AN IDENTIFICATION OF FACTORS WHICH INFLUENCE ENROLLMENT IN SELECTED POST-SECONDARY EDUCATION PROGRAMS

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CHAPTER I

INTRODUCTION

During the past six years there has been an increase in the demand for vocational-industrial education teachers in Oklahoma as well as in the rest of the United States (28) (29).

In the spring of 1974, a group of teacher educators within the School of Occupational and Adult Education at Oklahoma State University met and decided something should be done to alleviate the vocational-industrial education teacher shortage. The plan was to develop a pre-service recruitment program to be presented to high school and junior college students throughout the state of Oklahoma. The program called for a multi-media approach to the dissemination of information to create an interest in becoming a vocational-industrial education teacher.

Brochures were developed and distributed to each high school within the state so as to create an interest among students, teachers, counselors, and parents.

A slide-tape presentation was developed and shown by a recruiter to approximately eight thousand students within the state who were potential students for the state colleges and universities in Oklahoma.

Statement of Problem

The problem with which this study was concerned involved the identification of factors which influenced students to enroll in selected

post secondary education programs.

Purpose of the Study

The primary purpose of the study was to survey students enrolled in selected post secondary education programs in order to identify factors which influenced them to choose the program in which they are presently enrolled.

Objectives

(1) To identify and rank according to importance (as indicated by the student) selected influences which caused them to enroll in a selected post secondary education program.

(2) To determine if there is a significant difference between the perceptions of the junior college and university students enrolled in selected post secondary education programs.

Assumptions

For the purpose of this study, the following assumptions were accepted by the investigator:

(1) The students involved in this study are representative of present enrollees in selected post secondary education programs in the state of Oklahoma.

(2) The students involved in this study were exposed to similar educational experiences while in public school.

Limitations of the Study

(1) Implications of this study may not be applicable to other geographic sections of the United States due to economic and

enrollment conditions.

(2) Implications of this study may not be applicable to other sections of the United States due to the number of industrial education courses offered in the public schools of this geographic section.

(3) The inability to control for equal public school educational experiences will need to be considered.

Definition of Terms

Industrial Education is the name given to the program which includes Industrial Arts, Industrial Education, and Technical Arts.

Students will be freshmen who are enrolled in an industrial education program at the university level and those enrolled in selected technical and industrial education programs at the junior college level.

The Scope of This Study

(1) The study dealt only with those students who were freshmen and enrolled in selected post secondary education programs.

(2) The only subjects selected were those enrolled in colleges and universities within the state of Oklahoma.

(3) The questions asked were only those that were considered common to all participants and were not related to program choice.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

A review of literature will be presented in this chapter to provide the necessary background information for a study concerning the recruitment of students to be industrial education teachers. This chapter will cover the research which has been done in three basic areas of recruiting: (a) when the student decided to become an industrial education teacher, (b) what influenced him the most, and (c) who influenced him the most.

Grade Level Decisions

At the 1967 American Vocational Association Meeting Miller (21) and Mehallis (20) gave speeches on the theory of recruitment, groups to contact, and methods to be used. Their research indicated that the most opportune time to recruit students is during their junior and senior years in high school. Spence (27) reported that the results from his survey of college industrial arts departments revealed that more than half of the one hundred fifty-three colleges that responded placed their emphasis on "College Nights" and "Career Days" which were held at public schools. The junior and senior boys were indicated as being the best possible contact group.

Foley (9) conducted a survey of fourteen institutions in the United States to determine when a student decides to prepare for a career as an industrial arts teacher. Twelve of the department heads returned completed questionnaires from two hundred seventy students. One hundred thirty (50.2 percent) indicated they were in college before they decided on a career as an industrial arts teacher. Eighty-seven (33.6 percent) had made the same decision while in high school and thirty-six (13.9 percent) were out of school adults when they decided to prepare for industrial arts teaching. The study also revealed that one hundred six (40.6 percent) became interested in teaching industrial arts while in high school and one hundred three were students in college when they became interested.

At UCLA, Brown (5) made a study of college recruitment of the American Indian. His findings indicated the recruiting procedure should begin in the students freshman year in high school.

In a study done by Krejcie (16), the respondents, in answer to the question of when they made their decisions to go to college, indicated it was usually made while in high school.

Influential Factors

To determine what influenced a student to become an industrial arts teacher, Senteney (26) studied one thousand three hundred fifty-six industrial education majors who graduated from sixty-four colleges during the years 1946-1950. His findings indicated there were three basic reasons for industrial education career choice: (a) interested in this type work, (b) experience obtained while in high school programs, and (c) work experiences.

Foley (4) in his study sought also to determine the experiences which influenced students career decisions. More than half of the students reported having been influenced by three types of experiences: (a) personal interests or hobbies, (b) industrial arts classwork, and (c) visits to college industrial arts facilities.

Another study of interest was done by Nelson (22). He sought to answer a question which had been plaguing him for some time. Nelson used the Minnesota Vocational Interest Inventory to study college industrial arts students. His investigations found there was a clear cut pattern of interests which could be identified by an interest inventory and be used to select and encourage students to become industrial arts students.

Young (35) tested one hundred twenty-six eleventh graders in thirteen Missouri schools to determine whether a slide-film presentation or a printed brochure was more effective in presenting industrial arts career information. He found no significant difference, but did notice that the students were interested in career information which described the occupation and told the opportunities and advantages of a career. He thus concluded that pupils exposed to career information will be more likely to enroll in education programs leading to an industrial arts career in teaching.

Weir (31) conducted an experiment at Arizona State University to measure the effects of selected printed media on the recruitment of industrial arts or technology students. He established two experimental groups and one control group. The first group received printed folders, fourteen in all, mailed at about three week intervals. The second group received a newsletter mailed at the same time as the folders, while the

third group received nothing. Of the two hundred fifty-two freshman students involved in the study, nine from the newsletter group, seven from the folder group, and five from the control group enrolled in the industrial arts or technology courses.

Influential Persons

Jahrman (14) studied several groups of high school students from one area to determine what would be the most effective method to use in the recruitment of students to become industrial education teachers. His findings revealed that the most influential person the students had come in contact with was a college representative.

Foley (9) determined from his studies that sixty percent of those questioned indicated their parents had influenced them to become industrial arts teachers and fifty-seven percent said they were influenced by their teachers in the high school. The overlapping showed that both groups had a very high degree of influence on career choice of the student. There were other groups which the students indicated had some measure of influence on their decisions. They were: (a) college industrial arts students; (b) college professors or representatives; (c) friends of their own age; (d) neighbors and other adults; and (e) guidance counselors in grades ten through twelve. Ten other groups of persons were reported as having influenced their decisions to a lesser degree.

A study done by Krejcie (16) to investigate the effect of selected media approaches on enrollment found that counselors and teachers have a relatively high influence on enrollment decisions, thus a great effort must be made to reach these people with the proper media material. They

should be kept advised as to the opportunities and current trends in education.

A pilot program designed to increase the number of students enrolling in industrial arts education programs was conducted by Harris (12). Students were selected by industrial arts teachers, counselors, and administrators to form two groups. The experimental group, which was comprised of twenty-four students, participated in a summer institute which included field trips, demonstrations, classes, and conferences devoted to the theory and philosophy of industrial arts. The control group, which was also comprised of twenty-four students, went about their normal routine. The results indicated that eleven students from the experimental group enrolled in a college industrial arts program and nine more enrolled in other programs. Three from the control group enrolled in industrial arts and eight others enrolled in various other programs not associated with industrial arts.

A study of the recruitment of the American Indian was done by Brown (5) to establish the most productive methods which could be used to recruit Indians into college. He concluded that Indians who were already in college must be utilized to actively recruit other Indians. It was stated that most Indians receive very little encouragement to finish high school, and college is usually thought of as something for Non-Indians.

Conclusion

In an article by Adams (1), he points out the need for greater research and better recruiting methods to attract the student to college. LaBaugh (17) supports Adams in his contention that recruit-

ing and admission standards must be changed to meet the challenge of today. He proclaimed that colleges and universities must actively compete for the student as does business and industry.

In 1969 McDowell and Fagan (19) reported on an institute which concerned itself with the recruitment, selection, and education of teachers of trade and industrial education. Their goals were to research present recruitment sources and methods and to develop a guide to aid in the recruiting and selection of teachers. Their goals were only partly achieved. They found it most difficult to formulate a guide based upon the research which seemed to be unable to give direction as to a single most influential factor. Within the report of this institute was a recommendation that additional study be given to what influences a student to become a trade and industrial education teacher, thus the first objective of the institute, to produce recruitment materials that would attract prospective students into pre-service vocational industrial teacher education programs was only partly achieved.

As was reported in the reviewed literature, there seems to be confusion as to when a potential student decides on a career and who has the greatest influence on his choice. In one study the parent was most influential, in another, the teacher and counselor were cited as having the highest influence on the student, and in still another study, the students indicated they were most influenced by a college student already enrolled in a vocational-industrial program.

It has been stated that new or different methods of recruitment should be utilized to influence the prospective high school student in becoming a vocational-industrial education teacher but it has not been agreed upon by these or other researchers as to when the recruiting

process should begin. The studies also indicated there is some confusion as to whom and what influenced the student to choose a career.

Due to the uncertainty of previous research McDowell and Fagan (19) indicated there was a need for more research as to what influences the student to become a vocational-industrial education teacher.

CHAPTER III

METHODOLOGY

Introduction

The central purpose of this study was to investigate selected influences which were thought to be the primary factors influencing students to enroll in industrial education programs at the post secondary level. The secondary purpose of this study was to determine if there is a significant difference in influencing factors as perceived by the university freshmen and the junior college freshmen.

Design

The development of the Influence Instrument, a questionnaire, was based on research and literature discussed in the previous chapter.

The first step was to develop questions which measure the students perception of what influenced him the most in the basic groupings: (a) who influenced him to choose his present aspiration, (b) what factors were responsible for his career aspiration choice, and (c) when did he make his decision. Part (a) of the questionnaire includes sixteen questions as to whom influenced the student and to what degree. They were then asked to list in descending order the five most important people who influenced their decision. Part (b) defines experiences which the student would encounter while in junior high, high school, military, or as an adult, which had an influence on his decision to

choose a career in industrial education. They were given twenty-one examples of experiences and asked to rate each as to how much influence each had. They were also asked to list in descending order the five most important items which influenced their decision to enroll in an industrial education program. Part (c) seeks to determine when the student made the decision to enroll in an industrial education program. Six questions were asked to establish the grade level at the time in life when the decision was made.

Responses to parts (a) and (b) are made by selecting one of five possible choices to express what influence each factor had on their choice of college program. The responses were based on an ordinal scale which implies only relationship to one another. The numerals employed in connection with ordinal scales are nonquantitative. They indicate only position in an ordered series and not how much of a difference exists between successive positions on the scale (25).

The instrument was pre-tested on a group of students which were not involved in the study proper. Needed changes were made and a revised instrument was developed (See Appendix A).

Procedure for Data Collection

The colleges and universities chosen for this study were those junior colleges and universities which had industrial education departments according to the Directory of Industrial Education for the State of Oklahoma for the Year 1974 (6). The list of industrial programs included nine universities and eight junior colleges (See Appendix C).

A packet containing all information necessary was sent to the industrial education department heads at the selected colleges and

universities. Contained in the packet was a cover letter explaining the reason for the study and a request for assistance in identifying their freshman students (See Appendix D). The packet also contained copies of the questionnaire to be administered to their freshman students only. Stamped self-addressed envelopes were provided for the return of the questionnaires.

Treatment of Data

The data received from the Influence Instrument was tabulated as a frequency distribution for responses to each question. The chi-square test was used to test the responses for significance (25).

The responses to the questionnaires administered to the junior college and university freshmen were key punched on cards and tabulated at the Oklahoma State University Computer Center.

CHAPTER IV

RESULTS OF THE STUDY

It was the purpose of this study to determine the change and causes of enrollment of freshmen students majoring in industrial education at junior colleges and universities in the state of Oklahoma.

Surveys were sent to the chairmen of the industrial departments or his designate at the nine universities and eight junior colleges selected for this study. The chairmen were asked to administer the survey and supply the additional information needed to complete the survey. Forty-five days after the surveys were mailed, a follow-up phone call was made to the department chairman at five junior colleges and one university which had not returned the completed surveys. They all indicated they had not received the surveys but would like to participate in the study. A second mailing of the surveys immediately took place which resulted in the receipt of surveys from the one university and two of the junior colleges.

The population consisted of freshman students enrolled in the industrial education programs at all nine of the universities and at five of the eight junior colleges for a total of 397 students. Of this total, there were fifteen surveys that were improperly completed. This left a total usable population of 382 freshman students.

The university freshmen were all enrolled in a four-year industrial education program. The junior college freshmen were enrolled in various

two-year programs which are listed by college: Oscar Rose Junior College, electromechanical; Northeastern Oklahoma A & M College, drafting and design, construction, electronics, air conditioning and refrigeration, and woodworking; Seminole Junior College, drafting; Eastern Oklahoma State College, electronics, machine shop, welding, auto mechanics, and drafting and design; and Carl Albert Junior College, drafting.

Results of Analysis of Data Pertaining to Part A of the Influence Instrument

The results of the data collected is expressed in numbers, percentages, rank and a chi-square indicating significant difference between the perception of junior college and university freshmen as to the person or persons which had the most influence on their decision to enroll in an industrial education program.

Table I data pertaining to the parents as an influencing factor seems to indicate that 36 percent of the university freshmen and 38 percent of the junior college freshmen rate their parents as a most influential factor. This data indicated the parent as being the most influencing factor for both the junior college and university student. Combining both positive influence factors the data seems to indicate 71 percent of the university and 74 percent of the junior college students rate their parents as influential. Rank for both factors was a first place. The chi square value of 2.490 with 4 degrees of freedom was found not significant at the .05 level.

Table II data pertaining to brothers or sisters as an influencing factor seems to indicate 15 percent of the university and 15 percent of

TABLE I

DATA PERTAINING TO THE PARENTS
AS AN INFLUENCING FACTOR

Students		Influencing Factors N	A	B	C	D	E	Rank A	Rank A&B
University	Frequency	7	115	113	76	7	3	1	1
	Percentage	2	36	35	24	2	1		
Junior College	Frequency	1	23	22	11	3	1	1	1
	Percentage	2	38	36	18	5	2		

Chi Square = 2.490 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE II

DATA PERTAINING TO BROTHERS OR SISTERS
AS AN INFLUENCING FACTOR

Students		Influencing Factors N	A	B	C	D	E	Rank A	Rank A&B
University	Frequency	13	48	73	163	14	10	4	6
	Percentage	4	15	23	51	4	3		
Junior College	Frequency	3	9	18	28	3	0	3.5	2
	Percentage	5	15	30	46	5	0		

Chi Square = 3.169 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

the junior college students rated their brothers or sisters as the most influential factor with a resulting rank of 4 and 3.5 respectively. Combining both positive influencing factors, 38 percent of the university and 45 percent of the junior college students rated their brothers and sisters to be an important influence with a resulting rank of 6 and 2 respectively. The chi square of 3.169 with 4 degrees of freedom was found not significant at the .05 level.

Table III data pertaining to other relatives as an influencing factor seems to indicate that 11 percent of the university and 15 percent of the junior college students rate this factor most important with a resulting rank of 7 and 3.5 respectively. The combined positive influence seems to indicate 37 percent for the university and 36 percent for the junior college students with a resulting rank of 7 and 5.5 respectively. The chi square of 2.791 with 4 degrees of freedom was found not significant.

Table IV data pertaining to friends their own age as an influencing factor seems to indicate that 10 percent of the university and 10 percent of the junior college students rated this category as most important with a resulting rank of 9 and 8 respectively. The combined percentage of 37 for the university and 49 for the junior college students resulted in a rank of 2 and 3 respectively. The chi square of 1.006 with 4 degrees of freedom was found not significant at the .05 level.

Table V data pertaining to neighbors or other adults as an influencing factor seems to indicate that 7 percent of the university and 11 percent of the junior college students rated this category as important with a resulting rank of 11 and 6 respectively. The combined percentages

TABLE III

DATA PERTAINING TO OTHER RELATIVES
AS AN INFLUENCING FACTOR

Students		Influencing Factors N	A	B	C	D	E	Rank A	Rank A&B
University	Frequency	10	36	84	171	9	11	7	7
	Percentage	3	11	26	53	3	3		
Junior College	Frequency	6	9	13	31	0	2	3.5	5.5
	Percentage	10	15	21	51	0	3		

Chi Square = 2.791 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE IV

DATA PERTAINING TO FRIENDS THEIR OWN AGE AS AN INFLUENCING FACTOR

Students		Influencing Factors N	A	B	C	D	E	Rank A	Rank A&B
University	Frequency	16	31	119	145	5	5	9	2
	Percentage	5	10	37	45	2	2		
Junior College	Frequency	5	6	18	30	1	1	8	3
	Percentage	8	10	30	49	2	2		

Chi Square = 1.006 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE V

DATA PERTAINING TO NEIGHBORS OR OTHER ADULTS AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	15	24	88	176	8	10	11	8
	Percentage	5	7	27	55	2	3		
Junior College	Frequency	4	7	11	35	2	2	6	8.5
	Percentage	7	11	18	57	3	3		

Chi Square = 2.733 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence
Rank A&B - Rank of the Combined Two Positive Influencing Factors

of 34 for the university and 29 for the junior college students resulted in a rank of 8 and 8.5 respectively. The chi square of 2.733 with 4 degrees of freedom was found not significant at the .05 level.

Table VI data pertaining to industrial arts teachers, grades 10-12, as an influencing factor seems to indicate that 19 percent of the university and 10 percent of the junior college students rate this category important with a resulting rank of 3 and 8 respectively. The combined percentages of 35 for the universities and 25 for the junior colleges resulted in a rank of 3.5 and 10 respectively. The chi square of 8.836 with 4 degrees of freedom was found not significant at the .05 level.

Table VII data pertaining to the industrial arts teachers, grades 7-9, as an influencing factor seems to indicate that 5 percent of the university and 2 percent of the junior college students rate this category important with a resulting rank of 12.5 and 14.5 respectively. The combined percentages of 22 for the university and 21 for the junior college students resulted in a rank of 12 and 13 respectively. The chi square of 1.642 with 4 degrees of freedom was found not significant at the .05 level.

Table VIII data pertaining to other teachers, grade 10-12, as an influencing factor seems to indicate that 12 percent of the university and 10 percent of the junior college students rated this category as important with a resulting rank of 6 and 8 respectively. The combined percentages of 32 for the university and 36 for the junior college students resulted in a rank of 5 and 5.5 respectively. The chi square of 1.827 with 4 degrees of freedom was found not significant at the .05 level.

TABLE VI

DATA PERTAINING TO INDUSTRIAL ARTS TEACHERS, GRADES 10-12,
AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	22	60	82	134	10	13	3	3.5
	Percentage	7	19	26	42	3	4		
Junior College	Frequency	5	6	9	36	3	2	8	10
	Percentage	8	10	15	59	5	3		

Chi Square = 8.836 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE VII

DATA PERTAINING TO INDUSTRIAL ARTS TEACHERS, GRADES 7-9, AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	22	16	53	204	9	17	12.5	12
	Percentage	7	5	17	64	3	5		
Junior College	Frequency	6	1	11	39	1	3	14.5	13
	Percentage	10	2	18	64	2	5		

Chi Square = 1.642 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE VIII

DATA PERTAINING TO OTHER TEACHERS, GRADES 10-12,
AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	20	37	96	151	6	11	6	5
	Percentage	6	12	30	47	2	3		
Junior College	Frequency	5	6	16	32	0	2	8	5.5
	Percentage	8	10	26	52	0	3		

Chi Square = 1.827 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

Table IX data pertaining to other teachers, grade 7-9, as an influencing factor seems to indicate that 3 percent of the university and 7 percent of the junior college students rated this category as important with a resulting rank of 16 and 10.5 respectively. The combined percentages of 15 for the university and 18 for the junior college students resulted in a rank of 14 and 15 respectively. The chi square of 5.550 with 4 degrees of freedom was found not significant at the .05 level.

Table X data pertaining to guidance counselors, grades 10-12, as an influencing factor seems to indicate that 9 percent of the university and 3 percent of the junior college students rated this category as important with a resulting rank of 10 and 12.5 respectively. The combined percentages of 31 for the university and 23 for the junior college students resulted in a rank of 10.5 and 11 respectively. The chi square of 3.432 with 4 degrees of freedom was found not significant at the .05 level.

Table XI data pertaining to guidance counselors, grades 7-9, as an influencing factor seems to indicate that 4 percent of the university and 0 percent of the junior college students rated this cateogry as important with a resulting rank of 14 and 16 respectively. The combined percentages of 10 for the university and 7 for the junior college students resulted in a rank of 16 for both. The chi square of 2.939 with 4 degrees of freedom was found not significant at the .05 level.

Table XII data pertaining to college professors or representatives as an influencing factor seems to indicate that 20 percent of the university and 13 percent of the junior college students rated this category as important with a resulting rank of 2 and 5 respectively. The

TABLE IX

DATA PERTAINING TO OTHER TEACHERS, GRADES 7-9,
AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	18	9	39	232	7	16	16	14
	Percentage	6	3	12	72	2	5		
Junior College	Frequency	7	4	7	40	1	2	10.5	15
	Percentage	11	7	11	66	2	3		

Chi Square = 2.850 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE X

DATA PERTAINING TO GUIDANCE COUNSELORS, GRADES 10-12,
AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	18	30	71	176	11	15	10	10.5
	Percentage	6	9	22	55	3	5		
Junior College	Frequency	5	2	12	38	1	3	12.5	11
	Percentage	8	3	20	62	2	5		

Chi Square = 3.432 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XI

DATA PERTAINING TO GUIDANCE COUNSELORS, GRADES 7-9, AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	25	13	20	232	11	20	14	16
	Percentage	8	4	6	72	3	6		
Junior College	Frequency	7	0	4	44	3	3	16	16
	Percentage	11	0	7	72	5	5		

Chi Square = 2.939 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XII

DATA PERTAINING TO COLLEGE PROFESSORS OR REPRESENTATIVES AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	17	65	77	146	9	7	2	3.5
	Percentage	5	20	24	45	3	2		
Junior College	Frequency	5	8	15	29	1	3	5	4
	Percentage	8	13	25	48	2	5		

Chi Square = 3.152 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

combined percentages of 44 for the university and 38 for the junior college students resulted in a rank of 3.5 and 4 respectively. The chi square of 3.152 with 4 degrees of freedom was found not significant at the .05 level.

Table XIII data pertaining to college students majoring in industrial arts as an influencing factor seems to indicate that 11 percent of the university and 2 percent of the junior college students rated this category as important with a resulting rank of 8 and 14.5 respectively. The combined percentages of 44 for the university and 38 for the junior college students resulted in a rank of 10.5 and 13 respectively. The chi square of 6.085 with 4 degrees of freedom was found not significant at the .05 level.

Table XIV data pertaining to other college students as an influencing factor seems to indicate that 3 percent of the university and 7 percent of the junior college students rated this category as important with a resulting rank of 15 and 10.5 respectively. The combined percentages of 32 for the university and 35 for the junior college students resulted in a rank of 9 and 7 respectively. The chi square of 3.240 with 4 degrees of freedom was found not significant at the .05 level.

Table XV data pertaining to other persons as an influencing factor seems to indicate that 12 percent of the university and 21 percent of the junior college students rated this category as important with a resulting rank of 5 and 2 respectively. The combined percentages of 20 for the university and 29 for the junior college students resulted in a rank of 13 and 8.5 respectively. The chi square of 4.475 with 4 degrees of freedom was found not significant at the .05 level.

TABLE XIII

DATA PERTAINING TO COLLEGE STUDENTS MAJORING IN INDUSTRIAL ARTS AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	17	34	67	186	9	8	8	10.5
	Percentage	5	11	21	58	3	2		
Junior College	Frequency	5	1	11	39	2	3	14.5	13
	Percentage	8	2	18	64	3	5		

Chi Square = 6.085 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XIV

DATA PERTAINING TO OTHER COLLEGE STUDENTS
AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	18	11	92	181	9	10	15	9
	Percentage	6	3	29	56	3	3		
Junior College	Frequency	5	4	17	29	3	3	10.5	7
	Percentage	8	7	28	48	5	5		

Chi Square = 3.240 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XV

DATA PERTAINING TO OTHER PERSONS
AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	75	38	26	160	8	14	5	13
	Percentage	23	12	8	50	2	4		
Junior College	Frequency	14	13	5	25	1	3	2	8.5
	Percentage	23	21	8	41	2	5		

Chi Square = 4.475 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

Table XVI data pertaining to new careers in education recruiter as an influencing factor seems to indicate that 5 percent of the university and 3 percent of the junior college students rated this category as important with a resulting rank of 12.5 and 12.5 respectively. The combined percentages of 14 for the university and 19 for the junior college students resulted in a rank of 15 and 13 respectively. The chi square of 5.449 with 4 degrees of freedom was found not significant at the .05 level.

Results of Data Pertaining to the Listing of the Five Most Influential Persons

The data in this section was presented as a rank according to the number of times a person appeared at the top of the list of influential persons. The data was also presented as a total rank according to the total number of times a person appeared on the list.

Table XVII data pertaining to the listing of the persons who influenced the student most is indicated for the university students. The data seems to indicate that the parent (1) is ranked as most important followed by others persons (2), industrial arts teacher, grades 10-12 (3), other relatives (4), and friends of their own age (5). The total rank is parent (1), other relatives (2), friends of their own age (3), brothers or sisters (4), and industrial arts teacher, grades 10-12 (5).

Table XVIII data pertaining to the listing of the persons who influenced the student most is indicated for the junior college student. The data seems to indicate that the parent (1) is ranked as most important followed by other persons (2), other teachers, grades 10-12, and college

TABLE XVI

DATA PERTAINING TO NEW CAREERS IN EDUCATION
RECRUITER AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	31	16	30	218	8	18	12.5	15
	Percentage	10	5	9	68	2	6		
Junior College	Frequency	8	2	10	36	0	5	12.5	13
	Percentage	13	3	16	59	0	8		

Chi Square = 5.449 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XVII

FIVE MOST INFLUENTIAL PERSONS
PART A, UNIVERSITY

Person or Persons	Influence Most 1	2	3	4	Least 5	Total	Rank Most (1)	Rank Total
1. Parents	120	72	44	21	10	267	1	1
2. Brothers or sisters	10	26	35	23	21	115	8	4
3. Other relatives	21	27	24	27	28	127	4	2
4. Friends their own age	15	19	29	29	26	118	5.5	3
5. Neighbors or other adults	6	4	8	7	13	38	10	10
6. Industrial Arts teachers, grades 10-12	36	28	19	17	5	105	3	5
7. Industrial Arts teachers, grades 7-9	4	6	3	2	1	16	11	12.5
8. Other teachers, grades 10-12	12	14	11	14	8	59	7	9
9. Other teachers, grades 7-9	1	2	2	1	0	6	14	15
10. Guidance counselors, grades 10-12	8	14	15	12	11	60	9	8
11. Guidance counselors, grades 7-9	0	0	1	1	2	4	16	16
12. College professors or representatives	15	20	16	16	7	74	5.5	7
13. College students majoring in Industrial Arts	1	2	5	4	4	16	14	12.5
14. Other college students	3	3	5	10	8	29	12	11
15. Other persons	41	21	11	11	12	96	2	6
16. New Careers in Education Recruiter	1	1	1	1	3	7	14	14

TABLE XVIII

FIVE MOST INFLUENTIAL PERSONS
PART A, JUNIOR COLLEGE

Person or Persons	Influence: Most 1	2	3	4	Least 5	Total	Rank Most (1)	Rank Total
1. Parents	22	22	6	3	2	55	1	1
2. Brothers or sisters	2	6	10	5	6	29	6.5	3
3. Other relatives	2	2	7	4	2	17	6.5	5
4. Friends their own age	1	2	5	6	7	21	10	4
5. Neighbors or other adults	1	2	2	0	4	9	10	10
6. Industrial Arts teachers, grades 10-12	1	1	5	2	1	10	10	8.5
7. Industrial Arts teachers, grades 7-9	0	0	0	1	0	1	14.5	14
8. Other teachers, grades 10-12	4	2	4	3	2	15	3.5	6
9. Other teachers, grades 7-9	0	0	0	1	0	1	14.5	14
10. Guidance counselors, grades 10-12	1	1	1	4	3	10	10	8.5
11. Guidance counselors, grades 7-9	0	0	0	0	0	0	14.5	16
12. College professors or representatives	4	5	4	1	0	14	3.5	7
13. College students majoring in Industrial Arts	0	0	0	1	0	1	14.5	14
14. Other college students	3	2	0	1	2	8	5	11
15. Other persons	15	6	2	6	1	30	2	2
16. New Careers in Education Recruiter	1	1	1	2	1	6	10	12

professors or representatives (3), and other college students (4). The total rank is parents (1), other persons (2), brothers or sisters (3), friends of their own age (4), and other relatives (5).

Results of Analysis of Data Pertaining to Part B of the Influence Instrument

The results of the data collected is expressed in numbers, percentages, rank and a chi square indicating significant difference between the perception of junior college and university freshmen as to the experiences which had the most influence on their decision to enroll in a vocational-industrial education program.

Table XIX data pertaining to visitations to college campuses as an influencing factor seems to indicate that 12 percent of the university freshmen and 16 percent of the junior college freshmen rate visitations to college campuses as a most influential factor with a resulting rank of 5 and 2 respectively. Combining both positive influencing factors, 46 percent of the university and 39 percent of the junior college students rated visitations to college campuses to be an influencing factor with a resulting rank of 3 and 2.5 respectively. The chi square of 4.231 with 4 degrees of freedom was found not significant at the .05 level.

Table XX data pertaining to visitations to college industrial arts facilities as an influencing factor seems to indicate that 15 percent of the university and 11 percent of the junior college students rated this category as important with a resulting rank of 3 and 5 respectively. The combined percentages of 44 for the university and 21 for the junior college students resulted in a rank of 4 and 9

TABLE XIX

DATA PERTAINING TO VISITATIONS TO COLLEGE CAMPUSES AS AN INFLUENCING FACTOR

Students		Influencing Factors N	A	B	C	D	E	Rank A	Rank A&B
University	Frequency	14	40	108	149	3	7	5	3
	Percentage	4	12	34	46	1	2		
Junior College	Frequency	5	10	14	31	1	0	2	2.5
	Percentage	8	16	23	51	2	0		

Chi Square = 4.231 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XX

DATA PERTAINING TO VISITATIONS TO COLLEGE INDUSTRIAL ARTS FACILITIES AS AN INFLUENCING FACTOR

Students		Influencing Factors N	A	B	C	D	E	Rank A	Rank A&B
University	Frequency	15	49	92	149	9	7	3	4
	Percentage	5	15	29	46	3	2		
Junior College	Frequency	8	7	6	38	1	1	5	9
	Percentage	13	11	10	62	2	2		

Chi Square = 10.556 df = 4 Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

respectively. The chi square of 10.556 with 4 degrees of freedom was found to be significant at the .05 level.

Table XXI data pertaining to the viewing of motion pictures of college campuses and/or industrial arts facilities as an influencing factor seems to indicate that 4 percent of the university and 0 percent of the junior college students rated this category as important with a resulting rank of 14.5 and 21 respectively. The combined percentages of 21 for the university and 16 for the junior college students resulted in a rank of 12.5 and 13.5 respectively. The chi square of 3.077 with 4 degrees of freedom was found not significant at the .05 level.

Table XXII data pertaining to the viewing of slide films of college campuses and/or industrial arts facilities as an influencing factor seems to indicate that 4 percent of the university and 2 percent of the junior college students rated this category as important with a resulting rank of 16.5 and 20 respectively. The combined percentages of 22 for the university and 20 for the junior college students resulted in a rank of 10 and 11 respectively. The chi square of 1.655 with 4 degrees of freedom was found not significant at the .05 level.

Table XXIII data pertaining to newspaper and magazine articles read about teachers or teaching as an influencing factor seems to indicate that 3 percent of the university and 5 percent of the junior college students rated this category as important with a resulting rank of 18 and 11 respectively. The combined percentages of 18 for the university and 15 for the junior college students resulted in a rank of 14 and 16 respectively. The chi square of 2.507 with 4 degrees of freedom was found not significant at the .05 level.

TABLE XXI

DATA PERTAINING TO THE VIEWING OF MOTION PICTURES OF COLLEGE CAMPUSES AND/OR INDUSTRIAL ARTS FACILITIES AS AN INFLUENCING FACTOR

Students		Influencing Factors N	A	B	C	D	E	Rank A	Rank A&B
University	Frequency	20	13	53	210	15	10	14.5	12.5
	Percentage	6	4	17	65	5	3		
Junior College	Frequency	8	0	10	40	2	1	21	13.5
	Percentage	13	0	16	66	3	2		

Chi Square = 3.077 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XXII

DATA PERTAINING TO THE VIEWING OF SLIDE FILMS OF COLLEGE CAMPUSES AND/OR INDUSTRIAL ARTS FACILITIES AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	22	12	57	205	11	14	16.5	10
	Percentage	7	4	18	64	3	4		
Junior College	Frequency	8	1	11	38	2	1	20	11
	Percentage	13	2	18	62	3	2		

Chi Square = 1.655 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XXIII

DATA PERTAINING TO NEWSPAPER AND MAGAZINE ARTICLES
READ ABOUT TEACHERS OR TEACHING
AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	17	10	47	221	14	12	18	14
	Percentage	5	3	15	69	4	4		
Junior College	Frequency	7	3	6	41	1	3	11	16
	Percentage	11	5	10	67	2	5		

Chi Square = 2.507 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

Table XXIV data pertaining to booklets read describing teaching careers as an influencing factor seems to indicate that 4 percent of the university and 3 percent of the junior college students rated this category as important with a resulting rank of 13 and 16 respectively. The combined percentages of 23 for the university and 19 for the junior college students resulted in a rank of 9 and 11 respectively. The chi square of 1.086 with 4 degrees of freedom was found not significant at the .05 level.

Table XXV data pertaining to booklets read describing industrial arts teacher education as an influencing factor seems to indicate that 5 percent of the university and 3 percent of the junior college students rated this category as important with a resulting rank of 12 and 16 respectively. The combined percentages of 21 for the university and 16 for the junior college students resulted in a rank of 11 and 13.5 respectively. The chi square of 3.019 with 4 degrees of freedom was found not significant at the .05 level.

Table XXVI data pertaining to booklets read describing college activities as an influencing factor seems to indicate that 7 percent of the university and 7 percent of the junior college students rated this category as important with a resulting rank of 10 and 9 respectively. The combined percentages of 35 for the university and 32 for the junior college students resulted in a rank of 6 and 4.5 respectively. The chi-square of 2.032 with 4 degrees of freedom was found not significant at the .05 level.

Table XXVII data pertaining to speeches listened to about industrial arts teaching as an influencing factor seems to indicate that 2 percent of the university and 3 percent of the junior college students rated

TABLE XXIV

DATA PERTAINING TO BOOKLETS READ
DESCRIBING TEACHER CAREERS
AS AN INFLUENCING FACTOR

Students		Influencing Factors N	A	B	C	D	E	Rank A	Rank A&B
University	Frequency	22	14	60	202	8	15	13	9
	Percentage	7	4	19	63	2	5		
Junior College	Frequency	6	2	10	39	1	3	16	11
	Percentage	10	3	16	64	2	5		

Chi Square = .466 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XXV

DATA PERTAINING TO BOOKLETS READ DESCRIBING
INDUSTRIAL ARTS TEACHER EDUCATION
AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	25	15	52	205	12	12	12	11
	Percentage	8	5	16	64	4	4		
Junior College	Frequency	10	2	8	38	0	3	16	13.5
	Percentage	16	3	13	62	0	5		

Chi Square = 3.019 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XXVI

DATA PERTAINING TO BOOKLETS READ
DESCRIBING COLLEGE ACTIVITIES
AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	23	21	89	171	8	9	10	6
	Percentage	7	7	28	53	2	3		
Junior College	Frequency	7	4	15	34	0	1	9	4.5
	Percentage	11	7	25	56	0	2		

Chi Square = 2.032 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XXVII

DATA PERTAINING TO SPEECHES LISTENED TO ABOUT INDUSTRIAL ARTS TEACHING AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	22	8	46	228	7	10	20	15
	Percentage	7	2	14	71	2	3		
Junior College	Frequency	7	2	7	41	3	1	16	16
	Percentage	11	3	11	67	5	2		

Chi Square = 2.385 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

this category as important with a resulting rank of 20 and 16 respectively. The combined percentages of 16 for the university and 14 for the junior college students resulted in a rank of 15 and 16 respectively. The chi square of 2.385 with 4 degrees of freedom was found not significant at the .05 level.

Table XXVIII data pertaining to radio or T.V. programs listened to about teachers or teaching as an influencing factor seems to indicate that 2 percent of the university and 3 percent of the junior college students rated this category as important with a resulting rank of 21 and 16 respectively. The combined percentages of 13 for the university and 14 for the junior college students resulted in a rank of 19 and 16 respectively. The chi square of 1.035 with 4 degrees of freedom was found not significant at the .05 level.

Table XXIX data pertaining to extracurricular activities, grades 10-12, as an influencing factor seems to indicate that 9 percent of the university and 5 percent of the junior college students rated this category as important with a resulting rank of 7 and 11 respectively. The combined percentages of 32 for the university and 25 for the junior college students resulted in a rank of 7 and 7.5 respectively. The chi square of 3.529 with 4 degrees of freedom was found not significant at the .05 level.

Table XXX data pertaining to extracurricular activities, grades 7-9, as an influencing factor seems to indicate that 4 percent of the university and 3 percent of the junior college students rated this category as important with a resulting rank of 14.5 and 16 respectively. The combined percentages of 15 for the university and 13 for the junior college students resulted in a rank of 17 and 19.5 respectively. The

TABLE XXVIII

DATA PERTAINING TO RADIO OR T.V. PROGRAMS
LISTENED TO ABOUT TEACHERS OR TEACHING
AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	23	6	35	234	14	9	21	19
	Percentage	7	2	11	73	4	3		
Junior College	Frequency	7	2	7	41	3	1	16	16
	Percentage	11	3	11	67	5	2		

Chi Square = 1.035 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XXIX

DATA PERTAINING TO EXTRACURRICULAR ACTIVITIES, GRADES 10-12, AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	30	28	74	167	6	16	7	7
	Percentage	9	9	23	52	2	5		
Junior College	Frequency	10	3	12	31	3	2	11	7.5
	Percentage	16	5	20	51	5	3		

Chi Square = 3.529 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XXX

DATA PERTAINING TO EXTRACURRICULAR ACTIVITIES, GRADES 7-9, AS AN INFLUENCING FACTOR

Students		Influencing Factors N	A	B	C	D	E	Rank A	Rank A&B
University	Frequency	39	13	34	213	7	15	14.5	17
	Percentage	12	4	11	66	2	5		
Junior College	Frequency	12	2	6	38	1	2	16	19.5
	Percentage	20	3	10	62	2	3		

Chi Square = .523 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

chi square of .523 with 4 degrees of freedom was found not significant at the .05 level.

Table XXXI data pertaining to industrial arts classwork, grades 10-12, as an influencing factor seems to indicate that 24 percent of the university and 11 percent of the junior college students rated this category as important with a resulting rank of 2 and 5 respectively. The combined percentages of 50 for the university and 29 for the junior college students resulted in a rank of 2 and 6 respectively. The chi square of 8.550 with 4 degrees of freedom was found not significant at the .05 level.

Table XXXII data pertaining to industrial arts classwork, grades 7-9, as an influencing factor seems to indicate that 11 percent of the university and 8 percent of the junior college students rated this category as important with a resulting rank of 6 and 7.5 respectively. The combined percentages of 27 for the university and 24 for the junior college students resulted in a rank of 8 and 7.5 respectively. The chi square of 1.109 with 4 degrees of freedom was found not significant at the .05 level.

Table XXXIII data pertaining to college technical courses as an influencing factor seems to indicate that 14 percent of the university and 13 percent of the junior college students rated this category as important with a resulting rank of 4 and 3 respectively. The combined percentages of 40 for the university and 39 for the junior college students resulted in a rank of 5 and 2.5 respectively. The chi square of 3.644 with 4 degrees of freedom was found not significant at the .05 level.

TABLE XXXI

DATA PERTAINING TO INDUSTRIAL ARTS CLASSWORK, GRADES 10-12, AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	23	77	83	119	3	16	2	2
	Percentage	7	24	26	37	1	5		
Junior College	Frequency	8	7	11	32	1	2	5	6
	Percentage	13	11	18	52	2	3		

Chi Square = 8.550 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XXXII

DATA PERTAINING TO INDUSTRIAL ARTS CLASSWORK, GRADES 7-9, AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	33	34	52	179	13	10	6	8
	Percentage	10	11	16	56	4	3		
Junior College	Frequency	9	5	10	34	1	2	7.5	7.5
	Percentage	15	8	16	56	2	3		

Chi Square = 1.109 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XXXIII

DATA PERTAINING TO COLLEGE TECHNICAL COURSES AS AN INFLUENCING FACTOR

Students		Influencing Factors N	A	B	C	D	E	Rank A	Rank A&B
University	Frequency	28	44	84	152	5	8	4	5
	Percentage	9	14	26	47	2	2		
Junior College	Frequency	9	8	16	24	3	1	3	2.5
	Percentage	15	13	26	39	5	2		

Chi Square = 3.644 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Positive Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

Table XXXIV data pertaining to other college courses as an influencing factor seems to indicate that 7 percent of the university and 8 percent of the junior college students rated this category as important with a resulting rank of 9 and 7.5 respectively. The combined percentages of 17 for the university and 19 for the junior college students resulted in a rank of 16 and 11 respectively. The chi square of 2.378 with 4 degrees of freedom was found not significant at the .05 level.

Table XXXV data pertaining to membership in community youth groups as an influencing factor seems to indicate that 7 percent of the university and 3 percent of the junior college students rated this category as important with a resulting rank of 8 and 16 respectively. The combined percentages of 20 for the university and 13 for the junior college students resulted in a rank of 12.5 and 19.5 respectively. The chi square of 2.446 with 4 degrees of freedom was found not significant at the .05 level.

Table XXXVI data pertaining to teaching experience in camp programs as an influencing factor seems to indicate that 4 percent of the university and 5 percent of the junior college students rated this category as important with a resulting rank of 16.5 and 11 respectively. The combined percentages of 10 for the university and 13 for the junior college students resulted in a rank of 21 and 19.5 respectively. The chi square of 3.336 with 4 degrees of freedom was found not significant at the .05 level.

Table XXXVII data pertaining to teaching experiences in military service as an influencing factor seems to indicate that 5 percent of the university and 11 percent of the junior college students rated this

TABLE XXXIV

DATA PERTAINING TO OTHER COLLEGE COURSES
AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	53	22	31	194	8	13	9	16
	Percentage	17	7	10	60	2	4		
Junior College	Frequency	16	5	7	28	2	3	7.5	11
	Percentage	26	8	11	46	3	5		

Chi Square = 2.378 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XXXV

DATA PERTAINING TO MEMBERSHIP IN COMMUNITY YOUTH GROUPS AS AN INFLUENCING FACTOR

Students		Influencing Factors N	A	B	C	D	E	Rank A	Rank A&B
University	Frequency	34	23	43	197	7	17	8	12.5
	Percentage	11	7	13	61	2	5		
Junior College	Frequency	16	2	6	34	1	2	16	19.5
	Percentage	26	3	10	56	2	3		

Chi Square = 2.446 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XXXVI

DATA PERTAINING TO TEACHING EXPERIENCE IN CAMP PROGRAMS AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	37	12	19	224	9	20	16.5	21
	Percentage	12	4	6	70	3	6		
Junior College	Frequency	14	3	5	36	0	3	11	19.5
	Percentage	23	5	8	59	0	5		

Chi Square = 3.336 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XXXVII

DATA PERTAINING TO TEACHING EXPERIENCES IN MILITARY SERVICE AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	44	16	20	212	8	21	11	20
	Percentage	14	5	6	66	2	7		
Junior College	Frequency	13	7	12	25	1	3	5	4.5
	Percentage	21	11	20	41	2	5		

Chi Square = 20.201 df = 4 Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

category as important with a resulting rank of 11 and 5 respectively. The combined percentages of 11 for the university and 31 for the junior college students resulted in a rank of 20 and 4.5 respectively. The chi square of 20.201 with 4 degrees of freedom was found to be significant at the .05 level.

Table XXXVIII data pertaining to personal interests or hobbies as an influencing factor seems to indicate that 36 percent of the university and 26 percent of the junior college students rated this category as important with a resulting rank of 1 for both. The combined percentages of 63 for the university and 42 for the junior college students resulted in a rank of 1 for both. The chi square of 6.230 with 4 degrees of freedom was found not significant at the .05 level.

Table XXXIX data pertaining to new careers in education slide/tape presentation as an influencing factor seems to indicate that 3 percent of the university and 3 percent of the junior college students rated this category as important with a resulting rank of 19 and 16 respectively. The combined percentages of 14 for the university and 13 for the junior college students resulted in a rank of 18 and 19.5 respectively. The chi square of .609 with 4 degrees of freedom was found not significant at the .05 level.

Results of Data Pertaining to the Listing of the Five Most Influential Experiences

The data in this section was presented as a rank according to the number of times an experience appeared at the top of the list of influential experiences. The data was also presented as a total rank according to the total number of times the experience appeared on the list.

TABLE XXXVIII

DATA PERTAINING TO PERSONAL INTERESTS OR HOBBIES AS AN INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	22	114	86	92	2	5	1	1
	Percentage	7	36	27	29	1	2		
Junior College	Frequency	12	16	10	23	0	0	1	1
	Percentage	20	26	16	38	0	0		

Chi Square = 6.230 df = 4 Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence
RANK A&B - Rank of the Combined Two Positive Influencing Factors

TABLE XXXIX

DATA PERTAINING TO NEW CAREERS IN EDUCATION
SLIDE/TAPE PRESENTATION AS AN
INFLUENCING FACTOR

Students		Influencing Factors						Rank A	Rank A&B
		N	A	B	C	D	E		
University	Frequency	36	9	34	216	8	18	19	18
	Percentage	11	3	11	67	2	6		
Junior College	Frequency	12	2	6	37	1	3	16	19.5
	Percentage	20	3	10	61	2	5		

Chi Square = .609 df = 4 Not Significant

N - No Response
A - Important Positive Influence
B - Some Positive Influence
C - Little or No Influence
D - Some Negative Influence
E - Important Negative Influence
Rank A - Important Positive Influence Factor Rank
Rank A&B - Rank of the Combined Two Positive Influencing Factors

Table XL data pertaining to the listing of the experiences which influenced the student most is presented for the university students. The data seems to indicate that personal interests and hobbies (1) is ranked as most important followed by industrial arts classwork, grades 10-12 (2), visited college campuses (3), college technical courses (3), and extracurricular activities, grades 10-12 (4).

The total rank is personal interests and hobbies (1), industrial arts classwork, grades 10-12 (2), visited college campuses (3), college technical courses (4), and visited college industrial arts facilities (5).

Table XLI data pertaining to the listing of the experiences which influenced the student most is presented for the junior college students. The data indicates that visitations to college campuses (1), teaching experiences in military service (1), and personal interests and hobbies (1) were ranked as most important followed by industrial arts classwork, grades 10-12 (2), and other college courses (3). The total rank is visited college campuses (1), teaching experiences in military service (2), industrial arts classwork, grades 10-12 (3), personal interests and hobbies (3), and other college courses (4).

Results of Data Pertaining to Part C of the Influence Instrument

The data in this section was presented as a rank according to the number of times a category was indicated. Table XLII data pertaining to the time the student decided to prepare for industrial education seems to indicate that 44 percent of the university students made their decision during grades 11 or 12, 21 percent while out of high school

TABLE XL

FIVE MOST INFLUENTIAL EXPERIENCES
PART B, UNIVERSITY

Experiences	Influence Most 1	2	3	4	Least 5	Total	Rank Most (1)	Rank Total
1. Visited college campuses	24	13	8	6	5	56	3.5	3
2. Visited college industrial arts facilities	6	15	15	3	3	42	8	5
3. Saw motion pictures of college campuses and/or industrial arts facilities	5	2	2	2	0	11	9.5	14
4. Saw slide films of college campuses and/or industrial arts facilities	1	5	1	4	1	12	16.5	13
5. Read newspaper or magazine articles about teachers or teaching	1	2	0	2	2	7	16.5	18.5
6. Read booklets describing teaching careers	5	1	1	1	2	10	9.5	15
7. Read booklets describing industrial arts teacher education	1	3	2	0	2	8	16.5	17
8. Read booklets describing college activities	2	6	4	2	4	18	13	9.5
9. Listened to speeches about industrial arts teaching	1	1	5	8	2	17	16.5	11

TABLE XL (CONTINUED)

Experiences	Influence Most 1	2	3	4	Least 5	Total	Rank Most (1)	Rank Total
10. Listended to radio or T.V. programs about teachers or teaching	0	2	0	1	4	7	20.5	18.5
11. Extracurricular activities, grades 10-12	13	14	2	4	2	35	5	6
12. Extracurricular activities, grades 7-9	1	2	1	2	0	6	16.5	20.5
13. Industrial Arts classwork grades 10-12	67	29	14	9	3	122	2	2
14. Industrial Arts classwork grades 7-9	7	12	12	2	0	33	6.5	7
15. College technical courses	17	12	12	2	2	45	3.5	4
16. Other college courses	3	6	6	2	3	20	12	8
17. Membership in community youth groups	4	3	2	2	2	13	17	12
18. Teaching experience in camp program	1	2	2	1	0	6	16.5	20.5
19. Teaching experience in military service	7	6	2	1	2	18	6.5	9.5
20. Personal interest or hobbies	74	32	21	15	5	147	1	1
21. New Careers in Education slide/tape presentation	0	0	5	1	3	9	20.5	16

TABLE XLI

FIVE MOST INFLUENTIAL EXPERIENCES
PART B, JUNIOR COLLEGE

Experiences	Influence: Most 1	2	3	4	Least 5	Total	Rank Most (1)	Rank Total
1. Visited college campuses	5	4	0	0	1	10	1	1
2. Visited college industrial arts facilities	1	1	1	0	0	3	9.5	11
3. Saw motion pictures of college campuses and/or industrial arts facilities	0	0	0	1	0	1	16.5	17
4. Saw slide films of college campuses and/or industrial arts facilities	0	1	0	0	1	2	16.5	13.5
5. Read newspaper or magazine articles about teachers or teaching	0	0	0	0	1	1	16.5	17
6. Read booklets describing teaching careers	0	1	0	0	0	1	16.5	17
7. Read booklets describing industrial arts teacher education	0	0	0	0	0	0	20.5	20.5
8. Read booklets describing college activities	1	0	2	0	1	4	9.5	7.5
9. Listened to speeches about industrial arts teaching	0	1	1	1	0	3	16.5	11

TABLE XLI (CONTINUED)

Experiences	Influence Most 1	2	3	4	Least 5	Total	Rank Most (1)	Rank Total
10. Listened to radio or T.V. programs about teachers or teaching	0	0	0	0	0	0	20.5	20.5
11. Extracurricular activities, grades 10-12	0	2	0	0	0	2	16.5	13.5
12. Extracurricular activities, grades 7-9	1	0	0	0	0	1	9.5	17
13. Industrial Arts classwork, grades 10-12	3	0	1	2	0	6	4	3.5
14. Industrial Arts classwork grades 7-9	1	1	1	1	0	4	9.5	7.5
15. College technical courses	1	0	2	0	1	4	9.5	7.5
16. Other college courses	2	3	0	0	0	5	5	5
17. Membership in community youth groups	1	1	1	1	0	4	9.5	7.5
18. Teaching experience in camp program	1	0	2	0	0	3	9.5	11
19. Teaching experiences in military service	5	1	1	0	1	8	1	2
20. Personal interest or hobbies	5	8	2	1	0	6	1	3.5
21. New Careers in Education slide/tape presentation	1	0	0	0	0	1	9.5	17

TABLE XLII

DATA PERTAINING TO THE TIME THE STUDENT DECIDED TO PREPARE FOR VOCATIONAL-INDUSTRIAL EDUCATION

Time	University			Junior College			Combined Rank
	No.	%	Rank	No.	%	Rank	
Grades 7 or 8	7	2	6	4	7	5	7
Grades 9 or 10	23	7	5	2	3	6	6
Grades 11 or 12	140	44	1	19	31	2	1
While in Military Service	23	7	5	9	15	3	4
While in Post Secondary Education	28	9	4	0	0	7	5
While Out of High School and Employed	68	21	2	21	34	1	2
No Opinion	32	10	3	6	10	4	3

and employed, 9 percent while in post secondary education, 7 percent while in grades 9 or 10, 7 percent while in military service, 2 percent while in grades 7 or 8, and 10 percent with no opinion.

The data pertaining to the junior college students seems to indicate that 34 percent made their decision while out of high school and employed, 31 percent in grades 11 or 12, 15 percent while in military service, 7 percent in grades 7 or 8, 3 percent in grades 9 or 10, and 10 percent had no opinion.

The combined rank indicated most students made their decision to prepare for industrial education while in grades 11 or 12 (1), while out of high school and employed (2), while in military service (4), while in post secondary education (5), grades 9 or 10 (6), and grades 7 or 8 (7). No opinion was ranked (3).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The concern of many educational leaders within the state of Oklahoma has been the increase in demand for industrial education teachers. This concern is also shared by leaders in many other states throughout the United States, thus a program was invisioned to recruit more students into the industrial education area of teaching. Many opinions have been expressed as how to best go about the job of recruiting, but very little research has been done to learn more about the students and what influences them.

Summary

The purpose of this study was to identify factors which influenced enrollment in selected post secondary industrial education programs. The research sought to answer three basic questions which were deemed necessary before an effective recruiting program could be instigated. The three main research questions sought to determine who was the person which had the most influence on the students career choice, what experiences the student had were the most influential, and when did the student make the decision to enroll in an industrial education program.

The department head of the industrial educational program at nine universities and eight junior colleges was asked to assist in this study. All nine university and five of the junior college department

heads agreed to assist with the study by administering the Influence Instrument to the freshman students enrolled in an industrial education program at their university or college. There were 397 surveys returned but only 382 could be used due to improperly completed surveys being returned by 15 students.

Table XLIII seems to indicate that the university students indicate their parents are the most influential persons with regard to enrollment in industrial education programs. College professors or representatives were ranked second, industrial arts teachers, grades 10-12, third, brothers or sisters fourth, and other persons fifth.

Table XLIV data relevant to junior college students on the same subject resulted in the indication that parents were most influential followed by other persons, brothers or sisters, other relatives, and college professors or representatives.

Table XLV seems to indicate that the university students say that personal interests and hobbies were the most influential experiences they had, followed by industrial arts classwork, grades 10-12, visited college industrial arts facilities, college technical courses, and visited college campuses.

Table XLVI data relevant to the junior college students on the same subject seems to indicate that personal interests and hobbies were the most important influence followed by visited college campuses, college technical courses, industrial arts classwork, grades 10-12, visited college industrial arts facilities, and technical experiences in military service.

The data pertaining to when the student made the decision to enroll in an industrial education program seems to indicate that the university

TABLE XLIII

PEOPLE INFLUENCING YOUR DECISIONS,
UNIVERSITY SUMMARY TABLE

Person or Persons	Rank A	Rank A&B
1. Parents	1	1
2. Brothers or sisters	4	6
3. Other relatives	7	7
4. Friends their own age	9	2
5. Neighbors or other adults	11	8
6. Industrial Arts teachers, grades 10-12	3	3.5
7. Industrial Arts teachers, grades 7-9	12.5	12
8. Other teachers, grades 10-12	6	5
9. Other teachers, grades 7-9	16	14
10. Guidance counselors, grades 10-12	10	10.5
11. Guidance counselors, grades 7-9	14	16
12. College professors or representatives	2	3.5
13. College students majoring in Industrial Arts	8	10.5
14. Other college students	15	9
15. Other persons	5	13
16. New Careers in Education Recruiter	12.5	15

A - Important Positive Influence
A&B - Important Positive Influence and Some Positive Influence Combined

TABLE XLIV

PEOPLE INFLUENCING YOUR DECISIONS,
JUNIOR COLLEGE SUMMARY TABLE

	Person or Persons	Rank A	Rank A&B
1.	Parents	1	1
2.	Brothers or sisters	3.5	2
3.	Other relatives	3.5	5.5
4.	Friends their own age	8	3
5.	Neighbors or other adults	6	8.5
6.	Industrial Arts teachers, grades 10-12	8	10
7.	Industrial Arts teachers, grades 7-9	14.5	13
8.	Other teachers, grades 10-12	8	5.5
9.	Other teachers, grades 7-9	10.5	15
10.	Guidance counselors, grades 10-12	12.5	11
11.	Guidance counselors, grades 7-9	16	16
12.	College professors or representatives	5	4
13.	College students majoring in Industrial Arts	14.5	13
14.	Other college students	10.5	7
15.	Other persons	2	8.5
16.	New Careers in Education Recruiter	12.5	13

A - Important Positive Influence
A&B - Important Positive Influence and Some Positive Influence Combined

TABLE XLV

EXPERIENCES INFLUENCING YOUR DECISIONS,
UNIVERSITY SUMMARY TABLE

	Experiences	Rank A	Rank A&B
1.	Visited college campuses	5	3
2.	Visited college industrial arts facilities	3	4
3.	Saw motion pictures of college campuses and/or industrial arts facilities	14.5	12.5
4.	Saw slide films of college campuses and/or industrial arts facilities	16.5	10
5.	Read newspaper or magazine articles about teachers or teaching	18	14
6.	Read booklets describing teaching careers	13	9
7.	Read booklets describing industrial arts teacher education	12	11
8.	Read booklets describing college activities	10	6
9.	Listened to speeches about industrial arts teaching	20	15
10.	Listened to radio or T.V. programs about teachers or teaching	21	19
11.	Extracurricular activities, grades 10-12	7	7
12.	Extracurricular activities, grades 7-9	14.5	17
13.	Industrial Arts classwork, grades 10-12	2	2
14.	Industrial Arts classwork, grades 7-9	6	8
15.	College technical courses	4	5
16.	Other college courses	9	16
17.	Membership in community youth groups	8	12.5
18.	Teaching experience in camp programs	16.5	21

TABLE XLV (CONTINUED)

Experiences	Rank A	Rank A&B
19. Teaching experiences in military service	11	20
20. Personal interest or hobbies	1	1
21. New Careers in Education slide/tape presentation	19	18

A - Important Positive Influence
A&B - Important Positive Influence and Some Positive Influence Combined

TABLE XLVI

EXPERIENCES INFLUENCING YOUR DECISIONS,
JUNIOR COLLEGE SUMMARY TABLE

	Experiences	Rank A	Rank A&B
1.	Visited college campuses	2	2.5
2.	Visited college industrial arts facilities	5	9
3.	Saw motion pictures of college campuses and/or industrial arts facilities	21	13.5
4.	Saw slide films of college campuses and/or industrial arts facilities	20	11
5.	Read newspaper or magazine articles about teachers or teaching	11	16
6.	Read booklets describing teaching careers	16	11
7.	Read booklets describing industrial arts teacher education	16	13.5
8.	Read booklets describing college activities	9	4.5
9.	Listened to speeches about industrial arts teaching	16	16
10.	Listened to radio or T.V. programs about teachers or teaching	16	16
11.	Extracurricular activities, grades 10-12	11	7.5
12.	Extracurricular activities, grades 7-9	16	19.5
13.	Industrial Arts classwork, grades 10-12	5	6
14.	Industrial Arts classwork, grades 7-9	7.5	7.5
15.	College technical courses	3	2.5
16.	Other college courses	7.5	11
17.	Membership in community youth groups	16	19.5
18.	Teaching experience in camp program	11	19.5

TABLE XLVI (CONTINUED)

Experience	Rank A	Rank A&B
19. Teaching experiences in military service	5	4.5
20. Personal interest or hobbies	1	1
21. New Careers in Education slide/tape presentation	16	19.5

A - Important Positive Influence
A&B - Important Positive Influence and Some Positive Influence Combined

students were primarly in grades 11 or 12 (44 percent). While out of high school and employed comprised the second largest group (21 percent).

The junior college students indicated they made their decision while out of high school and employed (34 percent) and while they were in grades 11 or 12 (31 percent).

Conclusions

It can be concluded and supported by data that the parent is the most influential person for both the junior college and university student with regard to the decision to enroll in an industrial education program. This data does not support the findings of Jahrman (14) which revealed that the most influential person the students had come in contact with was a college representative.

Foley (9) reported that his studies showed the parent to be the most influential person with their high school teacher being the next most important. This is in partial agreement to the present research only in the data indicating the parent the most important person.

The college professor or representative and the industrial arts teacher, grades 10-12 have been reported to have the second and third most amount of influence on the college students.

According to the data presented in this research, it can be concluded that personal interests or hobbies was the most important influencing experience the students had which caused them to enroll in an industrial education program. The second and third most influencing experiences were reported to be industrial arts classwork, grades 10-12 and visited college industrial arts facilities. The conclusions

presented are supported by those of Senteney (26), Foley (9), and Nelson (22) to a great degree.

The data shows that the student was in grades 11 or 12 when the decision was made to enroll in an industrial education program. This data is in agreement with Spence (27) but disagrees with Foley (9) who indicated most students were already in college and Brown (5) who indicated his findings show the decision to be made during the ninth grade.

The conclusions presented have been substantiated by data which seems to indicate a great amount of agreement among freshman students enrolled in industrial education programs at junior colleges and universities located in the state of Oklahoma.

It should also be noted that no attempt was made to determine if all students surveyed were able to answer all questions based on their experiences. The assumption was that they did not all have the same advantages and the reader should keep this in account while reading this research.

Recommendations

On the basis of the findings and conclusions of the study, the following recommendations are made.

1. Whenever an effort is to be made to recruit students into an industrial education program, the presentation should be so designed as to reach the student, the parent, and the high school industrial arts teacher, grades 10-12. The student is receptive to information given by the parents, the industrial arts teacher, and college professors or representatives. These

three groups of people comprise the most formative influence group according to the students.

2. The influential experiences, as indicated in this study (personal interests or hobbies, industrial arts classwork, grades 10-12, and visiting college industrial arts facilities), should be developed to their fullest potential. Any presentation to encourage students to enroll in industrial education can best be advanced through the high school industrial arts classes and visitations to college industrial arts facilities.
3. Further study should be conducted to identify the personal interests or hobbies which could be used to identify a possible interest in industrial education programs.
4. Any effort to interest students in industrial education programs should occur during the eleventh and twelfth year of public school.

With the increase in demand for teachers in the vocational industrial education area and the increase in demand for the wiser use of funds, it is imperative that the most effective approach to recruitment be used.

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APPENDIXES

Part A People Influencing Your Decision to Prepare for Occupational and Industrial Education

INSTRUCTIONS: The purpose of this section is the identification of those persons which influenced your decision to prepare for occupational and industrial education. At the right of each factor circle the letter which best represents how you were influenced by it.

			A. important positive influence	B. some positive influence	C. little or no influence	D. some negative influence	E. important negative influence
1.	Parents	1.	A	B	C	D	E
2.	Brother or sisters	2.	A	B	C	D	E
3.	Other relatives	3.	A	B	C	D	E
4.	Friends of your own age	4.	A	B	C	D	E
5.	Neighbors or other adults	5.	A	B	C	D	E
6.	Industrial Arts teachers, grades 10-12	6.	A	B	C	D	E
7.	Industrial Arts teachers, grades 7-9	7.	A	B	C	D	E
8.	Other teachers, grades 10-12	8.	A	B	C	D	E
9.	Other teachers, grades 7-9	9.	A	B	C	D	E
10.	Guidance counselors, grades 10-12	10.	A	B	C	D	E
11.	Guidance counselors, grades 7-9	11.	A	B	C	D	E
12.	College professors or representatives	12.	A	B	C	D	E
13.	College students majoring in Industrial Arts	13.	A	B	C	D	E
14.	Other college students	14.	A	B	C	D	E
15.	Other persons, identify	15.	A	B	C	D	E
16.	New Careers in Education Recruiter	16.	A	B	C	D	E

Please list in descending order the five persons who influenced you the most:

most 1. _____

2. _____

3. _____

4. _____

least 5. _____

Part B Experiences Influencing Your Decision to Prepare for Occupational and Industrial Education

INSTUCTIONS: The purpose of this section is the identification of experiences which influenced your decision to prepare for occupational and industrial education. At the right of each factor circle the letter which best represents how you were influenced by it.

A. important positive influence
B. some positive influence
C. little or no influence
D. some negative influence
E. important negative influence

1.	Visited college campuses	1.	A	B	C	D	E
2.	Visited college industrial arts facilities	2.	A	B	C	D	E
3.	Saw motion pictures of college campuses and/or industrial arts facilities	3.	A	B	C	D	E
4.	Saw slide films of college campuses and/or industrial arts facilities	4.	A	B	C	D	E
5.	Read newspaper or magazine articles about teachers or teaching	5.	A	B	C	D	E
6.	Read booklets describing teaching careers	6.	A	B	C	D	E
7.	Read booklets describing industrial arts teacher education	7.	A	B	C	D	E
8.	Read booklets describing college activities	8.	A	B	C	D	E
9.	Listened to speeches about industrial arts teaching	9.	A	B	C	D	E
10.	Listened to radio or T.V. programs about teachers or teaching	10.	A	B	C	D	E
11.	Extracurricular activities, grades 10-12, identify clubs _____	11.	A	B	C	D	E
12.	Extracurricular activities, grades 7-9, identify clubs _____	12.	A	B	C	D	E
13.	Industrial Arts classwork, grades 10-12	13.	A	B	C	D	E
14.	Industrial Arts classwork, grades 7-9	14.	A	B	C	D	E
15.	College technical courses	15.	A	B	C	D	E
16.	Other college courses, identify _____	16.	A	B	C	D	E
17.	Membership in community youth groups, identify (Scouts, YMCA, 4H, etc.) _____	17.	A	B	C	D	E
18.	Teaching experience in camp program	18.	A	B	C	D	E
19.	Teaching experience in military service	19.	A	B	C	D	E
20.	Personal interest or hobbies, identify (ham radio, auto repair, etc.) _____	20.	A	B	C	D	E
21.	New Careers in Education slide/tape presentation	21.	A	B	C	D	E

Please list in descending order your 5 most influential experiences:

most 1. _____

2. _____

3. _____

4. _____

least 5. _____

Part C Time of Your Decision to Prepare for Occupational and Industrial Education

INSTRUCTIONS: The purpose of this section is the identification of the time when you made your decision to prepare for occupational and industrial education. Select the appropriate category by placing an X in the space provided.

_____ Grades 7 or 8

_____ Grades 9 or 10

_____ Grades 11 or 12

_____ While in military service

_____ While in post secondary education

_____ While out of high school and employed

PRELIMINARY QUESTIONNAIRE FOR THE EVALUATION OF THE NEW CAREERS IN EDUCATION PROGRAM

* 1. Number of freshmen enrolled in your Occupational Education Program as of September 1, 1974. _____

2. Number of freshmen enrolled in your Occupational Education Program as of September 1, 1975. _____

* Occupational Education includes Industrial Arts, Technical Arts, Technical Education, Industrial Education, and Trade and Industrial Education.

Will you assist us in establishing the items which influenced your freshmen students to enter the Occupational Education area by administering a survey to these students later this semester? Yes_____ No_____

A survey will be sent for each freshman you have enrolled in your program and will require the students to spend approximately 15 minutes to fill it out.

THE LIST OF UNIVERSITIES AND JUNIOR COLLEGES CONTACTED

Oklahoma State University

Northeastern Oklahoma State University

Northwestern Oklahoma State University

Oklahoma Panhandle State University

Central State University

Langston State University

East Central State University

Southwestern Oklahoma State University

Southeastern Oklahoma State University

Oscar Rose Junior College

Northeastern Oklahoma A & M College

Seminole Junior College

Murray State College

Western Oklahoma State College

Sayre Junior College

Eastern Oklahoma State College

Carl Albert Junior College

[OKLAHOMA STATE UNIVERSITY LETTERHEAD]

During the past year we have been conducting an extensive public information campaign throughout Oklahoma to acquaint students with the great need for Occupational Education teachers not only in Oklahoma but throughout the United States. We have been traveling to high schools, Area Vo-Tech schools, and junior colleges presenting slide/tape programs and discussing the potentials of becoming a teacher in the areas of Occupational Education, which includes, Industrial Arts, Technical Arts, Industrial Education, Trade and Industrial Education, and Technical Education.

This program, titled "New Careers in Education," is an effort to increase the number of students enrolled in Industrial Arts, Technical Arts, Technical Education, Industrial Education, and Trade and Industrial Education programs at junior colleges and universities.

We would very much appreciate your assistance in helping us evaluate our program and to further establish the areas in which we should concentrate our future efforts to recruit prospective teachers into the Occupational Education area.

We are asking you to fill out the attached questionnaire and return it in the self-addressed, stamped envelope at your earliest convenience.

Sincerely,

Jake Fischer
Associate Director
New Careers in Education

JF/kp

VITA

Jakie Frank Fischer

Candidate for the Degree of

Doctor of Education

Thesis: AN IDENTIFICATION OF FACTORS WHICH INFLUENCE ENROLLMENT IN SELECTED POST-SECONDARY EDUCATION PROGRAMS

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Pawnee, Oklahoma, April 4, 1938, the son of Mrs. and Mrs. Ben Fischer.

Education: Graduated from Pawnee High School, Pawnee, Oklahoma, May, 1956; received the Associate of Engineering degree from Oklahoma State University, May, 1960; received the Bachelor of Science degree from Oklahoma State University, May, 1962; received the Master of Science degree from Oklahoma State University in 1963; attended University of Northern Colorado in 1969 and Western State College in 1970; completed requirements for Doctor of Education degree at Oklahoma State University in July, 1976.

Professional Experience: Teacher at Morey Junior High School, Denver, Colorado, from 1963 through 1969; Teacher at Ken Caryl Junior High School, Lakewood, Colorado, from 1969 through 1971; teacher at Okmulgee High School, Okmulgee, Oklahoma, from 1971 through 1974; Research Assistant and Associate Director, New Careers in Education Project, Assistant to the Coordinator of the National Vocational Education Methods Conference from January, 1976 to present.

Professional Organizations: Member of the Okmulgee Classroom Teachers Association, Oklahoma Education Association, National Education Association, Oklahoma Industrial Arts Association, Iota Lambda Sigma, and Phi Delta Kappa.

Awards: NDEA Summer Institute at the University of Northern Colorado, Bureau of Indian Affairs Higher Education Scholarship.