To the Graduate Council:

I am submitting herewith a dissertation written by John Baxter Marrs entitled "Principals' Perceptions of Vocational Education in Tennessee." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Vocational-Technical Education.

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Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:

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PRINCIPALS' PERCEPTIONS OF VOCATIONAL EDUCATION IN TENNESSEE

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

John Baxter Marrs

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ABSTRACT

Purpose of the Study

The major reason for this study was to identify secondary school principals' perceptions toward vocational education in these broad areas:

1. Knowledge of vocational programs.
2. Attitudes about skill development.
3. Understanding the purpose of vocational education.
4. Knowledge of vocational funding.
5. Understanding of advisory committees.
6. Knowledge of vocational certification and training.

Demographic variables were analyzed to determine relationships with the foregoing broad areas.

Procedure

The data needed for this study were derived from the personal data form and the questionnaire. Data were collected and processed from one hundred and fifty randomly selected secondary school principals in the State of Tennessee.

The personal information from the respondents was tabulated by number and percent and recorded in a table. The information obtained from the questionnaire was presented in tabular and narrative form. The scores from the urban and rural sector were subjected to a pooled *t* test.

Conclusions

The conclusions of the study were as follows:

1. It was impossible to determine if a difference existed in principals' perceptions toward vocational education and their years of experience.

2. There was no significant difference in the perceptions of rural and urban administrators toward vocational education.

3. There was administrator support for vocational programs.

4. The image of vocational education was good.

5. Vocational programs should not be decreased or limited.

6. Advisory committees could be used more in vocational programs.

7. Principals did not have adequate knowledge of vocational education.

8. An additional course for vocational teachers would be helpful.

9. Vocational programs should equip students with salable skills and geographic mobility.

Recommendations

1. Other variables should be correlated with principals' attitudes to vocational education.

2. Vocational education should continue to be an important part of the school program for all students.

3. Local communities and advisory committees should share in formulating vocational curriculums.

4. Federal funding should be used to supplement vocational programs.

5. Principals should complete one vocational education course and/or internship program.

6. Trade and industrial teachers should not be required to hold a baccalaureate degree before teaching.

7. Trade and industrial teachers should meet current certification requirements, but not necessarily have a baccalaureate degree before teaching.

8. Vocational programs should not be limited only to special groups of students but should be provided for all those who need, want, and could use the instruction.

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CHAPTER 1

INTRODUCTION

Meeting the vocational education needs of people, business, and industry continues to be a goal of vocational educators. With early beginnings traced to the land grant colleges and universities a new opportunity emerged for the people of this country to share in the knowledge gained. Through the years vocational education has become a major part of the American industrial society. Three major acts have played an important part in intensifying this nation's awareness of vocational education--the Vocational Education Amends of 1963, 1968, and 1976. Major changes in vocational programs have come about with much toil and constructive criticism. At the time of this study, educators had come to realize that federal spending was being scrutinized at all levels of vocational education. Educators were being asked to justify the millions of tax dollars spent annually to operate vocational programs. The future existence of vocational education was being threatened by budget cuts. For vocational education to remain strong, educators would have to be able to promote, justify, and support vocational education programs.

With the establishment of vocational centers in Tennessee, training of secondary school youth for gainful employment became another challenge for state educators. A new era allowed high school youth to intensify study and develop new technical schools for entering the world of work.

At the time of this study, educators only had to look at the daily newspapers to realize that the unemployment figures were too high and were continuing to rise. State Employment Security officials cited the grave need for skilled workers, yet many high school graduates were ill prepared to enter many openings in the job market. The utilization of vocational programs and facilities in Tennessee remained relatively low and there was a lack of public knowledge of available aid programs.

Little (1971) implied that vocational education is not a separate discipline within education, but a basic objective of all education. The high school principal has a major responsibility for ensuring that all students receive a balanced set of learning experiences. Both vocational and academic needs must be met to ensure the future success of our nation. Therefore, he/she must be able to see the value and goals of vocational education.

Problem

There was a lack of information available to vocational leaders regarding the attitudes, perceptions, and beliefs of

public secondary school principals with respect to vocational education programs. Because these leaders are a vital part of vocational education the acquisition of their perceptions is crucial for planning, implementing, and evaluating vocational programs.

Purpose

The major purpose for the study was to identify secondary school principals' perceptions toward vocational education in these broad areas:

1. Knowledge of vocational programs.
2. Attitudes about skill development.
3. Understanding the purpose of vocational education.
4. Knowledge of vocational funding.
5. Understanding of advisory committees.
6. Knowledge of vocational certification and training.

Additional demographic variables were analyzed to determine relationships with the foregoing broad areas.

Hypotheses

The following null hypotheses were tested for significance at the .05 level.

1. There is no significant difference in the perceptions of vocational education between high school administrators of urban schools and rural schools.

2. There is no significant difference in the principals' perceptions of vocational education and their years of education and experience.

Assumptions

There were four assumptions that underlie the statement of the problem. They were as follows:

1. Principals have developed perceptions of the many aspects of vocational education.
2. Principals are willing to share their views in research study.
3. Principals are a major influence in developing curriculum goals, maintaining quality of instruction, and placing qualified students in vocational programs.

Scope and Limitations

This study was limited to a sample of one hundred and fifty of those secondary school principals who had five or more vocational programs in their schools: Agriculture, Home Economics, Office or Business Education, Trade and Industrial Education, and Health Occupations. Vocational Centers were not included in this study. This study was limited to the degree of cooperation of Tennessee principals who interpreted the questionnaire directions and provided objective responses

to the questionnaire. Utilizing twenty members of a vocational technical class and five local principals a pilot study was done to validate the instrument.

Definitions of Terms

For the purpose of this study the following terms were defined as follows:

Attitude. A mental position with regard to a fact or an emotion toward a fact.

Comprehensive high school. A high school that has course offerings in general education and specialized fields, thus the school offers both academic and vocational courses.

High school. A secondary school consisting of grades nine and/or ten through twelve.

Nonsupport. Lack of approving, or lack of funding.

Perception. Understanding, belief, or attitude about vocational education and its importance to the total picture of education.

Rurals. A term used synonymously with rural principals.

School principal. The administrative head of a secondary school.

Urbans. A term used synonymously with urban principals.

Vocational education. Public school instruction that develops the basic skill, judgment, and job knowledge sufficient to prepare youth for job entry level employment in

agriculture, business, distribution, homemaking, trade, industrial, and other occupational areas.

Importance of the Study

This study was undertaken to determine principals' perceptions of vocational education and how future programs for administrators might be developed to promote vocational education programs. The influence of the principal in supporting vocational programs in the school becomes of vital importance. The principal plays an important part by influencing the attitudes of faculty and students as well as community members. This influence is particularly important with regard to the recruitment of students and parental support for vocational programs in schools.

This study was important in that it was designed to determine if the attitude of the principal was indeed a major factor in the growth and development of vocational education programs for the young people of the eighties.

Nature and Source of Data

The data needed for this study were derived from the personal data form and the questionnaire (Appendix A). Data were collected and processed from one hundred and fifty randomly selected secondary school principals in the State of Tennessee. Principals were selected because they were

involved in matters pertaining to the curriculum of the school and had direct influence on the success of vocational programs.

Organization of the Study

Chapter 2 contains an extensive review of the research and related literature.

Chapter 3 relates the method of procedure in conducting the study.

Chapter 4 contains a presentation and analysis of the data obtained in the study.

Chapter 5 presents a summary of the study and conclusions and recommendations for further study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Vocational Educator's Image and Role

In reviewing the literature concerning administrative perceptions and attitudes toward vocational education programs, a conclusion of the National Advisory Council (1968) report on vocational education stated: "We have promoted the idea that the only good education is an education capped by four years of college. This idea affects students who make inappropriate choices because they are victims of national yearning for prestige" (p. 23).

Smoker (1974, p. 4) identified "educational snobbery" as a contributing factor to the plight of two and one-half million young people who leave school each year without a skill. An earlier study by Woerdehoff and Bentley (1959) found that administrators were not in agreement as to the number of pupils whom they felt were interested in vocational education courses. Principals from larger school districts tended to feel that most pupils were interested in vocational education courses while principals from smaller school districts did not tend to express this feeling. One-third of the administrators felt that vocational education students were usually from a lower social-economic background in the community.

The administrators agreed that vocational education courses provided skills for earning a living as well as the important skills for social living.

This idea of improving the status image of vocational education was further stressed in an address by Marvin Feldman at the National and State Advisory Council on Vocational Education in 1976. In the address, Feldman (1976) pointed out that many of those actively involved in leadership roles in vocational education have complained for years that the world viewed the program as a subordinate to liberal education. He went on to say that some of the reason for this problem was due to the limited vision of vocational educators, suffering from a severe identity crisis.

He accused vocational educators of having become the "Uncle Toms" of the educational establishment who accepted a submissive, subordinate role in the field of education. He stated that it was no wonder vocational educators were viewed with less esteem since they saw themselves as worth less and he called for the taking of a different view of the vocational education personnel and its clients. He concluded his address with these words: "Academic educators speak of liberal arts as if a vocational emphasis were somehow illiberal: Vocational education is liberating" (p. 6).

Some research as Hunt (1974) pointed out identifies hostility of school personnel for vocational programs. This

stems from their devotion to the traditional pattern of education.

From a study by Sybouts and Krepel (1970) evidence suggested that superintendents were more positive about vocational programs than principals. This conclusion was carried further by stating that administrators from larger school systems were more positive toward vocational education than superintendents from smaller schools.

Attitudes of Administrative Leaders toward Vocational Education

Spooner (1971) considered attitudes toward vocational education in the secondary program and the suitability of vocational education as a program for students of all scholastic levels. He concluded much the same as did Gardiner and recommended that the general public be informed about vocational education through professional organizations.

In a Colorado study by Cavnar (1967) of administrative attitudes toward vocational education, indications were that guidance and counseling services rendered by high schools were geared more toward college preparation than vocational preparation, and most teachers viewed vocational courses for the slower students.

Gillis (1972) described the professional role of the school administrator as "serving as agent for coupling

instructional programs and the world of work and . . . serving as agent to get students in and out of curriculums with maximum benefit to the students" (pp. 37-38). Story (1974) presented a challenge for restructuring conventional vocational curricula away from an emphasis on technical training toward a more liberal education, in an effort to change the situation he described in the cliché, "Vocational education for the masses, liberal arts for the classes" (p. 371).

A research project in vocational education at Washington State (McGhee, 1975) surveyed attitudes of secondary school principals and superintendents toward vocational education. The following were included in the conclusions of that study:

1. Most administrators did not have a generally favorable attitude toward vocational education.
2. Most administrators were not in favor of expanding vocational education with existing funding and did not believe that a larger portion of the high school curriculum should be devoted to vocational education.
3. Most administrators did not have a broad understanding of vocational education.

Recommendations made after completion of the study were directed toward ascertaining the reasons for the general lack of understanding and support for vocational education among secondary school principals. It was also suggested that a

visitation program would enable administrators to become familiar with the quality of various programs, thereby increasing the understanding of vocational education programs and providing for a commitment to and maintenance and development of those programs.

A New York State study by Law (1966) indicated that a broad range of administrative positions were involved in the administration of vocational education and many of the duties were carried out by administrators who possibly had no experience in vocational school work. It was also found that those individuals preparing to become general administrators had little opportunity to obtain professional instruction concerning vocational education.

Many people believe that there are similar meanings for attitudes and opinions (Cooper, 1968). The popular meaning attached to opinion may take any one of three meanings. First, it may refer to the individual's tentative set itself. Second, it may refer to a point of view or set in the abstract; that is a possibility to which a person may or may not subscribe. Third, it may have a "collective" meaning. This is to say that the term "public opinion" means an attitudinal consensus at a given time which, it is supposed, may shift at a later time.

There seems to be a general consensus that opinions do influence and shape attitudes. Opinions are easier to change

than attitudes. Brickell (1961) found the school administrator to be one of the dominant forces in educational change. An Indiana study by Woerdehoff and Bentley (1959) indicated that in terms of probable influence, the school administrators were in a favorable posture to influence curriculum design of the secondary school. Consequently, their viewpoints regarding vocational education could contribute to or kill a program and the way it was carried out.

Erickson (1962) believed that the principals' influence was very important and stated, "The attitude of a high school principal is basically responsible for the effectiveness or ineffectiveness of the high school program" (p. 190). Keathley (1951) stated that his principals' negative attitudes toward vocational education stemmed from the fact that they did not understand what a vocational program was and used the program to dump problem students.

Tendency of Administrative Leaders to Have a Lack of Knowledge about Vocational Education

In a study of vocational and technical programs in Missouri by Karnes (1967) school superintendents and boards of education proposed the training of school administrators in the administration and supervision of vocational education programs. At the time of this writing, there were few

institutions of higher learning that either offered specific courses in administration and supervision of vocational education or included this type of instruction in courses in secondary supervision.

Views of Administrative Leaders Concerning Vocational Education Meeting the Needs of Industry and Society

The second report of the National Advisory Council (1969) on vocational education presented yet another aspect of the problems of the vocational program in this statement. Evidently some administrators agreed with this as evidenced by the results of a West Virginia study by Divita (1970) which indicated that there was apparent administrative support qualified by the fact that administrators felt that existing vocational programs were not effectively preparing students for the changing world of work.

According to the West Virginia study, respondents reported that they did not feel their respective counties were provided a wide enough variety of vocational education programs to meet the diverse interests, abilities, and needs of students not going to college. A lack of sufficient money to support vocational education was identified as a major reason why there was not more vocational education in the public schools. The respondents felt that cost of vocational education could be justified in terms of the number of persons it made useful.

The challenge for a commitment to vocational education was the theme of a speech delivered by John R. Ottena (1975), United States Commissioner of Education. He reiterated the fact that the United States at that time had the highest youth unemployment rate in the world. He continued with the statement that vocational education had done better than any component of education in bringing the community into the schools. He concluded his speech by saying that vocational education deserves all the status one can confer on it and all the energy one can give it.

According to Kerr (1977) vocational education helps a student's education to come into a relevance to life. He stressed the importance of a balanced education and described it as the instrument for solving economic problems and producing productive citizens.

Critics of the vocational program had in some instances called for a broadening of the purpose and scope of vocational education beyond skill training, as evidenced by remarks made by Robert Warmbrod at the annual meeting of the American Vocational Association in 1974. Warmbrod indicated that reports and studies on the achievements of vocational education suggested that the program had not succeeded in offering the training necessary to adequately prepare high school students to enter the work force. He claimed that vocational training in the specific skills at the secondary

level was not enough for future employment, and noted that the separation between general education and vocational had a detrimental effect on students if the two were seen as unrelated. He called for a change of attitude by administrators and vocational educators and a realization that knowledge in other areas was needed in the working world.

Communications

Studies by Gardiner, Price, and Stevenson (1973) found that there appeared to be a relationship between administrators' attitudes toward vocational education, as measured by the ATVE Scale developed by Engler (1966) and a research team at the University of Nebraska, and the student variables measured in the study. One implication of the study was a need identified for increased communication between local school administrators and counselors and state and district vocational-technical personnel.

McGhee and Bender (1976) offered the recommendation of establishing effective lines of communication with school personnel in order to accurately inform them of the goals and purposes of the vocational education program. In an earlier study, McGhee (1975) reported that the rate of turnover among administrators was as high as shown in a West Virginia study which reported that 64 percent of 257 respondents had been in their position less than five years. This finding indicated

an even greater need for keeping administrative personnel informed concerning the nature and achievement of program objectives.

In reviewing the implications of the 1976 Vocational Education Legislation, Grasso (1977) pointed out that the complexity of mandated activities in the amendments required a closer scrutiny of vocational education than ever before given any educational programs. Because of this he stated that it seemed encumbent on those responsible for the planning and advertising of vocational education programs to formulate the activities they would undertake under the legislation of 1976.

From an agriculture education magazine by Brimm (1974) it was learned that there was a great need for more additional information to be obtained from school administrators concerning educational programs.

> Principals are instructional leaders and it is imperative to know and analyze their feelings regarding the various components of the total curriculum. School administrators who understand that student goals, interests, objectives, and talents are different will employ teachers and design curriculum which will motivate and fulfill student needs. Administrators with positive views regarding both vocational and academic subjects will have stronger, more well-rounded programs in their schools. (Grasso, 1977, p. 465)

McNeil (1968) suggested that vocational education's lack of status was based on the fact that neither principals nor teachers had been exposed to firsthand experience with occupations related to vocational education.

Summary

Vocational Educators' Image and Role

Spooner (1971) considered attitudes toward vocational education of major importance and that all students should have some vocational courses. Spooner felt that the image problem for vocational education could be improved by education of the public through better use of clubs and organizations.

Feldman (1976) also agreed with Spooner but went one step further to include vocational educators' insecurity. Hunt (1974) stressed in his study that most school personnel possessed a hostility toward vocational education because of devotion to traditional education.

Warmbrod (1974) stressed that cooperation was needed and that knowledge was needed in other areas in the world of work. From the study by McNeil (1968), it was suggested that a lack of status was because of the lack of experience by both teachers and administrators.

Administrative Attitudes

Woerdehoff and Bentley (1959) concluded in their study that principals of large school districts felt their students were more interested than principals from small school districts in vocational education. From a study by Sybouts and Krepel (1970) the same conclusion was made about superintendents.

In a study by Cavnar (1967), indications were that the prevailing attitude was that slow students went to vocational schools and brighter students went to a four year college. From a research project by Washington State (1976) it was suggested that improving administration could be done by increased visitation and education of administrative philosophies toward vocational education.

Law (1966) and Keathley (1951) suggested that attitudes were what they were because of the lack of experience in vocational education, and the lack of understanding in vocational education. Brickell (1961) and Erickson (1962) both noted in their studies that principals' attitudes could make or destroy a vocational program.

Administrative Lack of Knowledge

In a study by Karnes (1967), there was a critical shortage of institutions offering courses for administration and supervision for students concerning vocational education.

Administrative Views of Meeting the Needs of Industry and Society

In a study by Divita (1970), administrators surveyed did not believe that vocational programs were effectively preparing students for the world of work. In a speech by Ottena (1975), he reiterated the fact that the United States had the largest unemployment rate in the world and vocational education had an important place in changing this.

According to Kerr (1977) vocational education helped students come into a relevance to life and at the same time make useful productive citizens. Gillis (1972) believed that administrators' roles should be improving programs to meet the needs of the world of work. Story (1974) concluded that meeting the needs of vocational education and those of society could be achieved by meshing technical and liberal education.

Communications

Gardiner, Price, and Stevenson (1973) concluded that improved communication between the administration, counselors, state personnel, and vocational personnel would greatly improve the goals of vocational education. In a study by McGhee and Bender (1976) it was noted that the establishment of effective communication lines would improve the goals and purposes of vocational education and at the same time reduce turnover of personnel.

Grasso (1977) concluded that greater communication about the vocational acts would help administrators have a better understanding of vocational education. Brimm (1974) pointed out in his study that principals have the responsibility to inform. The utilization of communication by administrators is a necessity for a successful school curriculum.

CHAPTER 3

METHODOLOGY

The purpose of the study was to identify Tennessee secondary school principals' perceptions toward vocational education and to determine whether or not a relationship existed between principals' attitudes, perceptions, and certain demographic data. This chapter presents the procedures used, including the selection of subjects, instruments used in the collection of data, and the treatment of data.

Selection of Subjects

A current list of names and addresses of principals was obtained from the State Vocational Directory 1981-1982 (Cox, 1981) and updated by means of a cross-check using the State Directory of Public Schools 1982-1983 (McElrath, 1982). Principals were selected randomly by utilizing the stratified proportional technique. A total of one hundred and fifty were drawn.

There were 122 schools in East Tennessee having vocational programs, 99 schools in Middle Tennessee, and 92 in West Tennessee. Therefore a total of 313 schools comprised the population of the study. Due to the difference

in numbers of the three groups a proportional stratified sampling technique was used to find the sample for the study. There were fifty-nine drawn to represent East Tennessee, forty-eight names were drawn to represent Middle Tennessee, and forty-three names were drawn to represent West Tennessee.

Instruments for the Collection of Data

The research design employed in this study was classified as descriptive. A random sample of Tennessee secondary school principals responded to items in a questionnaire designed to assess perceptions toward vocational education programs. A personal data form (Appendix A) was constructed to obtain information concerning the school classification as identified by the respondent as urban or rural. This information was used to test the null hypothesis, There is no significant difference in the perceptions of vocational education between high school administrators of urban schools and rural schools.

The t test was applied to the two groups designated as urban or rural for a significant difference at the .05 level. Other information was utilized from the personal data form to obtain information concerning the principals' perceptions of vocational education based on years of service and tenure. This information was used to test the null hypothesis, There is no significant difference in the principals' perceptions

of vocational education and their years of education and experience.

The questionnaire (Appendix A) used to assess the principals' perceptions toward vocational education was designed after a thorough review of the literature and study of related research, including an instrument developed by Betsy Heineman (1975). Twenty members of a graduate class and five principals responded to a pilot test of the instrument. With the help of the committee chairman items were analyzed, revised, or eliminated after scoring and reviewing the results. The seventy-one response statements on the questionnaire were indicated on a Likert-type scale in which each respondent marked "strongly agree," "agree," "undecided," "disagree," or "strongly agree."

The personal data form was designed to provide demographic variables and enrollment figures for various vocational offerings and a list of courses which principals felt were needed in their particular schools. The questionnaire was designed to obtain information about principals' knowledge of vocational programs, attitudes about skill development, understanding of the purpose of vocational education, knowledge of vocational funding, understanding of advisory committees, and knowledge of certification and training of vocational teachers.

Data Collection

In early October 1982 a package was mailed to each of the one hundred and fifty principals containing a cover letter, personal data form, questionnaire, and a final results form. The principals were instructed to return their completed forms in an enclosed, addressed, stamped envelope. A copy of each of these documents is included in Appendix A.

After a two-week interval, 122 responses were received or approximately 80 percent of the total number of packages mailed. A follow-up mailing was made to the nonrespondents. Included in this mailing was a follow-up letter (Appendix A) and all materials included in the first mailing. The follow-up increased the total responses to 125 or 83 percent.

Treatment of the Data

Data for this study were derived from scores obtained from the personal data form and the questionnaire. The scores on the two instruments were key punched on IBM cards. The resources of The University of Tennessee Computing Center were employed to complete the necessary statistical computation. From these scores, computation was made of the variance of observations of the urban and rural populations. The t test was applied to test the null hypothesis of no significant difference between groups at the .05 level of confidence. All relevant data are presented in Chapter 5.

Several questions were asked on the personal data form such as (1) years of service, (2) classification of school, (3) economic base of school, (4) mother's occupation, (5) father's occupation, (6) vocational courses taken, (7) vocational courses taught, (8) student enrollment by area, (9) out-of-date programs, and (10) programs needed. The results were computed and presented in tabular form in Chapter 4.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to assess secondary school principals' perceptions of vocational education toward vocational education programs through the development and administration of an instrument designed for that purpose, and to analyze the data collected. The resulting data were used to test the null hypothesis, There is no significant difference in the perceptions of vocational education between high school administrators of urban schools and rural schools. The null hypothesis, There is no significant difference in the principals' perceptions of vocational education and their years of education and experience, was tested using all responses. Since 7 of 125 respondents, or 5.6 percent, indicated that they had been a secondary school principal for thirty years or longer this category was included for information only. According to Champion (1970), for statistical inference one-tenth of the population is a recommended sample size; thus, the analysis of the five categories was considered useful.

One hundred and twenty-two personal data forms and questionnaires were received after the initial mailing and three more were received after the follow-up letter was sent,

with a total of 125 forming the sample for the study. This was an 83 percent return.

The personal information from the respondents was tabulated by number and percent and was recorded in Table 1. The same format used in the personal data form was used in constructing Table 1. Information about types of vocational students enrolled by school classification is presented in Table 2.

Personal and Program Data Form

Table 1 indicates that approximately 75 percent of the principals had served ten years or less and that slightly over one-half had served five years or less. Only 15 percent had more than twenty years service.

Rural principals outnumbered the urban principals by 9 percent. Approximately one-half of the principals' fathers had been employed in some vocational area and slightly over one-third of their mothers had been employed in a vocational field. Only sixteen (12.8 percent) of the principals had taught one or more vocational courses. The schools and programs administered by the principals were classified into three service areas: business, 35.2 percent, agriculture, 31.2 percent, and industrial, 24.7 percent.

Table 1

Personal and Program Data

Item	Number	Percent
Number years principal		
1-5	64	51.2
6-10	29	23.2
11-20	13	10.4
21-30	12	9.6
30+	7	5.6
Urban or rural school		
Urban	57	45.6
Rural	68	54.4
Economic base		
Agriculture	39	31.2
Industrial	30	24.0
Business	44	35.2
Mother's Occupation		
Vocational	42	33.6
Nonvocational	76	60.8
Father's occupation		
Vocational	63	50.4
Nonvocational	57	45.6
Vocational courses taken		
Yes	44	35.2
No	81	64.8
Taught vocational course(s)		
Yes	16	12.8
No	108	86.4

Table 2

Types of Vocational Students Enrolled by Area

Principal classification	Sample number	Vocational agriculture	Vocational home economics	Business and office	Distributive	Trade and industrial	Health occupations	Other
Rural	40525	6510	8834	8484	2086	11189	1324	2098
Urban	37538	1575	7250	10663	3037	12932	1216	865
Total	78063	8085	16084	19147	5123	24124	2540	2963

Types of Vocational Students Enrolled by Area

Table 2 shows the total number of students enrolled in the vocational program areas for the two groups of principals. A total sample of 78,063 was reported with vocational agriculture totaling 8,085, vocational home economics 16,084, business and office 19,147, distributive education 5,123, trade and industrial education 24,124, health occupations 2,540, and others 2,963. Trade and industrial education comprised the largest percentage of the students for both groups. Rural principals had four times as many vocational agriculture students as urban principals. Finally health occupations scored very low for both groups.

Status of Programs in Schools

Table 3 shows that most of the principals (89.6 percent) believed that their programs were not out of date. This table also shows that 49.6 percent felt that some new programs needed to be added. Computer basics was the course mentioned most often by the principals from both groups (twenty-three times). Welding was mentioned five times, appliance repairs was mentioned four times, and computer drafting was mentioned three times.

Table 3

Status of Programs in Schools

Status of programs	Number	Percent
Programs out of date	13	10.4
Need new programs	61	48.8

Knowledge of Vocational Programs

Table 4 indicates the principals' perceptions of vocational programs. One hundred and twenty-five principals responded. There were, however, 9 percent more rural than urban principals.

Seventy-five percent either agreed or strongly agreed that all secondary students could benefit from some type of vocational program. The data showed that rural principals expressed a stronger agreement than the urbans.

The principals were supportive of career awareness and exploration programs. Approximately three out of four of each group of principals expressed agreement. A higher percentage of the urban principals was undecided than disagreed or strongly disagreed.

While 90 percent of the principals indicated in Table 3 that their programs were not out of date, 85 percent of the principals in Table 4 agreed. Nine percent, however, were undecided. A higher percentage of the rural principals indicated programs in general were up to date.

The principals were asked if their local system needed to offer more vocational programs. Almost one-half of the rural principals favored more courses being offered while over 60 percent of the urban principals indicated that they did not feel or were undecided concerning the need for additional vocational courses.

Table 4

Principals' Knowledge of Vocational Programs by Number and Percentage

	Questionnaire item	Type of principal	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			No.	%	No.	%	No.	%	No.	%	No.	%
1.	All secondary school students could benefit from some type of vocational program.	Rural	20	29.4	35	51.5	4	5.9	6	8.8	3	4.4
		Urban	24	42.1	15	26.3	3	5.3	9	15.8	6	10.5
		Total	44	35.2	50	40	7	5.6	15	12	9	7.2
2.	Organized programs of awareness and exploration in careers should begin in the primary grades.	Rural	14	20.6	37	54.4	8	11.8	9	13.2		
		Urban	18	31.6	22	38.6	11	19.3	2	3.5	4	7
		Total	32	25.6	59	47.2	19	15.2	11	8.8	4	3.2
3.	Vocational programs offered in high schools today are out of date.	Rural			3	4.4	3	4.4	54	79.4	8	11.8
		Urban	1	1.8	3	5.3	7	12.3	32	56.1	13	22.
		Total	1	0.8	6	4.8	10	8.8	86	68.8	21	16
4.	Our local system needs to offer more vocational programs.	Rural	8	11.8	25	36.8	14	20.6	14	20.6	7	10.3
		Urban	7	12.3	14	24.6	10	17.5	24	42.1	2	3.5
		Total	15	12	39	31.2	24	19.2	38	30.4	9	7.2
5.	Vocational subjects should be offered in all high schools.	Rural	20	29.4	36	52.9	5	7.4	7	10.3		
		Urban	10	17.5	31	54.4	3	5.3	4	21.1	1	1.8
		Total	30	24	67	53.6	8	6.4	19	15.2	1	0.8
6.	Present high school curriculums should be expanded to offer more vocational subjects.	Rural	6	8.8	28	41.2	11	16.2	17	25	6	8.8
		Urban	6	10.5	12	21.1	15	26.3	23	40.4	1	1.8
		Total	12	9.6	40	32	26	20.8	40	32	7	5.6
7.	Vocational education courses are not as essential for most students as are academic courses.	Rural	3	4.4	15	22.1	10	14.7	34	50	6	8.8
		Urban	4	7	13	22.8	15	26.3	17	29.8	8	14
		Total	7	5.6	28	22.4	25	20	51	40.8	14	11.2
8.	Above average students should be directed into academic programs rather than into vocational courses.	Rural	5	7.4	14	20.6	10	14.7	32	47.1	7	10.3
		Urban			4	7	15	26.3	30	52.6	7	12.3
		Total	5	4	18	4.4	25	20	62	49.6	14	11.2
9.	Selected aspects of competency based education should be used in vocational curriculums.	Rural	10	14.7	46	67.6	12	17.6				
		Urban	6	10.5	44	77.2	6	10.5	1	1.8		
		Total	16	12.8	90	72	18	14.4	1	0.8		

Table 4 (continued)

	Questionnaire item	Type of principal	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			No.	%	No.	%	No.	%	No.	%	No.	%
10.	Competency based education should become the primary curricular pattern.	Rural	5	7.4	22	32.4	21	30.9	20	29.4		
		Urban			30	52.6	10	17.5	17	29.8		
		Total	5	4	52	41.6	31	24.8	37	29.6		
11.	Vocational teachers should develop their curricular materials.	Rural	5	7.4	36	52.9	16	23.5	10	14.7		
		Urban	2	3.5	33	57.9	9	15.8	8	14	4	7
		Total	7	5.6	69	55.2	25	20	18	14.4	5	4
12.	Curriculums for vocational education should be shaped by work place demands.	Rural	5	7.4	52	76.5	9	13.2	2	2.9		
		Urban	11	19.3	40	70.2	1	1.8	4	7		
		Total	16	12.8	92	73.6	10	8	6	4.8		
13.	Methods of instruction should be skill/fact oriented and teacher centered.	Rural	4	5.9	29	42.6	11	16.2	23	33.8	1	1.5
		Urban			25	43.9	8	14	20	35.1	4	7
		Total	4	3.2	54	43.2	19	15.2	43	34.4		
14.	Major emphasis should be placed on student-oriented methods stressing the development of concepts, ideas, understandings, and attitudes.	Rural	10	14.7	40	58.8	10	14.7	8	11.8		
		Urban	8	14	32	56.1	10	17.5	6	10.5	1	1.8
		Total	18	14.4	72	57.6	20	16	14	11.2	1	0.8
15.	Vocational youth programs should be considered intra-curricular.	Rural	4	5.9	38	55.9	8	11.8	17	25	1	1.5
		Urban	2	3.5	33	57.9	6	10.5	11	19.3	5	8.8
		Total	6	4.8	71	56.8	14	11.2	28	22.4	6	4.8
16.	Vocational youth programs should be considered extra-curricular.	Rural			21	30.9	9	13.2	33	48.5	5	7.4
		Urban			13	22.8	6	10.5	32	56.1	6	10.5
		Total			34	27.2	15	12	65	52	11	8.8
17.	Major emphasis should be placed on postsecondary vocational programs.	Rural	5	7.4	16	23.5	24	35.3	21	30.9	2	2.9
		Urban	2	3.5	18	31.6	13	22.8	22	38.6	1	1.8
		Total	7	5.6	34	27.2	37	29.6	43	34.4	3	2.4
18.	Secondary vocational programs should focus on occupational-specific preparation.	Rural	2	2.9	32	47.1	9	13.2	25	36.8		
		Urban	2	3.5	31	54.4	4	7	20	35.1		
		Total	4	3.2	63	50.4	13	10.4	45	36		
19.	Vocational teachers should be held accountable for placement of all their students.	Rural	3	5.3	2	2.9	8	11.8	41	60.3	17	25
		Urban			3	5.3	12	21.1	34	59.6	5	8.8
		Total	3	2.4	5	4	20	16	75	60	22	17.6

Table 4 (continued)

	Questionnaire item	Type of principal	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			No.	%	No.	%	No.	%	No.	%	No.	%
20.	Vocational teachers should be allowed to select or reject those students interested in taking their vocational course.	Rural	5	7.4	13	19.1	8	11.8	29	42.6	13	19.1
		Urban	2	3.5	14	24.6	7	12.3	26	45.6	8	14
		Total	7	5.6	27	21.6	15	12	55	44	21	16.8
21.	Students in vocational subjects should meet the same basic course requirements as college prep students along with their vocational courses.	Rural	6	8.8	3	33.8	12	17.6	26	38.2	1	1.5
		Urban	10	17.5	23	40.4	23	5.3	17	29.8	4	7
		Total	16	12.8	46	36.8	15	12	43	34.4	5	4
22.	Many high school students have not seen enough of the world to make tentative career choices during their high school years.	Rural	9	13.2	39	57.4	3	4.4	17	25		
		Urban	9	15.8	34	59.6	7	12.3	6	10.5	1	1.8
		Total	18	14.4	73	58.4	10	8	23	18.4	1	0.8
23.	The training of youth for specific occupations is more the responsibility of area schools than secondary schools.	Rural	6	8.8	27	39.7	13	19.1	20	29.4	2	2.9
		Urban	2	3.5	20	35.1	11	19.3	17	29.8	7	12.3
		Total	8	6.4	47	37.6	24	19.2	37	29.6	9	7.2
24.	Adult education programs should be looked upon as part of the responsibility of the local high school system.	Rural	2	2.9	18	26.5	5	7.4	33	48.5	10	14.7
		Urban	3	5.3	23	40.4	2	3.5	26	45.6	3	5.3
		Total	5	4	41	32.8	7	5.6	59	47.2	13	10.4
25.	Allowing students to spend time away from school during the day for work experience results in more problems than benefits.	Rural	3	4.4	16	23.5	14	20.6	25	36.8	10	14.7
		Urban	1	1.8	7	12.3	3	5.3	36	63.2	10	17.5
		Total	4	3.2	23	18.4	17	13.6	61	48.8	20	16
26.	The dropout rate would not be as great a problem if appropriate vocational subjects were available.	Rural	6	8.8	39	57.4	7	10.3	11	16.2	5	7.4
		Urban	5	8.8	25	43.9	16	28.1	9	15.8	2	3.5
		Total	11	8.8	64	51.2	23	18.4	20	16	7	5.6

Table 4 (continued)

	Questionnaire item	Type of principal	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			No.	%	No.	%	No.	%	No.	%	No.	%
27.	Vocational instruction should be available in high school for those who need, want, and can profit from it.	Rural	17	25	49	72.1	1	1.5	1	1.5		
		Urban	23	40.4	32	56.1	1	1.8			1	1.8
		Total	40	32	81	64.8	2	1.6	1	0.8	1	0.8
28.	Students should be pretested regarding their skills, attitudes, and interests prior to selecting a course in vocational education.	Rural	14	20.6	36	52.9	11	16.2	6	8.8	1	1.5
		Urban	12	21.1	31	54.4	7	12.3	7	12.3		
		Total	26	20.8	67	53.6	18	14.4	13	10.4	1	0.8
29.	It is important to classify students as college bound or noncollege bound.	Rural	4	5.9	23	33.8	7	10.3	24	35.3	10	14.7
		Urban			10	17.5	2	3.5	38	66.7	7	12.3
		Total	4	3.2	33	26.4	9	7.2	62	49.6	17	13.6
30.	Students taking a vocational course should have an understanding of what vocational education is all about.	Rural	10	14.7	51	75	3	4.4	4	5.9		
		Urban	18	31.6	33	57.9	4	7	2	3.5		
		Total	20	22.4	84	67.2	7	5.6	6	4.8		
31.	Students are directed into courses that best fill their needs.	Rural	8	11.8	39	57.4	9	13.2	12	17.6		
		Urban	5	8.8	34	59.6	6	10.5	10	17.5		
		Total	13	10.8	73	58.4	15	12	22	17.6		

Rural and urban principals strongly supported (78 percent) the statement that vocational courses should be offered in high schools. At the same time, the majority of the rural principals felt that vocational offerings should be expanded, while only one-third of the urban principals shared this view. More than one-half of the administrators disagreed concerning the statement that vocational courses are not as essential for most students as are academic courses. Only 44 percent of the urban principals disagreed. Overall more than 50 percent disagreed.

Both groups of principals disagreed with the idea that above average students should be directed into academic programs rather than into vocational courses. Fifty-seven percent of the rurals either disagreed or strongly disagreed while the urbans' negative score was 65 percent. A higher percentage of the urban principals were undecided than the rural.

The principals supported the use of selected aspects of competency based education in vocational curriculums. A large majority (85 percent) of the total group concurred in this statement. However almost 53 percent of the urban and 40 percent of the rural agreed or strongly agreed that competency based education should become the primary curricular pattern. It was interesting to note that

31 percent of the rurals were undecided while only 18 percent of the urbans were undecided.

An analysis of the data revealed that both groups agreed by more than 50 percent that vocational teachers should develop their curricular materials. Approximately one-fourth of the rural principals were undecided. Nearly 87 percent of the total group of principals concurred that curriculums for vocational education should be shaped by work place demands.

The principals supported skill/fact oriented and teacher centered methods of instruction. Forty-six percent of both groups agreed with the statement, while 15 percent were undecided. Seven out of ten principals believed that major emphasis should be placed on student-oriented methods stressing the development of concepts, ideas, understandings, and attitudes.

The rural and urban principals were supportive of the idea that vocational youth programs should be considered intracurricular. Sixty-two percent of the total number of principals were supportive. At the same time approximately the same percentage disagreed that youth programs should be considered extracurricular. Fifty-two percent of the principals disagreed and 9 percent strongly disagreed.

The analysis of data revealed that more than 40 percent of the urban and 32 percent of the rural principals were in

disagreement with the statement that major emphasis should be placed on postsecondary vocational programs.

Fifty-four percent either agreed or strongly agreed that secondary vocational programs should focus on occupational specific preparation. The data showed that urban principals expressed a stronger agreement than rural.

More than three-fourths of the principals either disagreed or strongly disagreed that vocational teachers should be held accountable for placement of all of their students. Eighty-five percent of the rural principals expressed disagreement.

Both rural and urban principals disagreed with the statement that vocational teachers should be allowed to select or reject those students interested in taking their vocational course. Both the rural and urban principals were together on the disagreement.

The data showed that 58 percent of the urban and 43 percent of the rural principals either strongly agreed or agreed that students in vocational subjects should meet some basic course requirements as college prep students did along with their vocational courses. Overall approximately 50 percent believed vocational students should meet the basic course requirements.

Approximately three-fourths of the principals either agreed or strongly agreed that many high school students had

not seen enough of the world to make tentative career choices during their high school years. Nineteen percent of the principals disagreed with the statement.

There were differing opinions in Table 4 concerning whether the training of youth was more the responsibility of the area schools than secondary schools. Approximately one out of five were undecided on this issue. As a whole 44 percent agreed and 37 percent disagreed.

The rural and urban principals were not supportive by 58 percent of the statement that adult education programs should be looked upon as part of the responsibility of the local high school system. The rurals expressed stronger disagreement than the urbans.

In the analysis of data the principals from the rural as well as the urban area disagreed with the statement that allowing students to spend time away from school during the day for work experiences resulted in more problems than benefits. Sixty-five percent of the principals either disagreed or strongly disagreed. The urbans disagreed stronger than the rurals.

The rural and urban principals were supportive of the statement that the dropout rate would not be as great a problem if appropriate vocational subjects were available. Sixty percent of them agreed. The rural principals expressed stronger agreement than the urban principals. A high

percentage of principals were undecided (urbans 28 percent and total 18 percent). Both groups either strongly agreed or agreed by 97 percent that vocational instruction should be available in high school for those who need, want, and can profit from it.

The rural and urban principals believed that students should be pretested regarding their skills, attitudes, and interests prior to selecting a course in vocational education. Seventy-four percent mutually agreed.

The data showed that rural principals (63 percent) were not supportive of the statement that it was important to classify students as college bound or non-college-bound. The urbans were in strong disagreement with a total of 79 percent.

Ninety percent of the rural and urban principals indicated that students taking a vocational course should have an understanding of what vocational education is all about. Urban and rural scores were closely correlated.

The rural and urban principals agreed that students were directed into courses that best filled their needs. Sixty-nine percent of them agreed and strongly agreed with the statement.

Attitudes about Skill Development

The principals' perceptions of skill development are presented in Table 5. As a whole over 90 percent of the principals believed that students needed to develop an understanding of vocational options.

Do students who take vocational education in high school often lack other scholastic skills? Over 50 percent of both groups agreed.

Both groups of principals were supportive of the idea that graduates who finish a vocational program should develop a broad base for further skill development. Eighty-five percent of the total number of principals' responses were strongly agree or agree with the urban group portraying stronger agreement.

Approximately 80 percent of the principals felt that graduates who finished a vocational program should develop a salable skill. The urban group scored a positive 84 percent while the rural group was slightly less positive with 74 percent.

The statement that most high school students were not mature enough to profit from vocational programs evoked an unusual large number of undecided responses by the rurals. Seventy-four percent of them did not decide how they felt on this issue. However, the total percentage of principals disagreed with this statement by 80 percent.

Table 5

Principals' Attitudes about Skill Development by Number and Percentage

	Questionnaire item	Type of principal	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			No.	%	No.	%	No.	%	No.	%	No.	%
32.	All students need to develop an understanding of vocational options.	Rural	8	11.8	57	83.8	2	2.9	1	1.5		
		Urban	7	12.3	42	73.7	3	5.3	4	7		
		Total	15	12	99	79.2	5	4	5	4		
33.	Students who take vocational education in high school often lack many other scholastic skills.	Rural	12	17.6	24	35.3	7	10.3	23	33.8	2	2.9
		Urban	4	7	28	49.1			23	40.4	2	3.5
		Total	16	12.8	52	41.6	7	5.6	46	36.8	4	3.2
34.	Graduates who finish a vocational program should develop a broad base for further skill development.	Rural	7	10.3	48	70.6	8	11.8	5	7.4		
		Urban	10	17.5	41	71.9	2	3.5	4	7		
		Total	17	13.6	89	71.2	10	8.8	9	7.2		
35.	Graduates who finish a vocational program should develop a salable skill.	Rural	4	5.9	46	67.6	8	11.8	10	14.7		
		Urban	5	8.8	43	75.4			7	12.3	2	3.5
		Total	9	7.2	89	71.2	8	6.4	17	13.6	2	1.6
36.	Most high school students are not mature enough to profit from vocational programs.	Rural	5	7.4	6	8.8	50	73.5	7	10.3		
		Urban	1	1.8	5	8.8	8	14	31	54.4	12	21.1
		Total	1	0.8	10	8	14	11.2	81	64.8	19	15.2
37.	Students of limited ability should mainly be the ones to enroll in vocational programs.	Rural			3	4.4	1	1.5	40	58.8	24	35.3
		Urban	2	3.5	2	3.5	1	1.8	35	59.6	18	31.6
		Total	2	1.6	5	4	2	1.6	74	59.2	42	33.6
38.	It is more important to provide students with a broad general education than with vocational training in high school.	Rural	3	4.4	14	20.6	16	23.5	30	44.1	5	7.4
		Urban	4	7	13	22.8	10	17.5	24	42.1	5	8.8
		Total	7	5.6	27	21.6	26	20.8	54	43.2	10	8
39.	High school leaders should encourage bright students to enroll in vocational courses.	Rural	4	5.9	45	66.2	11	16.2	6	8.8	2	2.9
		Urban	4	7	43	75.4	3	5.3	7	12.3		
		Total	8	6.4	88	70.4	14	11.2	13	10.4	2	1.6

Two items on the questionnaire dealt with the type of student that should be enrolled in vocational courses. Both groups felt by an overwhelming 93 percent that students of limited ability should not be the ones mainly enrolled in vocational programs. Three out of four of the principals felt that high school leaders should encourage bright students to enroll in vocational classes.

Finally, over one-half of the administrators from both groups disagreed that it was more important to provide students with a broad general education than with vocational training in high school. One out of five of the principals was undecided.

Understanding of the Purpose of Vocational Education

The principals' understanding of the purpose of vocational education is examined in Table 6. Both groups disagreed with the statement that the image of vocational education in Tennessee at the time of this study was equal to or better than general education. Fifty percent of the principals disagreed and 26 percent were undecided. Urbans showed a negative score of 61 percent and rurals showed a negative score of 41 percent on this item.

A stronger negative reaction was seen by both groups to the statement that too much emphasis was placed on vocational

Table 6

Principals' Understanding of the Purpose of Vocational Education by Number and Percentage

	Questionnaire item	Type of principal	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			No.	%	No.	%	No.	%	No.	%	No.	%
40.	The image of vocational education in Tennessee today is equal to or better than general education.	Rural			16	23.5	23	33.8	25	36.8	3	4.4
		Urban			12	21.1	9	15.8	31	54.4	4	7
		Total			28	22.4	32	25.6	56	44.8	7	5.6
41.	Too much emphasis is placed on vocational education in high school.	Rural	1	1.5	7	10.3	13	19.1	40	58.8	7	10.3
		Urban			6	10.5	6	10.5	36	63.2	8	14
		Total	1	0.8	13	10.4	19	15.2	76	60.8	15	12
42.	The vocational programs in my school meet student needs adequately.	Rural	4	5.9	33	48.5	16	23.5	9	13.2	6	8.8
		Urban	1	1.8	31	54.4	9	15.8	10	17.5	4	7
		Total	5	4	64	51.2	25	20	19	15.2	10	8
43.	The main purpose of vocational education should be to help minority groups.	Rural					1	1.5	42	61.8	25	36.8
		Urban	1	1.8	1	1.8			30	52.6	25	43.9
		Total	1	0.8	1	0.8	1	0.8	72	57.6	50	40
44.	There are not enough students involved in the present vocational programs in the public schools.	Rural			18	26.5	23	33.8	24	35.3	3	4.4
		Urban	4	7	19	33.3	9	15.8	22	38.6	3	5.3
		Total	4	3.2	37	29.6	32	25.6	46	36.8	6	4.8
45.	Special needs students should be mainstreamed into vocational programs.	Rural			30	44.1	19	27.9	17	25	2	2.9
		Urban	3	5.3	25	43.9	13	22.8	14	24.6	2	3.5
		Total	3	2.4	35	44	32	25.6	31	24.8	4	3.2
46.	Special needs students should be given individualized instruction in vocational programs.	Rural			37	54.4	20	29.4	9	13.2	2	2.9
		Urban	5	8.8	38	66.7	6	10.5	8	14		
		Total	5	4	75	60	26	20.8	17	13.6	2	1.6
47.	Vocational graduates should be followed up over at least a five-year period.	Rural			32	47.1	20	29.4	13	19.1	3	4.4
		Urban	10	17.5	28	49.1	4	7	13	22.8	1	1.8
		Total	10	8	60	48	24	19.2	26	20.8	4	3.2
48.	Skill testing should be used as a major criterion in evaluating vocational programs and graduates.	Rural	4	5.9	38	55.9	12	17.6	13	19.1	1	1.5
		Urban	3	5.3	38	66.7	6	10.5	10	17.5		
		Total	7	5.6	76	60.8	18	14.4	23	18.4	1	0.8

Table 6 (continued)

	Questionnaire item	Type of principal	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			No.	%	No.	%	No.	%	No.	%	No.	%
49.	Placement should be used as a major criterion in evaluating vocational programs and students.	Rural	4	5.9	21	30.9	15	22.1	27	39.7	1	1.5
		Urban	3	5.3	14	24.6	12	21.1	28	49.1		
		Total	7	5.6	35	28	27	21.6	55	44	1	0.8
50.	Vocational training should be more than a minor part of the total education program.	Rural	5	7.4	48	70.6	11	16.2	4	5.9		
		Urban	8	14	37	64.9	7	12.3	4	7		
		Total	13	10.4	85	68	18	14.4	8	6.4		
51.	Even though most people change jobs several times during a lifetime, training students for occupations in high school is a good investment of taxpayer dollars.	Rural	9	13.2	51	75	4	5.9	3	4.4		
		Urban	18	31.6	37	64.9	2	3.5				
		Total	27	21.6	88	70.4	6	4.8	3	2.4		
52.	School principals should be concerned with the occupational needs of the community, business, agriculture, and industry.	Rural	21	30.9	45	66.2			2	2.9		
		Urban	18	31.6	38	66.7			1	1.8		
		Total	39	31.2	83	66.4			3	2.4		
53.	Since automation is changing the world of work so rapidly, it is senseless to train people for specific occupations.	Rural			2	2.9	7	10.3	46	67.6	13	19.1
		Urban			1	1.8	3	5.3	42	73.7	11	19.3
		Total			3	2.4	10	8	88	70.4	24	19.2
54.	Vocational programs should be offered principally for the slow learner and the student who has not succeeded.	Rural	1	1.5					48	70.6	19	27.9
		Urban			1	1.8			37	64.9	19	33.3
		Total	1	0.8	1	0.8			85	68	38	30.4
55.	Most schools are not doing an adequate job of preparing students for job entry.	Rural	3	4.4	21	30.9	22	32.4	20	29.4	2	2.9
		Urban	1	1.8	26	45.6	12	21.1	16	28.1	2	3.5
		Total	4	3.2	47	37.6	34	27.2	36	28.8	4	3.2
56.	Vocational education should equip the student with geographic mobility.	Rural			39	57.4	19	27.9	10	14.7		
		Urban	4	7	39	68.4	10	17.5	3	5.3	1	1.8
		Total	4	3.2	78	62.4	29	23.2	13	10.4	1	0.8

education in high school. Almost three-fourths of the principals challenged this statement. Seventy-eight percent of the principals believed that vocational education should be more than a minor part of the total education program.

It was interesting to note that only 55 percent of the principals felt that vocational programs adequately met the student needs. One out of five was undecided.

Who should be involved in vocational education? Ninety-eight percent of the principals did not feel that the main purpose of vocational education was to help minority groups. The rural principals had no positive score at all with regard to this statement while the urban group had the largest percentage that strongly disagreed. Neither did the principals feel that vocational programs were primarily for the slow learner or the student who had not succeeded. The feeling of the group was strong with 98 percent feeling negative toward this idea.

More than one out of four was undecided concerning the statement that there were not enough students involved in the existing vocational programs in the public schools. Four out of ten disagreed with the statement.

Should special needs students be mainstreamed into vocational programs? Forty-six percent of principals said yes to this concept and 25 percent were undecided. Once in the school system 64 percent of the principals believed that

these students should be given individualized instruction. Twenty-one percent were undecided.

Fifty-six percent of the principals believed that vocational graduates should be followed up over at least a five-year period. Nineteen percent were undecided. However the principals disagreed by 45 percent that placement should be used as a major criterion in evaluating vocational programs and students. Twenty-two percent were undecided. What then should be used to evaluate graduates? Sixty-six percent of the principals believed that skill testing should be used as a major criterion in evaluating high school vocational programs and graduates.

Ninety-two percent of the principals believed that vocational training in high school was a good investment of taxpayer dollars. The principals denied by 90 percent that since automation was changing the world of work so rapidly it was senseless to train people for specific occupations. However, 98 percent of the respondents felt that principals needed to be concerned with the occupational needs of the community, business, agriculture, and industry.

Table 6 reveals that the principals (41 percent) were supportive of the statement that most schools were not doing an adequate job of preparing students for job entry. Twenty-seven percent were undecided. Finally, 66 percent of the principals believed that vocational education should

equip the student with geographic mobility. The urban principals expressed a stronger agreement than the rurals.

Knowledge of Vocational Funding

Table 7 displays the responses by the rural and urban principals regarding vocational funding. The analysis of this section of the questionnaire revealed that almost three out of four of the principals did not believe that federal vocational funds should be made available to states only for program plans which supported specific federal priorities. There was a 6 percent difference against this statement between the rural and urban administrators.

It was not surprising that a large majority (83 percent) of the principals questioned were in favor of federal vocational funds being made available to states to supplement state and local funding. The urban principals were more positive with 88 percent as compared to the rurals' 79 percent. Approximately three-fifths of the principals studied felt that federal funding should be based on student enrollment while nearly one-fifth of the total sample were undecided on this item.

Thirty-six percent of the principals were in agreement that federal funding should be based on performance. Thirty-one percent were in disagreement and one-third of the

Table 7

Principals' Responses to Vocational Funding by Number and Percentage

	Questionnaire item	Type of principal	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			No.	%	No.	%	No.	%	No.	%	No.	%
57.	Federal vocational funds should be made available to states only for program plans which support specific federal priorities.	Rural	1	1.5	10	14.7	9	13.2	42	61.8	6	8.8
		Urban	2	3.5	7	12.3	3	5.3	31	54.4	13	22.8
		Total	3	2.4	17	13.6	12	9.6	73	58.4	19	15.2
58.	Federal vocational funds should be made available to states to supplement state and local funding.	Rural	10	14.7	44	64.7	8	11.8	3	4.4	3	4.4
		Urban	8	14	42	73.7			6	10.5	1	1.8
		Total	18	14.4	86	68.8	8	6.4	9	7.2	4	3.2
59.	Federal funding should be based on student enrollment.	Rural	8	11.8	30	44.1	16	23.5	10	14.7	4	5.9
		Urban	5	8.8	31	54.4	8	14	12	12.1	1	1.8
		Total	13	10.4	61	48.8	24	19.2	22	17.6	5	4
60.	Federal funding should be based on performance.	Rural	4	5.9	21	30.9	26	38.2	13	19.1	4	5.9
		Urban	1	1.8	19	33.3	15	26.3	19	33.3	3	5.3
		Total	5	4	40	32	41	32.8	32	25.6	7	5.6
61.	An increased percentage of vocational funds should be spent on skill training for the disadvantaged which leads to employment.	Rural			33	48.5	19	27.9	15	22.1	1	1.5
		Urban	5	8.8	26	45.6	9	15.8	15	26.3	1	1.8
		Total	5	4	59	47.2	28	22.4	30	24	2	1.6
62.	Justification can be made to cut regular vocational funding to promote disadvantaged programs.	Rural			2	2.9	12	17.6	40	58.8	14	20.6
		Urban	1	1.8	3	5.3	9	15.8	36	63.2	8	14
		Total	1	0.8	5	4	21	16.8	76	60.8	22	17.6

principals were undecided concerning this statement. The rural group was more inclined to agree than disagree.

Another question for both groups was whether an increased percentage of vocational funds should be spent on skill training for the disadvantaged which leads to employment. More than 20 percent of the principals did not decide how they felt regarding this statement. More than half of the principals agreed with this statement. Could justification be made to cut regular vocational funding to promote disadvantaged programs? Almost 80 percent of the principals believed there was no justification for the cuts.

Understanding of Advisory Committees

Only two items on the questionnaire were concerned with the principals' perceptions of advisory committees. These responses are presented in Table 8.

Eighty-two percent of the administrators believed that advisory committees should be used in planning and evaluating vocational programs. The urban responses totaled 88 percent in the strongly agree and agree categories while the rural responses were 77 percent for the two categories.

A large majority of the principals (67 percent) felt that most vocational education programs did not have advisory committees that functioned the way they were intended. Approximately 20 percent were undecided.

Table 8

Principals' Understanding of Advisory Committees by Number and Percentage

	Questionnaire item	Type of principal	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			No.	%	No.	%	No.	%	No.	%	No.	%
63.	Advisory committees should be used in planning and evaluting vocational programs.	Rural	7	10.3	45	66.2	8	11.8	5	7.4	3	4.4
		Urban	12	21.1	38	66.7	6	10.5	1	1.8		
		Total	19	15.2	83	66.4	14	11.2	6	4.8	3	2.4
64.	Most vocational education programs do not have advisory committees that function the way that they are intended to.	Rural	7	10.3	38	55.9	18	26.5	5	7.4		
		Urban	13	22.8	26	45.6	6	10.5	9	15.8	3	5.3
		Total	20	16	64	51.2	24	19.2	14	11.2	3	2.4

Knowledge of Vocational Certification and Training

Principals' beliefs about vocational certification and training are compiled in Table 9.

Eighty-four percent of the principals believed that teachers in vocational programs should be as well trained professionally as teachers in traditional programs. Many more rural principals disagreed with this statement than urban principals.

Fifty-five percent of the principals marked their responses in the strongly disagree and disagree categories with regard to the statement that all vocational teachers should have earned a four-year college degree before they were allowed to teach.

Approximately one-half of the principals indicated that the state certification rules in effect for vocational instructors at the time of this study were adequate. Twenty-one percent were undecided on the statement.

Seventy-three percent of the principals felt that vocational teachers needed graduate courses like vocational guidance, evaluation, and curriculum. The urbans were more positive than the rurals and almost one-fifth of the principals were unsure of their position on this item.

Do vocational teachers need courses such as curriculum, philosophy, and psychology? Eighty-two percent of the

Table 9

Principals' Responses to Vocational Certification and Training by Number and Percentage

	Questionnaire item	Type of principal	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			No.	%	No.	%	No.	%	No.	%	No.	%
65.	Teachers in vocational programs should be as well trained professionally as teachers in traditional programs.	Rural	22	32.4	33	48.5	3	4.4	10	14.7		
		Urban	24	42.1	26	45.6	2	3.5	5	8.8		
		Total	46	36.8	59	47.2	5	4	15	12		
66.	All vocational teachers should have earned a four-year college degree before they are allowed to teach.	Rural	6	8.8	14	20.6	10	14.7	31	45.6	7	10.3
		Urban	9	15.8	10	17.5	6	10.5	23	40.4	8	14
		Total	15	12	24	19.2	16	12.8	54	43.2	15	12
67.	The current state certification rules for vocational instructors are adequate.	Rural	4	5.9	25	36.8	11	16.2	22	32.4	6	8.8
		Urban	6	10.5	21	36.8	15	26.3	12	21.1	3	5.3
		Total	10	8	46	36.8	26	20.8	34	27.2	9	7.2
68.	Vocational teachers need graduate courses such as vocational guidance, evaluation, and curriculum.	Rural	1	1.5	45	66.2	19	27.9	1	1.5	2	2.9
		Urban	8	14	37	64.9	5	8.8	5	8.8	2	3.5
		Total	9	7.2	82	65.6	24	19.2	6	4.8	4	3.2
69.	Vocational teachers need courses outside vocational education in such areas as curriculum, philosophy, and psychology.	Rural	9	13.2	42	61.8	12	17.6	5	7.4		
		Urban	9	15.8	43	75.4			5	8.8		
		Total	18	14.4	85	68	12	9.6	10	8		
70.	Guidance counselors who advise vocational students should have some vocational course work in their background.	Rural	9	13.2	38	55.9	6	8.8	15	21.1		
		Urban	7	12.3	33	57.9	4	7	12	21.1	1	1.8
		Total	16	12.8	71	56.8	10	8	27	21.6	1	0.8
71.	Current recertification rules for vocational teachers are adequate.	Rural			21	30.9	30	44.1	13	19.1	4	5.9
		Urban			25	43.9	16	28.1	16	28.1		
		Total			46	36.8	46	36.8	29	23.2	4	3.2

principals believed they did, while a very small percentage of eight disagreed.

Both groups also supported the idea of guidance counselors having some vocational course work in their background. Seventy percent of the total sample agreed. However, more than one-fifth of the principals disagreed with this statement.

Finally, principals from both rural and urban areas believed that the existing recertification rules for vocational teachers were adequate. The rurals agreed by 31 percent and the urbans agreed by 44 percent with this statement. However, 37 percent of the principals were undecided.

Summary of Scores

For the purpose of analyzing the data, the respondents were divided into groups according to their indicated responses as to whether they were from urban or rural schools. Tables 12 and 13 in Appendix B give a breakdown of the scores for the rural and urban principals showing positive, undecided, and negative responses. The urban scores ranged from -62 to +106 with a mean of 33.47. The rural scores ranged from -94 to +115 with a mean of 37.19. From the data 109 of the rural and urban respondents were positive and only 16 were negative. The results are shown in Table 10.

Table 10

Summary of Positive and Negative Scores from Rural and Urban Principals

Group	Number	Mean	Highly positive (214-355)	Positive (213-1)	Undecided (0)	Negative (-1-213)	Highly negative (-214-355)
Rural	68	37.19	0	60	0	8	0
Urban	57	33.47	0	49	0	8	0

Analysis of Variance

Table 11 gives the mean and variance scores for the sixty-eight rural and fifty-seven urban scores. A mean of 37.19 for the rural scores and 33.47 for the urban scores was computed. The rural variance was 828.44 and 768.61 was the urban variance.

After applying the pooled t test, a t of .734 was found for the two groups. The level of .05 was used as the level of significance (t = 1.98) and it failed to give evidence for rejection of the null hypothesis.

Table 11

Analysis of Variance of Observations of Rural and Urban Scores

Source of variation	Number in sample	Mean	Variance of observation
Rural scores	68	37.19	828.44
Urban scores	57	33.47	768.61

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was designed to assess the perceptions of secondary school principals toward vocational education programs. It was limited to public school principals in Tennessee.

Summary of the Findings

The findings of this study indicate that it was not possible to statistically test the null hypothesis, There is no significant difference in the principals' perceptions of vocational education and their years of education and experience, due to the fact that there were only seven principals who had served longer than thirty years. Sixty-four principals had served less than five years and 75 percent had served ten years or less.

One item on the personal data form dealt with the principals' parents' occupations. More than 60 percent of the mothers had nonvocational occupations, while more than half of the fathers' occupations were vocational.

A majority of the questions on the personal data form was comprised of school curriculum data. The largest group of principals (54 percent) indicated that their school was

rural and trade and industrial education enrolled the largest number of students from both urban and rural schools.

It was noted that 60 percent of the principals surveyed had never taken or taught vocational courses. Although 90 percent of the total number of principals believed that their programs were not out of date, approximately one-half of the principals did feel that some new programs needed to be added to the existing vocational offerings. The majority of principals responding suggested computer courses as a possible addition to the curriculum.

The major reason for this study was to identify secondary school principals' perceptions toward vocational education. A questionnaire was designed to attain information about the following broad areas.

Knowledge of Vocational Programs

The majority of principals felt that students could benefit from vocational experience and offerings, and that vocational education was essential to the high school program. The principals felt that vocational education should be considered intracurricular. Students should be pretested regarding their skills, attitudes, and interests since many high school students had not seen enough of the world to make tentative choices regarding career choices. Occupational preparation should be the focus of vocational

education. More than one-half of the principals felt that appropriate vocational courses would diminish the dropout rate of the students.

The majority of the principals felt that competency based education should be used as the core of vocational curriculums and that these curriculums should be shaped by workplace demands. Major emphasis should be placed on student-oriented methods of instruction stressing the development of concepts, ideas, understandings, and attitudes.

From an analysis of data, more than one-half of the high school principals disagreed with several of the statements in this section of the questionnaire. They felt that vocational programs were not out of date and that teachers should not be allowed to select or reject students interested in vocational courses. However, neither did they feel that teachers should be held accountable for placement of all their students.

The majority of the principals disagreed with the statement that above average students should be directed into academic programs rather than into vocational courses. They also disagreed that vocational courses are not as essential as are academic courses for most students. Another negative response involved classifying students as college bound or non-college-bound. Neither group of principals felt that this classification was in the best interest of the student.

One area of disagreement centered around whether adult education was part of the responsibility of the local high school system. Both groups of principals by over one-half felt that adult education was not the responsibility of the high school system. Whether time spent away from school during the day for work experience was detrimental was another area of disagreement. Principals felt that it was not detrimental.

It was interesting to note that on several of the questions one-fifth of the principals were undecided. These areas of indecision involved whether high school curriculums should be expanded to offer more subjects, or whether emphasis should be placed on postsecondary vocational programs. Whether above average students should be directed into academic programs rather than vocational programs, and whether competency based education should become the primary curricular pattern were also areas of indecision.

Attitudes about Skill Development

The majority of principals felt that students needed to develop an understanding of vocational options and eventually develop a salable skill. Over one-half of the principals felt that high school students were mature enough to profit from vocational programs and that these programs were not just for the students of limited ability. Instead high

school leaders should encourage bright students to enroll in vocational courses. However they agreed that students who took vocational education in high school often lacked many other scholastic skills and that it was more important to provide students with a broad general education than with vocational training in high school. However, one-fifth of the principals were undecided regarding whether it was more important to provide students with general or vocational training.

Understanding the Purpose of Vocational Training

There was broad general agreement with the basic understanding of the purpose of vocational education. The majority felt that vocational programs were more than a minor part of the total education program and that they were meeting the student needs adequately. They felt that the image of vocational education was not better or equal to general education and that training students for occupations in high school was a good investment of taxpayer dollars.

Regarding instruction the majority of the principals felt that skill testing should be a major criterion for evaluating vocational programs and that vocational education should equip the student with geographic mobility.

Even though they felt that special needs students should be given individualized instruction the group as a whole was

opposed to the idea that vocational programs should be offered primarily for the slow learner and the student who had not succeeded. The groups were undecided by more than one out of five as to whether students should be mainstreamed into vocational programs, and as to whether special needs students should be given individualized instruction.

The groups strongly disagreed with the statements that since automation was changing the world of work it was senseless to train people for specific occupations, and with the statement that too much emphasis was placed on vocational education in high school.

Major areas of indecisiveness on the part of the principals involved whether most schools were not doing an adequate job of preparing students for job entry, whether there were not enough students involved in the existing vocational programs, whether placement should be used as a major criterion in evaluating vocational programs and students, and whether the image of vocational education was better or equal to general education.

Knowledge of Vocational Funding

The principals were in agreement that federal vocational funds should be based on student enrollment and should be made available to states to supplement state and local funding. They also believed that an increased percentage

should be spent on skill training for the disadvantaged; however, there was over one-fifth of the principals who were undecided on this item. Thirty-three percent were undecided as to whether federal funding should be based on performance.

The groups disagreed with the statements that funds should be cut to promote disadvantaged programs and that funds should be made available to states only for program plans which supported specific federal priorities.

Understanding of Advisory Committees

The principals were very supportive of the value and utilization of advisory committees. They also tended to feel that these committees did not function the way that they were intended.

Knowledge of Vocational Certification and Training

More than one-half of the principals were in agreement concerning the existing rules of teacher certification. They did not feel that all vocational teachers needed a four-year degree; however, some indecision was noted in state certification and recertification rules.

There was no significant difference in the perceptions of rural and urban principals toward vocational education programs as statistically tested by this study. There was no evidence therefore to support the rejection of the null hypothesis.

Conclusions and Recommendations

The following conclusions and recommendations were derived from the findings of the study. These conclusions and recommendations should help to improve the attitudes of school administrators toward and knowledge of vocational education programs in Tennessee.

Conclusion 1. There was no significant difference in the perceptions of rural and urban administrators toward vocational education.

Recommendation. Other variables should be correlated with principals' attitudes toward vocational education to determine the presence of significant relationships.

Conclusion 2. There was positive administrator support for vocational education programs at the high school level.

Recommendation. Vocational education should continue to be considered an important part of the school program. Evaluations of vocational programs should be done routinely to ensure that the positive characteristics of the programs remain in operation.

Conclusion 3. The general image of vocational education was good, but there was room for improvement.

Recommendation. Local communities should share in vocational planning, development, and implementation. Vocational educators need to make a concerted effort to

improve the image of vocational education to administrators, students, and taxpayers. This could be done by presenting audiovisual programs to civic and professional groups.

Conclusion 4. Vocational programs should not be limited in order to offer special needs programs.

Recommendation. Federal vocational funding should be used to supplement state and local funding for vocational programs designed to serve normal and disadvantaged students.

Conclusion 5. Advisory committees could be used more in planning, conducting, and evaluating vocational programs.

Recommendation. Advisory committees should do more to link the school and the community. A greater effort should be made to include knowledgeable personnel from business, industry, and labor.

Conclusion 6. Principals did not have adequate knowledge of the theory and development of vocational education.

Recommendation. Principals should be required to complete at least one vocational education course designed to meet their needs and/or an internship program in vocational education.

Conclusion 7. An additional course outside of vocational education would help improve vocational teachers' abilities and understanding of education.

Recommendation. Not all trade and industrial teachers should necessarily be required to meet the certification requirements and have earned a baccalaureate before teaching. However, they should take subjects outside of their major field of study along with the required teacher training courses.

Conclusion 8. Vocational programs should equip all levels of students with salable skills and geographic mobility.

Recommendation. Vocational programs should not be limited only to special groups of students but should be provided for all those who need, want, and could use the instruction. Skill testing in school should be given consideration along with placement on the job after leaving school.

General Recommendations for Future Research

In future research questionnaires the "undecided" alternative should be eliminated. Only a four-choice selection of "strongly agree," "agree," "disagree," and "strongly disagree" should be given.

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APPENDIXES

APPENDIX A

COVER LETTER

Dear Colleague:

With the cooperation of the Department of Vocational-Technical Education in the University of Tennessee College of Education, we are investigating the perceptions of high school principals toward vocational education. To complete this study, we are in need of your cooperation and commitment to research.

You will find a Personal Data Form, Questionnaire, and a form for those interested in the final results of this study enclosed in this mailing. Would you take a few minutes of your valuable time to complete the Personal Data Form and instrument?

After you have completed the Personal Data Form, Questionnaire, and Final Results Form, please return the three in the self-addressed, stamped envelope.

In order to insure successful completion of the objectives of this study, we will need to aim for as high percentage return as possible. We realize this is a pressing time for you, but it is imperative that these questionnaires be completed and returned as quickly as possible. Be assured that we will adhere to strict confidentiality of responses. No identification of principals or individual schools will be made. Upon completion of this study, we will make a summary of the findings available if you so desire.

Sincerely,

John Marrs

Enclosures: Personal Data Form
Envelope for Return Mailing
Questionnaire
Final Results Form

PERSONAL DATA FORM

Please fill in the following information:

1. How long have you been a high school principal?
   _____1-5 _____6-10 _____11-20 _____21-30 _____30+

2. How would you classify your school?
   _____ Urban _____ Rural

3. How would you classify the economic base of your community?
   _____ Agriculture _____ Industrial _____ Business

4. What was your mother's occupation for the longest period of time before you attended college?
   _____ Vocational _____ Not Vocational

5. What was your father's occupation for the longest period of time before you attended college?
   _____ Vocational _____ Not Vocational

6. Did you take any courses in vocational education in high school? _____ Yes _____ No
   If yes, please list course(s) _____

7. Have you personally taught a course(s) in vocational education? _____ Yes _____ No
   If yes, please list course(s) _____

8. Number of students enrolled in the following programs:
   _____ Vocational Agriculture
   _____ Vocational Home Economics
   _____ Business and Office Education
   _____ Distributive Education
   _____ Technical and Industrial Education
   _____ Health Occupations
   _____ Other (Please list) _____

9. Are there any vocational programs being offered in your system that you feel are out of date? ____Yes ____No
   List _____ _____ _____

10. Are there any vocational programs that you feel need to be offered? _____ Yes _____ No
    List _____ _____ _____

QUESTIONNAIRE

Directions: Please circle your desired answer below. Use SA for strongly agree, A for agree, U for undecided, D for disagree, and SD for strongly disagree.

1. All secondary school students could benefit from some type of vocational program.
   SA A U D SD

2. Organized programs of awareness and exploration in careers should begin in the primary grades.
   SA A U D SD

3. Vocational programs offered in high schools today are out of date.
   SA A U D SD

4. Our local system needs to offer more vocational programs.
   SA A U D SD

5. Vocational subjects should be offered in all high schools.
   SA A U D SD

6. Present high school curriculums should be expanded to offer more vocational subjects.
   SA A U D SD

7. Vocational education courses are not as essential for most students as are academic courses.
   SA A U D SD

8. Above average students should be directed into academic programs rather than into vocational courses.
   SA A U D SD

9. Selected aspects of competency based education should be used in vocational curriculums.
   SA A U D SD

10. Competency based education should become the primary curricular pattern.
    SA A U D SD

11. Vocational teachers should develop their curricular materials.
    SA A U D SD

12. Curriculums for vocational education should be shaped by work place demands.
    SA A U D SD

13. Methods of instruction should be skill/fact oriented and teacher centered.
    SA A U D SD

14. Major emphasis should be placed on student-oriented methods stressing the development of concepts, ideas, understandings, and attitudes.
    SA A U D SD

15. Vocational youth programs should be considered intra-curricular.
    SA A U D SD

16. Vocational youth programs should be considered extra-curricular.
    SA A U D SD

17. Major emphasis should be placed on postsecondary vocational programs.
    SA A U D SD

18. Secondary vocational programs should focus on occupational-specific preparation.
    SA A U D SD

19. Vocational teachers should be held accountable for placement of all their students.
SA A U D SD

20. Vocational teachers should be allowed to select or reject those students interested in taking their vocational course.
SA A U D SD

21. Students in vocational subjects should meet the same basic course requirements as college prep students along with their vocational courses.
SA A U D SD

22. Many high school students have not seen enough of the world to make tentative career choices during their high school years.
SA A U D SD

23. The training of youth for specific occupations is more the responsibility of area schools than secondary schools.
SA A U D SD

24. Adult education programs should be looked upon as part of the responsibility of the local high school system.
SA A U D SD

25. Allowing students to spend time away from school during the day for work experience results in more problems than benefits.
SA A U D SD

26. The drop out rate would not be as great a problem if appropriate vocational subjects were available.
SA A U D SD

27. Vocational instruction should be available in high school for those who need, want, and can profit from it.
SA A U D SD

28. Students should be pretested regarding their skills, attitudes, and interests prior to selecting a course in vocational education.
SA A U D SD

29. It is important to classify students as college bound or noncollege bound.
SA A U D SD

30. Students taking a vocational course should have an understanding of what vocational education is all about.
SA A U D SD

31. Students are directed into courses that best fill their needs.
SA A U D SD

32. All students need to develop an understanding of vocational options.
SA A U D SD

33. Students who take vocational education in high school often lack many other scholastic skills.
SA A U D SD

34. Graduates who finish a vocational program should develop a broad base for further skill development.
SA A U D SD

35. Graduates who finish a vocational program should develop a salable skill.
SA A U D SD

36. Most high school students are not mature enough to profit from vocational programs.
SA A U D SD

37. Students of limited ability should mainly be the ones to enroll in vocational programs.
SA A U D SD

38. It is more important to provide students with a broad general education than with vocational training in high school.
SA A U D SD

39. High school leaders should encourage bright students to enroll in vocational courses.
SA A U D SD

40. The image of vocational education in Tennessee today is equal to or better than general education.
SA A U D SD

41. Too much emphasis is placed on vocational education in high school.
SA A U D SD

42. The vocational programs in my school meet student needs adequately.
SA A U D SD

43. The main purpose of vocational education should be to help minority groups.
SA A U D SD

44. There are not enough students involved in the present vocational programs in the public schools.
SA A U D SD

45. Special needs students should be mainstreamed into vocational programs.
SA A U D SD

46. Special needs students should be given individualized instruction in vocational programs.
SA A U D SD

47. Vocational graduates should be followed up over at least a five year period.
SA A U D SD

48. Skill testing should be used as a major criterion in evaluating vocational programs and graduates.
SA A U D SD

49. Placement should be used as a major criterion in evaluating vocational programs and students.
SA A U D SD

50. Vocational training should be more than a minor part of the total education program.
SA A U D SD

51. Even though most people change jobs several times during a lifetime, training students for occupations in high school is a good investment of taxpayer dollars.
SA A U D SD

52. School principals should be concerned with the occupational needs of the community, business, agriculture, and industry.
SA A U D SD

53. Since automation is changing the world of work so rapidly, it is senseless to train people for specific occupations.
SA A U D SD

54. Vocational programs should be offered principally for the slow learner and the student who has not succeeded.
SA A U D SD

55. Most schools are not doing an adequate job of preparing students for job entry.
SA A U D SD

56. Vocational education should equip the student with geographic mobility.
SA A U D SD

57. Federal vocational funds should be made available to states only for program plans which support specific federal priorities.
SA A U D SD

58. Federal vocational funds should be made available to states to supplement state and local funding.
SA A U D SD

59. Federal funding should be based on student enrollment.
SA A U D SD

60. Federal funding should be based on performance.
SA A U D SD

61. An increased percentage of vocational funds should be spent on skill training for the disadvantaged which leads to employment.
SA A U D SD

62. Justification can be made to cut regular vocational funding to promote disadvantaged program.
SA A U D SD

63. Advisory committees should be used in planning and evaluating vocational programs.
SA A U D SD

64. Most vocational education programs do not have advisory committees that function the way that they are intended to.
SA A U D SD

65. Teachers in vocational programs should be as well trained professionally as teachers in traditional programs.
SA A U D SD

66. All vocational teachers should have earned a four year college degree before they are allowed to teach.

SA A U D SD

67. The current state certification rules for vocational instructors are adequate.
SA A U D SD

68. Vocational teachers need graduate courses such as vocational guidance, evaluation, and curriculum.
SA A U D SD

69. Vocational teachers need courses outside vocational education in such areas as curriculum, philosophy, and psychology.
SA A U D SD

70. Guidance counselors who advise vocational students should have some vocational course work in their background.
SA A U D SD

71. Current recertification rules for vocational teachers are adequate.
SA A U D SD

Completion of the questionnaire is evidence of your consent to participate in the research study of your own free will. (You are not asked to complete the usual informed consent form.)

FINAL RESULTS FORM

Please indicate whether or not you wish to receive a copy of major study outcomes by checking one of the following.

____ YES ____ NO

FOLLOW-UP LETTER

Dear Colleague:

I recently mailed a questionnaire to principals designed to secure data for a study of principals' perceptions of vocational education. Perhaps this letter will pass your reply in the mail. If, however, for some reason(s) you have been delayed in responding, please take the time to complete and return the enclosed material.

I hope to hear from you at your earliest convenience. Thank you for your help in making this study a success.

Sincerely,

John Marrs

Enclosures: Personal Data Form
Envelope for Return Mailing
Questionnaire
Final Results Form

APPENDIX B

Table 12

Range of Scores on Questionnaires of Rural Administrators

(N = 68)

Score	Number of respondents receiving score	Indication
-94	1	Negative
-52	2	Negative
-33	1	Negative
-24	2	Negative
-11	1	Negative
-8	1	Negative
+11	1	Positive
+13	1	Positive
+14	1	Positive
+16	3	Positive
+17	1	Positive
+18	1	Positive
+21	3	Positive
+22	1	Positive
+23	3	Positive
+24	1	Positive
+25	1	Positive
+26	1	Positive
+27	1	Positive
+28	3	Positive
+29	1	Positive
+30	1	Positive
+32	1	Positive
+35	1	Positive
+36	1	Positive
+39	1	Positive
+41	2	Positive
+42	1	Positive
+43	1	Positive
+44	1	Positive
+45	2	Positive
+46	3	Positive
+47	2	Positive
+54	1	Positive
+57	1	Positive
+63	1	Positive
+69	1	Positive
+72	1	Positive
+74	1	Positive
+75	2	Positive

Table 12 (continued)

Score	Number of respondents receiving score	Indication
+76	1	Positive
+77	1	Positive
+80	1	Positive
+83	1	Positive
+85	1	Positive
+88	1	Positive
+89	1	Positive
+90	2	Positive
+108	1	Positive
+112	1	Positive
+115	1	Positive

Table 13

Range of Scores on Questionnaires of Urban Administrators

(N = 57)

Score	Number of administrators receiving score	Indication
-62	1	Negative
-56	1	Negative
-35	1	Negative
-24	1	Negative
-12	1	Negative
-8	1	Negative
-7	1	Negative
-3	1	Negative
+1	1	Positive
+3	1	Positive
+4	2	Positive
+6	1	Positive
+9	1	Positive
+11	1	Positive
+12	1	Positive
+13	1	Positive
+14	1	Positive
+15	1	Positive
+18	1	Positive
+21	2	Positive
+22	1	Positive
+24	1	Positive
+30	2	Positive
+31	1	Positive
+32	2	Positive
+33	1	Positive
+35	2	Positive
+36	1	Positive
+37	1	Positive
+40	1	Positive
+46	1	Positive
+53	2	Positive
+54	1	Positive
+57	2	Positive
+59	1	Positive
+61	1	Positive
+63	1	Positive
+65	1	Positive
+66	1	Positive

Table 13 (continued)

Score	Number of administrators receiving score	Indication
+69	2	Positive
+71	3	Positive
+75	1	Positive
+80	1	Positive
+84	1	Positive
+102	1	Positive
+106	1	Positive

VITA

John Baxter Marrs was born in Loudon, Tennessee, on November 24, 1947. He attended elementary and junior high school in that city and was graduated from Loudon High School in 1966. That summer he began study at Hiwassee College, Madisonville, Tennessee, and in June 1968, he received an Associate in Arts degree. The following fall he entered The University of Tennessee, Knoxville, and began work toward a Bachelor of Science degree in education which he received in 1970. A Master of Science degree was awarded in 1972 and a Specialist in Education degree was acquired in 1977 from The University of Tennessee.

He has been employed as a teacher, personnel officer, department head, training administrator, and adult vocational supervisor. At present he is career education teacher for Knox County Schools.

He is a member of the honor societies of Iota Lamboda Sigma, Omicron Tau Theta, and Phi Delta Kappa. He holds membership in the American Vocational Association, Tennessee Vocational Association, National Education Association, and the American Society of Training and Development.

He is married to the former Jo-Ann Summitt of Loudon, Tennessee.