AN ANALYSIS OF OKLAHOMA VOCATIONAL EDUCATION ADMINISTRATORS' ATTITUDES TOWARD INDIVIDUALS WITH DISABILITIES

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Submitted to the Faculty of
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
July, 1996

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EDUCATION ADMINISTRATORS' ATTITUDES

TOWARD INDIVIDUALS WITH

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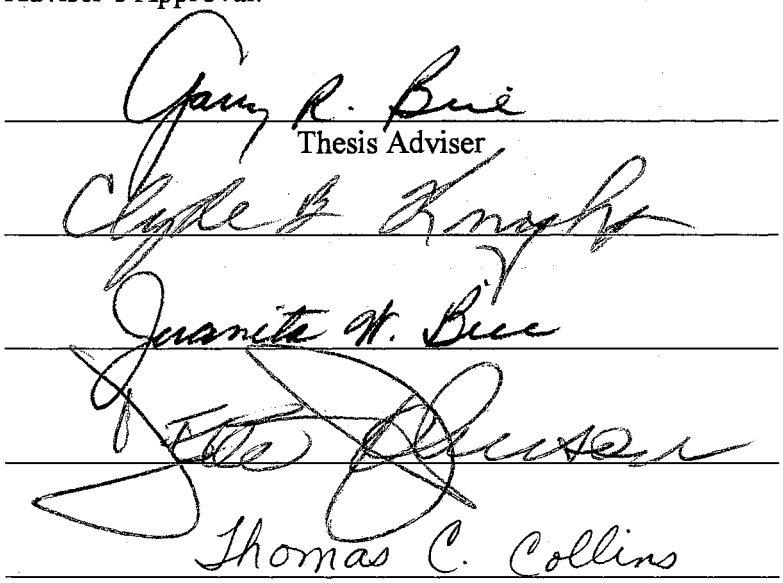
Adviser's Approval:



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ACKNOWLEDGMENTS

While in pursuit of my doctoral degree, many people have contributed to my well-being, to the production of this paper, and to the accomplishments required in such an endeavor. It would be impossible to list all those people. Foremost in my thoughts are those people with whom I have spent the most time.

A special debt of gratitude goes to my committee chairman, Dr. Garry Bice, without whose patience and encouragement my tasks would not have been completed. A very special thank you to Dr. Juanita Bice for uplifting my spirits so my tasks could be accomplished. Gratitude is also extended to my committee members, Dr. Clyde Knight and Dr. Deke Johnson.

The administration and colleagues of the school district in which I work, Northeast Area Vocational Technical Center, have all been supportive. A very special word of thanks to Donna Reed and Betty Shamblin and her classes for the many computer hours spent typing on various tasks along the way. My dissertation is completed because of their willingness to lend a helping hand. They are appreciated.

A special thanks to Dr. Stacy Thompson, for introducing me to a computer statistical program. Many more hours would have been needed to complete my task without her help. A great big "Thank You."

Thanking my family is probably the most humbling of experiences. I want to remember the many sacrifices they have made to allow me to pursue my dream.

My three children, Amy, Holly, and Matt, have been so understanding and helpful. They have pitched in to help cook meals, do laundry, and run errands. They have given me encouragement with their hugs and 'I love you.' For all of this and more I want to thank them.

The one who has sacrificed the most is my husband, Ed. I think of the many things he has done to lend his help and support. Many times he has driven me to classes and waited patiently. His love and support have been my strength.

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CHAPTER I

INTRODUCTION

There are a number of challenges for vocational education planners in the 1990's and beyond. Indications are that schools are faced with an increasing number of individuals with disabilities, defined as individuals having a physical or mental impairment that substantially limits one or more of the major life activities of such individuals or a record of such an impairment or being regarded as having such an impairment (ADA, Sec. 3[2]).

There is a high probability that many of those individuals will become enrolled in vocational education programs, in an attempt to create an educational program that is relevant to their needs as future community members and workers (Sarkees & West, 1990). Congress, through legislation, mandated that all persons, including those with ". . . special handicapping conditions . . ." should:

> . . . have ready access to vocational training and retraining which is of the highest quality, which is realistic in light of factual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and abilities to benefit from such training (P.L. 88-210, Section 1) (Clauser, 1983).

One of the challenges for vocational education planners is to provide quality vocational programs for individuals with disabilities. A major concern is that the

vocational programs provided are effectively and appropriately meeting the needs of individuals with disabilities. Recent legislation (Sections 503 and 504 of the Rehabilitation Act of 1973; P.L. 94-142, the Education For All Handicapped Children Act of 1975; P.L. 94-482, the Education Amendments of 1976; Title II-Vocational Education; Carl Perkins Reauthorization Act of 1991; Americans with Disabilities Act of 1990) and numerous litigations have established the rights of individuals with disabilities to a free and appropriate public education including vocational education. However, policy-related problems and issues frequently inhibit or prevent the effective delivery of essential instruction and related services to vocational students with disabilities (Greenan & Phelps, 1982). Further, one of the "messages" that came across in the Carl Perkins Act was the need to improve access to and the quality of vocational program offerings for students with disabilities.

The policy-related problems pertaining to the delivery of vocational instruction and services to individuals with disabilities include: (1) interagency cooperation and agreements, (2) funding and fiscal policy, (3) service delivery and program alternatives, (4) personnel preparation, (5) state legislation, plans and policies, (6) federal legislation and regulations, (7) attitudes, and (8) program evaluation and improvement (Greenan & Phelps, 1980, 1982). These policy-related problems were defined as administrative, organizational, and fiscal as they pertained to the delivery of vocational education for students with disabilities. It appears that problems exist for the delivery of vocational programs for individuals with disabilities.

The administrator of each school is the acknowledged educational leader, and consequently has a major responsibility for effective vocational programming for

individuals with disabilities, as well as for all students enrolled in vocational programs (Sarkees & West, 1990). The policies and procedures set-up by an administrator which govern and guide the vocational education for the students with disabilities are critical to the learning environment. Sarkees and West (1990) wrote:

> Administrators can provide the strong supportive base which enhances a vocational instructor's program or they can negate any effort on behalf of the vocational instructor to provide a positive learning environment for special needs students (hence individuals with disabilities) (p. 182).

Administrators, as they set policies and procedures to provide vocational education for individuals with disabilities, need to demonstrate a positive attitude, keep communication channels open, and establish a team effort if they want to provide effective and adequate vocational education for individuals with disabilities (Kolde, 1987). Several studies indicated that attitudinal barriers may be a key for ineffective and inadequate programs for individuals with disabilities (Minugh & Morse, 1981; Greenan, & Phelps, 1980; Kurzberg, 1978).

Problem

The problem is: Even though public policy dictates individuals with disabilities will be served educationally, and money is available to do so through Federal legislation; individuals with disabilities are not being served effectively or adequately. One of the primary reasons may be that the educational leader for a school, the administrator, does not place enough priority on programs and services for individuals with disabilities. Therefore, individuals with disabilities continue to be underserved in vocational education and there is a need to determine if Oklahoma Vocational-Technical

administrators' attitude toward individuals with disabilities affect the delivery of effective and efficient programs in Oklahoma Vocational Education.

Purpose

The purpose of this study was to examine attitudes of administrators employed in the Oklahoma Vocational-Technical Education System towards individuals with disabilities. The study was to establish whether a relationship exists between an administrators score on the Attitude Toward Disabled Persons Scale and certain demographic variables. The study was also to establish whether a relationship exists between administrator's score on the Attitudes Toward Disabled Persons Scale and programs and services offered.

The study sought to answer the following two questions:

1. Is there a significant difference between male and female vocational administrators and their attitude toward individuals with disabilities?
2. Is there a relationship between a vocational administrator's attitude toward individuals with disabilities and their age, level of education, years of experience in education, number and type of special education courses taken, and exposure to inservice training concerning individuals with disabilities?

Definition of Terms

The term "disability" for the purpose of this study will be defined as it is in the Americans with Disabilities Act.

"Disability" with Respect To An Individual: (a) a physical or mental impairment that substantially limits one or more of the major life activities of such individuals; (b) a record of such an impairment; or (c) being regarded as having such an impairment (ADA, Sec. 3[2]).

Vocational Education Administrator: For the purpose of this study, vocational administrator refers to the person or persons at each Area Vocational Technical school in the state of Oklahoma that is responsible for program planning, implementation and evaluation. Those administrators to be surveyed will include the chief campus administrator commonly titled at Area Vocational Technical Schools in Oklahoma as superintendent and/or assistant superintendent.

Attitude: For the purpose of this study, attitude is a moderately intense emotion that prepares or predisposes an individual to respond consistently in a favorable or unfavorable manner when confronted with a particular object (Anderson, 1981), and as measured by the Attitudes Toward Disabled Person Scale.

Schools Services: For the purpose of this study, school services include: (1) assistance in selecting an appropriate vocational program from available alternatives, (2) support assistance to ensure successful performance in a regular vocational program and (3) assistance in job placement at the appropriate time (Meers, 1987).

CHAPTER II

REVIEW OF LITERATURE

Introduction

A review of current literature with possible implications for the research was completed through a computer search of document abstracts contained within the ERIC and Psychological Abstract files. A good source of information was found in the Encyclopedia of Special Education (1987), a reference for the Education of the Handicapped and other exceptional children and adults. A dissertation abstract search was completed at the Oklahoma State University library.

No study was found of attitudes of Oklahoma Vocational Administrators toward individuals with disabilities. However, several concepts, methods, techniques, and findings from studies pertaining to vocational education for individuals with disabilities were examined for possible implications regarding attitudinal barriers.

Federal Legislation Affecting Vocational Education

Since passage of the Smith-Hughes Act in 1917, which provided funds for vocational education in public schools, there has been an increasing focus on individuals

with disabilities in federal vocational legislation. One part of the Smith-Hughes Act was the establishment of the Federal Board for Vocational Education. The primary function of the Federal Board was to supervise the expenditure of federal funds according to the provision of the act (Meers, 1987). A further function of the Federal Board was to coordinate programs for students with disabilities, primarily the handicapped. However, because of prevailing philosophy, that function was not met. This is demonstrated by an excerpt from the Federal Board of Education, Statement of Policies, Bulletin No. 1 (1917).

> The Federal Board desires to emphasize the fact that vocational schools and classes are not fostered under the Smith-Hughes Act for the purpose of giving instruction to the backward, deficient, and incorrigible or otherwise subnormal individuals; but that such schools and classes are to be established and maintained for the clearly avowed purpose of giving thorough vocational instructions to healthy, normal individuals to the end that they might be prepared for profitable and efficient employment. Such education should command the best efforts of normal boys and girls (p. 17).

The majority of legislation dealing with individuals with disabilities has been reactive, that is, laws have been passed after needs have surfaced, rather than as part of plans to serve future needs of high risk citizens. The Education Amendments of 1968 (P.L. 90-576) stressed vocational training of individuals with disabilities in main-streamed situations. Also, federal funds were set aside for disadvantaged individuals and handicapped individuals to provide them assistance in vocational program activities. With those monies many programs specifically designed for the handicapped were started, thus expanding vocational education to encompass special groups (Reynolds & Mann, 1987). There are still programs that are specifically designed for learners with disabilities. The Education Amendments of 1976 (P.L. 94-482) increased the funding for

programs and services for individuals with disabilities, as well as targeting elimination of sex discrimination. The 1976 legislation designated vocational education for individuals with disabilities as a national priority. The added funding was to help pay for additional services students with disabilities need to succeed in vocational education. The Education for all Handicapped Children Act of 1975 (Public Law 94-142) unequivocally established that every handicapped youth be given the opportunity to participate in free and appropriate vocational education. With the passage of Public Law 94-142, many more individuals with disabilities began attending vocational-technical schools. Vocational education planners were trying to provide programs and services to meet the needs of the rising number of students with disabilities. The National Center for Education Statistics (1984) reported that in 1980-81, disadvantaged, handicapped, and limited English populations comprised nearly 20% of all students enrolled in vocational education. Enrollment for individuals with disabilities in vocational education has seen a marked increase from the early 1970's, when students with disabilities and economically disadvantaged individuals represented only a small fraction of vocational education's total enrollment (Phelps & Johnson, 1991).

Legislation continued for individuals with disabilities with the signing of the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524). That Act assured equal access to vocational education programs for individuals with disabilities, and ordered the quality of vocational education to be improved (P.L. 98-524, 1984). Specific benefits contained within the Carl Perkins Vocational Education Act included equal access in recruitment, enrollment, and placement activities; vocational assessment to determine abilities, interests, and special needs; guidance, counseling, and career development

activities; and counseling services to facilitate the transition from school to post-school employment (P.L. 98-524, 1984).

Other federal legislation has also imposed laws and provided funds for developing vocational programs for individuals with disabilities. Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) prohibits discrimination on the basis of disabling condition in all federally funded programs which would include vocational education. Section 503 of the Rehabilitation Act of 1973 (P.L. 93-112) implemented an affirmative action program for employers in all areas of business and industry and promote expanded employment opportunities for individuals with disabilities. The Job Training Partnership Act of 1982 (P.L. 97-300) provided funding to assist economically disadvantaged individuals to receive training or retraining. Most recent legislation that will affect training and retraining for individuals with disabilities is the Americans with Disabilities Act of 1990 (Perritt, 1990). The Americans with Disabilities Act of 1990 (P.L 101-366) addresses the need of private and public education to make reasonable modifications in rules and policies in order to create meaningful opportunities, provide auxiliary aids and services, and remove architectural and communication barriers that limit program participation of individuals with disabilities (Phelps, and Johnson, 1991).

Vocational education planners continue to face a challenge to ensure that policy directives concerning equity and reasonable accommodation for the individuals with disabilities are met. The Americans with Disabilities Act and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 stressed the importance of ensuring that youth and adults with disabilities have the necessary opportunities and accommodations to participate in and fully benefit from vocational education programs

(Phelps & Johnson 1991). Laws are continually being passed to improve programs for individuals with disabilities.

Role of Vocational Education in Meeting the Needs of Individuals with Disabilities

Vocational education is the training of individuals for gainful employment after completion of a specific training program (Meers, 1987). The vocational programs must keep in tune with the needs of both the student and the labor market (Meers, 1987). Thus vocational education has been the primary deliverer of training for the world of work for individuals with or without disabilities (Meers, 1987). The Olympus Research Corporation (1974) in Salt Lake City, Utah found that seventy percent of students with disabilities studied were in special vocational programs where training they received did not prepare them to compete in the open labor market.

Vocational education has been prompted by federal legislation to recognize those individuals with disabilities that have been unable to succeed in regular vocational programs. Thus, administrative efforts to provide vocational education for individuals with disabilities have increased steadily, especially since 1968 (Clark & Evans, 1977; Phelps & Halloran, 1977). According to the National Advisory Committee on the Handicapped (1975):

> Vocational education is important in the development of independence for everyone, but is critical and essential for handicapped individuals. Yet existing vocational education programs are frequently not available to the handicapped, and programs designed to meet the needs of handicapped people are notably lacking (1975, p. 1).

Greenan and Phelps (1980) agreed that the success of vocational programs for individuals with disabilities is determined by (1) availability of state and federal funds, (2) local commitment to provide the services, (3) availability of trained support personnel, (4) in-service training in methods of instruction, (5) efforts to publicize available services, (6) availability of relevant higher education course offerings, and (7) appropriate facilities and equipment.

There are various components which affect the delivery of vocational education for students with disabilities (Sarkees & West, 1990). West (1987) writes that program development encompasses all ancillary services that support instruction, as well as curriculum content. Sarkees and West (1990) feel the following components are critical to planning for vocational programs for students with disabilities: (1) curriculum content, (2) instructional delivery, (3) support services, (4) administrative policies, (5) intra- and interagency collaboration, and (8) follow-up activities (Sarkees & West, 1990). Each component requires examination, planning , and refinement by a team of educational educators who understand the strengths, interests, and aptitudes of students with disabilities (Sarkees & West, 1990). Sarkees and West suggest the team of educators include: (1) administrators, (2) special education teachers, (3) vocational instructors, (4) employees, (5) parents, and (6) students.

Meers (1987) stated that vocational programs for students with disabilities should be a part of the general education delivery system. Vocational programs for

individuals with disabilities or services should neither duplicate nor dilute the offerings of other vocational programs (Meers, 1987).

According to Sarkees and West (1990), the following objectives should be considered when planning programs for students with disabilities; (1) to develop the means for students to complete school, (2) to enable the students to work toward achieving their maximum potential, (3) to develop the conviction that the individual is a valued person, (4) to develop self-confidence of students necessary to take advantage of employment opportunities, (5) to develop a student's attitude to the world of work, and (6) to allow students to acquire salable skills. These objectives show that students with disabilities are in need of many of the same services as non disabled students. Thus, students with disabilities have the right to the same options in vocational education as students who are not disabled (Fasteau, 1980; Razeghi & Davis, 1979).

The major responsibility for an effective vocational program which addresses the needs of individuals with disabilities lies with the building administrator (Kolde, 1987). Eagle and others (1989) in their study stated:

> As a vocational education administrator, you are in a significant position to improve vocational options for many students with disabilities. Teachers can take actions to do this in their own classrooms, but only you can organize the vocational program as a whole in ways that agree very conductive to these efforts. Their efforts depend upon their leadership and your vision.

The administrator should strive to establish a comprehensive program that will provide students with disabilities the following services:

1) assistance in selecting an appropriate vocational program from available alternatives.

2) support assistance to ensure successful performance in a regular vocational program

3) assistance in a job placement at the appropriate time (Kolde, 1987).

To provide a great quality vocational program for individuals with disabilities the building administrator must organize vocational classes, structure the vocational curriculum, and set standards for his/her staff.

The building administrator has an important, leading role in the success or failure of a vocational program for individuals with disabilities within a school. Where successful vocational programs currently exist, an administrator saw the need for such a program and gave support and encouragement to the instructional staff as the program was initiated and progressed, and ensured that there were sufficient resources-both financial and human-to provide and maintain a quality program (Kolde, 1987; Eagle & others, 1989).

Administrator's Role and Attitudes

The administrator is the acknowledged educational leader of the school, and consequently has a major responsibility for effective vocational programming for individuals with disabilities, as well as for all students enrolled in vocational programs (Eagle & others, 1989; Kolde, 1987; Sarkees & West, 1990). Monteith (1994) in her study, "Special Education Training: A Must for Today's School Leaders," stated "it is the principal (building administrator) who sets the tone for the school and oversees the organization and implementation of an effective instructional program" Kolde (1987).

wrote that administrators must demonstrate a positive attitude, keep communications channels open, and establish a team effort to provide effective vocational programs.

Effective administrators demonstrate good leadership by developing cooperative working relationships and by participating in cooperative ventures and seeing them to a successful completion (Kolde, 1987). Kolde (1987) writes:

> If we briefly examine a few of the characteristics of a leader, we will immediately perceive why the administrator is responsible for making a program effective. A leader:
>
> * acts toward others in a positive way.
> * has more influence than any other member of the organization.
> * has the greatest effect on setting and achieving the goal of the organization.

Once an individual has accepted an appointment to a position of leadership (i.e., as an administrator), the individual is required to accept the responsibility that goes with such a leadership role (p.355).

Thus one important role of the administrator is the creation of a positive attitude within the school (Kolde, 1987). The positive attitude is not communicated through just words but also through actions of the administrator (Kolde, 1987). If the school administrator has a positive attitude toward programs for individuals with disabilities, it will spread among the staff and the student body (Kolde, 1987; Sarkees & West, 1990; Eagle & others, 1989; Monteith, 1994). A positive attitude increases the probability that students with disabilities will achieve success in their vocational as well as academic

programs (Kolde, 1987). The administrator can demonstrate a positive attitude through the following activities:

* provide quality instruction that meets the needs of all students, both academically and socially.

* ensure that the facility is barrier free.

* provide appropriate equipment to meet the needs of the handicapping conditions of the student.

* assign an adequate number of staff to meet the needs of students with disabilities.

* plan for future improvements and expansion of the programs, numbers, space, equipment, and staff.

* monitor and review all program components on an ongoing basis.

* maintain quality programs which meet the needs of both the labor market and the individual student.

* promote the benefits of main-streaming and the programs for individuals with disabilities through public relations efforts (Kolde, 1987; Eagle, 1989; Sarkee & West, 1990).

Another important aspect of the administrator's role is attention to details affecting programs for individuals with disabilities (Kolde,1987; Eagle, 1989). For example, The Education for All Handicapped Children Act of 1976 (Public Law 94-142) requires schools to educate students with disabilities in the least restrictive environment appropriate to their needs (Meers, 1987). This mainstream model requires a great deal of commitment by the administrator to ensure that a positive learning atmosphere exists (Kodle, 1987; Sarkees & West, 1990; Eagle, 1989). The Carl D. Perkins Act (P.L. 98-524) reinforces the importance of support services for all students with disabilities by including the assurances and mandates that students with disabilities receive special

services which would enhance instruction and opportunities for success in vocational education (Sarkees & West, 1990). These assurances include (1) assist students who have disabilities to enter vocational education programs, (2) assess the special needs of students participating in vocational education programs, (3) provide supplementary services such as: (a) curriculum modification, (b) equipment modification, (c) classroom modification, (d) supportive personnel, and (e) instructional aids and devices, (4) provide guidance counseling and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such special services, and (5) provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities. The school administrator must organize support services which will enable students with disabilities to succeed in regular vocational education programs. Support services necessary to help students with disabilities succeed include: (1) remedial skills development, (2) counseling, (3) vocational assessment, and (4) placement assistance (Eagle, 1989). The support services in Oklahoma Vocational Technical schools are located in the Educational Enhancement Centers. Eagle (1989) in her article, "Increasing Vocational Options for Students with Learning Handicaps: A Practical Guide," says, "each support service is as necessary as classroom instruction to improving the employability of students with handicaps." She further states that each service should be provided by a qualified professional hired for that purpose (Eagle, 1989). Thus administrators must devote more resources to serving main-streamed students. Eagle(1989) ask administrators to evaluate the level of special assistance being provided students with disabilities. Eagle (1989) found in her study that most schools today do not provide

sufficient assistance to students with disabilities. Eagle (1989) recommended that administrators to upgrade assistance for students with disabilities provide training for vocational educators in methods of teaching students with disabilities and provide staff to assist the vocational teacher.

Another responsibility of the administrator, is to keep the communication channels open by providing active and participatory leadership (Kolde,1987; Sarkees & West, 1990; Eagle, 1989.) Communications channels must be kept open between all staff members who have responsibility for students with disabilities (Kolde,1987; Sarkees & West, 1990; Eagle, 1989). Kolde (1987) suggests coordinators, counselors, instructional and support staff should function together as a team with the administrator as the leader of the team in establishing and providing the components necessary for a student's individual education plan. Planning for individuals with disabilities should be a collaborative effort between special education and vocational education (Greenan & Phelps, 1985). This cooperation would include vocational educators being involved with the Individual Education Program of the student with a disability.

Administrators need understanding of individuals with disabilities to be able to meet the needs of individuals with disabilities. A study was done in Nassau and Suffolk counties in New York (1989) of administrator's and teacher's perceptions of disabilities. Garnar and Schmelkin (1989) stated:

> The importance of attitudes toward and perceptions of disabilities has increasingly been emphasized in research (Yuker, 1988). This is because the particular perceptions and attitudes the people hold may have profound effect on the adjustment and education of those with disabilities (Bartel & Gushing, 1983; Boure, 1978; Siller, 1976; Wright, 1983).

> Stereotypes and the organizational structure governing perceptions will affect (and be affected by) such things as attitudes, behaviors, expectations, interactions, and treatment of individuals with disabilities. Thus, placement decisions and teaching strategies for youngsters with handicapping conditions may be dependent in part, on how these youngsters are reviewed by individuals involved in the educational process (p. 463).

Garvar and Schmelkin (1989) stated in their study that more needs to be known about the particular types of experiences that administrators have as opposed to the experiences of teachers because these experiences may affect the way in which they view students with a disability. Further, it was determined that administrator's attitudes were more global than those of teachers. Therefore, the administrator's and the teacher's views on appropriate placement decisions and subsequent instructional strategies may be at odds. It was determined that administrators need to increase their knowledge in terms of experience working with individuals with disabilities (Tadlock, 1978; Kleinle, 1988). Garvar and Schemlkin's (1989) in their New York study further concluded that greater contact with persons with disabilities may affect the way in which individuals with disabilities are reviewed. Cuban (1989), in his article, "What Can Be Done for At-Risk Students," states:

> There is a window of opportunity open to teachers and principals who can still gather their courage, wits, and energy to improve the lives of at-risk children. But the work must be accomplished by teachers and administrators. We cannot look to policies, regulations, and slogans to do the job (p. 5).

A paper presented by Kleinle (1988) to the American Vocational Association Convention in St. Louis, Missouri, was examined. The paper presented perceptions of vocational administrators and instructors of instructional needs of individuals with disabilities for Vocational Education in Pennsylvania. One of the main conclusions was

that instructors, administrators and support persons have needs unique to their respective professional positions and school settings. Administrators need to be receptive to their attitudes as well as teacher's attitudes toward the individuals with disabilities. The administrator should provide inservice training that would help teachers modify programs, and understand the exceptional abilities of individuals with disabilities. Kleinle (1988), in his paper presented at the American Vocational Association Convention, stated that the teachers and administrators attitudes do make a difference when planning vocational programs for individuals with disabilities. For administrators to maintain positive attitudes and accomplish their many roles in programs for individuals with disabilities they must make a professional commitment toward planning vocational programs for individuals with disabilities (Sarkees & West, 1990).

Barriers to Delivering Vocational Education to Individuals with Disabilities

Various barriers to delivering vocational education instruction and services to individuals with disabilities have been identified. Greenan and Phelps (1980), in their research paper, identified eight policy-related problems which frequently inhibit or prevent the delivery of essential instruction and related services to individuals with disabilities. They suggested that policy-related problems are not identified and resolved. Consequently, individuals with disabilities are denied an appropriate education mandated by federal laws. One of the eight identified problem areas was attitudes. Although attitudes are not commonly considered a matter of policy, they often dictate policy. One of the most frequently identified attitude problems is accepting individuals with

disabilities into vocational programs or work settings. Teachers may be indifferent to individuals with disabilities in their class because they don't want to be responsible for disability students' learning, do not want the increased workloads, or they are reluctant to cross each others' disciplines. Administrators who plan and implement programs for individuals with disabilities may also have these fears because of a lack of knowledge on how to deal with the problem.

It appears that educators have a basic lack of knowledge and awareness about the functional abilities of individuals with disabilities. The lack of knowledge may be due to teachers and administrators feeling inadequately prepared to serve the needs of children with disabilities rather than any general negative attitude toward disability. Rumble (1980, p. 2) states that "the attitudes of teachers and knowledgeability of administrators are both essential elements for the successful integration of learners with disabilities into regular classrooms." Guerin and Szatloch (1974) and Haraseymiur and Horn (1975) found teacher attitude to be positively affected by experiences gained from inservice programs (Reynolds & Mann, 1987). Tadlock (1978) found that the vocational teachers level of knowledge and skill was most frequently cited as having the greatest influence on the success of students with disabilities in local vocational programs. School administrators were the second group whose level of knowledge and skill has the most important influence upon the success of students with disabilities in local vocational programs. Kleinle (1988) stated the areas of concern related to vocational planning program for students with disabilities included the lack of understanding by the instructor and administrator of individuals with disabilities, lack of knowledge of individuals with disabilities' abilities and needs, and the unwillingness of teacher and

administrators to modify programs for individuals with disabilities. Kleinle further found in his paper, "An Examination of the Perceptions of Vocational Administrators and Instructors of the Instructional Needs of Special Needs Students," that few inservice programs related to vocational programming for individuals with disabilities are provided for administrators or instructors. Kleinle strongly suggested that administrators provide in-service programs or faculty meetings each fall in order to explain to faculty members the types of individuals with disabilities enrolled in the various programs, the support services available from special needs support personnel, the additional support services available, the responsibility to provide vocational training for individuals with disabilities, and address any additional concerns that individuals might have.

Tadlock (1987) identified 38 needs in Washington State for youth with disabilities. Out of the ten most cited needs, six needs were related to poor attitudes or a lack of knowledge and skills by the school and community members. Some of the needs that related to poor attitude included (1) not aware of vocational needs of the students with disabilities, (2) believe that students with disabilities will slow the progress of the other students in the regular vocational program, (3) inaccurately assess the student with disabilities interests and desires to succeed in a vocational program, and (4) do not adequately follow-up the students after job placement. An additional barrier in delivering quality vocational education program is attitudes as suggested by Greenan and Phelps (1980). Smith, Flexer and Sigelman (1980) collected data from 135 principals concerning their attitudes toward mentally retarded, learning disabled, and normal students. Results indicated that principals considered Learning Disabled students, to be "more like" Educable Mentally Retarded students than like "normal." O'Rourke (1979)

conducted a study comparing the attitudes of teachers and their principals, and found a significant relationship between the attitudes of building principals and those of their teaching staffs. This might tend to indicate the importance of the leadership role of the administrator. Thus, attitudes of vocational administrators must play a role in the lack of vocational education opportunities for individuals with disabilities (Greenan & Phelps, 1980; Cline, 1981). The following section presents a discussion on attitudes and the measurement of attitudes.

Attitudes and Their Measurement

Allport referred to attitude as "the most distinctive and indispensable concept in contemporary American social psychology" (Anderson, 1981). Anderson referred to Thurstone's bold assertion that "attitude can be measured" (Anderson, 1981). Therefore, it is no surprise that attitude measurement and study has become a vital area of concern in special education (Lazer, 1973). Attitude has been defined many different ways and many theories have evolved on ways of measuring attitudes. Allport (1935) formulated common elements of attitudes from many definitions and arrived at three essential features. The three features included (1) preparation or readiness for favorable or unfavorable responses, (2) which is organized through experience, and (3) which is activated in the presence of all objects and situations with which the attitude is related. Fishbein and Ajzen (1975) identified three essential features of attitude which included (1) attitude is learned, (2) it predisposes action, and (3) such actions are consistently favorable or unfavorable toward the object. Anderson (1981) likewise identified five affective characteristics of attitude: (a) emotion, (b) consistency, (c) target,

(d) direction, and (e) intensity. Thus, the definition of attitude for the purposes of this study will be: "Attitude can be considered a moderately intense emotion that prepares or predisposes an individual to respond consistently in a favorable or unfavorable manner when confronted with a particular object" (Anderson, 1981, p. 368).

Attitude, then, is a specific affective characteristic which has unique features. These affective characteristics are the five essential features identified by Anderson (1981). The first affective characteristic, "emotion," involves primarily the feelings and emotions of persons. In fact, Chave (1978) had identified attitude as a complex of feelings, desires, fears, convictions, prejudices, or other tendencies that have given a set or readiness to act to a person because of varied experiences (Anderson, 1981). Consistency, the second feature, differentiates affective characteristics from affective reaction induced by particular situations or settings (Anderson, 1990). A reasonable degree of consistency of responses is necessary before it can be inferred that a person possesses a particular affective characteristic. The third feature, "target," is an affective characteristic that is related to particular objects, situations, ideas, and experiences. Anderson stated that all emotions and feelings, including attitude, are directed toward (or away from) some target. The next feature, "direction," prepares people to approach or avoid the target (Anderson, 1981). The last feature, "intensity," refers to the degree or strength of the emotions or feelings (Anderson, 1981). Some people experience more emotion toward a target than another person might. Thus, attitude is a reactive emotion; when an object is encountered by an individual, attitude is activated.

Measuring of attitudes falls into one of three categories. To measure attitudes, inferences about attitudes have to be made from some observable indicator (Anderson,

1981). Measurement is made on the basis of the type of indicator on which the inference is made. Anderson stated the first category contains those methods that enable inferences to be made based on individuals' responses to a series of sentences or adjectives. Methods falling into this category are called scaling techniques and the instruments developed are called scales. Scales are the most prevalent means of measuring attitudes (Anderson, 1981). These scales provide a means for individuals to respond with their true feelings. The most popular and frequently used scales include: (a) Thurstone scales, (b) Likert scales, (c) Guttman scales, and (d) Semantic differential scales. The key difference between the scales is that the Semantic differential scale uses adjectives (e.g., good-bad, nice-awful) while the Likert, Thurstone, and Guttman use sentences. Differences among Thurstone, Likert, and Guttman scales can be seen by viewing attitude as existing along an underlying continuum (Anderson, 1981). Such a view is consistent with Anderson's definition of attitude. Anderson (1981) stated the target is indicated above the continuum. The mid-point of the continuum indicates change in direction. The distance from the mid-point in either direction indicates intensity. The placement of the sentences along the continuum differentiates Likert scale from Guttman and Thurstone attitude scales which are written only at (or near) the two ends of the continuum. The Likert scale excludes sentences that may be interpreted as being around the mid-point. The nature of Thurstone, Likert, Guttman and semantic differential scales ensures a high degree of objectivity. The responses of the scales can be scored as well as having reliability, internal consistency, and stability.

Two other methods are used to measure attitudes. One method permits inferences to be made from individual's overt behaviors. These methods require the

gathering of observational data. The last method allows inferences to be made based on individual's physiological responses (Anderson, 1981).

The Attitude Toward Disabled Persons Scale, is the Likert-type scale that has been used extensively by researchers to measure attitudes toward individuals with disabilities (Yuker, 1970). The Attitude Toward Disabled Persons Scale was first presented at the American Psychological Association meetings and published in 1960 (Yuker, 1970). Three forms of Attitude Toward Disabled Persons Scale exist, Form O, Form A, and Form B. Form O, a twenty item scale, was first developed in 1960. The thirty item scales, Forms A and B, followed in 1964. The Attitude Toward Disabled Person Scale

> . . . was developed to provide an adequate positive-negative scaled measure of attitudes toward the disabled with evidence of reliability and validity, and instrument that could be used both with the disabled and the non-disabled. A Likert-type attitude scale which was relatively short, easy to administer, score, and interpret was deemed most suitable for use in investigation of the relationship of attitudes toward the disabled in general and other variables (Yuker, 1970, p. 17).

Siller (1976) points out that attitudes and reactions to individuals with disabilities are wide ranging and complex. For instance, an administrator who was accepting of students with disabilities would have more realistic expectations for those students than will an administrator who was not accepting of students with disabilities (Mitchell, 1976). The study which was done by Mitchell included principals in a large school district. Hughes (1978) stated that numerous studies supported the hypothesis that there were negative attitudes about persons with disabilities.

Several factors may have some influence on administrator's attitudes toward persons with disabilities (Higgs, 1975). Attitudes toward individuals with disabilities are

based on variables considered related to and important to attitudinal formation (e.g., family background, culture, and personality). Age, sex, and other demographic variables appear to be significant determinants in the manner in which attitudes toward individuals with disabilities are expressed rather than in their formation (Reynolds & Mann, 1987). Female subjects were more nurturing and accepting of individuals with disabilities than male teachers and more likely to respond in a socially desirable direction (Voetz, 1980; Clauser, 1983). Gottlieb and Gottlieb in 1977 did not find this to be true (Reynolds & Mann, 1987). Personal contact was found to have an influence on attitudes toward individuals with disabilities. Personal contact with individuals with disabilities may either substantially improve or worsen attitudes depending on the quality of the previous interaction (Reynolds & Mann, 1987).

Among urban and suburban principals 40.3 percent of the urban principals and 71.4 percent of the suburban principals were accepting of the integration of handicapped students into regular programs (Payne & Murray, 1979). There was no significant interaction between attitudes and size of school as reported by Hughes (1978). Principals with 10 or fewer years of experience were more knowledgeable about programs for individuals with disabilities than were principals with more than 10 years of experience (Cline, 1981). Younger people, regardless of sex or education, were less likely than older respondents to exhibit a positive attitude toward persons with disabilities (Gottlieb & Carman, 1975). Conine (1969) reported no significant effect on attitudes based on age (Howard, 1984; Marsh, 1983). Attitudes can be measured in various ways, however, for this study the ATDP scale designed by Yuker Block and

Younng (1964) will be used. Administrators will be surveyed using the scale and ask specific demographic information personal contact and size of school.

Summary

Federal legislation dictates laws and provides some funds for states to provide vocational education for individuals with disabilities. For example, The Education for all Handicapped Children Act of 1975 (Public Law 94-142) unequivocally established that every handicapped youth be given the opportunity to participate in free and appropriate vocational education. The Carl D Perkins Act of 1984 called for the quality of vocational education to be improved. Research showed that students with disabilities were not receiving training to prepare them in the open labor market. Further, research revealed commitment from administrators and services to help students succeed were lacking.

The research clearly acknowledged the administrator of the school as the educational leader. According to many researchers, the administrator as the leader of the school should have a positive attitude to be able to provide an effective vocational program for individuals with disabilities. Kolde (1987) stated that a positive attitude increases the probability that students with disabilities will achieve success. If the administrator exhibits a positive attitude toward individuals with disabilities, the vocation education program will have priority and services will be provided to help those students be successful. The ATDP scale has been used extensively by researchers (Yuker, 1970). This study will use the ATDP scale to measure attitudes of administrators toward individuals with disabilities (Yuker, 1970). Several factors were

found to influence administrators attitudes. Those factors include age, sex, experience, and size of school.

CHAPTER III

METHODS AND PROCEDURES

Introduction

Chapter III deals with the methods used to collect data relative to the attitudes of vocational administrators toward individuals with disabilities. This chapter describes: (1) the instrument used to collect the data, Attitude Toward Disabled Persons Scale (ATDP-Form B) (Yuker, Block & Young, 1964); (2) instrument validity and reliability; (3) the population; (4) procedures used to collect data; and (5) the statistical procedures used to answer the research questions.

Population

The population for the study consisted of the chief campus administrator of each vocational technical school site and the area site directors of each vocational technical school site in Oklahoma. The Oklahoma vocational-technical school, according to the Oklahoma Department of Vocational Technical Education includes 29 area vocational technical with 53 active campus sites. The population for the research was the entire population of administrators in charge of programs in the Oklahoma area vocational-technical school system.

Data Gathering Procedures

All fifty-three superintendents and area site directors were sent a research packet. To survey these fifty-three superintendents and area site directors, the researcher requested the Oklahoma State University Institutional Review Board's approval. The IRB approved the research proposal on an exempt basis when surveying 53 human subjects using the Attitude Toward Disabled Persons Scale. After approval by the IRB, the following items were sent to the population:

1. An Attitudes Toward Disabled Persons Scale (ATDP, Form B) (Appendix B).
2. A letter explaining the study, instructions for completion of the questionnaire, and a statement assuring confidentiality (Appendix D).
3. A structured questionnaire, including space to collect the demographics (Appendix D).
4. A stamped pre-addressed envelope.

The structured questionnaire asked the respondents to reply to particular demographic data: age of respondent, gender of respondent, level of education, and inservice training received about individuals with disabilities. The data sheet ask administrators for their total enrollment and number of individuals with disabilities served. This question was answered by 22 out of 47 (46.8%) of the administrators responding. One administrator stated that it was confidential while others left the question blank. The use of the attitude scale is discussed next.

The ATDP, Form B, which was developed by Yuker, Block and Younng was used along with a data sheet to gather the data. The data sheet requested demographic information from the respondent such as age, gender, and level of education. These

demographic variables were included because some similar factors had been identified as having an influence on attitudes toward disabled persons and may also influence the number of affirmative responses (Cline, 1981).

The survey and data sheet along with a cover letter were sent to fifty-three superintendents and area site directors with a self-addressed stamped envelope to return the data. After the first mailing, 34 participants responded. Those superintendents and site directors not responding were given a phone call by the researcher to ask them to respond if they still had their survey or were ask if they needed a new survey mailed. After the follow-up attempts, a total of 47 superintendents and directors responded. For the research to be valid, a large number of responses was needed. With 88.6% of the superintendents and site directors responding, attitudes toward the disabled were assessed. In order to measure and compare the attitudes of these vocational administrators, two research questions were formulated and tested. The first research question was to determine if there was a statistically significant difference between male and female vocational administrator's and their attitude toward individuals with disabilities. A t-test for Independent samples was employed to assess the first research question. The second question sought to ascertain whether there is a relationship between a vocational administrator's attitude toward individuals with disabilities and certain demographic variables. This research question was explored using a Pearson product-moment correlation coefficient (r). Demographic variables to be considered included: level of education, age, number of special education courses taken, or exposure to inservice training concerning individuals with disabilities.

Instrumentation

The instrument used in obtaining Oklahoma Vocational Administrators' attitudes toward the disabled was the Attitude Toward Disabled Persons Scale, (ATDP) (Yuker, Block & Younng, 1964).

The scale consists of thirty items. The ATDP is a short, easy to administer, self-report attitude scale (Yuker and Block, 1985). The ATDP was designed to measure attitudes toward individuals with disabilities in general and not attitudes toward specific disabilities (Yuker, Block & Younng, 1970). Each item on the scale is expressed as a statement to which the subject is asked to agree or disagree by rating the extent of agreement or disagreement on a Likert-type scale. There is no neutral or zero point on the scale. The response categories range from +3 ("I agree very much.") to -3 ("I disagree very much.").

Instrument Validity

Three types of validity are usually distinguished: content, criterion-related, and construct. The evidence for ATDP is mostly based on construct validity (Yuker & Block, 1985). In this technique, the researcher determines if there is a relationship between scores on ATDP and scores on other measures of prejudice. If the relationships are present in a sufficiently large number of cases, it is assumed that the common variance between studies represents the construct that is being researched (Yuker & Block, 1985). ATDP scores were correlated with a number of other attitude measure scores to determine whether the ATDP in fact measured attitudes (Yuker, Block, &

Younng, 1970). Coefficients of - 7.2 and - 6.2 resulted from the correlation of the ATDP and the "Adult Attitude Toward the Physically Disabled Scale" (negative signs were due to scaling). Other coefficients of validity that were reported by Yuker, Block & Younng (1970) were + .64 and + .52 for the "Auriensbire's Attitudes Toward Severely Disabled Students" and + .463 for the "Job Satisfaction Scale."

When Yuker, Block and Campbell (1985) constructed the ATDP, they assumed that the instrument would measure the degree to which the subject tended to think of disabled persons as similar to "non-disabled persons," or as different, and requiring special treatment. To establish the validity of ATDP, the authors correlated scores with measures of prejudice, since a negative attitude toward a group could be considered as prejudice toward that group (Yuker & Block, 1985). In reporting validity, Yuker and Block (1986) stated there were moderate correlations with measures similar to the ATDP -.54 to .70. There is evidence that a relationship between the ATDP and attitudes of prejudice also exist ---.44 (Yuker and Block, 1986).

There appears to be a relationship between ATDP and other general measures of attitude toward the disabled. In Yuker and Block's ATDP Test Manual (p. 37), results are given showing significant correlations between various forms of ATDP and the following attitude measures: Auvenshine's Attitude Toward Severely Disabled Students; Social Distance Check List; Feeling Check List; General Acceptance #1 and #2; and Attitude Toward the Physically Disabled Scale, Forms A and B.

Instrument Reliability

A major characteristic of any instrument is its reliability, the extent to which measurements made with it are consistent (Yuker & Block, 1985). According to Fishbien and Ajen (1975), reliability of standardized attitude scales are generally very high. Research conducted by Yuker and Block (1986) on the ATDP indicated that for test-retest reliability for Form B was .84 and split-half reliability as .82. A coefficient of .80 accounts for 80% of the variance (Ozer, 1985).

Four procedures, according to the research of Yuker and Block (1985), have been used in evaluating the reliability of the ATDP:

1) Giving the ATDP twice (test-retest reliability);
2) Dividing the test into two parts (split half reliability);
3) Correlating the results obtained from two parallel forms of the test:
4) Analyzing the co-variance among individual items . . . e.g. computing coefficient alpha Table1.

As indicated in Table 1, the split-half reliability range from .72 to .91 with median values for Forms O, A, and B of .80, .83, and .81 respectively. The alpha values are very similar to the split-half values. Parallel forms correlations range from a low of .57 to a high of .83 with the medians clustering around .68. Stability equivalence reliability involves administering parallel forms at different times, both time and item content is varied. As a result, stability equivalence is the most stringent approach to reliability. As indicated in Table 1, there have been only five investigations of the reliability of the ATDP from this perspective. There correlations range from .41 to .83 with a median of

TABLE 1

SUMMARY OF RELIABILITY DATA*

Form and type of reliability	Number of studies	Range of values	Median
Form 0			
Test-retest, 5 weeks or less	8	.70-.95	0.83
4 to 16 months	2	.67-.70	0.69
Split half	6	.75-.85	0.80
Alpha	1		0.76
Form A			
Test-retest, 3 weeks or less	4	.74-.91	0.79
5 months	1		0.68
Split half	11	.73-.89	0.83
Alpha	3	.83-.85	0.84
Form B			
Test-retest, 6 weeks or less	2	.83-.85	0.84
4 months	1		0.71
Split half	10	.72-.91	0.82
Alpha	5	.79-.89	0.81
Parallel Forms (Equivalent)			
0-A	3	.61-.69	0.67
0-B	4	.57-.77	0.68
A-B	3	.60-.83	0.72
Stability-Equivalence			
0-A	1		0.62
0-B	1		0.83
A-B	3	.41-.76	0.73

*Reprint from Yuker and Block test manual (p.13).

.73 (Yuker & Block, 1986). The above data indicates the average reliability coefficient of the ATDP scale is close to.80 which is average for widely used measures of attitude (Yuker & Block, 1985). The ATDP has three forms: O, A, and B. Each form is reliable and the three forms are roughly equivalent to one another (Yuker & Block, 1985). Form B of the ATDP with 30 items was used for this study. Form B was used because the reliability was higher as evidenced by the correlation coefficient. Permission to use the ATDP was requested by the researcher in a letter sent to Dr. H. E. Yuker, Hofstra University. Permission was given by Dr, Yuker in a letter (see Appendix A).

Scoring the ATDP

In scoring the ATDP the first step was change the signs of the items with positive wording. Yuker, Block and Young (1970) define positive items as those which indicate that persons with disabilities are no different from non disabled persons. Once the signs of the positive items have been changed, the algebraic sum of all the item scores is obtained. The sign of the sum is then reversed, from negative to positive or positive to negative. The total scores obtained in this fashion can range from -90 to +90. To eliminate negative values a constant (90) is then added to make all of the scores positive. The resulting score range is from 0 to 180 with a high score reflecting positive attitudes (Yuker, Block & Young, 1970).

Low scores (below 70), are indicative of less acceptance and understanding toward individuals with disabilities. The low score suggests a respondent perceives individuals with disabilities differently from individuals without disabilities (Hughes, 1978). High scores (above 70) reflect greater acceptance and understanding or that a

respondent perceives individuals with disabilities as being not much different from individuals who are non-disabled (Hughes, 1978; Yuker, Block, & Younng, 1970).

Statistical Procedure

A list of administrators was compiled by the researcher. Each administrator was assigned a coded identification number, and was mailed the following packet: a copy of the ATDP Form B,(see Appendix B) with answer sheet, a cover letter from the researcher, a questionnaire requesting demographic information (see Appendix D), and a stamped, addressed envelope.

The demographic variables that were considered included: (1) age in years of respondent; (2) level of education completed, which was categorized as follows:

a. Bachelor's Degree

b. Bachelor's Plus

c. Master's Degree

d. Master's Degree Plus

e. Specialists

f. Doctoral Degree

(3) years of employment in education; (4) actual number of special education courses taken and (5) number of inservice days in attendance at workshops related to Special Education. For the latter, each day or fraction thereof was counted as one.

The replies were confidential, but not anonymous, which allowed for follow-up to non-respondents. After two weeks, another packet with a different cover letter was sent to those who had not yet responded. A week later, the researcher called the school

of each non-respondent and asked each administrator personally for their cooperation. A total of 47 superintendents and area site-directors responded. Several different techniques were used to test the two research questions. Research questions one was tested in order to determine whether a statistical significant difference existed between male and female vocational administrators and their attitude toward individuals with disabilities.

Research question two was an exploration of whether a relationship exist between an administrators attitudes toward the disabled and certain demographic variables (i.e., age, level of education, years in education, number of special education courses, and number of inservice workshops). Multiple correlational analysis were generated to answer this question.

Summary

It was the purpose of this chapter to present the following:

1) A description of the population studied, and how they were selected, 2) a description of the instrument used to collect the data, 3) a summary of the methods used to collect the data, and 4) an explanation of how they were tested.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

Presented in this chapter is a description of the population along with the results of the statistical analysis conducted for the two questions.

Population

The names of the vocational administrators who were surveyed were obtained from a list of Oklahoma Area Vocational superintendents and site directors obtained from the Oklahoma Department of Vocational Technical Education. The list surveyed included 29 Area Vo-Tech superintendents and 24 Area Vo-Tech site directors.

Table 2 contains frequencies and percentages for the population with regard to gender. As a note, there were almost three times as many males as females.

Table 3 is a description of the ages of the superintendents and directors. There were more in the age range of 56-59 (34%) and fewer in the 31-35 (2.1%) age range.

Further Table 4 contains the number of subjects with regard to level of formal education. A total of 60% had earned Master's Plus additional college hours while only 2% had a Bachelor's Degree. It should be noted that 21% had earned a Doctoral degree.

TABLE 2

GENDER OF OKLAHOMA VOCATIONAL ADMINISTRATORS USING FREQUENCY AND PERCENTAGE

Variable	Frequency	Percent of Total N
Gender		
Female	12	25.5
Male	35	74.5

Note. N=47.

TABLE 3

AGE DISTRIBUTION OF RESPONDENTS BY FREQUENCY AND PERCENTAGES

Variable	Frequency	Percent of Total N
Age		
31-35	1	2.1
36-40	0	0
41-45	7	14.9
46-50	3	6.4
51-55	10	21.3
56-59	16	34.0
60 and over	10	21.3

Note. N=47.

TABLE 4

EDUCATION LEVEL OF RESPONDENTS USING
FREQUENCY AND PERCENTAGE

Variable	Frequency	Percent of Total N
Education		
Bachelor's Degree	1	2.1
Master's Plus	28	59.6
Specialist	8	17.0
Doctoral Degree	10	21.3

Note. N=47

Table 5 contains descriptives of the sample regarding when they received their last degree. The majority (42.6%) received their degree between 1977 and 1982. Only one (2.1%) received their degree relatively recently.

Table 6 is included to show the response to the question "Do you have formal course work in special education?" Interestingly, the frequency of "yes" and "no" responses to this question was almost 50/50 split. That is, 55.3% indicated that they had had formal course work in special education and 42.6% had not had any formal course work. A listing of the special education courses the subjects indicated they had taken appears in Appendix E.

TABLE 5

YEAR ADMINISTRATOR RECEIVED DEGREE USING FREQUENCY AND PERCENTAGE

Variable	Frequency	Percent of Total N
Degree Received		
1976 or earlier	6	12.8
1977-1982	20	42.6
1983-1988	14	29.8
1989-1992	6	12.8
1993-1995	1	2.1

Note. N=47.

TABLE 6

FORMAL COURSE WORK OF RESPONDENTS USING FREQUENCY AND PERCENTAGES

Variable	Frequency	Percent of Total N
Have Formal Course Work in Special Education		
Yes	26	55.3
No	20	42.6

Note. One was missing. N=46

Results of Statistical Analysis

Research Question One

The first research question was to determine if there was a significant difference between male and female vocational administrators and their attitude toward individuals with disabilities. The mean ATDP score for females was 118.4545 (sd=11.379) and the mean ATDP score for males was 123.6000 (sd=26.112). There was a larger overall mean score for males than for females. Further, there was more variability among the male scores than among the female score, however this may be due to the fact that the groups were not equal.

An independent samples t-test for unequal groups was generated to determine if there was a difference between the mean ATDP score and gender. The resulting t-value was -.92. This value was not significant. In other words, there is not a significant difference between male and female vocational administrators and their attitude toward individuals with disabilities.

Research Question Two

A correlational analysis was carried out to determine if there was a relationship between administrator's age, level of education, years of experience in education, number of special education courses taken, number of inservice training concerning individuals with disabilities. In order to answer this research question, the descriptive variable set (i.e., age, level of education, years of experience in education, number of special

education courses taken, number of inservice training concerning individuals with disabilities) was correlated with administrator's ATDP score. The resulting r values are presented in Table 6. Also presented in Table 6 are r^2 values which present the overlap shared variance between the two variables. The correlation between ATDP and Education was .25. For an explanatory study, a correlation of .25 can be interpreted as a moderately strong positive relationship. The r^2 value between ATDP and Education was .06. An r^2 of .06 means that approximately 6% of the variance between ATDP and Education is shared. Further, 1- r^2 equals the amount of variance that is not shared. The amount of variance that is not shared between ATDP and Education was .94 or 94%. Overall, the relationship between ATDP and Education was statistically significant at the .10 level and 6% of the variance between them is shared while 96% of the variance is not shared.

The relationship between years of experience in education and the ATDP score was negative ($r=-.34$). This negative correlation revealed that there was an inverse relationship between these two variables or; as years of experience in education increased the ATDP score decreased. A lower score on the ATDP reveals a less positive attitude toward individuals with disabilities. Even though a negative relationship exists, the relationship is not statistically significant; therefore, this relationship is not large enough to rule out the probability of occurring by chance alone. There was also a negative relationship between the ATDP score and the number of special education courses taken and the number of inservice training seminars/workshops attended. This

indicates that the more special education course taken and the more seminars/workshops attended, the less positive the attitude toward individuals with disabilities. The remaining coefficients in Table 7 can be interpreted similarly. According to Table 7, there is more shared variance between ATDP and Experience than between any of the other variables.

TABLE 7

CORRELATION COEFFICIENTS BETWEEN THE DESCRIPTIVE VARIABLE SET AND THE ATDP FOR ALL PARTICIPANTS

	ATDP	Age	Education	Experience	Courses	Training
		(n=46)	(n=46	(n=46)	(n=22)	(n=45)
		$r(r^2)$	$r(r^2)$	$r(r^2)$	$r(r^2)$	$r(r^2)$
ATDP	-	.10(.01)	.25*(.06)	-.34**(.12)	-.27(.07)	-.20(.04)

Note: ATDP = ATDP score; education = level of education; experience = years of experience in education; courses = number of special education courses taken; training = number of in-service training seminars/workshops; The number of subjects per group is not equal due to missing data. *$p<.10$; **$p<.05$. All values have been rounded.

Summary

This chapter presented descriptive statistic regarding the population and the results of the statistical analyses conducted to answer the two research questions. Chapter V is the discussion of the conclusions and recommendations of the current study.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the attitudes of superintendents and area site directors employed by Oklahoma Area Vocational-Technical Centers toward individuals with disabilities. It has been shown in the literature that the administrator is the educational leader of the school, and consequently has a major responsibility for effective vocational programming for individuals with disabilities (Eagle & others, 1989; Kolde, 1987; Sarkees & West, 1990). The researcher wished to determine the extent of acceptance of individuals with disabilities by administrators.

In 1975, Congress passed Public Law 94-142 (The Education of All Handicapped Children Act), which stipulates that a state receiving federal aid for education must provide equal access to educational programs for all children, individuals with disabilities as well as those without disabilities. If there are vocational programs for non-handicapped students, then individuals with disabilities must also have equal educational opportunities to receive vocational training.

More and more individuals with disabilities have been entering the Oklahoma Vocational Education System. Thus the educational leader of the school must provide vocational education for these individuals with disabilities. One important role of the

administrator to provide quality programs is the creation of a positive attitude within the school (Kolde, 1987). This positive attitude will increase the probability that students with disabilities will achieve success in their vocational as well as academic programs (Kolde, 1987). Thus, it is important to know the attitudes of administrators toward individuals with disabilities. Until now no data have been gathered which measure Oklahoma Vocational administrators attitudes toward individuals with disabilities.

It was further decided to examine certain demographic variables which the literature showed were often correlated with attitudes toward individuals with disabilities. Results could be important for planning of inservice training of administrators with respect to individuals with disabilities.

The study attempted to answer the following questions:

1. Is there a significant difference between male and female vocational administrators and their attitude toward individuals with disabilities.
2. Is there a relationship between a vocational administrator's attitude toward individuals with disabilities and their age, level of education, years of experience in education, number and type of special education courses taken, and exposure to inservice training concerning individuals with disabilities.

Attitudes of administrators were measured by the use of the ATDP scale, Form B, developed by Yuker, Block, & Younng (1970). This instrument is a short (30 item), easy to score, self-report, Likert-type attitude scale. Two kinds of questions are included: those which deal with specific characteristics of the disabled, and imply that disabled persons are either different from or similar to non-disabled persons, and those

which test the respondent's feelings on how disabled persons should be treated (similar to or different from non-disabled persons) (Baker, 1983).

Interpretation of the Findings

A total of 47 superintendents and area site directors responded to the research project. They responded to questionnaires and scored the ATDP scale. The scores on the ATDP scale revealed that 99% of the vocational administrators responding scored 70 or above. The mean score on the ATDP of all Oklahoma administrators was 122.370 with a standard deviation of 23.428. This indicates that the vocational administrators responding showed a positive attitude toward individuals with disabilities. According to the ATDP test manual (p.31), a score of 70 or above is a high score which indicates the respondent perceives disabled persons the same as persons that are non-disabled thus a positive attitude.

The age of responding superintendents and area directors ranged in age from 31-35 to 60 and over. There were more in the age range of 56-59 (34%) and fewer in the 31-35 (2.1%) age range. The larger number of older respondents would be due to the nature of their job and education needed to assume responsibilities of educational leader of an area vocational technical school. This is further evidenced by the fact that 60% of the superintendents and directors had earned Master's Plus additional college hours while only 2% had a Bachelor's Degree. A total of 21% of the superintendents and area directors had earned a Doctoral degree with the higher degrees being earned between 1977 and 1982. Only one (2.1%) received their degree relatively recently. The number of superintendents and directors that responded as having formal course work in

special education was a 50/50 split. That is, 55.3% indicated that they had formal course work in special education and 42.6% had not had any formal course work. Most of those responding indicated they had taken special education courses. The course most frequently taken was "Exceptional Child" which is a required course for teacher education in the state of Oklahoma.

The researcher performed a correlational analysis via a Statistical Package for Social Sciences (Norusis, 1994) to determine which variables, if any, were significantly related to administrator's score as measured by ATDP. To find out each variable in the descriptive variable set (i.e., age, level of education, years of experience in education, number of special education courses taken, number of inservice training concerning individuals with disabilities) was correlated with the administrator's ATDP score. The relationship between ATDP and Education was significant at the .10 level thus indicating that the more education a person has the higher the score on the ATDP. The reverse was found with the relationship between years of experience in education and the ATDP score. The correlational analysis revealed as years of experience in education increased the ATDP score decreased. However, the relationship is not statistically significant thus the relationship between experience and ATDP scores might have occurred by chance. There was also a negative relationship between the ATDP score and the number of special education courses taken and the number of inservice training seminars/workshops attended. This negative relationship indicates that the more special education course taken and the more seminars/workshops attended, the less positive the attitude toward individuals with disabilities. Conclusions of the study will be discussed next.

Conclusions

The review of literature showed few studies dealing with attitudes of administrators toward individuals with disabilities. The results of this study show no significant difference between male and female administrators and their attitude toward individuals with disabilities. The review of literature, however, pointed out that female subjects were more accepting of individuals with disabilities (Voetz, 1980; Clauser, 1983). The high educational levels of Oklahoma vocational administrators may explain why there was no difference between gender with the scores on the ATDP. It can be concluded that education requirements for administrators is critical if positive attitudes toward students with disabilities is to be achieved. An admini-strator's positive attitude will result in students with disabilities being served more effectively and efficiently in Oklahoma vocational education.

Kolde stated, administrators must demonstrate a positive attitude to provide effective vocational programs. The findings of this study revealed that Oklahoma vocational administrators have a positive attitude toward individuals with disabilities. Based on the review of literature and the findings of this study we can conclude that students in Oklahoma with disabilities will be better served.

The positive attitude of administrators toward individuals with disabilities as stated in the literature by Sarkees and West (1990) will spread to vocational teachers and support personnel. This positive attitude will help insure that students with disabilities will achieve success in their vocational program. The literature was inconclusive with respect to the variables (i.e., age, education, college credit and number of inservice

classes) that might impact attitudes toward students with disabilities. In this study, education was the only variable which showed a positive relationship to the ATDP scores. Vocational administrators in Oklahoma are very well educated. This study suggests that the more experience and knowledge administrators have of individuals with disabilities the less positive are their attitudes toward individuals with disabilities. Because of the high probability of the administrators having had courses pertaining to special education, and the high level of education of administrators and their positive attitudes, it can be concluded that if an entity wants to better serve their students with disabilities they should have training in the field. Because the study showed the more experience and education administrators have the less positive their attitudes toward students with disabilities will be, it can be concluded that the content and nature of administrative training is important. The less positive attitude exhibited by administrators with more experience may be a manifestation of other administrative and legal requirements for disadvantaged and handicapped programs rather than an attitude specific to the individual.

This study merely touches the surface of the types of inquiry needed to determine attitudes of vocational administrators toward individuals with disabilities. The following recommendations can be made based on the findings in this study.

Recommendations

1. It is recommended that a different instrument which measures 'attitude toward the disabled' be developed. Although ATDP purposely leaves vague the meaning of disabled; several respondents wrote notes complaining of the lack of direction in

choosing response patterns (i.e., Did disabled refer to physical, mental or emotional disability?) The researcher did provide a definition however the term 'disability' in our minds means different things to different people.

2. It is recommended that this study be replicated using vocational instructors. It might prove valuable to know how their attitudes compared with those of the vocational administrators.

3. It is recommended that this study be replicated in other vocational school systems similar to the Oklahoma Vocational Education system.

4. It is recommended that the variables which were examined to explain some variance in ATDP score ('education,' 'age,' and 'experience,'), be refined before the study is replicated. 'Education' was measured in terms of degree attained. Perhaps 'years of college completed' would be a more definitive measure. As for 'age,' most administrators were older therefore a comparison with vocational teachers may be helpful. 'Experience' would need to be defined with more and different questions being ask to interpret administrators experience.

5. It is recommended that a duplicate study over several years be conducted to further investigate why experience, special education courses taken and inservice training produced a decline in the ATDP score. This negative correlation suggests the more we know about individuals with disabilities; the more we see them as different from others that are not disabled.

6. It is recommended that inservice training, seminars, and workshops about individuals with disabilities that are being planned for administrators be re-evaluated as far as content and approach. This study may suggest new training approaches should be tried.

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APPENDIXES

APPENDIX A

LETTER FROM DR. H. E. YUKER GRANTING PERMISSION TO USE ATTITUDE TOWARDS DISABLED PERSONS SCALE

HOFSTRA UNIVERSITY HEMPSTEAD, NEW YORK 11550-1090

January 22, 1996

Ms. Patricia Tipton
P.O. Box 331
Afton, Oklahoma 74331

Dear Ms. Tipton:

Thank you for your letter concerning the Research with the Attitudes Towards Disabled Persons Scales. (ATDP) 1960-1985. A copy of the ATDP monograph is enclosed.

You might be interested to know that Attitudes Towards Persons with Disabilities which I edited, has been published by Springer Publishing Company, New York. This book contains 19 chapters dealing with all aspects of the topic. The chapters are based on a conference given here at Hofstra in the summer of 1986.

If you have any questions, feel free to write. Thank you for your remittance and your interest in our monograph. Please let me know the results you obtain.

Sincerely,

H. E. Yuker

H. E. Yuker, Ph.D.
Schloss Distinguished Professor
of Psychology

HEY:RM
Enclosure (ATDP)

APPENDIX B

ATTITUDE TOWARDS DISABLED

PERSONS SCALE

READ EACH STATEMENT AND PUT AN "X" IN THE APPROPRIATE COLUMN ON THE ANSWER SHEET. DO NOT MAKE ANY MARKS ON THE QUESTION SHEETS.

PLEASE ANSWER EVERY QUESTION

1. Disabled persons are usually friendly.
2. People who are disabled should not have to pay income taxes.
3. Disabled people are no more emotional than other people.
4. Disabled persons can have a normal social life.
5. Most physically disabled persons have a chip on their shoulder.
6. Disabled workers can be as successful as other workers.
7. Very few disabled persons are ashamed of their disabilities.
8. Most people feel uncomfortable when they associate with disabled people.
9. Disabled people show less enthusiasm than non-disabled people.
10. Disabled people do not become upset any more easily than non-disabled people.
11. Disabled people are often less aggressive than normal people.
12. Most disabled persons get married and have children.
13. Most disabled persons do not worry any more than anyone else.
14. Employers should not be allowed to fire disabled employers.
15. Disabled people are not as happy as non-disabled ones.
16. Severely disabled people are harder to get along with than are those with minor disabilities.

17. Most disabled people expect special treatment.
18. Disabled persons should not expect to lead normal lives.
19. Most disabled people tend to get discouraged easily.
20. The worst thing that could happen to a person would be for him to be very Severely injured.
21. Disabled children should not have to compete with non-disabled children.
22. Most disabled people do not feel sorry for themselves.
23. Most disabled people prefer to work with other disabled people.
24. Most severely disabled persons are not as ambitious as other people.
25. Disabled persons are not as self-confident as physically normal persons.
26. Most disabled persons don't want more affection and praise than other people.
27. It would be best if a disabled person would marry another disabled person.
28. Most disabled people do not need special attention.
29. Disabled persons want sympathy more than other people.
30. Most physically disabled persons have different personalities than normal persons.

ATDP - FORM B

CODE#_____ ATDP SCALE ANSWER SHEET
FORM B

Use this answer sheet to indicate how much you agree or disagree with each of the statements about disabled people on the attached list. Put an "X" through the appropriate number from +3 to -3 depending on how you feel in each case.

+3:	I AGREE VERY MUCH	-1:	I DISAGREE A LITTLE.
+2:	I AGREE PRETTY MUCH	-2:	I DISAGREE PRETTY MUCH
+1:	I AGREE A LITTLE	-3:	I DISAGREE VERY MUCH

PLEASE ANSWER EVERY ITEM

---

(1)	-3 -2 -1 +1 +2 +3	(16)	-3 -2 -1	+1 +2 +3
(2)	-3 -2 -1 +1 +2 +3	(17)	-3 -2 -1	+1 +2 +3
(3)	-3 -2 -1 +1 +2 +3	(18)	-3 -2 -1	+1 +2 +3
(4)	-3 -2 -1 +1 +2 +3	(19)	-3 -2 -1	+1 +2 +3
(5)	-3 -2 -1 +1 +2 +3	(20)	-3 -2 -1	+1 +2 +3
(6)	-3 -2 -1 +1 +2 +3	(21)	-3 -2 -1	+1 +2 +3
(7)	-3 -2 -1 +1 +2 +3	(22)	-3 -2 -1	+1 +2 +3
(8)	-3 -2 -1 +1 +2 +3	(23)	-3 -2 -1	+1 +2 +3
(9)	-3 -2 -1 +1 +2 +3	(24)	-3 -2 -1	+1 +2 +3
(10)	-3 -2 -1 +1 +2 +3	(25)	-3 -2 -1	+1 +2 +3
(11)	-3 -2 -1 +1 +2 +3	(26)	-3 -2 -1	+1 +2 +3
(12)	-3 -2 -1 +1 +2 +3	(27)	-3 -2 -1	+1 +2 +3
(13)	-3 -2 -1 +1 +2 +3	(28)	-3 -2 -1	+1 +2 +3
(14)	-3 -2 -1 +1 +2 +3	(29)	-3 -2 -1	+1 +2 +3
(15)	-3 -2 -1 +1 +2 +3	(30)	-3 -2 -1	+1 +2 +3

APPENDIX C

OKLAHOMA STATE UNIVERSITY

IRB APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 02-07-96 **IRB#:** ED-96-074

Proposal Title: AN ANALYSIS OF OKLAHOMA VOCATIONAL EDUCATION ADMINISTRATORS' ATTITUDES TOWARD INDIVIDUALS WITH DISABILITIES

Principal Investigator(s): Garry R. Bice, Patricia A. Tipton

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE 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:  Date: February 9, 1996

Chair of Institutional Review Board

APPENDIX D

RESEARCH PACKET

To: Vocational Educational Administration

From: Patricia A. Tipton

Date:

Subject: Enclosed Research Project

Your help is urgently needed. As part of my doctoral research at Oklahoma State University I am gathering data from all Vo-Tech site administrators that are responsible for program planning, implementation and evaluation.

If my research is to be valid, it is of the utmost importance that as many administrators as possible participate. For this reason, I am requesting your cooperation in filling out the enclosed data sheet, taking the attitude survey, and sending the two back to me in the enclosed envelope as soon as possible. The research was designed to require a minimum amount of your time.

The information you provide could assist administrators in planning and implementing programs for individuals with disabilities. All data will be kept strictly confidential, and I will be the only person to handle the data sheets. I assure you that I will separate your personal code numbers from the results just as soon as I check to see that you have returned the forms, so that there can be no possible identification of your individual responses.

I thank you in advance for your cooperation, and look forward to receiving the data sheet and answer sheet. If you have any questions, please contact Patricia Tipton; P.O. Box 331; Afton, OK 74354.

Thank you,

Patricia Tipton

DATA SHEET

Please supply the following demographic information by answering each question.

Students with disabilities for the purpose of this research is defined as :

A. physical or mental impairment that substantially limits one or more of the major life activities of such individuals

B. a record of such an impairment; or

C. being regarded as having such an impairment (ADA, Sec. 3 [2].)

1. SEX

   1.__Male
   2.__Female

2. Age

   1.___30 years or less
   2.___31-35 years
   3.___36-40 years
   4.___41-45 years
   5.___46-50 years
   6.___51-55 years
   7.___56-59 years
   8.___60 and over

3. Do you have a child, a friend or close relative that is an individual with a disability?

   ___yes
   ___no

   Describe relationship_____

DATA SHEET (continued)

4. Indicate your highest level of formal education.

   1. Bachelor's Degree
   2. Bachelor's Plus
   3. Master's Degree
   4. Master's Plus
   5. Specialists
   6. Doctoral Degree

5. When did you receive your last degree?

   1. 1976 or earlier
   2. 1977-1982
   3. 1983-1988
   4. 1989-1992
   5. 1993-1995

6. Do you have any formal course work in special education?

   ___yes
   ___no

   Number of hours___

   List Courses _____
   _____
   _____
   _____
   _____

7. How long has it been since you last attended a university or State Department of Education seminar workshop or course on the disadvantaged or handicapped?

   1. Less than a year
   2. 1 or 2 years
   3. 3 or 4 years
   4. 5 or more years

DATA SHEET (continued)

8. Have you attended any inservice training, workshops, seminars at AVA, OVA or a professional convention on individuals with disabilities?

___yes
___no

List workshops or seminars_____

9. How many individuals with disabilities are served at your campus or district?

___Total Enrollment Individuals with disabilities

___Total Enrollment

APPENDIX E

SPECIAL EDUCATION COURSES AND SEMINARS

Special Education Courses

Reported by Respondents

Degree in Counseling
Exceptional Child--17 respondents

Classes Necessary for Certification
Special Education Law
Current Issues in Special Education
Prescriptive Learning
Introduction to LD
Children with Disabilities
Modifying Curriculum for Special Learners
Psychology of the Secondary Student
Adolescent Psychology
Psychology of Children & Adolescent
Advanced Psychology of Adolescents

ABSED 3213, 4223, 3202, 5103, 5633
Teaching Disability
Individual Education 581-Teaching Disability

Vocational Education for Handicapped

Learning Disabilities

Courses During Masters Program
Psychology and Behavior Modification

Seminars Attended

by Respondents

OVA Summer Conference--5 Respondents
Legal Issues Conference on Students with Disabilities

IEP's in Vocational Programs
Learning Styles Workshop

National Conference Developmental Disabilities
Workshops on Laws on Inclusion and Classroom Adaptation--2 respondents

Multicultural Workshops
Legal Issues

AVA (American Vocational Association) Workshops

Carl Perkins Update Workshop

National Meeting on Persons with Developmental Disabilities

True Colors Workshop

VITA

Patricia A. Tipton

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF OKLAHOMA VOCATIONAL ADMINISTRATORS' ATTITUDES TOWARD INDIVIDUALS WITH DISABILITIES

Major Field: Occupational and Adult Education

Biographical:

Personal: Born in Norfolk, Virginia, October 19, 1948, the daughter of Kenneth and Evelyn Anderson; married Charles E. Tipton, Jr.; daughters, Amy Catherine Tipton and Holly Ann Tipton; son, Matthew Patrick Edward Tipton.

Education: Graduated from Oklahoma State University, Stillwater, Oklahoma in May, 1970 with a Bachelor of Science degree in Home Economics; received a Master of Science degree in Professional Services in Home Economics from the University of Central Oklahoma, Edmond, Oklahoma in August, 1988; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1996.

Experience: Extension Home Economist, Craig County, Oklahoma, 1971 to 1976; raised a family and re-entered the workforce in 1982; Real Estate Broker, 1982-1985; Teacher of individuals with disabilities, Northeast Vocational Technical Center, 1985-present.

Professional Membership: National Education Association, Oklahoma Education Association, American Vocational Association, Oklahoma Vocational Association, Oklahoma Vocational Association Special Needs Division, Secretary; President-Elect, and President.