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AN INVESTIGATION OF THE RELATIONSHIP BETWEEN
PERCEPTIONS OF SELECTED GROUPS RELATIVE
TO THE ROLE OF VICA AND ACHIEVEMENT
OF VICA GOALS

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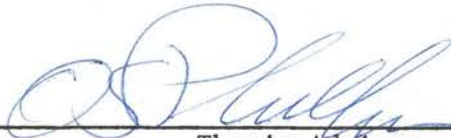
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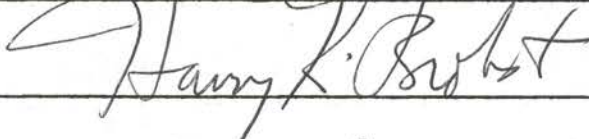
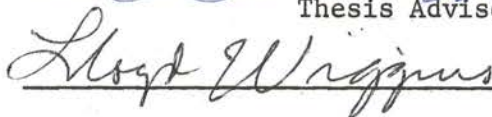
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CHAPTER I

INTRODUCTION

American society epitomizes a culture of work that not only impels its adults to work for a livelihood, but one that equates occupational accomplishment with "achievement and success." The transition from school to work reflects one of the most significant status changes experienced by the overwhelming majority of American youth.

As young people move from school to work, they are moving from a subcultural setting where they are among their peer group equals who represent a numerical majority to another subcultural setting where older workers have more power, prestige, and privilege and where young workers constitute a minority. Consequently, becoming a producer in the world of work demands that youth make numerous adaptations to adjust to the adult world.

Higher education helps to ease entrance into the labor force by allowing students time to mature and socialize with varied groups of people, which makes the transition from school to work less frustrating. However, vocational education students do not have the opportunity to take advantage of this transitional ease. Realizing the saliency of this transitional problem, vocational educators in Trade and Industrial Education instituted the Vocational Industrial Clubs of America (VICA) with major emphasis on leadership, work attitude, cooperation, and citizenship as a vehicle for presocialization training. This presocialization

training is an effort on the part of vocational education to facilitate vocational education students' adjustment to their role as workers in the world of work.

The initial phase of most work careers is characterized by instability according to Form and Miller (4, 13). The novice worker must adjust his attitudes, values, and goals in such a manner that they are compatible with those of his fellow workers, his job expectations, and the organization by which he is employed. In addition to possessing technical skills before he can meet the formal demands of the job, he must also possess certain social skills or social graces which aid him in getting along with people and adjusting to his environment. It has been felt by leaders of vocational education that these social graces could be learned through youth organizations while students are still in school. It has been claimed by many educators (3, 8) that the intensity of the adjustment problems perceived by youthful entrants into the world of work can be alleviated through youth participation in the VICA organization.

Although the Oklahoma State Plan states that vocational education teachers shall actively support and provide leadership and supervision in the development and continuing activities of the youth organization which relates to their specific occupational area, the decision to actively participate in VICA activities has remained on a voluntary basis with Trade and Industrial Education teachers.

Statement of the Problem

The Vocational Industrial Clubs of America organization has been initiated to be a part of the vocational education training as a vehicle

through which students may receive presocialization training. Some of the goals and objectives of this vocational youth organization are to develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities and to develop the ability of students to plan together, organize and carry out worthy activities and projects through use of the democratic process. The VICA organization provides the student with the opportunity to interject himself into our society in such a manner that he can realize a self-identity and feel a relationship to social action, which should enable him to better interact with his fellow workers.

Although approximately one-half of the vocational students in trade and industrial education in Oklahoma are exposed to this type training, there is still the other half who do not have the opportunity to participate in these group interaction activities. Some schools do not have a vocational student organization and others who do have are not actively engaged in activities to meet the goals and objectives of the Vocational Industrial Clubs of America organization.

The problem with which this study is concerned is the lack of information relative to those factors which enhance or impede the development of viable youth organizations.

Purpose of the Study

The purpose of this study was to assess the perceptions of selected school administrators, teachers, students, and members of the Trade and Industrial Education staff of the State Department of Vocational and Technical Education relative to the roles of the Vocational Industrial Clubs of America and to determine to what extent there is a relationship

of the perceived roles to the achievement of the VICA goals and objectives as measured by the selected instrument.

Research Questions

In order to accomplish the purpose of this study, the following research questions were formulated:

1. Are there differences in perceptions relative to the role of VICA among the state staff, students, teachers, and administrators of high VICA goal achievement clubs?
2. Are there differences in perceptions relative to the role of VICA among the state staff, students, teachers, and administrators of low VICA goal achievement clubs?
3. Do respondents from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do respondents from low VICA goal achievement clubs?
4. Do students from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do students from low VICA goal achievement clubs?
5. Do teachers from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do teachers from low VICA achievement clubs?
6. Do administrators from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do administrators from low VICA goal achievement clubs?

Need for the Study

In looking at the VICA organizations across the state and examining the fluctuation of involvement of these clubs with respect to the six goals of the national program of work as outlined in the official handbook of VICA, it seems that there must be certain factors which either enhance or impede functional VICA clubs.

Teachers are met with frustration when attempting to organize and implement the student club into their programs if the administration of that school does not agree on its importance.

Until the perceptions of the role of VICA organizations and what effect they have on the accomplishment of the objectives of the VICA club are known, the State Trade and Industrial Education staff personnel are at a loss as to how to cooperate and encourage the teachers to develop and utilize the clubs in their programs. Teachers must have the blessings of their school administration, if all components of the educational system are to cooperate and strive for a common goal.

An investigation of the role of the student organizations as perceived by selected school administrators, teachers, students, and members of the Trade and Industrial Education staff of the State Department could provide the state staff with information about factors that affect the development of viable clubs.

Limitations of the Study

This study was limited to the Oklahoma Vocational Industrial Clubs of America serving those students who are enrolled in secondary trade and industrial education programs.

Assumptions

The assumption was made that all students enrolled in secondary trade and industrial programs which have VICA clubs were exposed to the same type VICA activities although they may not have participated to the same degree. Although certain factors such as quality of leadership and instruction, student-teacher rapport, activity participation, etc., are extremely important, they were considered as random variables in this investigation.

Assumption was also made that respondents gave accurate responses to statements designed to elude information necessary to this study.

Definition of Terms

School Administrators: Refers to superintendents, assistant superintendents, principals, and directors of student organizations of comprehensive high schools and/or area vocational-technical schools.

State Staff: Refers to Supervisor of Trade and Industrial Education, State Department of Vocational and Technical Education, Stillwater, Oklahoma, his assistants, and the Oklahoma State VICA Director.

VICA: Refers to the Vocational Industrial Clubs of America, which is for secondary students enrolled in trade, technical, industrial, and health education programs.

Vocational Students: Refers to those students currently enrolled in a vocational program in a comprehensive high school or area vocational technical school.

Vocational Teachers: Refers to those instructors of trade, industrial, technical, or health education programs in a comprehensive high school or in an area vocational-technical school.

Significance of the Results

This study involved ten VICA student organizations in Oklahoma; five identified to be the most active and five identified to be the least active in achieving the six goals of the Vocational Industrial Clubs of America. It was expected that this study would be a useful tool for the State VICA Director in supervising and working with VICA clubs throughout Oklahoma by providing him information concerning high and low accomplishment clubs' perceptions of VICA activities as compared to the perceptions of the State Department staff of Trade and Industrial Education. Within limitation, the results of this study could have implications for other states. Further, it was also expected that this study would provide information which would be useful in the design of additional research in this area.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purpose of this chapter is to present some background information for this study. Since no research studies were found on the Vocational Industrial Clubs of America relative to this investigation, the review of the literature was, of necessity, limited to opinions of educational leaders concerning the importance of VICA. The review is organized according to the following headings: (1) History of Man and Work, (2) Personal Factors and Work, (3) Vocational Training and VICA, and (4) Summary.

History of Man and Work

Since Adam and Eve were removed from the garden of Eden, man has been required to earn his daily bread. Since that era his interest in himself has included his occupation or career. Entry into some form of work has been linked with the attainment of self-identity. The meaning and variety of work in which he engaged over the centuries and across various cultures have differed, depending upon the particular context of that time. Kiell (10) includes in his documentation of this aspect of human life, a fragment of autobiographical material by Lucian, the Syrian artist and rhetorician, who recounts in The Dream his discussions

with his father about the relationship of education to various occupations, the rewards possible from each such occupation, the characteristic activities undertaken by persons in those occupations, and the relationship of Lucian's abilities to the occupation he might choose.

Although man's interest in relating himself to his environment was through work, prior to the late nineteenth century, occupations were not generally regarded as matters necessitating considerable forethought and planning. The common man rarely chose his occupation. In the sixteenth century, if a man were a carpenter, chances were that his father had been a carpenter too, and his son would follow him in his trade.

Rapid industrialization has resulted in a proliferation of new opportunities and variations in work, to a point where the Dictionary of Occupational Titles, third edition, contains over 35,000 separate entries.

Reviews of the literature of occupational orientation theories and occupational choice theories have been made in some already completed research studies and some published works on career development and choice. Venn (21) reviewed the literature relating to the change in the modern world of work, which is rapid and incessant. He stated:

It is not simply a case of the new sets of social and economic relationships replacing older ones, but of the new ones themselves being replaced at a faster and faster rate, with only those adapted to change surviving. This concept of change is not new; what is new is the change in the rate of change. This has come as a result of the tremendous increase in the rate of scientific activity; significantly, the rate of that increase is not constant, but exponential.

The increased need to invent or modify patterns of behavior for coping with the increased complexity of career development has led to a demand for professional help in training. The responsibility for

providing this help started with the passage of the Smith-Hughes Act in 1917 which established the Federal Board for Vocational Education. Recognizing the need for stronger vocational education, the Vocational Education Act of 1963 was passed which enabled the forming of area vocational-technical schools to provide vocational training and vocational programs to be added to existing high schools.

Personal Factors and Work

A widespread belief in the United States is that the talents and skills of all its people should be utilized to the uppermost possible limits. Because of this, it is said that 'successful' occupational placement is highly significant in meeting both societal and personal needs. Dygert (3), page 1, said:

...the student must understand his commitment to a community in which he is a member. That commitment is community involvement. He must then be prepared to accept this adult status with skill and understanding.

Manpower requirements, resources utilization, and training are constant governmental concerns. Many far-reaching federal programs are designed precisely to maximize the nation's efforts in developing a national climate in which joblessness and underemployment, inadequate earnings, and inequality of opportunity are held within acceptable limits. A major concern of American society is to maintain a proper balance of its population in the various occupations by providing those kinds of incentives which will motivate persons to meet the requirements and become incumbents of available occupational positions. Larry Johnson (5), page 40, states:

Vocational youth groups have time and again proved their value as a life-line from the school to the community.

The youth organization members are involved in school and community activities, carrying out career-related projects, meeting and talking with community spokesmen and employers in a variety of situations, and impressing upon the community their potential worth and, therefore, the value of vocational training.

The worker's occupational role is critical because it allows him to perform nearly all of his other societal roles. It is the key role responsible for integrating him into society. A person's occupational role makes possible the fulfillment of his obligations as provider in the family and qualifies him in the eye of the community as a responsible and respectable citizen. Richard Anderson (1), page 129, said:

...social and human relation skills are those skills that give us better understanding of people. They are the skills that help us understand how people act, react, and interact in groups--how people work together effectively and what factors in the group and its environment may cause difficulties in relationships between people. They are the skills that help us understand how people communicate with each other--what tends to create a good flow of communications and what hinders good communications.

Many youthful workers are likely to be unaware of the major implications of their initial jobs, viewing them as only temporary, and assigning little importance to them. Jobs may often represent money for them and little else. If this is the case, then the negative attitudes, values, and behavioral patterns which are developed during this initial work period may continue into subsequent occupational statuses when work often assumes a greater importance according to Garbin, et al. (5, 12). As a consequence of such thinking the youthful worker may become frustrated in his work, resulting in a highly unstable occupational career.

Vocational Training and VICA

Johnson (8), page 39, noted:

The young person enrolled in a vocational program needs more than occupational skills and related knowledge to prepare him for his working role. Success or failure in jobs, we know, is most often related to motivation, attitude, and relationships with other human beings. Successful development of these abilities is most likely to result from person-to-person situations, from the kinds of activities typically associated with youth club work. It is for this reason that the U.S. Office of Education views vocational youth clubs as "an integral part of the curriculum."

The National VICA Leadership Handbook (22), page 10, states:

You're a VICA member...You're thinking about how important a job is in your life. You're thinking seriously about people, how you relate to them and how you get along with them and what you can do for them. You're thinking about standards and values--what's right and what isn't and what makes character. In your training area, you're talking about ethics. Ethics have a lot to do with your future as a working citizen. They have a lot to do with you as a person.

It further states on page 11:

Because you're a VICA member you have the opportunity to make the most of your life, starting now.

In your VICA club you are working with and getting to know fellow students who share your interests. You have a chance to explore areas and issues that concern you. Together, you can talk...yes...but you can also be an action group--putting your ideas to work to better yourselves, your school, community, and Nation.

In the first AVA yearbook, Johnson (8), page 39, stated: "Vocational youth organizations represent a vital force in any instructional program."

There has been a great concern about the implications of youth leaving high school for the world of work before attending college and becoming sociologically and psychologically equipped for employment. It should be apparent that the problem of youth in transition from school

to work is extremely complex without some presocialization training.

The Ohio State VICA Director, Dygert (3), page 1, stated:

The basic philosophy of any youth organization is to provide a vehicle for individual improvement through club activities. Every member of a local club must have the opportunity to grow and develop in three important areas: character, citizenship, and leadership. With graduation the youth is thrust into an adult role at an age when most youth are reluctant to accept citizenship responsibility.

According to the Seventh Report of the National Advisory Council (14), page 2:

It is much easier to identify the relevance gap than it is to prescribe a comprehensive solution. But one part of the solution is perfectly clear: There must be direct, daily involvement of industry in practically all phases of the educational enterprise.

One such mechanism for industry involvement is our national vocational student organizations. Youth organizations have been in existence for forty-five years. The National Advisory Council (14), page 2, said:

They reach 1.5 million more young people every year--year after year. Industry invests an estimated three million dollars a year to help pay their modest costs, but these contributions are even more important as a measure of the esteem American Industry holds for this vital organization. But much more important, thousands of business, industry, labor and community representatives participate in the daily activities of these organizations.

According to Service Training Engineer Richard Theoret (23), page 35, VICA is important to Carrier Corporation, an air-conditioning and refrigeration manufacturing firm. "The young men in VICA have the basics to make workers," he said. "VICA brings out good young men who are learning to compete, and industry is a competitive situation."

In the same article (23), page 34, it states: "More and more, trade and industrial educators are recognizing VICA's ability to act as a catalyst in bringing school and community together."

National VICA (22) states:

Your membership in VICA offers you prestige and recognition through a National organization. As a member you have the privilege of wearing the VICA insignia--a symbol of excellence representing youth who are dedicated to self-improvement as they prepare for a leadership role in industry and in their communities.

Marland (11), page 22, said:

The histories of vocational youth organizations vary--some are over forty years old, others not yet ten. But a singleness of purpose has remained clear--the work of developing young people for leadership, good citizenship, and a chance to do the vital work of our country. Too many young people today are uncertain about the future, disillusioned, and seeking direction. They find in schools something less than they expect. A young state president of one of the vocational youth organizations told the Office of Education recently that it is really rewarding to study and work in a high school course of instruction "when you have something that interests you and you know when you get out of school you will have something to do."

The National Advisory Council (14), page 4, stated:

We are in the process in America of freeing ourselves from some paralyzing myths about the educational process. One such myth, the one that thwarts the marvelous potential of vocational youth organizations, is that pre-historic notion that education is what happens in classrooms--and nothing else.

Dr. Bruce I. Blackstone (1), page 150, said:

Since the very beginning of vocational and technical education, there has been recognition of the fact that there is a portion of the school program which relates to the "beyond the class activities," those activities which involve the individual, to different degrees, in the experiences which will permit him to enter the world of work at his appropriate level.

A number of lay people and educators who are strong advocates of vocational training feel that there is much more to formal education

and training than the curricula exercises, yet too many others feel that youth organizations are not important. Johnson (9), page 45, wrote: "Many vocational teachers do not get involved in student development activities--in other words, they do not support their vocational youth organizations."

Vocational educational leaders in Oklahoma state in the Oklahoma Plan (15), page 22:

Vocational education teachers or teacher-coordinators shall actively support and provide leadership, direction, and supervision in the development and continuing activities of the following youth organizations which relate to their specific occupational areas: Agriculture--FFA; Business and Office Education--FBLA; Distributive Education--DECA; Home Economics Education--FHA; Trade and Industrial Education--VICA.

The Operations and Procedures Manual of Trade and Industrial Education, Oklahoma State Department of Vocational and Technical Education (16), page 6, states:

A clear line of demarcation does not exist between Trade and Industrial Education and the VICA club program, as both contribute to the same objectives and supplement each other.

Although supervisors of trade and industrial education feel that the youth organization is an integral part of the vocational program as well as specifically stating in their operations and procedures manual that teachers shall follow such procedures and educational leaders at the state level illustrating the same, the national vocational advisory council points out the fact that, "Most school boards and chief school officers rarely recognize the work of vocational youth organizations as an integral functional part of the curriculum."

A high school student, Bobbie Hentschel, gives testimony (7), page 47: "For me, the Vocational Industrial Clubs of America has helped

create a lifestyle completely opposite to the uneventful, unrewarding, unfulfilling role I played in society before VICA started working on me."

Summary

This review of literature covered three areas of concentration deemed pertinent to the study. The purpose of the review as was conducted was to furnish background information for the study which also served as guides for the search of literature and furnished information for constructing the questionnaire.

A search through the history of man and work revealed that some form of work has been linked with the attainment of self-identity, although prior to the nineteenth century occupations were not given considerable forethought and planning.

Industrialization and technology have changed the world of work so rapidly and incessantly that many occupational choice and career development and choice patterns have been theorized.

Vocational education answered the call for help in training people for these new and changing jobs. As unemployment figures rose higher and higher for young workers, it became evident that although young people were trained for their particular skilled occupation, they were unable to keep their jobs because they were not sociologically or psychologically equipped for the transitional problems which inevitably arose.

Since the American culture changed to the point that a person's occupational role became the key role responsible for integrating him into society and qualified him in the eye of the community as a respectable citizen, there was an increased need for professional help in

training youth to cope with the adult world of work. Evolving from this demand for professional help were the youth organizations which were to be a type of presocialization training for the vocational students.

Realizing the manpower needs of society and the personal factors of work to the adjustment of transition from school to work by youth, vocational education initiated vocational youth organizations to presocialize the student so that he could better adapt to his adult role. The VICA organization was born in 1965 for the purpose of alleviating the adjustment problems of students enrolled in vocational, technical, trade, industrial, and health education programs.

Although various opinions about the importance of youth organizations and VICA have been verbalized, written, and published in vocational journals, there has been no research relative to those factors considered to be important by students, teachers, and administrators of high achievement clubs, those factors considered to be important by students, teachers, and administrators of low achievement clubs, and those factors considered to be important by the people occupying supervisory positions at the state level coordinating all programs, and/or how these considerations of importance factors compare with each other.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this investigation was to assess the perceptions of selected school administrators, teachers, students, and members of the Trade and Industrial Education staff of the State Department of Vocational and Technical Education relative to the roles of the Vocational Industrial Clubs of America and to determine to what extent there is a relationship of the perceived roles to the achievement of the VICA goals and objectives as measured by the selected instrument.

This chapter will be devoted to the methodology used for accomplishing the objectives of this study, and will be divided into the following sections: (1) Population, (2) Instrumentation, (3) Data Collection, (4) Tabulation and Analyses, and (5) Statistical Treatment.

Population

All data utilized in this study were responses from the five members of the state staff of Trade and Industrial Education, students, teachers, and administrators from selected trade and industrial education programs which have implemented VICA into their programs. This population was stratified into those programs whose VICA club was identified to be the five highest achievement clubs and the five lowest achievement clubs. These high achievement clubs and low achievement clubs were identified

independent of this study as part of an annual event for the VICA clubs and had nothing to do with this investigation. These ten clubs were identified by unprejudiced judges at the annual State VICA Convention, Tulsa, 1972. They used a set of rules adopted by the National VICA Executive Council entitled "VICA U. S. Skill Olympics Outstanding Club Contest." A copy of these contest rules is included in Appendix A. From April, 1972 to April, 1973, when the Oklahoma VICA clubs were again judged, the 1972 number two club moved out of the five highest VICA goal achievement clubs. Number five in 1972 moved up to number two place in 1973, and a new club moved up to number five that was not in the top five clubs in 1972. These were the conditions under which the instruments were administered for this study.

Van Dalen (20) states, "A population is a whole, all the units (subjects, objects, or events) in a group." So, according to Van Dalen's definition, the population for this study was all the trade and industrial education programs at the secondary level where VICA was included in the program.

Two groups were formed when the clubs in this study were classified as high achievement clubs and low achievement clubs. Coincidentally, the highest achievement and lowest achievement groups each consisted of three comprehensive high schools and two area vocational schools. Again, this happened independent of this study and was not categorized, as such, as a consequence of this investigation.

For the purposes of testing the research questions, the respondents for this study were divided into four groups: Group I included a proportion, one-third, of the students in the five schools identified to be the five highest VICA goal achievement clubs and one-third of the

students in the five schools identified to be the five lowest VICA goal achievement clubs.

Van Dalen (20) has this to say regarding sampling:

A sample consists of units that are selected from a given population,

and

No specific rules on how to obtain an adequate sample have been formulated, for each situation presents its own problems.... Since a random sample may by chance have an undue proportion of one type of unit in it, an investigator may use stratified random sampling to get a more representative sample.

He goes on to state that:

Proportional sampling enables one to achieve even greater representativeness in the sample.

With the above criteria as a guideline, the sample comprising Group I was proportional or 33 1/3 percent, which was considered statistically valid.

A table of random numbers (Popham, page 38) was employed to insure randomization of respondents in Group I. Two additional students were selected for each program for substitution in the event that some students were absent the day the instrument was administered.

Group II included all the trade and industrial education teachers in the five highest VICA achievement clubs and all the trade and industrial education teachers in the five lowest VICA achievement clubs. Group III included all the administrators, or a maximum of three per school, in the five highest VICA achievement clubs and in the five lowest VICA achievement clubs. All of these positions did not exist in every case. In the smaller schools one or two administrators often had responsibility for the entire secondary school program, whereas in some of the larger schools, there could be as many as four or five from which to

choose. Group IV consisted of the five members of the Trade and Industrial Education staff of the State Department of Vocational and Technical Education.

TABLE I
SAMPLE DISTRIBUTION

Sample Groups	Sample Size High Groups	Sample Size Low Groups	Total
Group I	283	182	465
Group II	32	20	52
Group III	15	12	27
Group IV			5

Instrumentation

A preliminary review of various instrument scales (Van Dalen) resulted in the selection of a mail questionnaire to be used for obtaining the data necessary to this study. According to Van Dalen (20), "Questionnaires are widely used by educators to obtain facts about current conditions and practices and to make inquiries concerning attitudes and opinions." He further states, "Questionnaires may be presented to respondents in two ways: through the mails or in a face-to-face situation."

At the outset of this study, personal interviews were conducted with a number of persons associated with the Vocational Industrial Clubs of America in an effort to obtain background material from which to

develop research instrument statements. Among those interviewed were present and past VICA advisors, State VICA Directors, and students enrolled in programs where they were or had been exposed to VICA activities.

Previous experience of the investigator gained while serving as a VICA advisor, personal interviews mentioned above, and the perusal of relating literature provided data for the development of the instrument used in this study. The investigator assembled a "laundry list" of ninety-four statements pertaining to the activities of VICA and the benefits gained by students from these activities. A Likert-type scale was considered most appropriate for the study as a means of securing the extent to which interviewees agreed with statements contained on the instrument.

The laundry list was submitted to a panel of experts consisting of twenty State VICA Directors and the National VICA Executive Director, who were asked to select forty of the statements and rank them according to their priority of importance, which they felt would adequately detect differences of opinions concerning VICA activities and derived benefits from these activities. Sixteen marked instruments were received which was an eighty percent return. Telephone calls from two state directors revealed they were too busy to mark the questionnaire and later conversations with the other two found that they had not received the questionnaires.

The investigator compiled results of the marked returns and assembled an instrument containing the top-ranking thirty statements which had been selected by the panel of experts. The average ranks for the

forty items selected to be the most important by the panel of experts are included in Table XXIV of Appendix B.

The investigator then met with her committee chairman and members where the instrument was examined, item by item, and approval was given for field testing. A comprehensive high school offering a number of vocational and technical programs was selected to test the instrument to be used and to clarify procedures for this study. Students and instructors from five different vocational programs were represented in this test as well as three administrators.

Analysis of the field test results allowed the investigator to refine and clarify the instrument. Questions which were confusing to the respondents were revised. Another meeting was held with the investigator's committee chairman, who felt that three open-ended statements would be pertinent since the respondents from the field testing had indicated this from their written statements on the completed instruments. Three open-ended questions were added to the instrument making a total of thirty statements to be answered by a five-point scale from strongly agree to strongly disagree and three open-ended statements.

Van Dalen (20) says:

A researcher may cast questions in a closed, an open, or a pictorial form, and may utilize one type exclusively or a combination of them when structuring his questionnaire. The nature of the problem and the character of the respondents determine which form or forms will most likely supply the desired data.

It was decided that the revised instrument should be field tested again. Another comprehensive high school offering a number of vocational and technical programs was selected for field testing the second time. Results of the second field test showed that all statements were readable and understandable to all respondents. The investigator again met

with her committee chairman and discussed the second field testing procedures and gained approval to proceed with this study. A copy of the revised instrument as administered is included in Appendix C.

The length of time required to complete the opinionnaire by the respondents was of extreme importance since the opinionnaires were to be administered during class periods. Another item of extreme importance was the wording of the items on the opinionnaires to insure like interpretations to the statements by adults and students who were to be included in this study.

Data Collection

Prior to the administration of the questionnaires, a telephone call was made by the investigator to the superintendent of each school system. In cases where the superintendent could not be located, the vocational teacher was telephoned. This happened in two instances.

The investigator personally administered the instruments in two schools in each category, e.g., higher achievement clubs and lower achievement clubs. In the cases where mileage was a factor, it was felt that it would be more expedient to mail the opinionnaires to the instructors to administer to their classes and themselves. The administrators' questionnaires were mailed separately. In other locations where the administrators were reluctant to permit the investigator the opportunity of administering the instruments personally, they did agree to personally oversee the administration of the questionnaires. This was the situation in two schools of each group.

The percentage of completed opinionnaires ranged from a high of 100 percent in four schools to a low of 60 percent in one school of the

high group and 100 percent in three schools, 90 percent in one school, and 88 percent in one school of the low group. The ten schools included in this study are listed alphabetically in Appendix D.

Tabulation and Analyses

The data collected by the completed questionnaires were keypunched on cards at the Oklahoma State University computer center. The tabulation and computation procedures included the two following tests: the Kruskal-Wallis one-way analysis of variance test and the Mann-Whitney U test. The results of these data are presented and analyzed in Chapter IV and summarized with recommendations for utilization and for further study and investigation made in Chapter V.

Statistical Treatment

Siegel says the Kruskal-Wallis one-way analysis of variance "is an extremely useful test for deciding whether k independent samples are from different populations." He further states that the K-W one-way AOV tests the alternative hypothesis that "the k groups of educators are not the same in their average scores."

Due to the nature of this study, the Kruskal-Wallis one-way analysis of variance test was employed to test research questions one and two stated in Chapter I which reads:

- Q.1. Are there differences in perceptions relative to the role of VICA among the state staff, students, teachers, and administrators of high VICA goal achievement clubs?
- Q.2. Are there differences in perceptions relative to the role of VICA among the state staff, students, teachers and administrators of low VICA goal achievement clubs?

If these questions were to be stated in the form of null and alternate hypotheses, they would be stated in the following manner:

The null hypothesis to be tested would be:

H_0 : There will be no significant differences among the average ranks of the state staff, students, teachers, and administrators of high VICA goal achievement clubs.

The alternate hypothesis to be tested would be:

H_1 : The four groups are not the same in their average ranks.

The .05 level was utilized in determining the significance of the statistical tests employed in this study. The above null and alternate hypotheses would be tested in deciding whether to reject the null and accept the alternate and vice versa for each research question stated in Chapter I. Since there are more than three groups to be tested, the Kruskal-Wallis test is appropriate. The critical region for rejection consists of all values of H which are so large that the probability associated with their occurrence under the null (H_0) is equal to or less than the alpha level of .05. When this occurs, the alternate hypothesis or question will be accepted. All research questions in Chapter I are stated in alternate form. A two-tailed probability table was employed since the alternate hypothesis stated no direction of difference.

When the alternate was accepted, a significant difference found, the Mann-Whitney U test was calculated between each pair to see where the significant difference existed. For example, U was calculated for each of the tests between students and teachers, between students and administrators, between students and state staff; between teachers and

administrators, between teachers and state staff; and between administrators and state staff.

Runyon and Haber (18) say:

The Mann-Whitney U test is one of the most powerful non-parametric statistical tests, since it utilizes most of the quantitative information that is inherent in the data. It is most commonly employed as an alternative to the Student t-ratio when the measurements fail to achieve interval scaling or when the researcher wishes to avoid the assumptions of the parametric counterpart.

Popham (17) states:

The U test is based on the notion that, if scores of two similar groups are ranked together (as though the two groups were one), there will be a considerable intermingling of the two groups' rankings; but, if one group significantly exceeds the other, then most of the superior group's rankings will be higher than those of the inferior group.

In addition to research questions one and two, the Mann-Whitney U test was also employed for research questions three through six. These questions were stated in the alternate form as follows:

- Q.3. Do respondents from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do respondents from low VICA achievement clubs?
- Q.4. Do students from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do students from low VICA goal achievement clubs?
- Q.5. Do teachers from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do teachers from low VICA achievement clubs?
- Q.6. Do administrators from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do administrators from low VICA goal achievement clubs?

As noted earlier in this chapter, Siegel (19) indicated this statistical test to be one of the most powerful non-parametric techniques

available and one which is most useful as an alternative to the parametric t test.

When the larger of the two sampled groups (n_2) exceeds $n = 20$, the distribution of the U rapidly approaches a normal distribution according to Siegel. It is, therefore, appropriate to transform U to Z and test the probabilities of values as extreme as observed values of Z in the normal distribution. A Z transformation was computed during data analysis for the present study.

For items 31, 32, and 33, a different technique had to be utilized. The technique employed for the six research questions on items 31, 32, and 33 was percentages. Since there were no identifiable patterns detected for research questions one and two, Tables XXV, XXVI, and XXVII, which show the results, are included in Appendix E.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter is to present and analyze the statistical data relating to the six research questions stated in Chapter One. The .05 level was utilized in determining the significance of all statistical results obtained by the Kruskal-Wallis one-way Analysis of variance and the Mann-Whitney U tests. Adhering to common practice, the investigator indirectly accepted alternate forms of the hypothesis and questions when such an inference was supported at the .05 level of significance.

This chapter is divided into separate analyses for each research question, and data directly relating to a particular research question was included so that each could be viewed in a straight-forward manner. However, data for items 31, 32, and 33 on research questions one and two were included in Appendix E.

Table II shows the mean responses to each item by each of the four groups in this study described in Chapter III.

Research Question One

- Q.1. Are there differences in perceptions relative to the role of VICA among the state staff, students, teachers and administrators of high VICA achievement clubs?

TABLE II
MEAN RESPONSE TO EACH ITEM BY GROUP

Item No.	Group I		Group II		Group III		Group IV
	High vs. Low Students	Low Students	High vs. Low Teachers	Low Teachers	High vs. Low Admin.	Low Admin.	State Staff
1	1.86	2.21*	1.34	2.00*	1.20	1.92	1.00
2	2.23	2.54*	1.65	2.15*	1.40	2.67*	1.20
3	2.06	2.41*	1.96	2.65	1.40	2.67*	1.40
4	2.33	2.65*	1.93	2.60*	1.33	2.67*	1.80
5	2.18	2.54*	1.90	2.50*	1.53	2.42*	1.20
6	2.32	2.67*	2.09	2.75*	1.60	3.08*	1.60
7	2.19	2.40	1.59	2.20*	1.13	2.00*	1.20
8	2.56	2.99*	2.56	3.05	3.06	3.92*	3.20
9	1.95	2.34*	1.53	2.20*	1.33	1.92*	1.60
10	2.20	2.34	1.84	2.35*	2.66	3.00	1.60
11	1.96	2.48*	1.90	2.40*	2.00	2.67	1.40
12	2.49	2.82*	2.28	2.20	3.13	3.08	2.40
13	2.15	2.46*	1.81	1.85	1.73	1.83	1.40
14	1.67	2.01*	1.78	1.65	1.53	1.83	1.40
15	2.66	2.99*	2.15	3.10*	1.93	3.33*	1.40
16	2.37	2.74*	1.96	2.80*	1.60	2.75*	1.20
17	2.02	2.45*	1.78	2.25*	1.60	2.58*	1.40
18	1.95	2.32*	1.53	1.80	1.53	2.33*	1.40
19	3.44	3.58*	3.34	3.45	3.60	3.08	2.00
20	2.99	3.09	2.37	2.50	2.13	2.67	1.60
21	2.58	2.49	2.59	2.10	2.06	2.25	1.40
22	2.46	2.93*	2.06	2.65*	1.80	3.33	1.80
23	2.14	2.56*	1.81	2.45*	1.53	2.75*	2.20
24	3.59	2.98*	3.65	3.65	4.46	3.00*	4.60
25	1.98	2.30*	2.40	2.40	1.60	3.33*	1.60
26	2.75	3.37*	2.75	3.50*	2.06	3.67*	1.80
27	2.61	2.93*	2.62	2.75	3.26	4.00	2.00
28	2.55	2.99*	1.90	2.50	1.53	2.75*	1.20
29	2.93	3.27*	2.15	3.00*	1.73	3.16*	1.80
30	2.26	2.73*	1.93	2.45*	1.33	3.16*	1.60

*Significant Difference

1.00 = Strongly Agree

2.00 = Agree

3.00 = Neutral

4.00 = Disagree

5.00 = Strongly Disagree

Table III summarizes data for this test which reveal that a significant difference in perceptions of VICA was found among the groups tested on all except six items. Table IV portrays those statements where all groups of high achievement clubs and the state staff are in agreement. The alternate form of the question was accepted on the twenty-four items where a significance of difference was found.

Since a significant difference did exist among the groups tested, a Mann-Whitney U test was computed between pairs on the same question and is reported in Table V. When students of high achievement clubs were compared to teachers of high achievement clubs, a significant difference in perceptions was found to exist in all except eleven of the twenty-four items. Those items where students and teachers of high achievement clubs are in total agreement are contained in Table VI.

Table VII comprises the thirteen statements where a significant difference was found between students and teachers of high clubs. Statements 1 and 30 deal with the concept that VICA is a vehicle through which a student develops his leadership qualities by leading and participating in discussions. As a consequence of these activities, the student also develops citizenship, character, etc. Teachers of high achievement clubs ranked this concept as being more important than did students of high achievement clubs.

Statements 2, 4, 15, and 16 are associated with the concept that VICA should be an integral part of the vocational program in which the student is enrolled; and, if it is a part of the program, it should create an enthusiasm for learning. Teachers of high achievement clubs rated this concept as being more important than did the students of high achievement clubs.

TABLE III
 KRUSKAL-WALLIS ONE-WAY AOV OF ITEM DIFFERENCES AMONG
 STUDENTS, TEACHERS, AND ADMINISTRATORS OF HIGH
 ACHIEVEMENT CLUBS AND STATE STAFF

Item No.	\bar{X} Rank 1**	\bar{X} Rank 2**	\bar{X} Rank 3**	\bar{X} Rank 4**	H	P
1	179.01	119.03	97.90	68.50	30.17	.001*
2	178.72	121.30	96.70	74.20	26.45	.001*
3	172.93	165.38	102.10	103.50	11.24	.01*
4	177.81	132.64	72.33	126.00	26.20	.001*
5	174.86	147.30	113.73	75.30	13.56	.01*
6	173.88	153.52	107.67	108.80	10.55	.01*
7	178.88	127.89	76.23	84.10	29.02	.001*
8	165.18	166.52	207.33	219.10	4.38	.10
9	176.11	128.50	107.33	143.60	15.71	.001*
10	169.35	146.23	201.07	131.50	4.52	.10
11	168.88	166.02	175.47	108.50	2.33	.30
12	167.73	149.86	215.27	157.70	5.05	.05
13	173.96	144.22	130.03	96.30	9.07	.01*
14	167.09	191.67	143.63	140.90	3.95	.10
15	176.64	134.56	111.63	62.00	18.57	.001*
16	176.17	140.33	106.27	67.60	17.52	.001*
17	172.49	155.72	127.83	113.20	5.99	.05*
18	175.35	131.72	123.60	117.60	12.25	.01*
19	169.79	162.47	183.57	55.50	7.76	.05*
20	178.87	122.02	100.60	49.50	28.60	.001*
21	171.57	171.89	124.50	71.40	8.97	.02*
22	173.26	149.05	126.50	116.00	6.71	.05*
23	172.87	148.67	141.63	176.40	7.49	.05*
24	164.31	159.80	230.20	242.90	10.57	.01*
25	166.26	203.47	135.90	135.90	7.48	.05*
26	171.23	171.53	122.20	100.00	6.47	.05*
27	166.38	168.06	212.73	125.00	4.47	.05*
28	178.46	127.00	92.23	65.80	25.26	.001*
29	178.97	119.67	88.97	93.50	25.75	.001*
30	177.30	138.59	76.17	105.10	23.87	.001*

*Significant Difference

**1 = Students

2 = Teachers

3 = Administrators

4 = State Staff

TABLE IV
STATEMENTS WHERE ALL GROUPS IN HIGH ACHIEVEMENT
CLUBS AND STATE STAFF WERE IN AGREEMENT

Item No.	Description
8.	VICA should look to this nation's companies and corporations as their primary source of financial support.
10.	VICA meetings should be held during class time.
11.	VICA organizations should have advisory committees from business and industry.
12.	The VICA organization should be included in the school budget as a primary source of financial support.
14.	Students enrolled in handicapped vocational programs should have the opportunity to be members of VICA.
27.	One hundred percent membership in the VICA organization is essential to have an outstanding club.

TABLE V

MANN-WHITNEY U TEST OF ITEM DIFFERENCES AMONG STUDENTS, TEACHERS, AND ADMINISTRATORS OF HIGH ACHIEVEMENT CLUBS AND STATE STAFF

Item No.	1 - 2		1 - 3		1 - 4		2 - 3		2 - 4		3 - 4	
	Z	P	Z	P	Z	P	Z	P	Z	P	Z	P
1	3.67	<.0001*	3.46	<.0006*	2.75	<.006*	0.99	.32	1.54	.12	30.0	>.10
2	3.36	<.0005*	3.37	<.0005*	2.51	<.003*	0.93	.35	1.18	.23	32.0	>.10
3	0.46	.64	2.90	<.003*	1.68	.05	2.41	<.016*	1.53	.12	36.0	>.10
4	2.67	<.0076*	4.39	<.00003*	1.34	.18	2.12	<.03*	0.09	.05	20.0	>.10
5	1.60	.05	2.52	<.01*	2.38	<.01*	1.14	.05	1.67	.05	27.0	>.10
6	1.19	.23	2.70	<.006*	1.58	.114	1.67	.05	1.03	.05	35.0	>.10
7	3.00	<.002*	4.12	<.00003*	2.24	<.025*	2.42	<.015*	1.27	.20	35.0	>.10
9	2.82	<.004*	2.87	<.004*	0.82	.40	0.79	.40	0.50	.61	27.5	>.10
13	1.76	.07	1.81	.05	1.87	.05	0.56	.50	1.15	.25	30.5	>.10
15	2.42	<.01*	2.61	<.009*	2.67	<.01*	0.99	.30	1.96	<.05*	24.5	>.10
16	2.05	<.05*	2.87	<.004*	2.58	<.009*	1.05	.29	1.60	.10	27.0	>.10
17	1.01	.30	1.80	.05	1.42	.15	1.23	.20	1.17	.24	35.5	>.10
18	2.60	<.009*	2.13	<.04*	1.43	.15	0.44	.60	0.30	.76	37.0	>.10
19	0.40	.60	0.55	.57	2.73	.006*	0.79	.40	2.23	<.03*	12.5	<.05*
20	3.34	.0005	3.25	<.0007*	3.14	.002*	0.70	.45	1.65	.09	25.0	>.10
21	0.06	.50	1.94	.05	2.39	.02*	1.28	.20	1.88	.05	23.0	>.10
22	1.40	.16	1.87	.06	1.32	.18	0.91	.35	0.91	.35	33.0	>.10
23	1.46	.14	2.35	<.02*	0.08	.80	1.78	.07	0.71	.45	23.5	>.10
24	0.20	.80	2.60	<.009*	1.81	.06	2.87	<.004*	2.21	<.03*	34.0	>.10
25	2.16	<.04*	1.23	.20	0.72	.47	2.61	<.009*	1.68	.09	37.5	>.10
26	0.08	.99	1.95	.05	1.64	.10	1.74	.08	1.61	.10	29.5	>.10
28	3.00	<.002*	3.36	<.0005*	2.62	<.008*	1.85	.06	1.79	.06	34.0	>.10
29	3.44	<.0003*	3.51	<.0004*	1.91	.05	1.72	.08	1.24	.20	36.5	>.10
30	2.31	<.02*	4.11	<.00003*	1.76	.06	2.65	<.008*	0.85	.39	27.5	>.10

*Significant Difference

**1 = Students, 2 = Teachers, 3 = Administrators, 4 = State Staff

TABLE VI
 STATEMENTS WHERE STUDENTS AND TEACHERS OF HIGH
 ACHIEVEMENT CLUBS WERE IN AGREEMENT

Item No.	Description
3.	The VICA organization teaches the dignity of work.
5.	VICA should be included as a part of the planning of trade, technical, health, and industrial programs in the future.
6.	VICA members are exposed to industry as an activity of the VICA organization.
13.	Guidance counselors should have an orientation to the activities of the VICA organization.
17.	The training that VICA members receive in leadership, cooperation, and citizenship in the VICA organization prepares the individual to take his place in society.
19.	The teacher-VICA advisor lacks knowledge of the VICA organization activities.
21.	The administrator needs to understand more about the VICA organization activities.
22.	Members of the VICA organization learn to accept responsibility more rapidly than non-VICA members.
23.	Cooperation taught in VICA is one of the organization's greatest assets.
24.	VICA activities interfere with the students' other classes.
26.	Official VICA wearing apparel is essential to have an outstanding club.

TABLE VII
 STATEMENTS WHERE THERE WERE SIGNIFICANT DIFFERENCES
 BETWEEN STUDENTS AND TEACHERS OF
 HIGH ACHIEVEMENT CLUBS

Item No.	Description
1.	The VICA organization is a vehicle through which student members develop qualities of leadership, citizenship, and character.
2.	VICA should be an integral part of the trade, technical, health and industrial programs.
4.	VICA and the trade, technical, health, and industrial programs have a very close relationship.
7.	The teacher-VICA advisor needs training and orientation to the VICA organization in his teacher-education program.
9.	VICA provides recognition of students of vocational education for outstanding achievement.
15.	The VICA organization creates an enthusiasm for learning in the VICA members' other classes.
16.	The VICA organization should be an integral part of the vocational training program in which the student is enrolled.
18.	The teacher-VICA advisor needs to actively engage in the VICA organization activities.
20.	The teacher-education programs do not adequately prepare the students in teacher-education programs to become VICA advisors.
25.	Students who are enrolled in more than one vocational program should be allowed to be a member of VICA and any other youth organization of which they are eligible to become a member.
28.	The teacher-VICA advisor is the key to success of the VICA organization.
29.	The VICA organization helps prevent dropouts.
30.	The VICA organization strengthens instruction of the program in which members are enrolled by providing a "laboratory" through which members may practice leading and participating in group discussions and activities.

The concept that the teacher-advisor needs training and orientation to the VICA organization in his teacher-education program and that he should actively engage in the VICA organization activities was rated more important by teachers of high achievement clubs than by students of high achievement clubs. This concept was tested by statements 7 and 18.

Statements 9 and 29 are linked to the concept that VICA provides recognition of students of vocational education for outstanding achievement and thus helps to prevent dropouts. Again, teachers' responses of high achievement clubs indicate that they feel this is more important than do students of high achievement clubs.

Item 20 was a negative statement, therefore, a higher average rank means they feel it is more important or that they feel more positive toward the concept. Students of high achievement clubs felt that the teacher-education programs adequately prepare their advisors to become VICA advisors. Teachers ranked this somewhat lower indicating that they felt the teacher-education programs are not adequate in training them to become VICA advisors.

Students of high achievement clubs felt more positive on being allowed to become a member of more than one vocational student organization than did teachers of high achievement clubs as shown in item 25. Teachers ranked the statement that "the teacher-VICA advisor is the key to success of the VICA organization" more positive than did the students of high achievement clubs, which is item 28. Table VIII shows item numbers where significant differences were found in pair comparisons.

The next computations of the Mann-Whitney U test were made between students of high achievement clubs and administrators of high achievement clubs. A significant difference was found on seventeen of these items;

again, students ranked the items with less positive markings than did the administrators of high achievement clubs in all except two items, one of which was a negative statement.

TABLE VIII
ITEM NUMBERS WHERE SIGNIFICANT DIFFERENCES WERE
FOUND IN PAIR COMPARISONS OF HIGH
ACHIEVEMENT CLUBS AND STATE STAFF

Students with Teachers	Students with Adminis- trators	Students with State Staff	Teachers with Adminis- trators	Teachers with State Staff	Adminis- trators with St. Staff
1	1	1			
2	2	2			
	3		3		
4	4		4		
	5	5			
	6				
7	7	7	7		
9	9				
15	15	15		15	
16	16	16			
18	18				
		19		19	19
20	20	20			
		21			
	23				
	24		24	24	
25			25		
28	28	28			
29	29				
30	30		30		

Statements which were different from those analyzed above are items 3, 5, 6, 23, and 24, which are described in the following paragraphs.

Items 23 and 24 relate to the concept that leadership training and cooperation are important qualities taught by VICA. Item three relates to the concept that VICA teaches the dignity of work. Administrators of high achievement clubs ranked these items much higher in order of importance than did the students of high achievement clubs. The mean responses of these items show the administrators of high achievement clubs have a much more positive view of these concepts than do students from high achievement clubs.

"VICA should be included as a part of the planning of trade and industrial education programs in the future," item five, is rated more important by administrators of high achievement clubs than by students of high achievement clubs. Administrators of high achievement clubs responded to item six which relates to the concept that VICA members are exposed to industry through VICA activities more positively than did students of high achievement clubs.

The concept that cooperation taught by VICA is one of the organizations' greatest assets was rated more positive by administrators of high achievement clubs than it was by students of high achievement clubs.

Students of high achievement clubs were more positive on the statements relating to the concept that "VICA activities interfere with the students' other classes" than were the administrators of high achievement clubs. Students also felt that the teachers were not as adequately trained to become VICA advisors as did the administrators of high achievement clubs. All other statements where significant differences were found, the administrators responded more positive to the statements than did the students of high achievement clubs.

It can be seen by referring back to Table VIII that items 5, 19, and 21 are the only items where there were significant differences between students of high achievement clubs and the state staff of trade and industrial education which was different from those items between students and teachers of high achievement clubs; and students and administrators of high achievement clubs. These three items deal with the concept that VICA should be a part of the future planning of trade and industrial education programs and that the guidance counselor and administrator need to understand more about VICA activities. The state staff responded more favorably to these concepts than did the students of high achievement clubs. In all items where students were significantly different from teachers and administrators of high achievement clubs and from the state staff simultaneously, the student's responses were less favorable than teachers, administrators and state staff.

The Mann-Whitney U test was computed on the same question between teachers and administrators and between teachers and state staff. Six items were found to be significantly different between teachers of high achievement clubs and administrators of high achievement clubs. These were 3, 4, 7, 24, 25, and 30. Statements 3 and 30 deal with the concept that VICA teaches the dignity of work and provides an atmosphere of free participation in leadership development training. The administrators of high achievement clubs rated this as being more important than did the teachers of high achievement clubs.

The concept where VICA should be an integral part of the vocational program was rated more important by administrators of high achievement

clubs than it was by the teachers of high achievement clubs. This concept refers to item four.

Administrators of high achievement clubs felt that the teacher needs training and orientation to the VICA activities during his teacher-education program. Although teachers of high achievement clubs were not negative toward this statement, they were not as positive as the administrators of high achievement clubs.

Teachers of high achievement clubs felt that VICA interferes with students' other classes more than did the administrators of high achievement clubs. Administrators felt that students should be allowed to be members of more than one vocational youth organization more than did the teachers.

When testing the teachers of high achievement clubs with the state staff, a significant difference was found on three items: 15, 19, and 24. Number 15 dealt with the concept that VICA creates enthusiasm for learning in students' other classes. The state staff felt that VICA creates an enthusiasm for learning more than do teachers of high achievement clubs. The state staff also felt the teacher lacks knowledge of the VICA activities more so than did the teachers. However, teachers of high achievement clubs felt that VICA activities interfere with the students' other classes more than did the state staff.

Only one item was found where a significant difference existed when testing the administrators' perceptions with the perceptions of the state staff, which was item 19. The state staff felt that the teachers lack knowledge of the VICA activities more so than did the administrators of high VICA goal achievement clubs. Percentage tables for items 31, 32, and 33 had to be utilized for research questions one

and two. Since there were no identifiable patterns detected, Tables XXV, XXVI, and XXVIII reflect the results in Appendix E.

Research Question Two

- Q.2. Are there differences in perceptions relative to the role of VICA among the state staff, students, teachers, and administrators of low VICA goal achievement clubs?

Table IX summarizes data for this test which discloses that a significant difference in perceptions of VICA was found among the groups tested on all except thirteen items. Table X illustrates those statements where all groups of low achievement clubs and the state staff are in agreement. The alternate form of the question was accepted on the seventeen items where a significant difference was found.

Since a significant difference existed among the groups tested, a Mann-Whitney U test was computed to test if there were any significant differences between pairs of the groups to see where differences were. Data related to this test are reported in Table XI.

When students of low VICA goal achievement clubs were compared to teachers of low achievement clubs, a significant difference in perceptions was found to exist in only two items which were 13 and 20. The concept that the guidance counselors should have an orientation to VICA activities was ranked more important by teachers of low achievement clubs than by students of low achievement clubs. The concept that teacher-education programs do not adequately prepare the teacher to become a VICA advisor was favored more by teachers of low VICA achievement clubs than by students of low achievement clubs. In other words, students indicated that teachers were adequately prepared to become

TABLE IX

KRUSKAL-WALLIS ONE-WAY AOV OF ITEM DIFFERENCES AMONG
STUDENTS, TEACHERS, AND ADMINISTRATORS OF LOW
ACHIEVEMENT CLUBS AND STATE STAFF

Item No.	\bar{X} Rank 1**	\bar{X} Rank 2**	\bar{X} Rank 3**	\bar{X} Rank 4**	H	P
1	113.27	110.70	89.58	37.00	9.65	.01*
2	113.48	94.70	112.38	38.70	9.17	.02*
3	110.29	117.20	116.67	54.50	4.82	.05
4	110.70	113.13	109.54	73.30	1.98	.30
5	111.63	113.50	108.46	40.20	6.91	.05*
6	109.77	112.95	130.29	57.70	5.31	.05
7	112.76	108.75	94.67	51.40	5.89	.05
8	107.29	108.95	150.42	116.00	5.80	.05
9	112.11	110.40	90.17	79.20	2.96	.20
10	108.49	115.35	136.08	81.00	3.68	.10
11	110.93	111.45	119.29	48.20	6.26	.05*
12	112.45	84.52	123.00	91.60	4.80	.05
13	115.52	88.50	84.54	56.20	10.96	.01*
14	112.16	97.50	110.38	80.50	2.45	.20
15	110.49	115.10	126.25	32.80	9.33	.01*
16	111.58	114.22	111.83	31.10	8.89	.02*
17	111.38	108.32	114.42	55.70	4.44	.10
18	112.59	94.45	114.88	66.30	4.50	.10
19	113.65	106.50	90.71	37.50	9.46	.01*
20	115.43	86.32	94.75	43.50	11.57	.01*
21	113.69	94.90	101.50	56.60	6.21	.05*
22	111.30	100.40	129.08	55.20	5.91	.05
23	110.12	108.68	117.00	94.20	.53	.70
24	113.79	89.95	69.33	149.70	11.13	.01*
25	108.00	111.97	150.42	77.90	7.09	.05*
26	110.07	117.92	124.79	40.20	7.67	.05*
27	109.05	101.22	157.04	66.80	10.07	.01*
28	114.60	91.92	103.50	30.60	11.54	.01*
29	112.85	100.25	108.75	48.40	6.11	.05*
30	111.32	101.10	127.75	54.80	6.07	.05*

*Significant Difference

**1 = Students

2 = Teachers

3 = Administrators

4 = State Staff

TABLE X
 STATEMENTS WHERE STATE STAFF, STUDENTS, TEACHERS
 AND ADMINISTRATORS OF LOW ACHIEVEMENT
 CLUBS WERE IN TOTAL AGREEMENT

Item No.	Description
3.	The VICA organization teaches the dignity of work.
4.	VICA and the trade, technical, health, and industrial programs have a very close relationship.
6.	VICA members are exposed to industry as an activity of the VICA organization.
7.	The teacher-VICA advisor needs training and orientation to the VICA organization in his teacher-education program.
8.	VICA should look to this nation's companies and corporations as their primary source of financial support.
9.	VICA provides recognition of students of vocational education for outstanding achievement.
10.	VICA meetings should be held during class time.
12.	The VICA organization should be included in the school budget as a primary source of financial support.
14.	Students enrolled in handicapped vocational programs should have the opportunity to be members of VICA.
17.	The training that VICA members receive in leadership, cooperation, and citizenship in the VICA organization prepares the individual to take his place in society.
18.	The teacher-VICA advisor lacks knowledge of the VICA organization activities.
22.	Members of the VICA organization learn to accept responsibility more readily than non-VICA members.
23.	Cooperation taught in VICA is one of the organization's greatest assets.

TABLE XI

MANN-WHITNEY U TEST OF ITEM DIFFERENCES AMONG STUDENTS, TEACHERS
AND ADMINISTRATORS OF LOW ACHIEVEMENT CLUBS AND STATE STAFF

Item No.	1 - 2		1 - 3		1 - 4		2 - 3		2 - 4		3 - 4	
	Z	P	Z	P	Z	P	Z	P	Z	P	Z	P
1	0.20	.80	1.33	.18	2.83	<.004*	0.98	.32	2.80	<.005*	17.5	>.10
2	1.37	.17	0.02	.98	2.80	<.005*	0.67	.50	2.00	<.05*	13.5	>.10
5	0.11	.91	0.17	.86	2.56	<.01*	0.33	.74	2.59	<.01*	09.5	<.05*
11	0.04	.96	0.48	.60	2.42	<.02*	0.51	.60	2.33	<.02*	12.0	>.05
13	1.99	<.05*	1.77	.06	2.18	<.03*	0.30	.76	1.49	.12	21.0	>.10
15	0.34	.73	0.88	.37	2.90	<.003*	0.70	.48	2.68	<.007*	9.0	<.05*
16	0.19	.84	0.01	.99	2.97	<.003*	0.10	.30	2.62	<.008*	8.5	<.05*
19	0.51	.60	1.28	.16	2.83	<.004*	0.75	.44	2.36	<.02*	17.5	>.10
20	2.08	<.04*	1.16	.24	2.64	<.008*	0.34	.73	1.57	.10	16.5	>.10
21	1.35	.17	0.67	.50	2.10	<.04*	0.16	.87	1.33	.18	17.5	>.10
24	1.74	.08	2.51	<.01*	1.35	.17	1.20	.22	2.11	<.04*	9.5	<.05*
25	0.28	.77	2.37	<.02*	1.12	.26	1.68	.09	1.10	.27	11.0	<.05*
26	0.55	.58	0.83	.40	2.59	<.01*	0.30	.76	2.33	<.02*	9.5	<.05*
27	0.55	.58	2.67	<.006*	1.55	.12	2.27	<.03*	1.04	<.05*	7.0	<.02*
28	1.59	.10	0.60	.54	3.06	<.002*	0.46	.64	2.04	<.05*	11.0	<.05*
29	0.90	.36	0.21	.80	2.33	<.02*	0.32	.74	1.88	.06	14.0	>.10
30	0.77	.43	0.97	.32	2.12	<.04*	1.12	.26	2.05	<.05*	14.0	>.10

*Significant Difference

**1 = Students

2 = Teachers

3 = Administrators

4 = State Staff

VICA advisors more than was indicated by the teachers of low VICA goal achievement clubs.

Table XII shows item numbers where significant differences existed when pair comparisons of low achievement club groups and state staff were made.

TABLE XII
ITEM NUMBERS WHERE SIGNIFICANT DIFFERENCES WERE
FOUND IN PAIR COMPARISONS OF LOW
ACHIEVEMENT CLUBS AND STATE STAFF

Students with Teachers	Students with Adminis- trators	Students with State Staff	Teachers with Adminis- trators	Teachers with State Staff	Adminis- trators with St. Staff
		1		1	
		2		2	
		5		5	5
		11		11	
13		13			
		15		15	15
		16		16	16
				19	
20		20			
		21			
	24			24	24
	25				25
		26		26	26
	27		27	27	27
		28		28	28
		29			
		30		30	

The Mann-Whitney U test to identify significant differences between students of low achievement clubs and administrators of low achievement

clubs was computed next. A significant difference was found only on three items, which were 24, 25, and 27. Administrators were neutral on the concept that VICA activities interfere with the students' other classes, whereas, students of low VICA goal achievement clubs disagreed. Students of low achievement clubs indicated that students should be allowed to become members of more than one vocational youth organization whereas administrators of low achievement clubs tended to disagree. Students of low achievement clubs were favorable to neutral toward the concept that one hundred percent membership is essential to have an outstanding club, whereas administrators of low achievement clubs disagreed completely that this was important.

When students of low VICA goal achievement clubs were compared to the state staff, there were thirteen items where a significant difference was found. Those items where students of low achievement clubs and state staff were in total agreement are contained in Table XIII.

When those items relating to the concept that VICA is a vehicle through which students develop qualities of leadership, citizenship, and character, were tested, it was found that the state staff rated these as being highly important whereas students of low achievement clubs rated them as being less important.

Members of the state staff feel that VICA helps prevent dropouts whereas students of low VICA goal achievement clubs do not rate it as such. These concepts were tested in statements 1, 29, and 30 respectively.

Statements 2, 5, 15, and 16 are associated with the concept that VICA is an integral part of the vocational program and creates an enthusiasm for learning in the students' other classes. Members of the state

TABLE XIII

STATEMENTS WHERE STUDENTS OF LOW ACHIEVEMENT CLUBS
AND STATE STAFF WERE IN TOTAL AGREEMENT

Item No.	Description
3.	The VICA organization teaches the dignity of work.
4.	VICA and the trade, technical, health, and industrial programs have a very close relationship.
6.	VICA members are exposed to industry as an activity of the VICA organization.
7.	The teacher-VICA advisor needs training and orientation to the VICA organization in his teacher-education program.
8.	VICA should look to this nation's companies and corporations as their primary source of financial support.
9.	VICA provides recognition of students of vocational education for outstanding achievement.
10.	VICA meetings should be held during class time.
12.	The VICA organization should be included in the school budget as a primary source of financial support.
14.	Students enrolled in handicapped vocational programs should have the opportunity to be members of VICA.
17.	The training that VICA members receive in leadership, cooperation, and citizenship in the VICA organization prepares the individual to take his place in society.
18.	The teacher-VICA advisor needs to actively engage in the VICA organization activities.
19.	The teacher-VICA advisor lacks knowledge of the VICA organization activities.
22.	Members of the VICA organization learn to accept responsibility more readily than non-VICA members.
23.	Cooperation taught in VICA is one of the organization's greatest assets.
24.	VICA activities interfere with the students' other classes.

TABLE XIII (Continued)

Item No.	Description
25.	Students who are enrolled in more than one vocational program should be allowed to be a member of VICA and any other youth organization of which they are eligible to become a member.
27.	One hundred percent membership in the VICA organization is essential to have an outstanding club.

staff feel positive on these and rated them as being more important than did the students of low VICA goal achievement clubs.

The state staff responded that it was important for the guidance counselors to have an orientation to VICA activities and that the administrator needs to understand more about VICA, whereas the students of low VICA goal achievement clubs did not feel it so important.

There was a significant difference on item 11 which stated that VICA organizations should have advisory committees from business and industry. Members of the state staff rated this as more important than did the students from low VICA goal achievement clubs. The concept that the teacher-education programs do not adequately prepare teachers to become VICA advisors was agreed with significantly more often by members of the state staff than by the students of low VICA goal achievement clubs. The state staff ranked official VICA wearing apparel and the VICA advisor as being essential to the success of VICA more important than did the students of low VICA achievement clubs.

Teachers of low VICA goal achievement clubs and administrators of low achievement clubs were practically in total agreement with the exception of one item, number 27, which states that one hundred percent membership is essential to have an outstanding VICA club. Teachers of low VICA goal achievement clubs ranked it more important than did the administrators of low achievement clubs.

When teachers of low VICA achievement clubs were compared with the state staff, a significant difference was found in twelve items. Items 1, 2, 5, 11, 15, 16, 26, 28, and 30 were the same items analyzed above between students of low achievement clubs and the state staff with the state staff ranking all nine items more important than the teachers of low achievement clubs. The items relate to the following concepts: VICA should be an integral part of the vocational program in which the student is enrolled; and, if it is a part of the program, it should create an enthusiasm for learning in the students' other classes. VICA is a vehicle by which students can learn leadership abilities, citizenship, dignity of work, character, etc., although the teacher is the key to the success of the club. VICA provides recognition to vocational education students and official wearing apparel is essential to have an outstanding club.

Items 19 and 27 were ranked as being more important by the state staff than they were ranked by the teachers of low achievement clubs. These items related to the concepts that the teacher lacks knowledge of the VICA activities and one hundred percent membership is essential to have an outstanding VICA club.

Teachers of low achievement clubs agreed with the statement that VICA activities interfere with the students' other classes, whereas the state staff disagreed.

The Mann-Whitney U test of significance was computed between administrators of low achievement clubs and the state staff. Eight items were found to have a significant difference in perceptions between the state staff and the low VICA goal achievement club administrators. These statements are shown in Table XIV. The state staff ranked all items except number 24 as being more important than did the administrators of the low achievement clubs. Item 24 was agreed with more by the administrators of low achievement clubs than by the state staff. In other words, the administrators of low achievement clubs felt that VICA activities interfere with the students' other classes while the state staff did not share this feeling.

Research Question Three

- Q.3. Do respondents from high VICA goal achievement clubs have a more positive perception of VICA than do respondents from low VICA goal achievement clubs?

The U value between the high and low achievement clubs was calculated on each item. Through transformation of U, a Z score was obtained. Summary data for this test on items are shown in Table XV. A significant difference was found to exist in all except three items which were 10, 19, and 21. The alternate form of the question was accepted on all except three items which are as follows:

10. VICA meetings should be held during class time.
19. The teacher-VICA advisor lacks knowledge of the VICA organization activities.

21. The administrator needs to understand more about the VICA organization activities.

TABLE XIV

STATEMENTS WHERE THERE WERE SIGNIFICANT DIFFERENCES
BETWEEN ADMINISTRATORS OF LOW ACHIEVEMENT
CLUBS AND STATE STAFF

Item No.	Description
5.	VICA should be included as part of the planning of trade, technical, health, and industrial programs in the future.
15.	The VICA organization creates an enthusiasm for learning in the VICA members' other classes.
16.	The VICA organization should be an integral part of the vocational training program in which the student is enrolled.
24.	VICA activities interfere with the students' other classes.
25.	Students who are enrolled in more than one vocational program should be allowed to be a member of VICA and any other youth organization of which they are eligible to become a member.
26.	Official VICA wearing apparel is essential to having an outstanding club.
27.	One hundred percent membership in the VICA organization is essential to have an outstanding club.
28.	The teacher-VICA advisor is the key to success of the VICA organization.

Students, teachers, and administrators of high VICA goal achievement clubs were found to have a more positive perception of VICA than

TABLE XV
 MANN WHITNEY U TEST OF ITEM DIFFERENCES
 BETWEEN STUDENTS, TEACHERS, AND
 ADMINISTRATORS OR HIGH AND
 LOW ACHIEVEMENT CLUBS

Item No.	Mean Rank High Group	Mean Rank Low Group	U	Z-Score	Probability
1	287.9	248.8	30227.5	3.08	.001*
2	287.8	248.9	30268.5	2.97	.001*
3	290.5	244.7	29355.5	3.53	.0002*
4	288.0	248.6	30194.5	3.04	.001*
5	288.8	247.4	29944.0	3.14	.0008*
6	291.1	243.8	29159.0	3.62	.0001*
7	281.1	259.3	32680.5	1.65	.048*
8	294.2	239.0	28141.5	4.12	.00003*
9	289.4	246.4	29724.0	3.34	.0004*
10	279.5	261.7	32996.5	1.35	.08
11	298.4	232.6	26773.5	5.15	.00003*
12	283.4	255.7	31708.5	2.06	.019*
13	282.7	256.8	31952.5	2.00	.022*
14	285.0	253.3	31193.5	2.50	.006*
15	293.4	240.3	28413.0	4.00	.00003*
16	291.8	242.7	28927.5	3.72	.0001*
17	293.2	240.6	28483.5	4.04	.00003*
18	286.8	250.4	30580.5	2.81	.002*
19	278.0	264.0	33494.5	1.05	.14
20	280.8	259.7	32568.0	1.58	.05*
21	280.2	260.6	32766.0	1.47	.07
22	296.8	235.0	27294.0	4.63	.00003*
23	293.5	240.2	28388.0	4.10	.00003*
24	284.4	254.2	31394.5	2.29	.01*
25	286.3	251.2	30758.0	2.69	.003*
26	302.1	226.8	25536.0	5.59	.00003*
27	287.3	249.6	30412.5	2.80	.002*
28	294.1	239.1	28168.0	4.10	.00003*
29	292.5	241.5	28678.5	3.79	.00007*
30	294.2	239.0	28149.0	4.24	.00003*

*Significant Difference

did students, teachers, and administrators of low VICA goal achievement clubs on twenty-seven items which dealt with the following concepts.

VICA should be an integral part of the vocational education program in which the student is enrolled, giving the VICA member an opportunity to learn leadership skills, cooperation, citizenship, take responsibility, and create a desire for future learning. VICA teaches the dignity of work, therefore, every VICA club should have an advisory committee comprising people from business and industry. Another concept in which students, teachers, and administrators of high VICA goal achievement clubs were found to have a more positive perception is that the teacher is the key to success of the VICA club, whereas the students, teachers, and administrators of the low VICA goal achievement clubs were not as positive.

Research Question Four

- Q.4. Do students from high VICA goal achievement clubs have a more positive perception of VICA than do students from low VICA goal achievement clubs?

The Mann-Whitney U test was computed on data from students of high VICA achievement clubs and students from low VICA achievement clubs. The U value between the high and low achievement groups was calculated on each item. Through transformation of U, a Z score was obtained along with the probability. Data related to this test are summarized in Table XVI. A significant difference was found to exist in all except five items which were 5, 7, 10, 20, and 21. The alternate form of the question was accepted on the twenty-five items. Students of high VICA goal achievement clubs were found to have a more positive perception of VICA than did students of low VICA goal achievement clubs

TABLE XVI
 MANN WHITNEY U TEST OF ITEM DIFFERENCES
 BETWEEN STUDENTS OF HIGH AND LOW
 ACHIEVEMENT CLUBS

Item No.	Mean Rank High Group	Mean Rank Low Group	U	Z-Score	Probability
1	242.7	217.8	22994.5	2.12	.01*
2	243.0	217.5	22937.0	2.11	.01*
3	245.4	213.7	22234.5	2.64	.004*
4	241.8	219.3	23258.5	1.88	.02*
5	244.3	215.4	22551.0	2.37	.008*
6	245.4	213.7	22248.0	2.61	.004*
7	237.1	226.7	24598.5	0.85	.19
8	249.7	207.0	21019.0	3.44	.0002*
9	244.7	214.7	22428.0	2.51	.005*
10	236.7	227.2	24703.5	0.77	.21
11	254.3	199.9	19722.5	4.61	.00003*
12	244.2	215.6	22579.5	2.30	.01*
13	243.0	217.4	22918.0	2.13	.01*
14	245.5	213.5	22208.0	2.72	.003*
15	245.9	213.0	22107.0	2.67	.003*
16	245.8	213.1	22126.0	2.68	.003*
17	248.8	208.5	21293.5	3.37	.0004*
18	243.4	216.8	22805.5	2.21	.01*
19	239.5	223.0	23925.5	1.33	.01*
20	240.2	221.8	23719.0	1.49	.06
21	238.5	224.5	24198.0	1.13	.12
22	251.1	204.9	20630.0	3.74	.00009*
23	248.1	209.6	21486.0	3.18	.007*
24	247.8	210.0	21558.5	3.10	.0009*
25	243.6	216.5	22752.0	2.24	.01*
26	255.9	197.4	19281.0	4.69	.00003*
27	245.3	213.8	22259.0	2.53	.005*
28	249.9	206.7	20970.5	3.47	.0002*
29	246.7	211.6	21865.0	2.81	.002*
30	248.2	209.3	21441.0	3.22	.0006*

*Significant Difference

on twenty-five items dealing with the following concepts: If VICA is an integral part of the vocational education program in which the student is enrolled, it will create an enthusiasm for learning in the students' other classes. VICA provides recognition of students of vocational education for outstanding achievement and thus helps to prevent dropouts. The teacher-VICA advisor is the key to success of the VICA club. Finances of the VICA club should be funded through the school budget or from this nation's business and industry. Official VICA wearing apparel and one hundred percent membership are essential to have an outstanding VICA club. All of these concepts are held more favorably by students of high VICA goal achievement clubs than by students of low VICA goal achievement clubs.

The five statements where students of high achievement clubs and students of low achievement clubs were in total agreement are shown in Table XVII.

Research Question Five

- Q.5. Do teachers from high VICA goal achievement clubs have a more positive perception of VICA than do teachers from low VICA goal achievement clubs?

The Mann-Whitney U test was computed on data from teachers of high VICA goal achievement clubs and teachers from low VICA goal achievement clubs. The U value between the high and low achievement groups was calculated on each item. Through transformation of U, a Z score was obtained along with the probability. Data related to this test are summarized in Table XVIII. A significant difference was found to exist in all except thirteen items. Table XIX contains statements where no

significant differences existed or where teachers of both high and low VICA goal achievement clubs were in total agreement.

TABLE XVII

STATEMENTS IN WHICH STUDENTS OF HIGH AND LOW
ACHIEVEMENT CLUBS WERE IN TOTAL AGREEMENT

Item No.	Description
5.	VICA should be included as part of the planning of trade, technical, health, and industrial programs in the future.
7.	The teacher-VICA advisor needs training and orientation to the VICA organization in his teacher-education program.
10.	VICA meetings should be held during class time.
20.	The teacher-education programs do not adequately prepare the students in teacher-education programs to become VICA advisors.
21.	The administrator needs to understand more about the VICA organization activities.

The alternate form of the question was accepted on the seventeen statements where a significant difference was found. These statements are illustrated in Table XX and are related to the concepts which follow. There were differences in perceptions pertaining to the concept that VICA should be an integral part of the vocational program in which the student is enrolled; and, if it is a part of that program, it should create an enthusiasm for learning and provide the student with

TABLE XVIII
 MANN WHITNEY U TEST OF ITEM DIFFERENCES
 BETWEEN TEACHERS OF HIGH AND LOW
 ACHIEVEMENT CLUBS

Item No.	Mean Rank High Group	Mean Rank Low Group	U	Z-Score	Probability
1	31.1	19.2	30752.0	3.10	.00096*
2	29.2	22.2	234.5	1.73	.04109*
3	28.8	22.8	245.0	1.50	.06614
4	30.3	20.4	198.0	2.43	.00749*
5	29.6	21.6	222.0	1.95	.02549*
6	29.2	22.2	233.5	1.72	.04195*
7	29.5	21.7	224.5	1.96	.02472*
8	18.7	22.9	248.5	1.39	.08
9	30.6	20.0	190.0	2.69	.00356*
10	29.2	22.2	233.0	1.75	.03926*
11	29.3	22.1	231.0	1.81	.03513*
12	27.1	25.6	302.0	0.35	.36
13	26.8	26.1	312.0	0.16	.43
14	28.1	23.9	267.5	1.14	.12
15	31.2	19.0	169.5	2.94	.00161*
16	30.2	20.6	201.5	2.32	.01013*
17	29.3	22.0	229.0	1.92	.02691*
18	28.7	22.9	248.5	1.50	.06
19	26.9	25.8	306.0	0.28	.38
20	26.9	25.9	307.5	0.24	.40
21	28.6	23.2	254.0	1.28	.05
22	29.7	21.4	218.5	2.04	.02065*
23	29.8	21.2	213.5	2.46	.00694*
24	26.6	26.4	317.5	0.05	.47
25	27.0	25.7	303.5	0.32	.37
26	30.1	20.8	205.0	2.22	.01319*
27	27.3	25.3	295.5	0.47	.31
28	28.5	23.3	256.5	1.25	.10
29	30.3	20.5	200.0	2.42	.00766*
30	29.3	22.0	230.0	1.94	.026*

*Significant Difference

TABLE XIX

STATEMENTS IN WHICH TEACHERS OF HIGH AND LOW
ACHIEVEMENT CLUBS WERE IN TOTAL AGREEMENT

Item No.	Description
3.	The VICA organization teaches the dignity of work.
8.	VICA should look to this nation's companies and corporations as their primary source of financial support.
12.	The VICA organization should be included in the school budget as a primary source of financial support.
13.	Guidance counselors should have an orientation to the activities of the VICA organization.
14.	Students enrolled in handicapped vocational programs should have the opportunity to be members of VICA.
18.	The teacher-VICA advisor needs to actively engage in the VICA organization activities.
20.	The teacher-education programs do not adequately prepare the students in teacher-education programs to become VICA advisors.
21.	The administrator needs to understand more about the VICA organization activities.
24.	VICA activities interfere with the students' other classes.
25.	Students who are enrolled in more than one vocational program should be allowed to be a member of VICA and any other youth organization of which they are eligible to become a member.
27.	100% membership in the VICA organization is essential to have an outstanding club.
28.	The teacher-VICA advisor is the key to success of the VICA organization.

TABLE XX

STATEMENTS WHERE THERE WERE SIGNIFICANT DIFFERENCES
BETWEEN TEACHERS OF HIGH AND LOW ACHIEVEMENT CLUBS

Item No.	Descriptions
1.	The VICA organization is a vehicle through which student members develop qualities of leadership, citizenship, and character.
2.	VICA should be an integral part of the trade, technical, health, and industrial programs.
4.	VICA and the trade, technical, health, and industrial programs have a very close relationship.
5.	VICA should be included as part of the planning of trade, technical, health, and industrial programs in the future.
6.	VICA members are exposed to industry as an activity of the VICA organization.
7.	The teacher-VICA advisor needs training and orientation to the VICA organization in his teacher-education program.
9.	VICA provides recognition of students of vocational education for outstanding achievement.
10.	VICA meetings should be held during class time.
11.	VICA organizations should have advisory committees from business and industry.
15.	The VICA organization creates an enthusiasm for learning in the VICA members' other classes.
16.	The VICA organization should be an integral part of the vocational training program in which the student is enrolled.
17.	The training that VICA members receive in leadership, cooperation and citizenship in the VICA organization prepares the individual to take his place in society.
22.	Members of the VICA organization learn to accept responsibility more readily than non-VICA members.
23.	Cooperation taught in VICA is one of the organization's greatest assets.

TABLE XX (Continued)

Item No.	Description
26.	Official VICA wearing apparel is essential to have an outstanding club.
29.	The VICA organization helps prevent dropouts.
30.	The VICA organization strengthens instruction of the program in which members are enrolled by providing a "laboratory" through which members may practice leading and participating in group discussions and activities.

leadership abilities which will make him a better citizen. Students in VICA will be given recognition for outstanding achievement and they will learn to accept responsibility more readily than non-VICA students. High achievement club teachers felt that official VICA wearing apparel is more essential to an outstanding club than did the teachers of low VICA achievement clubs.

Research Question Six

- Q.6. Do administrators from high VICA goal achievement clubs have a more positive perception of VICA than do administrators from low VICA goal achievement clubs?

The Mann-Whitney U test was computed between high VICA goal achievement club administrators and low VICA goal achievement club administrators. The U value between these two groups was calculated on each item. When the U was transformed into a Z score, the probability was

also calculated. Summary data for this test are shown in Table XXI. A significant difference was found to exist between administrators of high achievement VICA clubs and administrators of low achievement VICA clubs on all except eleven items. Table XXII contains the statements where high achievement and low achievement club administrators were in total agreement. The alternate form of the question was accepted on the nineteen statements where a significant difference was found. These statements are portrayed in Table XXIII and the concepts with which these statements relate are described in the next paragraph.

Administrators of high VICA goal achievement clubs had a more positive response toward the concept that VICA should be an integral part of the vocational education program in which the student is enrolled and that VICA should create an atmosphere of enthusiasm for learning in the students' other classes than did the administrators of low VICA goal achievement clubs. The high achievement club administrators had a negative attitude toward the concept that VICA interferes with the students' other classes, meaning that they felt VICA does not interfere with students' other classes whereas the administrators of low VICA goal achievement clubs remained fairly neutral on this concept. The concept that the teacher-advisor needs training and orientation to the VICA organization in his teacher-education program was considered more important by the administrators of high VICA goal achievement clubs than it was by low VICA goal achievement club administrators. The concept that students of VICA learn the dignity of work and are exposed to industry as an activity of VICA was responded to more positively by the high VICA achievement club administrators than it was by the low VICA achievement club administrators. The concept that VICA provides recognition of

TABLE XXI
 MANN WHITNEY U TEST OF ITEM DIFFERENCES
 BETWEEN ADMINISTRATORS OF HIGH AND
 LOW ACHIEVEMENT CLUBS

Item No.	Mean Rank High Group	Mean Rank Low Group	U	Z-Score	Probability
1	15.6	12.0	65.00	----	.05
2	16.7	10.6	49.00	----	.025*
3	16.9	10.4	46.5	----	.025*
4	17.3	9.8	40.0	----	.01*
5	16.6	10.7	50.5	----	.05*
6	17.9	9.1	31.5	----	.01*
7	16.8	10.5	47.5	----	.025*
8	16.7	10.7	50.0	----	.05*
9	15.8	11.7	62.5	----	.05*
10	14.9	12.9	76.5	----	.05
11	15.8	11.8	63.5	----	.05
12	14.0	14.0	89.5	----	.05
13	14.6	13.3	81.5	----	.05
14	15.7	11.9	65.0	----	.05
15	17.3	9.9	41.0	----	.01*
16	17.1	10.2	44.0	----	.025*
17	16.5	10.9	52.5	----	.05*
18	16.5	10.8	52.0	----	.05*
19	15.4	12.2	68.5	----	.05
20	15.4	12.2	68.5	----	.05
21	14.3	13.6	85.5	----	.05
22	17.2	10.0	42.0	----	.01
23	16.9	10.4	46.5	----	.025*
24	17.7	9.4	35.0	----	.01*
25	17.8	9.3	33.0	----	.01*
26	17.7	9.9	35.0	----	.01*
27	16.2	11.2	56.5	----	.05
28	17.1	10.1	43.5	----	.025*
29	17.4	9.8	39.5	----	.01*
30	18.0	9.0	30.0	----	.01*

*Significant Difference

TABLE XXII

STATEMENTS IN WHICH ADMINISTRATORS OF HIGH AND LOW
ACHIEVEMENT CLUBS WERE IN TOTAL AGREEMENT

Item No.	Description
1.	The VICA organization is a vehicle through which student members develop qualities of leadership, citizenship, and character.
9.	VICA provides recognition of students of vocational education for outstanding achievement.
10.	VICA meetings should be held during class time.
11.	VICA organizations should have advisory committees from business and industry.
12.	The VICA organization should be included in the school budget as a primary source of financial support.
13.	Guidance counselors should have an orientation to the activities of the VICA organization.
14.	Students enrolled in handicapped vocational programs should have the opportunity to be members of VICA.
19.	The teacher-VICA advisor lacks knowledge of the VICA organization activities.
20.	The teacher-education programs do not adequately prepare the students in teacher-education programs to become VICA advisors.
21.	The administrator needs to understand more about the VICA organization activities.
22.	Members of the VICA organization learn to accept responsibility more readily than non-VICA members.
27.	100% membership in the VICA organization is essential to have an outstanding club.

TABLE XXIII

STATEMENTS WHERE THERE WERE SIGNIFICANT
DIFFERENCES BETWEEN ADMINISTRATORS OF
HIGH AND LOW ACHIEVEMENT CLUBS

Item No.	Description
2.	VICA should be an integral part of the trade, technical, health, and industrial programs.
3.	The VICA organization teaches the dignity of work.
4.	VICA and the trade, technical, health, and industrial programs have a very close relationship.
5.	VICA should be included as part of the planning of trade, technical, health, and industrial programs in the future.
6.	VICA members are exposed to industry as an activity of the VICA organization.
7.	The teacher-VICA advisor needs training and orientation to the VICA organization in his teacher-education program.
8.	VICA should look to this nation's companies and corporations as their primary source of financial support.
9.	VICA provides recognition of students of vocational education for outstanding achievement.
15.	The VICA organization creates an enthusiasm for learning in the VICA members' other classes.
16.	The VICA organization should be an integral part of the vocational training program in which the student is enrolled.
23.	Cooperation taught in VICA is one of the organization's greatest assets.
24.	VICA activities interfere with the students' other classes.
25.	Students who are enrolled in more than one vocational program should be allowed to be a member of VICA and any other youth organization of which they are eligible to become a member.
26.	Official VICA wearing apparel is essential to have an outstanding club.

TABLE XXIII (Continued)

Item No.	Description
28.	The teacher-VICA advisor is the key to success of the VICA organization.
29.	The VICA organization helps prevent dropouts.
30.	The VICA organization strengthens instruction of the program in which members are enrolled by providing a "laboratory" through which members may practice leading and participating in group discussions and activities.

students of vocational education programs for outstanding achievement and helps to prevent dropouts was given a positive response by the administrators of high achievement clubs but was responded to more neutrally to negative by the administrators of low VICA goal achievement clubs. There was an even larger span of difference on the concept that VICA should be a part of the planning of future trade and industrial education programs between the administrators of high and low VICA goal achievement clubs. The high achievement club administrators feel that it is necessary to the future planning of these programs and should be a part of the planning whereas the administrators of low achievement clubs did not feel that it was so important.

Summary

Chapter IV has presented the findings of this study. All questions and the hypotheses formulated in Chapters I and III were rejected at the .05 level of significance on those items where a significant difference

was found. Chapter V will continue with a summary, conclusions, and recommendations of the present study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of this study was to assess the perceptions of selected school administrators, teachers, students, and members of the Trade and Industrial staff of the State Department of Vocational and Technical Education relative to the roles of the Vocational Industrial Clubs of America and to determine to what extent there is a relationship of the perceived roles to the accomplishment of the VICA goals and objectives as measured by the selected instrument. Specifically, the study was an attempt to answer the following research questions:

1. Are there differences in perceptions relative to the role of VICA among the state staff, students, teachers, and administrators of high VICA goal achievement clubs?
2. Are there differences in perceptions relative to the role of VICA among the state staff, students, teachers, and administrators of low VICA goal achievement clubs?
3. Do respondents from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do respondents from low VICA goal achievement clubs?
4. Do students from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do students from low VICA goal achievement clubs?

5. Do teachers from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do teachers from low VICA goal achievement clubs?
6. Do administrators from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do administrators from low VICA goal achievement clubs?

This study was limited to the Oklahoma Vocational Industrial Clubs of America (VICA), serving those students who are enrolled in secondary trade and industrial education programs. The clubs included were in ten schools, five identified to be the highest VICA goal achievement clubs and five identified to be the lowest VICA goal achievement clubs in the state of Oklahoma, and five members of the Trade and Industrial Education staff of the State Department of Vocational and Technical Education.

The respondents were divided into four groups, specifically, Group I, which included 465 students from high and low VICA goal achievement clubs; Group II, which included 50 teachers from high and low VICA goal achievement clubs; Group III, which included 27 administrators from high and low VICA goal achievement clubs; and Group IV, which included five members of the state trade and industrial education staff. Students were randomly selected from those ten clubs (see Chapter III).

The groups responded to a written questionnaire containing 30 closed items on a five-point scale ranging from strongly agree to strongly disagree, and 3 open-ended statements. All closed items are related to the role of VICA (See Appendix C).

Findings

The questions were tested using the Kruskal-Wallis One-Way Analysis of Variance H and the Mann-Whitney U statistical tests. Two tailed tests at the .05 level of significance were used for research questions one and two; one tailed tests were employed with research questions three through six, also using the alpha level of .05. Individual findings are summarized below.

Research Question One

Are there differences in perceptions relative to the role of VICA among the state staff, students, teachers, and administrators of high VICA goal achievement clubs?

1. Statistical analyses of data from the returned questionnaires indicate significant differences for twenty-four out of thirty items.
2. Further statistical analyses of these results to see where differences existed, revealed significant differences in perceptions relative to the role of VICA between students and teachers of high VICA goal achievement clubs on thirteen out of the twenty-four items which relate to the concepts that VICA should be an integral part of the vocational program in which the student is enrolled and it should create an enthusiasm for learning in the students' other classes. Another concept where there were significant differences was that the teacher-advisor needs training and orientation to the VICA organization in his teacher-education program and that he should actively engage in the VICA organization activities.

The last concept where there were significant differences was that the teacher-VICA advisor is the key to success of the VICA organization.

3. Significant differences in perceptions relative to the role of VICA were found in the seventeen items between students and administrators of high VICA goal achievement clubs, which relate to the same concepts stated in number two above between students and teachers of high VICA goal achievement clubs.
4. Significant differences in perceptions relative to the role of VICA were found in ten items between students of high VICA goal achievement clubs and the state staff. These items relate to the concepts that VICA should be an integral part of the vocational program in which the student is enrolled and it is a vehicle through which student members develop qualities of leadership, citizenship, and character. Other concepts where there were significant differences were that the teacher-VICA advisor needs training and orientation to the VICA organization in his teacher-education program and that he should actively engage in the VICA organization activities. Teacher-education programs do not adequately prepare their advisors to become VICA advisors and that the teacher-VICA advisor is the key to success of the VICA organization are additional concepts.
5. Significant differences in perceptions relative to the role of VICA were found in six items between teachers and administrators of high VICA goal achievement clubs. These items relate to the concept that VICA teaches the dignity of work and that

it has a very close relationship to trade and industrial education.

6. Significant differences of perceptions relative to the role of VICA were found in three items between teachers of high VICA goal achievement clubs and the state staff. These deal with the concept that VICA creates an enthusiasm for learning and that VICA activities interfere with the students' other classes.
7. A significant difference in perceptions relative to the role of VICA were found in one item between administrators of high VICA goal achievement clubs and the state staff. This was related to the concept that the teacher-VICA advisor lacks knowledge of the VICA organization activities.

Research Question Two

Are there differences in perceptions relative to the role of VICA among the state staff, students, teachers, and administrators of low VICA goal achievement clubs?

8. Statistical analyses of data from the returned questionnaires detected significant differences in perceptions relative to the role of VICA among the groups tested for all except thirteen items.
9. Further statistical analyses of these differences disclosed significant differences in perceptions relative to the role of VICA between students and teachers of low VICA goal achievement clubs on two items. These relate to the concepts that guidance counselors should have an orientation to the activities

of the VICA organization and that the teacher-education programs do not adequately prepare the students in teacher-education programs to become VICA advisors.

10. Significant differences in perceptions relative to the role of VICA were discovered between students and administrators of low VICA goal achievement clubs on three items. These items relate to the concepts that VICA activities interfere with the students' other classes and that one hundred percent membership is essential to have an outstanding club.
11. Significant differences in perceptions relative to the role of VICA were revealed between students of low VICA goal achievement clubs and the state staff on fourteen items. These items are related to the concepts that VICA should be an integral part of the vocational program in which the student is enrolled and that it should be a part of planning of future vocational programs. Another concept is that the VICA organization is a vehicle through which members develop qualities of leadership, citizenship, and character. One concept where there were significant differences was that guidance counselors, teacher-VICA advisors and administrators lack knowledge of the activities of VICA.
12. A significant difference in perceptions relative to the role of VICA was found between teachers and administrators of low VICA goal achievement clubs on one item. This item related to the concept that one hundred percent membership is essential to have an outstanding VICA club.

13. Significant differences in perceptions relative to the role of VICA were found between teachers of low VICA goal achievement clubs and the state staff on twelve items. These items are related to the following concepts.
- (a) The VICA organization is a vehicle through which student members develop qualities of leadership, citizenship, and character.
 - (b) VICA should be included in the planning of future trade and industrial education programs.
 - (c) The VICA organization creates an enthusiasm for learning in the students' other classes and helps to prevent drop-outs.
 - (d) Official VICA wearing apparel and one hundred percent membership is essential to have an outstanding club.
14. Significant differences in perceptions relative to the role of VICA were detected between administrators of low VICA goal achievement clubs and the state staff on eight items. These items are related to the concepts that VICA should be included in the planning of future trade and industrial education programs; VICA should be an integral part of the vocational program in which the student is enrolled and it creates an enthusiasm for learning in the students' other classes; and official VICA wearing apparel and one hundred percent membership is essential to have an outstanding VICA club.

Research Question Three

Do respondents from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do respondents from low VICA goal achievement clubs?

15. Statistical analyses of data from the returned questionnaires detected that respondents from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do respondents from low VICA goal achievement clubs on all except three items.

Research Question Four

Do students from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do students from low VICA goal achievement clubs?

16. Statistical analyses of data from the returned questionnaires revealed that students of high VICA goal achievement clubs held a more positive perception relative to the role of VICA than did students of low VICA goal achievement clubs on twenty-five out of thirty items.

Research Question Five

Do teachers from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do teachers from low VICA goal achievement clubs?

17. Statistical analyses of data from the returned questionnaires disclosed that teachers from high VICA goal achievement clubs were found to have a more positive perception relative to the

role of VICA than did teachers from low VICA goal achievement clubs. A significant difference existed in seventeen items.

Research Question Six

Do administrators from high VICA goal achievement clubs have a more positive perception relative to the role of VICA than do administrators from low VICA goal achievement clubs?

18. Statistical analyses of data from the returned questionnaires detected that administrators from high VICA goal achievement clubs were found to have a more positive perception relative to the role of VICA than did administrators from low VICA goal achievement clubs. A significant difference was found in nineteen statements.

In summary, all research questions were supported by a number of items ranging from twenty-seven statistically significant items all the way to one statistically significant item.

Conclusions

It seems appropriate to caution the reader that while viewing conclusions of the present study one must remember the limitations necessarily imposed through use of a causal-comparative research design. Van Dalen (2) states, "Lack of control is the greatest weakness of the causal-comparative method of research." The reader should remain alert to terms such as "may be," "possible," "tended," "appears," and "could" while viewing this section. The following conclusions were derived from this study.

1. In looking at findings one through seven, it may be concluded that there is general agreement among teachers of high VICA goal achievement clubs (Group II), administrators of high VICA goal achievement clubs (Group III), and the state staff (Group IV) in their perceptions relative to the role of VICA. However, students of high VICA goal achievement clubs (Group I) tended to disagree with all three groups: teachers and administrators of high VICA goal achievement clubs, as well as disagreeing with state staff in their perceptions relative to the role of VICA in approximately fifty percent of their responses.
 - (a) While it may appear that a high rate of disagreement between students and teachers and between students and administrators of high VICA goal achievement clubs could be a contributing factor which enhances the probability of a club becoming a high VICA goal achievement club, it is possible that high VICA goal achievement could be attributed to positive perceptions since in all cases where significant differences existed, they were still positive relative to the role of VICA.
2. In looking at findings 8 through 14, it may be concluded that there is general agreement among students of low VICA goal achievement clubs (Group I), teachers of low VICA goal achievement clubs (Group II), and administrators of low VICA goal achievement clubs (Group III), which is the exact opposite of the high VICA goal achievement club groups in their perceptions relative to the role of VICA. There is much conflict in perceptions relative to the role of VICA between students of low

VICA goal achievement clubs and the state staff and between teachers of low VICA goal achievement clubs and the state staff. Students, teachers, and administrators of low VICA goal achievement clubs were in general agreement in their perceptions relative to the role of VICA in more than ninety percent of their responses.

- (a) Although students, teachers, and administrators of low VICA goal achievement clubs agreed on more than ninety percent of the items in their perceptions relative to the role of VICA, their perceptions were all either neutral or toward the negative side of the continuum. This could account for their obviously low participation in VICA activities and their low VICA goal achievements.
 - (b) It seems appropriate to note the large differences in perceptions relative to the role of VICA between low VICA goal achievement students and the state staff; between low VICA goal achievement teachers and the state staff; and between low VICA goal achievement administrators and the state staff.
 - (c) In all items where significant differences existed in paragraph (b), the students, teachers, and administrators of the low VICA goal achievement clubs had more negative perceptions relative to the role of VICA, whereas the state staff held strictly positive perceptions relative to the role of VICA.
3. In looking at findings 15 through 18, it may be concluded that respondents from high VICA goal achievement clubs held more

positive perceptions relative to the role of VICA than did respondents from low VICA goal achievement although they had a high rate of disagreement.

It could be concluded that more positive perceptions relative to the role of VICA contribute to high VICA goal achievement although they may not necessarily be in total agreement on each concept. The differences in positive perceptions relative to the role of VICA could create a desire for competition.

4. In checking those items in which high VICA goal achievement clubs were in general agreement, it was found that they involved such concepts as financial support of the VICA clubs, VICA meetings being held during class time, advisory committees for VICA clubs, and one hundred percent membership.

In checking those items of general agreement between low VICA goal achievement clubs, which is a longer list, it is interesting to note that common to all three groups: high VICA goal achievement clubs, low VICA goal achievement clubs, and the state staff, are those same concepts.

5. In checking those items where the majority of the respondents held negative perceptions relative to the role of VICA, it was found that all groups except high administrators and state staff held negative perceptions relative to the concept that one hundred percent official VICA wearing apparel is essential to have an outstanding club. All groups except the state staff held negative perceptions relative to the concept that one

hundred percent membership in VICA is necessary to have an outstanding club.

- (a) It seems appropriate to note that the state staff and all groups except the low administrators agreed with the concept that students should be allowed to become a member of VICA and any other youth organization in which they are eligible to be a member.
- (b) All groups including the state staff disagreed or remained neutral with the concept that VICA activities interfere with the students' other classes.
- (c) The administrators of low VICA goal achievement clubs was the only group that disagreed with the concept that VICA meetings should be held during class time of the program in which the student is enrolled. This could account for the low participation in activities of the low VICA goal achievement clubs.

In summary, the investigator has concluded that the major factor which enhances the probability of a club becoming a high VICA goal achievement club is one of positive perceptions relative to the role of VICA regardless of the disagreement on particular concepts. Further, it is concluded that the major factor which impedes or prevents a club from becoming a high VICA goal achievement club is one of negative perceptions relative to the role of VICA regardless of the agreement on particular or all concepts.

Recommendations

As a result of analyzing the data necessary to this study, it became apparent that certain items were repeatedly appearing as statistically significant. On the basis of analyses, findings, and the conclusions, recommendations related to this study are:

1. That provisions be made for inservice-training sessions which would provide more information for trade and industrial education teachers, experienced and inexperienced, and administrators concerning the value of VICA activities in an effort to help them reflect more favorable positive attitudes relative to the role of VICA to their students,
2. That the vocational trade and industrial teacher-education programs at the university level include VICA training as a vital part of their program so that future trade and industrial education teachers can reflect positive attitudes relative to the role of VICA to their students, and
3. That the state staff re-evaluate those concepts where all groups or a majority of the groups disagreed or held negative perceptions relative to the role of VICA. The two concepts where the greatest number of negative perceptions were held were that one hundred percent membership and official VICA wearing apparel are essential to have an outstanding club.

Recommendations for Further Study

1. It is recommended that further research be made relative to this study in other states in order to determine if there is

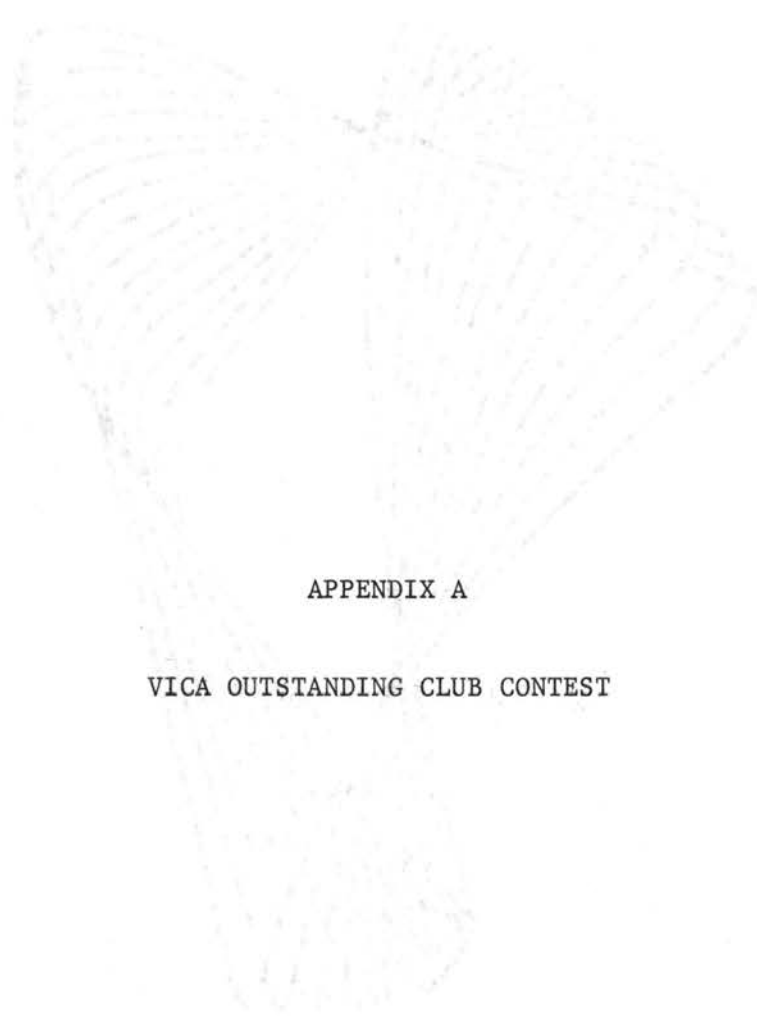
a relationship of the perceived roles to the achievement of VICA goals and objectives outside Oklahoma.

2. It is recommended that further research be made relative to the VICA advisors of both high and low VICA goal achievement clubs to determine if there is a relationship of the advisor to high VICA goal achievement or low VICA goal achievement.
3. It is recommended that a follow-up study of VICA students be conducted to determine if there is a relationship between being an active VICA member of a high VICA goal achievement club and adjustment to the world of work.

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APPENDIX A

VICA OUTSTANDING CLUB CONTEST

OKLAHOMA STATE UNIVERSITY
Three Band
100% COTTON FIBER

VICA U.S. SKILL OLYMPICS
OUTSTANDING CLUB CONTEST

PURPOSE

The National Outstanding Club Contest is designed to encourage the development of local club activities that will benefit the student members, the school and the community. The Outstanding Club chosen each year serves as an example of the enthusiasm and careful planning necessary in keeping clubs active and in involving as many members in activities as possible.

OBSERVER RULE

Outstanding Club scrapbooks may be displayed with individual state displays at the conference. No observers shall be present during judging.

PROCEDURE

1. Clubs will organize activities and record them in an official VICA scrapbook according to the rules.
2. A state's entry shall be sent by registered mail to the National VICA office prior to June 1.
3. The scrapbook will be rated by the judges.

RULES

1. The contest shall consist of an evaluation of a single club's activities as represented in a scrapbook.
2. The scrapbook will
 - a. Contain verification, proof or evidence of the activities presented.
 - b. Be an official VICA scrapbook obtainable from the Balfour Supply Service (Official Items catalogue).
 - c. Contain no more than 35 sheets of paper the size of or smaller than the size of Official VICA scrapbook paper. If desired, the club may fill both surfaces (sides) of the 35 sheets for a maximum of 70 surfaces.
Penalty: 10 points will be deducted for each surface over the maximum of 70 surfaces included in a scrapbook.

- d. Be no thicker than 4 inches at its thickest point, including cover.
Penalty: 10 points will be deducted if the scrapbook is thicker than 4 inches at its thickest point.
- e. Have no cover alterations.
Penalty: 10 points will be deducted for alteration of either cover.
- f. Be organized by activity and in the same sequence as the rating sheet.
Penalty: 10 points shall be deducted for each activity which is out of sequence.
- g. Have a table of contents on the first page.
3. Points may be claimed only for club activities which were accomplished during the year (June 1 to May 31) in which entry is made. No news articles, pictures or other materials dated or acquired prior to that year may be used.
4. Points used for one activity may not be used for another activity. Example: social meetings may not be counted as both social and professional meetings (except Item XXII).
5. Points will be awarded based on the judges' satisfaction of evidence presented in the scrapbook on the following activities.
- I. MEMBERSHIP - 0 to 50 points
- A. The 50 points will be based upon the percentage of eligible trade, technical, health and industrial students who join National VICA.
 Example: If there are 40 eligible students and 20 join VICA, the membership is 50% or a total of 25 points.
- B. A complete report or documentary evidence of enrollment and membership figures should be submitted. Copy membership Form 10.
- II. OFFICIAL VICA EQUIPMENT - 0 or 20 points*
- A. To qualify for points in this area, a club must have all of the following:
1. Banner
 2. Up-to-date VICA secretary's notebook and treasurer's notebook
 3. Ceremonial emblem
 4. Gavel
 5. American Flag
 6. Parliamentary procedure rules of order book (Robert's Rules of Order, Newly Revised)
 7. Creed
 8. Charter

*0 or ___ = either no points are earned or the maximum points are earned

- B. A photo must be submitted. (Secretary's notebook and treasurer's notebook must be submitted with the Outstanding Club report.)

III. OFFICIAL VICA WEARING APPAREL - 0 to 30 points

- A. The 30 points are based upon percentage of official VICA blazers, sweaters, or windbreakers worn by club members. Example: If total club membership is 40 and 20 members (50%) own wearing apparel, the point value earned is 50% of 30 points, or 15 points.

- B. Pictures and/or invoices should be submitted.

IV. INITIATION CEREMONY FOR NEW MEMBERS - 0 or 10 points

- A. Attach a brief description of the ceremony (publicity and photographs may be included).

V. INSTALLATION OF CLUB OFFICERS - 0 or 10 points

- A. Attach a brief description of meeting (publicity and photographs may be included).

VI. CLUB MEETINGS - 0 to 45 points

- A. Credit will be given for only three meetings with a maximum of 15 points awarded for each meeting at which 2/3 of the total club membership is in attendance. Such meetings could include: guest speaker, field trip, film or other special feature for purpose of promoting personal growth, etc.

- B. Pictures and minutes or a report should be submitted.

VII. SOCIAL ACTIVITIES - 0 to 30 points

- A. The activity should be club-wide (all students must have an opportunity to participate).

- B. Credit will be given for only two activities. A maximum of 15 points may be claimed for each activity.

- C. Attach a brief description of each function (publicity and photographs may be included).

VIII. COMMUNITY ACTIVITY - 0 to 50 points

- A. The activity should benefit the community. Example: helping a needy family, a clean-up or paint-up campaign, etc.

- B. Credit will be given for only two activities. A maximum of 25 points may be claimed for each activity.

- C. Attach a brief description of the activities. (Publicity and photographs may be included.) Also include an indication of the percentage of membership involved.
- IX. NEWSPAPER PUBLICITY - 0 to 50 points
- A. Credit will be given for 10 publicity articles, two of which may be school news articles. Eight must be local newspaper items. A maximum of 5 points will be given for each article.
- B. Copies of the articles must be submitted.
- X. VICA MAGAZINE PUBLICITY - 0 or 10 points
- A. Credit will be given for only one (1) article or news item which appears in the National VICA magazine about a club or class activity.
- B. A copy of the article or news item must be included in the scrapbook.
- XI. RADIO OR TELEVISION - 0 to 20 points
- A. The 20 points will be based on the one (1) radio or television program per year in which the members participate.
- B. Attach a brief description of the program (photographs and publicity may be included).
- XII. ASSEMBLY PROGRAM - 0 to 20 points
- A. The 20 points will be based on one (1) assembly program per year.
- B. The assembly program must represent a phase of VICA.
- C. VICA may be part of the program with points based on merits of the program.
- D. Attach a brief description of the program (publicity and photographs may be included).
- XIII. TALKS OR DEMONSTRATIONS BEFORE CIVIC, BUSINESS AND TRADE GROUPS
0 to 30 points
- A. Must be done by one or more club members.
- B. The 30 points will be based on 10 points per appearance. Credit will be given for only 3 appearances.
- C. Attach a brief description of the appearance (publicity and photographs may be included).

- XIV. FOLLOW-UP STUDY OF CLUB ALUMNI - 0 to 20 points
- A. Follow-up study to be made of VICA graduates completing trade, technical, health and industrial programs in any particular year. Example: A follow-up survey could be made of members completing the trade and industrial program five years ago.
 - B. A copy of the results of the survey should be submitted.
- XV. EMPLOYER-EMPLOYEE BANQUET, INDUSTRIAL-STUDENT BANQUET OR EQUIVALENT - 0 to 50 points
- A. A brief description of the event must be submitted (photographs and publicity may be included).
- XVI. ATTENDANCE AT STATE CONFERENCE - 0 to 25 points
- A. Five points per official delegate attending the state conference.
 - B. A maximum of 25 points shall be awarded.
 - C. Name the student(s) attending.
- XVII. PARTICIPATION IN COMPETITIVE ACTIVITIES AT STATE CONFERENCE OR SUB-STATE (area, region, etc.) LEVEL - 0 to 50 points
- A. The 50 points are based on 10 points for each of five contests in which the club participates.
 - B. Only those contests which are also national contests will be counted for points.
 - C. Verification must be given by the State VICA director.
- XVIII. WINNERS IN STATE CONTESTS - 0 to 30 points
- A. The contest must be one of the national contests.
 - B. A first place winner will receive 30 points
A second place winner will receive 20 points
A third place winner will receive 10 points
 - C. Only one (1) contest will be counted so a club may not add, for example, third place winners to accumulate 30 points.
- XIX. CANDIDATE FOR STATE OFFICE - 0 or 5 points
- A. Five points will be given for entering state officer candidate.

- B. Credit will be given for one officer only.
- C. Verification must be given by the State VICA Director.

XX. ATTENDANCE AT THE NATIONAL CONFERENCE - 0 or 50 points

- A. Fifty (50) points will be given if the club is represented by an official delegate to the National Conference.
- B. Verification must be given by the State VICA Director.

XXI. CANDIDATE FOR NATIONAL OFFICE - 0 to 10 points

- A. Verification must be given by the State VICA Director.
- B. Credit will be given for one candidate only.

XXII. RESUME OF TOTAL VICA PROGRAM FOR THE YEAR - 0 to 100 points

- A. Resume should include how local club promoted the six goals of the National Program of Work.
- B. Resume must be limited to three-typewritten double-spaced 8 1/2 x 11" pages. These may be stapled and counted as one page of the scrapbook.
- C. Judges will award points on the basis on how effectively the local club promoted the six goals of the National Program of Work which are listed below.

Personal Growth	Teacher Recruitment
Community Understanding	Vocational Youth Cooperation
Safety	Good Public Relations

Post-secondary clubs should promote the additional goal of

Professional Advancement

APPENDIX B

ITEM RANKS BY PANEL OF EXPERTS

THE ALABAMA STATE UNIVERSITY
TRUCK BUREAU
705 1/2 COTTON FARM

TABLE XXIV
 FORTY ITEMS AS RANKED BY PANEL OF EXPERTS

Question No.	Totals	Averages	Rank
2	25	1.5625	1
4	229	14.3125	4
5	297	18.5625	9
6	123	7.6875	2
8	346	21.6250	16
13	356	22.2500	17
15	362	22.6250	19
16	412	25.7500	26
21	409	25.5625	25
22	285	17.8125	8
23	217	13.5625	3
24	399	24.9375	22
27	272	17.0000	7
28	422	26.3750	29
30	479	29.9375	33
31	268	16.7500	6
33	542	33.8750	41
37	439	27.4375	31
39	338	21.1250	14
43	520	32.5000	39
47	307	19.1875	10
48	344	21.5000	15
51	533	33.3125	40
54	366	22.8750	20
55	415	25.9375	27.5
56	543	33.9375	42
57	500	31.2500	36
58	373	23.3125	21
59	499	31.2875	35
63	310	19.3750	11
65	440	27.5000	32
66	263	16.4375	5
67	402	25.1250	23
68	330	20.6250	12
69	415	25.9375	27.5
72	360	22.5000	18
73	431	26.9375	30
74	337	21.0625	13
78	403	25.1875	24
79	512	32.0000	38
80	507	31.6875	37
93	468	29.2500	34

APPENDIX C

OPINIONNAIRE

OPINIONNAIRE

NATURE AND SCOPE OF VICA ACTIVITIES

Administrator Teacher Student State Staff

Please circle one of the above.

Please respond to each of the following statements by circling the response that most nearly expresses your feelings on each individual statement.

SA-Strongly Agree
A-Agree
N-Neutral
D-Disagree
SD-Strongly Disagree

1. The VICA organization is a vehicle through which student members develop qualities of leadership, citizenship, and character. SA A N D SD
2. VICA should be an integral part of the trade, technical, health, and industrial programs. SA A N D SD
3. The VICA organization teaches the dignity of work. SA A N D SD
4. VICA and the trade, technical, health, and industrial programs have a very close relationship. SA A N D SD
5. VICA should be included as part of the planning of trade, technical, health, and industrial programs in the future. SA A N D SD
6. VICA members are exposed to industry as an activity of the VICA organization. SA A N D SD
7. The teacher-VICA advisor needs training and orientation to the VICA organization in his teacher-education program. SA A N D SD
8. VICA should look to this nation's companies and corporations as their primary source of financial support. SA A N D SD
10. VICA meetings should be held during class time. SA A N D SD

11. VICA organizations should have advisory committees from business and industry. SA A N D SD
12. The VICA organization should be included in the school budget as a primary source of financial support. SA A N D SD
13. Guidance counselors should have an orientation to the activities of the VICA organization. SA A N D SD
14. Students enrolled in handicapped vocational programs should have the opportunity to be members of VICA. SA A N D SD
15. The VICA organization creates an enthusiasm for learning in the VICA members' other classes. SA A N D SD
16. The VICA organization should be an integral part of the vocational training program in which the student is enrolled. SA A N D SD
17. The training that VICA members receive in leadership, cooperation, and citizenship in the VICA organization prepares the individual to take his place in society. SA A N D SD
18. The teacher-VICA advisor needs to actively engage in the VICA organization activities. SA A N D SD
19. The teacher-VICA advisor lacks knowledge of the VICA organization activities. SA A N D SD
20. The teacher-education programs do not adequately prepare the students in teacher-education programs to become VICA advisors. SA A N D SD
21. The administrator needs to understand more about the VICA organization activities. SA A N D SD
22. Members of the VICA organization learn to accept responsibility more readily than non-VICA members. SA A N D SD
23. Cooperation taught in VICA is one of the organization's greatest assets. SA A N D SD
24. VICA activities interfere with the students' other classes. SA A N D SD
25. Students who are enrolled in more than one vocational program should be allowed to be a member of VICA and any other youth organization of which they are eligible to become a member. SA A N D SD

26. Official VICA wearing apparel is essential to have an outstanding club. SA A N D SD

27. 100% membership in the VICA organization is essential to have an outstanding club. SA A N D SD

28. The teacher-VICA advisor is the key to success of the VICA organization. SA A N D SD

29. The VICA organization helps prevent dropouts. SA A N D SD

30. The VICA organization strengthens instruction of the program in which members are enrolled by providing a "laboratory" through which members may practice leading and participating in group discussions and activities. SA A N D SD

31. Name the most important factor(s) that you feel helps or promotes the development of a successful VICA organization. _____

32. Name the most important factor(s) that you feel impedes or prevents the development of a successful VICA organization. _____

33. Please make any additional comments that you wish _____

APPENDIX D

SCHOOLS USED IN SAMPLE

SCHOOLS USED IN SAMPLE

1. Buffalo High School
Buffalo, Oklahoma
2. Chickasha High School
Chickasha, Oklahoma
3. College High School
Bartlesville, Oklahoma
4. El Reno High School
El Reno, Oklahoma
5. Gordon Cooper Area Vocational-Technical School
Shawnee, Oklahoma
6. Great Plains Area Vocational-Technical School
Lawton, Oklahoma
7. Indian Capital Area Vocational-Technical School
Muskogee, Oklahoma
8. Moore High School
Moore, Oklahoma
9. Muskogee High School
Muskogee, Oklahoma
10. Tri-County Area Vocational-Technical School
Bartlesville, Oklahoma

APPENDIX E

PERCENTAGE TABLES OF RESPONSES

FOR ITEMS 31, 32, AND 33

TABLE XXV

PERCENTAGE TABLE OF RESPONSES OF STATE STAFF, STUDENTS, TEACHERS, AND ADMINISTRATORS OF HIGH AND LOW ACHIEVEMENT CLUBS FOR ITEM 31*

Response	State Staff	High Students	High Teachers	High Administrators	Low Students	Low Teachers	Low Administrators
No Response	-	25.44	21.88	-	23.63	15.00	33.34
Teacher-VICA advisor interest	100.0	9.54	9.38	26.67	13.74	5.00	8.33
Administrator interest	-	.71	3.13	-	6.04	20.00	-
Student interest	-	18.73	15.60	-	16.48	20.00	8.33
Adequate financing	-	-	-	-	1.10	-	-
Plenty of time allowed for business meetings and activities of the club	-	16.96	18.75	6.66	12.64	20.00	-
Membership not mandatory	-	5.36	3.13	-	10.99	15.00	8.33
Adequate preplanning by students and advisor	-	4.59	3.13	-	4.95	-	16.67
Interesting informative meetings	-	17.67	25.00	66.67	9.33	5.00	25.00
Adequate leadership by the advisor	-	1.06	-	-	1.10	-	-
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Item 31. Name the most important factor(s) that you feel helps or promotes the development of a successful VICA organization.

TABLE XXVI

PERCENTAGE TABLE OF RESPONSES OF STATE STAFF, STUDENTS, TEACHERS, AND ADMINISTRATORS OF HIGH AND LOW ACHIEVEMENT CLUBS FOR ITEM 32*

Response	High Teachers	High Students	State Staff	High Administrators	Low Students	Low Teachers	Low Administrators
No response	31.25	34.98	-	13.33	31.87	20.00	41.67
Lack of teacher-VICA advisor interest	6.25	6.36	60.00	20.00	12.64	5.00	8.33
Lack of interest by administrators	9.36	1.77	20.00	6.67	9.89	15.00	-
Lack of student interest	21.88	26.15	-	13.33	18.12	20.00	16.67
Lack of planning	12.50	8.83	20.00	20.00	10.99	5.00	8.33
Forced membership	6.25	13.07	-	-	12.64	20.00	8.33
Lack of leadership on the part of the teacher-advisor	-	-	-	6.67	-	-	-
Long and dull meetings that do not move smoothly	3.13	3.53	-	-	1.65	-	16.67
Lack of adequate financing	-	1.78	-	-	1.10	5.00	-
Lack of time	9.38	3.53	-	20.00	1.10	10.00	-
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Item 32. Name the most important factor(s) that you feel impedes or prevents the development of a successful VICA organization.

TABLE XXVII

PERCENTAGE TABLE OF RESPONSES OF STATE STAFF, STUDENTS, TEACHERS, AND ADMINISTRATORS OF HIGH AND LOW ACHIEVEMENT CLUBS FOR ITEM 33*

Response	State Staff	High Students	High Teachers	High Administrators	Low Students	Low Teachers	Low Administrators
No response	80.00	71.02	78.13	66.67	59.89	60.00	50.00
VICA is not suitable to Vo-Tech Sch.	-	2.47	-	-	9.33	20.00	33.33
VICA promotes leadership on the part of the students	20.00	1.77	3.13	-	2.75	-	-
VICA promotes pride in work on the part of the students	-	1.41	-	13.33	2.20	-	-
Mixed emotions among instructors on VICA activities	-	.35	3.13	20.00	-	-	-
Students learn to take responsibility for meetings	-	7.42	3.13	-	1.10	-	-
Advisor is key to success of VICA	-	2.83	3.13	-	-	-	-
VICA promotes cooperation among stud.	-	6.01	3.13	-	2.75	-	-
VICA is not important	-	4.95	6.22	-	10.99	20.00	16.67
VICA is the most active vocational club on campus	-	1.77	-	-	10.99	-	-
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0

**Item 33. Please make any additional comments that you wish.

VITA 2

Billie JoAnne Ruark

Candidate for the Degree of

Doctor of Education

Thesis: AN INVESTIGATION OF THE RELATIONSHIP BETWEEN PERCEPTIONS OF
SELECTED GROUPS RELATIVE TO THE ROLE OF VICA AND ACHIEVEMENT
OF VICA GOALS

Major Field: Vocational, Technical and Career Education

Biographical:

Personal Data: Born in Welch, Oklahoma, July 21, 1936, the
daughter of Mr. and Mrs. William C. Thomas.

Education: Graduated from Welch High School, Welch, Oklahoma, 1954;
received Associate Degree from NEO A&M College with major in
Business Education in 1960; recieved Bachelor of Science in
Education degree from Kansas State College of Pittsburg, with
a major in Business Education in 1964; received Master of
Teaching degree in Business Education at Central State Univer-
sity, Edmond, in January, 1968; completed requirements for the
Doctor of Education degree at Oklahoma State University in
December, 1973.

Professional Organizations: Kappa Delta Pi, Kappa Kappa Kappa Iota,
Oklahoma Education Association, National Education Association,
American Vocational Association, Oklahoma Vocational Associa-
tion, Oklahoma Council for Local Administrators.

Professional Experience: Secretary for Al Johnson Construction Co.,
Toronto, Kansas, 1956-57; Secretary for Security Bank and
Trust Co., Miami, Oklahoma, 1958; Financial Bookkeeper for NEO
A&M College, Miami, 1960-62; High School Business Teacher,
Commerce, Oklahoma, 1964-65; Life Insurance Agent for Universal
Fidelity Assurance Co., Duncan, Oklahoma, 1965-70; High School
Business Teacher, Edmond, Oklahoma 1966-68 and Tri-County Tech,
Tri-County Tech, Bartlesville, 1969-71; Second Grade Teacher,
Dewey, 1968-69; Director of Student Affairs, Tri-County Tech,
1970-71; Director of Youth Activities, Central Oklahoma Tech,
Drumright, 1971; Graduate Research Assistant, Oklahoma State
Department of Vocational and Technical Education, 1972-73.