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ABSTRACT

It has become increasingly important to determine the attitudes of certain key segments of the population toward secondary school programs of vocational education. This report, Part II of a two-part series, deals with some of the attitudes toward these programs held by employers and by business, industry, and labor leaders. Data were collected by a questionnaire sent to approximately 1,628 persons of which 71% or approximately 43 percent responded. Findings include: (1) Vocational education was considered to be of much value and importance, (2) It was considered to be a rightful part of the secondary school, (3) The respondents felt that almost all students were interested in receiving some vocational training in high school, (4) They did not consider the programs too costly, and (5) They felt that there were insufficient number of programs because of a lack of money, lack of qualified teachers, and a "low status" stereotype associated with vocational education programs. Part I of the two part series, concerning attitudes of secondary school administrators and board of education members, is available as ED 029 094. (SDE)

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ATTITUDES TOWARD VOCATIONAL EDUCATION IN
THE SECONDARY SCHOOLS OF WEST VIRGINIA
Part II: Employers and Labor Leaders

by

Charles Divita, Jr.

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February, 1971

West Virginia Research Coordinating Unit
for Vocational Education
Marshall University
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PREFACE

Approximately two years have expired since Attitudes Toward Vocational Education in the Secondary Schools of West Virginia; Part I, School Administrators and Boards of Education Members was published by the Research Coordinating Unit.

Shortly after completing a draft of Part II of the study dealing with attitudes of employers and labor leaders toward vocational education in the secondary schools the author resigned from the staff of the Research Coordinating Unit in order to enter full time doctoral study.

Data for Part II of the study was collected at the same time as the data for Part I; however, since the study promised to be voluminous in nature it was decided to divide the report into two volumes by two distinct sub-groups -- those who were directly associated with the administration and the operation of the public educational system and those who were not.

Possibly no other segment of education is as fraught with issues, which are both historic and contemporary in nature, as vocational education. Identifiable in this maze is the issue of determining the most efficient allocation of resources by level, to be utilized in fitting

people for employment. Beyond this, however, are issues relating to the nature and function of vocational education at the secondary level as well as institutional parameters of the program.

While Parts I and II of this study do not propose solutions to the many issues relating to vocational education they do display the perceptions school board members, educators, business, industry and labor leaders of these issues registered at a particular point in time. These studies should constitute only a beginning in a series of similar studies which are needed to focus on key issues confronting vocational education program development.

My thanks to the many respondents and to Mr. Divita and staff of the Research Coordinating Unit who have labored to complete this portion of the investigation.

Glenn E. Smith
Director

Huntington, W. Va.
February, 1971

West Virginia Research
Coordinating Unit for
Vocational Education

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

The growth and development of business and industry in West Virginia are now and will continue to be largely dependent on the availability of semi-skilled and skilled manpower. There can be little hope for significant industrial expansion so long as much of the state's labor force available for employment remains unskilled. At present, West Virginia is a labor surplus state -- there are far more persons looking for jobs than there are jobs available. In 1968, forty thousand persons in the State were estimated to be actively seeking employment; however, only 8,000 to 10,000 new jobs were expected to develop during that fiscal year.¹ Another paradox has been that the jobs which are available generally demand a relatively high level of education and training, while the unemployed persons in need of jobs tend to be relatively undereducated and unskilled.²

1

West Virginia Manpower Coordinating Committee, "The West Virginia Cooperative Manpower Plan Fiscal Year 1969," Preliminary Draft (Charleston, West Virginia: The Committee, 1968), pages not numbered.

2

Harold F. Clark, "The Economic and Social Background of Vocational Education in the United States," Education for a Changing World of Work, Report of the Panel of Consultants on Vocational Education Requested by the President of the United States, Appendix III (Washington: Government Printing Office, 1963), p. 12.

Aside from unemployment, the State's underemployment statistics reveal a problem of even greater severity. The dimension to which underemployment or under-utilization exist are, in part, reflected by statistics on the economic benefits which the employed persons in the State derive as a result of their participation in the labor force. For example, of the total number of families in the State, 33 per cent earn less than \$3,000 per annum. In 1967, the total labor force in the State earned one-fourth less income than the national average income -- a \$2,341 per capita income for the former, compared to a per capita income of \$3,137 for the latter. When this low level of economic well being experienced by many employed persons is considered in conjunction with unemployment rates, the number of additional jobs and better paying jobs needed in the State becomes staggering. Using both unemployment and under-employment as a criterion, it has been estimated that 100,000 more jobs would be required for West Virginia to have the same "job population" ratio as that enjoyed by the nation as a whole.

According to the West Virginia Cooperative Area Manpower Planning Committee (CAMPS), the major manpower problems facing the State center about the following six points:

1. The high rate of unemployment which in some areas of the State ranges as high as 12% of the labor force.

3

West Virginia Manpower Coordinating Committee, op. cit.

4

Ibid.

2. The high concentration of long-term unemployed workers, many of whom have withdrawn from active employment search, and the frustrations of these individuals which makes it difficult for them to readjust to the world of work.
3. The significant number of youth, both high school graduates and high school dropouts, who have received no training beyond high school and are not equipped to compete for career type employment.
4. The large percentage of the State's labor force which exists on incomes below the poverty level of \$3,000 and which need assistance in developing skills required to raise them above the poverty level.
5. The imbalance of the State's labor force which points up the need for qualified workers in a number of skilled occupations and in certain industries and certain geographical areas for which trained workers are not available.
6. The stable economy which offered promise of upward growth during Fiscal Year 1968, but which produced no more than 8,000 - 10,000 new job opportunities as opposed to more than 40,000 unemployed workers actively seeking work.

In summary, it may be stated that if West Virginia's economic and social problems are to be at least in part alleviated, there must be a concurrent development of new jobs and development of programs designed to provide persons with the salable skills required by jobs. Development of one of these independent of the other would be unrealistic. In an effort to assess the role of vocational education programs in this development, the West Virginia Research Coordinating Unit for Vocational Education conducted a study of several key segments of the population in order to determine some of their attitudes toward occupational education programs in the State's system of public education. Part I of this study previously dealt with the attitudes held by

persons in key educational decision making and policy-making positions; namely, superintendents, principals, and boards of education members.⁵ Part II, of the current study, was concerned with the attitudes held by employers and labor leaders in the State.

I. THE PROBLEM

Statement of the problem. Essentially, the purpose of this study was twofold:

1. To determine some of the prevailing attitudes toward secondary school programs of vocational education which were held by business, industrial, and labor leaders in the State of West Virginia. Attitudes were sought in relation to:
 - a. The value and importance of vocational education in the secondary schools.
 - b. The secondary schools role in providing vocational education.
 - c. The degree to which employers and labor leaders tend to support presently existing secondary vocational education programs and the expansion of the same.
 - d. The present and future needs of vocational education programs at the secondary school level.
2. To determine whether or not these attitudes of employers and labor leaders differ significantly one from another.

5

Charles Divita, Jr., Attitudes Toward Vocational Education in the Secondary Schools of West Virginia, Part I: School Administrators and Boards of Education Members, West Virginia Research Coordinating Unit for Vocational Education (Huntington, West Virginia: Marshall University, 1968).

Importance of the study. In assessing the role of the secondary school in providing vocational education, it is important to take into consideration the attitudes toward such programs which are held by certain key segments of the population. In Part I, insight was gained with regard to some of the attitudes held by superintendents, principals, and boards of education members -- the administrators, decision makers, and policy makers of educational programs.⁶ An understanding of the attitudes of these persons was felt to be important, since they (1) very often determined the types of programs offered in schools, (2) had opinions as to the effectiveness and degree of success of these programs, and (3) to a great extent, actually determined the success or failure of the various school programs which were available.

Equally important as the attitudes of the educational establishment are the attitudes of business, industry and labor toward vocational education. Business and industry, in the final analysis, are users of products of the schools. In vocational education programs, which have as a specific objective the preparation of persons for entry level employment, it is of prime importance to know the attitudes of prospective employers toward vocational programs, as employers determine whether or not the ultimate objective of job placement is realized. They are also capable of assessing the level of

6

Ibid.

sophistication and the relevance and utility of the training which students receive. In filling this role they can provide the feedback necessary for improving or modifying existing and developing new programs.

It is also important to know the attitudes of labor leaders, since many of these persons are either themselves the products of vocational education programs or are official representatives of such persons. Serving in this capacity, labor leaders are in unique positions to provide feedback with regard to the "worker's point of view". In addition to providing information with regard to the applicability of the training received and the identification of training needs, labor leaders can provide valuable insight relative to the degree to which organized labor supports occupational training programs in secondary schools. In areas in which the "closed shop" concept prevails, the attitudes of organized labor may be extremely relevant to the successful establishment and operation of vocational education programs particularly as to job placement of program participants.

The findings of this investigation, as a supplement to the previous publication on attitudes of school administrators, are expected to be of special significance to the Bureau of Vocational, Technical, and Adult Education and to local county school systems for the purposes of program planning, development, and evaluation and to other levels of government for the purpose of allocation of resources and enactment of legislation affecting vocational education in West Virginia.

Limitations of the study. This investigation was limited in the following ways:

1. The sample of employers which participated in the study were selected at random from (1) the 1969 issue of the West Virginia Manufacturing Directory; (2) Chambers of Commerce membership rosters from cities and towns throughout the State; (3) lists of employers supplied by local county vocational education coordinators, supervisors, and directors; (4) from the yellow page advertisement in the telephone directory of twelve major cities in the State; and (5) from the 1966 annual report of the West Virginia Department of Mines. In all, 1,228 employers were sent survey instruments.
2. The sample of labor leaders which participated in the study consisted of the entire mailing list of labor union officials identified by the West Virginia Federation of Labor. Mailing of the survey instruments for labor leaders was handled by the Federation. For this reason, it was not possible to determine the actual number of instruments mailed to this population. However, the West Virginia Federation of Labor personnel estimated the number to be approximately four hundred persons.
3. There was no way of determining whether the individuals receiving the questionnaire were the persons who actually completed the instruments. No doubt, in some cases, questionnaires were completed by other knowledgeable persons within the participating business, industrial, or labor organization.
4. Data were collected from October, 1967, through January, 1968; however, due to additional project commitments, actual analysis of these data was not begun until June, 1969. It was not known what impact, if any, this lapse of time and any ensuing events had on the respondents' responses.
5. It shall be borne in mind that this study was an attitudinal study. It did not determine the persons behavior toward vocational education, but only sought to determine their predispositions or readiness to behave in some manner.

Basic assumptions of the study. The study was founded on the basic assumptions stated on the following page:

1. That the attitudes of employers and labor leaders are important factors to consider when planning and/or evaluating vocational education programs.
2. That the responses of the employers and labor leaders truly reflected their attitudes toward vocational education.
3. That the instruments used in securing the data were adequate.

Hypotheses. A null hypotheses was made that the attitudes of employers and labor leaders would not differ at a significant level (.05). Further hypotheses made with regard to the attitudes of employers and labor leaders toward vocational education at the secondary school level were as follows:

1. Employers and labor leaders believed vocational education at the secondary level to be of much value and importance.
2. Employers and labor leaders felt the secondary school had a responsibility for providing vocational education and that such education was rightfully part of the secondary school curriculum.
3. There was strong support among the employer and labor leaders for the presently existing secondary vocational education programs and for expansion of these programs.
4. The present and future needs of vocational education programs as seen by employers and labor leaders called for more diverse curricular offerings, more extensive and accessible programs, and more money.

Issues. In order to support or reject these hypotheses, the attitudes* of employers and labor leaders were sought toward the following issues:

1. Is vocational education for high school students a major answer to the problem of unemployment?

2. Is vocational education in high school justifiable in terms of the money, time, and effort required for these programs?
3. Are high schools assuming enough responsibility for providing vocational education programs?
4. Should high schools expand their vocational education curriculum?
5. Can good vocational programs help attract new industries to an area?
6. Do students desire vocational education opportunities in high school?
7. Are high school students mature enough to profit from vocational education programs?
8. Can the secondary schools adequately serve as centers of occupational training?
9. Will more money be necessary in order to develop effective vocational education programs in high schools?
10. Should more money be appropriated for vocational education programs?
11. Are there enough students who need to be served to justify vocational education programs in high schools?
12. Should high schools and industry work more closely together in planning for and providing for vocational education?
13. Are employers and labor leaders satisfied that the present secondary vocational education programs are adequately meeting the occupational needs of students?
14. Is it more important to provide students with a sound basic education than to use their time for vocational education?
15. Is providing high school students with skills for earning a living as important as providing them with skills for social living?

*Note: Keep in mind that this was a study of attitudes towards these various issues rather than actual answers.

Issues Cont'd:

16. Does on-the-job training make vocational education in high school unnecessary?
17. Which organizations or institutions should provide vocational-technical education programs?
18. Are present county programs of vocational education diverse and extensive enough to meet the needs of the students?
19. Are opportunities for high school student participation in vocational education comparable with opportunities for participation in college preparatory programs?
20. To what extent does a low status image of vocational education programs exist?
21. Who should control vocational education programs?
22. Should vocational teachers be paid higher salaries than regular teachers?
23. What is the perceived responsibility of the public school in preventing and helping dropouts?
24. What are employers attitudes toward vocational education graduates?

Method of procedure. In order to fulfill the purposes of this investigation, the following steps were taken:

1. Letters were sent to all of the Research Coordinating Units (RCU s) for Vocational Education in an attempt to determine a method of procedure and to secure related literature and data collection instruments for possible use in the study. Many RCU's responded by returning copies of survey instruments and completed studies which were similar to the present one. In most cases, the RCU's referred this investigator to other organizations or individuals as possible sources for additional information and materials. All of these persons were then contacted relative to this matter.⁷

2. All of the studies and survey instruments received from the letters to the RCU's and other sources were analyzed for possible use in this investigation. Parts of survey instruments developed by Dr. Ralph Bentley and Dr. Frank J. Woerdehoff of Purdue University and Dr. Ralph C. Wenrich of the University of Michigan were adopted for use in the study. Letters were sent to these persons requesting permission to use parts of their instruments. Permission was subsequently granted.⁸
3. Questionnaires were developed for and sent to each of two categories of respondents; namely, employers and labor leaders. The questionnaires were designed so that they could be computer processed using the facilities at Marshall University. The staff of the Computer Center at Marshall University was consulted relative to this matter prior to the development of the questionnaires.⁹
4. The investigator contacted the West Virginia State Chamber of Commerce and obtained a list of the associated Chambers throughout the State. These individual Chambers of Commerce were subsequently contacted for a list of their member organizations. From these lists, businesses and industries were randomly selected to participate in the survey. Additional business and industrial establishments were selected at random from the 1967 issue of the West Virginia Directory of Manufacturers, from lists submitted from County Coordinators, Supervisors, and Directors of Vocational Education, from the yellow page advertisements of the telephone directory of 62 major West Virginia cities, and from the 1966 annual report of the West Virginia Department of Mines. By selecting employer-participants from several sources, it was felt that a variety of types and sizes of firms would be assured.
5. The investigator was unable to personally secure a list of the local labor union officials in West Virginia. However, the West Virginia Federation of Labor cooperated by mailing survey materials to all labor leaders on their active mailing list

8
See Appendix B

9
See Appendix C.

Method of Procedure Cont'd:

6. Questionnaires, cover letters, and self-addressed, stamped return envelopes were sent to the 1,228 employers randomly selected to participate in the study and to all labor leaders on the active mailing list used by the West Virginia Federation of Labor. This latter number was estimated to be four hundred persons.
7. In order to generate a higher percentage of returns, follow-up letters and business reply cards were sent to all persons who had not responded as of December 30, 1967. Since there was no way of identifying which labor leaders had not responded, the entire population of approximately four hundred labor leaders was sent the follow-up materials.
8. The answers from the returned questionnaires were transferred to data processing cards using IBM Electrographic pencils. These cards were then punched and processed by the Computer Center at Marshall University.
9. Bibliographical sources such as Education Index, United States Government Publications Monthly Catalogue, Dissertation Abstracts, Master's Theses in Education, and ERIC's Research in Education were consulted.¹⁰
10. Books, pamphlets, periodicals, bulletins, and theses relevant to the investigation were reviewed for supplementary data.
11. The data secured from the returned questionnaires and the related literature were organized, analyzed, tabulated, and presented in this thesis.
12. Conclusions and recommendations were made on the basis of these data.

10

ERIC is an acronym for Educational Resources Information Center. The ERIC Clearinghouse for Vocational and Technical Education is located at the Ohio State University.

10

II. DEFINITION OF TERMS USED

Attitude. A readiness to react toward or against some situation, person, or thing in a particular manner. 11

Vocational education. Public school instruction that develops the basic skills, judgment, and job-related knowledge, sufficient to prepare youth for full-time employment in business, agriculture, trade, industry, and other occupational areas.

Secondary schools. Schools which have at least a tenth, eleventh, and twelfth grade. The terms high school and secondary level are used synonymously with the term secondary school.

Employer. A person, business, or industry which hires one or more persons to work for wages or salary.

Labor leaders. Presidents, vice-presidents, executive secretaries, or recording secretaries of local labor unions.

Technical education. A type of education that emphasizes the learning of a technique or technical procedures and skills and aims at preparing technicians, usually above the high school level but not leading to a baccalaureate degree. Such fields are: Health or Medical Technology, Agricultural Technology,

Technical Education Cont'd:

Engineering Technology, Home Economics Technology, Business or Industrial Technology.

Area vocational school. A vocational school offering training in vocational areas and serving more than one high school in one or more counties.

Comprehensive high school. A secondary school that includes both general education courses and specialized fields of study in its program and thus offers academic, commercial, trade, and technical subjects.¹²

12

Ibid., p. 267.

CHAPTER II

PRESENTATION OF THE DATA

Chapter II was divided into three major sections, each of which contained several minor divisions. The first section described the nature of the sample which was involved in this study. Section two presented data related to the attitudes which employers and labor leaders held toward vocational education and provided a basis for the support or rejection of the hypotheses as stated on page 8. The third and final section provided for a summation of the data presented in Chapter II. Persons desiring only an overview of the findings should refer to this section of the study or to Chapter III, page 87.

The data in this chapter were presented in both table and narrative form. For the most part, the narrative portion simply provided for a summary of the data shown in the respective tables. All percentages were rounded off to the nearest whole number; for this reason, some percentages totaled slightly greater or slightly less than one hundred per cent.

Most of the tables, particularly those in section two, showed the respondent's attitudes toward various statements concerning vocational education. In these tables, the abbreviations SA, A, U, D, SD, were used to designate whether the respondents strongly agreed (SA), agree (A), were undecided (U), disagreed (D), or strongly disagreed (SD), with the statements. The abbreviation NR was used to indicate those who did not

respond. It should be remembered that this abbreviation key was applicable to all subsequent tables in which these abbreviations appeared.

I. DESCRIPTION OF THE SAMPLE

The number of persons surveyed, responding and the per cent of response obtained is shown in Table I. Of the 1,628 individuals surveyed, 725 or 45 per cent returned usable questionnaires. Employers responded at a 44 per cent rate (N = 1228), while labor leaders had a 45 per cent rate of return (N = 400).¹

TABLE I
NUMBER OF PERSONS SURVEYED, RESPONDING AND
PER CENT OF RESPONSE OBTAINED

Respondents	Number Surveyed	Number Respondents	Per Cent Response
Employers	1228	546	44
Labor Leaders	400	179	45
Total	1628	725	45

¹ Approximated. See "Limitations of the Study", Chapter I, page 8.

Table II shows the age of the respondents which composed the sample. Nearly seven-eighths of the respondents (employers 90 per cent, labor leaders 79 per cent) were 35 years of age or older. More than one half were over the age of 44. One-fourth of the employers and slightly more than one-fifth of the labor leaders were 55 years of age or older. The largest number of both categories of respondents were in the age interval of 45 to 54.

TABLE II
AGE OF RESPONDENTS

Age Categories	Respondents in Each Age Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
24 or Younger	3	1	7	4	10	2
25 to 34	47	9	28	16	75	10
35 to 44	168	31	43	24	211	29
45 to 54	187	34	61	34	248	34
55 or Older	138	25	37	21	175	24
No Response	3	1	3	2	6	0
Total	546		179		725	

The length of time the respondents had been associated with business, industry, or organized labor is shown in Table III.

It is revealed that the respondents had a great deal of experience

in their respective fields. Nearly two-thirds of the employers had been associated with business or industry for twenty years or longer, while one-half of the labor leaders had been associated with organized labor for that length of time. As a group, 61 per cent of the respondents reported associations with business, industry or labor totaling a score of years or longer. In essence, the age of the respondents (Table II) and their length of experience in their respective fields (Table III) seemed to infer that the respondents were qualified to speak representatively for business, industry, and labor in West Virginia.

TABLE III
LENGTH OF TIME RESPONDENTS HAD BEEN ASSOCIATED
WITH BUSINESS, INDUSTRY, OR ORGANIZED LABOR

Years	Number and Per Cent of Responses in Each				All Responses
	Employers No.	Per Cent	Labor Leaders No.	Per Cent	
0 to 4	14	3	21	12	35
5 to 9	32	6	16	9	48
10 to 14	57	10	23	14	80
15 to 19	91	17	28	16	119
20 Years or longer	350	64	90	50	440
No Re- sponse	2	0	1	1	3
Total	546		179		725

The types of personal experiences which the respondents had with vocational education programs are shown in Table IV. Nearly 40 per cent of the 725 respondents indicated they had not had experience with vocational education. It was interesting to note that labor leaders seemed to be less experienced with such programs than were employers. Less than one-third of the employers stated "no experience", while 60 per cent of the labor leaders so responded. Seventeen per cent of the total group had at one time been vocational education students, and 7 per cent had been teachers in such programs. Once again the per cent of employers exceeded the per cent of labor leaders with these types of experiences. Forty-four per cent of the employers reported that they had employed vocational education graduates and thus had experience with vocational education programs in that respect. Twelve per cent of the labor leaders reported that they had served on craft advisory committees. Other types of experiences with vocational education were cited by 10 per cent of the employers and 14 per cent of the labor leaders.

As previously stated, sampling procedures were aimed at securing a variety of sizes and types of business and industrial firms for this study. Table V reflects the size of the firms which the responding employers represented. Of the 546 employers responding, one-half employed at least fifty persons, 36 per cent employed one hundred or more, while one-fourth of the firms employed two hundred or more persons

TABLE IV
RESPONDENT'S PERSONAL EXPERIENCES WITH VOCATIONAL EDUCATION

Types of Experiences*	Number and Percentages of Responses in Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
As a Student in a Voc-Ed Course	101	18	24	13	125	17
As a Teacher of a Voc-Ed Course	43	8	5	3	48	7
As an Employer of a Voc-Ed Graduate**	242	44	-	-	-	-
As a Member of a Craft Advisory Committee***	-	-	21	12	-	-
Some other type of Experience	55	10	25	14	80	11
No Experience	177	32	107	60	284	39

Notes: *Some respondents had more than one type of experience with vocational education programs; therefore, there could have been a 100 per cent response for each answer category.

**Response limited to employer's questionnaire

***Response limited to labor leader's questionnaire

One third of the firms had from ten to 49 employees and one-sixth employed less than ten persons. The largest

number of employers represented firms of the ten to 49 employees range.

TABLE V
SIZE OF FIRMS REPRESENTED BY THE EMPLOYERS

Number of Employees	Number and Percentage of Respondents in Each Category	
	Number	Per Cent
0 to 9	87	16
10 to 49	180	33
50 to 99	76	14
100 to 199	47	9
200 or more	148	27
No Response	8	1
Total	546	

Table VI shows the employers estimates of the per cent of their personnel which had received vocational training as part of their high school education. Nearly 60 per cent of the respondents estimated that less than one out of ten of their employees had received occupational training in high school. One fifth of the employees estimated that from 10 to 19 per cent of their personnel could be so classified. Only 10 per cent estimated that two-fifths or more of their employees had such preparation.

TABLE VI
 EMPLOYER'S ESTIMATES OF THE PER CENT OF
 THEIR EMPLOYEES WHICH HAD VOCATIONAL TRAINING
 AS A PART OF THEIR HIGH SCHOOL EDUCATION

Per Cent of Employees	Number and Percentage of Respondents in each category	
	Number	Per Cent
0 - 9 %	323	59
10 - 19 %	107	20
20 - 29 %	29	5
30 - 39 %	12	2
40 or More	52	10
No Response	23	4
Total	546	

II. ATTITUDES OF EMPLOYERS AND LABOR LEADERS

The importance of vocational education. Employers and labor leaders were given several statements to which they might indicate agreement or disagreement and thus reflect their attitudes toward the importance of vocational education programs. Table VII shows the respondents' attitudes toward the contribution vocational education can make to solving the problem of unemployment. Nearly three-fourths of the 725 respondents (Employers 73 per cent, Labor 75 per cent) felt

that vocational education was a major solution to the problem of unemployment. Almost one-fifth of the employers and 30 per cent of the labor leaders strongly agreed to this effect. Only 13 per cent indicated that they felt that vocational education was not a major answer to unemployment and only one per cent strongly indicated such an attitude. Twelve per cent were undecided. There was no significant difference between the attitudes of the two populations with regard to this matter.

TABLE VII

ATTITUDES TOWARD THE IMPORTANCE OF VOCATIONAL EDUCATION IN SOLVING UNEMPLOYMENT PROBLEMS

Statement: Vocational education is a major answer to the problem of unemployment.

Response Category	Number and Percentage of Respondents in Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	106	19	52	29	158	22
A	294	54	82	46	376	52
U	65	12	20	11	85	12
D	74	14	20	11	94	13
SD	5	1	4	2	9	1
NR	2	0	1	1	3	0
Total	546		179		725	

t-value = .9958 Not significant at the .05 level.

Table VIII reveals the respondents' attitudes toward the role vocational education can play in attracting new industry to an area. The overwhelming majority of respondents (Employers 88 per cent, Labor 85 per cent) felt that good vocational education programs would aid an area in

TABLE VIII

ATTITUDES TOWARD THE ROLE VOCATIONAL EDUCATION PROGRAMS
PLAY IN ATTRACTING NEW INDUSTRIES TO AN AREA

Statement: Good vocational education programs in schools will aid in attracting new industries to an area.

Response Category	Number and Percentage of Respondents in Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	144	26	61	34	205	28
A	340	62	92	51	432	60
U	43	8	18	10	61	8
D	10	2	5	3	15	2
SD	3	1	1	1	4	1
NR	6	1	2	1	8	1
Total	546		179		725	

t-value = .3691. Not significant at the .05 level.

attracting new industries. Only 3 per cent of the respondents did not agree, while 8 per cent were undecided. There

Was no significant difference in the respondents' attitudes. It would seem that the employers' attitudes with regard to this matter would be of much importance, particularly since one-half of them employed at least fifty persons (See Table V, page 21) and 27 per cent employed 200 or more persons, the latter to be classified as major employers in West Virginia.

Does vocational education make a significant enough contribution to students and society to justify its cost? As shown in Table IX, ninety per cent of both categories of respondents believed that it did. One-fourth of the employers and one-third of the labor leaders strongly agreed that the cost could be justified in these terms. Only 3 per cent of the 725 per cent felt otherwise, and 7 per cent were undecided. The calculated t-value revealed no significant differences between the responses of the two populations. The data in Table X further reflected the importance which employers and labor leaders attached to vocational education. As shown in the table, 96 per cent of the 725 respondents (Employers 95 per cent, Labor 99 per cent), felt that providing high school students with skills for earning a living was just as important as providing them with the skills needed for social living. However, the t-value revealed that there was a difference (.005 level) between the responses of employers and labor leaders with regard to the statement in Table X, even though both groups expressed agreement.

TABLE IX

ATTITUDES TOWARD WHETHER VOCATIONAL EDUCATION MADE
ENOUGH STUDENTS USEFUL MEMBERS OF SOCIETY TO JUSTIFY ITS COST

Statement: Vocational Education makes enough students
useful members of society to justify its cost.

Response Category	Number and Percentage of Respondents in Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	135	25	59	33	194	27
A	357	65	102	57	459	63
U	38	7	12	7	50	7
D	8	1	5	3	13	2
SD	3	1	1	0	4	1
NR	5	1	1	1	6	1
Total	546		179		725	

t-value = 1.2970 Not significant at the .05 level.

An analysis of the percentages indicated that labor leaders were more in agreement with the statement in Table X than were employers. This difference resulted from the fact that 50 per cent of the labor leaders strongly agreed with the statement as compared to 32 per cent of the employers.

TABLE X

ATTITUDES TOWARD THE RELATIVE IMPORTANCE OF PROVIDING
STUDENTS WITH SKILLS FOR EARNING A LIVING

Statement: Providing high school students with skills for earning a living is as important as skills for social living.

Number and Percentage of Respondents in
Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	177	32	89	50	266	37
A	344	63	87	49	431	59
U	8	1	0	0	8	1
D	9	2	0	0	9	1
SD	3	1	2	1	5	1
NR	5	1	1	1	6	1
Total	546		179		725	

t-value = 2.9605. Significant at the .005 level.

In a related matter, employers and labor leaders were asked to indicate their attitudes toward the statement: "It is more important to provide students with a sound basic education than to use their time for vocational education." Table XI shows that a majority (58 per cent) of both groups (Employers 57 per cent, Labor 64 per cent) did not agree with

the statement. However, nearly one-fifth of the employers felt that it was more important to use a student's time for basic education rather than vocational education, while only 15 per cent+ of the labor leaders held such attitudes. Nearly

TABLE XI

ATTITUDES TOWARD THE IMPORTANCE OF A SOUND BASIC
EDUCATION RATHER THAN TO USE STUDENTS' TIME
FOR VOCATIONAL EDUCATION

Statement: It is more important to provide students with a sound basic education than to use their time for vocational education.

Response Category	Number and Percentage of Respondents in Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	23	4	5	3	28	4
A	82	15	21	12	103	14
U	108	20	26	15	134	18
D	285	52	103	58	387	53
SD	25	5	10	6	35	5
NR	24	4	14	8	38	5
Total	546		179		725	
t-value = 2.3401. Significant at the .01 level.						

20 per cent of the respondents (Employers 20 per cent, Labor 15 per cent) were undecided about the relative importance of

basic and vocational education. The calculated t-test, again, revealed that even though the majority of both groups held similar attitudes and disagreed with the statement, there was a significant difference (.01 level) in their responses. The data indicated that labor leaders disagreed significantly more so than did employers with the statement that using students time for basic education was more important in providing them with vocational education.

The role of the secondary school in providing vocational education. The respondents were asked the following question: "Where should vocational education programs be offered in our education system?" As shown in Table XII, the comprehensive high school and the area vocational school were, in that order, the locations most frequently mentioned by both groups of respondents. It was significant to note that both of these locations were secondary or combination secondary-post-secondary school approaches. The third most frequently mentioned location for vocational education programs was the post-secondary area vocational school. Only a very small per cent of the respondents mentioned colleges and universities or other locations. T-tests were not calculated from these data, however, there were two notable differences in the responses of the two groups; namely, that (1) employers (38 per cent) more frequently mentioned area vocational schools than did labor leaders (25 per cent), and (2) employers (29 per cent) more frequently mentioned post-secondary area vocational

schools than did labor leaders (19 per cent). In summary, it may be stated that employers seemed to be more favorable toward area vocational school approaches than were labor leaders; while both groups favored comprehensive high school approaches (Employers 47 per cent, Labor leaders 49 per cent).

TABLE XII
WHERE SHOULD VOCATIONAL EDUCATION PROGRAMS BE
OFFERED IN OUR EDUCATION SYSTEM?

Location	Number and Percentage of Respondents In Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Comprehensive High Schools	254	47	88	49	342	47
Area Vocational Schools	210	38	44	25	254	35
Colleges and Universities	20	4	8	4	28	4
Post-Secondary Schools	160	29	34	19	194	27
Other	11	2	5	3	16	2
Total	546		179		725	

Note: Persons could identify more than one location if so desired.

Even though the respondents most frequently mentioned secondary school approaches, when asked at what level vocational education programs should be offered, Table XIII indicates that they were quite undecided as to whether such programs would be more successful at the secondary level or at the post-secondary level. Thirty per cent of the respondents felt that post-secondary programs would be more successful than secondary programs, 31 per cent (Employers 29 per cent, Labor 34 per cent) were in disagreement with this point of view, while 38 per cent (Employers 39 per cent, Labor 35 per cent) were undecided. There seemed to be no consensus of opinion with regard to the level at which vocational programs would be more successful. T-tests reveal no significant difference in the responses of the two groups.

In spite of the fact that the respondents did not express a consensus with regard to the level at which vocational programs would experience the most success, there were clear indications that they felt vocational programs should be offered at the secondary as well as post-secondary level.

Table XIV shows that 87 per cent of the 725 respondents (Employers 85 per cent, Labor 90 per cent) were "thoroughly sold on offering vocational programs in high school". More than one-fourth of the respondents strongly agreed that this was their attitude. Only 3 per cent indicated that they were not "thoroughly sold" and 8 per cent were undecided. Although both groups of respondents clearly favored vocational

TABLE XIII

ATTITUDES TOWARD WHETHER VOCATIONAL TRAINING PROGRAMS
WOULD BE MORE SUCCESSFUL AT THE POST-SECONDARY LEVEL
THAN AT THE SECONDARY LEVEL

Statement: Vocational training programs would be more
successful at the post-secondary level than
at the secondary level.

Response Category	Number and Percentage of Respondents in Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	22	4	5	3	27	4
A	140	26	48	27	188	26
U	215	39	63	35	278	38
D	148	27	59	33	207	29
SD	9	2	2	1	11	2
NR	12	2	2	1	14	2
Total	546		179		725	

t-value = .5296. Not significant at the .05 level.

programs being offered in high schools, the test revealed that the responses of labor leaders were significantly (.005 level) different from those of employers. The percentages indicated that this difference could be attributed to labor leaders agreeing to a greater extent with the statement in Table XIV than did employers. This difference

was reflected by the fact that only 23 per cent of the employers strongly agreed with the statement while 35 per cent of the labor leaders so agreed.

TABLE XIV
FAVORABILITY TOWARD OFFERING VOCATIONAL PROGRAMS
IN HIGH SCHOOL

Statement: I am thoroughly sold on offering vocational programs in high school.

Response Category	Number and Percentage of Respondents in Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	126	23	62	35	188	26
A	341	62	98	55	439	61
U	48	9	11	6	59	8
D	10	2	6	3	16	2
SD	4	1	0	0	4	1
NR	17	3	2	1	19	3
Total	546		179		725	

t-value = 2.8275. Significant at the .005 level.

As shown in Table XV, the respondents indicated that they felt county school systems should provide a wide variety of vocational programs at the secondary level to fit the needs

and abilities of students not going to college. More than 90 per cent of the respondents (Employers 90 per cent, Labor 95 per cent) expressed this as their attitude. Nearly one-third of the respondents strongly agreed that counties should provide for such programs. Only 4 per cent of the respondents

TABLE XV

ATTITUDES TOWARD WHETHER THE COUNTY SCHOOL SYSTEM
SHOULD PROVIDE A WIDE VARIETY OF VOCATIONAL
PROGRAMS AT THE SECONDARY LEVEL TO FIT
THE NEEDS AND ABILITIES OF THE STUDENT
NOT GOING TO COLLEGE

Statement: The county school system should provide a wide variety of vocational programs at the secondary level to fit the needs and abilities of the student not going to college.

Number and Percentage of Respondents
in Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	157	29	77	43	234	32
A	333	61	93	52	426	59
U	29	5	3	2	32	4
D	17	3	4	3	21	3
SD	4	1	1	1	5	1
NR	6	1	1	1	7	1
Total	546		179		725	

t-value = 2.9410 Significant at the .005 level.

felt otherwise, while 4 per cent were undecided. Again even though both employers and labor leaders felt that counties providing a wide variety of vocational programs at the secondary level, a t-test revealed the labor leaders were significantly (.005 level) more favorable than were employers. This was reflected by the fact that 43 per cent of the labor leaders strongly agreed that counties should provide vocational programs for varying abilities while only 29 per cent of the employers strongly agreed.

The majority of the respondents (62 per cent) did not feel that high schools were assuming enough responsibility for providing vocational education. As shown in Table XVI, only 8 per cent of the respondents indicated that they felt high schools had assumed sufficient responsibility for vocational education, while nearly one-fourth were undecided. There was no significant difference in this regard between the attitudes expressed by employers and labor leaders.

Table XVII indicates that many of the respondents (Employers 43 per cent, Labor 56 per cent) felt that almost all students were interested in receiving some degree of vocational education in high school. Slightly more than one-fifth indicated they did not agree with this point of view, while 25 per cent of the respondents were undecided. However, as shown in Table XVIII, 70 per cent of the business, industrial, and labor leaders believed that many more students

TABLE XVI

ATTITUDES TOWARD WHETHER HIGH SCHOOLS ARE ASSUMING
ENOUGH RESPONSIBILITY FOR PROVIDING VOCATIONAL EDUCATION

Statement: High schools are not assuming enough responsibility for providing vocational education.

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	43	8	16	9	59	8
A	297	54	96	54	393	54
U	133	24	39	22	172	24
D	38	7	12	7	50	7
SD	5	1	2	1	7	1
NR	30	5	14	8	44	6
Total	46		179		725	

t-value = .8223. Not Significant at the .05 level.

would participate in vocational education programs if the offerings were more diverse and extensive. T-tests calculated from the data in Tables XVII and XVIII revealed that the respondents did not hold significantly different attitudes with regard to the matters of student interest and student enrollments just discussed.

TABLE XVII
 ATTITUDES TOWARD WHETHER MOST STUDENTS ARE
 INTERESTED IN RECEIVING SOME DEGREE
 OF VOCATIONAL EDUCATION IN
 HIGH SCHOOL

Statement: Almost all students are interested in receiving some degree of vocational education in high school.

Response Category	Number and Percentage of Respondents In Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	13	2	9	5	22	3
A	226	41	92	51	318	44
U	145	27	36	20	181	25
D	128	23	27	15	155	21
SD	8	1	1	1	9	1
NR	26	5	14	8	40	6
Total	546		179		725	

t-value = .2376. Not Significant at the .05 level.

TABLE XVIII

ATTITUDES TOWARD WHETHER MORE STUDENTS WOULD ENROLL
IN VOCATIONAL EDUCATION PROGRAMS IF SUCH
PROGRAMS WERE MORE DIVERSE
AND/OR EXTENSIVE

Statement: More students would enroll in vocational education programs if programs offered were diverse and/or extensive.

Number and Percentage of Respondents
In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	38	7	22	12	60	8
A	342	63	107	60	449	62
U	116	21	30	17	146	20
D	15	3	6	3	21	3
SD	2	0	0	0	2	0
NR	33	6	14	8	47	6
Total	546		179		725	

t-value = .2263. Not Significant at the .05 level.

Attitudes toward common allegations regarding vocational education in secondary schools. Respondents were asked to indicate their extent of agreement or disagreement with seven allegations commonly made regarding vocational education at the secondary level. The first allegation stated was vocational education is too costly in

terms of money, time, and effort. As shown in Table XIX, the great majority (Employers 89 per cent, Labor 88 per cent) of the respondents did not agree with this statement. Only 2 per cent of the 725 respondents felt the cost, of vocational education programs were excessive, while 8 per cent were undecided. A t-test revealed no significant difference between the responses of the two categories of respondents.

TABLE XIX
ATTITUDES TOWARD THE COST OF
VOCATIONAL EDUCATION

Statement: Vocational education is too costly in terms of money, time, and effort.

Response Category	Number and Percentage of Respondents In Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	0	0	2	1	2	0
A	8	1	5	3	13	2
U	45	8	12	7	57	8
D	343	63	101	56	444	61
SD	144	26	58	32	202	28
NR	6	1	1	1	7	1
Total	546		179		725	

t-value = .2286. Not Significant at the .05 level.

The second allegation, to which employers and labor leaders were asked to respond, stated that vocational education programs could not possibly prepare high school students for the wide range of job opportunities available to them. Table XX, shows that only about one-fifth of the persons surveyed agreed with this allegation. More than two-thirds

TABLE XX

ATTITUDES TOWARD VOCATIONAL EDUCATION BEING ABLE TO
PREPARE STUDENTS FOR THE WIDE RANGE OF
JOBS AVAILABLE TO THEM

Statement: Vocational education programs cannot possibly prepare high school students for the wide range of job opportunities available to them.

Number and Percentage of Respondents
In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	8	1	5	3	13	2
A	99	18	23	13	122	17
U	69	13	19	11	88	12
D	315	58	101	56	416	57
SD	48	9	29	16	77	11
NR	7	1	2	1	9	1
Total	546		179		725	

t-value = 1.4819. Not Significant at the .05 level.

of the respondents did not support this assertion, while 12 per cent were undecided. There was no significant difference between the responses of the two groups regarding this assertion.

Allegation number three stated that high school students were usually too immature to profit from vocational education programs. More than 80 per cent of the respondents did not support this allegation, only 10 per cent agreed with it, and 8 per cent were undecided. There was no significant difference between the responses of employers and labor leaders with regard to this matter. These data appear in Table XXI.

The fourth assertion made against vocational education in secondary schools stated that the students who took vocational education courses often lacked too many other scholastic skills. As reflected in Table XXII the attitudes of the respondents with regard to this allegation were not as homogenous as were their attitudes toward the preceding ones. Of the 725 respondents, 42 per cent disagreed with the allegation; however, 28 per cent of the respondents did feel vocational education students often lacked too many other scholastic skills, while an equal per cent were undecided. A T-test revealed there was a significant difference (.0005 level) between the responses of employers and labor leaders. An analysis of the percentages indicated that labor leaders disagreed significantly more with this assertion than did employers.

TABLE XXI

ATTITUDES TOWARD WHETHER HIGH SCHOOL STUDENTS
ARE MATURE ENOUGH TO PROFIT FROM
VOCATIONAL EDUCATION PROGRAMS

Statement: High school students who want to take vocational education programs are usually not mature enough to profit from them.

Number and Percentage of Respondents
In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	2	0	3	2	5	1
A	49	9	19	11	68	9
U	48	9	10	6	58	8
D	365	67	102	57	467	64
SD	76	14	44	25	120	17
NR	6	1	1	1	7	1
Total	546		179		725	

t-value = .3855. Not significant at the .05 level.

Nearly 60 per cent of the labor leaders expressed disagreement that vocational students often lacked too many other scholastic skills, while only 37 per cent of the employers did so. Further evidence of difference between the two groups was the

fact that nearly one-third of the employers were undecided about this issue, while only 21 per cent of the labor leaders were undecided.

TABLE XXII

ATTITUDES TOWARD WHETHER STUDENTS WHO TAKE VOCATIONAL
EDUCATION PROGRAMS IN HIGH SCHOOL OFTEN LACK TOO
MANY OTHER SCHOLASTIC SKILLS

Statement: The students who take vocational education programs in high school often lack too many other scholastic skills.

Number and Percentage of Respondents
In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	10	2	5	3	15	2
A	157	28	36	20	187	26
U	174	32	31	21	205	28
D	186	34	96	54	282	39
SD	14	3	7	4	21	3
NR	11	2	4	2	15	2
Total	546		179		725	

t-value = 3.4251. Significant at the .0005 level.

In a related matter, respondents were asked to express their attitudes toward the following statement: "I am opposed

to expanding vocational education programs when so many students need the basic subjects." As shown in Table XXIII, more than 75 per cent of the 725 respondents did not agree with this statement. Only 6 per cent supported the statement and 12 per cent were undecided. Thus, even though

TABLE XXIII
FAVORABILITY OF EXPANSION OF VOCATIONAL EDUCATION
PROGRAMS WHEN SO MANY STUDENTS NEED
BASIC SUBJECTS

Statement: I am opposed to expanding vocational education programs when so many students need the basic subjects.

Response Category	Number and Percentage of Respondents In Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	7	1	1	1	8	1
A	23	4	10	6	33	5
U	73	13	11	6	84	12
D	351	64	115	64	466	64
SD	61	11	28	16	89	12
NR	31	6	14	8	45	6
Total	546		172		725	

t-value = 1.6075. Not significant at the .05 level.

some respondents had previously reported that they felt vocational students often lacked too many other scholastic skills, and many others were undecided about the matter, (see Table XXII). The data in Table XXIII clearly indicated that the respondents supported expansion of vocational education programs. There was no significant difference between

TABLE XXIV

ATTITUDES TOWARD WHETHER STUDENTS WHO TAKE VOCATIONAL
EDUCATION PROGRAMS ARE HINDERED FROM FURTHER
EDUCATION AFTER HIGH SCHOOL

Statement: Taking a vocational education program hinders students from further education after high school.

Number and Percentage of Respondents
In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	5	1	3	2	8	1
A	56	10	12	7	68	9
U	44	8	12	7	56	6
D	340	62	118	66	458	63
SD	94	17	33	19	127	18
NR	7	1	1	1	8	1
Total	546		179		725	

t-value = .3691. Not significant at the .05 level.

the responses of the two groups with regard to this latter matter.

The fifth allegation stated: "Taking a vocational education program hinders students from further education after high school." As shown in Table XXIV, more than 80 per cent of the respondents did not support this statement. Nearly one-fifth strongly disagreed with the statement. Only 10 per cent of the 725 respondents felt taking a vocational education program hindered students from further education after high school. There was no significant difference between the responses of employers and labor leaders.

The sixth allegation to which employers and labor leaders were asked to respond was that vocational education in high school was unnecessary since students could receive vocational training while on the job. The data in Table XXV shows that the great majority, 86 per cent, of the respondents did not agree with this accusation. Twenty per cent strongly disagreed with the charge. Only 4 per cent of the entire sample felt that on-the-job training made vocational education in high schools unnecessary. A t-test revealed the responses of employers and labor leaders were significantly different at the .025 level.

TABLE XXV

ATTITUDES TOWARD WHETHER ON-THE-JOB TRAINING MAKES
VOCATIONAL EDUCATION IN HIGH
SCHOOL UNNECESSARY

Statement: Vocational education in high school is unnecessary since students can receive vocational training while on the job.

Number and Percentage of Respondents
In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	4	1	0	0	4	1
A	16	3	4	3	20	3
U	26	5	5	3	31	4
D	364	67	118	66	482	66
SD	111	20	37	20	148	20
NR	25	5	15	8	40	6
Total	546		179		725	

t-value = 2.0332. Significant at the .025 level.

The final allegation made against vocational education charged that present programs were not effectively preparing students for today's world of work. As reflected in Table XXVI, 52 per cent of the respondents supported this allegation.

Only 16 per cent of the sample indicated they did not support this charge, while 26 per cent were undecided. There was no significant difference between the responses of the two groups of respondents. It was significant to note that this was the only allegation made against vocational education to which a majority of the respondents agreed.

TABLE XXVI
ATTITUDES TOWARD ADEQUACY OF PRESENT VOCATIONAL
EDUCATION PROGRAMS IN PREPARING STUDENTS
FOR TODAY'S WORLD OF WORK

Statement: Present vocational education programs are not effectively preparing students for today's world of work.

Response Category	Number and Percentage of Respondents In Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	34	6	20	11	54	7
A	247	45	77	43	324	45
U	154	28	37	21	191	26
D	72	13	29	16	101	14
SD	10	2	2	1	12	2
NR	29	5	14	8	43	6
Total	546		179		725	

t-value = .1436. Not significant at the .05 level.

The data presented thus far in this investigation indicated that employers and labor leaders perceived vocational education in secondary schools to be of much value and importance. The respondents clearly indicated their support for such programs and reflected strong opposition toward a number of allegations commonly made against offering vocational education in secondary schools. However, in spite of this strong support, the majority of employers and labor leaders indicated that they felt programs were not effectively preparing students for today's world of work (see Table XXVI). In order to better understand the reasons behind this perceived inadequacy of present programs, the next section of this study analyses some of the needs and problems plaguing vocational education as seen by employers and labor leaders.

The needs of vocational education programs. From a list of varied possibilities, respondents were asked to indicate the reasons why they felt there were not more vocational education programs offered in public schools. These results appear in Table XXVII.

Both employers and labor leaders most frequently mentioned *lack of money* as the reasons why there was not more vocational education in public schools. A *lack of a unified idea here and a low status stereo-type associated with vocational education programs* were the second most frequently

TABLE XXVII

ATTITUDES TOWARD WHY THERE ARE NOT MORE VOCATIONAL
EDUCATION PROGRAMS OFFERED IN THE PUBLIC SCHOOLS

Statement: Why do you feel there are not more vocational education programs offered in the public schools?						
Reasons	Number and Percentage of Respondents In Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
A. Lack of money for support of vocational programs	266	49	98	55	364	50
B. Lack of qualified teachers	163	30	57	32	220	30
C. "Low status" stereotype associated with vocational education programs	174	32	43	24	217	30
D. Lack of student demand for vocational training in high school	92	17	30	17	122	17
E. Lack of job opportunities for vocational education graduates	30	5	37	21	67	9

Note: Respondents were asked to identify as many reasons as applicable; therefore, totals could have equalled 100%.

selected reasons. More employers selected the latter reason than did labor leaders, while the reverse was true for the former reason. A *lack of student demand of vocational education in high school* was selected as a reason by only 17 per cent of each group of respondents. This was the fourth most frequently mentioned reason selected by employers and the least often mentioned by labor leaders. Only 9 per cent of the 725 respondents indicated *lack of job opportunities of vocational education graduates* as a reason. However, it is significant to note that this 9 per cent of the total sample constituted 21 per cent of the labor leaders but comprised only 5 per cent of the employers. A t-test was not calculated from these data, however, a comparison of the percentages with regard to reasons B, C, and E in Table XXVII showed that employers and labor leaders did at least respond somewhat differently, if not significantly.

The need for more extensive offerings. There was much data collected in this investigation in which employers and labor leaders stressed the need for more diverse and extensive vocational education offerings. Table XXVIII shows that only 13 per cent of the 725 respondents felt their respective counties were providing a wide variety of vocational education programs. One-half of the respondents (Employers, 49 per cent; Labor Leaders, 54 per cent) either disagreed or strongly disagreed that their counties offered a wide variety of programs. Almost one-third of the respondents were

TABLE XXVIII
 ATTITUDES TOWARD THE DEGREE OF VARIETY OF VOCATIONAL
 EDUCATION PROGRAMS PRESENTLY OFFERED
 BY COUNTIES

Statement: My county provides a wide variety of vocational programs.

Number and Percentage of Respondents
 In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	5	1	1	1	6	1
A	67	12	21	12	88	12
U	179	33	47	26	226	31
D	223	41	77	43	300	41
SD	45	8	19	11	64	9
NR	27	5	14	8	41	6
Total	546		179		725	

t-value = 1.7652. Significant at the .05 level.

undecided about the matter. A t-test revealed a significant difference (.05 level) between the responses of employers and labor leaders. An examination of the percentages indicates that labor leaders disagreed significantly more with the statement in Table XXVIII than did employers, and were

much more critical of the variety of occupational education programs made available in their counties.

Table XXIX shows that only 14 per cent of the employers and labor leaders felt that opportunities for students to participate in vocational education programs were comparable with their opportunities to participate in college preparatory programs. Forty-four per cent of the respondents said

TABLE XXIX
ARE OPPORTUNITIES FOR HIGH SCHOOL STUDENT
PARTICIPATION IN VOCATIONAL EDUCATION
PROGRAMS COMPARABLE WITH OPPORTUNITIES
FOR PARTICIPATION IN COLLEGE
PREPARATORY PROGRAMS?

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	75	14	23	13	98	14
No	234	43	86	48	320	44
Don't Know	220	40	69	39	289	40
NR	17	3	1	1	18	3
Total	546		179		725	

that these opportunities were not comparable and two-fifths were undecided. A t-test was not calculated from these data.

As shown in Table XXX, three-fifths of the respondents felt that the vocational education programs offered in their respective counties were not diverse and extensive enough to serve the needs of students. Only 7 per cent of the 725 respondents felt present programs were adequate in this respect.

TABLE XXX

ATTITUDES TOWARD WHETHER PRESENT VOCATIONAL PROGRAMS
ARE DIVERSE AND EXTENSIVE ENOUGH TO SERVE
THE NEEDS OF STUDENTS

Statement: The present vocational education programs provided in my county are not diverse and extensive enough to serve the needs of the students.

Number and Percentage of Respondents
In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	73	13	30	17	103	14
A	254	47	83	46	337	46
U	153	28	43	24	196	27
D	37	7	7	4	44	6
SD	3	1	2	1	5	1
NR	26	5	14	8	40	6
Total	546		179		725	

t-value = .6984. Not significant at the .05 level.

Table XXXI shows that more than 80 per cent of the employers and labor leaders felt that high schools should expand their curricula to include more vocational education programs. Only 5 per cent were opposed to such expansion. *t*-tests calculated from the data in Tables XXX and XXXI revealed no significant differences between the responses of employers and labor leaders.

TABLE XXXI
ATTITUDES TOWARD EXPANSION OF HIGH SCHOOL CURRICULA
TO INCLUDE MORE VOCATIONAL EDUCATION COURSES

Statement: High schools should expand their curricula to include more vocational courses.

Number and Percentage of Respondents
In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	29	16	74	14	103	14
A	119	66	364	67	483	67
U	10	6	54	10	64	9
D	5	3	27	5	32	4
SD	2	1	3	1	5	1
NR	14	8	24	4	38	5
Total	546		179		725	

t-value = .9614. Not Significant at the .05 level.

The need for the involvement of industry in vocational education. Table XXXII shows the attitudes of employers and labor leaders toward the statement: "Industry is not assuming enough responsibility for vocational education." More than one-half of the respondents were in agreement with this statement; however, the responses of labor differed significantly (.0005 level) from those of employers. Only 44 per cent of the

TABLE XXXII
ATTITUDES TOWARD THE DEGREE OF RESPONSIBILITY
BEING ASSUMED BY INDUSTRY FOR
VOCATIONAL EDUCATION

Statement: Industry is not assuming enough responsibility for providing vocational education.

Response Category	Number and Percentage of Respondents In Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	43	8	53	30	96	13
A	199	36	89	50	288	40
U	144	30	22	12	166	23
D	125	23	5	3	130	18
SD	27	5	9	5	36	5
NR	8	1	1	1	9	1
Total	546		179		725	

t-value = 7.9715. Significant at the .0005 level.

employers were in agreement with the statement, as opposed to 80 per cent of the labor leaders. Furthermore, only 8 per cent of the employers strongly agreed that industry was not assuming enough responsibility whereas 30 per cent of the labor leaders so responded. Further reflective of the differences between the two groups was the fact that 28 per cent of the employers felt that industry was assuming sufficient responsibility for vocational education, while only 8 per cent of the labor leaders indicated this as their attitude. One-third of the employers were undecided about the matter, as opposed to only 12 per cent of the labor leaders. Labor was clearly much more critical of the degree of industrial involvement in vocational education than were employers.

Both employers and labor leaders strongly supported cooperation between schools and industry in providing vocational education. As reflected in Table XXXIII, more than 90 per cent of the respondents (employers, 90 per cent; labor leaders, 93 per cent) felt schools and local industry should work more closely together toward this end. Even though both groups clearly indicated support for more cooperation between schools and industry, there was a significant difference (.005 level) between their degree of support. Labor leaders more strongly supported closer cooperation than did employers. This is evidenced by the

fact that 35 per cent of the labor leaders strongly agreed to the need for closer cooperation, whereas only 20 per cent of the employers so responded. On a related matter, employers and labor leaders were asked to respond to the statement, "I would cooperate

TABLE XXXIII

ATTITUDES TOWARD WHETHER SCHOOLS AND INDUSTRY SHOULD
WORK TOGETHER TO PROVIDE VOCATIONAL EDUCATION

Statement: Schools and local industry should work more closely together to provide vocational education.

Number and Percentage of Respondents
In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	111	20	63	35	174	24
A	383	70	104	58	487	57
U	24	4	6	3	30	4
D	12	2	2	1	14	2
SD	3	1	2	1	5	1
NR	13	2	2	1	15	2
Total	546		179		725	

t-value = 3.0543. Significant at the .005 level.

with others in order to develop the best vocational education program for this county."

Table XXXIV shows that 90 per cent of the 725 respondents indicated they were willing to cooperate toward this end. No respondents indicated that they would not cooperate, and only 7 per cent were undecided.

TABLE XXXIV

RESPONDENTS' WILLINGNESS TO WORK WITH OTHERS TO DEVELOP
THEIR RESPECTIVE COUNTY'S VOCATIONAL
EDUCATION PROGRAMS

Statement: I would cooperate with others in order to develop the best vocational education program for this county.

Response Category	Number and Percentage of Respondents In Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	90	16	43	24	133	18
A	399	73	123	69	522	72
U	40	7	8	4	48	7
D	2	0	1	1	3	0
SD	0	0	1	1	1	0
NR	15	3	3	2	18	2
Total	546		179		725	

t-value = 1.9297. Significant at the .05 level.

The need for greater financial support. As previously reported, the respondents most frequently mentioned lack of money as the reason why there was not more vocational education in public schools (see Table XXVII). In exploring this problem further, it was found that more than 70 per cent of the respondents reported that they felt more money would be required before their respective counties could develop what they considered to be effective vocational education programs. This constituted 71 per cent of the employers and 80 per cent of the labor leaders. Only 4 per cent of the employers disagreed that this would be necessary, and only 2 per cent of the labor leaders did so. Only two employers strongly disagreed. Of the two groups, labor more strongly felt that additional funds would be required to develop effective programs. This was reflected by the fact that 21 per cent of the labor leaders strongly agreed with this point of view, while only 12 per cent of the employers did so. Also, the per cent of employers undecided about the matter exceeded the per cent of labor leaders undecided (22 per cent of the former, as opposed to 16 per cent of the latter). The difference between the responses of the two groups was significant at the .0005 level. These data appear in Table XXXV.

TABLE XXXV

ATTITUDES TOWARD THE NEED FOR MORE FUNDS IN ORDER
TO DEVELOP EFFECTIVE VOCATIONAL EDUCATION PROGRAMS

Statement: More funds will be needed in order to develop effective vocational education programs in my county.

Number and Percentage of Respondents
In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	67	12	38	21	105	14
A	322	59	106	59	428	59
U	121	22	29	16	150	21
D	20	4	4	2	24	3
SD	2	0	0	0	2	0
NR	14	3	2	1	16	2
Total	546		179		725	

t-value = 3.4947. Significant at the .0005 level.

The role of the county, state, and federal government in financing vocational education. Table XXXVI shows the respondents' attitudes toward the statement: "The State should provide additional funds for financing vocational education in my county." Seventy-two per cent of the 725

respondents indicated agreement with this statement, while only 5 per cent indicated otherwise. In agreement were 71 per cent of the employers and 81 per cent of the labor leaders. Even though both groups agreed that more State funds should be made available, labor

TABLE XXXVI
ATTITUDES TOWARD MORE STATE FUNDS
FOR VOCATIONAL EDUCATION

Statement: The State should provide additional funds for financing vocational education in my county.

Number and Percentage of Respondents
In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per cent	No.	Per Cent	No.	Per Cent
SA	85	16	49	27	134	18
A	298	55	96	54	394	54
U	119	22	29	16	148	20
D	25	5	1	1	26	4
SD	5	1	1	1	6	1
NR	14	3	3	2	17	2
Total	546		179		725	

t-value = 4.0893. Significant at the .0005 level.

leaders were significantly more favorable toward additional State funds than were employers. Twenty-seven per cent of the labor leaders strongly agreed that more State money should be provided, as opposed to only 16 per cent of the employers indicating strong agreement. Also of the 32 people (out of a population of 725) who indicated that they were opposed to additional State funds, 30 were employers and only 2 were labor leaders. More employers were undecided (22 per cent) about the matter than were labor leaders (16 per cent). The difference between the responses of the two groups was significant at the .0005 level.

With regard to the adequacy of present county expenditures for vocational education, Table XXXV I shows that only 4 per cent of the respondents felt that county expenditures for such programs were sufficient. More than one-half (54 per cent) of the respondents did not feel that present county funding of vocational education was at a desirable level. In spite of the fact that the majority of both the employers and labor leaders were critical of present county expenditures, there was a significant difference (.05 level) between their responses. The percentages indicated that labor was the more critical of the two groups. When the respondents were asked if they were satisfied that the local high schools were

TABLE XXXVII
 ATTITUDES TOWARD THE ADEQUACY OF PRESENT COUNTY
 EXPENDITURES FOR VOCATIONAL EDUCATION

Statement: My county is now spending an adequate amount of money on vocational education.

Number and Percentage of Respondents
 In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	2	0	0	0	2	0
A	23	4	6	3	29	4
U	198	36	58	32	256	35
D	235	43	74	41	309	43
SD	57	10	25	14	82	11
NR	31	6	16	9	47	6
Total	546		179		725	

t-value = 1.8475. Significant at the .05 level.

doing all they could with present funds for youth not going to college, one-half expressed dissatisfaction. Only 18 per cent said they were satisfied with present efforts and 27 per cent were undecided. These data appear in Table XXXVIII.

TABLE XXX.III

EMPLOYERS' AND LABOR LEADERS' SATISFACTION WITH
PRESENT COUNTY SCHOOL EXPENDITURES
FOR YOUTH NOT GOING ON TO COLLEGE

Statement: Are you satisfied that the local schools are doing all they can with present funds for youth not going on to four-year college?

Number and Percentage of Respondents
In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	95	17	39	22	134	18
No	273	50	92	57	365	50
Don't Know	161	29	47	26	208	27
NR	17	3	1	1	18	3
Total	546		179		725	

Further reiterating the need for additional county expenditures, Table XXXIX shows that three-fourths of the respondents agreed that more money should be set aside in the county school budget for vocational education. Only 5 per cent of the 725 respondents disagreed with spending additional county funds for such programs. The responses of the two groups did not differ at a significant level.

TABLE XXXIX
ATTITUDES TOWARD WHETHER MORE COUNTY MONEY SHOULD BE
SET ASIDE FOR VOCATIONAL EDUCATION

Statement: There should be more money set aside in the county school budget for vocational education.

Number and Percentage of Respondents
In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	55	10	20	11	75	10
A	353	65	120	67	473	65
U	83	15	12	7	95	13
D	19	3	11	6	30	4
SD	3	1	1	1	4	1
NR	33	6	15	8	58	8
Total	546		179		725	

t-value = .7384. Not significant at the .05 level.

With regard to the use of federal moneys, Table XL shows that some respondents (particularly employers) were somewhat reluctant about the federal government's participation in financing vocational education. Even though the majority of the total sample (53 per cent) agreed that such participation was desirable, it should be noted that

this was comprised of 78 per cent of the labor leaders (20 per cent of which strongly agreed) but only 46 per cent of the employers (only 6 per cent of which strongly agreed). Also, nearly one-third of the employers felt that federal participation in financing vocational education was undesirable, whereas, only 10 per cent of the

TABLE XL
ATTITUDES TOWARD THE DESIRABILITY OF
FEDERAL SUPPORT FOR VOCATIONAL
EDUCATION PROGRAMS

Statement: The use of federal funds to finance vocational education is desirable.

Number and Percentage of Respondents
In Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	33	6	35	20	68	9
A	217	40	104	58	321	44
U	127	23	18	10	145	20
D	115	21	17	9	132	18
SD	39	7	1	1	40	6
NR	15	3	4	2	19	3
Total	546		179		725	

t-value = 8.3452. Significant at the .0005 level.

labor leaders expressed such an attitude. Further reflective of this difference in attitude was the fact that 23 per cent of the employers were undecided, as opposed to only 10 per cent of the labor leaders. These data clearly indicated that labor leaders avored the use of federal funds to finance vocational education; however, the attitudes of employers concerning the use of such moneys was at best dubious. The difference between the responses of the two groups was significant at the .0005 level.

Employers and labor leaders also responded significantly different (.0005 level) as to the necessity of federal funds for vocational education. Most labor leaders felt federal funds were necessary, while employers, for the most part, disagreed or were undecided. Table XLI shows that as a group only 34 per cent of the 725 respondents agreed or strongly agreed that federal aid for support of vocational education was a necessity. However, a separate examination of the responses of the two groups revealed that 52 per cent of the labor leaders felt federal participation was a must, whereas only 28 per cent of the employers expressed such an attitude. Furthermore, only 19 per cent of the labor leaders indicated that they did not feel federal funds were necessary, as compared to 32 per cent of the employers. Thirty-eight per cent of the

employers were undecided about the matter, while only 28 per cent of the labor leaders so responded.

TABLE XLI

ATTITUDES TOWARD THE NECESSITY OF FEDERAL SUPPORT
FOR VOCATIONAL EDUCATION PROGRAMS

Statement: Vocational education programs are so expensive that federal aid is a must for their operation.

Number and Percentage in Each
Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	16	3	22	12	38	5
A	136	25	71	40	207	29
U	207	38	50	28	257	35
D	148	27	31	17	179	25
SD	26	5	3	2	29	4
NR	13	2	2	1	15	2
Total	546		179		725	

t-value = 6.0800. Significant at the .0005 level.

The need for an improved image of vocational education.

Data collected in this investigation revealed that vocational education programs suffered from a low status image. As previously reported in Table XXVII, a low status stereotype was the second most frequently mentioned problem selected by employers as a reason why there were not more vocational education programs in public schools. This reason was the third most frequently mentioned by labor leaders. Further exploring this problem, Table XLII indicates that nearly 60 per cent of the respondents either agreed or strongly agreed that students in vocational education programs were often stereotyped as being of low intelligence and coming from low income families. Only 29 per cent of the 725 participants in this study did not feel this stereotype was prevalent. Eleven per cent were undecided. There was no significant difference between the responses of the two groups.

Even though most of the respondents acknowledged a low status stereotype associated with vocational education students and programs, Table XLIII shows that more than three-fourths of both the employers and labor leaders indicated that they were opposed to counseling bright students against enrolling in vocational education programs. Even though the majority of both categories of respondents expressed this as their attitude, there was a significant

TABLE XLII

ATTITUDES TOWARD VOCATIONAL EDUCATION STUDENTS OFTEN
BEING STEREOTYPED AS BEING OF LOW INTELLIGENCE AND
COMING FROM LOW INCOME FAMILIES

Statement: Students in vocational education programs are often stereotyped as being of low intelligence and coming from income families.

Number and Percentage of Respondents
in Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	35	6	16	9	57	7
A	291	53	84	47	375	52
U	61	11	17	9	78	11
D	130	24	47	26	177	24
SD	20	4	13	7	33	5
NR	9	2	2	1	11	2
Total	546		179		725	

t-value = .9854. Not significant at the .05 level.

difference (.05 level) between the responses of the two groups. The percentages indicated that labor leaders were more opposed to discouraging bright students from entering vocational programs than were employers.

TABLE XLIII
 ATTITUDES TOWARD BRIGHT STUDENTS ENROLLING
 IN VOCATIONAL EDUCATION PROGRAMS

Statement: Bright students, even though interested in the area, should be discouraged from enrolling in vocational education programs.

Number and Percentage of Respondents in Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	15	3	5	3	20	3
A	42	8	13	7	55	8
U	57	9	9	5	60	8
D	338	62	105	59	443	61
SD	74	14	33	18	107	15
NR	26	5	14	8	40	6
Total	546		179		725	

t-value = 1.8247. Significant at the .05 level.

The respondents felt that low status stereotypes associated with vocational education programs could be removed by improving the programs and educating the public of the value and importance of vocational education. As shown in Table XLIV, this was either agreed or strongly

agreed to by 90 per cent of the respondents. However, Table XLV reflected that the great majority of respondents, 89 per cent, did not feel that present efforts to inform parents (publics) of the value of vocational education were

TABLE XLIV

ATTITUDES TOWARD HOW LOW STATUS STEREOTYPES OF
VOCATIONAL PROGRAMS COULD BE REMOVED

Statement: I feel that any "low status" stereotype of vocational education programs could be removed by improving the programs and "educating" the public of the value and importance of vocational education.

Number and Percentage of Respondents
in Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	134	25	62	35	196	27
A	359	66	97	54	456	63
U	31	6	12	7	43	6
D	9	2	4	2	13	2
SD	0	0	2	1	2	0
NR	13	2	2	1	15	2
Total	546		179		725	

t-value = 1.1938. Not significant at the .05 level.

adequate. There was no significant difference between the responses of employers and labor leaders with regard to the data reported in Tables XLIV and XLV.

TABLE XLV
ATTITUDES TOWARD THE NEED TO MAKE PARENTS AWARE
OF THE VALUES OF VOCATIONAL EDUCATION

Statement: I would like to see the values of vocational education made known to more parents than is now the case.						
Number and Percentage of Respondents in Each Category						
Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	96	18	52	29	148	20
A	391	72	108	60	499	69
U	19	3	3	2	22	3
D	6	1	1	1	7	1
SD	1	0	0	0	1	0
NR	33	6	15	8	48	7
Total	546		179		725	
t-value = .1803. Not significant at the .05 level.						

Administration and control of programs. Table XLVI shows the respondents' responses to the statement: "The control of vocational education programs should remain basically in the hands of state and local authorities." As a group, the majority (77 per cent) of respondents either agreed or strongly agreed with this statement. However,

TABLE XLVI
ATTITUDES TOWARD WHO SHOULD CONTROL
VOCATIONAL EDUCATION PROGRAMS

Statement: The control of vocational education programs should remain basically in the hands of the state and local authorities.						
Number and Percentage of Respondents in Each Category						
Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	124	23	13	7	137	19
A	336	62	86	48	422	58
U	50	9	26	15	76	10
D	15	3	43	24	98	14
SD	7	1	9	5	16	2
NR	14	3	2	1	16	2
Total	546		179		725	
t-value = 7.7881. Significant at the .0005 level.						

closer examination of the data revealed that 85 per cent of the employers responded positively toward state and local control, whereas only 55 per cent of the labor leaders so responded. It was also noted that only 4 per cent of the employers did not agree that state and local authorities should have primary control of programs while nearly 30 per cent of the labor leaders indicated such attitudes. Fifteen per cent of the labor leaders were undecided about their attitudes toward this issue, while only 9 per cent of the employers were undecided. The difference between the responses of the two groups was significant at the .0005 level. It was evident that even though the majority of both groups felt the control of vocational programs should remain with state and local authorities, employers clearly supported state and local control more so than did labor leaders.

When asked if they felt vocational education programs were subject to too much federal control, the responses of employers and labor leaders again differed at a significant level (.0005). Of the two groups, employers were more undecided or more critical of the degree of federal control over vocational programs than were labor leaders. As shown in Table XLVII, one-half of the employers said they were undecided, 28 per cent felt the federal government exercised excessive controls, and only 17 per cent felt that this degree of control was not excessive. On

the other hand, only 12 per cent of the labor leaders felt there was too much control by the federal government and 41 per cent were undecided. A large number of the labor leaders, 44 per cent, indicated that they approved of the degree of federal control over vocational education programs.

Table XLVIII shows that the overwhelming majority of respondents, 88 per cent, felt that the degree of success

TABLE XLVII

ATTITUDES TOWARD WHETHER VOCATIONAL EDUCATION PROGRAMS
ARE SUBJECT TO EXCESSIVE FEDERAL CONTROL

Statement: Vocational education programs are subject to too much federal control.

Number and Percentage of Respondents
in Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	35	6	5	3	40	6
A	120	22	17	9	137	19
U	289	53	74	41	363	50
D	80	15	67	37	147	20
SD	9	2	13	7	22	3
NR	13	2	3	2	16	2
Total	546		179		725	

t-value = 6.8833. Significant at the .0005 level

of local programs of vocational education was largely dependent upon the degree to which administrators encouraged and supported such programs. Only 8 per cent were undecided about this matter, and only 2 per cent of the respondents disagreed. The responses of the two groups did not differ at a significant level.

TABLE XLVIII

ATTITUDES TOWARD WHETHER THE SUCCESS OF LOCAL VOCATIONAL EDUCATION PROGRAMS IS DEPENDENT LARGELY UPON THE DEGREE TO WHICH ADMINISTRATORS ENCOURAGE AND SUPPORT THE PROGRAM

Statement: The success of local vocational education programs depends largely upon the degree to which administrators encourage and support the programs.

Response Category	Number and Percent of Respondents in Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	85	16	19	11	106	15
A	382	70	144	80	526	73
U	53	10	8	4	61	8
D	10	2	5	3	15	2
SD	0	0	1	1	1	0
NR	16	3	2	1	18	2
Total	546		179		725	

t-value = .3669. Not significant at the .05 level.

Vocational education teachers' salaries. As previously reported in Table XXVII, a lack of qualified teachers was perceived by employers and labor leaders to be a major reason why there was not more vocational education in public schools. This problem was the second most frequently mentioned by labor leaders and the third most often mentioned by employers. The attraction of quality teaching personnel has been a serious problem for both vocational and general education. The existence of this condition has frequently been associated with inadequate teacher salaries. This has been a particularly serious problem in vocational education since many vocational teachers must first of all be highly skilled craftsmen in their respective fields, and thus, as a rule, are able to earn better salaries practicing their trade than by teaching.

Concerning the problem of attracting quality vocational teachers, respondents were asked to express their attitude toward paying vocational teachers higher salaries than academic teachers. The first statement to which participants were asked to respond stated simply, "The salary of a vocational teacher should exceed that of an academic teacher." The majority of employers (54 per cent) and a large number of labor leaders did not agree with the statement. Only 15 per cent of the respondents felt vocational teachers should be paid higher salaries than academic teachers; however, it should be noted that a sizable number (28 per cent) of the

respondents were undecided about this issue. There was no significant difference between the responses of the two groups. These data appear in Table XLIX.

TABLE XLIX

ATTITUDES TOWARD THE SALARY OF A VOCATIONAL TEACHER
EXCEEDING THAT OF AN ACADEMIC TEACHER

Statement: The salary of a vocational teacher should exceed that of an academic teacher.

Number and Percentage of Respondents
in Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	14	3	2	1	16	2
A	64	12	30	17	94	13
U	146	28	57	32	203	28
D	266	49	70	39	336	46
SD	29	5	6	3	35	5
NR	27	5	14	8	41	6
Total	546		179		725	

t-value = .2738. Not significant at the .05 level.

When the context of the statement concerning vocational teachers' salaries was changed to, "The salary schedules for vocational education teachers will have to be higher than those of academic teachers in order to attract qualified people from business and industry," a different response was generated. In this context, respondents were considerably less opposed to paying vocational teachers higher salaries. More than 30 per cent of the respondents supported such action, while 39 per cent opposed it, and 26 per cent were undecided. While neither a majority of the employers nor of the labor leaders responded favorably or unfavorably toward this issue, labor leaders were substantially more favorable and less opposed than were employers to paying vocational teachers higher salaries than those paid to academic teachers. Only 27 per cent of the employers indicated agreement with such policy, while 40 per cent of the labor leaders did so. Also, 41 per cent of the employers expressed disagreement with such a policy, while only 33 per cent of the labor leaders expressed opposition. The difference between the responses of the two groups was significant at the .005 level. These data appear in Table L.

Vocational education and dropouts. One argument frequently stated for offering vocational education in secondary schools is that it offers students a choice or variety of

TABLE I
 WILL THE SALARY SCHEDULES FOR VOCATIONAL EDUCATION
 TEACHERS HAVE TO BE HIGHER THAN THOSE OF
 ACADEMIC TEACHERS IN ORDER TO ATTRACT
 QUALIFIED PEOPLE FROM BUSINESS
 AND INDUSTRY

Statement: The salary schedules for vocational education teachers will have to be higher than those of academic teachers in order to attract qualified people from business and industry.

Number and Percentage of Respondents
 in Each Category

Response Category	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	30	5	12	7	42	6
A	120	22	59	33	179	25
U	135	30	47	26	192	26
D	205	38	55	31	260	36
SD	15	3	3	2	18	3
NR	11	2	3	2	14	2
Total	546		179		725	

t-value = 2.6446. Significant at the .005 level.

courses which may be taken in lieu of strictly academic courses. Another argument is that vocational education is practical and usable for the students. Both of these arguments are often given to illustrate how high schools can

increase their "holding power" by offering a wide variety of educational programs -- vocational, as well as general. Table LI shows the attitudes of employers and labor leaders with regard to this matter. Sixty-five per cent of the respondents either agreed or strongly agreed that the failure of schools to offer students programs diverse enough to meet varying needs, interests, and abilities of

TABLE LI
ATTITUDES TOWARD THE FAILURES OF SCHOOLS TO OFFER
A WIDE VARIETY OF PROGRAMS BEING A MAJOR
CAUSE OF DROPOUTS

Statement: A major cause of dropouts is the failure of the schools to offer programs diverse enough to meet the needs, interests, and abilities of all students.

Response Category	Number and Percentage of Respondents in Each Category					
	Employers		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	73	13	42	23	115	16
A	281	51	77	43	358	49
U	87	16	14	8	101	14
D	59	11	25	14	84	12
SD	17	3	7	4	24	3
NR	29	5	14	8	43	6
Total	546		179		725	

all students was a major cause of dropouts. Only 15 per cent of the sample did not agree with this position, while 14 per cent were undecided. Furthermore, 77 per cent of the respondents felt that public schools had an obligation to provide dropouts with occupational training. This was only opposed by 14 per cent of the 725 respondents. These data appear in Table LII.

TABLE LII

ATTITUDES TOWARD SCHOOLS' RESPONSIBILITY FOR PROVIDING
DROPOUTS WITH OCCUPATIONAL TRAINING

Statement: Public schools have no obligation for providing school dropouts with training for an occupation.

Number and Percentage of Respondents
in Each Category

Response Category	Employer		Labor Leaders		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	6	1	9	5	15	2
A	66	12	23	13	89	12
U	41	7	16	9	57	8
D	311	57	70	39	381	53
SD	112	21	59	33	171	24
NR	10	2	2	1	12	2
Tota.	546		179		725	

There was no significant difference between the responses of the two groups with regard to the attitudes they expressed toward vocational education for dropouts.

Employer preference for vocational education graduates.

Table LIII shows the degree to which employers were satisfied with the vocational education graduates which they had employed. Only 2 per cent of the respondents reported dissatisfaction with graduates of secondary level vocational education programs and

TABLE LIII

EMPLOYERS' SATISFACTION WITH EMPLOYEES WHO HAD VOCATIONAL TRAINING AS PART OF THEIR HIGH SCHOOL PROGRAM

Number and Percentage of Respondents in Each Category		
Degree of Satisfaction	Number	Per Cent
Well Satisfied	170	31
Moderately Satisfied	194	35
Dissatisfied	11	2
Uncertain	47	9
No Such Employees	112	20
No Response	12	2
Total	546	

9 per cent were undecided. The remainder of those who employed such persons said they were moderately to well satisfied. Twenty per cent reported that they had no employees with such preparation. Perhaps even more significant is the fact that more than three out of four employers said that, generally speaking, they would prefer to hire graduates of vocational education programs. Only 3 per cent of the respondents responded negatively and 18 per cent were undecided. These latter data appear in Table LIV.

TABLE LIV
EMPLOYERS' PREFERENCE FOR HIRING VOCATIONAL
EDUCATION GRADUATES

Statement: Generally speaking, would you as an employer prefer to hire graduates of a vocational education program?		
Response Category	Number and Percentage of Repondents in Each Category	
	Number	Per Cent
Yes	414	76
No	16	3
Undecided	98	13
No Response	18	3
Total	546	

III. SUMMARY OF THE CHAPTER

The Chapter began with an introduction concerning the method of presenting and reporting the data collected in this investigation. This introduction was followed by a description of sample. A total of 1,628 persons (1,228 employers, 400 labor leaders) were sent survey instruments designed to measure some of their attitudes toward vocational education. A total of 725 persons, or 45 per cent of the population surveyed, returned usable questionnaires. This included 546 employers (44 per cent rate of return) and 179 labor leaders (45 per cent rate of return).

More than 80 per cent of those responding were thirty-five years of age or older. More than one-half were over the age of forty-four. Most respondents were in the age interval of forty-five to fifty-four. The respondents had had a great deal of experience in their respective areas, and more than 60 per cent had been associated with business, industry, or labor for more than a score of years. About 60 per cent of the respondents reported they had had some type of experience with vocational education programs. More employers reported such experiences than did labor leaders.

There was a wide range in the size of the firms which the responding employers represented. More than one-fourth of the firms employed 200 or more persons, 63 per cent

employed at least 100 persons, and one-half employed fifty or more persons. One-third of the firms represented employed from ten to forty-nine employees, while 16 per cent employed less than ten persons. Thus, not only were some of the major employers in West Virginia represented in this study, but firms of moderate and small size were also involved. Nearly 60 per cent of the employers estimated that fewer than one out of ten of their employees had received vocational education while in high school. Twenty per cent estimated this number to be from 10 to 19 per cent and only 10 per cent estimated it to be as high as 40 per cent or more of their employees.

The second section of Chapter II was concerned with some of the attitudes which employers and labor leaders held toward vocational education in the secondary schools of West Virginia. The respondents clearly indicated that they felt vocational education programs were of much value and importance. Nearly three-fourths of the respondents felt such programs were a major solution to the problem of unemployment, and 88 per cent felt good vocational education programs aided in introducing new industry to an area. The respondents strongly felt that the cost of vocational education programs could be justified in terms of the number of students they made useful members of society. The respondents felt that providing students with skills for earning a living was just as important as providing them

with skills for social living. Labor significantly favored this point of view more so than did employers. The majority of respondents did not feel that it was more important to use students' time for basic education than for vocational education. Only 18 per cent of the respondents indicated that they felt otherwise. Of the two groups, labor was significantly more opposed to this point of view than were employers.

The respondents clearly indicated that they felt preparation of youth for employment was rightfully a function of secondary schools. When asked where vocational education programs should be made available, respondents most frequently mentioned secondary schools both in the form of comprehensive high schools and area vocational schools. Post-secondary area vocational schools were also frequently mentioned by respondents. There was little support for delaying occupational education to the college or university level. However, there was no consensus among the respondents as to whether they felt vocational programs would be more effective at the secondary level or at the post-secondary level. Further reflective of their support for vocational education in high schools was the fact that nearly 90 per cent of the respondents said they were "thoroughly sold" on offering such programs in secondary schools. Labor responded significantly more positive toward this position than did employers.

The great majority of the respondents, 90 per cent, believed that the county school system should provide a wide variety of vocational programs in secondary schools in order to meet the needs and abilities of students who do not (or cannot) go to college. However, again, even though both groups overwhelmingly favored this action on the part of county school systems, labor favored it significantly more so than did employers. When asked if they felt high schools were presently assuming enough responsibility for vocational education, only 8 per cent indicated they were satisfied with present efforts. Almost half of the respondents felt that most all students were interested in receiving some degree of vocational education in high school. More than 70 per cent felt many more students would enroll in vocational education programs if programs were more diverse and extensive.

Respondents were given seven allegations which are commonly made against vocational education in secondary schools, and were asked to indicate their attitudes toward these criticisms. The first allegation stated: "Vocational education is too costly in terms of time, money, and effort." Only 2 per cent of the respondents supported this claim. The second allegation stated: "Vocational education programs cannot possibly prepare high school students for the wide range of job opportunities available

to them." Nearly 70 per cent of the respondents either disagreed or strongly disagreed with this assertion. Only 19 per cent of the 725 respondents supported this claim. The respondents also rejected the claim that high school students were too immature to profit from vocational education programs.

Another allegation charged that "students who take vocational education programs in high school often lack too many other scholastic skills." A plurality of respondents, 42 per cent, disagreed with this statement; however, 28 per cent supported it and an equal per cent were undecided. Labor leaders were significantly more opposed to the charge than were employers. With regard to the assertion that "taking a vocational education program hinders students from further education after high school," only 10 per cent of the respondents indicated support of this charge. The sixth allegation stated that on the job training made vocational education in high school unnecessary. Only 4 per cent of the respondents expressed agreement with this position.

The seventh and final allegation toward which employers and labor leaders were asked to respond stated simply, "Present vocational education programs are not effectively preparing students for today's world of work." This was the only allegation which the majority of respondents (52 per cent) supported. More than one-fourth of the participants

were undecided about the adequacy of present programs. This was felt to be a very significant finding, particularly in light of the enthusiastic support which respondents had previously indicated.

In exploring perceived needs and inadequacies in present vocational education programs, participants were asked why there was not more vocational education in public schools. The three most frequently mentioned reasons were: (a) lack of money for support, (b) lack of qualified teachers, and (c) a low status stereotype associated with vocational education programs. The respondents were also critical of the degree of variety of vocational education programs offered by their respective counties. Labor was the more critical of the two groups. A plurality of respondents said that the opportunities for students to participate in vocational education programs were not comparable with opportunities to pursue college preparatory programs. The respondents said that present programs were not diverse and extensive enough to meet students' needs and that high schools should expand their curricula to include more vocational education programs.

There was also a need expressed for industry to assume a greater responsibility for providing vocational education. Labor leaders expressed this attitude significantly more so than did employers. The respondents felt that there

should be closer cooperation between industry and schools in providing vocational programs. Again, labor was the group favoring this position the most. Nearly 90 per cent of the 725 respondents said they were willing to cooperate with others in order to provide the best vocational education program for their counties. Labor agreed to such cooperation more so than did employers.

The respondents clearly indicated that they felt more funds would be required if effective programs of vocational education were to be developed. There was strong support for additional state and county funds. Although both groups favored increased funding, labor was the more favorable of the two groups. With regard to the use of federal funds, the majority of labor leaders felt federal money for support of vocational education was both desirable and necessary, while only a plurality of the employers felt such funds were desirable, and a minority felt they were necessary. This difference in attitudes was significant at the .0005 level.

The respondents indicated that they felt vocational education students and programs suffered from a low status image. The majority of the respondents said that vocational education students were often stereotyped as being of low intelligence and coming from low income families. Employers and labor leaders felt that such low status stereotypes could be removed by improving programs and by educating

parents (publics) of the value and importance of vocational education. However, respondents did not feel that an adequate program of public information presently existed.

With regard to control of vocational programs, both groups of respondents favored state and local control, employers significantly more so than labor leaders. Although a majority of neither group felt the federal government exercised too much control over programs, employers were clearly more inclined than labor leaders to believe this was so. Both groups felt that the success of local programs of vocational education largely depended upon the degree to which administrators encouraged and supported such programs.

Neither of the two groups felt that vocational teachers should be paid a higher salary than regular teachers; however, there was an indication of an awareness that higher salaries for vocational teachers might be necessary in order to attract qualified teachers from the ranks of business and industry.

Concerning dropouts, the respondents felt that a major cause of this problem was the failure of the schools to provide programs diverse enough to meet the needs, interests, and abilities of all students. Also, the respondents believed that the public schools had an obligation to provide dropouts with training for an occupation.

Of those who employed high school graduates of vocational education programs, the great majority said they were satisfied with these persons' job performances. In fact, more than three-fourths of the employers said that, generally, they preferred to employ graduates of vocational education programs.

CHAPTER III

SUMMARY AND CONCLUSIONS

I. SUMMARY

The purpose of this study was to determine some of the attitudes toward vocational education in the secondary schools of West Virginia which were held by employers and labor leaders in the state. This study was the second of a series. An earlier parallel study dealt with the attitudes of school administrators and boards of education members.

Specifically, this investigation was designed to determine the attitudes of business, industrial and labor leaders in relation to (1) the value and importance of vocational education in the secondary schools, (2) the secondary schools' role in providing vocational education, (3) the degree to which they tend to support presently existing secondary school vocational education programs and the expansion of same, and (4) the perceived present and future needs of vocational education programs at the secondary school level.

In accordance with the purpose of this study, 1,228 employers randomly chosen from several sources and approximately 400 labor leaders listed with the West Virginia Federation of Labor were mailed survey instruments. A 44 per cent rate of

returns was achieved from the former group while 45 per cent of the latter responded.

II. CONCLUSIONS

Based on the findings of this investigation, it was concluded that business, industry, and labor leaders in West Virginia held the following attitudes toward vocational education.

1. Vocational education was considered to be of much value and importance. It was felt to be a major solution to the problem of unemployment as well as an important factor in the attraction of new industries to an area. From the standpoint of the student, it was felt that teaching students the skills for earning a living was just as important as teaching them skills of social living. It was not felt that schools should concentrate on providing students with a sound basic education at the expense of not providing them with sound vocational education.
2. Vocational education was considered to be a rightful part of the secondary school. There was strong support for vocational programs being made available in both comprehensive

high schools and area vocational schools. Even though there was no consensus among respondents with regard to whether vocational programs would be more successful at secondary or post-secondary level, the overwhelming majority of business, industrial, and labor leaders reported they were "thoroughly sold" on offering vocational education programs in high school and would cooperate with others in order to develop the best vocational education program possible for their respective counties.

3. Business, industry, and labor leaders felt that almost all students were interested in receiving some degree of vocational education in high school. They felt that county school systems should provide a wide variety of vocational education programs at the secondary level to fit the needs and abilities of students not going on to college. They felt that many more students would enroll in vocational education programs if the programs were more diverse and/or extensive. They felt that, presently, neither high schools nor industry were assuming

enough responsibility for vocational education and that the two should work more closely together to do so.

4. The respondents did not consider vocational programs to be too costly in terms of time, money, and effort; and in fact, they felt that the cost of vocational education programs could be justified by the number of students it made useful members of society.
5. Even considering the wide range of job opportunities available, the respondents still felt that it was possible for high schools to provide the occupational training programs needed by students. While there was no majority consensus with regard to the nature of this training, a plurality of both employers and labor leaders felt that programs should be of a rather specific nature.
6. Employers had no consensus opinion as to whether or not vocational education students often lack too many other scholastic skills; however, the majority of the labor leaders did not feel this was true of vocational

education students. Even though there was a difference of opinion with regard to this matter, neither employers nor labor leaders were opposed to expanding vocational education programs. Furthermore, neither group felt that taking vocational education programs in high school hindered students from further education after high school.

7. Employers and labor leaders felt that high school students were mature enough to profit from vocational education programs. They did not feel that the possibilities of the student receiving on-the-job training after high school made vocational education unnecessary in the secondary school.
8. The needs of vocational education programs were considered to be so great that present programs were not considered adequate. Only a small proportion of the respondents felt that their county offered a wide variety of vocational programs. Likewise a small number felt that the opportunities of students to participate in vocational education were comparable with opportunities to participate in the college preparatory curriculum.

The employers and labor leaders in this study felt that present programs lacked the diversity and extensiveness to adequately serve the needs of students and that high schools expand their curricula to include more vocational education courses.

9. Employers and labor leaders felt that three of the main reasons why there were not more vocational programs in public schools were (1) lack of money for support of programs, (2) lack of qualified teachers, and (3) a "low status" stereotype associated with vocational education programs. Labor leaders were much more inclined than employers to charge that the lack of job opportunities for vocational education graduate was a significant reason why there were not more vocational education programs in public schools. Only a very small portion of those who actually employed persons (business and industrial leaders) felt that there was a lack of job opportunities for vocational graduates.

10. Employers and labor leaders felt there was a definite need for increased financial support for vocational education programs. This was considered to be requisite to the development of effective programs. There was strong support for increased financial support from both the state and county level. Labor leaders tended to regard the use of federal funds for vocational education financing as both necessary and desirable while the reverse was true for employers.
11. Both employers and labor leaders felt that vocational education students were often stereotyped as being of low intelligence and coming from low income families; however, neither group felt that bright students should be discouraged from enrolling in such programs. The respondents were of the opinion that undesirable stereotypes of vocational education programs could be removed by improving programs and by "educating" the public of the value and importance of vocational education. In particular, the respondents strongly indicated that they would like to see the values of vocational education made known to more parents than is now the case.

12. With regard to the administration of vocational education, the respondents, particularly the employers, felt control of programs should remain basically in the hands of state and local authorities. Both groups strongly felt that the success of local programs largely depended on the degree to which local administrators encouraged and supported such programs. Neither group of respondents had a majority opinion as to whether or not vocational education programs were subject to too much federal control; however, employers were clearly much more disapproving of the degree of federal control than were labor leaders. In essence, all data concerning federal participation in vocational education programs indicated that employers looked upon such participation considerably more reluctantly than did labor leaders. The latter group, for the most part tended to support such participation.

13. Concerning the salary of vocational education teachers, neither group felt that vocational teachers should be paid higher wages than academic teachers; however, there was some indication that the respondents felt this

might be necessary in order to attract qualified persons from business and industry to serve as vocational education teachers.

14. With regard to school dropouts, both categories of respondents felt that a major cause of dropouts was the failure of schools to offer programs diverse enough to meet the needs, interests, and abilities of all students. Employers and labor leaders felt strongly that the public schools had an obligation to provide school dropouts with occupational training programs.
15. Employers who had employed vocational educational graduates were moderately to well satisfied with these persons' job performances. The overwhelming majority of employers involved in this study reported that they would, in general, prefer to hire graduates of vocational education programs.

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APPENDICES

APPENDIX A

LETTER TO RESEARCH COORDINATING UNITS FOR VOCATIONAL
EDUCATION REQUESTING INFORMATION CONCERNING
SIMILAR ATTITUDE STUDIES

August 1, 1967

Dear :

The West Virginia RCU is about to begin a study of The Viewpoints of School Administrators and Board of Education Members Regarding Vocational Education in the Secondary Schools of West Virginia. We are interested in securing any data that you might have concerning this topic whether they be questionnaire forms, completed reports, or merely suggestions.

If you have any information which you feel will be of interest or value in conducting such a study, please send it to West Virginia Research Coordinating Unit, Box 174, Marshall University, Huntington, West Virginia 25701.

Thank you very much for your time and consideration.

Sincerely yours,

/s/ Charles Divita, Jr.

Charles Divita, Jr.

APPENDIX B

LETTERS REQUESTING PERMISSION TO USE PORTIONS
OF SURVEY INSTRUMENTS DEVELOPED
BY OTHER RESEARCHERS

August 8, 1967

Dr. Frank J. Woerdehoff
Department of Education
Purdue University
Lafayette, Indiana 47907

Dear Dr. Woerdehoff:

The West Virginia Research Coordinating Unit for Vocational Education is about to begin a study of the attitudes of school administrators and boards of education members toward vocational education.

During the search for related literature, your article entitled "A Study of the Viewpoints Held by School Administrators Regarding Vocational Education in the Secondary School" was found in the Journal of Experimental Education.

The RCU would like to request copies of and permission to use the various survey instruments employed in your investigation. Any advice or other information which you feel would be helpful in conducting such a study will be appreciated.

Thank you for your time and consideration.

Sincerely yours,

WEST VIRGINIA RESEARCH
COORDINATING UNIT FOR
VOCATIONAL EDUCATION

/s/ Charles Divita, Jr.

Charles Divita, Jr.

August 7, 1967

Dr. Ralph C. Wenrich
University of Michigan
Ann Arbor, Michigan

Dear Dr. Wenrich:

The West Virginia Research Coordinating Unit is about to begin a study of Attitudes of School Administrators and Boards of Education Members Regarding Vocational Education in the Secondary Schools of West Virginia. At the present time, the RCU is in the process of collecting data for construction of a questionnaire for use in the study.

During the search for questionnaire material, your article entitled "Vocational Education As Perceived by Different Segments of the Population" was found in the ERIC Catalog. I have since ordered a microfiche copy of your study (University of Michigan Cooperative Research Project 1577).

I would appreciate it very much if you would grant the West Virginia RCU permission to use parts of your instrument in this study.

Thank you for your time and consideration.

Sincerely yours,

WEST VIRGINIA RESEARCH
COORDINATING UNIT FOR
VOCATIONAL EDUCATION

/s/ Charles Divita, Jr.

Charles Divita, Jr.

APPENDIX C
QUESTIONNAIRES SENT TO LABOR LEADERS
AND EMPLOYERS

LABOR

Date _____

PART I

Directions: Circle the letter which corresponds to your answer.

1. How long have you been a member of organized labor?
 - (a) 0-4 years
 - (b) 5-9 years
 - (c) 10-14 years
 - (d) 15-19 years
 - (e) 20 years or more

2. What is your approximate age?
 - (a) 24 or younger
 - (b) 25-34
 - (c) 35-44
 - (d) 45-55
 - (e) 55 or older

There appears to be no definition that everyone will agree to. For the purposes of this study Vocational Education will mean the following: *public school instruction that develops the basic skills, judgment, and job-related knowledge, sufficient to prepare youth for full-time employment in business, agriculture, trade, industry, and other occupational areas.*

College Preparatory Education will mean the following: *(1) a sequence of subjects or group of courses prerequisite for college enrollment; (2) a body of educative activities and experiences (in secondary education) prescribed for pupils who wish to enroll at institutions of higher learning.*

3. How familiar are you with vocational course offerings in local schools?
 - (a) quite familiar
 - (b) fairly familiar
 - (c) slightly familiar
 - (d) not familiar

4. What experience have you had with vocational education programs?
 - (a) student of adult vocational course
 - (b) teacher of apprenticeship class

4. Continued:

- (c) other (specify) _____
 (d) member of craft advisory committee
 (e) no experience

5. Are you satisfied that the local high schools are doing all they can with present funds for youth not going on to four-year colleges?

- (a) yes (b) no (c) don't know

6. Are the high school educational opportunities for vocational students and college preparatory students equal?

- (a) yes (b) no (c) don't know

7. Do you think it would be a good idea for a girl or a boy, who is average or a little brighter and interested in the world of work, to go into vocational education?

- (a) yes (b) no (c) don't know

8. Why do you feel there isn't more vocational training in the public schools? (Circle all that apply)

- (a) lack of student demand for vocational training in high school
 (b) lack of money for support of vocational education programs
 (c) lack of job opportunities for vocational education graduates
 (d) lack of qualified teachers
 (e) "low status" stereotyped associated with vocational education program

An Area Vocational School may be defined: as a vocational school offering training in vocational areas and which serves more than one high school in one or more counties.

9. Where do you feel vocational (trade) education programs should be in our educational system?
- (a) as part of the high school
 - (b) in an area vocational high school
 - (c) in colleges or universities
 - (d) in an area vocational post high school (community college, technical school)
 - (e) privately or individually owned vocational schools
10. Who should provide for the financing of vocational education programs?
- (a) the county school system
 - (b) the state government
 - (c) the federal government
 - (d) combination of the above (specify) _____
11. In your opinion, who should provide most of the money required for vocational education programs?
- (a) local school system
 - (b) state government
 - (c) federal government
 - (d) combination of the above (specify) _____

PART II* ATTITUDES TOWARD VOCATIONAL EDUCATION

Directions: On the next pages you are to circle the response which corresponds most closely to your feelings about vocational education in the secondary schools of West Virginia.

Example: Some high school students are too undisciplined to employ.

SA A U (D) SD

Key: SA = Strongly Agree U = Uncertain
A = Agree D = Disagree
SD = Strongly Disagree

This person disagrees with the item to some extent and has indicated this by circling "D" (Disagree).

Do not spend too much time on any particular item. There are no right or wrong answers. Merely circle the abbreviation which most nearly indicates your true feeling. When your feeling falls between two choices, select the closer one. Please answer every time.

Note: All individual responses will be combined into statistical tables, thus all replies are confidential.

BEGIN HERE: Circle One

- 1. Vocational education is a major answer to the problem of unemployment. SA A U D SD
- 2. Vocational education is too costly in terms of money, time and effort. SA A U D SD

*NOTE: Part II was a common part of each category of respondents' questionnaire; therefore, it has only been presented here with the labor leaders' questionnaire and not with the employers' questionnaires so as to avoid duplication.

3. High school students who want to take vocational education programs are usually not mature enough to profit from them. SA A U D SD
4. Good vocational education programs in schools will aid in attracting new industries to an area. SA A U D SD
5. Vocational education programs cannot possibly prepare high school students for the wide range of job opportunities available to them. SA A U D SD
6. Taking a vocational education program hinders students from further education after high school. SA A U D SD
7. The county school system should provide a wide variety of vocational programs at the secondary level to fit the needs and abilities of the student not going to college. SA A U D SD
8. Vocational education makes enough students useful members of society to justify its cost. SA A U D SD
9. Industry is not assuming enough responsibility for providing vocational education. SA A U D SD
10. Providing high school students with skills for earning a living is as important as skills for social living. SA A U D SD
11. It is more important to provide students with a sound basic education than to use their time for vocational education. SA A U D SD
12. High schools should expand their curriculum to include more vocational courses. SA A U D SD
13. The present vocational education programs provided in my county are not diverse and extensive enough to serve the needs of the students. SA A U D SD

14. Almost all students are interested in receiving some degree of vocational education in high school. SA A U D SD
15. Bright students, even though interested in the area, should be discouraged from enrolling in vocational education programs. SA A U D SD
16. Vocational education at the secondary level should be of a broad general nature rather than preparing for a specific occupation. SA A U D SD
17. High schools are not assuming enough responsibility for providing vocational education. SA A U D SD
18. The salary of a vocational teacher should exceed that of an academic teacher. SA A U D SD
19. Vocational education in high school is unnecessary since students can receive vocational training while on the job. SA A U D SD
20. There should be more money set aside in the county school budget for vocational education. SA A U D SD
21. Many more students would enroll in vocational education programs if the programs offered were more diverse and/or extensive. SA A U D SD
22. I would like to see the values of vocational education made known to more parents than is now the case. SA A U D SD
23. My county provides a wide variety of vocational programs. SA A U D SD
24. I am opposed to expanding vocational education programs when so many students need the basic subjects. SA A U D SD
25. My county is now spending an adequate amount of money on vocational education. SA A U D SD

26. My county is now doing an adequate job of informing the parents of the importance and value of vocational education. SA A U D SD
27. Present vocational education programs are not effectively preparing students for today's world of work. SA A U D SD
28. A major cause of dropouts is the failure of the schools to offer programs diverse enough to meet the needs, interests, and abilities of all students. SA A U D SD
29. Students in vocational education programs are often stereotyped as being of low intelligence and coming from low income families. SA A U D SD
30. I feel that any "low status" stereotype of vocational education programs should be removed by improving the programs and "educating" the public of the value and importance of vocational education. SA A U D SD
31. Public schools have no obligations for providing school dropouts with training for an occupation. SA A U D SD
32. The salary schedules for vocational education teachers will have to be higher than those of academic teachers in order to attract qualified people from business and industry. SA A U D SD
33. The students who take vocational education programs in high school often lack too many other scholastic skills. SA A U D SD
34. Vocational education in high school does an adequate job of preparing students for entrance into an occupation. SA A U D SD
35. Schools and local industry should work more closely together to provide vocational education. SA A U D SD

36. Vocational education programs are subject to too much federal control. SA A U D SD
37. Vocational education programs are so expensive that federal aid is a must for their operation. SA A U D SD
38. The control of vocational education programs should remain basically in the hands of State and local authorities. SA A U D SD
39. Vocational training programs would be more successful at the post-secondary level than at the secondary level. SA A U D SD
40. The success of local vocational education programs depends largely upon the degree to which administrators encourage and support the programs. SA A U D SD
41. More funds will be needed in order to develop effective vocational education programs in my county. SA A U D SD
42. The use of federal funds to finance vocational education is desirable. SA A U D SD
43. I would cooperate with others in order to develop the best vocational education program for this county. SA A U F SD
44. I am thoroughly sold on offering vocational programs in high school. SA A U D SD
45. The state should provide additional funds for financing vocational education in my county. SA A U D SD

EMPLOYER

(Business, Industry, Health Agencies, and Agriculture)

Date _____

PART I

Directions: Circle the letter which corresponds to your answer.

1. How many years have you been associated with business or industry?
(a) 0-4 years
(b) 5-9 years
(c) 10-14 years
(d) 15-19 years
(e) 20 years or more
2. What is your approximate age?
(a) 24 or younger
(b) 25-34
(c) 35-44
(d) 45-54
(e) 55 or older
3. How many persons are employed by your business firm?
(a) 0-9
(b) 10-49
(c) 50-99
(d) 100-199
(e) 200 or more
4. Describe the nature of the business firm with which you are associated. (Circle all that apply):
(a) sales, retail
(b) sales, wholesale
(c) Service (Including Research and Development)
(d) Manufacturing
(e) Other specify _____

There appears to be no definition to which everyone will agree. For the purposes of this study Vocational Education will mean the following: *public school instruction that develops the basic skills, judgment, and job-related knowledge, sufficient to prepare youth for full-time employment in business, agriculture, trade, industry, and other occupational areas.*

College Preparatory Education will mean the following: *'1' a sequence of subjects or group of courses prerequisite for college enrollment; '2' a body of educative activities and experiences (in secondary education) prescribed for pupils who wish to enroll at institutions of higher learning.*

5. Estimate what percent of your employees have had vocational education training as part of their high school program.
- (a) 0-9% (c) 20-29% (e) 40% or more
 (b) 10-19% (d) 30-39%
6. Generally speaking how well are you satisfied with these persons' work?
- (a) well satisfied (c) dissatisfied
 (b) moderately satisfied (d) undecided
 (e) I have no employees who have had vocational education as part of their high school program.
7. In which way have you had personal experience with vocational education? *(Check all that apply.)*
- (a) as a student in a vocational course
 (b) as a teacher of a vocational education subject
 (c) as an employer of a vocational education graduate
 (d) other *specify* _____
 (e) no experience
8. Are you satisfied that the local high schools are doing all they can with present funds for youth not going on to four-year colleges?
- (a) yes (b) no (c) don't know
9. Are educational opportunities at the high school level comparable for students in vocational programs and for students in college preparatory programs?
- (a) yes (b) no (c) don't know
10. Do you think it would be a good idea for a girl or boy, who is average or a little brighter and interested in the world of work, to go into vocational education?
- (a) yes (b) no (c) don't know
11. Why do you feel there isn't more vocational training in the public schools?
- (a) lack of student demand for vocational training in high school
 (b) lack of money for support of vocational education programs
 (c) lack of job opportunities for vocational education graduates

- (d) lack of qualified teachers
- (e) "Low Status" stereotyped associated with vocational education program

12. Generally speaking, would you as an employer prefer to hire graduates of a vocational education program?

- (a) yes
- (b) no
- (c) undecided

An Area Vocational School may be defined: *As a vocational school offering training in vocational areas and which serves more than one high school in one or more counties.*

13. Where do you feel vocational education should be in our educational system?

- (a) as part of the high school
- (b) in an area vocational high school
- (c) in colleges or universities
- (d) in an area vocational post high school (community colleges or technical schools)
- (e) other (specify) _____

14. Who should provide for the financing of vocational education programs?

- (a) the county school system
- (b) the state government
- (c) the federal government
- (d) combination of the above (specify) _____

15. In your opinion, who should provide most of the money required for vocational education programs?

- (a) local school system
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