. Not only does he have individualized learning and goal needs, but paramount is the need for him to find acceptance in the educational system. It has been presented that the teacher is the direct representative of the system to the student. Therefore, the teacher must have a real understanding of the student and a positive attitude toward his problems in order to assist him in finding reality and relevance in the classroom activities to his on-going world.

The teacher can and should be instrumental in motivating disadvantaged students to stay in school and learn the necessary job related and social skills he needs to become qualified for the world of work. Not only is this thought to strengthen America through productive activity, but there is also the belief it will be instrumental in preventing many social problems in our society.

The necessity for the teacher to have a strong positive attitude toward the disadvantaged student and the understanding of innovative and individualized goal oriented type learning activities to effectively motivate the disadvantaged student to learn is shown as the basis of need for in-service workshop activities for teachers of disadvantaged students.

The Oklahoma State Department of Vocational and Technical Education

sponsored nine workshops in the Summer of 1970 designed to improve vocational teachers' understanding of disadvantaged student needs and innovative methods they might use to motivate these students in learning activities. These workshops were sponsored for teachers with 50 percent or more disadvantaged students in their classrooms located in the 44 county area identified as disadvantaged in Oklahoma.

## CHAPTER III

### METHODOLOGY

#### Introduction

The major purpose of this study was to determine the effectiveness of workshops designed to assist Oklahoma teachers in identifying and understanding disadvantaged students, and to determine methods by which they might more effectively teach them. It appears logical for the purpose of this study to divide this chapter into the following sections: (1) Hypotheses, (2) Design, (3) Instrumentation, (4) Collection of the data, and (5) Analysis of the data.

#### Hypotheses

The research portion of this study was based upon the testing of the following selected null hypotheses:

(1) There is no significant difference between the treatment group sample and the control group sample mean responses to the instrument measurement of attitude toward disadvantaged students.

(2) There is no significant difference between the treatment group sample and the control group sample mean responses to the instrument measurement of the use of behavioral objectives in student learning activities.

(3) There is no significant difference between the treatment group sample and the control group sample responses to the instrument

measurement of the use of innovative activities in the classroom to motivate disadvantaged students to learn.

(4) In addition to the hypotheses, the treatment group was surveyed for use of grants for the purchase of equipment or supplies to aid disadvantaged students to overcome learning difficulties in classroom learning activities. The data were tabulated to facilitate drawing inferences in regard to the use of grants for the purpose intended.

#### Design

This study was an ex post facto research design. Kerlinger (19, p. 360) defines ex post facto design in stating:

Ex post facto research may be defined as that research in which the independent variables have already occurred and in which the research starts with the observation of a dependent variable or variables. He then studies the independent variables in retrospect for their possible relations to, and effects on, the dependent variable or variables.

In continued consideration, Kerlinger (19, p. 371) states:

Despite its weaknesses, much ex post facto research must be done in psychology, sociology, and education simply because many research problems in the social sciences and education do not lend themselves to experimental inquiry.

#### Population

The population for this study was comprised of the vocational teachers in the 44 counties in Oklahoma identified as disadvantaged according to the Oklahoma State Plan for the administration of vocational and technical education (22, pp. 7-11). The summarization of the 44 county disadvantaged area qualification is shown in Appendix A.

The population list was composed of 960 vocational instructors

teaching in the identified 44 county disadvantaged area that could be accounted for on the departmental directories for the 1970-71 school year following the special workshop activities of June, 1970. This list was compiled from vocational departmental directory information supplied by Mr. Byrle Killian, Assistant State Director, Oklahoma State Department of Vocational and Technical Education. The summarization of the study population by vocational division in the 44 county area is shown in Table I. A more complete summarization which includes vocational subject areas taught in the Trade and Industrial division with the representative number in the treatment and control group in the 44 county area, is shown in Appendix B.

TABLE I  
DISTRIBUTION OF POPULATION BY VOCATIONAL  
DIVISION IN 44 COUNTY AREA

Subject Area	Treatment Group	Control Group	Total
Agriculture	189	41	230
Business and Office	36	32	68
Consumer Homemaking	112	168	280
Distributive Education	23	16	39
Health Services	5	60	65
Trade and Industrial	<u>165</u>	<u>113</u>	<u>278</u>
Total	530	430	960

### Sample

The Oklahoma State Department of Vocational and Technical Education encouraged all vocational instructors in the identified disadvantaged 44 county area to attend the special in-service workshop activity at the end of the 1970-71 school year. Although these workshops were not mandatory, the local administration and supervisors were encouraged to have representation in this in-service activity (Appendix C).

The group of teachers who attended or did not attend the workshops were "self selected," to use Kerlinger's adjective (19, p. 363), from the total population in this study. As shown in Table II the 530 teachers who attended the workshops comprise the treatment sample, and the 430 teachers who did not attend the workshops comprise the control sample for this research study. The basic assumption for this research study was that the setting in which the two groups were found was such that any subject in the study might conceivably have been a member of either group. A further assumption was made that the setting in which the two groups were found was such that any subject in the study might conceivably attend future workshops of the same nature.

For the determination of a representative sample from the treatment and control group two alphabetical lists of teachers were compiled from the population list; one for the workshop participants or treatment group, and one for the workshop non-participants or control group.

Past studies of this type have been noted for having an average return of about 48 percent (23, p. 34). For this reason, an arbitrary decision was made to draw 100 subjects from the treatment group and 100 subjects from the control group. This would increase the probability of having 50 responses from each group for analytical interpretation of

the findings. For the purpose of this research study it was assumed this number of responses would be a representative sample of the two groups for analytical analysis.

TABLE II  
SUMMARY OF MAIL-OUT QUESTIONNAIRE  
POPULATION AND SAMPLE RETURNS

	Treatment or Workshop Group	Control or Non- Workshop Group
Population	530	430
Sample	100	100
Responses	81	77
Percent of Return	81%	77%

Because of close similarities of the population, this researcher chose to use random sampling for selecting the group samples.

As reported in Table II, sample return expectations of 50 percent were surpassed with a response of 77 percent for the control group and 81 percent for the treatment group, making a total sample return of 79 percent. According to Kerlinger (19, p. 397) this is an excellent percentage of return on a mail-out questionnaire.

The vocational teachers that make up the 44 county area population for this study represent six vocational divisions. The number of subjects selected from each of the divisions that make up the 100

treatment and 100 control group samples are shown in Table III. Also listed in Table III are the number of responses to the mail-out questionnaire by vocational division which gives the total return in each sample group.

TABLE III  
SUMMARY OF MAIL-OUT QUESTIONNAIRE SAMPLE RETURNS  
BY VOCATIONAL DIVISION

Vocational Division	Treatment Group		Control Group	
	Number Mailed	Number Returned	Number Mailed	Number Returned
Agriculture	34	28	7	6
Business and Office	8	7	8	6
Consumer Homemaking	20	16	44	36
Distributive Education	5	5	5	5
Health Services	1	1	11	9
Trade and Industrial	<u>32</u>	<u>24</u>	<u>25</u>	<u>15</u>
Totals	100	81	100	77

As reported in Table III, the percent of return for the treatment and control group samples were very evenly represented with only a three percent difference in responses. A comparison of Table II with Table III also indicates the subjects that were selected by random sampling represent approximately 20 percent of the respective vocational division

in each population group.

The counties and schools from which the treatment and control samples were randomly selected and the geographic location of treatment and control subjects are listed in Appendix D. The randomized samples for the treatment and control groups represent a very good dispersion although Hughes, Jefferson, Johnston, and Marshall counties were not represented in the randomly chosen groups.

#### Instrumentation

This research study involved an extensive review of literature concerning teaching disadvantaged students. One of the primary factors related to the success of teaching disadvantaged students that was found to be stressed repeatedly, was the need for a positive attitude of the teacher toward the disadvantaged student.

The special workshop activities of June, 1970, were the result of efforts on the part of personnel of the Oklahoma State Department of Vocational and Technical Education under the leadership of Dr. Francis Tuttle, State Director (Appendix E).

The main objective of this study was to investigate the effectiveness of workshops for vocational teachers of disadvantaged students to determine if the participants':

(1) attitudes toward disadvantaged students were favorably changed,

(2) use of behavioral objectives in classroom activities was increased,

(3) use of innovative methods to motivate disadvantaged students to learn was increased, and

(4) opportunities for grants to purchase equipment and supplies to assist disadvantaged students to learn were utilized.

This researcher interviewed Dr. Irene Clements of the curriculum division, Oklahoma State Department of Vocational and Technical Education to summarize her presentation to the workshops on the use of behavioral objectives in classroom activities.

Bob Slade, Gene Tuma, Red Dollar and Wally Glasscock of the Area Manpower Institute for Development of Staff (AMIDS) of Oklahoma City, who presented activities on the second and third day of the workshops were also interviewed. Their presentations involved life styles, learning characteristics, communication, relevant practicality and innovative methods in dealing with disadvantaged students in the classroom.

A thorough review of the literature concerning workshops and change of attitude toward disadvantaged students did not produce an instrument that would seem to serve the need of this study. Because of this determination and after close consultation with this researcher's thesis committee, an effort was undertaken to develop an instrument that would relate to the special workshop activities and the hypotheses set forth in this study. The instrument construction and the procedures followed in the development are discussed here.

#### Instrument Development

Since the 1971-72 school year session would end before interviews could be carried out with the selected samples, a mail-out questionnaire was determined to be the most efficient method of applying the research instrument. This was particularly true for this research since the samples for the treatment and control group represent a broad geographic

portion of the state.

Oppenheim (23, pp. 32-33) states that the chief advantage of mail-out questionnaires for a research study is the cheapness, and that a large sample can be covered at a modest increase in cost. There are many advantages and disadvantages to a mail-out questionnaire and

Oppenheim (23, pp. 33-34) further states:

By far the largest disadvantage of mail questionnaires, however, is the fact that they usually produce very poor response rates . . . 40 percent to 60 percent are typical . . .

Kerlinger (19, p. 397) states:

If mail questionnaires are used, every effort should be made to obtain returns of at least 80 to 90 percent or more, . . .

Oppenheim (23, pp. 65-66) recommends politeness and continues with:

. . . The method of answering multiple-choice questions should be consistent: either circling, checking, or underlining. Open ended questions, which require most thought and writing, should be kept to a minimum . . .

Oppenheim (23, p. 32) further explains the expense and time saving advantage of mail-out questionnaires:

. . . The interviewing of selected samples . . . may become prohibitively expensive. Unless considerable numbers of interviewers are employed, data collection may take a long time.

Since this research questionnaire was to be an attitude measurement, a Likert-type scale format was used in the design.

Edwards (12, pp. 9-11) expresses the idea that an attitude scale provides a quick and convenient measure of attitude and further states:

. . . Attitude scales also provide us with one means of obtaining an assessment of the degree of affect that individuals may associate with some psychological object.

Kerlinger (19, p. 484) explains that the Likert-type scale gives a response rating to a statement and each subject's responses can be

totalled over all the statements for a total or summated score. For the purpose of this study the individual scores for the treatment group and the control group samples must be summated for comparative analysis.

From the review of literature and interviews with personnel responsible for presentations at the workshops, a 48 question instrument was developed. These 48 questions were presented as partial statements with five alternative responses dealing with teachers' attitudes toward disadvantaged students in the classroom. This questionnaire instrument with 240 possible responses was administered to 12 employees of the Oklahoma State Department of Vocational and Technical Education who were past vocational classroom teachers.

An item frequency tabulation of the responses was conducted and 25 of the 48 items showing item choice response frequency established the basis for developing a second run instrument to administer to a panel of judges to establish an acceptable degree of validity for the questionnaire items.

The second run questionnaire consisted of these 25 items which were written as complete statements in a Likert-type scale to be submitted to a panel of judges to rate them from one (strongly agree) to five (strongly disagree) as to the degree the judges believed each item should represent the attitudes of vocational teachers toward disadvantaged students. Additional comment on the wording and question content was also requested. These items were then administered to a panel of judges (Appendix F) who were recognized as professional experts in education and disadvantaged student needs.

Efforts were made to establish a determination of reliability for the instrument prior to administering it to the study samples. A

Pearson Product-Moment Coefficient test (25, pp. 88-92) was selected and the ratings on the instrument items by the panel of judges were arranged for computing the split-half reliability measurement. The results indicated that whatever the items that made up the instrument were measuring, a .68 correlation of internal consistency was represented in the judges' ratings.

According to Anastasia (2, pp. 82-89) this represents an acceptable reliability determination for an attitude type measurement scale.

Since the split-half correlation test measures only one-half of the test length for reliability, it was determined that a Spearman-Brown split-half reliability formula (2, p. 83) to measure any reliability coefficient change that would result from lengthening the test to twice the number of items would be applied. The results indicated that the length of the questionnaire as rated by the panel of judges represented .81 internal consistency. This indicated that lengthening of the instrument, in all probability, would not greatly increase the internal reliability of the instrument as rated by the panel of judges.

Recommendations on questionnaire item construction made by the panel of judges were considered and those changes which appeared to strengthen the validity of the questionnaire items were made.

Edwards (12, pp. 11-12) reports that using only positive items on a Likert-type scale tend to bias responses. In an effort to prevent response bias, 11 of the 25 items on the questionnaire were changed to negative statements.

Eight more items were added to the 25 attitude measurement statements to complete the research instrument for this study.

Items 26, 27, 28, and 29 were added as statements of Likert-type

scale construction to be consistent with the first 25 attitudinal statements. These four items were designed to measure the use of behavioral objectives in classroom instruction. Their content was determined from the interview with Dr. Irene Clements who presented the use of behavioral objectives at the workshops.

Items 30 and 31 were open ended questions to obtain a descriptive survey of the sample responses to any new and innovative methods used in classroom activities.

Items 32 and 33 were open ended questions to obtain a descriptive survey of the sample responses to the utilization of grants for use in helping disadvantaged students overcome learning deficiencies in classroom activities.

Items one through 25 on the instrument measuring teachers' attitudes toward disadvantaged students, were of Likert-type scale construction having five response alternatives ranging from strongly agree to strongly disagree. These instrument responses were assigned weighted ratings of five for strongly agree to one for strongly disagree for the 15 positive items and one for strongly agree to five for strongly disagree for the 11 negative items. Weighted responses to the 25 items were added together to derive a total attitude score for each respondent with a possible score range from 25 to 125.

Items 26 through 29 on the instrument measuring the teachers' use of behavioral objectives in classroom activities were also of Likert-type scale to match the first 25 questions and were also assigned weighted ratings of five for strongly agree to one for strongly disagree representing a range of 20 for the highest possible response score to four for the lowest possible response score for each sample subject.

To complete the mail-out questionnaire it was determined to include at the start of the instrument, an example statement and response instructions to increase the probability of completion and return by each subject (23, p. 33). A sample mail-out questionnaire is shown in Appendix G.

#### Collection of Data

There were 200 vocational teachers from the identified disadvantaged 44 county area identified for this study. These included 100 randomly selected teachers from the group who received training at the specially designed workshops for teachers of the disadvantaged and 100 randomly selected teachers from the group that did not receive the training.

Oppenheim (23, p. 33) reports that response on questionnaires of this type would possibly be increased if accompanied by a clear cover letter stating the intent of the research (Appendix H).

Cover letters, questionnaires and stamped return envelopes were mailed to the selected samples on June 2, 1971. A 50 percent return was expected from each. However, if a 50 percent return from each group was not received in 30 days then it was determined that the responses received at that time would constitute the study data.

Oppenheim (23, pp. 30-35) in reporting that questionnaire return percentage is usually not sufficient for analysis recommends follow-up activities to ensure a representative sample. Since a 30 day limit on the response was determined to prevent time lag bias of the individual response to statements, a mail-out reminder card (Appendix I) was sent two weeks after the questionnaire was mailed.

A return of 81 percent was received for the treatment group and 77 percent for the control group for a total return of 79 percent within the 30 day time limit, as may be noted in Table II of this study.

The questions on the mail-out questionnaire supply the data for four research question areas to be analyzed in this study. The researcher determined that each answer must be marked correctly for each research question area on the questionnaire if the subject's response was to be valid and used in statistically analyzing that portion of the study. Table IV is a summary of valid responses to questions one through 25 measuring teachers' attitudes toward disadvantaged students.

TABLE IV  
SUMMARY OF VALID RESPONSES TO QUESTIONS 1 THROUGH 25  
MEASURING TEACHERS' ATTITUDES TOWARD  
DISADVANTAGED STUDENTS

Vocational Division	Treatment Group		Control Group	
	Number Returned	Valid Responses	Number Returned	Valid Responses
Agriculture	28	28	6	5
Business and Office	7	5	6	6
Consumer Homemaking	16	14	36	35
Distributive Education	5	5	5	5
Health Services	1	1	9	9
Trade and Industrial	<u>24</u>	<u>22</u>	<u>15</u>	<u>15</u>
Totals	81	75	77	75

Inspection of the table reveals 75 of the 81 responses for the treatment group and 75 of the 77 responses for the control group were determined to be valid. These 75 valid responses of each of the study groups supplied the data for statistically testing hypothesis number one.

Table V is a summary of valid responses to questions 26 through 29 measuring teachers' use of behavioral objectives in classroom activities.

TABLE V  
SUMMARY OF VALID RESPONSES TO QUESTIONS 26 THROUGH 29  
MEASURING TEACHERS' USE OF BEHAVIORAL OBJECTIVES  
IN CLASSROOM ACTIVITIES

Vocational Division	Treatment Group		Control Group	
	Number Returned	Valid Responses	Number Returned	Valid Responses
Agriculture	28	25	6	5
Business and Office	7	5	6	6
Consumer Homemaking	16	11	36	33
Distributive Education	5	5	5	5
Health Services	1	1	9	7
Trade and Industrial	<u>24</u>	<u>22</u>	<u>15</u>	<u>15</u>
Totals	81	69	77	71

Inspection of the table reveals 69 of the 81 responses for the treatment group and 71 of the 77 responses for the control group were

determined to be valid. The 69 valid responses for the treatment group and 71 valid responses for the control group supplied the data for statistically testing hypothesis number two.

Table VI is a summary of valid responses to questions 30 and 31 measuring teachers' use of innovative activities in the classroom.

TABLE VI  
SUMMARY OF VALID RESPONSES TO QUESTIONS 30 AND 31  
MEASURING TEACHERS' USE OF INNOVATIVE  
ACTIVITIES IN THE CLASSROOM

Vocational Division	Treatment Group		Control Group	
	Number Returned	Valid Responses	Number Returned	Valid Responses
Agriculture	28	27	6	5
Business and Office	7	6	6	6
Consumer Homemaking	16	14	36	36
Distributive Education	5	5	5	5
Health Services	1	1	9	7
Trade and Industrial	<u>24</u>	<u>24</u>	<u>15</u>	<u>14</u>
Totals	81	77	77	73

Inspection of the table reveals 77 of the 81 responses for the treatment group and 73 of the 77 responses for the control group were determined to be valid. The 77 valid responses for the treatment group

and the 73 valid responses for the control group supplied the data for statistically testing hypothesis number three.

Table VII is a summary of valid responses to questions 32 and 33 measuring teachers' use of grants in classroom activities.

TABLE VII  
SUMMARY OF VALID RESPONSES TO QUESTIONS 32 AND 33  
MEASURING TEACHERS' USE OF GRANTS  
IN CLASSROOM ACTIVITIES

Vocational Division	Treatment Group		Control Group	
	Number Returned	Valid Responses	Number Returned	Valid Responses
Agriculture	28	27	6	5
Business and Office	7	6	6	7
Consumer Homemaking	16	14	36	35
Distributive Education	5	5	5	4
Health Services	1	1	9	7
Trade and Industrial	<u>24</u>	<u>23</u>	<u>15</u>	<u>16</u>
Totals	81	76	77	74

Inspection of the table reveals 76 of the 81 responses for the treatment group and 74 of the 77 responses for the control group were determined to be valid. The 76 valid responses for the treatment group and the 74 valid responses for the control group supplied the data for

measuring the use of grants for the purpose intended.

#### Analysis of Data

The questionnaire used in collecting the research data from the two sample groups included 25 items to measure group differences in attitudes toward disadvantaged students, four items to measure group differences in use of behavioral objectives in classroom activities, two items to measure group differences in the use of innovative activities in teaching disadvantaged students, and two items to count and tabulate to facilitate drawing inferences in regard to the use of grants to aid disadvantaged students to overcome learning deficiencies.

The data were placed in table format for averaging the questionnaire responses of the subjects which were then summated for each sample group for statistical analysis to measure the stated hypotheses.

The "t" test (25, p. 145), a parametric statistical test to determine differences between mean scores of two groups was used to test hypotheses number one and number two.

Chi-square (25, pp. 291-300), a non-parametric statistical test to measure data only nominal in strength for two or more samples was used to test hypothesis number three.

A tabular format (19, pp. 398-408) was used to count and analyze the descriptive portion of this study.

## CHAPTER IV

### RESULTS

#### Introduction

The major purpose of this study was to determine the effectiveness of workshops designed to assist Oklahoma teachers in identifying and understanding disadvantaged students, and to determine methods by which teachers might more effectively teach the disadvantaged. It appears logical for the purpose of this study to divide this chapter into the following sections: (1) Homogeneity of samples, (2) Testing the hypotheses, (3) Description of innovative methods, and (4) Use of grants.

#### Homogeneity of Samples

It is theoretically important to ascertain whether the variances of two groups can be considered equal, or homogeneous, before one selects a particular t test model to statistically measure the relationship or difference among groups (25, p. 137). The F test (25, p. 145) was used to test the two group variances and the resulting F value of 1.011 indicated that the groups were homogeneous. As a result of this determination, the pooled variance t test was selected to test the first two hypotheses. This test allows a greater number of degrees of freedom and a smaller t value to reject the null hypothesis.

### Testing the Hypotheses

The first hypothesis of the study was: There is no significant difference between the treatment group sample and the control group sample mean responses to the instrument measurement of attitude toward disadvantaged students.

The results of the statistical analysis of the data which measured this hypothesis are reflected in Table VIII.

TABLE VIII

A t TEST COMPARISON OF THE TREATMENT AND CONTROL GROUPS'  
MEAN SCORES ON THE MEASUREMENT OF TEACHERS' ATTITUDES  
TOWARD DISADVANTAGED STUDENTS

Group	N	$\bar{X}$	Sd	t score	Probability
Treatment	75	99.81	6.9955		
Control	75	100.64	6.7696	.739	>.05

There was no significant difference between the mean score of the treatment group and the mean score of the control group in the measurement of attitude toward disadvantaged students as measured by the research instrument in this study. Therefore, it was necessary to accept hypothesis number one as it was written.

The second hypothesis of the study was: There is no significant difference between the treatment group sample and the control group

sample mean responses to the instrument measurement of the practice of using behavioral objectives in student learning activities.

The results of the statistical analysis of the data which measured this hypothesis are reflected in Table IX.

TABLE IX

A t TEST COMPARISON OF THE TREATMENT AND CONTROL GROUPS'  
MEAN SCORES ON THE MEASUREMENT OF USING  
BEHAVIORAL OBJECTIVES IN STUDENT  
LEARNING ACTIVITIES

Group	N	$\bar{X}$	Sd	t score	Probability
Treatment	69	15.12	2.118		
Control	71	15.37	2.106	.702	>.05

There was no significant difference between the mean score of the treatment group and the mean score of the control group in the measurement of the practice of using behavioral objectives in student learning activities as measured by the research instrument in this study. Therefore, it was necessary to accept hypothesis number two as it was written.

The third hypothesis of the study was: There is no significant difference between the treatment group sample and the control group sample responses to the instrument measurement of the use of innovative activities in the classroom to motivate disadvantaged students to learn.

A summary of the teachers' responses to the use of new innovative

activities in the classroom is presented in Table X.

TABLE X  
SUMMARY OF TEACHERS' RESPONSES TO THE USE OF NEW  
INNOVATIVE ACTIVITIES IN THE CLASSROOM

Vocational Division	Treatment Group		Control Group	
	Yes	No	Yes	No
Agriculture	17	10	3	2
Business and Office	2	4	3	4
Consumer Homemaking	12	2	16	19
Distributive Education	2	3	2	2
Health Services	1	0	3	4
Trade and Industrial	<u>17</u>	<u>6</u>	<u>4</u>	<u>12</u>
Totals	51	25	31	43

The results of the statistical analysis of the data which measured this hypothesis are reflected in Table XI.

A total of 150 subjects responded as to the use of innovative methods in the classroom. Seventy-six teachers from the treatment group responded to the instrument with 51 (67 percent) of the group indicating that they used new innovative activities in the classroom and 25 (33 percent) indicating that they did not use new innovative activities in the classroom.

TABLE XI  
 A CHI-SQUARE COMPARISON OF THE TREATMENT AND CONTROL  
 GROUPS' RESPONSES TO THE USE OF INNOVATIVE  
 ACTIVITIES IN THE CLASSROOM

Use of Innovations	Yes	No	Total
Treatment Group	51	25	76
Control Group	<u>31</u>	<u>43</u>	<u>74</u>
Total	82	68	150

Chi-square = 8.62      P < .01

Seventy-four teachers from the control group responded to the instrument with 31 (42 percent) of the group indicating that they used new innovative activities in the classroom and 43 (58 percent) indicating that they did not use new innovative activities in the classroom.

In regard to hypothesis number three, there was a significant difference at the .01 level with more new innovations being used by the treatment group. Therefore, it was necessary to reject hypothesis number three as it was written.

The descriptive analysis of teachers' use of grants for the purpose intended which was listed as the fourth research question is treated under the heading of Use of Grants in this chapter.

#### Description of Innovative Methods

There were a variety of innovative activities reported in the responses to this research study area of the questionnaire. These

responses were counted and tabulated according to the type of activity and whether or not it was an individual or group activity.

A summary of the types of new innovations reported by the treatment and control group samples are reported in Table XII.

As shown in Table XII, the type of innovative activity ranged from use of the lab to individualized special kits listed under individualized learning with the greater number of responses indicating the use of special tutoring by both the treatment and the control groups.

The listing of group learning innovative activities ranged from night class availability to group planning activities with the greater number of responses indicating the use of visual aids and student choice of special projects for the treatment group and in reverse order, the use of student choice of special projects and visual aids for the control group.

It seems pertinent to point out here that the responses of the types of new innovative activities used in classroom activities represent teachers in six vocational divisions. Where a type of innovation listed may appear to be common place practices for everyday activities to many educators, the setting and method in which it is used to meet the needs of a particular student or group of students may prove to be very innovative to motivate disadvantaged students to learn in the classroom setting.

#### Use of Grants

The three-day workshops' activities included efforts to assist vocational teachers in aiding disadvantaged students in overcoming learning deficiencies. Grants were made available to all workshop

TABLE XII

SUMMARY OF TYPES OF NEW INNOVATIVE ACTIVITIES REPORTED BY  
TREATMENT AND CONTROL GROUP SAMPLES

Type of Innovative Activity	Treatment Group	Control Group
<u>Individualized Learning</u>		
Use of Lab		1
Handouts for Reinforcement	1	1
Student Involvement Techniques		1
Land for Crop Experiences	1	
Filmstrips		1
Tape Recorders, Records Reinforced by Questions	3	1
Learn to use a Machine - Stimulate Interest	1	
Special Tutoring	11	6
Incentive Assignments	2	1
Tapes on Skill Subjects	2	
Duplicating Projects	1	
Video Tape - Self Improvement	1	2
Exhibits	1	
Printed Class Notes	1	
Special Projects	2	
Special Kits - Individualized	2	
Total	29	14
<u>Group Learning</u>		
Night Classes Available	1	
Role Playing		2
Multiple Grading Procedures	1	
Student Choice of Learning Objectives	1	
Student Choice of Special Project	14	18
Current Bulletin Board		1
Guest Speakers	3	2
Buddy System	5	1
Field Trips	5	5
Visual Aids - Films, Filmstrips, Slides, and Transparencies	19	7
Handouts for Reinforcement		1
Team Teaching	1	
Nutrition - Rat Feeding Experience	1	
Reinforce Information of a Project	2	
Demonstrations	3	3
Group Reading Tutoring	1	1
Oral Reading in Class by Students		1
Group Discussions	2	
Oral Reports on Assignments	1	
Group Planning Activities		1
Total	60	43

participants (except Homemaking, see Appendix E) for the purchase of equipment or supplies they felt could help disadvantaged students in overcoming learning deficiencies.

The fourth research question of the study was: To survey the treatment group (excluding Homemaking, see Appendix E) for use of grants for the purchase of equipment or supplies to aid disadvantaged students in overcoming learning difficulties in classroom learning activities.

As indicated in Table XIII, the grants were spent for a variety of items, of which special tools and charts appeared more frequently than any of the other listings.

The same explanation given for new innovative activities is applicable here, in that the responses of the types of equipment and supplies purchased represent teachers in six vocational divisions. Where a type of equipment listed may appear to be common place for everyday classroom activities, the setting and method in which it is used to meet the needs of a particular student or group of students may prove to be a very good aid to disadvantaged students in overcoming learning deficiencies. An example of this theory is to consider the wheel chair listed in Table XIII as a type of equipment to aid disadvantaged students to overcome learning deficiencies. A health program could use it to teach students how to move invalid patients and care for them. This would be a much more realistic learning session than just talking about using a wheel chair or using any type available straight chair to practice moving invalids. A second example was the purchase of a camera which could be used to "catch" the student in an unsafe or incorrect laboratory practice. If "one picture is worth a thousand words," this technique would be an effective learning tool.

TABLE XIII  
 SUMMARY OF TREATMENT GROUP UTILIZATION OF GRANTS  
 TO AID DISADVANTAGED STUDENTS

Types of Equipment and Supplies	Number Reported
Transparencies	2
Tape Recorder	2
Student Analysis	1
Special Tools and Charts	12
Lab Equipment and Charts	1
Overhead Projector and Screen	2
Hand Tools	1
Air Bumper Jack	1
Camera	1
Dictaphone Equipment	1
Supplies	4
Workbooks	1
Materials and Parts for Project	2
Work Uniforms	1
Filmstrips	2
Mirror	1
Individual Learning Kits	1
Wheel Chair	<u>1</u>
Total	37

The air bumper jack may be used in an automotive shop that does not have a lift or other type floor jack. It could be used to raise cars to be put on stands for repairs of vehicle parts which would otherwise be physically inaccessible to the students. An additional jack in the shop may allow more cars to be raised for necessary work, giving students the opportunity to learn to repair vehicles in the short time allotted for the class.

The purchase of special tools and charts was the most listed response in Table XIII. These purchases may be a valid means for teachers

to aid disadvantaged students to overcome learning deficiencies in the classroom. By making tools and charts available, the students' opportunity to obtain information pertinent to the immediate learning activity is increased. This may motivate the students to learn the information necessary to be able to accomplish the job at hand. The special tools also make it possible for more students to be active in learning experiences especially in a repair oriented trade class requiring the continual use of such tools.

## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### Purpose of the Study

In the early days of our country education was for the wealthy and it was felt that this would keep America strong. Considerable change has taken place with the industrial revolution and the cry for equality of all our citizens.

There is the belief today that if America is to remain strong, the opportunity must be provided for all citizens to develop to their potential. Further, that individual fulfillment will mean greater productivity and as a result this country will be strengthened.

Many students in today's schools are identified as disadvantaged and having special needs which prevent them from succeeding in the classroom.

School teachers are largely from the middle class and many times lack understanding of the disadvantaged student's needs or fail to understand how to cope with the students in order to effectively teach them. As a result, disadvantaged students are many times passed from grade to grade without learning, or drop out of school.

The problem of disadvantaged students failure in the public school system and the social problems that develop from unskilled youth on the street who have no salable skill have prompted Federal legislation to

be enacted to attempt to remedy this problem. The 1968 Vocational Amendments Act specifies the in-service training of teachers having disadvantaged students in their classes in curriculum methods and understanding of the disadvantaged student to motivate him to learn in the classroom.

The review of literature in this study strongly implies that the disadvantaged student has special needs that are not being met by the existing educational system. There is also much inference that teachers need a positive attitude toward the disadvantaged student and the understanding of teaching methods that will motivate him to learn.

The Oklahoma State Department of Vocational and Technical Education sponsored workshops in the Summer of 1970 for teachers from the identified 44 county disadvantaged area in Oklahoma.

The purpose of this study was to survey the effectiveness of the workshops designed to improve vocational teachers' understanding of disadvantaged students needs and present innovative methods they might use to motivate these students in learning activities.

#### Methodology of the Study

This study was an ex post facto one shot design to investigate the effectiveness of these workshops designed to assist vocational teachers of disadvantaged students to determine if the participants':

(1) attitudes toward disadvantaged students were favorably changed,

(2) use of behavioral objectives in classroom activities was increased,

(3) use of innovative methods to motivate disadvantaged students to learn was increased, and

(4) opportunities for grants to purchase equipment and supplies to assist disadvantaged students to learn were utilized.

There were 960 vocational teachers identified in the 44 county area, and these teachers comprised the population for the study. There were 530 teachers from the population who attended the three-day workshops and comprised the treatment group for the study. The 430 teachers from the population who did not attend the workshops comprised the control group.

A basic assumption for the research study was that the setting in which the two groups were found was such that any subject in the study might have been a member of either group.

A research mail-out questionnaire (Appendix G) was developed by the researcher from the review of literature and from summaries of interviews with personnel who presented the three-day workshops.

The questionnaire was validated by the use of a panel of judges (Appendix F) who were recognized as leaders in education and in working with the disadvantaged.

Statistical analysis was applied to the judges' ratings to establish internal consistency of reliability for the instrument. The questionnaire was a combination research and descriptive survey instrument designed to measure: attitude toward the disadvantaged, use of behavioral objectives, innovative teaching activity, and use of grants to aid disadvantaged students in overcoming learning difficulties.

Random samples of 100 subjects were selected for both the treatment and control groups.

The questionnaires were mailed out with cover letters (Appendix H) and return addressed stamped envelopes. An average return of 79 percent

for the two groups was received and the data were tabled for analysis.

The analysis of the data provided answers to the research questions set forth in the study.

The t test to determine differences between mean scores of the two groups was used for the research portion dealing with attitude toward the disadvantaged, and the use of behavioral objectives in classroom activities.

Chi-square was used to compare the two groups on the use of new innovative activities in the classroom to motivate disadvantaged students to learn.

Tabular format was used to count and table the data on the utilization of grants for the purpose intended.

#### Summary of the Findings

The findings of this study indicate that:

(1) There is no significant difference in the attitude of vocational teachers from the identified 44 county disadvantaged area who attended the three-day workshops and those who did not attend the workshops as measured by the research instrument.

(2) There is no significant difference in the use of behavioral objectives in classroom activities by vocational teachers from the identified 44 county disadvantaged area who attended the three-day workshops and those who did not attend the workshops, as measured by the research instrument.

(3) There is a significant difference at the .01 level between the treatment and control group responses to the use of new innovative methods in classroom activities, with more of the treatment group

indicating they used new innovative methods.

It was further observed that the treatment group indicated 29 individual and 60 group innovations for a total of 89 new innovative activities while the control group indicated 14 individual and 43 group innovations for a total of 57 new innovative activities.

(4) The utilization of grants by the treatment group (excluding Homemaking, Appendix E) for the purpose of purchasing equipment and supplies to aid disadvantaged students in overcoming learning deficiencies were spent for a variety of items, of which special tools and charts appeared more frequently than any of the other items.

#### Conclusions

Although personnel presenting the workshops felt the participants should have developed more positive attitudes toward disadvantaged students as a result of the workshop experience, the results of this study indicated they did not.

In fact, there was a negative result with the summated mean for the control group being slightly higher than the summated mean for the treatment group. Based upon this researcher's past teaching experience and participation in presenting in-service workshops for teachers and administrators of disadvantaged student programs, he was of the opinion that a "halo effect" (19, p. 516-517) was encountered in the process of the study.

The Oklahoma State Department of Vocational and Technical Education Administration encouraged the supervisors and the teachers in the 44 county area to have all teachers in this area identified as disadvantaged attend the special workshops. Whatever the teachers reasons

may have been for not attending the workshops, they may have felt that they should have attended. For this reason it is highly probable that they gave strong responses to the Likert-type scale ratings on the instrument to justify to the workshop's staff that they already knew what they were expected to learn at the workshops. On the other hand, there is the high probability that the teachers attending the workshops were relaxed in their responses and might not have felt the need to justify their responses to the instrument ratings so strongly since they did, in fact, participate in the workshop activities.

These determinations make strong inferences that workshops of the nature that were investigated in this study are not likely to change attitudes in future workshops of this type.

Personnel presenting the workshops felt the participants should develop a more positive use of behavioral objectives in classroom activities to teach disadvantaged students as a result of the workshop experience; the results of this study indicated they did not.

Again there was a negative result with the summated mean for the control group being slightly higher than the summated mean for the treatment group. The consistency of the group summated response relationships in the two research question areas further indicated to this researcher that a "halo effect" was encountered in the process of the group responding to the Likert-type scale ratings of the use of behavioral objectives in classroom activities.

These determinations also make strong inferences that theory oriented workshops of the nature that were investigated in this study are not likely to change teachers' use of behavioral objectives in classroom activities in future workshops of this type.

Although the findings in this study show no significant change in teachers' attitudes toward disadvantaged students or their use of behavioral objectives in classroom activities, the findings do indicate a definite change in teachers' use of innovative activities in the classroom to motivate disadvantaged students to learn. The special workshops effort appears to have been successful in this area.

The inference here is that future workshops which are action oriented around innovative teaching methods may be more likely to be successful in increasing teachers' use of innovative activities in motivating students to learn.

Personnel presenting the workshops felt the participants should have purchased equipment and supplies they could support as being definite aids to disadvantaged students in overcoming learning deficiencies as a result of the workshop experience. The results of this study seem to indicate they did not.

There are confounding elements (19, p. 308) in determining the results of this research area in that equipment and supply purchases were purchased by teachers of six different vocational divisions and without observing the use of the equipment and supplies, it is difficult to determine whether or not they were used for the purpose intended.

These determinations make strong inferences that future workshops of the nature investigated in this study, oriented to theory and not to the product, are not likely to be successful in influencing teachers' purchases of equipment and supplies that will be a definite aid to overcome learning deficiencies.

## Recommendations

There are a number of recommendations this researcher feels should be made as a result of this study and the imperical observations made of the teachers following the workshops:

### Research Design

This study was an ex post facto one shot follow up study to investigate the effects of special workshops for teachers of disadvantaged students. This was undertaken to determine if workshops of this type really make a difference, or should the money and efforts of personnel be directed in other avenues or types of training. This study was the best design that the researcher could utilize since the workshops had already taken place and the geographic location of the population made the cost of interview or observation techniques exorbitant.

In order to make specific recommendations regarding workshops, teachers and methods, the design should be longitudinal with pre-post and follow up observations. This type research design should be used especially if attitudes are to be considered.

Results of this study indicate that changes in attitudes may occur only after changes in activities.

### Workshops

The workshop activities were an in-depth experience for the participants in the needs, feelings and understandings representative of dealing with disadvantaged students in the classroom.

There is an indication that the control group responded to the questionnaire items as they felt they were expected to. Attitude is a

predisposed concept and must be challenged with a situation that causes the individual to basically respond to get a true measurement. While there was no attitude change measured in the treatment group as a result of the workshop experience there is clear indication of teachers' increased use of new innovative activities in the classroom.

Therefore, in planning future workshops for vocational teachers of disadvantaged students, it would appear efforts should emphasize the following guidelines:

- (1) Activities for the workshops should be participant action oriented.
- (2) Objectives for the workshops should be identified early enough to plan activities for participants to accomplish.
- (3) Participants should be involved in planning activities which they can use when they return to the classroom.
- (4) Activities should be varied enough to ensure that all teachers can be involved in an area of their interest within the workshop objectives.
- (5) There should be definite guidelines for involving teachers in planning the use of grants for the purpose intended.
- (6) Teachers should be involved in experiences during the workshop that gives them skills in the use of innovative activities.

In summary, teachers should be trained in the use of innovative activities that bring the teacher and student together on a one to one basis. Such activity over a period of time should have an effect on the teacher's understanding of the disadvantaged student and teaching methods that will be the most effective in motivating each student to learn.

The researcher would encourage further research studies involving innovative teaching methods and experimenting with their effectiveness for teaching disadvantaged students, thereby providing an educational program perhaps more relevant to students' on-going real life needs.

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APPENDIX A

SUMMARIZATION OF 44 COUNTY DISADVANTAGED  
AREA QUALIFICATION  
JANUARY 1970

SUMMARIZATION OF 44 COUNTY DISADVANTAGED  
AREA QUALIFICATION  
JANUARY 1970

COUNTY	TITLE IV	OZARKS REGION	HIGH DENSITY	ADULT HIGH RATE UNEMPLOYED	YOUTH HIGH RATE UNEMPLOYED	HIGH DROPOUT RATE
ADAIR	X	X		X	X	X
ATOKA	X	X		X	X	
BRYAN		X				
CARTER		X				
CHEROKEE	X	X		X	X	X
CHOCTAW	X	X		X	X	
CLEVELAND			X			
COAL	X	X		X	X	
COMANCHE			X		X	
CRAIG		X			X	
CREEK		X				X
DELAWARE		X		X	X	
GARVIN		X				
HASKELL	X	X		X	X	
HUGHES	X	X		X	X	X
JEFFERSON	X			X		
JOHNSTON	X	X		X	X	
LATIMER	X	X		X	X	
LEFLORE	X	X		X	X	
LINCOLN		X				
LOVE		X				
MARSHALL		X				X
MAYES	X	X			X	
MCCLAIN	X	X		X	X	X
MCCURTAIN		X			X	
MCINTOSH		X			X	
MURRAY		X				
MUSKOGEE	X	X		X	X	
NOWATA		X			X	
OKFUSKEE	X	X		X	X	X
OKLAHOMA			X		X	
OKMULGEE	X	X		X	X	
OTTAWA		X		X	X	X
PAWNEE	X			X	X	
PITTSBURG		X		X	X	
PONTOTOC		X			X	
POTTAWATOMIE		X				
PUSHMATAHA		X			X	X
ROGERS		X				
SEMINOLE		X			X	
SEQUOYAH	X	X		X	X	
TULSA			X		X	
WAGONER	X	X		X	X	
WASHINGTON			X			

APPENDIX B

SUMMARIZATION OF STUDY POPULATION  
BY VOCATIONAL SUBJECT AREAS

SUMMARIZATION OF STUDY POPULATION  
BY VOCATIONAL SUBJECT AREAS

Subject Area	Treatment or Workshop Group	Control or Non- Workshop Group
Agriculture	189	41
Business and Office	36	32
Consumer and Homemaking	112	168
Distributive Education	23	16
Health Services	5	60
Trade and Industrial:		
Air Conditioning & Refrigeration	1	7
Air Craft Mechanic	1	5
Appliance Repair	2	
Auto Body	6	6
Auto Mechanics	41	14
Brick Masonry	1	1
Cabinet Making	6	
Carpentry	30	10
Coldtype Composition		1
Commercial Art	1	2
Cosmetology	23	7
Diesel Mechanics		4
Drafting	7	10
Electricity	2	
Electronics	7	4
Farm Equipment		1
Heavy Duty Equipment Repair		1
Hydraulics		1
I.C.T.	11	9
Machine Shop	2	11
Photography	1	1
Plumbing		1
Printing	6	6
Sheet Metal	1	1
Small Engine Repair		1
Tailoring	2	
Upholstery	4	
Welding	<u>10</u>	<u>9</u>
Total	530	430

APPENDIX C

MEMORANDUM ON WORKSHOPS FOR VOCATIONAL  
AND TECHNICAL TEACHERS OF PROGRAMS FOR  
HANDICAPPED AND DISADVANTAGED

O K L A H O M A

STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

Francis T. Tuttle, 1515 West Sixth Avenue Stillwater, Okla. 74074  
Director

MEMORANDUM

April 17, 1970

TO: Superintendents of Schools

FROM: Francis Tuttle, State Director, Vocational and Technical  
Education

SUBJECT: Workshop for Vocational and Technical Teachers of  
Programs for Handicapped and Disadvantaged

The State Department of Vocational and Technical Education is sponsoring a series of three-day workshops this summer for all vocational and technical teachers who have programs designated as especially for handicapped or disadvantaged students. The objectives of these workshops is to better prepare teachers to work with students having special needs as specified by the Vocational Education Amendments of 1968.

In order to arrange for and encourage teachers to attend one of these workshops, the State Department of Vocational and Technical Education will provide the following:

1. A one-week extension of the teacher's contract (\$150.)
2. An allowance for the purchase of recommended supplemental teaching materials (\$200.)
3. Pay for travel and expenses for workshop
4. Special assistance with teaching these students will be provided throughout the year
5. One hour of college credit will be provided for participation in the workshop

The workshops will be held in June and early July this summer in three strategically located sites. Further details will be sent to you and to your teachers as plans become finalized.

APPENDIX D

TREATMENT AND CONTROL GROUP SAMPLES  
LOCATION BY COUNTY AND SCHOOL

TREATMENT AND CONTROL GROUP SAMPLES  
LOCATION BY COUNTY AND SCHOOL

County and School	Total	Treatment	Control
<u>ADAIR</u>			
Cave Springs	2	1	1
Stilwell	2	1	1
Westville	1		1
<u>ATOKA</u>			
Caney	1		1
<u>BRYAN</u>			
Blue	1	1	
Bokchito	1	1	
Calera	2	1	1
<u>CARTER</u>			
Ardmore	6		6
<u>CHEROKEE</u>			
Hulbert	1		1
<u>CHOCTAW</u>			
Boswell	1	1	
Hugo	1		1
<u>CLEVELAND</u>			
Moore	2		2
Norman	4	1	3
<u>COAL</u>			
Coalgate	1	1	
<u>COMANCHE</u>			
Cache	1	1	
Chattanooga	1		1
Lawton	5	3	2
<u>CRAIG</u>			
Big Cabin	1		1
Blue Jacket	1		1
Vinita	2	2	
Welch	1		1
<u>CREEK</u>			
Drumright	2		2
<u>DELAWARE</u>			
Colcord	2	1	1
Grove	2	1	1
Jay	1	1	
Kansas	1	1	
<u>GARVIN</u>			
Lindsay	2	2	
Pauls Valley	1	1	
Stratford	1		1
<u>HASKELL</u>			
Keota	1		1
<u>LATIMER</u>			
Red Oak	1	1	
<u>LE FLORE</u>			
Cameron	1	1	

County and School	Total	Treatment	Control
Howe	1		1
Poteau	4	2	2
Talihina	1	1	
Whitesboro	2	2	
<u>LINCOLN</u>			
Carney	1	1	
Davenport	1	1	
Meeker	1		1
Stroud	1	1	
<u>LOVE</u>			
Marietta	1	1	
<u>MAYES</u>			
Adair	1	1	
Chouteau	2	1	1
Pryor	3		3
Salina	1	1	
<u>MC CLAIN</u>			
Purcell	2	1	1
<u>MC CURTAIN</u>			
Battiest	1	1	
Broken Bow	1	1	
Valliant	1	1	
<u>MC INTOSH</u>			
Checotah	1		1
<u>MURRAY</u>			
Sulpher	2	1	1
<u>MUSKOGEE</u>			
Muskogee	8	2	6
Taft-Moton	1	1	
<u>NOWATA</u>			
Alluwe	1		1
Nowata	1		1
<u>OKFUSKEE</u>			
Boley	2	2	
Okemah	1	1	
Weleetka	1	1	
<u>OKLAHOMA</u>			
Choctaw	1		1
Del City	3	1	2
Edmond	1		1
Harrah	1		1
Midwest City	9	8	1
Oklahoma City	13	9	4
Western Heights	3	3	
<u>OKMULGEE</u>			
Beggs	1	1	
Dewar	2	1	1
Okmulgee	2	1	1
<u>OTTAWA</u>			
Miami	2	2	

County and School	Total	Treatment	Control
<u>PAWNEE</u>			
Cleveland	1	1	
<u>PITTSBURG</u>			
Hartshorne	2	1	1
Kiowa	2	2	
McAlester	7	1	6
<u>PONTOTOC</u>			
Allen	2	2	
Byng	1	1	
<u>POTTAWATOMIE</u>			
Asher	1		1
Maud	1	1	
Shawnee	5	1	4
Tecumseh	1		1
Wanette	1		1
<u>PUSHMATAHA</u>			
Antlers	3	1	2
<u>ROGERS</u>			
Catoosa	1	1	
Claremore	1	1	
<u>SEMINOLE</u>			
Konawa	1	1	
<u>SEQUOYAH</u>			
Sallisaw	1		1
<u>TULSA</u>			
Broken Arrow	3	2	1
Collinsville	1	1	
Jenks	1	1	
Sand Springs	3	3	
Tulsa	13	2	11
<u>WAGONER</u>			
Coweta	1	1	
<u>WASHINGTON</u>			
Copan	1		1
Dewey	1	1	
Bartlesville	10	1	9
Ramona-Ochelata	<u>1</u>	<u>1</u>	<u>—</u>
Total	200	100	100

Note: No samples drawn in HUGHES, JEFFERSON, JOHNSTON, and MARSHALL counties.

APPENDIX E

NOTIFICATION OF THE SPECIAL WORKSHOPS TO  
VOCATIONAL AND TECHNICAL SUPERVISORS  
AND TEACHERS

Eligible Schools and Vocational and Technical Education  
Teachers Qualifying for the Disadvantaged Workshop and  
Special Funds for This Workshop Along With One Hour Credit

The first question often asked is, "How were these schools selected?" The schools selected for funding under the disadvantaged program were schools in the Ozarks Region, Economic Development Area, Re-Development Areas, and schools in counties of high density and high dropout rates. Special funds from vocational and technical education programs for the disadvantaged were used in paying for the instructor this year. In order to show that we were not only interested in funding programs for the disadvantaged but to train teachers for these programs, three special workshops have been scheduled. The purpose of these workshops is to bring teachers in these programs up to date in the philosophy and methodology of working most effectively with disadvantaged students. Three workshops will be held June 8-12, 1970 at Cameron State College at Lawton; another workshop will be held on June 15-19, 1970 at Southeastern State College at Durant; and the third workshop will be held on June 22-26, 1970 at Northeastern State College at Tahlequah. Teachers other than agriculture and home economics teachers attending this workshop will have one week of extended employment at \$150 salary. In addition, all of the schools offering these programs for the disadvantaged will receive \$200 in equipment and teaching supplies per approved program. Teachers attending this workshop will be reimbursed for their subsistence and travel. Those who complete this program may receive one hour of college credit which can be used as professional improvement.

The next question is, "Who will be on the program?" This will be

a team approach and details of this program are as follows:

1st Day - Regulations and policies of programs for disadvantaged youth

State Department of Vocational and Technical Education Personnel

A SPECIAL EFFORT TO MEET A SPECIAL NEED Tuttle and/or Alexander  
or Stevenson

Regulations, reports, program identification Byrle Killian and  
Jack Herron

Curriculum and reference materials Ronald Meek and/or Curricu-  
lum Center Staff

Proposals for Special Programs Bill Stevenson - Don Frazier

Equipment - Requisitioning - Funds Leon Lacy, R. L. Beaty  
Ellis McHendry

2nd Day - Identification and understanding the disadvantaged

AMIDS Staff and Consultants

A. Identifying disadvantaged (reasons for lack of success in  
regular programs)

- |                             |                        |
|-----------------------------|------------------------|
| 1. educational disadvantage | SPECIAL CONSULTANT     |
| 2. economic disadvantage    | Mr. Joe Walker         |
| 3. social disadvantage      | Director, Guidance and |
| 4. other disadvantage       | Testing Services       |
|                             | Oklahoma City Schools  |

B. Understanding disadvantaged

- |                          |                         |
|--------------------------|-------------------------|
| 1. sociological aspects  | AMIDS STAFF             |
| 2. psychological aspects | Bob J. Brown, Dir.      |
| 3. psysiological aspects | Bobby Slade, Asst. Dir. |
| 4. economic aspects      | Wally Glasscock         |
|                          | Manuel Garcia           |
|                          | Gene Tuma               |

C. Career opportunities and needs

3rd Day - Teaching the disadvantaged

AMIDS Staff and Consultants

A. Teachers' relationship to disadvantaged students

B. Correcting or overcoming conditions of disadvantaged

C. Motivation of disadvantaged

D. Materials for disadvantaged

1. teaching materials
2. testing materials
3. audiovisual materials

Another question is, "Who is eligible for the workshop?" As stated earlier all of the teachers in the 44 designated county areas will be eligible; however, home economics will not be paid for the extended one week or qualify for the \$200 for supplies and equipment. These home-making teachers are invited to participate and will receive the other benefits. Agriculture teachers will receive the benefits offered to this program except the extension of one week. This is not possible due to the 12-month employment contract.

A special workshop will be held for the supervisory staff on Friday, May 8, at 3 p.m. to explain this program so these supervisors can call personally on local administrators to show the importance of the program, to ask that their vocational teachers be permitted to attend this three-day workshop, and to ask that the local administration encourage their teachers to participate. In addition to explaining the workshop programs to the local administrators, the local application will be discussed which these supervisors will also explain to local administrators.

Local directors of Vocational and Technical Education are invited to the May 8 meeting. These local directors will take care of the programs in their schools thereby releasing time for the other schools with fewer programs and no local director.

APPENDIX F

PANEL OF JUDGES

## PANEL OF JUDGES

Dr. Irene Clements  
Assistant Coordinator  
Curriculum and Instructional Materials Center  
Oklahoma State Department of Vocational and  
Technical Education  
1515 West Sixth Avenue  
Stillwater, Oklahoma 74074

Dr. Richard Dodder  
Assistant Professor of Sociology  
Oklahoma State University  
Stillwater, Oklahoma 74074

Red Dollar  
Training Specialist  
AMIDS  
Lincoln Plaza  
Oklahoma City, Oklahoma 73100

Manuel Garcia  
Training Specialist  
AMIDS  
Lincoln Plaza  
Oklahoma City, Oklahoma 73100

Wally Glasscock  
Training Specialist  
AMIDS  
Lincoln Plaza  
Oklahoma City, Oklahoma 73100

Irwin Hall  
Director of Case-Workers  
Oklahoma City Public Schools  
900 N. Klein  
Oklahoma City, Oklahoma 73100

Dr. William Frazier  
Assistant Professor, Oklahoma State University  
and Director, Oklahoma Research Coordination Unit  
Oklahoma State Department of Vocational and Technical Education  
1515 West Sixth Avenue  
Stillwater, Oklahoma 74074

Dr. Daniel Selakovich  
Professor of Education  
Oklahoma State University  
Stillwater, Oklahoma 74074

Dr. Kenneth St. Clair  
Professor of Education  
Oklahoma State University  
Stillwater, Oklahoma 74074

Bobby Joe Slade  
Director  
AMIDS  
Lincoln Plaza  
Oklahoma City, Oklahoma 73100

Gene Tuma  
Training Specialist  
AMIDS  
Lincoln Plaza  
Oklahoma City, Oklahoma 73100

Clara Scott  
Training Specialist  
AMIDS  
Lincoln Plaza  
Oklahoma City, Oklahoma 73100

Dr. James Key  
Assistant Professor of Agricultural Education  
Oklahoma State University  
Stillwater, Oklahoma 74074

APPENDIX G

MAIL-OUT QUESTIONNAIRE

## DISADVANTAGED STUDENT EDUCATIONAL SURVEY

Research, Planning and Evaluation Division

State Board of Vocational and Technical Education

Disadvantaged students have long been a concern to educators, especially in the vocational education setting.

You have been selected as a vocational teacher to assist in this research study seeking to update workshop activities for vocational teachers of disadvantaged students.

The items below have no right or wrong answers. You as a teacher are asked to respond to these items in the degree you agree or disagree with them.

Directions: Circle the response you feel most accurate to your feelings on the items in relation to your teaching experiences.

EXAMPLE: Disadvantaged students are a concern to educators as to their success in the vocational education setting.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
SA	A	U	D	SD

---

- The most important characteristic a teacher should seek to develop in the disadvantaged student is self respect.
 

SA	A	U	D	SD
----	---	---	---	----
- Behavior of disadvantaged students is usually in various patterns, from withdrawn to overt behavior.
 

SA	A	U	D	SD
----	---	---	---	----
- A vocational teacher should not approach disadvantaged student relationships as an advisor who accepts each student.
 

SA	A	U	D	SD
----	---	---	---	----
- One of the best ways for vocational teachers to be effective with disadvantaged students is to use a combination of learning and reinforcement activity.
 

SA	A	U	D	SD
----	---	---	---	----
- In considering student behavior, the vocational teacher should consider the disadvantaged student to be an individual with personal wants and needs.
 

SA	A	U	D	SD
----	---	---	---	----

6. In dealing with a disadvantaged student, the vocational teacher should promote desired behavior while showing respect for the student's attitude.

SA                    A                    U                    D                    SD

7. When a problem arises in the vocational choice of a disadvantaged student, the parents should be involved in counseling for a realistic choice.

SA                    A                    U                    D                    SD

8. The positive characteristics of the disadvantaged student cannot be used to build success experiences.

SA                    A                    U                    D                    SD

9. To be effective with disadvantaged students, the vocational teacher should not accept them as they are.

SA                    A                    U                    D                    SD

10. In teaching disadvantaged students, the vocational teacher should help each individual to succeed without lowering the class standards.

SA                    A                    U                    D                    SD

11. Disadvantaged students are not representative of all ethnic groups.

SA                    A                    U                    D                    SD

12. A student who is always late to class presents the teacher with the responsibility of dealing with the student personally to help him overcome the problem.

SA                    A                    U                    D                    SD

13. For a teacher preparing disadvantaged students for employment, the most important consideration is motivating them to want to do a good job.

SA                    A                    U                    D                    SD

14. Disadvantaged students, when given little praise are more likely to do better work.

SA                    A                    U                    D                    SD

15. In teaching disadvantaged students, vocational teachers should strive to meet their needs to succeed.

SA                    A                    U                    D                    SD

16. Vocational teachers find disadvantaged students are not usually insecure persons.

SA                    A                    U                    D                    SD

17. Disadvantaged students who don't have the prerequisite qualifications to courses should be counseled as to their abilities and desires to enter an area they could succeed in.

SA                    A                    U                    D                    SD

18. Disadvantaged students should not accept the fact that vocational courses are to qualify them for a job skill.

SA                    A                    U                    D                    SD

19. Disadvantaged students in vocational classes should be taught to qualify for job areas that meet their abilities and desires.

SA                    A                    U                    D                    SD

20. Disadvantaged students would be no problem to teach in vocational courses, if their parents would help encourage them to want to learn a trade.

SA                    A                    U                    D                    SD

21. Disadvantaged students take vocational courses because the courses are not relative to their need.

SA                    A                    U                    D                    SD

22. The disadvantaged student should choose a vocational area for himself by his abilities, desires, and job availability.

SA                    A                    U                    D                    SD

23. The least important thing a vocational teacher can teach a disadvantaged student is to understand his relation to the world of work.

SA                    A                    U                    D                    SD

24. Once a student shows how much he is going to do in the class, his teacher should not encourage him to learn to his potential.

SA                    A                    U                    D                    SD

25. Students who fail in school are not motivated to learn.

SA                    A                    U                    D                    SD

26. The behavioral objectives for my course are directed toward student learning experiences.

SA                    A                    U                    D                    SD

27. Behavioral objectives are needed to measure the student's mastery of my course material.

SA                    A                    U                    D                    SD

28. The behavioral objectives for my course were revised the school year just completed.

SA                    A                    U                    D                    SD

29. Students in my classes are involved in setting forth the behavioral objectives for my course.

SA                    A                    U                    D                    SD

Please respond to the following questions as specifically as you can. Use the back of this page for additional space to respond if needed:

30. Did you use any new or innovative methods in your classroom this year to help students to overcome learning difficulties? Such as video tapes; reading tutoring; special projects; etc:

Yes                    No

31. Please explain each new or innovative activity in detail:

32. Did you receive any special grants for aiding learners with special needs in your classroom this completed school year?

Yes                    No

33. Please explain exactly what the money was used for and what specific benefits the students received from this use:

APPENDIX H

COVER LETTER FOR MAIL-OUT QUESTIONNAIRE



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

June 2, 1971

You have been selected as an Advisor to respond to items for a research study concerning vocational teachers and disadvantaged students in the classroom.

There is a group of items on the following pages for you to respond to, drawing on your experience as a vocational teacher. In asking you to respond to these items, it is desired that you feel free to express your thoughts. There are no right or wrong answers to the items. No identification is necessary or desired from you in this effort. All responses will be used in a group response study.

The items on this questionnaire deal with your classroom activities of the school term you are now completing. Please answer the items to the best of your knowledge and return the questionnaire in the pre-addressed and stamped envelope.

The purpose of this study is to determine areas of primary concern for direction in developing future workshop activities to help vocational teachers deal with the learning problems of disadvantaged students in the classroom.

Thank you for your assistance in this research effort.

Sincerely,

Ed Apple, Research Assistant to:  
Dr. Bill Stevenson, Head  
Division of Research, Planning,  
and Evaluation

EA:ba

Enclosure

APPENDIX I

MAIL-OUT REMINDER CARD

June 15, 1971

Dear Fellow Educator,

I hope you are having an enjoyable summer vacation.

This is just a reminder to ask you to mail me the questionnaire you received last week. I know that you, as a vocational teacher, are interested in helping to develop ways to improve our effort.

Let me take this opportunity to thank those of you who have already responded. A full response is indicative of vocational teacher's efforts to improve education and I hope to hear from you.

Sincerely,

VITA

E.T. Apple

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE EFFECTIVENESS OF WORKSHOPS FOR VOCATIONAL  
TEACHERS OF DISADVANTAGED HIGH SCHOOL STUDENTS IN OKLAHOMA

Major Field: Educational Administration

Biographical:

Personal Data: Born in Holdenville, Oklahoma, November 7, 1928,  
the son of Mr. and Mrs. Clarence O. Apple

Education: Graduated from Holdenville High School, Holdenville,  
Oklahoma in 1947; received the Associate in Arts degree from  
Graceland College, Lamoni, Iowa in May, 1952; received the  
Bachelor of Science in Education degree from East Central  
State College, Ada, Oklahoma in May, 1960; received the  
Master of Science degree in May, 1965, and completed the  
requirements for the Doctor of Education degree at Oklahoma  
State University, Stillwater, Oklahoma in July, 1973.

Professional Experience: Instructor of Drafting at Holdenville  
High School, Holdenville, Oklahoma, 1959-1960; Instructor  
of Vocational Auto Mechanics and Supervisor of Vocational  
Automotive Adult Manpower Training, Elk City Public Schools,  
Elk City, Oklahoma, 1960-1967; Director of Vocational Train-  
ing, Philco Ford Educational Technical Services, Guthrie Job  
Corps Center for Women, Guthrie, Oklahoma, 1967-1969; grad-  
uate research assistant to Dr. William Stevenson, Head,  
Research, Planning, and Evaluation, Oklahoma State Depart-  
ment of Vocational and Technical Education, Stillwater,  
Oklahoma, 1969-1971; Chief of Craft Maintenance Programs  
Development Branch, Oklahoma Postal Training Operations,  
United States Postal Service, Norman, Oklahoma, 1971-1973.

Professional Organizations: American Vocational Association,  
Oklahoma Vocational Association, Iota Lambda Sigma, Phi  
Delta Kappa.