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RELATIONSHIPS AMONG SELECTED MOTIVATIONS INTO VOCATIONAL EDUCATION.

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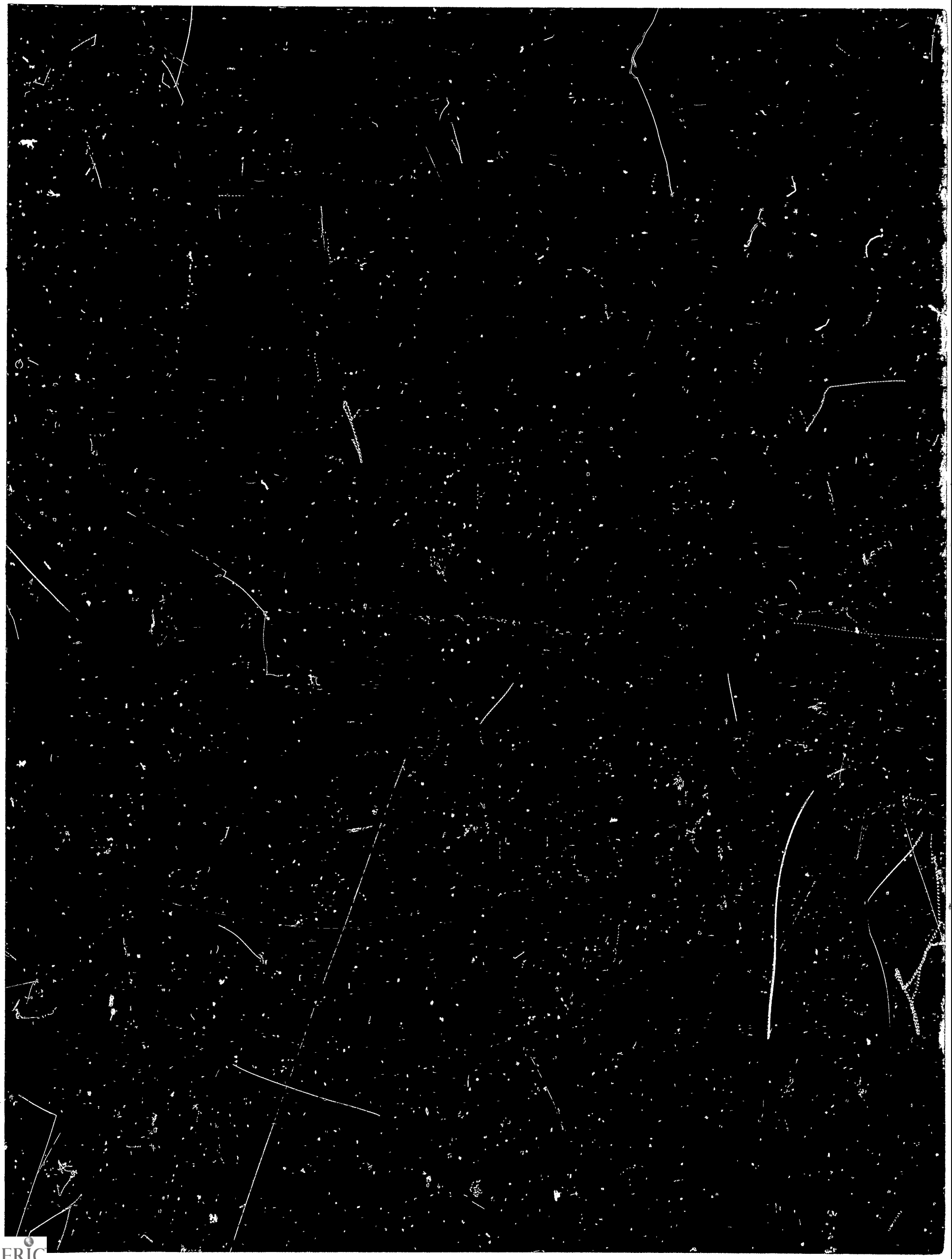
THE PURPOSE WAS TO EXAMINE THE RELATIVE INFLUENCE OF A NUMBER OF FACTORS MOTIVATING PERSONS TO ENTER VOCATIONAL EDUCATION. THE SAMPLE CONSISTED OF (1) 72 FULL-TIME UNDERGRADUATE STUDENTS OF VOCATIONAL EDUCATION IN THE SCHOOL OF EDUCATION, NORTH CAROLINA STATE UNIVERSITY ON MAY 1965 AND (2) 15 HIGH SCHOOL TEACHERS RANDOMLY SELECTED FROM THE POPULATION OF 1956-60 VOCATIONAL EDUCATION GRADUATES AT NORTH CAROLINA STATE UNIVERSITY WHO WERE EMPLOYED AS HIGH SCHOOL VOCATIONAL EDUCATION TEACHERS DURING THE SPRING OF 1965. PHRASES REPRESENTATIVE OF PREDISPOSING FACTORS (FAMILY, SCHOOL, AND PEERS) AND DIMENSIONAL FACTORS (ALTRUISM, INCOME, PRESTIGE, MOBILITY, AND KNOWLEDGE) WERE COMBINED IN A STANDARDIZED STATEMENT FORM WHICH WOULD FORCE THE RESPONDENT TO ASSIGN ORDERS OF IMPORTANCE. THE QUALITY RANKINGS OF THE RESPONDENTS, THEIR SATISFACTION WITH VOCATIONAL EDUCATION, AND THE TYPE OF VARIABLE MOST INFLUENTIAL IN THEIR DECISION TO ENTER VOCATIONAL EDUCATION WERE ANALYZED TO DETERMINE THE RELATIONSHIP. SIGNIFICANT UNIFORMITY EXISTED WITHIN TEACHER AND STUDENT GROUPS. FOR EACH, THE PREDISPOSING VARIABLE OF SCHOOL ATMOSPHERE WAS MOST IMPORTANT. THE MOST IMPORTANT DIMENSIONAL VARIABLE FOR THE TEACHERS WAS THE ALTRUISTIC PURPOSE, WHEREAS, FOR STUDENTS, IT WAS THE OPPORTUNITY TO IMPROVE THEIR SOCIAL POSITION IN LIFE AND OBTAIN PRESTIGE. (SL)



RELATIONSHIPS AMONG SELECTED MOTIVATIONS INTO VOCATIONAL EDUCATION

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RELATIONSHIPS AMONG SELECTED MOTIVATIONS INTO VOCATIONAL EDUCATION

The field of vocational education, long limited to agriculture and home economics in the vast majority of North Carolina high schools, now appears on the verge of vigorous expansion into the trades and industries, business and distributive fields. Continuing increase of industry and manufacturing in the state, with an associated need for individuals qualified to enter manufacturing trades and perform skilled labor functions, is a positive force for expansion of the high school vocational education program. That direct force is abetted by a strong and steady population movement from production agriculture occupations and rural locations into the ever-expanding urban areas of the state. This movement is reflected in an increasing demand for vocational skills heretofore taught in but a few urban high schools. Finally, recent emphasis upon vocational education by the Federal government, strongly expressed in legislation aimed at upgrading and increasing vocational education at the public school level, is being responded to eagerly by many schoolmen.

It may be accepted as a given that programs of vocational education, in a variety of fields, will be initiated, expanded, and enhanced in many North Carolina high schools. Together with this increase in the program will come a concomitant call for expansion of the corps of trained vocational education teachers. Here, the state and the responsible teacher trainer institutions face a potential crisis. The previously small demand for vocational education teachers outside the fields of agriculture and home economics has limited the growth of college departments providing such personnel. Even in the field of agriculture, where

a strong program of teacher training has long existed, it frequently has proven impossible to provide candidates for all available teaching positions. Any major increase in demand for vocational education teachers will exceed the limits of current training resources and supply.

It therefore becomes vitally important to investigate the processes by which trained vocational education teachers are made available in the state. In particular, attention must be centered upon the recruitment process, for the limited number of individuals coming into the field must be expanded if an increased future demand for teachers is to be met.

A factor closely associated with recruitment is the source and nature of the forces which motivate young people into vocational education. It was the purpose of this study to examine the relative influence of a number of potentially motivating factors upon the decision to enter vocational education of persons currently engaging in or preparing to engage in the field.

Theoretical and Operational Considerations

In its purest form, motivation is a psychological factor. It consists of that union of drives and associations which activate an individual to perform in a certain manner under a given set of conditions.[1] However, the individual is functionally operative only in a context which involves other human beings. His behaviors are to some extent predicated upon his perceptions of the

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[1] The basic theory of motivation used herein is derived rather broadly from, Schreier, Fred T., Human Motivation. Glencoe, Illinois The Free Press, 1957.

response which they will engender in others, and perhaps even more upon remembrance of past experience vis a vis other persons. In the final analysis, motivation must be considered to have a sociological aspect as well.

We are concerned with motivation as a causal factor, providing an answer to the recurring question, "Why?" Specifically, we wish to know why it is that people choose to enter vocational education. An understanding of the variables which underlie that decision might make it possible to be more selective among individuals who express a desire to enter the field. On the other hand, such knowledge might make possible more affective appeal to persons sharing characteristics of those who previously have made that choice.

In the sociological sense, motivation may be considered to have two facets. On the one hand, there are those forces which shape and mold the individual, implanting in him characteristics which are expressed as desires to participate in certain activities or which develop a particular type of personality. For this study, we have referred to such factors as "predisposing." On the other hand, each person has particular desires and attainments he hopes to achieve which in affect serve as ends and pull him constantly forward into new and developing areas of life. These factors we have referred to as "dimensional," although in much motivation theory they are simply called goals.

We have, then, two types of factors, each of which is motivational. Those antecedent factors which in effect operate from the current position of the individual, pushing him to some new

position in life. And those intervening factors which effectively pull the individual, exerting their influence from the perceived conditions which will exist in the position toward which he strives. For each person there must be an uncountable number of both push and pull factors. For this study, we found it necessary to limit attention to a few of each.

With rare exceptions, each individual is subject to the influence of family, school and peer group. These three predisposing factors were utilized for test of their relative influence upon motivations into vocational education. Similarly, most people are acquainted with altruism and self interest as factors influencing decision and action. Since these variables are descriptive of what the individual hopes to attain as a result of specific action, they meet the definition of pull factors and were used as the dimensional factors of the study. Altruism was perceived as a unitary variable, but self interest was considered to be expressed in a number of ways. For this study, it was decided to utilize the variables of income, prestige, social mobility, and the desire for knowledge as operational measures of self interest.

It is possible to consider the predisposing factors independently, comparing the relative effects of the variables under test. Likewise, one may investigate the relative influence of the dimensional factors as an independent force. In all likelihood, however, neither the predisposing nor the dimensional variables operate independently. More likely, they interact

with one another and ultimate occupational decisions are results of concerted action by variables from both spheres. In analysis of the data, the interactive affects of predisposing and dimensional factors were investigated to determine the combinations which seemed most affective of the decision to enter vocational education.

It has been suggested that motivation is to some extent a product of the social context in which it coalesces. If this were so, one would expect the nature of motivation to change over time, coterminous with changes in the social milieu. The reasons serving as the bases for entry into vocational education might therefore be expected to vary over time, necessitating constant interpretation if the data were to remain valid. To ascertain the extent to which this might be the case, on a short run basis, the study included persons whose decision to engage in vocational education was made some time ago as well as students now preparing for entry into the field.

Even though one single factor or combination of factors might prove decisive in the motivation of many persons who enter vocational education, it is inconceiveable that all persons who enter the field are motivated identically. Given that motivation into vocational education may not be uniform, the question arises of whether the nature of motivation is in any way related to the

success which the individual will attain in the occupation. As an example, let us suppose that some persons are motivated into vocational education by altruism while others are moved by reasons of self interest. It could be argued that altruistic motivation is more apt to be rewarded in this occupation than is self interest and that resultant frustration will cause those motivated by self interest to be less successful as teachers of vocational education. This rationale was part of the framework of the study and data were obtained to provide a partial answer.

The Sample

The sample consisted of two parts. The first was composed of the population of full time undergraduate students of vocational education in the School of Education, North Carolina State University, May, 1965. The majority of these students were interviewed in a group situation. Those students unable to attend the group session were contacted individually, later. Eighty-four students qualified to participate in the study. Twelve provided incomplete data, reducing the number to valid schedules to 72.

The other part of the sample consisted of 15 high school teachers. They were randomly selected from the population of 1956-1960 vocational education graduates at North Carolina State who were employed as high school vocational education teachers during the spring 1965. These respondents were interviewed at the scene of their employment.

The Schedule

The schedule was oriented around the two aspects of motivation which served as the focus of the study. One series of statements was used to determine the relative importance of three selected predisposing variables. A second series was designed to determine the relative effect of the five dimensional variables. The interactive effect of predisposing and dimensional variables was obtained by selective combination of statements from each section. A limited number of questions was included to obtain data on occupational satisfaction, success, family status and similar background information.

The general design of the schedule was as follows. A phrase was composed to be representative of each variable, predisposing and dimensional. For the predisposing variables this was simply a matter of using, "members of my family," "my high school experience," and "friends of about my own age." The phrases representative of the dimensional variables were little more subtle. For example, the phrase, "I could make a major contribution to society," was used to represent altruism.

Phrases representative of the predisposing and dimensional variables were combined in a standardized statement form. An example would be: "Members of my family helped me to see that I could make a major contribution to society by engaging in vocational education." Statements incorporating all possible combinations of the key phrases were constructed.

These statements were then presented in combinations within which respondents were forced to assign orders of importance. As tests of the predisposing variables, sets of three statements were presented. Within each set, the dimensional variable was continued constant, while the range of variation in the predisposing variables was presented.[1] The respondent thus was forced to indicate whether he believed family, school, or peers to have been of most importance in his decision to enter vocational education relative to the specific dimensional variable included in the statement. Possible scores ranged from 3 to 1, with the former assigned to the statement considered to have been of most importance in the decision to enter vocational education.

To test the importance of the dimensional variables, sets of five statements were presented in which the

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[1] As an example, one set of forced-choice statements pertaining to the relative importance of the predisposing variables was as follows:

_____ Members of my family helped me to see that I could gain the respect of other people by engaging in vocational education

_____ My high school experience helped me to see that I could gain the respect of other people by engaging in vocational education

_____ Friends of about my own age helped me to see that I could gain the respect of other people by engaging in vocational education

predisposing variable was maintained as a constant while the complete range of dimensional variables was presented.[1] Respondents were forced to assign an order of importance to these statements relative to the decision to enter vocational education. The most important statement was given a value of five and the least important a value of one.

Conceivably, not all respondents would interpret the phrases as representative of the variables they had been chosen to illustrate. Perhaps not everyone would believe "making a contribution to society" to be altruistic, for example. To reduce the potential for false assignment of value in the analysis of the data, a "back-up" phrase was constructed for each of the dimensional variables. Duplicate sets of complementary statements therefore appeared in the questionnaire and the scores accruing to them were combined in assessment of scoring relative to each variable.

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[1] As an example, one set of forced-choice statements pertaining to the relative importance of the dimensional variables was as follows:

_____ Members of my family helped me to see that I would be able to help other people by engaging in vocational education

_____ Members of my family helped me to see that I would be able to buy the material possessions I would like to own by engaging in vocational education

_____ Members of my family helped me to see that I could be considered a person of importance by engaging in vocational education

_____ Members of my family helped me to see that I could improve my occupational standing by engaging in vocational education

_____ Members of my family helped me to see that I would gain increased knowledge by engaging in vocational education

Analysis of the Data

Method

The basic purpose of the analysis was to determine whether order could be observed in the rankings of the predisposing and dimensional variables which were derived from respondent replies. Additionally, it was desired to see whether any association could be shown between the variables given as most influential in motivating respondents into vocational education and these two factors: quality ratings assigned to teachers and students; and the satisfaction with vocational education expressed by students.

Hypotheses. The following hypotheses were devised to test the data.

1. There is a consensus within the order of ranks assigned the predisposing variables by the teachers.

2. There is a consensus within the order of ranks assigned the predisposing variables by the students.

3. There is a consensus between the order of ranks assigned the predisposing variables by the teachers and the students.

4. There is a consensus within the order of ranks assigned the dimensional variables by the teachers.

5. There is a consensus within the order of ranks assigned the dimensional variables by the students.

6. There is a consensus between the order of ranks assigned the dimensional variables by the teachers and the students.

7. There is a consensus within the order of ranks assigned the combination of predisposing and dimensional variables by the teachers.

8. There is a consensus within the order of ranks assigned the combination of predisposing and dimensional variables by the students.

9. There is a consensus between the order of ranks assigned the combination of predisposing and dimensional variables by the teachers and the students.

10. There is a relationship between the type of variable which most motivated respondents into vocational education and the quality of their subsequent work.

11. There is a relationship between the type of variable which most motivated students into vocational education and their subsequent satisfaction with the field.

Analysis. Review of the relationships within and between the ranks assigned the predisposing and dimensional variables was undertaken by rank order analysis. Test of the relationships within the teacher and student groups was accomplished with the Kendall coefficient of concordance: W. [1] Test of the relationships between teacher and student groups was completed with the Spearman rank correlation coefficient: r_s.

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[1] The statistics used for analysis of the data may be found in, Siegel, Sidney, Nonparametric Statistics for the Behavioral Sciences. McGraw-Hill Book Company, Inc., New York, 1956. The Kendall coefficient of concordance appears on pages 229-238. The Spearman rank correlation coefficient is found on pages 202-213. The Chi-square test for k independent samples is treated on pages 175-179.

Analysis of the relationship between the quality rankings of the respondents, satisfaction with vocational education, and type of variable most influential in the decision to enter vocational education was conducted by use of the Chi-square test for k independent samples.

Findings

The Predisposing Factors. Rank order analysis is a test of the uniformity within ranks assigned various subjects by a group of respondents. In the case of the predisposing factors, the coefficient of concordance was used to determine whether the ranks assigned family, school, and peers as variables influencing the decision to enter vocational education were similar within the two respondent groups, teachers and students. The results of the test as they apply to the teachers are presented in Table 1. This table is given in detail to expedite comprehension of the statistic. Future tables showing results of using the coefficient of concordance will be presented in skeleton form.

Table 1. Relationships Between Ranks Assigned the Influence of Three Predisposing Variables by 1955-1960 Vocational Education Graduates Teaching in North Carolina, May, 1965.

Teacher	Rank of Predisposing Variable		
	Family	School	Peers
1	2	3	1
2	2	3	1
3	2	3	1
4	2	3	1
5	2	3	1
6	2	3	1
7	1	3	2
8	1.5	3	1.5
9	1	3	2
10	2	3	1
11	2	3	1
12	2	3	1
13	2	3	1
14	2	3	1
15	3	2	1
R_j	28.5	44.0	17.5
$R_j - \frac{\sum R_j}{N}$	-1.5	14	-12.5
$\left(R_j - \frac{\sum R_j}{N}\right)^2$	2.25	196.0	156.25

LEGEND

R_j = sum of each column

$\frac{\sum R_j}{N}$ = accumulation of all R_j divided by the number of columns

s = the accumulation of $\left(R_j - \frac{\sum R_j}{N}\right)^2$

$$W = \frac{s}{1/12\ k^2\ (N^3-N)} = \frac{354.5}{1/12\ (15)^2\ (3^3-3)} = .787 \qquad p < .01$$

There was considerable uniformity in the rankings given the predisposing variables by the teachers. Most of them considered school to have exercised the greatest influence upon their decision to enter vocational education. The next greatest influence was exercised by the family while peers were least influential. The W value was .787, which is significant for this set of rankings beyond the .01 level. The null hypothesis of no relationship among the rankings of the predisposing variables by the teachers must be rejected.

Students assigned exactly the same ranking to the predisposing variables as had the teachers, Table 2. The school experiences of the respondents were perceived as most influential in the decision to enter vocational education followed by the family and peers in that order. The level of rejection of the null hypothesis was even greater than it had been for teachers. It must be concluded that there is uniformity in the ranking of the predisposing variables as motivational factors into vocational education for these students.

Table 2. Relationship Between Ranks Assigned the Influence of Three Predisposing Variables by Students of Vocational Education, North Carolina State University, May, 1965.

	Accumulated Value of Ranks Assigned		
	Family	School	Peers
R_j	148.0	187.5	96.5
	$W = .402$	$p < .001$	

Examination of Tables 1 and 2 makes it obvious that the teachers and the students ranked the predisposing variables identically. It therefore was unnecessary to compare the rankings of the two groups statistically. It may be assumed that, in relation to the ranking of influence of the predisposing variables upon the decision to enter vocational education, these teachers and students are from the same population.

The Dimensional Variables. Altruism was the dimensional variable accorded the greatest influence upon the decision to

enter vocational education by teachers, Table 3. It was followed by mobility, prestige, the desire for knowledge, and income, in that order. The null hypothesis of no relationship among the rankings assigned the dimensional variables by the t teachers was rejected at the .01 level. The order observed in the rankings was a result of uniformity in the influence of the dimensional variables as perceived by the teachers.

Table 3. Relationships Between Ranks Assigned the Influence of Five Dimensional Variables by 1956-1960 Vocational Education Graduates Teaching in North Carolina, May, 1965

	Accumulated Value of Ranks Assigned				
	Altruism	Income	Prestige	Mobility	Knowledge
R_j	64.5	24.5	39.0	50.0	36.5
	W = .280		$p < .01$		

Student ranking of the dimensional variables appeared to result from a somewhat more pragmatic attitude than had that of teachers, Table 4. Mobility, the opportunity to improve themselves occupationally, was the variable to which the greatest value was accorded by students. Their second choice prestige bore out this pragmatic approach. Altruism, the desire for knowledge, and income followed in order of importance. There was a great deal of agreement in the ranking of the dimensional variables by the students resulting in a W value significant beyond the .01 level. It must be concluded that the order observed in the ranking is a product of similar influence by the variables upon the entry of these students into vocational education.

Table 4. Relationship Between Ranks Assigned the Influence of Five Dimensional Variables by Students of Vocational Education, North Carolina State University, May, 1965.

	Accumulated Value of Ranks Assigned				
	Altruism	Income	Prestige	Mobility	Knowledge
R_j	224.0	175.0	234.5	245.0	201.5
	$W = .605$		$p < .01$		

A statistical analysis was necessary to determine the significance of the variation in ranking of the dimensional variables by teachers and students. The Spearman rho was used for that purpose, with the results shown in Table 5. The table is shown in detail to aid understanding of the statistic. Further tables reporting results of analysis with this statistic will be presented in skeleton form.

Table 5. Comparison of Ranks Assigned the Influence of the Dimensional Variables, Teachers and Students.

Dimensional Variable	Ranking: Teachers	Ranking: Students	d_i	d_i^2
Altruism	1	3	-2	4
Income	5	5	0	0
Prestige	3	2	1	1
Mobility	2	1	1	1
Knowledge	4	4	0	0
			$\Sigma d_i^2 =$	6

Legend
d_i = difference in rank by groups
d_i^2 = the difference squared

$$r_s = 1 - \frac{6(\Sigma d_i^2)}{(N^3 - N)} = 1 - \frac{6\,(6)}{(5^3 - 5)} = .70$$

Value of r_s not significant

The value of rho in Table 5 is not significant for these data. The null hypothesis of no relationship between the ranks assigned the dimensional variables by the teachers and the students cannot be rejected. It must be assumed that the students and the teachers tested were from different populations. Put another way, the goals which motivated these two groups into vocational education were different. The teachers had been motivated more by a sense of altruism while students were motivated to greater extent by desires to improve their position in life and to obtain prestige.

Combined Predisposing and Dimensional Factors. It has been shown that the predisposing variable of school had exerted the greatest influence upon entry into vocational education for both teachers and students. It likewise has been shown that the dimensional variable of altruism was most influential for teachers while the variable of mobility served that function for students. It has been suggested that in the final analysis the decision to enter vocational education quite probably is an end product of the influence of both predisposing and dimensional variables functioning simultaneously. The combined effect was therefore studied to ascertain which combination was accorded the greatest value by the respondents.

Not unexpectedly, teacher valuations of combined variables resulted in establishment of school and altruism in the first rank, Table 6. The dominant effect of altruism upon the attitudes of this group may be observed in all the rankings. Those combinations which included school tended to be ranked high while those which

included peers tended to be ranked low. Those including family tended to rank centrally. The W value for these data was significant beyond the .001 level. Teachers were in close agreement with one another in their ranking of the combined variables, indicating a uniformity of attitude and motivation into vocational education.

Student ranking of the combined variables also resulted in placement of the school-altruism combination in the first rank, Table 7. It was most closely followed by other combinations which included prestige and mobility. The highest rankings tended to be associated with combinations which included school, while the lowest rankings were related to combinations in which peers were included. The value of W was significant and it must be concluded that there is a consensus of attitude among the students which was related to the reasons for which they entered vocational education.

Table 6. Relationships Between Ranks Assigned the Influence of Combined Predisposing and Dimensional Variables by 1955-1960 Vocational Education Graduates Teaching in North Carolina, May, 1965.

	Accumulated Value of Ranks Assigned														
	Family and Altruism	Family and Income	Family and Prestige	Family and Mobility	Family and Knowledge	School and Altruism	School and Income	School and Prestige	School and Mobility	School and Knowledge	Peers and Altruism	Peers and Income	Peers and Prestige	Peers and Mobility	Peers and Knowledge
R_j	157.0	95.5	118.5	135.5	86.5	205.0	109.5	146.0	157.5	137.0	133.5	80.0	74.5	89.0	75.0

$W = .315$ $p < .001$

Table 7. Relationships Between Ranks Assigned the Influence of Combined Predisposing and Dimensional Variables by Students of Vocational Education, North Carolina State University, May, 1965.

	Accumulated Value of Ranks Assigned														
	Family and Altruism	Family and Income	Family and Prestige	Family and Mobility	Family and Knowledge	School and Altruism	School and Income	School and Prestige	School and Mobility	School and Knowledge	Peers and Altruism	Peers and Income	Peers and Prestige	Peers and Mobility	Peers and Knowledge
R_j	611.0	540.0	638.0	698.5	523.5	789.5	456.5	717.5	682.0	671.5	434.0	469.0	500.0	493.0	416.0

$W = .134$ $p < .001$

The relationship between the rankings assigned the combined variables by teachers and by students was tested by Spearman rho, with the results shown in Table 8. The differences in the two rankings were minor in comparison with those which might have occurred and the null hypothesis of no relationship between the groups was rejected. On the basis of the ranks assigned to the combined variables, teachers and students may be assumed to have been drawn from the same population.

Table 8. Comparison of Ranks Assigned the Combined Variables, Teachers and Students

$\sum d_i^2 = 134$	$r_s = .76$	$p < .01$

Relationships of the Effect of Predisposing and Dimensional Variables Upon Entry Into Vocational Education and the Quality and Satisfaction of Students. An assumption of the study was that there should be a relationship between the effective predisposing and dimensional variables and some characteristics of persons in vocational education. The small n of the teacher sample precluded its use in this part of the study and subsequent remarks pertain only to the student population.

Respondent characteristics chosen for a test of relationship to the motivating variables were "quality" and "satisfaction." Quality was obtained by having the appropriate department heads rate all students on a scale of "excellent, good, fair, and poor." Satisfaction was determined from a composite score based on the

student's replies to questions concerning (1) whether he would again enter vocational education if given opportunity once more to make the decision, (2) whether he now regarded vocational education "very satisfactory, somewhat satisfactory, only slightly satisfactory, or unsatisfactory," as a potential occupation, and (3) a quantified rating of eight occupations among which was teacher of vocational education.

The data resulting from these tests are shown in the form of percentages of response in the following tables. Chi-square analyses were made and the results are presented with the appropriate tables.

A definite relationship was obtained between the importance of the various predisposing variables as factors inducing entry into vocational education and the rating of the respondent given by the department heads, Table 9. Those students who believed their family to have been of most influence upon their decision to enter vocational education were more frequently rated excellent, while those who believed their peers to have exerted greatest influence were most frequently rated either fair or poor. School had influenced the greatest portion of those students rated as good.

Table 9. Relationships Between the Predisposing Variable Most Influential Upon Entry Into Vocational Education and Rating of Student by Department Heads, by Percentage of Response Based on Predisposing Variable.

Predisposing Variable Most Influential Upon Entry Into Vocational Education	Rating of Student by Department Head			N
	Excellent	Good	Fair and Poor	
Family	50.00	16.67	33.33	12
School	12.50	54.17	33.33	48
Peers	14.29	28.57	57.14	7

Chi-square value not significant

The small value of many expected frequencies precluded chi-square analysis of the table relating predisposing variables and quality of students. Reduction of cells by omission of those students influenced by their peers, the category responsible for most of the small expected frequencies, resulted in a chi-square value significant beyond the .01 level.

Test of the relationship between the dimensional factors given as most influential and the ratings accorded the students also revealed empirical trends, Table 10. Students who considered altruism to have been their major reason for entering vocational education tended to be rated good or less, as were those who thought the search for knowledge had most influenced them. Students who perceived income and mobility to have influenced them were most frequently considered good students. Those who gave prestige as the factor which had motivated them into vocational education most frequently were perceived as fair or poor students.

Table 10. Relationships Between the Dimensional Variable Most Influential Upon Entry Into Vocational Education and Rating of Student by Department Heads, by Percentage of Response Based on Dimensional Variable.

Dimensional Variable Most Influential Upon Entry Into Vocational Education	Rating of Student by Department Head			N
	Excellent	Good	Fair and Poor	
Altruism	16.67	44.44	38.89	18
Income	14.29	71.42	14.29	7
Prestige	33.33	20.00	46.67	15
Mobility	26.32	52.63	21.05	19
Knowledge	18.18	36.36	45.46	11

Chi-square value not significant

There was an observable tendency for the students rated excellent to have been influenced more greatly by the pragmatic variables of prestige and mobility. Those students rated fair and poor, conversely, were more likely to be affected by purposes of altruism or a search for knowledge, although they too were affected by a desire for prestige.

The effect of the predisposing variables in influencing entry into vocational education appeared to be strongly related to the satisfaction found by the students in that field, Table 11. The majority of those who believed their family to have been most influential were highly satisfied with vocational education while most of those who believed peers to have been most influential were not. Among respondents who perceived the school as having exerted most influence upon the decision to enter vocational education the greatest percentage expressed satisfaction in the medium range.

Table 11. Relationships Between the Predisposing Variable Most Influential Upon Entry Into Vocational Education and Satisfaction of the Student With That Field, by Percentage of Response Based on Predisposing Variable.

Predisposing Variable Most Influential Upon Entry Into Vocational Education	Student Satisfaction With Vocational Education			N
	High	Medium	Low	
Family	41.67	33.33	25.00	12
School	37.50	45.83	16.67	48
Peers	28.57	14.29	57.14	7

Chi-square value not significant

The dimensional variables of altruism and mobility were most closely associated with a high degree of satisfaction with vocational education, Table 12. Students who had considered these two variables to have most affected their entry into vocational education were more likely to express themselves as highly satisfied with the field. On the other hand, entry into vocational education based upon a desire to make money was most likely to lead to dissatisfaction. And students who had entered the vocation in order to gain prestige or search for knowledge were most frequently in the medium range of satisfaction.

Table 12. Relationships Between the Dimensional Variable Most Influential Upon Entry Into Vocational Education and Satisfaction of the Student With That Field, by Percentage of Response Based on Dimensional Variable.

Dimensional Variable Most Influential Upon Entry Into Vocational Education	Student Satisfaction With Vocational Education			N
	High	Medium	Low	
Altruism	50.00	33.33	16.67	18
Income	14.28	42.86	42.86	7
Prestige	26.67	53.33	20.00	15
Mobility	57.90	21.05	21.05	19
Knowledge	27.27	54.55	18.18	11

Chi-square value not significant

Conclusions

Significant uniformity exists within teacher and student groups relative to the variables which motivated them into vocational education. For each, the predisposing variable of school was mot important. Evidently the school atmosphere imposes upon the occupational decisions made by individuals who enter this field. The family was less influential, although playing an important role for many respondents. The peer group, frequently accorded major importance in the decision-making processes of adolescents, was of limited influence in the decision to enter vocational education. This circumstance raises a question of the relative importance of the peer group in other decisions among neo-intellectuals which relate to their occupational choices.

Within-group uniformity extended also to the effect of the dimensional variables. Teachers appeared to have been influenced more by altruistic purposes than had students. This may have been a result of wide-spread social attitudes prevalent at the time the two groups had entered the field. Students professed to have been influenced most extensively by the opportunity to improve their position in life and to obtain prestige. Whether the latter attitudes are productive of teachers as dedicated to their profession, and the students in their charge, is questionable. However, they should in no way affect the professional competence of the current students and may even be more realistic.

Combined scores derived from the interaction of the predisposing and dimensional variables continued to reveal within-group uniformity. For both teachers and students, the combination of school and altruism had exerted the greatest influence upon the decision to enter vocational education. However, the pragmatic attitude of the students was shown by the fact that combinations of variables which included either mobility or prestige were of nearly equal importance with the school-altruism combination. This had not been the case for the teachers.

Considerable uniformity of opinion existed in comparisons between the teacher and student groups. Their ranking of the influence of the predisposing variables was identical. But they varied in the ranking of the dimensional variables to the extent that they statistically must be considered from different populations. This event occurred due to the altruistic orientation of the teachers and the pragmatic values of the students. However, when the rankings of the two groups were compared for the combination of predisposing and dimensional variables uniformity of rankings again prevailed. In the interactive milieu associated with the combined affects of the two types of motivation, similar attitudes toward vocational education apparently are created.

These data indicate that the quality of students and their satisfaction with vocational education as an occupation are to some extent related to the motivations which brought them into the field. Those students rated excellent most frequently

considered their families as the most important predisposing variable. This also was the case for those who expressed the greatest satisfaction with vocational education. Conversely, students rated fair or poor, as well as those who expressed the least satisfaction with vocational education, were most apt to have been influenced by their peers. The school had been the motivating factor most effective for the greatest proportion rated as good and for the largest percentage expressing medium satisfaction with vocational education.

The picture was not so clear cut in reference to the relationships between the dimensional variables and the quality and satisfaction of students. Income and mobility seemed to be most clearly associated with better ratings as students while prestige was more closely associated with low quality ratings. On the other hand, altruism and mobility (variables which are in effect opposed to one another) were most closely related to high satisfaction with vocational education.

While the school apparently is the most effective agent in motivating large numbers of students into vocational education, it is clear that students motivated by their families are more apt to be both successful and satisfied in that field. This finding possibly could be converted to empirical use in either of two ways: concentration of public relations and recruiting upon the family; or selection of applicants on a basis of family interest and guidance. Oppositely, students who had been motivated by their peers seemed to be the greatest risks. They scored low on both success and satisfaction. It would seem that their entry should be discourage.

The low value given to income as a motivation into vocational education seems directly traceable to the low salaries customarily paid to teachers. In our society, materialistically oriented as it is, opportunity to improve one's financial position inevitably attracts individuals of competence and initiative. It is to the credit of vocational education that it has been able to this point to attract many persons of merit without the aid of major and competitive financial incentives.

In this connection, the value placed upon the social position of the school teacher cannot be overlooked. Many persons apparently are entering the field in full appreciation of limited financial opportunity because they perceive teaching as a means to improvement of their social position. It would be to the benefit of vocational education to assist in any way possible in the continued elevation of the prestige and respect which accrues to the teacher.