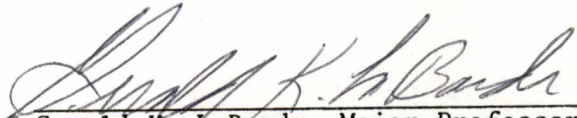
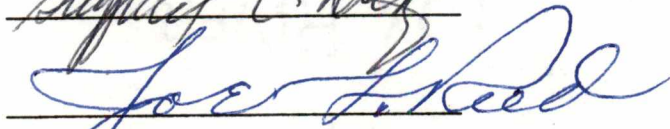
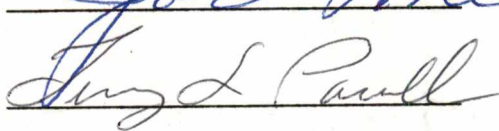


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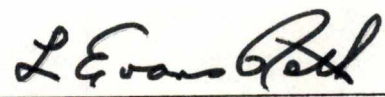
I am submitting herewith a thesis written by Lois Carol Myers entitled "A Comparative Study of the Health Occupations Student Association and the Vocational Industrial Clubs of America to Determine the Educational Opportunities for Health Occupation Students in Tennessee." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Specialist in Education, with a major in Vocational-Technical Education.


Gerald K. LaBorde, Major Professor

We have read this thesis and
recommend its acceptance:

Accepted for the Council:


Vice Chancellor
Graduate Studies and Research

A COMPARATIVE STUDY OF THE HEALTH OCCUPATIONS STUDENT ASSOCIATION
AND THE VOCATIONAL INDUSTRIAL CLUBS OF AMERICA TO DETERMINE
THE EDUCATIONAL OPPORTUNITIES FOR HEALTH OCCUPATION
STUDENTS IN TENNESSEE

A Thesis
Presented for the
Specialist in Education
Degree

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Lois Carol Myers

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ABSTRACT

The purpose of this study was to make a comparative study of the Health Occupation Student Association and the Vocational Industrial Clubs of America to determine the educational opportunities for health occupation students in Tennessee.

More specifically, this study attempted to determine the secondary health occupation instructor's opinion toward affiliation in the Health Occupation Student Association or remaining in the Vocational Industrial Clubs of America in Tennessee.

Background information concerning both the Vocational Industrial Clubs of America and Health Occupations Student Association and origin of study was included. This and other pieces of literature were reviewed to obtain general information, ideas for procedures, and items for the survey instrument.

There were 86 instructors of secondary health occupation programs throughout Tennessee involved in this study. Data were collected by questionnaire. The instrument contained 26 items, and a return of 82.6 percent of the questionnaires was obtained.

A survey of the data indicated that 18.3 percent of the instructors had no knowledge or understanding about youth leadership programs. Seventeen to 20 percent indicated that they had very limited knowledge about youth organizations. Forty to 50 percent indicated they had some knowledge, while less than 10 percent indicated that they were very knowledgeable.

Sixty and six tenths percent of the health occupation instructors have had entries in leadership and skill activities at the regional or district level in the Vocational Industrial Clubs of America. Thirty-eight percent indicated that they had never entered the competitive leadership and skill activities.

At the VICA state level, only 38.0 percent have had entries in leadership and skill activities. And 57.8 percent indicated they had never had entries.

The number and percentage of instructors currently active in youth leadership and skill activities at national level are low. Only 11, or 15.5 percent, of the instructors have had student entries in the national level of competition for VICA; while 78.9 percent have never had entries at national level. (Leadership and skill activities have not been mentioned for HOSA because at this time they do not have any to offer except the poster contest and the spelling bee.)

Health occupations instructors feel that it is their responsibility to integrate youth leadership organizations into the vocational curriculum. The majority of instructors felt that student leadership organizations should have a program of leadership and skill competitive activities at both state and national levels.

Health occupations instructors felt that they should have been invited to give a professional opinion on the need to establish a second student leadership organization for health occupation students in Tennessee. They also indicated that representatives from the national and state offices of the Vocational Industrial Clubs of America and

representatives from the national and state Health Occupations Student Association should have met with the instructors to explain and discuss the total program. Then, teachers could decide which student organization they preferred.

Health occupations instructors felt that the instructors and students should be given an option to choose which youth club they prefer. If the majority of states remained with the Vocational Industrial Clubs of America, Tennessee should respect the wishes of the majority.

The majority of the instructors felt that the Vocational Industrial Clubs of America project educational advantages over the Health Occupation Student Association. The majority of the instructors, 57.7 percent, felt if the majority of the states remained with the Vocational Industrial Clubs of America, that Tennessee should remain. Only 28.2 percent were opposed to this.

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CHAPTER I

INTRODUCTION

A brief presentation of the Vocational Industrial Clubs of America in Tennessee, and Health Occupation's Affiliation with VICA, in Tennessee, will assist in understanding this study.

VICA is a relatively new organization founded in 1965. The idea of an organization for Trade and Industrial Students, however, dates back to the late 1920's and early 1930's. The United States, during this period, was in economic chaos and vocational education was just beginning to develop. Due to the economic situation, there was very limited opportunity for employment. Many educators felt that there was a great and urgent need for some type of organization which would help meet the needs of vocational students.

In May of 1965, representatives of state vocational student organizations and several interested vocational educators met in Nashville, Tennessee. The purpose of this meeting was to design a new student organization with national scope. As a result of this meeting, an organization was created to help students learn, develop, and prepare themselves for a productive life in the world of work. Therefore, the membership was limited to those students who were pursuing careers in trade, technical, health occupations. The Vocational Industrial Clubs of America was formed as a youth organization for all students in trade, technical, and health occupations on national and state levels.

Health occupations have always been affiliated with the Vocational Industrial Clubs of America since its beginning in 1965. In 1966, the first secondary health occupation program was started in the State of Tennessee. At this time they were eligible for membership in the Vocational Industrial Clubs of America.

The Vocational Industrial Clubs of America has a program of leadership and skill competitive activities for all students in trade, industrial, technical, and health occupations.

Health Occupations Students of America is the newest of the organizations for students enrolled in health occupations. HOSA is a national organization organized in Arlington, Texas, in 1976, with six chartered states. These include: Texas, New Mexico, Oklahoma, Alabama, North Carolina, and New Jersey. There is no skill competitive activities available on state and national levels in HOSA.

Hopefully, this study will provide the means by which the instructors of health occupations can assess the current role of VICA programs and HOSA programs, as well as their potential as instructional aids incorporated into the curriculum.

I. PURPOSE OF THE STUDY

Within the State of Tennessee, a minority of health instructors has been attempting to have all health programs affiliate with a new youth organization known as the Health Occupation Student Association (HOSA). Many of the current health instructors have expressed their opposition to this affiliation and wish to retain their membership in the VICA organization.

The purpose of this study was to ascertain the general opinion of the health instructors in the State of Tennessee toward the new program and their continued membership in the Vocational Industrial Clubs of America.

Objectives

The following questions will be posed in an attempt to reach the stated purpose of this study:

1. Are health occupation instructors knowledgeable about youth leadership programs?
2. Are health occupation instructors currently active in youth leadership and skill activities?
3. Should health occupation instructors be given the option of affiliation with either youth leadership organization?
4. Have the health occupation instructors in Tennessee been involved in the decision to affiliate with a national health youth leadership organization?
5. Does the majority of the health occupation instructors in Tennessee favor affiliation with a new youth club?

II. IMPORTANCE

"The youth organization is one of the most effective ways of maximizing learning opportunities" (10, p. 283).

The basic significance of this study is to provide information which is not available from any source other than the health occupation instructors. This information may be of value to the State Department of

Education, State Supervisors, and health occupation instructors in determining the best available educational opportunities for health occupation students in Tennessee.

III. DEFINITIONS OF TERMS USED

Club Advisor. The administrative officer of the organization in the school. The sponsor is usually a vocational teacher, and he or she assists in the organizing and functioning of the club chapter (23, p. 67).

Competitive Activities. Activities or contests that test skills which are a part of the instructional program. Health occupation competitive activities include: Nurse aide and orderly, medical assistant, dental laboratory, and practical nurse (24, p. 9).

General Cooperative Vocational Education. The term is to be interpreted as meaning a cooperative program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, by the alteration of study in school with a job in one of several occupational fields. These two experiences must be planned by both the school and employers so that each contributes to the student's education and employability (2, p. 257).

Health Occupations. Education that comprises the body of related subject matter, or the body of related courses, and planned experiences designed to impart knowledge and develop understandings and skills required to support the health professions (16, p. 39).

Health Occupations Student of America. This is a national organization of, by, and for students of health occupations.

It shall consist of state associations chartered by Health Occupations Students of America which in turn are composed of local chapters of the state association. Members shall be students who are or have been enrolled in a Health Occupations Program or an organized Pre-Vocational Health Occupations Education Program, and persons associated with or participating in Vocational Health Occupations Education in a professional capacity (4, p. 2).

Leadership Development Activities. Contest designed to demonstrate and develop leadership in students. These contests include: Club business procedure, opening and closing ceremony, prepared speech, extemporaneous speaking, safety, job interview, and outstanding club (24, p. 3).

Postsecondary Vocational Education. The term identifies education which has been designed for youths or adults who have completed or left secondary education and who have been available for an organized program of study in preparation for gainful employment (2, p. 258).

Secondary Education. The term is used in reference to grades 9, 10, 11, and 12 (2, p. 258).

Student Organizations. Vocational youth groups which compose an integral functional part of the curriculum. They include the following:

DECA: DISTRIBUTIVE EDUCATION CLUBS OF AMERICA for students taking marketing, merchandising and management courses in the secondary and postsecondary schools.

FBLA-PBL: FUTURE BUSINESS LEADERS OF AMERICA-PHI BETA LAMBDA is a national organization serving students preparing for careers in business.

FFA: FUTURE FARMERS OF AMERICA for students preparing for careers in ag production, processing, supply and service, ag mechanics, natural resources and environmental science, horticulture and forestry.

FHA: FUTURE HOMEMAKERS OF AMERICA for students enrolled in consumer homemaking and home economics related occupations courses in the secondary schools.

OE: OFFICE EDUCATION ASSOCIATION for students enrolled in office education occupations in the secondary and postsecondary schools.

VICA: VOCATIONAL INDUSTRIAL CLUBS OF AMERICA for students taking trade, industrial, technical and health education courses in the secondary and postsecondary schools (11, p. 3).

Supply Service. As of September 1965, the L. G. Balfour Company is the authorized dealer for VICA emblematic supplies and materials. All emblematic materials are legally protected and will be purchased only from the authorized dealer (23, p. 10).

Technical Education. Having special and practical knowledge of a mechanical or scientific subject (14, p. 8).

Trade and Industrial Education. The term connotes a branch of vocational education which has been concerned with preparing persons to enter employment, or for upgrading or retraining workers in a wide range of trade and industrial occupations. Such occupations have been classified as skilled or semiskilled and have been concerned with layout designing, producing, processing, assembling, testing, maintaining, servicing, or repairing any product or commodity (17, p. 103).

Vocational Education. A part of the total education program which has been conducted in schools or classes under public supervision and control or has been operated on a contractual basis with the state board or local education agency. The controlling purpose was to prepare individuals for gainful employment in recognized occupations or new emerging occupations or to retrain individuals who desired additional knowledge and skills for job advancement (22, p. 258).

Vocational Industrial Clubs of America. This is a national vocational student organization for students taking trade, industrial, technical, and health occupation courses in the secondary and postsecondary schools, organized in 1965, in Nashville, Tennessee (25, p. 38).

CHAPTER II

REVIEW OF THE LITERATURE AND DATA

The review of the literature and data contained in this chapter has been presented to help the reader gain a better understanding of this study.

Findings from the literature included in this chapter will be presented in the following sequential headings: I. Brief History of Vocational Industrial Clubs of America; II. Brief History of Health Occupation Student Association; III. Summary.

I. BRIEF HISTORY OF VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

VICA is a relatively new organization having been founded in 1965. The idea of an organization for trade, industrial, and health occupation students, however, dates back to the late 1920's and early 1930's. The United States during this period was in economic chaos and vocational education was just beginning to develop. Due to the economic situation, there was very limited opportunity for employment. Many industrial educators felt that there was a great and urgent need for some type of organization which would help fill the needs of vocational students. The Future Craftsmen of America evolved from this sincere interest for the welfare of students that were enrolled in vocational pursuits. The Future Craftsmen of America developed and showed much promise in the early 1930's, holding two National conventions. The directors worked

very hard to organize a good program, but organization failed. The directors had relied too heavily upon educators for its support and did not involve labor or industry. Since it was founded during the Depression era and labor-management conflicts were in abundance, there was no opportunity for business or industry to cooperate, and the Future Craftsmen of America disappeared from the national scene (23, p. 58).

Although there was an almost constant interest in a national vocational youth organization from the mid-1930's to the early 1960's, none appeared. There were, however, vocational organizations which had been very active in 18 states for many years.

During the years 1961 and 1962, a committee appointed by the American Vocational Association, and composed of members of the U.S. Office of Education (USOE) and the National Association of State Supervisors of Trade and Industrial Education (NASSTIE) met for discussion and planning of a National Vocational Association (19, p. 4). ✓ 2nd

In December of 1962, the AVA convention was held in Milwaukee. During the convention, the USOE was asked to hire an individual on a short-term basis to head up the effort to form a national organization. Due to several factors, this could not be done. However, during 1963, there were several groups which expressed a continuing interest in the idea of a national youth organization. This question was discussed by advisory groups of the AVA, which included representatives of organized labor and management groups. Information on existing state organizations was gathered and scrutinized (23, p. 59). ✓

It may be of interest to the reader that at this time there were student vocational organizations which were active in the State of

Tennessee. The Association Trade and Industrial Clubs of Tennessee were located in all sections of the state and could be found wherever a vocational trade and industrial all-day trade shop or industrial cooperative training program was located (1, p. 137).

In April of 1964, at a meeting of NASSTIE, the question of a National group was reactivated. A new committee was formed which consisted of men who had experience in working with vocational organizations in their states (7, p. 6).

The committee convened in May 1964, at Nashville, Tennessee, where more specific plans were developed. Arrangements were made for a meeting at the 1964 AVA Convention in Minneapolis, where interested groups could present points of view in regard to a National organization. As a result of this meeting, it was decided to proceed with plans for a National organization (23, p. 59).

During a meeting in Washington, in February of 1965, arrangements were made to finance, through existing vocational groups in 13 states, an initial venture toward a National vocation organization. The first financial contribution was made by the National Future Farmers of America. Next was the AVA, which offered rent-free office space and a grant from its Trade and Industrial Section (8, p. 6).

In May of 1965, representatives of state vocational student organizations and several interested vocational educators met in Nashville, Tennessee. The purpose of this meeting was to design a new student organization with national scope. The result of this meeting was the creation of an organization which would help students learn, develop,

and prepare themselves for a productive life in the world of work. Therefore, the membership was limited to those students who were pursuing careers in trade, technical, and health occupations (15, p. 5). "VICA is the only National Organization whose purpose is to serve vocational industrial youth" (23, p. 66). In 1969, VICA entered a postsecondary division to enable all students involved in vocational education to become members of the organization (10, p. 290; 14, p. 60).

VICA has experienced phenomenal growth in its short 10-year history. After one year in existence (May 1965-66), VICA had 29,534 members and 26 membership associations. In May of 1974, VICA had a total of 180,000 members in its 49 membership association, including Guam, Puerto Rico, and the Virgin Islands. The rapid growth of VICA, theoretically at least, is due to its having been recognized as the student organization with the capability of contributing most to restoring the work ethic to the American people. An additional growth factor has been the continuing support of the American Vocational Association, United States Office of Education, AFL-CIO, and the United States Chamber of Commerce (15, pp. 3-8).

The governing body of VICA is composed of members of VICA, Inc., the U.S. Office of Education and the American Vocational Association. The Vocational Industrial Clubs of America, Inc., is composed of the State Supervisors for Trade, Technical and Industrial Education in those states with VICA associations (23, p. 66).

A National Advisory Council provides counsel and assistance to VICA, Inc. The members of the council are persons from all areas of education,

labor, and business. The Administrative Board of VICA appoints an Executive Director who serves as the administrative officer of the organization in its Falls Church, Virginia, headquarters (23, p. 66).

Each State Organization of VICA obtains its legal authority from a charter granted by the Vocational Industrial Clubs of America, Inc. Charters are only issued to states which have submitted a formal application which meets the qualifications established by the National Organization (23, p. 66).

The administration of the State Organization of VICA is conducted by the State Department of Education and is a function of the Division of Vocational Education. The State Director is usually a member of the State Industrial Education supervisory staff. The State Director is the State Supervisor or his representative (23, pp. 66-67).

Local clubs are composed of students in a single school who work together to develop leadership abilities. Their activities include participation in projects which are educational, vocational, civic, recreational, or social in nature. These clubs have an administrative officer who is usually a vocational teacher and is called the club sponsor (23, p. 67).

The local chapters or clubs of VICA are organized under one of the two sanctioned structures of VICA, Inc., which are the single section of multi-section structure.

VICA, Inc. receives its financing through the Youth Development Foundation of VICA, Inc., which was established in order to solicit funds from management and labor for worthwhile activities. Student delegates

to the National Leadership Conference establish annual membership dues, while local chapters and the State Association determine their own dues (23, p. 68).

It has been necessary for VICA, in order to serve the trade, technical, and health students of America, to establish goals which serve the needs of its members. Among these goals is the acceptance of VICA activities by the educator as an integral part of the instructional program. "VICA is a tried and proved successful tool of instruction available to every trade, industrial, technical, and health occupations teacher in America" (13, p. 4). Theoretically, at least, VICA is a tool that, if applied, can strengthen leadership abilities, improve work attitudes, develop wholesome attitudes about citizenship, make students happier, make student recruitment more effective, and create employers who are more satisfied (22, p. 4; 12, p. 34).

VICA programs which include Leadership Training, The Vocational Initiative and Club Achievement Program, VICA U.S. Skill Olympics, Bicentennial Environmental Program, "Dress Up" VICA Campaign, National VICA Week, Job Opportunities Bases Program, and the "Skills Build America" Program all are in some way related to the six major goals of VICA's National Program of Work. These six major goals are personal growth, community understanding, safety, teacher recruitment, vocational youth cooperation, and good public relations (23, pp. 78-79).

The VICA program which receives most publicity is the U.S. Skill Olympics. "The First Constitutional Convention that founded the Vocational Industrial Clubs of America set as a goal for its students the opportunity to participate in competitive activities" (24, p. v).

The objectives of VICA programs are to develop the student's ability for leadership, to motivate student members to greater effort, to give recognition for personal improvement and achievement, to improve America's social and physical environment, to highlight the purposes of the organization, and to encourage members to interest other students in industrial training opportunities (23, pp. 78-82).

The objectives of vocational education and the objectives of VICA are parallel with respect to the following: skill development, increased knowledge, leadership for the world of work, the development of wholesome work habits, and total student participation.

The stated purposes of VICA are:

1. To unite in a common bond all students enrolled in trade, industrial, technical, and health education.
2. To develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities.
3. To foster a deep respect for the DIGNITY OF WORK.
4. To assist students in establishing realistic vocational goals.
5. To help students attain a purposeful life.
6. To create enthusiasm for learning.
7. To promote high standards in trade ethics, workmanship, scholarship, and safety.
8. To develop the ability of students to plan together, organize, and carry out worthy activities and projects through the use of the democratic process.
9. To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their mutual interdependence.
10. To create among students, faculty members, patrons of the school, and persons in business and labor a sincere interest in the esteem for trade, industrial, and health education.
11. To develop patriotism through a knowledge of our nation's heritage and the practice of DEMOCRACY. (23, p. 62)

II. BRIEF HISTORY OF HEALTH OCCUPATION STUDENT ASSOCIATION

During the American Vocational Association's 1973 Convention in Atlanta, Georgia, the membership voted to endorse the establishment of a second national organization for health occupation students.

Representatives of the six states that originally formed health occupations education student organizations met at the Inn of Six Flags, Arlington, Texas, on November 10-13, 1976, for the purpose of forming a national organization for health occupations. The six states include Alabama, New Jersey, New Mexico, North Carolina, Oklahoma, and Texas. Any state which joins within two years will be considered one of the original chartered states (7, p. 2).

Students enrolled in secondary or postsecondary health occupations education programs under the auspices of the appropriate State Board of Vocational Education are eligible for membership, provided they are affiliated with their local and state association.

It is recommended that membership in the national organization consists of two categories—voting and nonvoting. The voting membership should be open to those high school and postsecondary students who need, want, and can profit from membership. The nonvoting category may include the following:

A. Alumni—who have been former active members in the organization.

B. Professional—includes teachers of health occupations education, advisors, employers, advisory committee members.

C. Honorary—those who have made outstanding contributions in time or effort to the organization and are deemed worthy of this membership category. (23, p. 1)

The interim board of directors is comprised of the president, president-elect, state supervisors of health occupations education, and the state advisors of the six original chartered states (4, p. 3). The primary purpose of Health Occupations Students of America is to serve the needs of its members in the following ways:

- A. Foster programs and activities which will develop:
 - 1. Physical, mental, and social well-being of the individual,
 - 2. Leadership, character, and citizenship,
 - 3. Ethical practices and respect for the dignity of work;
- B. Foster self-actualization of each member which will contribute to meeting the individual's psychological, social, and economic needs;
- C. Build the confidence of students in themselves and their work by learning to assume responsibilities and by developing personal and occupational competencies and social skills which lead to realistic choices of careers and successful employment in the field of health;
- D. Promote inter-organizational relationships with professional groups, business, industries, and other student organizations;
- E. Recognize individual achievement in scholarship, occupational skills, or services rendered by providing awards;
- F. Promote involvement in current health care issues, environmental concerns, and survival needs of the community, the nation, and the world;
- G. Promote the establishment of state associations and encourage state student associations to affiliate with Health Occupations Students of America. (4, p. 2)

HOSA has thirteen chartered states as of June 1978. The thirteen states include Alabama, Florida, Indiana, New Jersey, New Mexico, North Carolina, Oklahoma, Oregon, Texas, Minnesota, Illinois, Kentucky, and Tennessee.

After two and a half years in existence (November 1976—June 1978), HOSA has 12,942 members. The leadership and competitive activities they offer include: Poster Contests, Informative Speech, Medical Spelling Bee, Emblem and Motto Design.

National headquarters for HOSA is located at the State Department of Education in Trenton, New Jersey.

Due to lack of information about HOSA, the researcher has been limited in the review of literature and data pertaining to the Health Occupations Student Association. The researcher called State Specialist Health Occupation office in Tennessee, National Advisory Council on Vocational Education in Washington, D.C., and National HOSA Headquarters in Trenton, New Jersey. The only available information they had has been listed in the Bibliography.

III. SUMMARY

This study indicates there has been an awareness of a need for a vocational organization since the late 1920's and early 1930's. However, due to the depression of this era and a lack of cooperation between labor and management, no substantial vocational organization was formed until 1965. This lusty, fast-growing organization is known today as VICA (Vocational Industrial Clubs of America).

Information gleaned from this study indicates VICA has established comprehensive goals aimed at developing the total individual. Its avowed purpose is to promote vocational skills, scholarship, leadership, civic interest, and to encourage social and moral values.

VICA has not only set worthwhile goals, but it has provided effective programs to achieve these goals. These programs include The Vocational Initiative and Club Achievement Program, VICA U.S. Olympic Skills, and Skills Build America Program, and so forth. These programs are designed to develop both technical and leadership skills through competition.

In 1976, it seems some members of the Health Occupations field felt a need for an organization designed solely for health occupations students. This organization, HOSA, was initiated at Arlington, Texas, on November 10-13, 1976.

The primary objectives of HOSA are indeed worthy aims, but they do not seem to be quite as comprehensive as they should be.

HOSA offers a few competitive activities to foster their objectives. However, poster contests, medical spelling bees, and emblem designs do not exactly cause the blood to course through one's veins with excitement.

VICA's growth speaks for itself. It now has over 50 membership associations, and over two and a half million members. This seems proof enough that VICA is meeting the needs of the vocational student on the secondary and postsecondary levels.

Information on HOSA is limited; it now has thirteen member states and 12,942 members. Its goals are worthy ones, but unless it affords more competitive activities it cannot achieve its aims effectively. Our republic was built by spirited competition, and any other approach to life is unrealistic.

CHAPTER III

PROCEDURES

I. APPROVAL FOR STUDY

Tentative approval for the study was first secured from the Chairman of the Industrial Education Department of The University of Tennessee. A prospectus was presented to the Graduate Committee and final approval was granted.

II. POPULATION

At the beginning of the 1977-78 school year, 86 secondary health occupation programs were in the State of Tennessee. Seventy-one of these programs responded to the questionnaire. There were 71 members of the Vocational Industrial Clubs of America; 40 were members of the Health Occupations Student Association and 39 had membership in both clubs. The geographic distribution of these programs are as follows: East Tennessee has 31, Middle Tennessee has 19, and West Tennessee has 21. A survey of all programs from each geographic location was made. Each health occupation instructor from each program was asked to complete a questionnaire.

III. RESEARCH DESIGN

A list of all secondary health occupation instructors in Tennessee was obtained from the State Department of Education. The list contains

the name, address, phone and county of the school where the instructor is located. The addresses of the schools have been double-checked with the state's 1977-1978 Directory of Personnel Catalog. Each instructor across the state became a subject of the study and subsequently the recipient of a questionnaire. Questionnaires were addressed to the secondary health occupation in care of the school. Follow-up questionnaires with a second letter were mailed to those who did not respond to the first mailing. A third mailing will be sent to the nonrespondents with special delivery or attention on the envelope. Other direct or indirect contact was made to nonrespondents. Sixty-one, or 72.6 percent, of the 86 health occupation instructors responded to the questionnaire on the first mailing within three weeks. A follow-up questionnaire with a handwritten note was mailed to those who did not respond to the first mailing. A return of 10 questionnaires was returned on the second mailing. Direct and indirect contact was made to the nonrespondents. All mailings and contacts resulted in a final return of 71 questionnaires representing 82.6 percent of the total number of the health occupation instructors. A breakdown by each geographic area of the return is as follows: East Tennessee, 31 questionnaires or 44 percent; Middle Tennessee, 19 questionnaires or 26 percent; West Tennessee, 21 questionnaires or 30 percent.

IV. DATA AND INSTRUMENTATION (QUESTIONNAIRE)

A twenty-six item questionnaire was constructed to attempt to arrive at answers to the five questions posing the objectives. An attempt was

made to keep the questionnaire as brief as possible while still obtaining the desired information.

The questionnaire was piloted on twelve health occupation instructors. Revised questionnaires were mailed to all secondary health occupation instructors in Tennessee.

Copies of the questionnaire and cover letter are included in the Appendix.

V. TREATMENT OF DATA

Cards containing instructors' names, name of schools, addresses, and geographical location in the state will be maintained during the survey process. Upon receipt of a questionnaire the appropriate card will be attached to it. Forms will be prepared for the purpose of tabulating the individual responses. The tabulation of returns was done on a daily basis until receipt of all questionnaires had been received. Responses for each item in the questionnaire were totaled. These totals are the data which were used in the preparation of the tables for reporting the results. Where appropriate, percentages are included in the tables.

Chapter IV gives an analysis of the questions completed by the health occupation instructors who responded to the questionnaire. To aid in the analysis, as mentioned above, tables are used to complement the explanation for the questions.

Chapter V contains a summary of the findings and conclusions of the study. Also included are recommendations concerning educational opportunities available to health occupation students in the youth organizations.

CHAPTER IV

THE SURVEY

The researcher made a survey of the secondary health occupation instructors across the State of Tennessee. The purpose of this survey was to make a comparative study of the Health Occupation Student Association and the Vocational Industrial Clubs of America to determine the educational opportunities for health occupation students in Tennessee.

From the 86 secondary health occupation Instructors across the state, 71 or 82.6 percent, acknowledged the request to respond to the survey. There were 15 of the 86 instructors that declined to participate for various reasons. Therefore, 71 instructors participated by providing the requested information. The geographic location of instructors across the state were as follows: East Tennessee, 31; Middle Tennessee, 19; and West Tennessee, 21.

Information in Table I indicates that the majority of the health occupations instructors in Tennessee felt that youth leadership activities should be integrated into the curriculum. Only 9.9 percent felt that they should not be because of the reasons listed: Administrative policy or attitude prohibits successful operation; instructors not educationally prepared to conduct organization; and too much time is required for results accomplished. Only two instructors, comprising 2.8 percent of the total responding to the question, gave no response to this question.

More than 80 percent of the instructors indicated that they had a knowledge and understanding of VICA. Responses in Table II indicate that

TABLE I
RESPONSES TO QUESTION, "SHOULD HEALTH OCCUPATIONS TEACHERS HAVE RESPONSIBILITY OF
INTEGRATING YOUTH LEADERSHIP ACTIVITIES INTO THE VOCATIONAL HEALTH
OCCUPATION CURRICULUM?"
(N = 71)

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	27	17	18	62	87.3
No*	2	2	3	7	9.9
No Response	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>2.8</u>
Totals	31	19	21	71	100.0

Reasons for Not Integrating Youth Leadership Activities in Vocational Health Occupation Curriculum (N = 7)	Total	Percentage
*1. Vocational preparation should be limited to technical knowledge and skill development.	2	28.6
*2. Local administrative policy or attitudes prohibit a successful operation of a student organization.	2	28.6
*3. Health Occupation teachers are not educationally prepared to conduct a student organization.	1	14.2
*4. Too much time is required for results accomplished.	<u>2</u>	<u>28.6</u>
Totals	7	100.0

TABLE II
 RESPONSES TO QUESTION, "DO YOU HAVE A KNOWLEDGE AND UNDERSTANDING OF THE
 STRUCTURE, OBJECTIVES, AND ACTIVITIES OF THE VOCATIONAL INDUSTRIAL
 CLUBS OF AMERICA?"
 (N = 71)

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes*	24	15	19	58	81.7
No	7	4	2	13	18.3
No Response	0	0	0	0	0
Totals	31	19	21	71	100.0
<u>Amount of Knowledge</u>					
*Very knowledgeable	11	1	10	22	37.9
Somewhat knowledgeable	13	9	5	27	46.5
Limited knowledge	2	5	4	9	15.6
Totals	26	15	19	58	100.0

18.3 percent of the instructors had no knowledge or understanding of VICA, the majority of these being from the geographic location of East Tennessee. The instructors that felt they were knowledgeable were divided into the following categories: 37.9 percent felt they were very knowledgeable about VICA, 45.5 percent felt somewhat knowledgeable, with 17.2 percent having limited knowledge.

Table III indicates that 78.9 percent of the respondents had a knowledge and understanding of the structure and objectives of HOSA. From this group, 23.2 percent indicated they were very knowledgeable; 58.9 percent were somewhat knowledgeable; and 17.9 percent were with limited knowledge. The percentage indicating that they had no knowledge was 18.3, and 2.8 percent gave no response.

Table IV indicates that 56 percent of the health occupation programs have been affiliated with the Vocational Industrial Clubs of America. The percentage of those having been affiliated for at least one year is 19.9; 9.8 percent has been affiliated for two years; 4 percent has been affiliated for three years; and 22.4 percent has been affiliated at least four or five years; also, 43.9 percent of the health occupation programs have never been affiliated with the Vocational Industrial Clubs of America.

Table V indicates that 56.3 percent of the health occupation programs are affiliated with the Health Occupation Student Association. Thirty-one percent of the instructors indicated they were not affiliated with the Health Occupation Student Association, and 12.7 percent of the instructors gave no response to this question.

Table VI presents responses to the question asking whether or not their program had students enrolled in both VICA and HOSA. "Yes" was answered by 54.9 percent, as opposed to 36.6 percent who answered "no,"

TABLE III

RESPONSES TO QUESTION, "DO YOU HAVE A KNOWLEDGE AND UNDERSTANDING OF THE
STRUCTURE, OBJECTIVES, AND ACTIVITIES OF THE
HEALTH OCCUPATIONS STUDENT ASSOCIATION?"
(N = 71)

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes*	22	15	19	56	78.9
No	7	4	2	13	18.3
No Response	2	0	0	2	2.8
Totals	31	19	21	71	100.0
<u>Amount of Knowledge</u>					
*Very knowledgeable	1	2	10	13	23.2
Somewhat knowledgeable	14	9	10	33	58.9
Limited knowledge	5	4	1	10	17.9
Totals	20	15	21	56	100.0

TABLE IV

AVERAGE NUMBER OF YEARS HEALTH OCCUPATION PROGRAMS HAVE
BEEN AFFILIATED WITH THE VOCATIONAL INDUSTRIAL
CLUBS OF AMERICA

Number of Years	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
0 Year	16	11	4	31	43.9
1 Year	4	5	5	14	19.9
2 Years	3	0	4	7	9.8
3 Years	0	1	2	3	4.0
4 Years	3	1	2	6	8.4
5 or More Years	<u>5</u>	<u>1</u>	<u>4</u>	<u>10</u>	<u>14.0</u>
Totals	31	19	21	71	100.0

TABLE V

IS YOUR HEALTH OCCUPATIONS PROGRAM AFFILIATED WITH
THE HEALTH OCCUPATIONS STUDENT ASSOCIATION?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	15	13	12	40	56.3
No	8	6	8	22	31.0
No Response	<u>8</u>	<u>0</u>	<u>1</u>	<u>9</u>	<u>12.7</u>
Totals	31	19	21	71	100.0

TABLE VI

DOES YOUR HEALTH OCCUPATIONS PROGRAM HAVE STUDENTS ENROLLED
IN BOTH THE VOCATIONAL INDUSTRIAL CLUBS OF AMERICA AND THE
HEALTH OCCUPATIONS STUDENT ASSOCIATION?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	23	6	10	39	54.9
No	6	12	8	26	36.6
No Response	<u>2</u>	<u>1</u>	<u>3</u>	<u>6</u>	<u>8.5</u>
Totals	31	19	21	71	100.0

while 8.5 percent did not respond to the question. If instructors marked "yes," they were asked to list the number enrolled in each club. No one responded to this item; therefore, it was not listed in Table VI.

Table VII shows that 87.3 percent of the schools have vocational education programs in addition to health occupations that are affiliated with the Vocational Industrial Clubs of America. A total of 9.4 percent of the respondents have one program in the school that is affiliated with the Vocational Industrial Clubs of America. Only 7.4 percent of the schools had at least two programs that are affiliated with VICA, while 13.7 percent had at least four programs besides health occupations that are affiliated with VICA. A total of 46.4 percent indicated they had five or more programs in their school affiliated with the Vocational Industrial Clubs of America. A total of 13.7 percent indicated that they had no programs in their school that were affiliated.

The number and percentage of health occupation instructors that have served as club coordinators of the Vocational Industrial Clubs of America at the local level are shown in Table VIII. Forty-five percent of the instructors have served as club coordinators of VICA. Fifty-five percent have never served as club coordinators of the Vocational Industrial Club of America.

Table IX presents responses to the question of benefit derived from a program of competitive activities. It is surprising that only eight sponsors felt that VICA competition was of no benefit to student leadership organizations. A majority of the instructors, 86.0 percent, felt that a program of competitive activities was very important for student leadership organizations. Only 2.8 percent did not respond to the question.

TABLE VII

SCHOOLS THAT HAVE VOCATIONAL EDUCATION PROGRAMS IN ADDITION
TO HEALTH OCCUPATIONS THAT ARE AFFILIATED WITH THE
VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

Number	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
None	7	1	1	9	13.7
One	3	0	3	6	9.4
Two	1	2	2	5	7.4
Three	2	1	3	6	9.4
Four	3	2	4	9	13.7
Five or More	<u>16</u>	<u>11</u>	<u>9</u>	<u>36</u>	<u>46.4</u>
Totals	32	17	22	71	100.0

TABLE VIII

HAVE YOU SERVED AS CLUB COORDINATOR OF THE VOCATIONAL
INDUSTRIAL CLUBS OF AMERICA AT THE LOCAL LEVEL?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	11	16	5	32	45.0
No	20	3	16	39	55.0
No Response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Totals	31	19	21	71	100.0

TABLE IX

DO YOU THINK STUDENT LEADERSHIP ORGANIZATIONS SHOULD HAVE A
PROGRAM OF COMPETITIVE ACTIVITIES?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	28	15	18	61	86.0
No	3	2	3	8	11.2
No Response	<u>0</u>	<u>2</u>	<u>0</u>	<u>2</u>	<u>2.8</u>
Totals	31	19	21	71	100.0

Table X shows that 60.6 percent of the Health Occupation Students have entered the leadership and skill activities at the regional or district level. Six percent has had entries in Club Business Procedure; 24.0 percent has had entries in Opening and Closing Ceremony; 24.0 percent has had entries in Prepared Speech; 22.0 percent has had entries in Extemporaneous Speaking; 16.0 percent in Job Interview; 6.0 percent in Safety, and 2.0 percent in Outstanding Club. The greatest entries in leadership skills were in Opening and Closing, and Prepared Speech. In the skills contest, 71.4 percent had entries in the Nurse Aide and Orderly Contest; 11.9 percent had entries in the Dental Assistant; and 16.7 percent had entries in Medical Assistant. There were no entries in Medical Laboratory and Dental Laboratory at district level, since these contests have never been held at district level. Thirty-eight percent indicated that they had never entered the competitive leadership and skill activities at the district level. Only 1.4 percent did not respond to this question.

Table XI shows that only 38.0 percent of the students of the health occupation instructors have entered leadership and skill activities at the state level; while 16.4 percent had entries in Club Business Procedure; 21.4 percent had entries in Opening and Closing Ceremony; 10.1 percent had entries in Prepared Speech; 13.0 percent had entries in Extemporaneous Speaking; 18.9 percent in Job Interview; 10.1 percent in Safety; and 10.1 percent in Outstanding Club. The greatest number of entries in leadership skills was in Job Interview and the lowest number of entries was in Prepared Speech, Safety, and Outstanding Club, with each having only 10.1 percent.

TABLE X

HEALTH OCCUPATION STUDENTS THAT HAVE ENTERED THE COMPETITIVE
LEADERSHIP AND SKILL ACTIVITIES AT THE DISTRICT LEVEL

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes*	21	7	15	42	60.6
No	10	11	6	27	38.0
No Response	0	1	0	1	1.4
Totals	31	19	21	70	100.0
<u>Activities</u>					
*Leadership					
Club Business Procedure	1	1	1	3	6.0
Opening and Closing Ceremony	3	5	4	12	24.0
Prepared Speech	6	3	3	12	24.0
Extemporaneous Speaking	4	1	6	11	22.0
Job Interview	5	2	1	8	16.0
Safety	1	1	1	3	6.0
Outstanding Club	1	0	0	1	2.0
Totals	21	13	16	50	100.0
*Skill					
Nurse Aide and Orderly	12	5	13	30	71.4
Dental Assistant	2	1	2	5	11.9
Medical Assistant	2	3	2	7	16.7
Medical Laboratory Assistant	0	0	0	0	0
Dental Laboratory Assistant	0	0	0	0	0
Totals	16	9	17	42	100.0

TABLE XI

HAVE HEALTH OCCUPATIONS STUDENTS IN YOUR SCHOOL EVER ENTERED THE COMPETITIVE LEADERSHIP AND SKILL ACTIVITIES AT THE STATE LEVEL?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes*	9	6	11	27	38.0
No	21	11	10	41	57.8
No Response	<u>1</u>	<u>2</u>	<u>0</u>	<u>3</u>	<u>4.2</u>
Totals	31	19	21	71	100.0
<u>Activities</u>					
*Leadership					
Club Business Procedure	2	1	2	5	16.4
Opening and Closing Ceremony	1	3	3	7	21.4
Prepared Speech	1	2	0	3	10.1
Extemporaneous Speaking	1	2	1	4	13.0
Job Interview	4	2	0	6	18.9
Safety	1	2	0	3	10.1
Outstanding Club	<u>1</u>	<u>0</u>	<u>2</u>	<u>3</u>	<u>10.1</u>
Totals	11	12	8	31	100.0
*Skill					
Nurse Aide and Orderly	9	4	1	14	38.8
Dental Assistant	1	3	4	8	22.0
Medical Assistant	1	3	3	7	19.4
Medical Laboratory	1	2	2	5	13.9
Dental Laboratory	<u>1</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>5.9</u>
Totals	13	12	11	36	100.0

In the skills contest at state level, 38.8 percent have had entries in Nurse Aide and Orderly; 22.0 percent had entries in Dental Assistant; 19.4 percent had entries in Medical Assistant; 13.9 percent had entries in Medical Laboratory Assistant; and 5.9 percent had entries in Dental Laboratory. The greatest number of entries in skill areas was in Nurse Aide and Orderly, and the lowest number of entries was in Dental Laboratory. There were 57.8 percent who had never had entries in leadership or skill activities at the state level. There were only 4.2 percent that did not respond to this question.

Table XII shows that the number and percentage of instructors having entries at national level is low. Only 11, or 15.5 percent of the instructors, have had student entries in the national level of competition for VICA. The percentages of entries under the leadership areas were as follows: 11.7 percent had entries in Club Business Procedure; 35.5 percent has had entries in Opening and Closing Ceremony; 11.7 percent in Prepared Speech; 6.0 percent in Extemporaneous Speaking; and 11.7 percent in Job Interview, Safety, and Outstanding Club. The highest percentage of entries under leadership skills was in Opening and Closing Ceremonies.

In the skill competition, 50.1 percent was in Nurse Aide and Orderly; 25.0 percent in Dental Assistant; and 8.3 percent in Medical Assistant, Medical Laboratory, and Dental Laboratory.

Table XII also shows that 78.9 percent of instructors have never had student entries at national level. And 5.6 percent of the instructors did not respond to this question.

Information with regard to Health Occupation Student Association having a district, state, and national program of leadership competitive

TABLE XII

HEALTH OCCUPATION STUDENT ENTRIES IN THE COMPETITIVE LEADERSHIP AND SKILL
ACTIVITIES AT THE NATIONAL LEVEL

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes*	3	3	5	11	15.5
No	26	16	14	56	78.9
No Response	2	0	2	4	5.6
Totals	31	19	21	71	100.0

Activities					
*Leadership					
Club Business Procedure	1	1	0	2	11.7
Opening and Closing Ceremony	1	2	3	6	35.5
Prepared Speech	1	0	1	2	11.7
Extemporaneous Speaking	1	0	0	1	6.0
Job Interview	1	1	0	2	11.7
Safety	1	1	0	2	11.7
Outstanding Club	1	0	1	2	11.7
Totals	7	5	5	17	100.0
*Skill					
Nurse Aide and Orderly	3	3	0	6	50.1
Dental Assistant	1	1	1	3	25.0
Medical Assistant	1	0	0	1	8.3
Medical Laboratory Assistant	1	0	0	1	8.3
Dental Laboratory Assistant	1	0	0	1	8.3
Totals	7	4	1	12	100.0

activities is presented in Table XIII. The instructors reporting in favor of leadership competitive activities averaged 84.5 percent; those reporting against averaged 12.7 percent; and 2.8 percent did not respond to the questionnaire.

Information with regard to Health Occupation Student Association having a district, state, and national program of skill competitive activities is presented in Table XIV. Eighty-one and seven tenths percent of instructors were in favor of skill competitive activities. There were 12.7 opposed, and 5.6 percent gave no response.

Information with regard to the continuation of health service in Tennessee with the Vocational Industrial Clubs of America is presented in Table XV. There were 56.3 percent of the health occupation instructors that wanted the health service in Tennessee to continue affiliation with the Vocational Industrial Clubs of America if the Health Student Association does not develop a regional, state, and national program of competitive activities. There were 35.2 percent opposed to continued affiliation, and 8.5 percent gave no response.

Table XVI shows that 71.8 percent of the health occupation instructors felt that the teachers should be given the option to affiliate with the Vocational Industrial Clubs of America or the Health Occupation Students of America Club. There were 16.9 percent opposed to this, and 11.3 percent gave no response.

Table XVII indicated that only 24.0 percent of the health occupations instructors were invited to give a professional opinion about establishing a second student leadership organization for health occupation students

TABLE XIII

SHOULD THE HEALTH OCCUPATION STUDENT ASSOCIATION HAVE A
NATIONAL, STATE, AND DISTRICT PROGRAM OF LEADERSHIP
COMPETITIVE ACTIVITIES?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	26	16	18	60	84.5
No	4	2	3	9	12.7
No Response	<u>1</u>	<u>1</u>	<u>0</u>	<u>2</u>	<u>2.8</u>
Totals	31	19	21	71	100.0

TABLE XIV

SHOULD THE HEALTH OCCUPATION STUDENT ASSOCIATION HAVE A
NATIONAL, STATE, AND DISTRICT PROGRAM OF SKILL
COMPETITIVE ACTIVITIES?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	24	15	19	58	81.7
No	3	4	2	9	12.7
No Response	<u>4</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>5.6</u>
Totals	31	19	21	71	100.0

TABLE XV

IF THE HEALTH OCCUPATION STUDENT ASSOCIATION DOES NOT DEVELOP
A NATIONAL AND STATE PROGRAM OF COMPETITIVE ACTIVITIES,
SHOULD THE HEALTH SERVICE IN TENNESSEE CONTINUE TO
AFFILIATE WITH THE VOCATIONAL INDUSTRIAL
CLUBS OF AMERICA?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	18	8	14	40	56.3
No	10	8	7	25	35.2
No Response	<u>3</u>	<u>3</u>	<u>0</u>	<u>6</u>	<u>8.5</u>
Totals	31	19	21	71	100.0

TABLE XVI

SHOULD THE HEALTH OCCUPATION TEACHERS BE GIVEN THE OPTION TO
 AFFILIATE WITH EITHER ONE OF THE STUDENT ORGANIZATIONS
 FOR HEALTH OCCUPATION STUDENTS?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	22	13	16	51	71.8
No	5	2	5	12	16.9
No Response	<u>4</u>	<u>4</u>	<u>0</u>	<u>8</u>	<u>11.3</u>
Totals	31	19	21	71	100.0

TABLE XVII

WERE YOU INVITED TO GIVE A PROFESSIONAL OPINION OF THE NEED TO
ESTABLISH A SECOND STUDENT LEADERSHIP ORGANIZATION FOR HEALTH
OCCUPATION STUDENTS IN TENNESSEE?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	4	7	6	17	24.0
No	26	11	15	52	73.2
No Response	<u>1</u>	<u>1</u>	<u>0</u>	<u>2</u>	<u>2.8</u>
Totals	31	19	21	71	100.0

in Tennessee. There were 73.2 percent that said they were not asked about this decision. There were 2.8 percent that gave no response to this question.

Table XVIII indicated that 70.4 percent of the health occupation teachers should have been given the opportunity to express the pros and cons of establishing a second youth organization for health occupations. Only 12.7 percent were opposed to this, with 16.9 percent that gave no response.

Table XIX indicated that 57.7 percent of health occupation instructors feel if the majority of the states remain with the Vocational Industrial Clubs of America that Tennessee should remain. Only 28.2 percent were opposed, and 14.1 percent gave no response.

Table XX shows that more than 80.0 percent of health occupation instructors felt that representatives from the state and national offices of the Vocational Industrial Clubs of America and Health Occupation Student Association should have met with the health occupation teachers in Tennessee to explain and discuss the total program of each organization and let teachers decide which student organization to become affiliated with. There were only 12.7 percent of the instructors opposed; and 5.6 percent gave no response to this question.

Health occupation instructors were asked to state their opinion as to whether the Health Occupation Student Association showed projected educational advantages over the Vocational Industrial Clubs of America. Results are recorded in Table XXI. A combined total of 17, or 24.0 percent, cited that they did. The majority, or 56.3 percent, stated that

TABLE XVIII

IF THE ANSWER TO QUESTION NUMBER 17 WAS NO, DO YOU THINK THE
HEALTH OCCUPATION TEACHER SHOULD HAVE BEEN GIVEN THE
OPPORTUNITY TO EXPRESS THE PROS AND CONS OF
ESTABLISHING THE SECOND STUDENT
ORGANIZATION FOR HEALTH
OCCUPATION IN
TENNESSEE?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	26	7	17	50	70.4
No	5	2	2	9	12.7
No Response	<u>0</u>	<u>10</u>	<u>2</u>	<u>12</u>	<u>16.9</u>
Totals	31	19	21	71	100.0

TABLE XIX

IF THE MAJORITY OF THE STATES REMAIN WITH THE VOCATIONAL
INDUSTRIAL CLUBS OF AMERICA, SHOULD TENNESSEE REMAIN
WITH THE MAJORITY?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	18	9	14	41	57.7
No	7	8	5	20	28.2
No Response	<u>6</u>	<u>2</u>	<u>2</u>	<u>10</u>	<u>14.1</u>
Totals	31	19	21	71	100.0

TABLE XX

DO YOU THINK THAT REPRESENTATIVES FROM THE NATIONAL AND STATE OFFICE OF THE VOCATIONAL INDUSTRIAL CLUBS OF AMERICA AND REPRESENTATIVES FROM THE NATIONAL AND STATE HEALTH OCCUPATION STUDENT ASSOCIATION SHOULD HAVE MET WITH THE HEALTH OCCUPATION TEACHERS IN TENNESSEE TO EXPLAIN AND DISCUSS THE TOTAL PROGRAM OF EACH ORGANIZATION; AND AFTERWARDS, LET THE TEACHERS DECIDE WITH WHICH STUDENT ORGANIZATION TO BECOME AFFILIATED?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	28	12	18	58	81.7
No	3	3	3	9	12.7
No Response	<u>0</u>	<u>4</u>	<u>0</u>	<u>4</u>	<u>5.6</u>
Totals	31	19	21	71	100.0

TABLE XXI

DO YOU THINK THE HEALTH OCCUPATION STUDENT ASSOCIATION'S
PROJECTED EDUCATIONAL ADVANTAGES EXCEED THE
VOCATIONAL INDUSTRIAL CLUBS OF AMERICA?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	1	8	8	17	24.0
No	21	6	13	40	56.3
No Response	<u>9</u>	<u>5</u>	<u>0</u>	<u>14</u>	<u>19.7</u>
Totals	31	19	21	71	100.0

they did not exceed the Vocational Industrial Clubs of America. Fourteen, or 19.7 percent, did not respond to the question.

Table XXII indicates that 42.2 percent of the instructors think that the Health Occupation Students Association will be large enough to financially support a state and national organization. Twenty-nine and six tenths percent indicated that they didn't feel that the membership in the Health Occupation Student Association would be large enough to financially support a state and national organization. There were 28.2 percent that did not respond to this question.

Respondents were asked to give their preference about the health occupation students in their program becoming members of the Vocational Industrial Clubs of America. These preferences are recorded in Table XXIII. Those sponsors who replied that they preferred their students to to become members of the Vocational Industrial Clubs of America represented a majority of 42.2 percent, as opposed to the 29.6 percent who preferred that they did not become members. Twenty, or 28.2 percent of the instructors, did not respond to this question.

Respondents were asked to give their preference about the Health Occupation Students in their program becoming members of Health Occupation Student Association. These preferences are recorded in Table XXIV. Those sponsors who replied that they preferred their students to become members of the Health Occupation Student Association represent a majority of 55.0 percent, as opposed to the 22.5 percent who preferred that they did not become members. Sixteen, or 22.5 percent of the instructors, did not respond to the question.

TABLE XXII

DO YOU THINK MEMBERSHIP IN THE HEALTH OCCUPATION STUDENT
ASSOCIATION WILL BE LARGE ENOUGH TO FINANCIALLY SUPPORT
A STATE AND NATIONAL ORGANIZATION?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	11	7	12	30	42.2
No	8	4	9	21	29.6
No Response	<u>12</u>	<u>8</u>	<u>0</u>	<u>20</u>	<u>28.2</u>
Totals	31	19	21	71	100.0

TABLE XXIII

DO YOU PREFER THE HEALTH OCCUPATION STUDENTS IN YOUR PROGRAM
TO BECOME MEMBERS OF THE VOCATIONAL INDUSTRIAL
CLUBS OF AMERICA?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	11	7	12	30	42.2
No	8	4	9	21	29.6
No Response	<u>12</u>	<u>8</u>	<u>0</u>	<u>20</u>	<u>28.2</u>
Totals	31	19	21	71	100.0

TABLE XXIV

DO YOU PREFER THE HEALTH OCCUPATION STUDENTS IN YOUR PROGRAM
TO BECOME MEMBERS OF THE HEALTH OCCUPATION
STUDENT ASSOCIATION?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	15	12	12	39	55.0
No	8	3	5	16	22.5
No Response	<u>8</u>	<u>4</u>	<u>4</u>	<u>16</u>	<u>22.5</u>
Totals	31	19	21	71	100.0

Results of responses to the question of Health Occupation Student Association continuation on state level if the national organization affiliation does not exceed the six states presently chartered is reported in Table XXV. Thirty-eight, or 53.5 percent of the instructors, felt that the Health Occupation Student Association should continue affiliation at state level even though the national organization does not exceed the six presently chartered states, as compared to the 35.2 percent which reported that they did not. There were 11.3 percent that did not respond to the question.

The degree of preference that the principal or administration in the school has toward VICA or HOSA is reported in Table XXVI. A total of sixteen, or 22.5 percent, showed a preference for VICA. Ten, or 14.1 percent, favored HOSA; with forty-five, or 63.4 percent, indicating no preference.

Suggestions and comments from the instructors concerning student leadership organizations were basically directed toward the educational opportunities that were available to health occupation students. Comments were made by most of the 71 health occupations instructors. Length of the comments ranged from one sentence to one page (see Appendix C).

TABLE XXV

DO YOU THINK THE HEALTH OCCUPATION STUDENT ASSOCIATION SHOULD
CONTINUE ON A STATE LEVEL IF THE NATIONAL ORGANIZATION
AFFILIATION DOES NOT EXCEED THE SIX STATES
PRESENTLY CHARTERED?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
Yes	15	11	12	38	53.5
No	10	6	9	25	35.2
No Response	<u>6</u>	<u>2</u>	<u>0</u>	<u>8</u>	<u>11.3</u>
Totals	31	19	21	71	100.0

TABLE XXVI

DOES THE PRINCIPAL OR ADMINISTRATION IN YOUR SCHOOL PREFER THAT
YOU FORM A NEW CLUB—HOSA—OR REMAIN A PART OF VICA?

Response	East Tennessee	Middle Tennessee	West Tennessee	Total	Percentage
VICA	6	5	5	15	22.5
HOSA	4	4	2	10	14.1
No Preference	<u>15</u>	<u>15</u>	<u>15</u>	<u>45</u>	<u>63.4</u>
Totals	25	24	22	70	100.0

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Education is a crucial element in preparation for successful working careers at any level. The effectiveness of the educational structure as it serves its people depends upon a combination of influences. Administrative leadership, community forces, financial investment and expenditures, and personnel are vital and important in the educational process.

Documentation is included in the study which implies that vocational education has been considerably influenced by youth clubs. The youth organization is one of the most effective ways of maximizing learning opportunities. It would be difficult to fully assess the merit, success, and value of these clubs; but the research indicates that this input has significantly influenced vocational education in Tennessee.

This study was undertaken in an effort to determine the educational opportunities available in youth clubs for health occupation students. More specifically, this study attempted to ascertain the general opinion of the health instructors in the State of Tennessee toward affiliation in the new youth organization, Health Occupation Students of America (HOSA); or their continued membership in the Vocational Industrial Clubs of America, which was started in 1965 for health occupation students.

This study also attempted to determine: (1) Health occupation instructors are knowledgeable about youth leadership programs, (2) health occupation instructors are currently active in youth leadership and skill activities, (3) health occupation instructors should be given the option of affiliation with either youth leadership organization available for health students, (4) health occupation instructors in Tennessee have been involved in the decision to affiliate with a National Health Youth Leadership Organization, (5) the majority of the health occupation instructors in Tennessee favor affiliation with a new youth club.

An attempt was made to determine from health occupation instructors: (1) If youth leadership activities should be integrated into the curriculum, (2) the length of time they had served as club coordinators, (3) length of time of affiliation with youth organizations, (4) projected educational advantages of the different youth organizations, (5) preferences of instructors about students in their programs in the youth organizations.

It should be clearly understood that no attempt was made in this study to evaluate or determine the effectiveness of the individual health occupation instructors involved therein. The data found in this study, the limitations placed thereon, and the overall methods and procedures involved make efforts for these purposes invalid.

A total of 71 secondary health occupation instructors in the State of Tennessee were involved in this study. Of these, 31 are in East Tennessee, 19 in Middle Tennessee, and 21 in West Tennessee. There were 86 secondary health occupation instructors in the State of Tennessee that

were sent questionnaires. Seventy-one questionnaires were returned, representing 82.6 percent of the total number. Data obtained by questionnaire from these 71 instructors formed the basis for this study.

II. FINDINGS

Some of the major findings based on the 71 instructors who returned questionnaires were as follows: 87.2 percent of the instructors felt that youth leadership activities should be integrated into the curriculum; 35 percent of the instructors indicated that they had no knowledge or limited knowledge and understanding of VICA; 56 percent of the health occupation programs have been affiliated with the Vocational Industrial Clubs of America; 43.9 percent have never been affiliated with the Vocational Industrial Clubs of America; 54.9 percent of the instructors indicated that they had students enrolled in both VICA and HOSA this year; 86.3 percent of the schools have Vocational Education Programs in addition to health occupations that are affiliated with the Vocational Industrial Clubs of America. Forty-five percent of the health occupation instructors have served as club coordinators of the Vocational Industrial Clubs of America; a majority of 86.0 percent felt that a program of competitive activities was very important for student leadership organization; 60.6 percent of the programs were regular participants in VICA competition at regional or district level. Thirty-eight percent of the programs had entries in state VICA competition; 15.5 percent of the programs had entries in national VICA competition; 84.5 percent of the instructors were in favor of leadership and skill competitive activities for HOSA;

56.3 percent of the programs want continued affiliation with the Vocational Industrial Clubs of America, if HOSA does not develop a regional, state, and national program of competitive activities; 71.8 percent feel that the teachers should be given the option to affiliate with either the Vocational Industrial Clubs of America or the Health Occupation Students of America Club. Seventy and four-tenths percent of the instructors felt they should have been given the opportunity to express the pros and cons of establishing a second youth organization for health occupation students; 57.7 percent of the health occupation instructors felt if the majority of the states remain with the Vocational Industrial Clubs of America that Tennessee should remain. Eighty percent of the instructors felt that representatives from state and national offices from VICA and HOSA should have met with instructors to explain and discuss the total program of each organization and let teachers decide which student organization they preferred. Only 24.0 percent of the instructors felt that HOSA projected educational advantages over VICA; while 29.6 percent indicated they didn't feel membership in HOSA would be large enough to financially support a state and national organization. And 42.2 percent of instructors prefer their members to remain or become members of VICA; 28.2 percent of instructors had no preference in youth organizations; 29.6 percent indicated a desire to become members of HOSA; 22.5 percent of instructors indicated that their principal or administration showed a preference for VICA; 63.4 percent said that principal or administration had no preference of youth clubs. Other findings were explored and reported in detail in Chapter IV.

III. CONCLUSIONS

Based on an examination of the data obtained from the health occupation instructors, it is concluded that:

1. The majority of instructors felt that youth leadership activities should be a part of the curriculum.
2. The instructors across the state need more knowledge and understanding about the youth leadership organizations, with the highest percentage being from East Tennessee.
3. Over 40 percent of the health occupation programs have never been affiliated with an active youth organization.
4. The number of instructors which have been active in VICA four or more years is noteworthy at 22.4 percent.
5. There were about 55 percent of the programs for the past year that had students enrolled in both VICA and HOSA, with approximately 20 percent in HOSA, and 25 percent in VICA.
6. Less than one-half of the instructors across the state have served as a club coordinator of VICA.
7. With the exception of eight instructors, the remainder of the group felt that a program of competitive activities was very important for student leadership organizations.
8. About 60 percent of the health occupation programs have participated in VICA competition at both district and regional levels.
9. The greatest number of entries in VICA competition at regional and state levels were in Opening-Closing Ceremony, Prepared Speech and Nurse-Aide.

10. Only 38.0 percent of the health occupation programs have participated in VICA competition at state level.

11. A low percentage of the programs has never had entries or winners at national level in VICA competition. The majority of these were from East Tennessee.

12. A very high percentage of the health instructors reported in favor of leadership and skill competitive activities for the Health Occupation Student Association.

13. Over one-half of the instructors want the health service in Tennessee to continue affiliation with the Vocational Industrial Clubs of America if the Health Student Association does not develop a program of competitive activities on state and national levels.

14. Over 72 percent felt that the instructors should be given the option to affiliate with VICA or HOSA.

15. A very low percentage of the instructors was invited to give a professional opinion about establishing a second student youth organization for health occupation students in Tennessee.

16. A high percentage of instructors felt they should have been given the opportunity to express the pros and cons of establishing a second youth organization for health students.

17. About 60 percent of the instructors felt if the majority of states remains with the Vocational Industrial Clubs of America, that Tennessee should remain.

18. Over two-thirds of the instructors felt that state and national representatives from both youth organizations should have met with

Tennessee instructors and explained the program of each organization and then let teachers decide which student organization they preferred.

19. The majority of health occupation instructors in the state felt that the Vocational Industrial Clubs of America projects greater educational advantages than the Health Occupation Student Association.

20. A significant number of instructors felt that the Health Occupation Student Association will not be able to financially support a state and national organization.

21. The largest majority of instructors indicated that their principal or administration indicated that they had no preference of youth organizations for health occupation students.

22. About 40 percent of the instructors preferred to stay with VICA; while the other 40 percent preferred to become affiliated with HOSA; and over 20 percent did not indicate a preference because of lack of knowledge about either organization.

IV. RECOMMENDATIONS

A student organization that develops meaningful youth activities and provides youth with self-understanding in their preparation for adulthood may be one of the most significant services offered a public school student.

The vocational students across our nation have the opportunity to develop positive attitudes, civic responsibility, social poise, and professional awareness by participating in activities on the local, state, and national levels.

The Vocational Industrial Clubs of America has been serving health occupation, trade and industrial education, and technical education students for fifteen years. The VICA organization membership was projected to be near 300,000 by 1978. During this fifteen years, the VICA organization has developed a sound financial base, a national staff, a national program of work, a national program of competitive activities and the respect and support of business, industry, and the medical profession.

The statement of the problem clarifies the present situation of health occupation students and their teachers relative to leadership development.

After compiling and analyzing the data collected from health occupation teachers in Tennessee, the following recommendations were made:

1. The present and future direction of the health occupation student should and must be based on the educational opportunities that the organization affords its members. Correct answers to many questions must be determined by the educational administration in Tennessee prior to arbitrarily forcing membership into one of the two student organizations now chartered to serve the health student. Health teachers' knowledge about the two organizations ranged from being very knowledgeable to being very limited in knowledge. However, over 80 percent expressed a desire to explore and learn about the educational opportunities for both organizations prior to Tennessee affiliating with an autonomous student organization for the health occupation students. This opportunity should definitely be extended to the health occupation teacher before a decision is made.

2. Furthermore, an analysis and determination of status, intent and support of the other states relative to the initiation of a second health occupation student organization should be made. A national student organization must provide leadership services, as well as positive direction to its affiliated state associations. These services require administrative, supervisory and ancillary personnel, facilities, and equipment financed by the association. If concluded, other states continue to affiliate with the Vocational Industrial Clubs of America, as it appears many of them are going to, the services from a national HOSA will be extremely limited. The survey reflected the health occupation teachers are concerned about the significance of HOSA in other states and the service it can provide, and this concern must be considered in determining the direction of the health occupation student in Tennessee.

3. Since many health occupation teachers have developed and integrated their youth leadership activities under the auspices of the Vocational Industrial Clubs of America, they should be allowed to continue to be served by this organization until some of the uncertainties and educational opportunities are equal in the two organizations.

4. The Tennessee Association of the Vocational Industrial Clubs of America continues to provide their service to the health occupation students in Tennessee, which is consistent with the national VICA policy.

5. National Health Occupation Student Association develop an extensive program of competitive activities in both leadership and skill areas.

6. It should provide to the new health occupation teachers an understanding of youth leadership concerning its structure, objective operation and outcomes.

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APPENDIXES

APPENDIX A

APPENDIX A

THE UNIVERSITY OF TENNESSEE, KNOXVILLE
KNOXVILLE 37916

OFFICE OF THE VICE CHANCELLOR FOR
GRADUATE STUDIES AND RESEARCH

April 15, 1980

404 ANDY HOLT TOWER

AREA 615
TELEPHONE 974-3466

Dr. L. Evans Roth
Vice Chancellor for Graduate
Studies and Research
404 Andy Holt Tower
The University of Tennessee
CAMPUS

Dear Dr. Roth:

Lois Carol Myers, Department of Vocational-Technical Education, submitted a project entitled "A Comparative Study of the Health Occupation Student Association and the Vocational Industrial Clubs of America to Determine the Educational Opportunities for Health Occupation Students in Tennessee," CRP #1013. The departmental human subjects committee has reviewed and approved this project. In their judgment, this project comes within that section of their approved guidelines which permits the Chairperson of the Committee on Research Participation to give approval to the project on behalf of the Committee.

After reviewing this project, I certify that it does conform to Committee and Departmental guidelines. Therefore, acting on behalf of the Committee, I have approved this project.

The responsibility of the project director includes the following:

1. Prior approval from the Committee must be obtained before any changes in protocol are instituted.
2. Signed consent statements from each experimental subject must be kept for the duration of the project and for at least three years thereafter.
3. The Committee must be informed of any physical or psychological effects on subjects for re-evaluation of the protocol approval.
4. A statement must be submitted (Form D) at 12-month intervals attesting to the current status of the project (protocol is still in effect, project is terminated, etc.).

The Committee wishes the project director success in her research endeavors.

Sincerely,



L. B. Cebik, Chair
Committee on Research Participation

/meg
cc: Lois Carol Myers
Betty J. Brown

Dear Health Occupation Instructor,

You are one of the instructors, selected from the state, being asked to complete the enclosed questionnaire for the purpose of obtaining information from secondary health occupation instructors concerning student leadership organizations. Information gathered by this questionnaire will be very valuable in evaluation of the educational opportunities for health occupation students.

Please return the completed questionnaire in the enclosed self-addressed envelope immediately. Why not do it now?

The importance of your individual answers to the success of this study cannot be over emphasized. Your help will be greatly appreciated. No individual answers will be identified and will be used only to summarize the total study. A summary report of this study will be sent to you if you so indicate on the questionnaire.

If I may be of assistance to you, please telephone me at 615-626-5894.

Sincerely yours,

Carol Myers

APPENDIX B

APPENDIX B

*
*
* NAME OF PERSON COMPLETING INSTRUMENT _____ *
*
* JOB TITLE _____ *
*
* SCHOOL _____ *
*
* ADDRESS _____ *
* _____ Street _____ City _____ State _____ Zip Code _____ *
*

(ATTITUDINAL SURVEY OF SECONDARY HEALTH OCCUPATION TEACHERS CONCERNING STUDENT LEADERSHIP ORGANIZATIONS)

DIRECTIONS: Place a check () in the appropriate space (s). If the question requires an answer, please write in the space provided.

1. Should Health Occupation Teachers have a responsibility of intergrating Youth Leadership activities into the Vocational Health Occupation curriculum. Yes ()
No ()

If No, mark or list a reason (s)

1. Vocational preparation should be limited to technical knowledge and skill development. ()
2. Local administrative policy or attitudes prohibit a successful operation of a student organization. ()
3. Health Occupation teachers are not educationally prepared to conduct a student organization. ()
4. Too much time is required for results accomplished. ()
5. Other, Specify _____ ()

2. Do you have a knowledge and understanding of the structure, objectives and activities of the Vocational Industrial Clubs of America? Yes ()
No ()

If Yes, rank your knowledge: Very Knowledgeable ()
Somewhat Knowledgeable ()
Limited Knowledge ()

3. Do you have a knowledge and understanding of the structure, objectives and activities of the Health Occupations Student Association? Yes ()
No ()

If Yes, rank your knowledge: Very Knowledgeable ()
Somewhat Knowledgeable ()
Limited Knowledge ()

Comments: _____

4. Has your Health Occupation Program been affiliated with the Vocational Industrial Clubs of America? Yes ()
No ()

If Yes, Identify the number of years: One Yr. ()
Two Yrs. ()
Three Yrs. ()
Four Yrs. ()
Five or more Yrs. ()

5. Is your Health Occupations Program affiliated with the Health Occupation Student Association? Yes ()
No ()

6. Does your Health Occupation Program have students enrolled in both the Vocational Industrial Clubs of America and the Health Occupations Student Association? Yes ()
No ()

If Yes, Identify the number in each:

Vocational Industrial Clubs of America _____
Health Occupation Student Organization _____

7. Does your school have vocational education programs in addition to Health Occupations that are affiliated with the Vocational Industrial Clubs of America. Yes ()
No ()

If Yes, how many: One ()
Two ()
Three ()
Four ()
Five or more ()

8. Have you served as Club Coordinator of the Vocational Industrial Clubs of America at the local level? Yes ()
No ()

Comments: _____

9. Do you think student leadership organizations should have a program of competitive activities? Yes ()
No ()

Comments: _____

10. Have Health Occupation Students in your school ever entered the competitive leadership and skill activities at the district level? Yes ()
No ()

If Yes, Check the Events Entered:

LEADERSHIP

- | | |
|---------------------------------|-----|
| 1. Club Business Procedure | () |
| 2. Opening and Closing Ceremony | () |
| 3. Prepared Speech | () |
| 4. Extemporaneous Speech | () |
| 5. Job Interview | () |
| 6. Safety | () |
| 7. Outstanding Club | () |

Comments: _____

SKILL

- | | |
|----------------------------------|-----|
| 1. Nurse Assistant and Orderly | () |
| 2. Dental Assistant | () |
| 3. Medical Assistant | () |
| 4. Medical Laboratory Technician | () |
| 5. Dental Laboratory Technician | () |

Comments: _____

11. Have Health Occupation Students in your school ever entered the competitive leadership and skill activities at the State level? Yes ()
No ()

If Yes, Check the Events Entered:

LEADERSHIP

- | | |
|---------------------------------|-----|
| 1. Club Business Procedure | () |
| 2. Opening and Closing Ceremony | () |
| 3. Prepared Speech | () |
| 4. Extemporaneous Speech | () |
| 5. Job Interview | () |
| 6. Safety | () |
| 7. Outstanding Club | () |

Comments: _____

SKILL

- | | |
|---------------------------------|-----|
| 1. Nurse Assistant and Orderly | () |
| 2. Dental Assistant | () |
| 3. Medical Assistant | () |
| 4. Medical Laboratory Assistant | () |
| 5. Dental Laboratory Assistant | () |

Comments: _____

12. Have Health Occupation Students in your school ever entered the competitive leadership and skill activities at the National level? Yes ()
No ()

If Yes, Check the Events entered:

LEADERSHIP

- | | |
|---------------------------------|-----|
| 1. Club Business Procedure | () |
| 2. Opening and Closing Ceremony | () |
| 3. Prepared Speech | () |
| 4. Extemporaneous Speech | () |
| 5. Job Interview | () |
| 6. Safety | () |
| 7. Outstanding Club | () |

SKILL

- | | |
|---------------------------------|-----|
| 1. Nurse Assistant and Orderly | () |
| 2. Dental Assistant | () |
| 3. Medical Assistant | () |
| 4. Medical Laboratory Assistant | () |
| 5. Dental Laboratory Assistant | () |

Comments: _____

13. Should the Health Occupation Student Association have a National, State and District program of leadership competitive activities? Yes ()
No ()

Comments: _____

14. Should the Health Occupation Student Association have a National, State and District program of Skill Competitive Activities? Yes ()
No ()

Comments: _____

15. If the Health Occupation Student Association does not develop a National and State Program of Competitive Activities, should the Health service in Tennessee continue to affiliate with the Vocational Industrial Clubs of America? Yes ()
No ()

Comments: _____

16. Should the Health Occupation teachers be given the option to affiliate with either the student organization for Health Occupation students? Yes ()
No ()

Comments: _____

17. Were you invited to give a professional opinion on the need to establish a second student leadership organization for Health Occupation students in Tennessee? Yes ()
No ()

Comments: _____

18. If the answer to question number 17 was no, do you think the Health Occupation teacher should have been given the opportunity to express the pros and cons of establishing the second student organization for Health Occupation in Tennessee? Yes ()
No ()

Comments: _____

19. If the majority of the states remain with the Vocational Industrial Clubs of America, should Tennessee remain with the majority? Yes ()
No ()

Comments: _____

20. Do you think that representatives from the National and State Office of the Vocational Industrial Clubs of America and representatives from the National and State Health Occupation Student Association should have met with the Health Occupation teachers in Tennessee to explain and discuss the total program of each organization and afterwards let the teachers decide which student organization to become affiliated with? Yes ()
No ()

Comments: _____

21. Do you think the Health Occupation Student Association's projected educational advantages exceed the Vocational Industrial Clubs of America? Yes ()
No ()

If Yes, List specific advantages:

Comments: _____

22. Do you think the membership in the Health Occupation Student Association will be large enough to financially support a State and National Organization? Yes ()
No ()

Comments: _____

23. Do you prefer the Health Occupation Students in your program to become members of the Vocational Industrial Clubs of America? Yes ()
No ()

Comments: _____

24. Do you prefer the Health Occupation Students in your program to become members of the Health Occupation Student Association? Yes ()
No ()

Comments: _____

25. Do you think the Health Occupation Student Association should continue on a state level if the national organization affiliation does not exceed the six states presently chartered? Yes ()
No ()

Comments: _____

26. Does the principal or administration in your school prefer that you form a new club (HOSA) or remain a part of VICA? VICA ()
HOSA ()

Comments: _____

Please indicate whether you would like a summary report of this study. Yes No

APPENDIX C

APPENDIX C

STATEMENTS FROM SOME OF THE HEALTH OCCUPATIONS INSTRUCTORS

Comments were solicited by questions on the questionnaire. All questions had a place for comments. An effort has been made to include the most frequent questions commented with at least one comment or partial comment from each categorical response given.

"A clear definition of HOSA is still needed before I will be very knowledgeable."

"A workshop on HOSA would be most helpful."

"Since my club is a chartered member of HOSA, I feel well informed of the progress of this club."

"I have served as club coordinator of VICA for eight years and I believe that it has more to offer health occupations students than HOSA can ever hope to have."

"Health occupations is the only area associated with VICA in our school."

"As club coordinator of VICA, I have had a chance to provide many leadership and skill activities for my students."

"Student leadership organizations should have a program of competitive activities because of the following:

1. More interest if there is an incentive of being a winner.
2. A tremendous learning tool.
3. Our world is competitive.
4. Gives students a chance to participate.
5. Gives students an incentive for paying dues.
6. It builds character and improvement of a value system.
7. Provides student motivation, personal pride and a purposeful meaning for the club.
8. Without competition there's little else to motivate the students to remain members.
9. Competitive activities motivate interest in the skills therefore improving learning attitude.
10. I feel competition is good for students."

"I am undecided about student leadership organizations."

"I am against competitive activities in student leadership organizations because it makes some students feel inferior in performance."

"Due to the expense of my students in paying for traveling expense in their clinical practice, I feel that joining a club is too expensive."

"Each of my students gained a great deal personally in VICA's leadership and competitive activities at regional and state level."

"Enjoyed fellowship with students and instructors that were in other programs at VICA's regional and state conference."

"If the majority of states remain with the Vocational Industrial Clubs of America, I definitely feel Tennessee should remain."

"VICA or HOSA will be fine. I don't care."

"It is my opinion that HOSA can better serve health occupation students, even on a state scale."

"My decision depends on what HOSA offers the students."

"I prefer my students staying with VICA."

"I prefer my students joining HOSA."

"Even though HOSA has six or eight chartered states, they still have the majority of their membership in VICA. For example, Texas has 9,000 health occupation students in VICA; they also have HOSA."

"If all the teachers had the opportunity to decide about HOSA, maybe there wouldn't be so much bickering and opposition to the organization."

"I think the teachers that have the most experience in VICA should make the decision about HOSA, not the state supervisors and regional specialists."

"I don't think our regional supervisors have enough time to help us with our classes; I'm sure they don't have time for HOSA."

"I have confidence that HOSA will develop in all areas."

"We should motivate our students in the direction of health activities."

"HOSA cannot be successful if only a minority of states affiliates with it."

"I was told that the majority of states were now in HOSA. Isn't that correct?"

"Students like to fellowship with other areas."

"I think the students should be given the opportunity to express their views about forming a new club."

"I am new and have no strong feelings concerning VICA or HOSA."

"I see no advantage for my students to be in an organization that involves only their class."

"I wrote to Mr. Leeman and expressed my views, but I never received an answer."

"Yes, I am really not sure I understand the change or the formation of HOSA."

"I would have liked to been given the opportunity to investigate the pro's and con's of a new youth club."

"I have not taken the VICA course. I hear it is required, and feel I will be able to make a better decision about HOSA or VICA when I take this."

"We were not ask to give a professional opinion on the establishing of a second youth organization for health occupations."

"I was informed that Health Occupations would be separate from Trade and Industrial (VICA), and we would affiliate with HOSA. Didn't give us an opinion."

"I am in favor of club activities, but input from teachers with background club experience should have the opportunity of deciding which youth club is the best for health occupation students."

"Teacher input is always helpful."

"I was called by telephone asking why my dues were not turned in for HOSA—so, I had to have a rush candle sale—took approximately \$1,600 on candle sales to pay dues."

"I was invited to the planning conference for HOSA—after it was already decided."

"Even though our class has joined HOSA, we never received any information."

"We need better communication and state organization about HOSA."

"We received information on HOSA too late to carry out activities."

"Information received on HOSA is very scarce and vague."

"It is difficult to integrate youth leadership activities into the Vocational Health Occupation curriculum because of the following:

1. Not enough time.
2. Local administrative policy or attitudes prohibit a successful operation of a student organization.
3. Health occupation teachers are not educationally prepared to conduct a student organization."

"Since HOSA is in its infancy my knowledge is very limited."

"I have requested, but have not received anything about HOSA, except a copy of the National by-laws."

"If there has been any competitive activities for HOSA, I have not been notified of them."

"The state of Tennessee should take pride in the program of activities that VICA has to offer the trade, industrial, technical, and health occupation students."

"My students enjoy competing in VICA's leadership and competitive activities at state and national level."

"I wish all instructors in health occupations could have the opportunity to see VICA's national program of leadership and skill events."

"Let's work to get health occupations in VICA set up for international competition."

"I have entered the national skill activities in VICA for health occupations at all levels, and I am very happy with results."

"A district, state, and national program of leadership and competitive activities for HOSA is very important because:

1. It gives more students the opportunity to participate.
2. Builds confidence and ability to speak in public.
3. Gives students a wider range of knowledge of other clubs.
4. Have to offer more than local activities for the club to grow.
5. These activities stimulate creativity within the youth groups.
6. Provide uniformity of instruction in classroom."

"To be effective, HOSA must have a regional, state, and national program of leadership and competitive activities."

"HOSA is going to have to offer more than making posters, drawing emblems, and etc."

"I see the need for a health club."

"I feel if HOSA does not develop a state and national program of leadership and competitive activities, that Tennessee HOSA should be dropped and the ones active in this go back to VICA."

"VICA is the parent organization for health students and they show great interest in this."

"Most of my students favor affiliation with a broader organization (VICA)."

"Health is an area that has no common interest with any other area in my school."

"I think the competitive activities are the only thing that students take an interest in."

"I am undecided about HOSA or VICA."

"Are they not planning to develop a regional, state, and national competitive events? I pass until better informed."

"We should use one club or the other, not both. It is expensive, time-consuming, and confusing."

"Too much difficulty in trying to participate in two clubs."

"Membership in youth club should be left to each individual instructor."

"I am so involved in VICA, it would be difficult to change to HOSA."

"We are just getting VICA strongly organized."

"The principal of our school only tolerates clubs because he has to. He doesn't like any clubs and we only had one club meeting the entire school year. If this trend continues, I do not intend to ask my students to join a club. Whether it is HOSA or VICA."

"I feel all programs should be able to choose between VICA or HOSA. There are more male students in VICA, which makes the organization more interesting to health occupation students."

"The value of both clubs is being studied."

"Principal has no preference."

"I really don't know why they decided to branch off and begin a new organization."

"I am undecided about VICA or HOSA."

"I plan to form a club for the coming year and will probably make a choice between HOSA and VICA when I get a copy of the survey summary."

"We have ten T & I classes involved in VICA (mostly males). The Health Occupation Class contributes much to this club and we have had much success. Our one class clubs are not successful or active."

"If we are going to have HOSA, make plans we can depend on when we tell our students. We were told a state convention in Nashville, then changed to Camp Clements. We were told last minute details on emblem, motto, and ect. This dissolutes the students." "Thanks for the privilege!"

"My students paid \$3.50 to join HOSA and received no benefits. We were not on the mailing list to participate in the project concerning the motto and ect. If we had been in VICA we would have competed in the leadership and skills contest at state."

"With only health occupation instructor it is time consuming to be the only club advisor or coordinator. With VICA, the teachers can all work cooperatively relieving one teacher of the entire burden."

"I feel that something must be decided and so states for the health occupations programs. The whole state seems to be in a state of confusion on what to do about this."

"Personally I feel the health occupation students should have their own organization, if it will be designed to offer the students what an organization should. If HOSA continues as it has this year, I want to be in VICA."

"I prefer that my students don't have a club."

"We chartered HOSA with 28 members. However, the students feel that it has not been worth the effort, time, or money."

"HOSA Club is composed mostly of females and male students state they feel left out."

"We have no real sponsorship from our school principal."

"My students are committed from juvenile court. They could not be members of a club because of security reasons."

"The choice I make about HOSA or VICA, will depend on what is planned for HOSA. I would have preferred for them to be a part of VICA this year."

"We are presently members of HOSA but are more active in VICA."

"Our principal couldn't understand why health occupation should be apart from VICA."

"Our principal prefers VICA."

"If the students in our school are given a choice, VICA will have more members than HOSA."

"I don't think instructors should be afraid because of pressure from supervisors, to choose the club of their choice."

"The backbone of a good classroom or youth organization is the instructor. So I feel they should have the final decision about which club to join."

VITA

Lois Carol Myers was born in Tazewell, Tennessee, on May 15, 1945. She attended elementary school in Claiborne County, Tennessee. She graduated from Claiborne County High School in 1962. She attended Lincoln Memorial University until requirements were completed for a Bachelor of Science degree in biology and physical education in June 1965. In September, 1965, she entered St. Mary's School of Medical Technology, Knoxville, Tennessee, where she graduated in October of 1966. She was employed in the Chemistry Department of Clinical Pathology for five years at St. Mary's Hospital in Knoxville, Tennessee. In September of 1970, she accepted a position in the Claiborne County School System, teaching health occupations, and acting as VICA Club Advisor.

In January, 1971, she began working part-time toward a Master of Arts degree at Union College in Barbourville, Kentucky. In December, 1972, she completed requirements for and received a Master of Arts degree.

In January, 1972, she entered The University of Tennessee to work on 45+ Master's Degree in industrial education. This was completed in August 1976. She is presently completing her Specialist in Education degree to be received in August 1980. This is in vocational technical education.

She is a member of the American Vocational Association, Tennessee Vocational Association, National Education Association, Tennessee Education Association, Claiborne County Education Association, American

Society of Clinical Pathology, Iota Lambda Sigma Fraternity and Vocational Industrial Clubs of America.

She is very actively involved in the business field, as well as education.

She is married to William Thomas Myers of Jonesville, Virginia. They reside at Lincoln Heights in Harrogate, Tennessee.