

A STUDY OF AFRICAN AMERICAN ADMINISTRATORS
IN VOCATIONAL AND TECHNICAL
EDUCATION AT THE
STATE LEVEL

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Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirement for
the Degree of
DOCTOR OF EDUCATION
December, 1993

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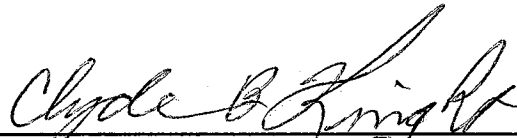
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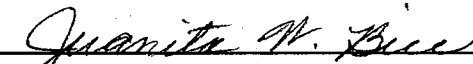
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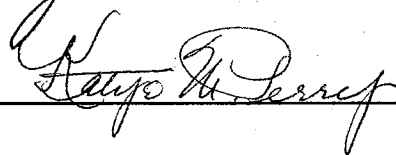
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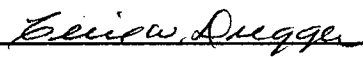
Thesis Approved:



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ACKNOWLEDGMENTS

In times of challenge, co-workers, friends, and family become cheerleaders providing a constant spark of encouragement. Special acknowledgement must be given to my doctoral committee chairman and dissertation adviser, Dr. Clyde Knight. Dr. Knight helped me through some difficult times and I have valued his friendship over the years that we have been acquainted. Thank you Dr. Knight. Thank you is also extended to Dr. Juanita Bice, Dr. Cecil Dugger, and Dr. Katye Perry. They shared their expertise and time, and were mentors and role models as I matriculated through the doctoral program.

Sincere appreciation and thanks is extended to Dr. Roy Peters, Jr., State Director for the Oklahoma Department of Vocational and Technical Education. Dr. Peters' assistance insured the success and high return rate of my survey. His guidance and commitment of resources helped make this research possible.

Special thanks to Dr. Lynna Ausburn, Sheila Stone, Billie Frazier, who is a true sister and friend, Dr. Gayle Kearns, Ned Grey, Cynthia Givens, Stephanie Harris, Suzanne Perry, Terri Tomson, Brenna Tillman, CIME and Resource Center staff at the Oklahoma Department of Vocational and Technical Education for the encouragement and assistance during my pursuit of this degree. Thank you Behrooz Jahanshahi, Research Specialist, for making sense out of my total confusion. Thank

you Namok Bryant, my tutor and friend.

My parents, Earnest and Lucille Troupe, though deceased were my inspiration. They taught me to believe that all things are possible with God's guidance. Family and friends have encouraged and supported me and I appreciate their love and prayers, especially St. Monica's Catholic church. Thank you Mrs. Argrow and Mrs. Clark, Joyce, Tommie, Jean, Mildred, Jilda, Steve, Juanita, Marquette, Marie, the Thompsons, Threatts, Troupes, MeBanes, Roses, Arkles, and Pattersons, Ed Lacy, Isabel, Jesse, and Connie.

To my Stillwater family Christine, Katye, and Phyllis, thanks for the spiritual support for the soul and the home cooked meals to nourish the brain.

It is because of all of you and many others that I succeeded. Thank you.

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CHAPTER I

RESEARCH PROBLEM

Introduction

According to the United States Department of Commerce 1990 Census Profile, the African American growth rate was one-third higher than the national growth rate. In *Workforce 2000* by Johnston and Packer (1987), African Americans are considered vital suppliers of the work force of the future. Employers are looking for skilled workers trained in the new technologies necessary for business to maintain a competitive edge (Carnevale, Gainer, and Meltzer, 1990). It would seem, then, that African Americans would select vocational and technical education as a career choice either as a student, teacher, or administrator.

History reveals that Dr. Booker T. Washington was the most well-known African American proponent of industrial education after the Civil War. Washington was a teacher, administrator, and leader. As a leader, he was both respected and resented for his ideas on industrial training for African Americans. For a short time his influence prevailed, and industrial training became an accepted method of education for African Americans during his lifetime (Drinker, 1970).

One of Washington's ideological opponents was Dr. W. E. B. Du Bois. Du Bois had a different vision for African Americans which included university-educated

professionals, teachers, and leaders. Du Bois had reservations about the caliber of instruction and capability for success of trainees in vocational education. He eventually accepted the idea of manual and industrial training for African Americans who did not have an interest in academic education, but insisted that the educators for the manual and industrial schools should be university-trained African Americans. Washington and Du Bois were not divided on the need for training, but on the type of training necessary for career success (Du Bois, 1968).

At the close of World War II, African Americans, not content to continue in the dead-end jobs of the past, pursued academic degrees. (Arnold and Levesque, 1992) As industry required a more skilled labor force, African Americans' participation in vocational education continued to decline. During that time, African American students viewed vocational education as another form of enslavement, and parents supported this attitude (Young, 1989). The negative attitude of African Americans toward vocational education continued into the seventies when the National Association for the Advancement of Black Americans in Vocational Education was founded to address the issue of declining enrollment (Arnold and Levesque, 1992).

As the Twenty-First century approaches, who will assume the leadership from the African American community to guide the current generation in returning to vocational training? The African American vocational administrators are the likely candidates for developing national strategies for inclusion of students and teachers. Yet, the number of African American teachers and administrators in vocational education is not proportional to the number of students. African American administrators are needed as

role models and mentors for both students and teachers in vocational education (Young, 1989).

Data collected in 1988 revealed that African Americans represented 15 percent of the national enrollment for secondary vocational students, and ten percent of postsecondary vocational students (Arnold and Levesque, 1992). National statistics indicate that African Americans make up eight percent of the secondary vocational faculty, and a little more than three percent of the postsecondary vocational faculty (Kaufman, 1992 and Hoachlander, 1992).

Oversight by the research community for vocational education has created a void in research studies and current statistical data on people of color, which would include African Americans. New studies are long overdue. Without current data, it is difficult to do relevant research that will benefit education and society (Arnold and Levesque, 1992).

The National Center for Research in Vocational Education is five or six years behind in education research on people of color. Significant data that are current and complete are not available. Research is beneficial to everyone, and is necessary in order to create new legislation, programs, and jobs.

This study will analyze available data on African American administrators at the state level and address the issues related to their advancement and/or promotion into positions of authority.

Statement of the Problem

An apparent disproportional representation of African Americans as administrators

in vocational education at the state level was the problem addressed in this study. With a more representative number of African American administrators to act as role models and mentors, an increased number of African American students and teachers would be attracted to vocational education (Arnold and Levesque, 1992).

Purpose of the Study

The purpose of this study was to identify the extent to which African Americans are serving as vocational administrators at the state level and determine the path taken by them to achieve career advancement. There are numerous studies chronicling the problems faced by women and minorities in administrative advancement. The research covered higher education, vocational, and non-vocational education administrators. Most of the research focused on a particular state or agency. It is this researcher's desire that this study add to the body of knowledge about African American administrators in vocational education at the state level across the nation.

Research Objectives

The objectives developed to provide guidance to the study were:

1. Determine the African American population for each of the 50 states and the District of Columbia.
2. Identify the number of African American teachers in vocational and technical education.
3. Describe African American administrators, in general and by gender, race/ethnicity, age, education and subject area, vocational training, vocational youth

organization, administrative certification, administrative position, and years in position in vocational and technical education at the state level.

4. Examine the ratio of African American administrators with the number of African American teachers and students in vocational and technical education to the total population.

5. Analyze information about African American and white administrators, in general and by gender, in vocational education at the state level to determine how he/she reached his/her level of employment.

6. Survey African American and white administrators, in general and by gender, at the state level about life experiences that prepared him/her for his/her current position.

7. Compare the perceived barriers that exist to administrative advancement in vocational and technical education at the state level for African American and white administrators, in general and by gender.

Assumptions

This study was conducted with the following assumptions:

1. State directors provided an accurate accounting of the number of African American administrators employed.
2. Respondents to the survey answered the questions honestly.
3. Participants were not pressured into giving favorable answers.

Limitations

This study has the following limitations:

1. The study focused on state-level administrators.
2. Distribution of the survey was dependent on the state directors or his/her representative.
3. Participants in the survey remained anonymous, by survey design, preventing follow-up.
4. The lack of current data focusing on African American administrators in vocational and technical education made it difficult to compare or analyze the gains or losses in administrative positions.
5. Reorganization within state agencies creates a constant state of change that can effect the inclusion of African Americans in administrative positions at the state level.

Definition of Terms

To facilitate an understanding of this study, the following definitions are provided:

Administrator - For the purpose of this research, an administrator is one who has the authority to direct, supervise, manage, guide, or administer programs, projects, or people under his/her control. May be referred to as supervisor, coordinator, manager, director, educational consultant, etc. However, please note the data collection limitations to this definition related to research objective three in Chapter IV.

African American - At different times in history African Americans have been referred to as colored, Negro, or Black. When the Colored Convention met in 1817 to discuss returning Africans to their homeland, it was decided that African Americans

should refer to themselves as "Colored Americans" in order to terminate their attachment to Africa. After 176 years, "colored" has been replaced several times with other identifiers. "African American" is now the choice of many. For the purpose of this research, "African American" will be used unless a different reference is used within a direct quote (Asante and Mattson, 1991).

Mentor - A close, trusted, and experienced counselor, guide, or teacher (Webster, p. 1412).

Postsecondary - For the purpose of this study, postsecondary refers to adult programs in vocational and/or adult education (Calhoun and Finch, 1976).

Role Model - An individual who serves as a model in a particular behavior role for another individual to emulate (American Heritage Dictionary, p. 1068).

State Director - For the purpose of this study, state director refers to the person appointed or designated to assume the leadership role in administering the state's vocational, technical, and/or adult education programs.

State-Level Position - For the purpose of this study, state-level position refers to a state agency that is either free standing and independent, or is a division of the state's Department of Education, with the expressed function of administering the state's vocational, technical, and/or adult education programs.

Secondary - For the purpose of this study, secondary refers to a more advanced offering of general, technical, or vocational courses in high school level programs (Webster, p. 2051).

Vocational Education - For the purpose of this study, vocational education refers to any form of education, training, or retraining, including technical education, designed

to prepare a person in a specific skill or trade with a view to gainful employment in any recognized occupation. This generic definition will be used with the recognition that "vocational education" has a different meaning in some areas where the term "occupational education" is used to refer to all post secondary training, and "vocational education" refers only to secondary school programs (Calhoun & Finch, 1976).

Organization of the Study

Chapter I of this study includes an introduction that briefly addresses the historical background of African Americans in vocational and technical education, and the leaders who helped shape history. Also presented were Statement of the Problem, Purpose of the Study, Research Objectives, Assumptions, Limitations, and Definition of Terms were also presented.

Chapter II documents the review of accessible literature. The History of African Americans in Vocational Education, Federally Funded Research on African Americans in Vocational Education, Legislation Related to Equal Access, Barriers to Administrative Advancement, African Americans as Role Models and Mentors in Vocational Education, and Work Force Trends for the Year 2000 are topics addressed in this chapter.

Chapter III describes the Research Design, Study of the Population, Instrumentation Used, Data Collection Process, and Analysis of Data. Chapter IV presents the Analysis and Interpretation of data. Tables are utilized to display the data. Chapter V presents a Summary of Findings, Conclusions, and Recommendations.

CHAPTER II

REVIEW OF ACCESSIBLE LITERATURE

As the world prepares for the 21th Century, there is much concern about the predictable work force for the year 2000. In *Jobs of the Future*, Cetron (1984) states: "Without a doubt, maintaining a skilled work force will take an enormous amount of resources." According to Johnston and Packer (1987) in their book, *Workforce 2000*, more joblessness for the unskilled and less unemployment for the highly trained worker will exist. Additionally, Johnston and Packer (1987) point out that minorities will account for an increasing share of the work force, with African Americans and Hispanics leading the way. African American men and women together will possibly supply the largest increase in the non-white labor force. Johnston and Packer (1987) further state that the major problem African Americans will have to overcome is their lack of technical education.

This chapter will review the literature related to vocational and technical education and the African Americans' need for inclusion. The review of literature will address federal legislation that provides legal support to African Americans in employment and education, research studies on barriers to administrative advancement as experienced by other groups, and the issue of role models for African American students.

The review of accessible literature covers the following topics:

1. History of African Americans in Vocational Education

2. Federally Funded Research on African Americans in Vocational Education
3. Legislation Related to Equal Access
4. Barriers to Administrative Advancement
5. African Americans as Role Models and Mentors in Vocational Education
6. Work Force Trends for the Year 2000
7. Summary

History of African Americans in Vocational Education

Africans arrived in the United States as indentured servants in 1619. They brought with them a rich cultural and educational heritage. Timbuktu was one of several prominent learning centers in Africa where Africans studied law, history, medicine, and other scholarly subjects. As Africans were brought to America as slaves from 1700 to the 1800s, it appeared as if the African slaves needed an education and occupational training. Americans did not know that many of the slaves were educated and trained artisans and engineers. Their inability to speak the language, and to adjust to a new country that was not of their choosing accounted for the appearance of illiteracy (Ploski and Williams, 1989).

Classes were organized to educate Africans in the principles of Christian religion and occupational training. In 1829, the African Education Society was founded, enabling Africans living in the North to learn academic, mechanical, and agricultural skills. Before the Civil War, a small number of African Americans participated in apprenticeship programs and manual training schools (Ploski and Williams, 1989).

At the time of the signing of the 13th Amendment to the United States Constitution, thousands of former slaves were in need of an education and employment. Frederick Douglass, an African American journalist and abolitionist, was an early supporter of vocational and industrial training for his race. Hampton Institute in Hampton, Virginia, became one of the first schools opened after the Civil War for Negroes and American Indians. General Samuel Chapman Armstrong was the founder, and his purpose for the school was: "To train selected youth who shall go out and teach and lead their people, first by example, by getting land and homes; to give them not a dollar that they can earn for themselves; to teach respect for labor; to replace stupid drudgery with skilled hands; and to those ends to build up an industrial system, for the sake not only of self-support and intelligent labor, but also for the sake of character." General Armstrong's credo would greatly influence Booker Taliaferro Washington, a graduate of Hampton Institute. When Booker T. Washington established Tuskegee Institute, he carried the purpose of Armstrong with him and made it the foundation for the success of the new school for Negroes (Drinker, 1970).

Booker T. Washington was a vocational education administrator. He became a role model for thousands of African Americans who listened to him, and was mentor to many more. Building Tuskegee Institute to develop both the mental and physical skills of the Negro people put Washington in the forefront of national politics during a time when Negroes needed to know that they could aspire to greater heights. Washington, who received the respect of presidents, businessmen, philanthropist, and the international community, was the most visible African American administrator of his time. In the more than 75 years since his death vocational education has not produced an African

American leader of his stature (Drinker, 1970).

Du Bois (1968), the ideological opposite of Booker T. Washington, supported and wrote about the "Talented Tenth" who sought knowledge through higher education. Du Bois believed that this group would provide the leadership "to guide the American Negro into a higher civilization." Du Bois (1968) had reservations about the caliber of instruction and capability for success for trainees in vocational education. Yet, even Du Bois (1968) accepted the idea of manual and industrial training for African Americans who did not have an interest in academic education (Du Bois, 1968).

Vocational education for African Americans reached a crossroad at the end of the Washington era (Jennings, 1991). Integration opened doors to colleges and universities for African Americans who found distaste for menial jobs which required long hours and paid below-minimum wage. During the second half of the 20th Century, there were no Booker T. Washingtons encouraging African Americans to pursue careers in vocational education as students, teachers, and administrators (Arnold and Levesque, 1992).

Vocational education became the career for those who were not a part of the "Talented Tenth" (Du Bois, 1986). Without role models or mentors in the area of vocational education, African Americans entered other fields of study they felt offered opportunities for administrative advancement, leadership training, challenge and social acceptance (Arnold and Levesque, 1992).

During the 70's and 80's, opportunities for African Americans in vocational education continued to decline. There were high incidents of school drop-outs, teen pregnancy, crime, drugs, and unemployment (Hobbs, May, 1989, pp. 29-31). Parents lost faith in vocational education's ability to train students for meaningful employment

(Young, pp. 12-14). Many African Americans were displaced during the transition from segregation to integration, causing them to lose control of vocational programs and schools, thus eliminating their route to administrative advancement. Whether it was called industrial or vocational training, African American involvement in the historical development of vocational education cannot be denied. It is only their current and future participation that is in question.

Federally Funded Research on African Americans
in Vocational Education

Black Americans and Vocational Education: Participation in the 1980s, by Arnold and Levesque (1992), was a research study for the National Center for Research in Vocational Education, with a grant from the Office of Vocational and Adult Education, United States Department of Education. The National Center for Education Statistics published *A Comparison of Vocational and Non-Vocational Public School Teachers of Grades 9-12*, by Kaufman (1992), and *Vocational Education in the United States, 1969-90*, by Hoachlander, Kaufman, Levesque, and Houser (1992). The National Center for Education Statistics also publishes the *Digest of Education Statistics*. All of these research publications were printed in 1992, but much of the data on African American vocational faculty and professionals were collected in 1987-88 by the National Center for Education Statistics "School and Staffing Survey" and the 1988 National Survey of Postsecondary Faculty for the United States Department of Education.

The most useful research for this study was produced by Arnold and Levesque (1992). Arnold and Levesque (1992) focused on the African American student, faculty,

and administrator. Historical background, attitudes toward vocational education, socioeconomic and gender influences, participation in secondary and postsecondary programs, and African American faculty under representation in vocational education were addressed in their study. The data for African American faculty and administrators were of interest to this research study but data were not current. Arnold and Levesque (1992) state early in their report, "Few studies in the last decade have provided an overview of the recent status of Black Americans in vocational education" (p. 12). African American vocational faculty representation was not proportional to the number of African American students in vocational education. Arnold and Levesque (1992) also state, "In both secondary and postsecondary vocational education more Black teachers and faculty are needed to provide role models and encouragement for the large numbers of Black students enrolled in vocational education" (p. 78). Their conclusions provide further justification for this research.

Arnold and Levesque (1992) cite research from the National Association for the Advancement of Black American Vocational Educators (NAABAVE) as one of the few works to address the issue of African American teachers and administrators in vocational education. The NAABAVE study by Young (1989) was of interest to this researcher and will be included in this research.

Legislation Related to Equal Access

The Civil Rights Act of 1991 and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 insure equal access to education and employment for all groups, regardless of race or color. Both Acts opened the door for African American

participation in vocational education as state-level administrators.

The Civil Rights Act of 1991 included numerous sections on hiring practices and affirmative action which applied to state agencies and to vocational and technical education. Sections 703, 704, and 706 of the original 1964 Act specifically refer to unlawful employment practices by any employer, whether state or private. These sections of the Act were amended by the Civil Rights Act of 1991. The new Act attempts to continue insuring that fair hiring practices were followed, thus providing equal employment opportunities for all. Sections 106, 107, 112, and 115 of the Civil Rights Act of 1991 address unlawful discriminatory practices in employment by use of age, test scores, and seniority, as well as race and color. Section 203 establishes the Glass Ceiling Commission to eliminate artificial barriers to the advancement of women and minorities and to foster the advancement of women and minorities to management and decision-making positions in business. Section 204 allows the Glass Ceiling Commission to conduct research on the advancement of women and minorities to management and decision-making positions in business, and to examine the opportunities available to them (Government Document S.1745, 1991).

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, as well as previous vocational education legislation, provided further information for review. The 1990 legislation outlines specific procedures for involving African Americans and other minorities in the mainstream of vocational and technical education. Section 403 requires an assessment of preparation and qualifications of vocational teachers, including the identification of shortages of such teachers. Section 404 authorizes the establishment of a national center for research in vocation education. This section

deals with recruitment, education, enhancement and leadership development of teachers and administrators. Section 414 authorizes grants to state educational entities to provide professional development for vocational educators. Recruitment of minorities is especially encouraged for leadership development, training fellowships, and internships (AVA, 1992). The Perkins Act creates opportunities for African Americans to pursue administrative promotions. The current legislation should assist in minimizing the barriers to participation by African American educators on all levels of vocational education.

Barriers to Administrative Advancement

A number of research studies have addressed the issue of administrative advancement in vocational education. Most of the studies recorded here were about women and minorities, and many of the researchers themselves were women. The research studies reported here revealed that white women and minorities of both genders face similar barriers to administrative advancement. Even though the studies cited here were completed in the past decade, they remain relevant today.

Attitudes of Practicing Pennsylvania Vocational Directors Towards Employing Qualified Black Male and Female Applicants as Vocational Education Supervisors, is a dissertation written by Wilson (1987). The study identified the attitudes of vocational directors toward employing qualified African American male and female applicants in supervisory positions, and attempted to determine if their attitudes were indicative of bias during the screening phase of the personnel selection process. Sixty-nine white male vocational directors in Pennsylvania made up the sample. A simulation of a theoretical position opening was used to accomplish the purpose.

"The results of the study indicated that insofar as both women and African Americans have been the victims of discrimination at the administrative level in vocational education, African American males and females have the greatest attitudinal barriers to overcome" (Wilson, 1987, p. 109).

Couch (1981) presented a paper at the annual meeting of the American Vocational Association in 1981 on "Employer Perceptions of Male and Female Applicants for Administrative Positions in Vocational Education." This particular report was part of a larger research project at the University of Kentucky. The objective of this research was to examine employer perceptions of the qualifications of male and female applicants for administrative positions in vocational education. Another purpose of the research was to discover why there were so few women administrators in the upper levels of vocational education administration. "The study found that sex is an important factor in the evaluation of equally qualified male and female applicants for administrative positions although there were not significant differences in the overall ratings for equally qualified applicants" (p. 6) Females with average qualifications may compete favorably with equally qualified men, but women with superior qualifications may be overlooked when competing with less or equally qualified men. Male employment experiences were viewed by employers as more valuable than the employment experiences of females, but females were perceived as more competent in the area of interpersonal skills than males. One of the recommendations coming out of this study was for further research on sex bias in employment (Couch, 1981, p. 6-7).

Litchfield (1980) conducted a study entitled, "A Research Project to Determine the Reasons for an Imbalance of Women in Administrative Positions in Vocational

Education." There were five phases of the research project that focused on Kentucky vocational education teachers. The five phases identified barriers, attitudes, perceptions, aspirations, policies, practices, and evaluation methods of vocational education teachers aspiring to be administrators. Teachers who were aspiring to be administrators and employers who hired administrators were surveyed. Data, an advisory committee, and consultants were utilized to develop strategies to eliminate the imbalance of women in vocational administration in Kentucky. The same biases as reported in the Couch (1981) research were found to exist in the study by Litchfield (1980).

Neely (1978), in her research study, "Assessing Competencies for Administrative Positions," also looked at the external and internal barriers to women advancing as administrators. Neely (1978) presented her research to the American Personnel and Guidance Association and National Vocational Guidance Association in Washington, D.C. in 1978. Barriers identified were, "women tend to perceive the probability of moving into educational administration as low and thus do not aspire. External barriers were present in the field of vocational education and would be amendable to some educational efforts and to more formalized affirmative action. Another existing barrier was the method of assessing administrative competencies" (pp. 2-8).

Miranda (1977) and Associates of Washington, D.C. presented a paper, "Concerns of Minority Women with Respect to Vocational Education," at the American Institute for Research. In relationship to vocational education, the results of this research uncovered that there was a lack of role models and mentors for minority women.

Much of the research concentrated on females, both white and minorities. Women face the same job advancement problems as minorities. White males were the only group

that appeared to face the least resistance when it came to promotions and administrative advancement.

African Americans as Role Models and Mentors
in Vocational Education

Short articles published in 1989 in the *Vocational Education Journal* which covered the lack of African Americans in vocational education administration included, "Too Few Black Americans In Vocational Education," as reported by Young (1989), an officer for the National Association for the Advancement of Black Americans in Vocational Education (NAABAVE), and "Combating 'Unconscious Discrimination' In Oklahoma's Vo-Tech System," by Miller and Royal.

The NAABAVE study by Young (1989) surveyed state governors and government officials for the 50 states, the District of Columbia, and Puerto Rico to ascertain the number of minorities administrators in vocational education and the level of support for their professional development. Thirty responses were returned. Only fourteen states responded with the statistical information requested, while a number of states decided not to participate. The NAABAVE study by Young (1989) found that officials were oblivious to the lack of minority representation as teachers and administrators in vocational education and of the employment patterns within the states. The report focused on the minority population for Illinois, Kansas, and Mississippi. "Minorities were well represented in urban vocational programs while underrepresented(sic) in all three states, considering overall state minority population. Minority representation tends to be especially sparse in areas with most of the jobs, those outside the major urban centers"

(Young, 1989, p. 14). The findings from the survey identified few African American vocational education directors in the reporting states. Young (1989) pointed out that minority role models are needed for students and prospective students in order to counteract the negative attitude of both parents and students toward vocational education. Young (1989) also wrote that minority employment in vocational education is disproportional to the population makeup in many states.

Miller and Royal (1989) focused on Oklahoma, whose problems are similar to those experienced by many states. In their article, Miller and Royal (1989) state, "The vo-tech department did not have a good reputation for hiring and promoting blacks." Miller and Royal (1989) presented the "Oklahoma Model," which outlined numerous methods for breaking the negative image of the past. Role models, mentors, and college internships increased the number of minorities in the Oklahoma vocational system. Miller and Royal (1989), expanded their plan into a national Minority Concerns Committee, with cooperation from the American Vocational Association.

In "A Crisis in the Profession: Minority Role Models in Critically Short Supply," Martinez (1991), presented several reasons for attracting minority teachers, counselors, and administrators to careers in vocational education.

First, the very presence of minority teachers proves to minority students to minority students that they could become teachers. Second, minority education role models break certain cultural barriers regarding the worth of an education. Third, minority students' attitudes toward learning, self-concept and identification with their society can be positively influenced by minority teachers, counselors, and administrators who are 'one of us' (p. 46).

Martinez (1991) focused his study on Hispanics, but included other minorities. The

application to African Americans makes it relevant for this research. Recruitment of African American professionals to the field of vocational education will help to motivate and inspire African American students to pursue a career in vocational education

Work Force Trends for the Year 2000

In *Megatrends 2000*, Naisbitt (1990) characterized the decade of the 1990s by pointing out the human resources that exist in the United States give us a competitive edge in the global community. Naisbitt (1990) avers that the United States has a rich racial and ethnic mix that should be used.

Both *Workforce 2000*, by Johnston and Packer (1987), and *The Forgotten Half*, by the William W. Grant Foundation (1988), state that the minority population would increase by 29 percent by the year 2000. According to the United States Department of Commerce Census Profile (1990), African Americans will provide a major portion of that population increase. This translates into a larger work force that must be recruited, trained, and employed. Unless African Americans are educated, made employable, and integrated into the mainstream of new technology, they will experience reduced opportunities in the job market (Johnston & Packer, 1987). Vocation education is prepared to train the work force of the future, but it must convince African Americans of the benefits. Increasing the number of African American teachers and administrators involved in vocational education would encourage students to pursue careers in technical and occupational programs (Arnold & Levesque, 1992).

Summary

The review of literature provided historical, legal, and research support for the study of African American involvement as administrators in vocational education at the state level. The lack of information regarding African Americans was sufficient enough to justify this study. The largest body of research focused mainly on white women and the difficulty they have incurred trying to advance in the field of vocational administration. There was a small body of literature reflecting research on the value of African American administrators as role models and mentors for students and teachers.

The literature points out that if white women have difficulty advancing in vocational administration, other minorities, including African Americans, are subjected to the same difficulty. The National Center for Research in Vocational Education has made a conscious effort to add to the body of research on African Americans, with plans for collecting additional data in the future. It is the desire of this researcher to assist in collecting new data about African Americans who hold administrative positions in vocational education at the state level and determine the path taken by them to achieve career advancement.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

Introduction

The purpose of this study was to identify the extent to which African Americans were serving as vocational administrators at the state level and determine the path taken by them to achieve career advancement.

An apparent disproportional representation of African Americans as administrators in vocational education at the state level was the problem addressed in this study. One study suggests that with a more representative number of African American administrators to act as role models and mentors, an increased number of African American students and teachers would be attracted to vocational education (Arnold and Levesque, 1992).

This study evolved out of this researcher's curiosity about the small representation of African American Administrators in vocational education. By identifying the issues related to their disproportional numbers, new strategies can be developed for recruiting and retaining African Americans (Martinez, 1991).

This chapter is divided into five main sections:

1. Research Design
2. Study of the Population

3. Institution Review Board
4. Instrumentation Used
5. Data Collection Process
6. Analysis of Data

Research Design

This was a descriptive research design. Descriptive research describes things the way they are. Descriptive studies can also ask questions and report answers about the population (Van Dalen, 1962). Descriptive statistics is a medium for describing survey data in manageable forms, and providing a method of reducing large data matrices to manageable summaries to permit easy understanding and interpretation" (Babbie, 1973).

The focus of this study was to determine which states employed African Americans as administrators in state-level positions so that demographic information could be collected. State directors of vocational education were asked if they employed African Americans as administrators. If the answer was yes, they were then asked to have the African Americans complete a survey. State directors were also asked to have an equal number of white vocational administrators with similar state-level positions complete a survey. Complete anonymity was promised for all participants.

It was the intent of this descriptive study to identify the path used most often by African American vocational educators toward administrative advancement, determine what educational and work experience prepared him/her for his/her current position, and learn if there were any perceived barriers to achieving an administrative position. The survey instrument used were a combination of instruments developed by Litchfield

(1980); Wilson (1987); Wilson and Schuley (1978); and Brown, Frazier, and Green (1980). From the four instruments reviewed, it was possible to develop a useable survey instrument (Appendix A).

Study Population

State directors from 50 states and the District of Columbia were mailed letters of introduction from Dr. Roy Peters, Jr., State Director of the Oklahoma Department of Vocational and Technical Education (Appendix B). The letter requested the cooperation and participation of their state in this study. The state directors were asked to do two things:

1. Give one survey instrument to each African American administrator holding a state level position.
2. Distribute an equal number of survey instruments to administrators who are of other than African American descent.

It should be explained here that the administrative operations and organizational structure of vocational education is different from state to state. Some states have a separate agency for vocational education and, in some states, vocational education is a division of the State Department of Education. During the annual meeting of the National State Occupational Information Coordinating Committee, Elson (1991) presented a report identifying five major organizational structures that account for the majority of state vocational agencies (Elson, 1991). The organizational structure of the vocational agency influences administrative operations.

The difference in structure and operations among states creates another problem. The number of employees within a vocational agency will also differ from state to state.

One state may employ a state director and an administrative assistant, while another state will employ a state director and over 400 additional employees. There is constant reorganization within state government that can change an administrative title or delete a position (Elson, 1991). As an example, this researcher learned during a follow-up telephone conversation with state personnel that Massachusetts was going through a state reorganization plan at the time of this study. There were no African American administrators and only three employees for the Division of Occupational Education, but that could change in several months.

This researcher must assume that the state directors or his/her representative did not coerce, intimidate, or deny participation by African Americans because it was not possible to have direct oversight during implementation of the study at each agency. Letters of support for the study and regret for the absence of African American administrators received from numerous state directors somewhat alleviates concern about this assumption.

Mr. Ed Obie (Appendix C), State Director for Adult and Vocational Education in Alaska, returned the survey not completed, stating that currently there were no African American administrators. Dr. Alan R. Kohan (Appendix D), State Director for Hawaii Vocational Education, stated that there were "no African American administrators in vocational education, but there were Japanese, Chinese, Filipino Americans, and Caucasians."

Enclosed with the letter of introduction were additional instructions, copies of the survey instrument, and self addressed, stamped envelope (Appendix E). A broad definition of the term "administrator" was given that would accommodate the

variety of job titles and descriptions used by states. Because this study was national in scope and current data were not available, the number of African American administrators with state-level positions was unknown at the beginning of the study. This researcher plans to use all African American respondents returning the survey in the study. A random sample of white vocational administrators with state-level positions were surveyed and all respondents will be used in this study. It will now be possible to do a comparative study of the two groups, accessing the differences and similarities in the methods used for administrative advancement in vocational education.

Institutional Review Board (IRB)

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. The Oklahoma State University Office of University Research Services and the IRB conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with the aforementioned policy, this study received the proper surveillance, and was granted permission to continue (Appendix F).

Instrumentation Used

A search of accessible literature was completed so that a compilation of demographic items related to administrative advancement, education and work experience, and the perceived barriers African Americans encounter could be located. Four instruments located in four studies: Litchfield (1980), Wilson (1987), Wilson and

Schuley (1978), and Brown, Frazier, and Green (1980). Litchfield's, "Survey of Administrators" and Wilson's, "Demographic Survey of Vocational Directors" were the most helpful to this researcher, and some of the items from their instruments were reconstructed for use in this study. Because the studies were so closely related, this researcher tried to secure the survey instrument used by Young (1989) in the NAABAVE study of African American teachers and administrators without success.

The instrument constructed focused on ten major topics: gender, race, age, education, vocational training, administrative certification, current title, work experiences, life experiences, perceived barriers. There were ten questions on the survey instrument, and all ten were quantified. Questions one through four focused on demographic data. Demographic data were requested so that the respondents in the survey could be described. Questions five through eight focused on the educational background, vocational training, administrative certification and experience, and years of service in the field of vocational education for the respondents. Questions nine and ten collected qualitative as well as quantitative information from respondents. There was a short introductory paragraph at the beginning and a return address at the end of the survey to use for personal mailing in order to further maintain the integrity of the instrument.

Content validity and reliability were established by administering the survey instrument prior to national distribution. A committee of vocational and non-vocational educators, who hold or have held administrative positions, critiqued the questions as they completed the survey. After making a number of changes, the survey instrument was prepared for dissemination (Appendix G).

The research instrument was named "Survey of Vocational Administrators." The instrument was designed with the respondent in mind. A one-page, back and front, instrument was designed with short answer or check mark required. Ten or fifteen minutes was the expected time for completion. Each survey instrument was coded by state in order for this researcher to know which states responded. State codes were the only method of identification used. Telephone calls were made to state directors who had not responded after four weeks.

Data Collection Process

Eventually, participants from all 50 states and the District of Columbia responded to the letter from Dr. Roy Peters, Jr. After three weeks, 25 states had responded. The fifth week, telephone calls were made to 26 state directors. Additional survey instruments were faxed to state directors. More calls were made after six weeks. Participants were given two months to respond to the original letter.

Twenty-three state directors reported that African Americans were not part of the administrative staff for the vocational division. Connecticut and Wyoming reported the loss of their African American administrators the month the survey instruments were mailed. Because of retirement, a promotion to school administrator, and a resignation, Connecticut and Wyoming were listed with states not having African American administrators. Tables I, II, and III identify response information from states without African American administrators on the state level; states employing African American administrators; and participants by state, gender, and ethnicity. State directors from 27 states and the District of Columbia reported that African Americans hold

TABLE I

STATE DIRECTORS REPORTING NO AFRICAN AMERICAN
ADMINISTRATORS AT THE STATE LEVEL

Alabama	Missouri
Alaska	Montana
Arizona	Nebraska
Connecticut	New Hampshire
Hawaii	New Mexico
Idaho	North Dakota
Indiana	Oregon
Iowa	South Dakota
Kentucky	Utah
Maine	Vermont
Massachusetts	West Virginia
	Wyoming

N=23

TABLE II
NUMBER OF AFRICAN AMERICAN ADMINISTRATORS BY STATE

State	# of AAA
Arkansas	1
California	2
Colorado	1
Delaware	1
District of Columbia	2
Florida	6
Georgia	1
Illinois	1
Kansas	1
Louisiana	2
Maryland	1
Michigan	5
Minnesota	1
Mississippi	4
Nevada	1
New Jersey	1
New York	1
North Carolina	2
Ohio	2
Oklahoma	8
Pennsylvania	2
Rhode Island	1
South Carolina	1
Tennessee*	3
Texas	3
Virginia**	5
Washington	1
Wisconsin	1
TOTAL	61

*Two African American administrators did not participate.

**Non-survey participants because of state policy.

TABLE III

ACTUAL SURVEY PARTICIPANTS BY STATE, GENDER, & ETHNICITY

State	WM	AAM	WF	AAF	IAF	HAF
Arkansas				1		
California	1	1	1	1		
Colorado		1				1
Delaware	3		1	1		
District of Columbia		1		1		
Florida		1		5	1	
Georgia				1		
Illinois	1	1				
Kansas	1			1		
Louisiana			2	2		
Maryland			1	1		
Michigan	6	1	1	4		
Minnesota	1	1				
Mississippi	1	2	1	2		
Nevada				1		
New Jersey	1	1				
New York	7	1	2			
North Carolina		1	2	1		
Ohio		1		1		
Oklahoma	7	5	3	3		
Pennsylvania	1	1	1	1		
Rhode Island	3	1	2			
South Carolina	1		2	1		
Tennessee		2		1		
Texas	1	1	3	2		
Virginia		2		3		
Washington	1			1		
Wisconsin			1	1		
TOTAL	36	25	23	36	1	1

White male(WM), African American male(AAM),
 White female(WF), African American Female(AAF), Indian American Female(IAF)
 Hispanic American Female(HAF)

administrative positions in the vocational division for their state. Twenty-six states and the District of Columbia returned completed or partially completed surveys.

Virginia was prevented from distributing the survey because of state policy, but the state director did report, in a telephone conversation, five African Americans with administrative positions. During a telephone conversation with a Tennessee vocational administrator, this researcher was informed that two African American administrators did not wish to complete the survey. Responses from the five Virginia and two Tennessee African American administrators are not included in the analysis and interpretation of data in Chapter IV, but are used in Tables II, III, IV, and V.

From the 26 states and the District of Columbia responding to the letter from Dr. Peters, a total of 115 vocational administrators returned the survey. The respondents included 54 African American, 59 white, one Indian American, and one Hispanic American. Adding the Virginia and Tennessee African American administrators raised the total to 61, with 25 male and 36 female (See Tables II and III). African Americans responding to the survey represent the total population with a possible error of ± 3 , and the white respondents represent a small random sampling of vocational administrators with state level positions.

A further breakdown of survey respondents revealed that there were 23 white females, 36 white males, 33 African American females, 21 African American males, one Indian American female, and one Hispanic American female. There were 58 female and 57 male survey respondents. Because of the small sample, responses from the Indian American and Hispanic American are not included in the data analysis for Chapters IV or V.

Analysis of Data

Descriptive statistics was used to describe the sample from this study. Each response on the survey was coded in a form that could be recorded in a quantitative manner. The coded responses were then transferred to computer. The Statistical Analysis System(SAS) was the program used for data analysis. Frequency counts, means, and ranges were used to describe the sample where needed. Selected chi square calculations were used to compare responses in career experiences and barriers to administrative advancement categories.

CHAPTER IV

PRESENTATION OF FINDINGS

Introduction

An apparent disproportional representation of African Americans as administrators in vocational education at the state level was the problem addressed in this study. With a more representative number of African American administrators to act as role models and mentors, an increased number of African American students and teachers would be attracted to vocational education (Arnold and Levesque, 1992). Therefore, the purpose of this study was to identify the extent to which African Americans are serving as vocational administrators at the state level, and to determine the path taken by them to achieve career advancement. The following sections of this chapter will address findings related to each research objective.

Research Objectives

Research Objective One

Determine the African American population for each of the 50 states and the District of Columbia.

According to the United States Department of Commerce's Census Profile (1990), there are 29,986,000 (12.1 percent) African Americans in the United States. Fifty-three

percent live in the South, 19.1 percent live in the Midwest, 18.7 percent live in the Northwest, while only 9.4 percent live in the West. Sixteen states have one million plus African Americans, and 15 of these states are located in the South or Northeast. California is the only western state with over two million African Americans, and is ranked second behind New York in African American population. Table IV lists the 16 states with the largest African American population in 1990.

Research Objective Two

Identify the number of African American teachers in vocational and technical education.

Current statistical data were not available on African American teachers in vocational education. All of the research data located on African American teachers were five or six years old; therefore, it was not useable with data collected in 1993. When reviewing accessible literature, the 1987-88 data from the "School and Staffing Survey and National Survey of Postsecondary Faculty," for the United States Department of Education's National Center for Education Statistics, were used in 1992 reports of African American vocational participation by both Kaufman (1992) and Hoachlander (1992).

Data collected in 1988 from the two previously-mentioned surveys revealed that African Americans represented 15 percent of the national enrollment for secondary vocational students, and ten percent of the postsecondary vocational students (Arnold and Levesque, 1992). In contrast, national statistics indicates that African Americans make up eight percent of the secondary vocational faculty, and a little more than three percent

TABLE IV
STATES WITH THE LARGEST AFRICAN AMERICAN POPULATION

State	African American Population
New York	2,859,000
California	2,209,000
Texas	2,022,000
Florida	1,760,000
Georgia	1,747,000
Illinois	1,694,000
North Carolina	1,456,000
Louisiana	1,299,000
Michigan	1,292,000
Maryland	1,190,000
Virginia	1,163,000
Ohio	1,155,000
Pennsylvania	1,090,000
South Carolina	1,040,000
New Jersey	1,037,000
Alabama	1,021,000
TOTAL	240,340,000

Source: *1990 Census Profile*. (June, 1991). Washington, D.C. United States Department of Commerce, Economics and Statistics Administration Bureau of the Census.

of the postsecondary vocational faculty (Kaufman, 1992 and Hoachlander, 1992).

The *Statistical Abstract of the United States for 1992*, reported 26,495,000 (11.7 percent) African Americans in the 1980 United States census of population. In contrast, according to the same 1992 statistical abstract, between 1980 and 1990 1.1 percent to 1.3 percent of the total population between the ages of 15 and 19 were African Americans. Therefore, proportionally more African American students in this age group were enrolled in vocational education in comparison to their proportion to the total population.

Research Objective Three

Describe African American and white administrators, in general and by gender, race/ethnicity, age, education and subject area, vocational training, vocational youth organization, administrative certification, administrative position, and years in position in vocational and technical education at the state level.

It was difficult to formulate a definition for administrator that would apply to all administrative titles. For the purpose of this study, a broad definition of administrator was used in order to encompass the terminology used to identify vocational administrators across the United States. It may be, however, that such a broad definition had the effect of locking out a number of African American vocational educators in state-level positions. This issue surfaced when this researcher found that the Oklahoma State director did not regard her position as administrative when matched with the definition, thus eliminating her from the study.

Fourteen of the states account for 34 of the African American administrators with

state-level positions in vocational education. Georgia and Alabama are the only states with an African American population of more than one million that do not have African American vocational administrators at the state level. States where the African Americans population is less than one percent do not have African American vocational administrators at the state level. They are: Maine, New Hampshire, Vermont, North Dakota, South Dakota, Montana, Idaho, Wyoming, and Utah. Table V lists the sixteen states with the largest African American population and the African American vocational administrators at the state level. Table V lists the 16 states with the largest African American population and the African American vocational administrators at the state level.

Table VI enumerates the African American population for each state. In the same table, states were divided according to the American Vocational Association's five regions. The American Vocational Association is a professional organization for vocational educators with regions to accommodate small conferences and national representation. Included with the African American population count and listing of regions are the number of African American vocational administrators with state-level positions. In regions one (Northeast), two (Southeast), and four (South Central), there are 16, 17, and 18 African American vocational administrators, respectively, with state-level positions. The United States Census Profile (1990) indicates a high concentration of African Americans in the three regions previously mentioned, which account for a combined total of 51 African American administrators in vocational education coming from those regions. This accounts for over 75 percent of the national total of African American vocational administrators at the state level. Regions three and five had a

TABLE V
STATES WITH THE LARGEST AFRICAN AMERICAN POPULATION
AND CORRESPONDING NUMBER OF AFRICAN AMERICAN
VOCATIONAL ADMINISTRATORS AT THE
STATE LEVEL

State	African American Population	AAA*
New York	2,859,000	1
California	2,209,000	2
Texas	2,022,000	3
Florida	1,760,000	6
Georgia	1,747,000	0
Illinois	1,694,000	1
North Carolina	1,456,000	2
Louisiana	1,299,000	2
Michigan	1,292,000	5
Maryland	1,190,000	1
Virginia	1,163,000	5
Ohio	1,155,000	2
Pennsylvania	1,090,000	2
South Carolina	1,040,000	1
New Jersey	1,037,000	1
Alabama	1,021,000	0
TOTAL	240,340,000	34

*(AAA)African American Administrators in vocational education at the state level.

Source: *Statistical Abstract of the United States: 1992*. (1992). 112th edition.
Washington, D.C. United States Department of Commerce, Bureau of
Census.

TABLE VI
AFRICAN AMERICAN POPULATION IN THE UNITED STATES

AVA Region	State	Population	AAA*
One (Northeast)			
	Maine	5000	0
	New Hampshire	7000	0
	Vermont	2000	0
	Massachusetts	300,000	0
	Rhode Island	39,000	1
	Connecticut	274,000	0
	New York	2,859,000	1
	New Jersey	1,037,000	1
	Pennsylvania	1,090,000	2
	Ohio	1,155,000	2
	Michigan	1,292,000	5
	Delaware	112,000	1
	Maryland	1,190,000	1
	District of Columbia	400,000	2
	West Virginia	56,000	0
Two (Southeast)			
	Virginia	1,163,000	5
	North Carolina	1,456,000	2
	South Carolina	1,040,000	1
	Georgia	1,747,000	0
	Florida	1,760,000	6
	Kentucky	263,000	0
	Tennessee	778,000	3
	Alabama	1,021,000	0
Three (North Central)			
	Indiana	432,000	0
	Illinois	1,694,000	1
	Wisconsin	245,000	1
	Minnesota	95,000	1
	Iowa	48,000	0
	Missouri	548,000	0

TABLE VI (Continued)

AVA Region	State	Population	AAA*
Four (South Central)			
	Mississippi	915,000	4
	Arkansas	374,000	1
	Louisiana	1,299,000	2
	Oklahoma	234,000	8
	Texas	2,022,000	3
	New Mexico	30,000	0
Five (West/Northwest)			
	Montana	2000	0
	Idaho	3000	0
	Wyoming	4000	0
	Colorado	133,000	1
	Arizona	111,000	0
	Utah	12,000	0
	Nevada	79,000	1
	Washington	150,000	1
	Oregon	46,000	0
	California	2,209,000	2
	Alaska	22,000	0
	Hawaii	27,000	0
	North Dakota	4000	0
	South Dakota	3000	0
	Nebraska	57,000	0
	Kansas	143,000	1
	TOTAL	29,987,000	61

*AAA) African American administrators in vocational education at the state level

Source: *Statistical Abstract of the United States: 1992*. (1992). 112th ed. Washington, D.C. U. S. Department of Commerce, Bureau of Census.

combined total of nine African American vocational administrators in states located in the North Central and West/Northwest sections of the United States. Table VI lists the African American population and vocational administrators by state and AVA region.

Gender. A total of 115 vocational administrators returned survey instruments within the allotted time. Fifty-nine (52.2 percent) responses were received from white vocational administrators and, of that total, 23 were females and 36 were males. One Indian American and one Hispanic American vocational administrator responded. Both were female, but because of the small sample their responses are not included in the data analysis.

Race/Ethnicity. From telephone conversations with state directors or their assistants, it was ascertained that there was a total of 61 African American administrators in vocational education with state-level positions across the United States. There were 25 males and 36 females serving in the positions. However, it was indicated that this number is in a constant state of flux due to retirement, resignation, or change of jobs by African Americans, as it is with all populations. For purposes of this study, data were utilized from forms completed and returned by 54 African American administrators, of which there were 21 males and 33 females. Table VII focuses on race/ethnicity and gender.

Age. Eighty-one percent of vocational administrators, both African American and white combined, were between 41 and 60 years of age. Ten percent of the African American vocational administrators were in the 31 to 40 age group, while only three percent of the white vocational administrators were in that group. However, there were no statistically significant differences between male and female

TABLE VII
VOCATIONAL ADMINISTRATORS RESPONDING TO SURVEY

Gender/Ethnicity	N=113
African American	
Female	33
Male	21
White	
Female	23
Male	36

or African American and white vocational administrators where age was concerned.

As reported by survey respondents: three (2.7 percent) vocational administrators were in the 21 to 30 age group, 14 (12.5 percent) in the 31 to 40 age group, 56 (50 percent) in the 41 to 50 age group, 35 (31.2 percent) in the 51 to 60 age group, and four (3.6 percent) over 60. Tables VIII and IX reflect age groups by race/ethnicity and gender.

Education. The level of education and subject area preferred by vocational administrators were addressed in this section. Eighty-two percent of the vocational administrators had either a master's or doctoral degree. Over 61 percent had master's degrees. One (.9 percent) had a high school diploma, 13 (11.5 percent) had bachelor degrees, 69 (61.1 percent) had master's degrees, 24 (21.2 percent) had a doctoral

TABLE VIII
AGE GROUPINGS BY RACE/ETHNICITY

Race/Ethnicity	20-30	31-40	41-50	51-60	Older
African American	2	11	25	15	1
White	1	3	31	20	3

Non respondents = 1

TABLE IX
AGE GROUPINGS BY GENDER

Gender	20-30	31-40	41-50	51-60	Older
Female	2	8	26	12	2
Male	1	6	25	23	2

Non-respondents = 1

degrees, and six (5.3 percent) had specialist degrees.

By gender, African American females held a total of 58.93 percent of the degrees, as compared to 41.07 percent by white females. The African American males held 36.84 percent to the white males' 63.16 percent of the degrees reported. African American female and white male administrators appeared to have a larger percentage of the degrees reported, but African Americans held the most doctoral degrees of both groups. Yet, there were no statistically significant differences. Tables X and XI enumerate the educational level of survey respondents by race/ethnicity and gender.

TABLE X
LEVEL OF EDUCATION BY RACE/ETHNICITY

Race/Ethnicity	HSD	BD	MD	DD	SD
African American	1	10	26	14	3
White		3	43	10	3

(HSD)High School Diploma

(BD)Bachelor Degree

(MD)Master's Degree

(DD)Doctoral Degree

(SD)Specialist Degree

TABLE XI
LEVEL OF EDUCATION BY GENDER

Gender	HSD	BD	MD	DD	SD
Female		9	36	10	1
Male	1	4	33	14	5

Subject Area. The subject areas identified most by vocational administrators were vocational and/or educational administration (22 percent), vocational education (13.8 percent), guidance and counseling (11 percent), business education (9.2 percent), trade and industrial education (7.3 percent), home economics (6.4 percent), and agriculture education (4.6 percent). There were no statistically significant differences in the subject areas selected by African Americans or whites or by male or female vocational administrators. Information presented in Tables XII and XIII indicates the most frequently mentioned subject areas by survey respondents.

Vocational Training. Sixty-six respondents were enrolled in vocational education as secondary students and 60 as postsecondary students. Business education (27.3 percent), agriculture (24.2 percent), and home economics (15.2 percent) were the subjects most frequently listed for secondary training. Business education (20.0 percent) and trade and industrial education (13.3 percent) were the subjects frequently

TABLE XII
SUBJECT AREAS BY RACE/ETHNICITY

Race/Ethnicity	VE	G&C	V/EA*	BE	T&I	HE	AGR
African American	5	6	15	3	2	5	1
White	10	6	9	7	6	2	4

Non-respondents = 4

(VE)Vocational Education

(G&C)Guidance and Counseling

(V/EA)Vocational and/or Educational Administration*

(BE)Business Education

(T&I)Trade and Industrial

(HE)Home Economic

(AGR)Agriculture

TABLE XIII
SUBJECT AREAS BY GENDER

Gender	VE	G&C	V/EA	BE	T&I	HE	AGR
Female	5	8	10	7	2	7	0
Male	10	4	14	3	6	0	5

indicated in postsecondary training. Females listed home economics (15.15 percent) and business education (19.70 percent), while males listed agriculture (24.24 percent) most frequently. For African American vocational administrators, business education (13.64 percent), home economics (9.09 percent), and agriculture (6.06 percent) were the subjects most often listed. The same was true for white vocational administrators.

Youth Organizations. Fifty of the vocational administrators responding to the survey had been members or advisers of vocational youth organizations. African Americans (38 percent) had not participated in youth organizations on the same scale as whites (62 percent), but there were no statistically significant differences between African American and white vocational administrators at the state level. FFA (32 percent) was the youth organization listed most frequently by survey respondents. Future Homemakers of America (18 percent) was the second most listed youth organization by survey respondents. Future Business Leaders of America (14 percent), DECA (12 percent), and Vocational and Industrial Clubs of America (10 percent) completed the list of youth organizations most frequently listed by survey respondents.

Administrative Certification. Twenty-one (18.92 percent) of the African American and twenty-four (21.62 percent) of the white respondents had administrative certification. When looking at the number of respondents with certification, white males and African American females checked "yes" more frequently than African American males and white females. There was no significant difference by gender or race/ethnicity. Forty-five (40 percent) of the survey respondents listed administrative certification, and 66 (59.46) percent checked that they did not have certification.

Nineteen (47.50 percent) of the respondents held administrative certification from one to ten years, and ten (25 percent) held administrative certification for 20 to 30 years. Table XIV addresses administrative and supervisory certification by gender and race/ethnicity.

TABLE XIV
ADMINISTRATIVE AND SUPERVISORY CERTIFICATION

Race/Ethnicity	Gender	No	Yes
African American			
	Female	19	13
	Male	12	8
Total		31	21
White			
	Female	13	10
	Male	22	14
Total		35	24
<hr/>			
Non-respondents = 2			

Current Administrative Title. The majority of the administrative job titles given were consultant, director, supervisor, associate, specialist, and coordinator of programs, divisions, or occupational areas. One hundred thirteen respondents reported administrative titles that represented a diverse list. From a roster of state directors and a telephone conversation with Madeleine Hemmings, Executive Director for the National Association of State Directors, it was determined that there were four African American male state directors in the United States: Colorado, Pennsylvania, Texas, and the District of Columbia. There were ten white female state directors: California, Connecticut, Idaho, Louisiana, Maryland, Massachusetts, Minnesota, North and South Carolina, and Washington. There have been African American females as state directors, but currently there were none. White males make up the remainder of the state directors in the United States.

Twenty-seven percent of the respondents had served from one month to ten years in their current positions. There were no statistically significant differences by gender or race/ethnicity.

Research Objective Four

Examine the ratio of African American administrators with the number of African American teachers and students in vocational and technical education to the total population.

It has been previously stated in research objective two that acceptable data were not available that could be compared and analyzed with the current data collected by this researcher. The accessible research available for comparison was

more than five years old; therefore, it is concluded that outdated data does not reflect the prevailing issues currently influencing African American participation in vocational education. Relevant data on African American students and teachers will not be available soon enough to be included in this research study.

Research Objective Five

Analyze information about African American and white administrators, in general and by gender, in vocational education at the state level to determine how he/she reached his/her level of employment.

Vocational education experience ranked high with both African American and white administrators. One hundred of the 113 respondents indicated vocational education experience. The experience for 89.1 percent of that group was within the last ten years. Forty-five percent of the African American administrators specified previous and current vocational experience, compared with 55 percent of the white administrators.

Fifty-one percent of the African Americans indicated business and industry experience compared with 48.84 percent of the white administrators. Forty-four percent of the African Americans indicated secondary education experience, compared with 55.56 percent of the white administrators. Moreover, there were fewer administrators with business and secondary education experience. There were no statistically significant difference in the types of experiences or years of experience by gender or race/ethnicity. Tables XV and XVI address gender and race/ethnicity as they relate to previous and current employment.

TABLE XV
CAREER EXPERIENCE - RACE/ETHNICITY

Race/Ethnicity	VE	BI	SEC
African American	45	22	24
White	55	21	30

(VE)Vocational Education Non-respondents = 13
 (BI)Business and Industry Non-respondents = 70
 (SEC)Secondary Education Non-respondents = 59

TABLE XVI
CAREER EXPERIENCE - GENDER

Gender	VE	BI	SEC
Female	51	20	25
Male	49	23	29

Research Objective Six

Survey African American and white administrators, in general and by gender, at the state level about life experiences that prepared him/her for his/her current position.

Internship, mentor relationship, networking with professionals/friends, and advanced training were selections provided for the respondent. In addition he/she could add his/her own comments. The findings revealed that 68 percent of the respondents, across groups, identified networking and advanced training as the primary variables that prepared them for their administrative advancement. African American administrators indicated that 9.73 percent of them considered internship vital to administrative advancement, compared with 6.19 percent of the white respondents, and 11.50 percent of the African American administrators considered mentoring necessary for administrative advancement compared with 17.70 percent of white administrators. A larger percentage of women (38.05 percent) use networking for administrative advancement than males (30.09 percent).

A chi square test of independence for females, both African American and white, and males, both African American and white, vocational administrators indicates a close statistically significant relationship between gender and networking (chi square = 3.82, df = 1, $p < .051$). The nature of the relationship is such that more female than male vocational administrators indicated networking was the life experience that prepared them for administrative advancement in vocational education at the state level.

Qualitative data provided information in the form of comments to further

identify additional experiences that helped maneuver vocational administrators into his/her current position. The comments can be found in their entirety in Appendix H. When evaluating the experiences and activities that prepared him/her for his/her current position, the comments recurring most often were education, previous work experience, and passing a state examination. Other comments included the following: "Keeping informed and knowledgeable of the subject," "job and career coaching," "classified ads," "professional organizations," "personal desire," and "18-hour days."

TABLE XVII
CAREER EXPERIENCE LEADING TO CURRENT POSITION

Gender	Networking
Females	
African American	25*
White	18
Total	43
Males	
African American	14
White	20
Total	34

*Frequency in the table indicates the number responding yes to the category.
chi square = 3.82, df = 1, p < .051

Comments were similar across groups and gender. Table XVII addresses networking by gender and race/ethnicity. Appendix H lists all of the comments made by respondents, without identifying the person or state.

Research Objective Seven

Compare the perceived barriers that exist to administrative advancement in vocational and technical education at the state level for African American and white administrators, in general and by gender.

Gender, family, handicap, education, ethnicity, and mobility were listed as possible selections for the respondent. Space was provided for comments and recording of additional barriers.

Gender. Seventeen percent of the females from both groups considered gender a barrier to administrative advancement in vocational education at the state level, compared to 2.65 percent of the males for both groups. African American and white females were equally divided. A chi square test of independence for female and male vocational administrators indicates a statistically significant difference between females of both groups and males of both groups (chi square = 16.158, df = 1, $p < .001$). The nature of the difference is such that more female than male vocational administrators perceive gender as a barrier to administrative advancement in vocational education at the state level.

One white male stated, "It is no longer 'politically correct' to hire a white male to an advanced position." Other comments included: "Being a black male, I must work twice as hard as my peers to receive any recognition;" " As a female...had

to work hard in a mostly male dominated field."

Family. Sufficient data were not recorded for quantitative purposes to determine if family was a perceived barrier. White administrators recorded written comments on family barriers. African American vocational administrators did not indicate family as a barrier to administrative advancement.

White males reported the inability of the family to help with their educational expenses, making it necessary to work their way through school. The white female indicated that family was a barrier because of the lack of support for them as single and/or divorced parents, including such things as high cost of day care, parental responsibilities, and lack of available child care after 4:30 p.m.

Handicap. Only 6.19 percent of the white administrators considered a handicap a barrier to administrative advancement compared with 1.77 percent of the African American administrators. Types of handicaps were not requested or listed on the survey instrument.

Education. One white male indicated that education was a barrier to administrative advancement. There were no other responses to this barrier from the respondents to the survey instrument.

Ethnicity. Ethnicity was considered a barrier to administrative advancement by 4.42 percent of the African American and 10.62 percent of the white administrators. African American vocational administrators identified the pressures of the position, professional preparation required for the position, and the work ethic applied to performance on the job.

Comments from some of the respondents included: "Spent extra hours to

almost over prove my abilities"; "Outspoken black males are often viewed as threats to older white administrators"; "Obtained more education and worked twice as hard as required."

Mobility. The findings indicated that 20.35 percent of the African American respondents perceived mobility as a barrier to administrative advancement, compared with zero percent for white administrators. A chi square test of independence for the African American and white vocational administrator indicates a statistically significant relationship between race and mobility (chi square = 31.55, df = 1, $p < .005$). The nature of the relationship is such that more African American than white administrators perceive mobility as being a barrier to administrative advancement in vocation education at the state level.

An issue not addressed in the survey instrument or this study were the respondents understanding of the various barriers. Further inquiry might have explained why African American vocational administrators consider mobility a barrier and white vocational administrators do not.

Other Barriers. Additional barriers enumerated by vocational administrators included: age, politics, marital status, institutional barriers, isolation on the job, and racism. One African American female stated, "The greatest barrier to state-level administration is being aware of positions that exist."

Table XVIII addresses significant barriers as perceived by the respondents. The table focuses on four of the six that were listed in the survey. Comments concerning perceived barriers differed by gender and race/ethnicity. Appendix I lists all of the comments made by respondents, without identifying the person or the state.

TABLE XVIII
PERCEIVED BARRIERS

Race/Ethnicity	Gender	Mobility*	Handicap	Ethnicity	
African American					
	Female	10	10	0	2
	Male	1	13	2	3
	Total	11	23	2	5
White					
	Female	10	0	4	5
	Male	2	0	3	7
	Total	12	0	7	12

Frequency in the table indicates the number responding yes to each category.

* chi-square = 31.55, df = 1, p < .005

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Statement of the Problem

An apparent disproportional representation of African Americans as administrators in vocational education at the state level was the problem addressed in this study. With a more representative number of African American administrators to act as role models and mentors, an increased number of African American students and teachers would be attracted to vocational education (Arnold and Levesque, 1992).

Purpose of the Study

The purpose of this study was to identify the extent to which African Americans were serving as vocational administrators at the state level and determine the path taken by them to achieve career advancement. Inadequate data exist on the status of African American administrators in vocational education, and it was this researcher's desire that this study add to the body of knowledge about African American administrators in vocational education at the state level.

The study sought to address the following objectives:

1. Determine the African American population for each of the 50 states and the

District of Columbia.

2. Identify the number of African American teachers in vocational and technical education.

3. Describe African Americans, in general and by gender, race/ethnicity, age, education and subject area, vocational training, vocational youth organization affiliation, administrative certification, administrative position, and years in position in vocational and technical education at the state level.

4. Examine the ratio of African American administrators with the number of African American teachers and students in vocational and technical education to the total population.

5. Analyze information about African American and white administrators, in general and by gender, in vocational education at the state level to determine how he/she reached his/her level of employment.

6. Survey African American and white administrators, in general and by gender, at the state level about life experiences that prepared him/her for his/her current position.

7. Compare the perceived barriers that exist to administrative advancement in vocational and technical education at the state level for African American and white administrators at the state level, in general and by gender.

Summary of Findings

The results of the study are summarized in the following findings.

Research Objective One

Determine the African American population for each of the 50 states and the

District of Columbia.

The review of literature focused on the major impetus to the continuing population growth in the United States of African American and minority groups. By the year 2000, the minority population is expected to experience 29 percent growth, and it is anticipated that African Americans will have the most significant increase in population. The literature supports the findings from this study indicating that African Americans make up 12.1 percent of the population, and experienced a 13.2 percent growth rate from 1980 to 1990 that was one-third higher than the national growth rate.

Research Objective Two

Identify the number of African American teachers in vocational and technical education.

The review of literature addressed the lack of current data for African American teachers and administrators in vocational and technical education. Most of the accessible research literature available for comparison was more than five years old. Relevant data on African American teachers were not available, incomplete, or unobtainable.

Research Objective Three

Describe African American administrators, in general and by gender, race/ethnicity, age, education and subject area, vocational training, vocational youth organization, administrative certification, administrative position, and years in position in vocational and technical education at the state level.

Gender, Race/Ethnicity, and Age. The review of literature addressed gender,

race/ethnicity, and age as they relate to federal regulations, legal access, and research studies. The Civil Rights Act of 1991 and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 insure equal access irregardless of gender, race/ethnicity, and age.

Gender bias was identified in the research literature reviewed for this study. Females were considered competent and qualified, with exceptional interpersonal skills. Yet, females with superior qualifications were usually overlooked when competing with less or equally qualified males applying for the same administrative position in vocational education.

The review of literature indicates that females and African Americans have been discriminated against at the administrative level in vocational education, and that white males faced the least resistance to promotion and administrative advancement in vocational education.

Female respondents to this study identified gender as a barrier to administrative advancement in vocational education at the state level. The findings also indicated that there is a disproportional number of African American administrators in vocational and technical education at the state level, when compared to the African American population in the United States. The findings identified 61 African Americans with administrative positions in vocational education at the state level, 33 females and 25 males.

The research literature did not address age, but the findings indicated that vocational administrators for both groups tend to be older.

Educational Training. In the review of literature, finding educationally qualified women and minorities was not the problem. It appears that education was considered a

prerequisite to administrative advancement by the respondents.

Booker T. Washington stressed vocational training but W. E. B. Du Bois insisted upon academic training for African Americans. The review of literature also revealed that African Americans valued education even before their arrival in the United States. They were a learned people in their native African and their desire for an education has continued for decades. The findings indicated that 38 percent of the African Americans, both males and females, have master's or doctoral degrees. The review of literature recognized the need for African American involvement at both the secondary and postsecondary levels of vocational education.

Eighty-two percent of the vocational administrators had either master's or doctoral degrees. African American females and white males held over 50 percent of the degrees reported.

Vocational training, administration, and guidance and counseling were the three subject areas most frequently mentioned by African American and white vocational administrators as their major field of study. Traditional vocational courses in business education, trade and industrial education, home economics, and agriculture education were also listed by male and female administrators.

Forty-three percent African American and 56 percent white vocational administrators indicated they had participated in some form of vocational training in high school and college. Males and females pursued traditional career paths in their vocational course selection.

Youth Organization. Youth organizations were not addressed in the literature. The findings of this study indicated that African American administrators had not

participated in vocational youth organizations to the same degree as white administrators. Thirty-one (62 percent) white and 19 (38 percent) African American administrators indicated they had been involved as students or advisers in vocational youth organizations.

Administrative Certification. The review of literature did not address administrative certification as a hindrance to administrative advancement.

"Administrators" and "supervisors" were the titles used in the review of literature.

The findings of this study revealed that forty-five (40.5 percent) of the 113 respondents indicated that they had administrative or supervisory certification, but 66 (59.5 percent) of the 113 respondents checked "no" under certification. African American females (23.64 percent) and white males (25 percent) checked "yes" more frequently than African American males (10.53 percent) or white females (18.18 percent).

There were as many different job titles as there were survey respondents. The most prevalent job titles given were consultant, director, supervisor, associate, specialist, and coordinator. The review of literature focused on white male state directors, but the findings of this study revealed that there are four African American male state directors, ten white females, and 37 white male vocational, technical, and adult education state directors in the United States.

Research Objective Four

Examine the ratio of African American administrators to the number of African American teachers and students in vocational and technical education to the total population.

As was stated in Chapter IV, data were not available that could be compared and analyzed with the current data collected by this researcher. The accessible research available for comparison was more than five years old, and relevant data on African American students and teachers will not be available soon enough to be included in this study. However, the National Center for Education Statistics 1988 study does indicate a disproportional number of African Americans enrolling in all levels of vocational and technical education, and a disproportional number of African American faculty to assist in their training.

Research Objective Five

Analyze information about African American administrators and white administrators, in general and by gender, in vocational education at the state level to determine how he/she reached his/her level of employment.

The review of literature did not identify a path to administrative advancement in vocational education at the state level, but a background in vocation education which included training and work experience was addressed in the literature.

The findings of this study revealed that previous work experience in vocational education was reported most frequently by one hundred of the 113 respondents. Forty-five of the 54 African American administrators responding to the survey indicated having previous vocational work experience. More females (51 percent) indicated vocational education work experience than males (49 percent). Business and industry and secondary education work experience was reported by a smaller number of respondents from both groups.

Research Objective Six:

Survey African American administrators and white administrators, in general and by gender, at the state level about life experiences that prepared him/her for his/her current position.

The review of literature identified the need for mentors, role models, and internship programs to influence the participation of women and minorities in vocational education and administrative positions. The literature did not directly address networking. Yet, the findings of this study clearly indicate that networking was employed by most respondents seeking administrative advancement.

Vocational administrators identified networking (68.1 percent) and advanced training (66.4 percent) as the primary variables that prepared them for administrative advancement. Both African American and white administrators equally indicated they considered networking and advanced training important to their careers. Mentoring (29.2 percent) and internship (15.9 percent) both received a smaller percentage of responses. It appears that African American and white women (38.05 percent) consider networking more important to administrative advancement than African American and white men (30.09 percent). Qualitative data can be found in Appendix H.

Research Objective Seven

Compare the perceived barriers that exist to administrative advancement in vocational and technical education at the state level for African American and white administrators, in general and by gender.

The review of literature addressed the issue of barriers to administrative

advancement for women, African Americans, and other minorities in vocational education. Gender and/or sex bias and ethnicity were two barriers identified that the literature recommended further study. Other barriers were more abstract such as attitudes, perceptions, and aspirations.

The findings revealed the following:

Gender. Gender was identified as a perceived barrier to administrative advancement by both African American and white females equally.

Family. White females indicated a need for child care and being a single and/or divorced parent were barriers to administrative advancement. White males indicated that the family's inability to pay for graduate school was a barrier for them. There were not enough quantitative data to record a response for either African American or white administrators responding to the survey. The most important finding recorded for family were qualitative, and it can be found in Appendix I.

Handicap. Physical handicap was considered a barrier to administrative advancement by white administrators more than African Americans.

Education. Only one white male indicated that education was a barrier to administrative advancement. "Too many unrelated courses for certification," was a problem for this person.

Ethnicity. Twelve white (10.62 percent) and five African American (4.42 percent) administrators indicated that ethnicity was a barrier to administrative advancement.

Mobility. The review of literature did not directly identify mobility as a barrier. Mobility was the only barrier that presented a statistically significant difference between

groups. African American administrators (20.35 percent), both male and female, considered mobility a barrier, while white administrators (0 percent) did not.

Conclusions

African Americans are under represented as administrators in vocational at the state level. Sixty-one African American administrators nationwide indicates a serious deficiency in number when compared with the national population figures on African Americans. There is a path to administrative advancement for African Americans, but the path, in general, is open. Based on the findings, this researcher derived the following conclusions and steps to administrative advancement in vocational and technical education:

1. Ethnicity was more of a problem for white administrators than for African American administrators.
2. A background in vocational education is beneficial for administrative advancement. Exposure in high school or college to vocational training influences selection of vocational education as a career by African Americans.
3. Business education, home economics, agriculture, marketing, and trade and industrial education are still the core group of programs that open doors to vocational education and administration.
4. Master's or doctoral degrees enhance the opportunity for administrative advancement. Education and advanced training are considered essential by both African American and white administrative respondents. The major fields of study for master's and doctoral degrees should include but not be limited to business education, home

economics, agriculture, trade and industrial education, guidance and counseling and administration. As a group, African Americans held 47.79% of the educational degrees reported.

5. Administrative or supervisory certification did not appear to be a necessary requirement in order to function as a vocational administrator at the state level. This criterion may differ from state to state.

6. Career and educational experience in vocational education is important to administrative advancement vocational administration at the state level. Vocational education experience improves the opportunities for administrative advancement. Experience in business or industry is not necessary for administrative advancement in vocational education, but neither is it a hindrance.

7. Older, mature professionals who are career vocational educators are promoted to administrative positions more frequently. The 41 and over group has the best opportunity for administrative promotions, and can look forward to relative job security. There are more older men and younger women according to the data from this study. There is a small number of African Americans under 40 who have entered the administrative ranks, revealing a break from the past trend. A young African American wanting a career in vocational education with plans for administrative advancement has but one choice: be patient and wait, while continuing to perform in a professional manner.

8. Networking with professionals and friends was highly regarded by both African American and white vocational administrators. Mentoring and internship programs did not seem to be a priority with the vocational administrators. A small

number of males, both African American and white, indicated that internships were important methods of career advancement. It also appeared that networking with people who are knowledgeable about job openings, interviews, and who can give assistance in securing administrative advancement was important to respondents.

9. African American females appeared to be selected for administrative advancement over African American males in vocational education at the state level.

10. African Americans consider mobility a barrier to administrative advancement in vocational education.

11. It is possible that African American administrators understanding of mobility differs from the white administrators. Administrative positions require travel and sometimes moving to a different location. Understanding the expectations of the job and the willingness to adjust coincides with an administrative position. Decisions about family should be in line with career goals.

12. African Americans should move to areas of the country that provide opportunities for career development and advancement such as the more populous areas. In rare cases, they may pursue administrative advancement in smaller states with the understanding that there are a limited number of positions available.

Recommendations

Because of the lack of African American administrators the following recommendations are made:

1. A data repository that is part of a national network for use by all state vocational agencies should be created. Vocational agencies would be able to access the

system to retrieve or key in data related to students, teachers, and administrators. State vocational agencies should be required to keep current data in order to renew their federal funding sources.

2. A national employment referral service on a data base that contains announcements about job vacancies for job seekers and from which employers can locate people should be established.

3. Recruitment and cultivation of African Americans as vocational students in elementary and high school is essential. Plans for counseling students in the elementary grades and following them through secondary and postsecondary school should be developed. Presenting positive role models from the African American community who are involved in vocational education would stimulate interest.

4. African American students should become more involved in youth organizations because it is possible to develop leadership skills that will be useful in professional growth. Young people imitate what they see and experience, and active recruitment will support and build the foundation for increased participation of African American youth in vocational programs.

5. More vocational programs in the inner city school systems with predominately African American population should be established. African American students and parents need to understand advanced technology and the direction vocational education has taken, and students need to increase their participation in vocational education course work on both the secondary and postsecondary level.

6. It is time for a national study to test the current attitude of the African American public toward vocational and technical education.

7. Survey African American teachers/instructors concerning their career perceptions, goals, and objectives. Determine if they perceive themselves or aspire to administrative positions in vocational education at the state level.

8. Study the advantages and/ or disadvantages administrative certification can provide to increase mobility for African Americans within vocational and technical education at the state level.

9. Study African American administrators in vocational education at the local level.

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APPENDIXES

APPENDIX A

SURVEY INSTRUMENT

Number of years in position: _____

8. The next three questions relate to your administrative and/or supervisory experience. Indicate the title of the position you held at that level, the year you started, and the number of years served in that position.

Vocational Education - year started _____ years _____

Title: _____

Business and Industry - year started _____ years _____

Title: _____

Secondary Education - year started _____ years _____

Title: _____

9. Indicate the experiences/activities that prepared/moved you to your current position. Check all that apply.

_____ a. Internship

_____ b. Mentor relationship

_____ c. Networking with professionals/friends

_____ d. Advanced training

_____ e. Other(Please specify) _____

10. Which of the following do you perceive as a barrier(s) you had to overcome in order to obtain the administrative position you now hold. Explain how you overcame the barrier(s).

Gender: _____

Family: _____

Handicap: _____

Education: _____

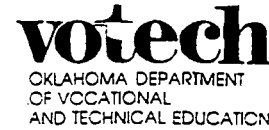
Ethnicity: _____

Mobility: _____

Other(Please specify) _____

APPENDIX B

SAMPLE LETTER TO STATE DIRECTORS



March 5, 1993

Dr. Roy V. Peters, Jr., State Director
Vocational and Technical Education
Oklahoma Department of Vo-Tech Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

Dear Roy:

As state directors of vocational education, we have long agreed to share and, if asked, to participate in significant research studies being conducted by employees of our respective agencies. This letter is in regard to such an effort by Marilyn Kay Troupe, curriculum development specialist, Oklahoma Department of Vocational and Technical Education.

Enclosed you will find copies of Ms. Troupe's survey instrument. I am requesting your cooperation in its dissemination. This will entail the following:

1. Giving one survey instrument to each African American administrator holding a state-level position.
2. Distributing an equal number of instruments to administrators who are of other than African American descent.

The results of the study should be beneficial in identifying paths leading to becoming a state-level vocational administrator and in identifying perceived barriers to such advancement. When these paths and barriers are identified, state vocational agencies will be better equipped to bring cultural diversity into our administrative ranks which more accurately reflects that of our general population.

Each of us is aware of the importance of research such as this and other efforts being made to insure that vocational agencies work toward becoming models in equitable recruitment, hiring, and promotional practices. We will provide you with a summary report of the research. Your assistance is appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read "Roy Peters, Jr.", written over a vertical line.

Roy Peters, Jr.
State Director

RP/21-0107-13/15

Enclosure

1500 West Seventh Avenue
Stillwater, OK 74074-4364
(405) 377-2000

APPENDIX C

**SAMPLE LETTER OF RESPONSE FROM
STATE DIRECTOR**

STATE OF ALASKA

DEPARTMENT OF EDUCATION
Adult and Vocational Education

WALTER J. HICKEL, GOVERNOR

GOLDBELT PLACE
801 WEST 10TH STREET, SUITE 200
JUNEAU, ALASKA 99801-1894

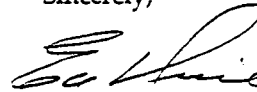
March 24, 1993

Roy Peters, Jr., State Director
Oklahoma Dept. of Vocational and
Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

Dear Ray:

There are currently no African American administrators in the Alaska State Department of Vocational Education Program. I am returning this survey (not completed) to give Marilyn Kay Troupe a return from Alaska.

Sincerely,



Ed Obie
State Director
Vocational Education

Attachment



APPENDIX D

NOTE FROM DR. ALAN R. KOHAN

Roy/Marilyn,
 I regret that we have no African American administrators of vocational education. The majority of such administrators are either Japanese, Chinese, Filipino Americans, as well as Caucasian. Please let me know if I can be of further assistance.
 SURVEY OF VOCATIONAL ADMINISTRATORS
 Alan K. [Signature]

The following questions are to gather information about your background and professional activities. Please respond to all items by completing the space provided with each item. This should only take 10 or 15 minutes of your time. I appreciate your cooperation. 3/25/93

1. Gender: Male Female
2. Race/Ethnicity : African American Hispanic
 American Indian White
 Asian Other (Specify) _____
3. To which age group do you belong? _____
 a. 20-30
 b. 31-40
 c. 41-50
 d. 51-60
 e. Older than 60
4. What is the highest level of education you have achieved?
 a. High school diploma
 b. Associate degree (two years)
 Subject area _____
 c. Bachelor degree _____
 Subject area _____
 d. Masters degree _____
 Subject area _____
 e. Doctorate _____
 Subject area _____
 f. Specialist degree _____
 Subject area _____
5. What vocational training have you had? List subject area.
 Secondary: _____
 Postsecondary: _____
 Vocational Youth Organization: _____
6. Do you have administrative/supervisory certification?
 Yes No If yes, for how many years _____
7. What is the title of your current position and number of years in position?
 Title of position: _____
 Number of years in position: _____

(over)

APPENDIX E

ADDITIONAL DIRECTIONS TO STATE DIRECTORS

Definition of administrator:

One who has the authority to direct, supervise, manage, guide, or administer programs, projects, or people under their control. May be referred to as supervisor, coordinator, manager, director, educational consultant, etc.

Additional Information:

1. Make copies if additional survey instruments are needed.
2. Return survey instruments in the self-addressed, stamped envelop.
3. Names of the administrators are not to be used.
4. If you do not have any African American administrators, please write "NONE" on the survey instrument and return to me.

Marilyn Kay Troupe
1500 West 7th Ave.
Stillwater, OK 74075
(405) 743-5462

APPENDIX F

INSTITUTIONAL REVIEW BOARD (IRB)

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
FOR HUMAN SUBJECTS RESEARCH

Date: 02-10-93

IRB#: ED-93-050

Proposal Title: A STUDY OF AFRICAN AMERICAN ADMINISTRATORS IN
VOCATIONAL AND TECHNICAL EDUCATION AT THE STATE
LEVEL

Principal Investigator(s): Clyde Knight, Marilyn Kay Troupe

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW
BOARD AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A
CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR
BOARD APPROVAL. ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO
BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for
Deferral or Disapproval are as follows:

Signature:

Maria S. Tilley

Chair of Institutional Review Board

Date: February 10, 1993

APPENDIX G

INSTRUMENT VALIDATION COMMITTEE

- Joyce A. Chapman Counselor, Tulsa Public Schools
- Tommie C. Jones Retired Northeast Regional Director
Community Relations Service
United States Department of Justice
- Dr. Jilda Motley Educational Research
Northeastern State University
- Billie Frazier Former Evaluation Specialist
Currently Copyright Specialist
Oklahoma Department of Vocational and
Technical Education
- Orlando Hazley Former Vocational Teacher and Principal
Currently an administrator
Tulsa Public Schools

APPENDIX H

SURVEY QUESTION NINE RESPONSES

Question 9

AAM EXPERIENCE**Advanced Training:**

Adult training, Dale Carnegie
 Certified trainer for public school dist.

Others:

Previous education and training in the Internal Audit Section
 of our Agency and training as a Certified Chief School
 Business Official

Keeping informed, ability to express my opinion, knowledge on
 the subject

Workshop/Conferences

Was required to take and pass Civil Service Exam

Partnership in Cleaning service business 5 yrs. Custodian in
 Public School 5 years, trainer of trainers for program in
 Public Schools, workshop presenter

Classified Ad

Past experiences, strong work background

Technical degree, previous supervisory experience in data
 processing

Adult edu. coordinator Manpower Training

Work experience, DHS, LBB, Commerce Dept., College level mgt.
 experience

Concern of social issues

Drive, motivation, hard work

WF

Passing state exams

Civil Service Exam, interdepartmental transfer

Vocational training, computers, high placement test score

Job/Career coaching, purchased w/personal funds from private
 counseling business

Many diverse/versatile work assignments, experiences &
 leadership in professional organizations

Experience as a staff member in other positions

Exposure to upper management, ;proven abilities, previous experiences

A supervisory job offer came from another state & verified my capacity to be promoted in my current agency

Grant writing experience, chairman of strategic planning action team for local school district

Work related experiences

Participating in vocational youth and adult leadership activities and professional organizations

Vocational Education training for 10 years

AAF

On-the-job training

Having diverse work experience

University faculty position

Experience at previous job

Doctorate degree, professional and person improvement

State specialist with Cooperative Extension Service

Professional Organization (ABWA)

Department of Education experience began at low level professional rank; received upgrades and promotions earned on a competitive basis.

Previous experience in other public information positions.

Education and experience-background in special education, counseling and grant writing

Teaching school

Persistence and legal assistance

Seniority in the bureau

WM

Personal desire

Consultant to the state education department

Job switch from engineering to training status

Promotion due to vacancy

Department of Labor Experience

Reading conferences outside of vocational education community

Working in a four teacher program in state with monthly meeting with state staff

Teaching experience, Masters degree in education administration

Developed a state model program which integrated academic & technical content as well as process (critical thinking team work)

Regulatory expertise

Previous experience

Hard work and 18 hour days

Consultant in business and industry (doctoral studies)

Working in secondary/postsecondary settings, working in business/industry, and being in business for myself

Education had to have MS degree to qualify

Doing a good job as a high school Ag Ed teacher

Assistant Principal

Indian Am.

Other:

Past experiences

Hispanic/Latino Am.

Other:

Past experience teaching and VSO Advisor, Track record

APPENDIX I

SURVEY QUESTION TEN RESPONSES

Question 10 **BARRIERS**

WM

Gender:

It is no longer "Politically correct" to hire a white male to advanced positions.

Qualifications and experience

Family:

Could not help with education

Very poor - worked and put myself through school - had my own family most of time also

Worked 2 years on test status

Handicap:

From poor family of 14 children

Education:

Small High School and worked full time to support education

Too many unrelated courses for certification

Worked and raised family and went to school

Obtained BS degree

Received master's degree

Continuously strive to further education

Needed doctorate - worked and obtained it

Mobility:

Had to provide own transportation and job limited where could go

Moved from the state of () to the state of ()

Convinced family it was right to move

Others:

Administrative experience by being an assistant principal for five years

Age - I was under several young administrators and I was also young. A reorganization opened new paths for me.

Politics - working in a military environment - its not what you know, but who you know.

Experience - department wanted administrative experience while still needing subject area expertise.

Politics - () is a small state and it is often who you know rather than what you know which allows advancement.

Vocational background other than Trade and Industry - experience and performance

WF BARRIERS

Gender:

Have not overcome yet

Discounting criticism about female roles

Have not overcome this

I was the first female director in the state. The rest of the state directors were all newly appointed so we grew together in our jobs and helped each other. Collaboration rather than an attitude of competition made the difference.

Female bias, evaluated as just an independent female, not considered for promotion because it was felt older males would be difficult for me to handle, peer complaints from males because I would not permit any of them to get close to me, sexual harassment etc.

Performance

8 years of interviews and applications to secure present position

Family expectations were that I would become a secretary because I was female

Had to overcome stereotypes attributed females: twice the male effort to prove ability, reasonability + professionalism reciprocal.

Barriers not overcome (administrative responsibility without comparable salary)

Family:

Single parent responsibilities - day care costs, day care available only til 4:30 p.m.

No family support for higher education

Networking: child care providers + arrangements with other single parents

Barrier not overcome(single parent)

Education:

Hard work, dedication, high ideals

No tuition payment or co-payment or release time to further my promotion possibility by further degrees -- Dr.

Master's degree and counseling experience

No money available for attending college, I attended on a full scholarship obtained through high grades and identified need.

College loans + Child care

Mobility:

Ageism philosophy in waiting your turn, overtime regardless of the lack of capacity as to older people deserve promotions first.

Willingness to drive 90 miles (commute time) round trip in order to hold the job.

Waited until my family was at a practical age to adapt to my travel schedule

Moved to another city()

Others:

Very competitive market place, strong competition for few administrative level positions

School age parenthood - having others value my goals

They know who I am, have seen my work, I have had the benefit of their thinking and experience.

Age and gender: networking plus one, supportive interview - female over 35+ rigid, hard to get along with.

Institutional barriers, originating in gender bias initially and marital status.

Question: Why is "Age" not listed in the barriers group? Age and years of experience are sometimes barriers because if higher salaries needed.

AAM BARRIERS

Gender:

Being a black male, I must work twice as hard as my peers to receive any recognition. I realize that and work accordingly.

Family:

Wife works - two sons ages 12 & 9 sports, music, tutors, other activities to attend.

Keep family and personal relationship away from work

Education:

Additional education is needed

Finding the time/money to complete or work on MA or PHD

Seek higher level degree, involvement on committees to demonstrate ability

Ethnicity:

Relevant work experience; good interview; a manager who valued diversity in the department.

Strong resume and interview performance; persistent

Persistence - performance

Spent extra hours to almost over prove my abilities

Persistence

Passed civil service exam and discrimination in hiring practices - racial discrimination is rampant within the () education dept.

Dedication, competence, perseverance

Focus on issues as a whole not Black issues

Networking with professionals/friends

Outspoken black males are often viewed as threats to older white administrators. Strategies for survival include being creative in presenting ideas and ;maintaining self control.

Focus on issues not the individual, or race, or sex of individual.

Persistence, skills, pleasant relationship, competence

Mobility:

Move from agency to agency and back

Others:

Entering the system

Age(47) + number of years to complete required educational level for admin. positions

Present an appropriate professional educator image in the work place

I was second of African American employed in () department of Education in 1968.

Isolation: To isolate a person on a job and not to include them in exciting and new activities is detrimental to a persons morale and dedication. Strategies: Don't assume that the person has no interest in a particular subject. The intuitive administration

would always seek strategies to involve each person based on skills that would contribute to the success of the job at hand.

Racism

AAF BARRIERS

Gender:

Intellect, integrity, extraordinary self-control, logic, and maintained a positive attitude

As female - had to work hard in a mostly male dominated field - was accountable and fair in people

Worked harder than male competition

Working hard to best traditional "male" stereotype

The many myths or stereotypes that separate male/female administrators. The myths were disproved by competency, productivity, and team results that earned recognition(s)

Employment decisions are made based upon gender.

Education:

Gained as much training as possible.

Ethnicity:

Persistence to prove I was qualified.

Intellect, integrity, appearance, knowledge, and excel in all responsibilities

Obtained more education and worked twice as hard as required

I haven't overcome this barrier

Racial biases still exist

Mobility:

Willingness to travel

Left the teaching profession

Others:

I find that gender and ethnicity issues are constant barriers imposed in striving for advancement/recognition or being valued in my administrative position.

Racism and sexism are continuous formidable barriers, but I must deal with it by focusing on higher goals and objectives rather than allow it to thwart my enthusiasm.

Basically all of the above had to work very closely with admin. supervisor, and sought to participate in on going edu. opportunities and admin. activities.

I continued to do a quality job in a quality manner

Sex equity is not viewed as a high priority in our department. Therefore, administratively, it is staffed lower than the responsibilities it carries. this barrier has not been overcome.

The greatest barrier to state level administration is being aware of position that exist.

Probably many barriers, but none that could prevent/not be overcome by prayer, preparation, and persistence.

Persistence; refused to not give up when denied promotions.

The major obstacle was a insecure African-American male who was too short physically to support his "giant statuted" ego.

Fortunately I did not encounter any barriers to obtain this position. I applied and was offered the opportunity.

Biases, hostility, and lack of support

Barriers were not obvious, if they existed. I've been in this bureau for almost 18 years and in a supervisory role for four of the eighteen years.

INDIAN AMERICAN FEMALE

Gender:

Still exist - Don't accept "no" for an answer!

Ethnicity:

Still exist - "Be Yourself"

HISPANIC/LATINO AMERICAN FEMALE

VITA ²

Marilyn Kay Troupe

Candidate for the Degree of

Doctor of Education

**Thesis: A STUDY OF AFRICAN AMERICAN ADMINISTRATION
VOCATIONAL AND TECHNICAL EDUCATION AT THE STATE
LEVEL**

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Tulsa, Oklahoma on September 30, 1945, the daughter of Earnest and Lucille Troupe.

Education: Graduated from Bishop Kelley High School Tulsa, Oklahoma in May, 1963; received Bachelor of Arts in Education from Langston University in May, 1967; received Masters of Arts in History from Oklahoma State University, December, 1976; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1993.

Professional Experience: Teacher, History and Social Studies, Tulsa Public Schools, Tulsa, Oklahoma, 1969-87; Counselor & Supervisor, Summer Youth Employment Program, City of Tulsa, Tulsa, Oklahoma 1982-87; 1982-87; Curriculum Development Specialist, Oklahoma Department of Vocational and Technical Education, 1987 to present.

Professional Organizations: Phi Alpha Theta history honor society; Phi Delta Kappa, education fraternity; Iota Lambda Sigma, vocational fraternity; American and Oklahoma Vocational Associations; Association for Supervision and Curriculum Development; Vocational and Instructional Materials Organization.