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ABSTRACT

To determine perceptions of occupational education programs held by occupational education instructors in North Carolina, a random sample of 48 instructors at the junior high and high school level and another 48 from the community college and technical institute level were selected from each educational district. In each group of 48, 40 received questionnaires, 3 were interviewed, and 5 comprised a replacement pool. A questionnaire survey and an interview schedule were constructed. The data from those instruments determined that most occupation education instructors have bachelor's degrees; about half have taught in the field five years or less. The instructors define the major goal of their programs to be the transmission of job related skills and consider the goal is generally being achieved. Enrollment in their programs is increasing, materials and equipment provided are adequate, and local program directors were sources of greatest support. Safety practices were emphasized more, and citizen advisory groups were more commonly employed at the community college/technical institute level. A majority of both levels of instructors felt a need for program changes and professional development programs. Barriers to program development were felt to be finances and administration/organization. (The questionnaire and the interview schedule are appended.) (AG)

AN EVALUATION OF OCCUPATIONAL EDUCATION AS SEEN BY OCCUPATIONAL EDUCATION INSTRUCTORS: NORTH CAROLINA, FY 1973

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While the foregoing persons made numerous contributions to this study, they are absolved of any responsibility for the contents of this final report. Any opinions and interpretations are the sole responsibility of the Project Director and should not be viewed as official positions taken by the State Advisory Council on Vocational

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CHAPTER I

I N T R O D U C T I O N

In an effort to implement some of the recommendations generated by its Annual Evaluation Report - FY 1972 (1), The State Advisory Council on Vocational Education contracted three studies directed at different target groups throughout North Carolina. The foci of the studies are reflected in the contract titles: An Evaluation of the Extent of Citizen Participation in Planning and Evaluating Occupational Education Programs; An Evaluation of Occupational Education as Viewed by Administrators of Local Agencies and Community Colleges or Technical Institutions; and An Evaluation of Occupational Education as seen by Occupational Education Instructors. This document is a final report of the latter project.

Objectives of the Study

The objectives of the State Advisory Council on Vocational Education in the study directed to instructors were to obtain information concerning teachers' perception of:

1. program objectives;
2. the extent to which objectives are being reached;
3. the nature of enrollees (number, how selected, composition, etc.)
4. the adequacy of facilities, equipment, and

teaching materials;

5. the adequacy of "support" from selected individuals, groups, and agencies;
6. safety practices used;
7. the nature and extent of use of advisory committees;
8. professional development needs;
9. program changes needed; and
10. barriers to program improvement.

In addition to the provision of descriptive information pertaining to each of the foregoing topics, an attempt was to be made to identify some of the factors associated with observed differences in instructors perceptions.

The target population of instructors to be surveyed included all occupational education teachers in public junior high schools, high schools, community colleges and technical institutes throughout the state of North Carolina. The State Advisory Council specified that the study employ both questionnaires and interview schedules as data gathering devices.

Perspective of the Study

The perspective of this research is what social psychologists call perceptual-cognitive (2). The emphasis is on instructors' perceptions of things. Whether the perceptions are consistent with the way things really are is not a major concern initially. The thesis is that if a person perceives something to be the case, he structures his/her behavior on that basis. Teachers, as well as other human beings, respond not to "the facts" of the situation, but to their interpretation of those facts (3).

Since teachers play a key role in the teaching-learning process, information about their perception of any facet of the education process is invaluable in understanding both the dynamics and consequences of the process. Of course, the perception of other participants in and supporters of the education process have a significant impact on learning and subsequent application of knowledge gained. It was for this reason that the State Advisory Council contracted studies of some of these other participants and constituencies.

The State Advisory Council specified that the target population be stratified by instructional level (junior high and high school versus community college and technical institute) and educational district. Implicit in this specification is the expectation that these variables may have explanatory value, frequently accounting for differences in instructors' perceptions of occupational edu-

cation. Beyond these two variables, attempts at explanation of variation in perceptions was left to the research staff.

Organizational research has frequently demonstrated significant relationships among job satisfaction, commitment to organizational procedures, commitment to remain in the organization, and openness of supervisory style (4). While the causal connections among these variables have not been clearly specified, singularly and conjointly they have been noted to have an impact on such matters as work performance and organizational effectiveness (5). Cognitive balance theory (6) leads to the prediction that these variables should also be related to perceptions of goal achievement and perceptions of the likelihood that needed program changes will be made. Thus, they were incorporated into the questionnaire survey design.

A measure of job investment--reward discrepancy also was built into the research instrument as having possible explanatory power in accounting for perceptions of goal achievement and likelihood of realizing needed program changes. The examination of this independent variable rests on the theory of social comparison processes (7) and basic exchange principles (8). Social comparison emphasizes that people evaluate and derive feelings about themselves, their beliefs, attitudes, etc., by comparing themselves to others. Of course, the others who are identified for the comparison process are not chosen randomly. Instead, they are others who are expected to be somewhat similar by

virtue of comparable backgrounds, life experiences, etc. Translated into occupational terms a person evaluates what he's getting out of his job by comparing his outcomes to those gotten by other people who invested similarly in their jobs. It's how one's job-rewards stack up in such comparisons that provide the basis for deciding that a job is "rewarding". If one determines that his job is more rewarding than that of most others who have invested similarly, it is expected that he will perceive higher levels of goal attainment in his organization and a greater likelihood that any changes needed will be made.

Rewards from one's work, of course, may take numerous forms. Salary is certainly viewed as an important reward by most in the world of work, but the satisfaction which one derives from his work directly and the prestige which accrues to him by virtue of performing that work are also rewards in most individual value systems. No attempt is made in this study to weigh these dimensions differently. Each is first examined singularly and then compositely as an indicator of general job investment-reward discrepancy.

While previously job satisfaction, commitment to organizational procedures, commitment to remain in the organization, and openness of supervison were described as independent variables, their possible position as mediating variables between investment-reward discrepancies and perception of goal achievement and likelihood of change will also be explored.

Such exploration of other program perceptions are beyond the scope of the basis project as outlined by the State Advisory Council, but

the results of these limited efforts should suggest the possible fruitfulness of this line of inquiry.

CHAPTER I

Footnotes

1. State Advisory Council on Vocational Education, Annual Evaluation Report - FY 1972 (Raleigh, N.C.: State Advisory Council on Vocational Education, 1972).

2. Marvin E. Shaw and P. R. Castonzo, Theories of Social Psychology (New York: McGraw-Hill, 1970).

3. Edward E. Sampson, Social Psychology and Contemporary Society (New York: Wiley, 1971), particularly Sections II, III, and V.

4. Jack L. Franklin, Role Performance and Commitment to the Organization (Alexander, Virginia: National Technical Information Services, 1972).

5. Cf. Stanley E. Seashore and David G. Bowers, Changing the Structure and Functioning of an Organization (Ann Arbor, Mich.: Survey Research Center, Institute for Social Research, 1963); George A. Miller, "Professionals in Bureaucracy: Alienation among Industrial Scientists and Engineers," American Sociological Review, 32 (October, 1967), 755-768; and Arnold S. Tannenbaum, Social Psychology of the Work Organization (Belmont, California: Wadsworth Publishing Co., Inc. 1966). Much of the pertinent is examined in James L. Price, Organizational Effectiveness: An Inventory of Propositions (Homewood, Ill. Richard D. Irwin, Inc., 1968).

6. The classical statement of balance theory is Fritz Heider, The Psychology of Interpersonal Relations (New York: Wiley, 1958).

7. Leon A. Festinger, "A Theory of Social Comparison Processes," Human Relations, 7 (1954), 117-140.

8. J. W. Thilbaut and H. H. Kelley, The Social Psychology of Groups (New York: Wiley, 1959).

CHAPTER II

DESIGN AND INSTRUMENTATION

Study Universe, Sampling, and Samples

The research universe for this study included all occupational education instructors in all public junior high schools, high schools, community colleges, and technical institutes in the state of North Carolina.

The sampling frame for those instructors teaching in junior high schools and high schools was developed from directories prepared by the State Department of Public Instruction for the different instructional fields -- health occupations, industrial arts, trade and industrial education, introduction to vocations, vocational home economics, career exploration, distribution education, agricultural education, and business and office education (1). Five of the directories were for the 1971-72 academic year, while four were for 1972-73. Thus, some errors in the enumeration of the study universe can be expected due to teacher turnover and/or addition of instructional staff. In a conference with representatives of the North Carolina Department of Public Instruction, Division of Occupational Education alternative ways of compiling an up-to-date enumeration were discussed and discarded as unfeasible.

Once the decision was made to rely wholly on the personnel directories prepared by the North Carolina Department of Public

Instruction for an enumeration of teachers in junior high and high schools, instructor names and addresses were organized by educational district and punched onto IBM cards for sample selection. The decision was made to sample 48 teachers at the junior high and high school levels from each educational district. In each district, 40 teachers would receive questionnaires, 3 would be interviewed, and 5 would comprise a subject replacement pool. A systematic procedure with a random start was used to select the 48 teachers in each district. Within district subsamples, the 3 subjects who would be interviewed and the 5 who would comprise the replacement pool were selected by means of a table of random numbers.

The compilation of the sampling frame for occupational education instructors in community colleges and technical institutes was more problematic. The Department of Community Colleges, Division of Occupational Education Programs, maintains no directories of its instructional personnel. A conference with representatives of this office led to the decision to solicit lists of instructors in the occupational education field directly from the appropriate administrative official at each of the fifty-four institutions in the state (2).

Letters were subsequently prepared and mailed. After a period of three weeks, a second letter was directed to all schools who had not responded to the original request. Within two weeks after the second letter was mailed, all institutions had replied. Of course, we have no formal estimate of errors in the lists provided, but it

is assumed that the errors are minimal.

Once the names of instructors were secured, they were organized by educational district and punched with addresses onto IBM cards. The same sampling procedure used for junior high and high school teachers was employed. After a random start, every nth case was selected, yielding a total of 48 cases for each educational district. Three instructors were randomly designated interview subjects, five were identified as replacement subjects, and the remaining forty comprised the questionnaire sample.

The results of the foregoing sampling procedures are summarized in Table II - 1, below.

Table II - 1

SAMPLE DESIGN

Instructional Level and Survey Status	District 1	2	3	4	5	6	7	8	Total
Junior High & High School									
a. Questionnaire	40	40	40	40	40	40	40	40	320
b. Interview	3	3	3	3	3	3	3	3	24
c. Replacement	5	5	5	5	5	5	5	5	40
College & Technical Institute									
a. Questionnaire	40	40	40	40	40	40	40	40	320
b. Interview	3	3	3	3	3	3	3	3	24
c. Replacement	5	5	5	5	5	5	5	5	40
Total	96	96	96	96	96	96	96	96	768

The Questionnaire Survey

The major data gathering device used in this survey was a mailed questionnaire. It was assumed that since the target population had higher than average education and the survey had the sponsorship of the State Advisory Council on Vocational Education, the questionnaire could be fairly sophisticated and somewhat lengthy in appearance without severely damaging the return rate. While we later came to question some of these assumptions, they served as initial guidelines in questionnaire design decisions.

Instrument Construction.

In the preliminary stages of questionnaire construction, conferences were held with four occupational education instructors--two in high schools and two in technical institutes to see in what terms questions might most effectively and efficiently be cast. Regularities in their responses to open-ended questions on those topics enumerated for study led to the decision to use primarily fixed-alternative items in the proposed instrument. Some areas of inquiry, however, seemed best tapped by open-ended questions--specifically, program objectives, need for change, and obstacles to affecting specific changes. It was observed that almost all variation in responses was eliminated when fixed formats were used.

Subsequent to an evaluation of the responses to the conference with these four instructors, the formal organization of a questionnaire was undertaken. The result was the self-coded pre-test questionnaire which appears as Appendix A. This instrument was mailed to the Executive Director of the State Advisory Council for his evaluation and concurrently administered in person to four occupational education instructors. Again, two of these instructors taught in the public schools and two taught in technical institutes in Western North Carolina. It was thought that responses from these four instructors would provide sufficient basis to judge the effectiveness of both the form and content of specific items, the self-coding structure of the instrument, and the time required to complete it.

The responses provided by these instructors and the critical evaluation of the questionnaire by the Executive Director of the State Advisory Council and other researchers serving in a consultative capacity suggested a number of changes in the instrument. First, the four items (3) used to measure attitudes toward professional development yielded negligible variation, and on further consideration provided no substantive information on specific areas of need. Consequently, a new item designed to access intensity of perceived need in selected areas was substituted (4).

A second change was to incorporate a fixed-format item to examine the extent to which instructors perceived specific factors to constitute barriers to program improvement in their administrative unit or school (5). One of the major reasons for including this item was to permit comparison of the perceptions of teachers (tne focus of this study) and the perceptions of administrators (the focus of another study being conducted concurrently by another research staff).

Another alteration that was made in the questionnaire was the addition of an item to assess the amount of support which instructors felt they received from a number of specific individuals and groups. As can be noted by an examination of this item in Appendix B, III-6, the specific definition of support intended is made explicit.

The pre-test instrument included an eight item scale designed to measure attitudes toward occupational education (6). The responses of the teachers pre-tested indicated that no meaningful variation would likely be detected. In the interest of keeping the questionnaire as brief as possible, these items were deleted along with two items from the measure of supervision (7), and one item from the measure of commitment to organizational procedures (8).

The final change in the content of the research instrument was the addition of an item to determine how students get into an instructor's class(es) (9).

When the foregoing changes were made, some alterations in the ordering of items was also necessitated to give the instrument the desired "flow" or continuity. Since the instructors pre-tested had no difficulty with the original self-coding format of the questionnaire, it was retained. The final questionnaire and the cover letter which accompanied it appear as Appendices B and C, respectively.

One further point concerning the questionnaire requires comment. As a perusal of the questionnaire will reveal, no identifying code number was affixed and subjects were not asked to identify the level at which they taught or the educational district in which they were employed. These items were omitted so that the respondent would feel confident of our promise of anonymity. Data on district and instructional level were solicited from the subjects via a follow-up letter and a five-item questionnaire addendum (Appendix D) which permitted machine matching with their original questionnaire. It was realized, of course, that not all people who returned the major questionnaire would return the addendum. Since, however, the interview phase of the project would provide complete information

on instructional level and district, the possible gain in subject rapport offset any loss of data on these two items.

Mail-out and Return

Questionnaires were mailed to all subjects May 1 and 2 with a cover letter which appears as Appendix C in this report. A self-addressed, stamped envelope was included for the subject to use in returning the completed form. At the end of two weeks, 162 questionnaires had been returned--approximately 25 per cent. At that time a follow-up letter and the five-item questionnaire addendum (Appendix D) was mailed to each of the 640 questionnaire subjects. During the following three weeks, 94 additional questionnaires and 160 addenda were received. The overall response rate for the main questionnaire was 40 per cent. Of the 256 questionnaires returned, 233 were usable. Nine were returned with notes to the effect that the recipient was no longer functioning primarily as an occupational education instructor. The remaining fourteen were returned because the teachers were no longer with the schools to which they were addressed.

The response rate was substantially below what was expected. A number of factors probably contributed to this, but an important one was undoubtedly that teachers received the instruments during the last few weeks of their academic year. This meant that many

cast the questionnaires aside in the press of final exams, grading, annual reports, etc. However, the fact that the larger design of the study provides for a similarly stratified random sample of teachers, a comparison of some of the responses provided by questionnaire and interview subjects will give some clue as to the probable significance of the low return rate.

Coding and Data Preparation

While the questionnaire was basically self-coding in format, several open-ended questions required coding and several scale scores had to be calculated on each questionnaire. Each instrument was independently coded by two trained coders using a blind-coding procedure. Discrepancies were resolved by having a third coder evaluate the item in question.

When coding was completed, all data were punched onto IBM cards for machine processing. The record for each subject comprised three cards. Standard verification procedures were used in punching the records.

The Interview Survey

While a mailed questionnaire was the major data gathering device, an interview survey of a small, but similarly selected, representative sample of teachers served a number of functions. The response rate can generally be expected to exceed 90 percent. Consequently, similar questions appearing on a questionnaire and an interview schedule provide a means for assessing the consequences for representativeness of the lower response rate to the mailed questionnaire. Further, the interview situation provides an opportunity to probe into the reasons for a respondent's answer to a question. This contributes to a better understanding of the respondent's perspective on an issue.

The Interview Schedule

The construction of the interview schedule awaited the return of a substantial number of completed questionnaires. Based on an examination of these questionnaires, decisions were made to retain, delete, alter, or probe given items in the interview schedule. The major difference in the two instruments is the greater utilization of open-ended questions in the interview schedule. (Compare Appendices B and E)

Once a draft of a schedule was prepared, evaluations were solicited from the Executive Director of the State Advisory Council

on Vocational Education and two research consultants. Concurrently, two occupational education instructors were interviewed to determine the length of time an interview would require and the ease with which both an interviewer and interviewee could work with the instrument.

The structure of the interview schedule permitted the interviewer to code some responses as they were given by the subject. Because of the large number of open-ended questions, however, permission was secured from all subjects to tape the complete interview. In an effort to preserve anonymity as much as possible in an interview situation, interviewers were instructed to not use the instructor's name while taping.

Interviewers

Interviewers were young adult university students who had completed one or more courses in social research methods. Seven interviewers were female and two (including the project director) were male.

Training sessions for the interviewers included an extensive briefing on the nature and purpose of the project as a whole and the specific intent of each item on the schedule. Practice interviews were conducted and subsequently critically evaluated. Each interviewer logged several hours of practice interviewing before

going into the field.

The Interview

All subjects were contacted by telephone and appointments were made for an interview. Six of the original 48 instructors selected for the interview sample were replaced due to their not having a telephone or an inability to schedule an interview at a mutually convenient time. Replacements were randomly selected from the appropriate replacement pool provided by the sample design.

Of the 48 interview appointments scheduled, only three were not kept. In two instances, the interviewer interviewed another instructor on an availability basis who taught in the same subject area. Thus, of 48 interviews attempted, 47 were completed. Two subjects were selected by a non-random procedure.

Interviews generally required 20 or 25 minutes to complete. Occasionally an instructor would get verbose and the interview would extend for 45 minutes, but such deviations were rare.

Coding and Data Preparation

Once interviews were complete, tapes were transcribed verbatim and the transcriptions appended to the original schedule used by the interviewer. The schedules and transcriptions were then coded

independently by two coders. Discrepancies were resolved by a third coder.

At the completion of coding, the data were punched onto IBM cards for machine analysis. Again, standard verification procedures were employed in punching the data.

CHAPTER II

Footnotes

1. Teachers of Agriculture, 1971-72, (Raleigh, N.C.: North Carolina State Department of Public Instruction, Agricultural Education, 1972); Directory: North Carolina Business and Office Education Teachers (Raleigh, N.C. North Carolina State Department of Public Instruction, 1973); Distributive Education Personnel Directory, 1972-73 (Raleigh, N.C.: North Carolina State Department of Public Instruction, 1973); Health Occupations Teachers, 1972-73 (Raleigh, N.C.: North Carolina Department of Public Instruction, 1973); Vocational Home Economics Teachers, 1971-72 (Raleigh, N.C.: North Carolina State Department of Public Instruction, 1972); North Carolina Industrial Arts Directory, 1972 (Raleigh, N.C.: North Carolina State Department of Public Instruction, 1972); Introduction to Vocations Personnel Directory, 1971-72 (Raleigh, N.C.: North Carolina State Department of Public Instruction, 1972); Middle Grades Career Exploration Personnel, 1971-72 (Raleigh, N.C.: North Carolina State Department of Public Instruction, 1972); and Directory of Trade and Industrial Education Personnel, 1971-72 (Raleigh, N.C.: North Carolina State Department of Public Instruction, 1972).

2. North Carolina 1971-72 Education Directory (Raleigh N.C.: North Carolina State Department of Public Instruction, 1972).

3. See items V. 1 - 4., Appendix A.

4. See item II. 5., Appendix B.

5. See item II. 4., Appendix B.

6. Items were adopted from H.A. Berdiansky, W. D. Myrick, and R. L. Morgan, A Year-End Evaluation of an Exploratory Project in Vocational Education (Raleigh, N.C.: National Center for Occupational Education, 1972). See items VII. 1 - 8, Appendix A.

7. The items deleted from the pre-test questionnaire appear as items VI. 12 and 14, Appendix A.

8. The item deleted was VI. 5., Appendix A.

9. See item V. 8., Appendix B.

CHAPTER III

ANALYSIS OF DATA

Analysis of the data will be organized in the following manner. First, respondents to both the questionnaire and interview surveys will be described. Similarities and differences in the descriptive characteristics of the questionnaire and interview respondents will be noted. Second, respondents' perceptions of various facets of their occupational education programs will be examined. Pertinent data from both surveys will be presented, and interpreted. Routinely, differences in perceptions by instructional level and educational district will be noted. Third, attention will focus on instructors' perceptions of program support, both material and social. Next, the focus will shift to instructors' perceptions of enrollees in occupational education programs. Finally, a residual category of perceptions will be examined.

Description of Respondents

As is revealed in Table III - 1, the proportion of respondents in each instructional level corresponds closely to the original sample design. Specifically, 49.4 percent of the respondents were occupational education teachers in junior high and high schools; 50.6 percent were community college and technical institute instructors.

The distribution of questionnaire respondents by educational district is presented in Table III - 2. Substantively, the most important datum in the table is that 25.0 percent of the subjects returning their questionnaire addendum did not know the educational district in which they

TABLE III - 1

QUESTIONNAIRE RESPONDENTS

BY INSTRUCTIONAL LEVEL

LEVEL	N	Percent
Junior High and High School	79	49.4
Community College and Technical Institute	81	50.6
Total	160 *	100.0

* Only 160 subjects returned the questionnaire addendum containing the question on instructional level.

TABLE III - 2

QUESTIONNAIRE RESPONDENTS BY EDUCATION DISTRICT

DISTRICT	N	Percent
1	13	8.1
2	17	10.6
3	17	10.6
4	7	4.4
5	12	7.5
6	11	6.9
7	17	10.6
8	26	16.2
Unknown	40	25.0
Total	160	99.9

* Only 160 subjects returned the questionnaire addendum containing the question on educational district.

taught. This suggests that the educational district is not viewed by a substantial portion of occupational education instructors as functionally significant.

Further examination of Table III - 2 reveals two deviations from the original questionnaire sample design. The return rate was significantly higher in District 8 -- the district of the investigator's institutional affiliation, and District 4 is under-represented among respondents. These deviations will become matters of concern in the analysis only if significant differences by district are noted.

Table III - 3a depicts the teaching fields of the questionnaire respondents. More respondents were in business and office education than in any other single program. Fewest were in distributive education.

An examination of Table III - 3b, reveals that interview respondents were quite similarly distributed (X^2 = n.s.) among teaching fields. This finding strengthens confidence in the representativeness of the questionnaire respondents.

Table III - 4 presents the distribution of questionnaire respondents by highest degree earned. The majority have bachelor's degrees, with approximately 25 percent having earned a master's degree. Almost all instructors having less than a bachelor's degree teach in the trades fields where previous work experience

TABLE III - 3a

QUESTIONNAIRE RESPONDENTS BY TEACHING FIELD

FIELD	N	Percent
Agriculture	22	9.4
Business & Office Education	47	20.2
Distribution Education	12	5.2
Health Occupation	29	12.4
Home Economics	24	10.3
Industrial Arts	19	8.2
Trades	43	18.5
Other	37	15.9
Total	233	100.1

TABLE III - 3b

INTERVIEW RESPONDENTS BY TEACHING FIELD

FIELD	N	Percent
Agriculture	1	2.1
Business & Office Education	9	18.8
Distributive Education	2	4.2
Health Occupations	5	10.4
Home Economics	6	12.5
Industrial Arts	5	10.4
Trades	11	22.9
Other	9	18.8
Total	48	100.1

TABLE III - 4

QUESTIONNAIRE RESPONDENTS BY HIGHEST DEGREE EARNED

Degree or Certificate	N	Percent
High School Diploma	14	6.0
Certificate	26	11.2
Associate of Arts or Equivalent	7	3.0
Bachelors	122	52.4
Masters	58	24.9
Doctorate	2	0.9
No response	4	1.7
Total	233	100.1

is viewed as more pertinent to training objectives than are academic credentials.

With regard to teaching experience, Table III - 5a indicates that the majority of the questionnaire respondents have taught five years or less. When teaching experience is examined by instructional level, respondents teaching in junior high and high schools have significantly more experience ($\bar{X}$ = 10.67 yr.) than do their counterparts in community colleges and technical institutes ($\bar{X}$ = 7.28 yr, $t = 2.49$, $df = 156$, $p < .05$). No differences in teaching experience by district were observed.

A comparison of the distributions of teaching experience among questionnaire and interview respondents reveals no significant differences. Approximately 46 percent of the interview respondents have taught five years or less.

Consistent with the data for questionnaire respondents, interview respondents teaching in junior high and high schools have had significantly more teaching experience ($\bar{X}$ = 11.13 yr.) than have community college and technical institute instructors ($\bar{X}$ = 5.25 yr., $t = 3.53$, $df = 45$ $p < .001$). No differences by district were noted. These data constitute still further evidence of the representativeness of the respondents to the questionnaire survey.

To further characterize our respondents, questionnaire data indicate that instructors are moderately satisfied ($\bar{X}$ = 13.02, sd = 7.75 range = 0 - 16) with their jobs; they are neutral in their commitment

TABLE III - 5a

TEACHING EXPERIENCE OF QUESTIONNAIRE RESPONDENTS

Years Experience	N	Percent
1 - 5	121	51.9
6 - 10	49	21.0
11 - 15	23	9.9
16 - 20	15	6.4
21 +	23	9.9
No Response	2	0.9
Total	233	100.0

TABLE III - 5b

TEACHING EXPERIENCE OF INTERVIEW RESPONDENTS

Years Experience	N	Percent
1 - 5	22	45.8
6 - 10	14	29.2
11 - 15	6	12.5
16 - 20	4	8.4
21 +	2	4.2
No Responses	0	0.0
Total	48	100.0

to remain ($\bar{X}$ = 12.26, sd = 8.07, range = 0-20) in their current position; they are somewhat ambivalent about the operational procedures of their institution ($\bar{X}$ = 13.46, sd = 8.29, range = 0-20); and they view supervision in their institution as somewhat open ($\bar{X}$ = 16.79, sd = 9.68, range = 0-24). No comparable data were secured from interview subjects.

When asked to compare themselves with others who had invested similarly in their occupations, questionnaire respondents expressed the view that the personal satisfaction they get from their work is comparable or somewhat greater ($\bar{X}$ = 3.44), their salary is slightly lower ($\bar{X}$ = 2.39), and the respect which others have for their position is about the same ($\bar{X}$ = 2.96).

An identical question posed to interview subjects yielded similar responses. In substantive terms, interview subjects viewed themselves as getting somewhat greater personal satisfaction from their work than others who invested similarly in their occupations ($\bar{X}$ = 3.80), earning about the same or a slightly lower salary ($\bar{X}$ = 2.61), and receiving comparable respect from the community by virtue of their positions ($\bar{X}$ = 3.00).

The foregoing descriptive data serve two important functions. First, they help provide a context for evaluating the various perceptions of occupational education which the study was designed to elicit. Second, the comparability of questionnaire and interview respondents on a variety of characteristics provides considerable

confidence in generalizing our observations to the total universe of occupational education instructors in the state of North Carolina

Perceptions of Programs

We now turn our attention to instructors' perception of various facets of their programs. First, an attempt was made to identify what instructors considered to be the most important goals of the program in which they instructed. The results appear in Table III -6. As can be noted, 73 percent of the questionnaire respondents mentioned the transmission of job related skills as the first goal of their programs. While two-thirds of the subjects enumerated as many as five different program goals, the type of goal cited continued to fall into the job skills category.

An examination of the distribution of program goals by instructional level and by district yielded no differences. One observation of interest was the tendency of junior high and high school instructors to differentiate program goals more than community college and technical institute instructors. The difference was not statistically significant, however ($Z = 1.94$) and may have been a function of sampling error.

In the interview survey an attempt was made to distinguish the institution's goals for a program and the instructor's goals.

TABLE III - 6

DISTRIBUTION OF PERCEPTIONS OF PROGRAM

GOALS AMONG QUESTIONNAIRE RESPONDENTS

Order in Which Goal was Mentioned	TYPE OF GOAL: Job Related Skills		Work Attitudes		Personal Enrichment		Interpersonal Skills		Other		No Response		Total	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1st	73.0	(170)	1.3	(3)	9.9	(23)	2.1	(5)	3.4	(8)	10.3	(24)	100.0	(233
2nd	57.1	(133)	7.7	(18)	9.9	(23)	5.2	(12)	4.7	(11)	15.5	(36)	100.1	(233
3rd	51.5	(120)	10.7	(25)	6.9	(16)	5.6	(13)	5.2	(12)	20.2	(47)	100.1	(233
4th	42.1	(98)	8.2	(19)	6.0	(14)	9.4	(22)	6.4	(15)	27.9	(65)	100.0	(233
5th	35.6	(83)	6.0	(14)	7.3	(17)	9.9	(23)	7.3	(17)	33.9	(79)	100.0	(233

In enumerating the institution's goals for their program, 61.7 percent mentioned transmission of job related skills first. The development of job related skills in students was mentioned first as the personal goal by 57.4 percent of the subjects. The similarity between the distributions of personal and institutional goals was the most striking feature of the data.

In general, one can conclude that occupational education instructors in North Carolina perceive the major goals of their programs, both institutional and personal, to be the development of job related skills in their students. But to what extent do the instructors feel these goals are being achieved? To answer this question, a goal achievement scale with a theoretical range of 0-10 was employed among questionnaire respondents. Substantively, a 0 means that the goals identified are not being reached at all; a 10 means that the stated goals are being reached completely. The results were $\bar{X} = 7.83$, sd = 2.99. We interpret this to mean that the instructors perceive program goals as generally being achieved. No differences in this regard were noted by instructional level or district. No measure of goal achievement was included in the interview schedule.

After enumerating perceptions of program goals and the extent of their achievement, subjects were asked to specify what, if any, changes they would find desirable in their programs. The distribution of the types of changes enumerated by questionnaire respondents appears in Table III - 7. A perusal of the table indicates first that somewhat

TABLE III - 7

DISTRIBUTION OF PERCEPTIONS OF PROGRAM CHANGES

NEEDED AMONG QUESTIONNAIRE RESPONDENTS

Order in which change was mentioned	Curriculum		Facilities		Finances		Personnel		Administration & Organization		Teaching Materials & Methods		Students		Other		No Response		Total	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1st	17.2	(40)	7.3	(17)	3.9	(9)	4.3	(10)	11.6	(27)	13.7	(32)	9.0	(21)	6.9	(16)	26.2	(61)	100.1	(233
2nd	11.2	(26)	6.9	(16)	5.2	(12)	4.3	(10)	8.6	(20)	14.2	(33)	6.4	(15)	6.4	(15)	36.9	(86)	100.1	(233
3rd	8.6	(20)	6.9	(16)	3.9	(9)	3.4	(8)	5.2	(12)	10.7	(25)	6.4	(15)	6.4	(15)	48.5	(113)	100.0	(233
4th	5.2	(12)	3.0	(7)	2.1	(5)	5.6	(13)	7.3	(17)	8.2	(19)	2.1	(5)	6.4	(15)	60.1	(140)	99.9	(233
5th	4.7	(11)	2.1	(5)	1.3	(3)	3.0	(7)	5.6	(13)	8.2	(19)	3.0	(7)	4.3	(10)	67.8	(158)	100.0	(233

more than 26 percent of the instructors saw no need for changes in their programs. Of those instructors identifying needed changes, changes in curriculum, teaching materials and methods, and administration and organization were mentioned most frequently both first and second. Among instructors mentioning as many as three, four, or five changes needed, teaching materials and methods were mentioned more frequently than any other single type change.

One interesting observation in analyzing these data by instructional level was that junior high and high school instructors were significantly more likely to enumerate three ($Z = 2.38$, $p < .02$), four ($Z = 2.08$, $p < .04$), and five ($Z = 1.96$, $p < .05$) changes as needed than were their counterparts in community colleges and technical institutes. No differences in the types of changes cited were noted by instructional level or district.

The matter of program changes was posed somewhat differently to interview subjects. First, they were asked whether they felt changes in their programs were needed. Thirty (63.8 percent) respondents said "yes", changes were needed. Seventeen (36.2 percent) answered "no". This pattern did not differ by instructional level or district.

Those interview subjects who indicated that change was needed were asked to identify those changes. Curriculum, teaching materials and methods, and students were mentioned most frequently first. Among second mentioned changes, administration and organization was the most frequently cited, followed by teaching materials and methods, and curriculum.

Thus, there was considerable similarily in the responses of questionnaire and interview subjects with regard to type of changes needed.

While most occupational education instructors in North Carolina see a need for some changes in their programs, how likely do they feel the changes will be made? To answer this question, a change score with a theoretical range of 0 - 10 was secured. 0 means the changes cited probably won't be made. A 10 means the change probably will be forthcoming. The results are $\bar{X}$ = 5.19, sd = 3.05. Substantively, this means that instructors are uncertain about needed changes being made. No differences were observed when the data were examined by instructional level and district.

Again, the issue was posed somewhat differently to interview subjects, but the results are generally consistent. Of the thirty subjects who cited needed changes, only 40 percent felt the change they cited as being of first importance was likely to be made.

What do instructors consider to be the major obstacles to realizing program changes. Data pertinent to this question appear in Table III - 8. Clearly, finances and administration and organization are viewed as the primary obstacles.

When the data are examined by instructional level, junior high and high school teachers are somewhat more likely to mention equipment and facilities and finances as the second most important obstacle to change while community college and technical institute teachers tend

TABLE III - 8

DISTRIBUTION OF PERCEPTION OF OBSTACLES TO PROGRAM

CHANGES AMONG QUESTIONNAIRE RESPONDENTS

Order in which obstacle was mentioned	NATURE OF OBSTACLES										
	Administration & Organization	Equipment & Facilities	Teaching Loads	Finances	Students	Community	Admission Policies	Other	No Obstacle	No Response	Total
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
1st	22.3 (52)	5.6 (13)	1.3 (3)	24.5 (57)	3.0 (7)	0.9 (2)	0.9 (2)	13.7 (32)	6.0 (14)	21.9 (51)	100.1 (23
2nd	9.4 (22)	5.6 (13)	0.9 (2)	7.7 (18)	2.1 (5)	2.1 (5)	--	9.4 (22)	--	62.7 (146)	99.9 (23
3rd	3.9 (9)	2.6 (6)	0.9 (2)	3.4 (8)	3.0 (7)	--	--	6.0 (14)	--	80.3 (187)	100.1 (23

to single out administration and organization for this dubious distinction. No differences by district appear. Interview subjects were not queried on this issue.

Questionnaire respondents also were asked to indicate the extent to which a number of specified factors constituted barriers to program improvement. The factors specified and a distribution of the subjects responses appear in Table III - 9. Rather than repeat in detail the tabular data, let it suffice to point out that of the factors specified, plant space was viewed as the greatest barrier, teacher overload was second, enrollment-attendance was third, and equipment-supplies was fourth. A number of differences were observed by instructional level. Specifically, community college and technical institute teachers were significantly less likely to see teaching materials ($X^2 = 13.78$, $p < .01$), lack of textbook ($X^2 = 15.98$, $p < .01$), lack of student interest ($X^2 = 11.02$, $p < .05$), equipment and supplies ($X^2 = 12.97$, $p < .02$), scheduling ($X^2 = 9.76$, $p < .05$), and field trips ($X^2 = 14.89$, $p < .01$) as serious barriers to program development. No differences were noted by educational district.

Finally, instructors in our questionnaire survey were queried about the adequacy of instructional materials, facilities, equipment, and funds for their particular programs. An adequacy score for each evaluation area was calculated. A summary of the results, both statistical and substantive, appear in Table III - 10. As these data reveal, instructors express slight agreement that instructional materials and equipment are adequate, but they express ambivalence about the adequacy of facilities and funds. An examination of the data by instructional level, however,

TABLE III - 9

DISTRIBUTION OF PERCEPTION OF THE EXTENT TO WHICH SPECIFIC FACTORS CONSTITUTE BARRIERS TO PROGRAM DEVELOPMENT AMONG QUESTIONNAIRE RESPONDENTS

FACTOR	EXTENT TO WHICH FACTOR CONSTITUTES BARRIER					
	No Barrier % (N)	Minor Barrier % (N)	Serious Barrier % (N)	Very Serious Barrier % (N)	No Response % (N)	Total % (N)
a. plant-space Housing	21.5 (50)	30.9 (72)	27.5 (64)	16.7 (39)	3.4 (8)	100.0 (233)
b. inadequate teaching materials	32.2 (75)	40.8 (95)	17.6 (41)	6.4 (15)	3.0 (7)	100.0 (233)
c. teacher overload	33.9 (79)	31.8 (74)	19.3 (45)	12.0 (28)	3.0 (7)	100.0 (233)
d. lack of textbook	56.2 (131)	22.7 (53)	10.3 (24)	6.0 (14)	4.7 (11)	99.9 (233)
e. lack of student interest	27.0 (63)	45.1 (105)	16.7 (39)	7.7 (18)	3.4 (8)	99.9 (233)
f. professional prep. of teachers	63.5 (148)	26.2 (61)	5.2 (12)	1.3 (3)	3.9 (9)	100.1 (233)
g. level of teaching material	59.7 (139)	25.8 (60)	9.0 (21)	1.7 (4)	3.8 (9)	100.0 (233)

continued-

Table III - 9

continued- DISTRIBUTION OF PERCEPTION OF THE EXTENT TO WHICH SPECIFIC FACTORS CONSTITUTE BARRIERS TO PROGRAM DEVELOPMENT AMONG QUESTIONNAIRE RESPONDENTS

FACTOR	EXTENT TO WHICH FACTOR CONSTITUTES BARRIER					
	No Barrier % (N)	*Minor* Barrier % (N)	*Serious* Barrier % (N)	Very *Serious* Barrier % (N)	*No* Response % (N)	Total % (N)
h. equipment-supplies	32.6 (76)	36.9 (86)	19.7 (46)	6.9 (16)	3.9 (9)	100.0 (233)
i. enrollment-attendance	37.3 (87)	30.9 (72)	18.9 (44)	9.0 (21)	3.8 (9)	99.9 (233)
j. scheduling	39.5 (92)	37.8 (88)	11.6 (27)	7.3 (17)	3.8 (9)	100.0 (233)
k. lack of teacher interest	73.4 (171)	16.7 (39)	4.7 (11)	0.4 (1)	4.7 (11)	99.9 (233)
l. administrative support	44.2 (103)	27.5 (64)	15.0 (35)	9.4 (22)	3.8 (9)	99.9 (233)
m. field trips	61.4 (143)	19.3 (45)	8.6 (20)	6.4 (15)	4.3 (10)	100.0 (233)
n. lack of available teachers	62.7 (146)	18.9 (44)	9.0 (21)	4.3 (10)	5.1 (12)	100.0 (233)

TABLE III - 10

PERCEIVED ADEQUACY OF INSTRUCTIONAL MATERIALS, FACILITIES, EQUIPMENT AND FUNDS AMONG QUESTIONNAIRE RESPONDENTS

Areas of Evaluation	Adequacy Score	Substantive Interpretation
Instructional Material	$\bar{X}$ = 12.283 s = 4.828 range = 0-20	Slight agree that adequate
Facilities	$\bar{X}$ = 10.639 s = 4.864 range = 0-20	Undecided about adequacy
Equipment	$\bar{X}$ = 12.970 s = 4.774 range = 0-20	Slight agree that adequate
Funds	$\bar{X}$ = 7.721 s = 3.921 range = 0-16	Undecided about Adequacy
	N = 233	

reveals that community college and technical institute instructors perceive materials ($t = 3.68$, $df = 158$, $p < .001$), equipment ($t = 2.24$, $df = 158$, $p < .05$), and funds ($t = 4.29$, $df = 158$, $p < .001$), as significantly more adequate than do instructors teaching in junior high and high schools. Educational district had no impact on teachers' perceptions.

The same series of items directed to the interview subjects yielded comparable results. In general, interviewees agreed that instructional materials and equipment were adequate for their programs, but they expressed some ambivalence about the adequacy of facilities and funds. Curiously, none of the differences by instructional level that were noted among questionnaire respondents were observed in the interview survey.

Perceptions of Program Support

The second focus in this survey was teachers' perceptions of the support--both material and social--which their programs receive from various individuals and groups, with special attention being given Citizen Advisory Groups.

Both questionnaire and interview subjects were asked to specify the extent of verbal support, guidance, and supervision given their programs by a number of specific persons and groups. The results from the questionnaire survey appear in Table III - 11. The data are summarized well in the two extreme right-hand columns of the table. By converting the degrees of assistance expressed into rank

TABLE III - 11

DISTRIBUTION OF PERCEPTIONS OF SUPPORT GIVEN TO PROGRAMS BY SPECIFIED PERSONS AND GROUPS AMONG QUESTIONNAIRE RESPONDENTS*

Persons or Groups	DEGREE OF ASSISTANCE GIVEN							
	Very Much	Much	Some	Little	Very Little	Total	Mean Rank Score	Internal Order
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)		
a. local director	41.6 (67)	18.6 (30)	25.5 (41)	4.3 (7)	9.9 (16)	99.9 (161)	2.78	1
b. guidance personnel	22.9 (47)	19.5 (40)	34.6 (71)	13.7 (28)	9.3 (19)	100.0 (205)	2.33	2.5
c. parents of students	3.1 (6)	25.4 (49)	27.5 (53)	26.4 (51)	17.6 (34)	100.0 (193)	1.70	7
d. business & industry	14.9 (30)	35.6 (72)	27.7 (56)	10.9 (22)	10.9 (22)	100.0 (202)	2.33	2.5
e. community in general	9.7 (20)	25.2 (52)	38.8 (80)	15.5 (32)	10.7 (22)	99.9 (206)	2.08	4
f. area director (state)	16.1 (29)	21.1 (38)	25.0 (45)	16.7 (30)	21.1 (38)	100.0 (180)	1.94	6
g. state staff consultants	16.3 (31)	26.3 (50)	22.6 (43)	15.3 (29)	19.5 (37)	100.0 (190)	2.04	5

* Variable N reflects the fact that subjects viewed specified persons and groups as inapplicable to their program.

scores (very much = 4, much = 3, etc.) mean ranks were calculated. Local directors received the highest rank score ($\bar{X}$ = 2.78) which may be interpreted as indicating much assistance. Parents of students are perceived as offering least non-material assistance to occupational education programs ($\bar{X}$ = 1.70). State area directors, however, fare little better than parents ($\bar{X}$ = 1.94). When response distributions are compared by instructional level, one significant difference appears. Community college and technical institute instructors see state staff consultants as giving less program assistance than do junior high and high school instructors (Smirnov D = .358, $p < .001$). No differences were noted by educational district.

In the case of interview subjects, responses were very similar. Local directors were given the highest rank score ($\bar{X}$ = 3.05); parents received the lowest ($\bar{X}$ = 1.85); and state staff consultants received the second lowest score ($\bar{X}$ = 2.71). No differences in perception by instructional level or educational district were noted among interview respondents.

One form that citizen involvement in occupational education has taken is the establishment of Citizen Advisory Groups for the various program areas. While such committees are strongly encouraged by pertinent state occupational education offices, slightly more than half the instructors in both the questionnaire (52.9 percent) and interview (53.2 percent) surveys report the existence of such com-

mittees for their programs. Among both survey samples, however, a significantly greater proportion of community college and technical institute instructors reported the existence of Citizen Advisory Committees for their programs than did instructors in junior high and high schools. Specifically, among questionnaire respondents, 67.9 percent of the former reported Citizen Advisory Groups as compared to 43.0 percent of the latter. Comparable statistics for interview respondents were 75.0 percent and 25.0 percent, respectively. No differences were noted by district in either survey sample.

In those cases where Citizen Advisory Committees were reported for a given program, data indicate that the committee has an average of eight members; the committee met about twice during the past year; and approximately six persons attended each committee meeting. This characterization summarizes the responses of both questionnaire and interview subjects. In both samples, the only difference observed by instructional level was the tendency for committee membership to be larger for programs in community colleges and technical institutes than for those in junior high and high schools (9 versus 7).

An effort was made to assess the importance ascribed to Citizen Advisory Groups by questionnaire respondents in a number of areas. The results are presented in Table III - 12.

A perusal of this Table reveals that of the areas identified,

TABLE III - 12

DISTRIBUTION OF PERCEPTION OF THE IMPORTANCE OF

CITIZEN ADVISORY GROUPS IN SPECIFIED AREAS AMONG QUESTIONNAIRE

RESPONDENTS REPORTING CITIZEN ADVISORY GROUPS FOR THEIR PROGRAMS

AREA	IMPORTANCE OF CITIZEN ADVISORY GROUPS					
	Very Important	Fairly Important	Minor Importance	No Importance	No Response	Total
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
a. curriculum revision & evaluation	28.5 (37)	34.6 (45)	20.8 (27)	11.5 (15)	4.6 (6)	100.0 (130)
b. evaluation of instructor's work	23.8 (31)	23.1 (30)	26.2 (34)	22.3 (29)	4.6 (6)	100.0 (130)
c. information re: job markets & training needs	40.8 (53)	27.7 (36)	21.5 (28)	4.6 (6)	5.4 (7)	100.0 (130)
d. information re: technical developments in field	33.1 (43)	23.1 (30)	22.3 (29)	16.2 (21)	5.4 (7)	100.0 (130)
e. public relations: representing program to community	50.0 (65)	26.2 (34)	16.2 (21)	3.1 (4)	4.6 (6)	100.0 (130)

continued-

Table III - 12

continued-DISTRIBUTION OF PERCEPTION OF THE IMPORTANCE OF CITIZEN ADVISORY GROUPS IN SPECIFIED AREAS AMONG QUESTIONNAIRE RESPONDENTS REPORTING CITIZEN ADVISORY GROUPS FOR THEIR PROGRAMS

AREA	IMPORTANCE OF CITIZEN ADVISORY GROUPS					
	Very Important	Fairly Important	Minor Importance	No Importance	No Response	Total
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
f. provision of equipment, supplies, services and/or advice	21.5 (28)	24.6 (32)	30.0 (39)	19.2 (25)	4.6 (6)	99.9 (130)
g. placement of students in jobs	33.8 (44)	28.5 (37)	21.5 (28)	10.0 (13)	6.2 (8)	100.0 (130)
h. recruitment of students	14.6 (19)	23.8 (31)	36.9 (48)	18.5 (24)	6.2 (8)	100.0 (130)
i. provision of on-the-job experience	34.6 (45)	20.0 (26)	20.8 (27)	18.5 (24)	6.2 (8)	100.1 (130)

Citizen Advisory Groups are viewed as most important for public relations, job market information and job placement. They are viewed as least significant for student recruitment. However, instructors in community college and technical institutes attribute significantly more importance to Citizen Advisory Groups in student recruitment (Smirnov D = .329 $p < .05$). No other differences by instructional level or educational district were noted.

When interview subjects were asked to enumerate the benefits, if any, they saw growing out of Citizen Advisory Groups, the results were similar to those reported above. The major value seen in such committees is public relations and job placement. The data in Table III - 12 and the comments of interview respondents suggest, then, that Citizen Advisory Groups are viewed as more important for program implementation than for program development.

Perception of Enrollees

Another area of inquiry specified by the State Advisory Council was instructors' perceptions of students--number, how they get into programs, program opportunities for particular groups, etc. It is to these matters that we now turn our attention.

Instructors' perceptions regarding enrollment are presented in Table III - 13. As can be noted, 52.8 percent of the questionnaire respondents perceived enrollment in their program to be higher in

TABLE III - 13

DISTRIBUTION OF PERCEPTIONS OF NUMBERS OF STUDENTS ENROLLING IN OCCUPATIONAL EDUCATION PROGRAMS AMONG QUESTIONNAIRE RESPONDENTS

Enrollment	N	Percent
a. Increased significantly over previous year	18.9	44
b. Increased slightly over previous year	33.9	79
c. Remained about like previous year	32.6	76
d. Decreased somewhat over previous year	6.0	14
e. Decreased significantly over previous year	1.3	3
f. Don't have enough information to judge	5.2	12
f. No response	2.1	5
total	100.0	233

the current than in the previous academic year. The matter of student enrollment was posed somewhat differently to interviewees, but nonetheless, almost half (44.7 percent) said they had more students this year than last. When asked why they thought this was the case, instructors consistently mentioned the tight labor market. In the current market, both parents and students seem more concerned that employable skills be acquired.

The perception of increased enrollment in occupational education programs was similar at both instructional levels and across educational districts.

Questionnaire subjects were queried further about the enrollment of minority students in their programs. The results appear in Table III - 14. These data bear several comments. First, about half the instructors perceive minority enrollemnt to be similar for the past two years (49.4 percent), while approximately a third (30.4 percent) think it has increased to some extent.

Perceptions do not differ by instructional level nor by district. When the data Tables III - 13 and III - 14 are compared, it is apparent that more instructors perceive total enrollment increasing than perceive minority enrollment increasing (52.8 percent vs. 30.4 percent: $Z = 5.11$, $p < .001$).

Instructors consider self-selection to be the primary means by which students get into their programs. Data for questionnaire respondents appear in Table III -15. An open-ended question on the same issue

TABLE III - 14

DISTRIBUTION OF PERCEPTIONS OF THE NUMBER OF MINORITY STUDENTS ENROLLED IN OCCUPATIONAL EDUCATION PROGRAMS IN CURRENT COMPARE TO PREVIOUS YEAR AMONG QUESTIONNAIRE RESPONDENTS

RESPONSE CATEGORIES	Percent	N
a. Increased significantly over previous year	10.7	25
b. Increased slightly over previous year	19.7	46
c. Remained about like previous year	49.4	115
d. Decreased somewhat over previous year	4.7	11
e. Decreased significantly over previous year	0.9	2
f. Don't have enough information to judge	12.0	28
g. No response	2.6	6
Total	100.0	233

TABLE III - 15

DISTRIBUTION OF PERCEPTIONS OF PRIMARY WAY STUDENTS GET INTO OCCUPATIONAL EDUCATION PROGRAMS AMONG QUESTIONNAIRE RESPONDENTS

PRIMARY MEANS OF ENTRANCE	Percent	N
a. Students own free choice	45.1	105
b. Assignment by administration and/or guidance personnel	27.5	64
c. Recruitment and/or selection by instructor	8.6	20
d. Other	16.3	38
e. No response	2.6	6
Total	100.1	233

directed to interview subjects yielded similar results. Specifically, 48.9 percent of the interviewees stated that students got into their programs by individual choice. Another 23.4 percent said that they played a role in the recruitment or selection of students. Comparisons by instructional level revealed no differences.

Interviewees were asked if they felt any need to change the way students get into their programs. Sixty-six percent answered "no". Those who responded that change was needed, tended however, to offer very esoteric alternatives.

Finally, in the questionnaire survey, subjects were asked to indicate their level of agreement or disagreement with the statement that their educational unit provides training opportunities for a number of specified groups. The group specified and the number and percent of respondents agreeing that opportunities are provided them appear in Table III - 16. Clearly, teachers perceive the handicapped to be the group least adequately provided for in their units. However, community college and technical institute instructors express greater agreement that their programs provide educational opportunities for both the physically handicapped (Smirnov $D = .289$, $p < .01$) and females (Smirnov $D = .276$, $p < .01$). No differences were noted by district.

Perceptions of Other Issues

Two other issues were singled out for examination by the State Advisory Council--the perceived adequacy of safety practices were

TABLE III - 16

PERCENT AND NUMBER OF QUESTIONNAIRE RESPONDENTS WHO AGREE WITH THE ASSERTION THAT THEIR EDUCATIONAL UNIT PROVIDES EDUCATIONAL OPPORTUNITIES FOR SPECIFIED GROUPS

Group	Percent Who Agree	N Who Agree	Total N
a. Socio-economically disadvantaged	71.3	166	233
b. Academically disadvantaged	67.4	157	233
c. Physically handicapped	43.8	102	233
d. Non-academically talented	60.9	142	233
e. Academically talented	71.6	167	233
f. females	74.2	173	233
g. Secondary School drop-outs	75.3	61	81*

* Reported only for C.C. & T.I. instructors.

solicited only from questionnaire subjects. The distribution of their responses appear in Table III - 17.

Clearly, almost all instructors who considered safety practices relevant to their programs viewed existing practices as generally or completely adequate. However, when the data were compared by instructional level, community college and technical institute instructors viewed safety practices as significantly more adequate than did their junior high and high school counterparts (Smirnov D = .364, $p < .001$). No differences were noted by district.

The issue of professional development needs was posed differently to questionnaire and interview subjects. Interview subjects were asked first if they felt any need for professional development programs such as workshops, institutes, short courses, etc. Eighty-one percent responded affirmatively and there was no difference by instructional level. Those interviewees expressing a need for professional development were subsequently asked in what areas they felt the greatest need. An examination of their responses indicate that the areas of greatest need are perceived to be instructional methods and technical subject matter.

In the questionnaire survey, subjects were asked to indicate the extent to which professional development was needed in several specified areas. The results are presented in Table III - 18. Of those areas specified, technical subject matter and teaching methods were considered areas of greatest need.

TABLE III - 17

DISTRIBUTION OF PERCEPTION OF ADEQUACY

OF SAFETY PRACTICES AMONG QUESTIONNAIRE RESPONDENTS

PERCEPTIONS	Percent	N
Completely Adequate	25.8	60
Generally Adequate	40.3	94
Somewhat Inadequate	7.7	18
Completely Inadequate	1.3	3
Not applicable to my program	21.0	49
No Response	3.9	9
Total	100.0	233

TABLE III - 18

DISTRIBUTION OF PERCEPTIONS OF THE EXTENT TO WHICH PROFESSIONAL DEVELOPMENT IS NEEDED IN SPECIFIED AREAS AMONG QUESTIONNAIRE RESPONDENTS

AREA	EXTENT TO WHICH PROFESSIONAL DEVELOPMENT NEEDED					
	No Need % (N)	Slight Need % (N)	Strong Need % (N)	Very Strong Need % (N)	No Response % (N)	Total % (N)
a. technical subject Matter	15.9 (37)	39.9 (93)	26.6 (62)	14.6 (34)	3.0 (7)	100.0 (233)
b. teaching methods	20.6 (48)	42.9 (100)	24.5 (57)	9.0 (21)	3.0 (7)	100.0 (233)
c. supervising student projects	22.3 (52)	51.9 (121)	16.3 (38)	5.6 (13)	3.9 (9)	100.0 (233)
d. working with lay citizens	27.0 (63)	36.1 (84)	23.2 (54)	9.4 (22)	4.3 (10)	100.0 (233)
e. laws, regulations, etc. affecting own programs	28.8 (67)	35.6 (83)	20.2 (47)	11.2 (26)	4.3 (10)	100.1 (233)
f. youth organizations	33.9 (79)	35.6 (83)	17.6 (41)	8.2 (19)	4.7 (11)	100.0 (233)

The Matter of Explanation

As was pointed out in the first chapter of this report, an assumption implicit in the stratification of the research sample by instructional level and educational district is the expectation that these factors might account for differences in instructors' perceptions of occupational education. It is not that these factors per se are attributed such importance, but rather that they are considered reflective of various aspects of the context in which instructors carry out their programs. For example, instructional level is indicative of internal institutional organization; institution--community relations; teacher responsibilities vis-a-vis students; etc. Educational district reflects regional economic characteristics; population size, density and composition; labor force structure; performance of district level personnel, etc. The data we have examined thus far indicate that, indeed, instructional level produces differences in instructors' perceptions of many facets of occupational education. In contrast, educational district is of no explanatory value.

At this point, we would like to concentrate on two important dependent variables in an exploration of the possible utility of one or two theoretical perspectives in accounting for differential perceptions. The two dependent variables are the extent to which instructors feel the goals of their programs are being reached and estimations of the likelihood that changes described as needed will in fact be made. The theoretical perspectives were described briefly

in Chapter I. In the first instance, attention is directed to the variables satisfaction, commitment to remain in the organization, commitment to organizational procedures, and openness of supervision as independent variables. Empirically, these variables have been demonstrated to be highly correlated with each other. Cognitive balance would obtain if instructors who were (a) satisfied with their jobs, (b) committed to stay in their present jobs, (c) supportive of organizational procedures, and (d) viewed supervision as permitting desired levels of participation also perceived their program goals as being achieved and felt that any needed changes would be made. The test of the foregoing expectations appears in Table III-19. An examination of this correlation matrix reveals first, that consistent with other research findings, the independent variables are significantly related to each other. Interestingly, none are related to perceptions of goal achievement, but all are significantly related to perceptions of the likelihood of needed changes being made. While the strength of the relationships on both dependent variables doubtlessly attentuated the relationships somewhat. We will return to a discussion of these variables momentarily.

TABLE III - 19

CORRELATION MATRIX OF POTENTIAL EXPLANATORY VARIABLES

	Goal Achievement	Change Score	Job Satisfaction	Commitment to Remain	Commitment to procedures	Supervision	Invest-Reward: Work Satisfaction	Invest-Reward: Salary	Invest-Reward Respect	Invest-Reward Index
Goal Achievement		.46	.09	.11	.04	.05	.20	.03	.20	.13
Change Score			.27	.17	.15	.18	.23	.14	.21	.18
Commitment to Remain				.59	.69	.60	.43	.24	.30	.22
Commitment to Procedures					.55	.50	.38	.23	.25	.21
Supervision						.66	.28	.21	.16	.15
Invest-Reward Work Satisfaction							.25	.13	.22	.14
Invest-Reward Salary								.22	.34	.37
Invest-Reward Respect										.49
Invest-Reward Index										

Drawing upon principles of social comparison and social exchange, it also was hypothesized that the less the perceived comparative discrepancy in job investment-rewards of teachers, the greater the perception of goal achievement and the greater the perceived likelihood that needed program changes will be effected. The test of these expectations also appears in Table III - 19. An inspection of the data reveals support for the hypotheses except in the case of perceived comparative discrepancy in salary. Perhaps the comparatively low salaries received by teachers is an issue that is more or less resolved at a person's entry into the profession. However, when teachers feel that the personal satisfaction they derive from their work is less than what other people who invested similarly in their jobs receive, they perceive the achievement of program goals to be lower and that there is less likelihood of needed program changes being made. When measures of perceived discrepancy in job investment-reward in all three areas are summed and treated as a general index of job investment-reward discrepancy, the relationship between the index score and measures of both independent variables is significant. Previous discussion indicates, however, that the significance is attributable to the areas of personal satisfaction and respect. While none of the relationships are of great magnitude, the caveat enter earlier regarding attentuation remains pertinent.

Since both clusters of independent variables examined here are

significantly related to perceptions of the likelihood of needed changes being made, might it be possible to incorporate them all into a single explanatory model? This question was explored by means of partial and multiple correlation and regression procedures. The results can be summarized rather succinctly. Job satisfaction seems to intervene somewhat between job investment-reward in each area and perceived likelihood of change being effected. However, job investment-reward discrepancy in each area exerts a significant direct effect on the dependent variable. The variables (a) commitment to remain in the organization, (b) commitment to organizational procedures, and (c) openness of supervision occupy neither an intervening or an antecedent position with reference to job investment-reward discrepancy. In fact the partial and multiple correlation analyses indicate that the increment produced in R^2 by retaining these three variables in a model are infitesimal (range = .004 to .005). Thus, it appears that the impact of these variables is the result of their correlation with job investment-reward discrepancies.

As was stated at the beginning of this section, this analysis was viewed as exploration of some theoretical leads. The results indicate that it might be worthwhile to pursue the matter of job investment-rewards further, but for substantively significant levels of explanation, other variables would have to be identified.

CHAPTER IV

SUMMARY & CONCLUSIONS

To conclude this report we will first summarize briefly the characteristics of the research subjects, generalizing when appropriate. Next, the questions posed by the State Advisory Council on Vocational Education will be stated in the order in which they were introduced in Chapter I, and the conclusions which the data suggest will be succinctly presented.

Data indicate that most occupational education instructors in North Carolina have bachelor's degrees, while 25 percent have completed a master's. Approximately half these instructors have taught in the occupational field five years or less, but the extreme years of service of a few results in an overall average of about 9 years. Teachers of occupational education in junior high and high schools average 11 years teaching experience while their counterparts in community colleges and technical institutes average approximately 7 years.

Occupational education instructors in North Carolina are moderately satisfied with their jobs, neutral in their commitment to remain in their present positions, somewhat ambivalent about the operational procedures of their institutions, but feel that supervision in their units permits some opportunities for teacher participation. When asked to compare themselves with others who invested similarly in their occupations, these instructors express the view that their salary is somewhat lower, the

satisfaction they derive from their work is somewhat greator, and the respect they receive from others is about the same.

Question 1: How do instructors perceive program objectives? Teachers at all instructional levels define the major goal of their programs to be the transmission of job related skills. Program goals of the institution do not differ from the program goals of instructors.

Question 2: To what extent do instructors perceive that program goals are being reached? Instructors perceive the major goals of their programs as generally being achieved, whether they teach at the junior high/high school level or the community college/technical institute level.

Question 3: How do instructors perceive the nature of enrollees--number, how selected, composition, etc.? Occupational education instructors in North Carolina feel that enrollment in their programs is increasing somewhat. They do not feel that the enrollment of minority students is increasing as rapidly as overall enrollment, however. They feel that their programs make adequate provision for most minority groups, except the physically handicapped. Instructors in community colleges and technical institutes feel that opportunities for both the physically handicapped and women are more adequate than do teachers in junior high and high schools.

Students get into occupational education programs primarily through personal choice, and most instructors see no need for change in the recruitment process.

Question 4: What are instructors' perceptions of the adequacy of facilities, equipment and teaching materials? Instructors express slight agreement that instructional materials and equipment are adequate, but they express ambivalence about the adequacy of facilities and funds. Instructors in community colleges and technical institutes feel that instructional materials, equipment and funds are more adequate than do teachers at the junior high/high school level.

Question 5: What are instructors' perceptions of the adequacy of "support" from selected individuals, groups, and agencies? Of the list of individuals, groups, and agencies identified, local program directors were attributed greatest support. Parents of students were viewed as offering least. State area directors were viewed as of only slightly more assistance than parents.

Question 6: How do instructors view the safety practices used? Approximately one-fourth the occupational education instructors do not view safety practices as relevant to their programs. When safety practices are defined as relevant, almost all instructors considered current practices as either generally or completely adequate. However, community college/technical institute instructors viewed safety practices as significantly more adequate than did junior high/high school instructors.

Question 7: What do instructors perceive to be the nature and extent of the use of Citizen Advisory Groups? Slightly more than half the occupational education instructors in North Carolina report the existence

of a Citizen Advising Group for their programs. Such advisory groups are much more frequently reported by community college/technical institute instructors. When advisory groups exist, they typically have eight members and meet twice annually with an average attendance of six. The contributions of Citizen Advisory Groups is thought to be primarily public relations; sources of job market information; and assistance in job placement.

Question 8: What do instructors perceive their needs to be in the area of professional development? More than eighty percent of the occupational education instructors in the state feel a need for some professional development programs. Among potential areas specified, greatest need was expressed in regard to technical subject matter and teaching methods.

Question 9: What changes do occupational education instructors see as needed in their programs? Approximately two-thirds of all instructors feel that some changes are needed in their programs. Among first mentioned changes, curriculum, teaching materials and methods, and students were named most frequently. Among second named changes, administration and organization was the most frequently cited. These instructors are ambivalent, however, that the changes they feel are needed will ever be made.

Question 10: What do instructors perceive to be the major barriers to program improvement? When given an opportunity to describe obstacles

in their own terms, instructors emphasized two things: finances and administration/organization. When asked to indicate the extent to which several specified factors constituted barriers to program improvement, plant space was viewed as the greatest barrier; teacher overload was second; enrollment-attendance was third; and equipment-supplies was fourth. Teachers in community colleges/technical institutes tended to view almost all these factors as being less a barrier than did teachers in junior high and high schools.

No differences in perceptions regarding any matter set forth by the State Advisory Council were noted by educational district. In contrast, several differences were noted by instructional level.

The theoretical ideas explored to account for differences in perception of goal achievement and likelihood of needed changes being made produced very limited success. The cognitive variables examined would probably need to be combined with selected structural variables to have much explanatory value.

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APPENDIX A

OCCUPATIONAL EDUCATION AS VIEWED BY TEACHERS

Directions: When a question or statement is followed by a series of alternatives, enter the number associated with the alternative which you think most appropriate in the box to the right. When questions are not followed by a series of alternatives, write what you feel is the best answer in the space provided.

I. 1. What is your major teaching field?_____

2. When did you graduate from high school?_____.

3. What is the highest academic degree or certificate which you hold?_____.

4. How long have you been teaching in this field?_____.

5. In general, what would you say that you like most about your present teaching assignment? _____

6. What would you say that you like least about your present teaching assignment?

II. 1. List briefly what you understand to be the five major objectives of the occupational education program in which you teach. After you have listed these program objectives, enter in the box to the right a number from 1-10 to indicate the extent to which you think each objective is being reached. Write 10 if you think the objective is being reached completely. Write 1 if you think the objective is not being reached at all. Use the numbers 2-9 to indicate intermediate degrees of goal accomplishment.

1)_____

2)_____.

3)_____.

4)_____.

5)_____.

DO NOT WRITE IN BOX BELOW

2. Enumerate briefly the five most important changes (if any) which you feel should be made in the occupational education program in which you teach. After you have listed these changes, enter in the box to the right a number from 1-10 to indicate your judgment of the likelihood that each change will be made. Write 10 if you think it is very likely that the change will be made. Write 1 if you think it very unlikely that the change will be made. Use the numbers 2-9 to indicate intermediate degrees of likelihood.

1) _____

2) _____

3) _____

4) _____

5) _____

DO NOT WRITE IN THIS BOX

3. In the space provided below, indicate what you consider the greatest obstacles to making needed changes (if any) in your program.

4. Some occupational educational programs require that teachers and students work with equipment that is potentially dangerous. In your own program do you feel that safety practices are:

a. Completely adequate 4
b. Generally adequate 3
c. Somewhat inadequate 2
d. Completely Inadequate 1
e. NOT APPLICABLE TO MY PROGRAM 9

III. 1. Is there a formally organized Citizen Advisory Group for your subject or program area? Yes____. No____. (If "No" skip to last question on this page.)

2. How important for your work is the Citizen Advisory Group in the following areas? Use the following scale:

Very important. 4
Fairly important. 3
Of minor importance 2
Of no importance. 1

a. Curriculum revision and evaluation

b. Evaluation of your work.

c. Keeping you informed of the local job market and training needs.

d. Keeping you informed of technical developments in your field.

e. Public relations: representing your program to the community.

f. Contributing equipment, supplies, services, and/or advice to classes.

g. Helping to place students in jobs.

h. Recruiting students.

i. Providing on-the-job experiences for students.

j. Other (specify)_____
_____

3. Insofar as citizen contribution to your work is concerned, rank the following sources (1,2, 3) according to their importance:

___Citizen Advisory Group functioning as a group.
___Individual members of the Citizen Advisory Group.
___Individual citizens not in the Citizen Advisory Group.

4. How many members are in your Citizen Advisory Group?_____
How many times did the group meet last year?_____
What was the average attendance at these meetings?_____

5. If you do not have a Citizen Advisory Group, or if your group is not functioning as you would like, what would you say is the major reason?

_____
_____
_____

REMEMBER: Write the number that corresponds with your response to each item in the box to the right of that item.

IV. 1. On the whole, how satisfied are you with your present job, when you consider the expectations you had when you started it?

a. Very dissatisfied. 0
b. Slightly dissatisfied. 1
c. Neutral. 2
d. Moderately satisfied 3
e. Very satisfied 4

2. How satisfied are you with the amount of freedom (autonomy) you have in your job?

a. Very dissatisfied. 0
b. Slightly dissatisfied. 1
c. Neutral 2
d. Moderately satisfied 3
e. Very satisfied 4

3. How satisfied are you with your present supervisor?

a. Very dissatisfied. 0
b. Slightly dissatisfied. 1
c. Neutral 2
d. Moderately satisfied 3
e. Very satisfied 4

4. How satisfied are you with your fellow workers?

a. Very dissatisfied. 0
b. Slightly dissatisfied. 1
c. Neutral 2
d. Moderately satisfied 3
e. Very satisfied 4

DO NOT WRITE IN THIS BOX

5. If another school offered you the same sort of job you have now and you were able to keep all the benefits you now have, would you accept the offer?

a. Absolutely would 0
b. Would. 1
c. Not sure 2
d. Would not. 3
e. Absolutely would not 4

6. Suppose another school offered you the same sort of job you have now and you were able to keep all the benefits you have now plus 10% salary increase, would you accept the offer?

a. Absolutely would 0
b. Would. 1
c. Not sure 2
d. Would not. 3
e. Absolutely would not 4

7. I feel that my job is no more interesting than others I could get.

a. Strongly disagree. 4
b. Disagree 3
c. Undecided. 2
d. Agree 1
e. Strongly agree 0

8. I plan to continue working here until I retire

a. Strongly disagree. 0
b. Disagree 1
c. Undecided. 2
d. Agree 3
e. Strongly agree 4

9. If I had the chance, I would like to change to some organization other than a school.

a. Absolutely would 0
b. Would 1
c. Not Sure 2
d. Would not. 3
e. Absolutely would not 4

DO NOT WRITE IN THIS BOX

V. 1. My institution is very concerned about the continued professional development of its teachers.

a. Strongly agree 4
b. Agree 3
c. Undecided 2
d. Disagree 1
e. Strongly disagree 0

2. When teachers in my institution engage in professional development programs, that is taken into account in salary increases and promotions.

   a. Strongly agree 4
   b. Agree 3
   c. Undecided 2
   d. Disagree 1
   e. Strongly disagree 0

3. Teachers in my institution who seldom or never engage in professional development programs are just as respected by the administration as are those who do participate.

   a. Strongly agree. 0
   b. Agree 1
   c. Undecided 2
   d. Disagree. 3
   e. Strongly disagree 4

4. Professional development programs and activities in my subject area tend to be a waste of time.

   a. Strongly agree. 0
   b. Agree 1
   c. Undecided 2
   d. Disagree. 3
   e. Strongly disagree 4

DO. NOT WRITE IN THIS BOX

VI. 1. This institution has a poor way of handling teacher complaints.

   a. Strongly disagree 4
   b. Disagree. 3
   c. Undecided 2
   d. Agree 1
   e. Strongly agree 0

2. Most of the time, the administration tries to be fair and honest in dealing with teachers.

   a. Strongly disagree 0
   b. Disagree. 1
   c. Undecided 2
   d. Agree 3
   e. Strongly agree 4

REMEMBER: Write the number that corresponds with your response to each item in the box to the right of that item.

3. I really don't feel part of this institution.

a. Strongly disagree. 4
b. Disagree 3
c. Undecided. 2
d. Agree 1
e. Strongly agree 0

4. Supervisors fail to take action on our complaints.

a. Strongly disagree. 4
b. Disagree 3
c. Undecided. 2
d. Agree 1
e. Strongly agree 0

5. There are good opportunities here for those who want to get ahead.

a. Strongly disagree. 0
b. Disagree 1
c. Undecided. 2
d. Agree 3
e. Strongly agree 4

6. Many of the rules here are annoying.

a. Strongly disagree. 4
b. Disagree 3
c. Undecided. 2
d. Agree 1
e. Strongly agree 0

DO NOT WRITE IN THIS BOX

7. I feel that I do not have enough autonomy (freedom) to do my job well.

a. Strongly disagree. 4
b. Disagree 3
c. Undecided. 2
d. Agree 1
e. Strongly agree 0

8. There can be little action taken here until a decision is approved by a supervisor.

a. Strongly disagree. 4
b. Disagree 3
c. Undecided. 2
d. Agree 1
e. Strongly agree 0

9. A person who wants to make his own decisions would be quickly discouraged here.

a. Strongly disagree. 4
b. Disagree 3
c. Undecided. 2
d. Agree 1
e. Strongly agree 0

10. I feel that I am my own boss in most matters concerning the job.

a. Strongly disagree. 0
b. Disagree 1
c. Undecided. 2
d. Agree 3
e. Strongly agree 4

11. My position gives me a chance to try out new ideas.

a. Strongly disagree. 0
b. Disagree 1
c. Undecided. 2
d. Agree 3
e. Strongly agree 4

12. In the usual case, only general guidelines are given and a person works out the details of a job for himself.

a. Strongly disagree. 0
b. Disagree 1
c. Undecided. 2
d. Agree. 3
e. Strongly agree 4

13. How things are done here is usually left up to the person doing the work.

a. Strongly disagree. 0
b. Disagree 1
c. Undecided. 2
d. Agree. 3
e. Strongly agree 4

14. Most of the supervisors here leave you alone as long as you do your job.

a. Strongly disagree. 0
b. Disagree 1
c. Undecided. 2
d. Agree. 3
e. Strongly agree 4

DO NOT WRITE IN THIS BOX

II. 1. Career education is a powerful agency for promoting individual and social efficiency.

a. Strongly agree. 4
b. Agree 3
c. Undecided 2
d. Disagree. 1
e. Strongly disagree 0

2. Increased career education may be an answer to the problem of unemployment.

a. Strongly agree. 4
b. Agree 3
c. Undecided 2
d. Disagree. 1
e. Strongly disagree 0

3. The major function of the high school should be the preparation of students for entrance into college.

a. Strongly agree. 0
b. Agree 1
c. Undecided 2
d. Disagree. 3
e. Strongly disagree 4

4. The knowledge students could obtain from vocational education courses is of doubtful value.

a. Strongly agree. 0
b. Agree 1
c. Undecided 2
d. Disagree. 3
e. Strongly disagree 4

5. Career education has its faults, but on the whole it is a valuable part of the high school program.

a. Strongly agree. 4
b. Agree 3
c. Undecided 2
d. Disagree. 1
e. Strongly disagree 0

6. Schools have a responsibility to provide career education for persons of all levels of ability,

a. Strongly agree. 4
b. Agree 3
c. Undecided 2
d. Disagree. 1
e. Strongly disagree 0

7. Career education receives more support than it deserves.

a. Strongly agree 0
b. Agree. 1
c. Undecided. 2
d. Disagree 3
e. Strongly disagree. 4

8. Career education programs do not help keep the potential dropout in school.

a. Strongly agree 0
b. Agree. 1
c. Undecided. 2
d. Disagree 3
e. Strongly disagree. 4

DO NOT WRITE IN THIS BOX

VIII. NOTE: Each of the items below has multiple parts. Please respond to each part. Use the following scale:

Strongly agree 4
Agree. 3
Undecided. 2
Disagree 1
Strongly disagree. 0

In the box to the right of each item part, enter the number corresponding to the alternative you think most descriptive.

1. Instructional materials are:

a. available in sufficient quantity

b. up-to-date

c. relevant to modern employment practices

d. appropriate to the curriculum objectives

e. designed to compensate for various rates of learning

2. Facilities are adequate in terms of:

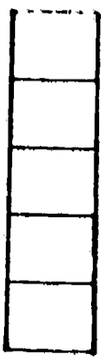
   a. amount of space

   b. adaptability to program needs

   c. maximum number of trainees to be accommodated

   d. safety requirements

   e. provision for independent study areas



3. Equipment is:

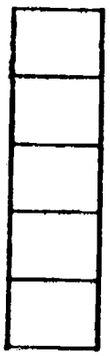
   a. safe

   b. functional

   c. up-to-date

   d. available in sufficient quantity

   e. available in sufficient variety



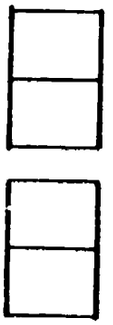
4. Adequate funds are available for:

   a. purchasing instructional materials and supplies

   b. replacing, as needed, the tools and equipment which are used as part of the instructional program

   c. maintaining and improving buildings and facilities

   d. paying occupational instructional personnel salaries commensurate with their professional preparation and work experience



5. Opportunities for occupational education in my educational unit or institution are provided for the following groups of people:

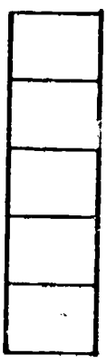
   a. socio-economically disadvantaged

   b. academically disadvantaged

   c. physical handicapped

   d. non-academically talented

   e. academically talented



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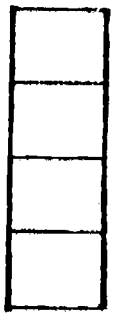
f. post-secondary students

g. adults

h. females

i. those who have dropped out of the secondary system school



6. In comparing the current year with the previous one, the number of enrollees in my program area has:

Increased significantly 4
Increased slightly. 3
Remained about the same 2
Decreased somewhat. 1
Decreased significantly 0
I DON'T HAVE ENOUGH INFORMATION TO JUDGE. . . . 9

7. In comparing the current year with the previous one, the number of students from minority groups enrolled in my program area has:

Increased significantly 4
Increased slightly. 3
Remained about the same 2
Decreased somewhat. 1
Decreased significantly 0
I DON'T HAVE ENOUGH INFORMATION TO JUDGE. . . . 9

IX. 1. A person invests a great deal of time and effort in preparing for an occupation. When you consider the investment you made in <u>your</u> occupation, do you feel that

A. the personal satisfaction you get from your work is:
   a. better than that of most people who invested a similar amount. 4
   b. about like that of most people who invested a similar amount. 3
   c. a little below that of most people who invested a similar amount. 2
   d. much below that of most people who invested a similar amount. 1

B. the salary which you receive is:
   a. better than that of most people who invested a similar amount. 4
   b. about like that of most people who invested a similar amount. 3
   c. a little below that of most people who invested a similar amount. 2
   d. much below that of most people who invested a similar amount. 1

C. the respect which others have for your position is:
   a. better than that of most people who invested a similar amount. 4
   b. about like that of most people who invested a similar amount. 3
   c. a little below that of most people who invested a similar amount. 2
   d. much below that of most people who invested a similar amount. 1

☐

DO NOT WRITE IN THIS BOX

☐

THANKS FOR YOUR COOPERATION. WITHOUT IT THE STUDY COULD NOT BE COMPLETED MEANINGFULLY.

APPENDIX B

OCCUPATIONAL EDUCATION AS VIEWED BY TEACHERS

Directions: When a question or statement is followed by a series of alternatives, enter the number associated with the alternative which you think most appropriate in the box to the right. When questions are not followed by a series of alternatives, write what you feel is the best answer in the space provided.

I. 1. What is your major teaching field?_____.

2. When did you graduate from high school?_____.

3. What is the highest academic degree or certificate which you hold?_____.

4. How long have you been teaching in this field?_____.

5. In general, what would say that you like most about your present teaching assignment?_____.

6. What would you say that you like least about your present teaching assignment?_____.

II. 1. List briefly what you understand to be the five major objectives of the occupational education program in which you teach. After you have listed these program objectives, enter in the box to the right a number from 1-10 to indicate the extent to which you think each objective is being reached. Write 10 if you think the objective is being reached completely. Write 1 if you think the objective is not being reached at all. Use the numbers 2-9 to indicate intermediate degrees of goal accomplishment.

1)_____.

2)_____.

3)_____.

4)_____.

5)_____.

DO NOT WRITE IN THIS BOX

2. Enumerate briefly the five most important changes (if any) which you feel should be made in the occupational education program in which you teach. After you have listed these changes, enter in the box to the right a number from 1-10 to indicate your judgment of the likelihood that each change will be made. Write 10 if you think it is very likely that the change will be made. Write 1 if you think it very unlikely that the change will be made. Use the numbers 2-9 to indicate intermediate degrees of likelihood.

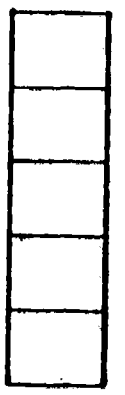
1) _____

2) _____

3) _____

4) _____

5) _____



DO NOT WRITE IN BOX BELOW

3. In the space provided below, indicate what you consider the greatest obstacles to making needed changes (if any) in your program.

_____

_____

_____

_____

_____

_____

_____

_____

_____

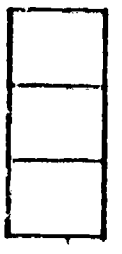
4. Use the scale below to indicate the extent to which each of the items listed constitute barriers to further improvement of your program in your administrative unit or school.

Very serious barrier. 4
Serious barrier 3
Minor barrier 2
No barrier. 1

a. Plant - space - housing

b. Inadequate teaching materials

c. Teacher overload



d. Lack of textbook

e. Lack of student interest

f. Professional preparation of teacher

g. Level of teaching materials too high

h. Equipment - supplies

i. Enrollment - attendance

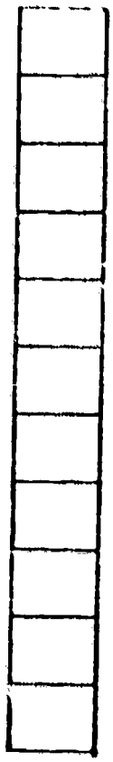
j. Scheduling

k. Lack of teacher interest

l. Administrative support

m. Cannot arrange field trips

n. Lack of available teachers



5. Use the scale below to indicate the extent to which you feel a need for professional development (through workshops, institutes, courses, etc.) in each area listed.

Very strong need 4
Strong need. 3
Slight need. 2
No need. 1

a. Technical subject matter in my teaching area

b. Teaching methods.

c. Supervising student projects and activities.

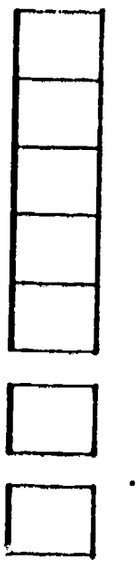
d. Working with lay citizen groups

e. Law, regulations, State Plan provisions, etc. affecting my program.

f. Youth organizations.

g. Other (specify) _____

_____.



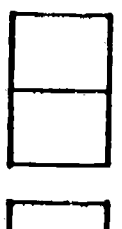
6. Some occupational education programs require that teachers and students work with equipment that is potentially dangerous. In your own program do you feel that safety practices are:

   a. Completely adequate 4
   b. Generally adequate. 3
   c. Somewhat inadequate 2
   d. Completely inadequate 1
   e. NOT APPLICABLE TO MY PROGRAM. 9

III. 1. Is there a formally organized Citizen Advisory Group for your subject or program area? Yes___. No___. (If "No" skip to last question on this page.)

2. How important for your work is the Citizen Advisory Group in *the following areas? Use* the following scale:

   Very important. 4
   Fairly important. 3
   Of minor importance 2
   Of no importance. 1

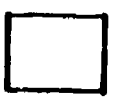


   a. Curriculum revision and evaluation.

   b. Evaluation of your work

   c. Keeping you informed of the local job market and training needs.

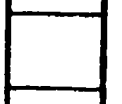
   d. Keeping you informed of technical developments in your field.



   e. Public relations: representing your program to the community.

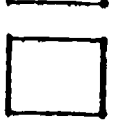
   f. Contributing equipment, supplies, services, and/or advice to classes.

   g. Helping to place students in jobs.



   h. Recruiting students

   i. Providing on-the-job experiences for students.



   j. Other (specify)_____
   _____.

3. Insofar as citizen contribution to your work is concerned rank the following sources (1, 2, 3) according to their importance:

___Citizen Advisory Group functioning as a group.
___Individual members of the Citizen Advisory Group.
___Individual citizens not in the Citizen Advisory Group.

4. How many members are in your Citizen Advisory Group?
How many times did the group meet last year?
What was the average attendance at these meetings?

5. If you do not have a Citizen Advisory Group, or if your group is not functioning as you would like, what would you say is the major reason?

_____
_____
_____

6. Use the scale below to indicate the assistance and support (not monetary, facilities, equipment, supplies, etc. but verbal support, guidance, supervision, evidence of commitment, etc.) given to your program by each of the people listed.

Very much. 4
Much 3
Some 2
Little 1
Very little. 0
Not applicable 9

a. Local principal

b. Local superintendent

c. Local director (if you have one)

d. Guidance personnel

e. Parent of students

f. Business and industry people

g. Community in general

h. Area director (State)

i. State Staff Consultants

REMEMBER: Write the number that corresponds with your response to each item in the box to the right of that item.

1. On the whole, how satisfied are you with your present job, when you consider the expectations you had when you started it?

   a. Very dissatisfied 0
   b. Slightly dissatisfied 1
   c. Neutral 2
   d. Moderately satisfied. 3
   e. Very satisfied. 4

2. How satisfied are you with the amount of freedom (autonomy) you have in your job?

   a. Very dissatisfied 0
   b. Slightly dissatisfied 1
   c. Neutral 2
   d. Moderately satisfied. 3
   e. Very satisfied. 4

3. How satisfied are you with your present supervisor?

   a. Very dissatisfied 0
   b. Slightly dissatisfied 1
   c. Neutral 2
   d. Moderately satisfied. 3
   e. Very satisfied. 4

4. How satisfied are you with your fellow workers?

   a. Very dissatisfied 0
   b. Slightly dissatisfied 1
   c. Neutral 2
   d. Moderately satisfied. 3
   e. Very satisfied. 4

DO NOT WRITE IN BOX BELOW

5. If another school offered you the same sort of job you have now and you were able to keep all the benefits you now have, would you accept the offer?

   a. Absolutely would. 0
   b. Would 1
   c. Not sure. 2
   d. Would not 3
   e. Absolutely would not. 4

6. Suppose another school offered you the same sort of job you have now and you were able to keep all the benefits you have now plus 10% salary increase, would you accept the offer?

a. Absolutely would 0
b. Would. 1
c. Not sure 2
d. Would not. 3
e. Absolutely would not 4

7. I feel that my job is no more interesting than others I could get.

a. Strongly disagree. 4
b. Disagree 3
c. Undecided. 2
d. Agree. 1
e. Strongly agree 0

8. I plan to continue working here until I retire.

a. Strongly disagree. 0
b. Disagree 1
c. Undecided. 2
d. Agree. 3
e. Strongly agree 4

9. If I had the chance, I would like to change to some organization than a school.

a. Absolutely would 0
b. Would. 1
c. Not sure 2
d. Would not. 3
e. Absolutely would not 4

10. This institution has a poor way of handling teacher complaints.

DO NOT WRITE IN BOX BELOW

a. Strongly disagree. 4
b. Disagree 3
c. Undecided. 2
d. Agree. 1
e. Strongly agree 0

11. Most of the time, the administration tries to be fair and honest in dealing with teachers.

a. Strongly disagree. 0
b. Disagree 1
c. Undecided. 2
d. Agree. 3
e. Strongly agree 4

REMEMBER: Write the number that corresponds with your response to each item in the box to the right of that item.

12. I really don't feel part of this institution.

a. Strongly disagree. 4
b. Disagree 3
c. Undecided. 2
d. Agree. 1
e. Strongly agree 0

13. Supervisors fail to take action on our complaints.

a. Strongly disagree. 4
b. Disagree 3
c. Undecided. 2
d. Agree. 1
e. Strongly agree 0

14. Many of the rules here are annoying.

a. Strongly disagree. 4
b. Disagree 3
c. Undecided. 2
d. Agree. 1
e. Strongly agree 0

DO NOT WRITE IN BOX BELOW

15. I feel that I do not have enough autonomy (freedom) to do my job well.

a. Strongly disagree. 4
b. Disagree 3
c. Undecided. 2
d. Agree. 1
e. Strongly agree 0

16. There can be little action taken here until a decision is approved by a supervisor.

a. Strongly disagree. 4
b. Disagree 3
c. Undecided. 2
d. Agree. 1
e. Strongly agree 0

17. A person who wants to make his own decisions would be quickly discouraged here.

a. Strongly disagree. 4
b. Disagree 3
c. Undecided. 2
d. Agree. 1
e. Strongly agree 0

18. I feel that I am my own boss in most matters concerning my job.

a. Strongly disagree. 0
b. Disagree 1
c. Undecided. 2
d. Agree. 3
e. Strongly agree 4

19. My position gives me a chance to try out new ideas.

a. Strongly disagree. 0
b. Disagree 1
c. Undecided. 2
d. Agree. 3
e. Strongly agree 4

20. How things are done here is usually left up to the person doing the work.

a. Strongly disagree. 0
b. Disagree 1
c. Undecided. 2
d. Agree. 3
e. Strongly agree 4

DO NOT WRITE IN BOX BELOW

NOTE: Each of the items below has multiple parts. Please respond to each part. Use the following scale:

Strongly agree 4
Agree. 3
Undecided. 2
Disagree 1
Strongly disagree. 0

In the box to the right of each item part, enter the number corresponding to the alternative you think most descriptive.

1. a. available in sufficient quantity

b. up-to-date

c. relevant to modern employment practices

d. appropriate to the curriculum objectives

e. designed to compensate for various rates of learning

2. Facilities are adequate in terms of:

   a. amount of space

   b. adaptability to program needs

   c. maximum number of trainees to be accommodated

   d. safety requirements

   e. provision for independent study areas

3. Equipment is:

   a. safe

   b. functional

   c. up-to-date

   d. available in sufficient quantity

   e. available in sufficient variety

4. Adequate funds are available for:

   a. purchasing instructional materials and supplies

   b. replacing, as needed, the tools and equipment which are used as part of the instructional program

   c. maintaining and improving buildings and facilities

   d. paying occupational instructional personnel salaries commensurate with their professional preparation and work experience

5. Opportunities for occupational education in my educational unit or institution are provided for the following groups of people:

   a. socio-economically disadvantaged

   b. academically disadvantaged

   c. physically handicapped

   d. non-academically talented

   e. academically talented

Continued on next page

f. post-secondary students

g. adults

h. females

i. those who have dropped out of the secondary system school

6. In comparing the current year with the previous one, the number of enrollees in my program area has:

Increased significantly. 4
Increased slightly 3
Remained about the same. 2
Decreased somewhat 1
Decreased significantly. 0
I DON'T HAVE ENOUGH INFORMATION TO JUDGE . . 9

7. In comparing the current year with the previous one, the number of students from minority groups enrolled in my program area has:

Increased significantly. 4
Increased slightly 3
Remained about the same. 2
Decreased somewhat 1
Decreased significantly. 0
I DON'T HAVE ENOUGH INFORMATION TO JUDGE . . 9

8. Students get into my classes through (check the one which best describes the situation):

Their own free choice 1
Assignment by administration and/or guidance person. 2
Recruitment and/or selection by me. 3
Other (Specify)_____
_____.4

VI. A person invests a great deal of time and effort in preparing for an occupation. When you consider the investment you made in your occupation, do you feel that

A. the personal satisfaction you get from your work is:
   a. better than that of most people who invested a similar amount 4
   b. about like that of most people who invested a similar amount 3
   c. a little below that of most people who invested a similar amount 2
   d. much below that of most people who invested a similar amount 1

B. the salary which you receive is:
   a. better than that of most people who invested a similar amount. 4
   b. about like that of most people who invested a similar amount. 3
   c. a little below that of most people who invested a similar amount. 2
   d. much below that of most people who invested a similar amount. 1

C. the respect which others have for your position is:
   a. better than that of most people who invested a similar amount. 4
   b. about like that of most people who invested a similar amount. 3
   c. a little below that of most people who invested a similar amount. 2
   d. much below that of most people who invested a similar amount. 1

DO NOT WRITE IN BOX BELOW

THANKS FOR YOUR COOPERATION. WITHOUT IT THE STUDY COULD NOT BE COMPLETED MEANINGFULLY.

APPENDIX C

WESTERN CAROLINA UNIVERSITY

CULLOWHEE, NORTH CAROLINA 28723

SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

April 16, 1973

Dear Occupational Education Instructor:

Many groups--students, teachers, administrators, and community citizens--make critical contributions to occupational education programs. Under the auspices of the State Advisory Council on Vocational Education, I am conducting a survey of occupational education as seen by teachers in the occupational fields. Your name was selected as part of a random sample of such teachers. Thus, your cooperation in completing the attached questionnaire is essential if the results are to be representative of you and your colleagues throughout the state.

The questionnaire may appear to be lengthy, but each question requires only a few seconds to answer. You will find that it requires only about 15-20 minutes to complete.

No attempt will be made to identify the answers of any particular individual. There are no identifying code numbers on the questionnaire and there is no need for you to sign your name

I would like to thank you in advance for your invaluable assistance. Once the study is completed, you may request a summary of the results from the State Advisory Council on Vocational Education.

Sincerely,

Billy J. Franklin
Associate Professor and
Head, Department of Sociology
and Anthropology

BJF/js

APPENDIX D

WESTERN CAROLINA UNIVERSITY

CULLOWHEE, NORTH CAROLINA 28723

SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Dear Occupational Educator Instructor:

You recently received a questionnaire as part of a statewide study concerning occupational education as viewed by teachers in such programs. Since it is important that the results reflect the views of all occupational education instructors in North Carolina, it is imperative that each person who received a questionnaire complete and return it. IF YOU HAVE NOT YET COMPLETED YOUR QUESTIONNAIRE PLEASE DO SO AT YOUR EARLIEST CONVENIENCE. If you have already returned your questionnaire, please accept my sincere thanks for your invaluable assistance in this project.

So that we can maintain complete anonymity for all respondents and yet analyze the results by district and instructional level (junior high, high school, community college, or technical institute) PLEASE PROVIDE THE FIVE ITEMS OF INFORMATION REQUESTED ON THE ENCLOSED HALF-SHEET AND RETURN IT IN THE SELF-ADDRESSED STAMPED ENVELOPE. If you have not yet completed your questionnaire you may simply return this half-sheet and the questionnaire together.

Best wishes,

Billy J. Franklin, Head
Department of Sociology
and Anthropology

Part 2 OCCUPATIONAL EDUCATION AS VIEWED BY TEACHERS

Education District in which you teach: _____

Instructional level at which you teach (junior high; high school; college; technical institute)_____

What is your major teaching field? (Answer as you did on your questionnaire.)

_____

How long have you been in this teaching field? _____

When did you graduate from high school?_____

APPENDIX E

OCCUPATIONAL EDUCATION AS VIEWED BY TEACHERS

Level: 1. H.S. or J.H.S.
2. College or Technical

District: Actual District No.

Interviewer:
1. Laura Latham
2. Russel Williams
3. Janis Stoval
4. Kathy Vincoli
5. Holly Stearns
6. Marilyn Newton
7. Joan Williams
8. Sue Cookus

Date: _____

Time: _____

Sex of Interviewee: 1. Male
2. Female

Comments: _____

1. What is your major teaching field?

01 = BUS. & OFFICE ED.: 02 = AGR.:
03 = H.E.: 04 = IND. ARTS:
05 = TRADES: 06 = HEALTH
07 = DIST. ED.: 08 = OTHER
88 = NO ANSWER

2. How long have you been teaching in this field?_____

CODE YEARS (EX.: 01, 02,...IF LESS THAN 10)

3. In general, what do you like most about your present teaching assignment?_____

4. What do you like least about your present teaching assignment?

5. As far as your institution or educational unit is concerned, what are the four or five major objectives of the program in which you teach.

1._____
2._____
3._____
4._____
5._____

6. As a teacher in the occupational education field what are your four or five major working objectives in instruction?

1._____
2._____
3._____
4._____
5._____

7. Do you see any need for change in either the content or form of your program?

1=YES 2=NO

8. If yes, enumerate the most important changes needed.

1. _____
2. _____
3. _____
4. _____

9. a.) How likely is it that (repeat suggested change #1) will be accomplished?

1=PROBABLY WILL; 2=NOT SURE;
3=PROBABLY WON'T CODE 8 IF BLANK

b.) Why do you say that?

REPEAT FOR EACH CHANGE SUGGESTED

10. Is there a formally organized Citizen Advisory Group for your subject or program area?

1 = YES; 2=NO (IF "NO" SKIP TO QUESTION #14)

11. How many members are in your Citizen Advisory Group?_____

CODE ACTUAL NUMBER. IF LESS THAN 10,
CODE 01, 02, ETC.

12. How many times did the group meet last year?_____

CODE ACTUAL NUMBER IF LESS THAN 10
CODE 01, 02, ETC.

13. What benefits, if any, do you see growing out of your Citizen Advisory Group?_____

14. HAND INTERVIEWEE CARD NUMBER 1. Select the alternative that describes the assistance and support (not money, facilities, equipment, supplies, etc., but verbal support, guidance, supervision, etc.) given to your program by each of the following people:

(ANY TIME THE INTERVIEWEE ANSWERS "LITTLE" OR "VERY LITTLE," ASK: WHY DO YOU SAY THAT?)

a. Local principal (if applicable)

b. Local superintendent (if applicable)

c. Local director

d. Guidance personnel

e. Parents of students

f. Business and industry people

g. Community in general

h. Area director (State)

i State Staff Consultants

CODE

VERY MUCH=4
MUCH=3
SOME=2
LITTLE=1
VERY LITTLE=0
NA=9

15. Do you feel a personal need for professional development programs (workshops, institutes, courses, etc.)?

1=YES; 2=NO (IF "NO" GO TO QUESTION#17)

16. In what areas do you feel the greatest need?_____

_____

_____

17. HAND INTERVIEWEE CARD #2.
A person invests a great deal of time and effort in preparing for an occupation. When you consider the investment you made in your occupation, how would you describe:

a. the personal satisfaction you get from your work?
b. the salary which you receive?
c. the respect which others have for your position?

18. If another school offered you the same sort of job you have now and you were able to keep all the benefits you now have would you accept the offer?_____

1=PROBABLY; 2=NOT SURE; 3=PROBABLY NOT

Why or Why not?_____

_____

_____

19. Suppose another school offered you the same sort of job you have now and you were able to keep all the benefits you have now plus a 10% salary increase, would you accept the offer?

1 = PROBABLY; 2 = NOT SURE; 3 = PROBABLY NOT

Why or why not? _____

_____

_____

20. Within the past year, have you seriously considered changing to some organization other than a school? _____.

1 = YES; 2 = NO

If yes, why? _____

_____

_____

21. HAND INTERVIEWEE CARD #3. Select the alternative that best describes the situation in your program or educational unit.

(ANY TIME INTERVIEWEE SELECTS "DISAGREE" OR "STRONGLY DISAGREE," ASK: WHY DO YOU SAY THAT?)

1) Instructional materials are:

(a) available in sufficient quantity

(b) up-to-date

(c) relevant to modern employment practices

(d) appropriate to the curriculum objectives

(e) designed to compensate for various rates of learning

CODE

STRONGLY AGREE = 4
AGREE = 3
UNDECIDED = 2
DISAGREE = 1
STRONGLY DISAGREE = 0

2) Facilities are adequate in terms of:

   (a) amount of space

   (b) adaptability to program needs

   (c) maximum number of trainees to be accomodated

   (d) safety requirements

   (e) provision for independent study areas

3) Equipment is:

   (a) safe

   (b) functional

   (c) up-to-date

   (d) available in sufficient quantity

   (e) available in sufficient variety

4) Adequate funds are available for:

   (a) purchasing instructional materials and supplies

   (b) replacing, as needed, the tools and equipment which are used as part of the instructional program

   (c) maintaining and improving buildings and facilities

   (d) paying occupational instructional personnel salaries commensurate with their professional preparation and work experience

22. How do students get into your program?_____

_____

23. Do you feel that there is need for change in this regard?

_____

_____

1 = YES; 2 = NO

24. If yes, what would you prefer?_____

_____

25. What is your impression of the number of students entering your program? Are you getting more, fewer, etc.? _____

_____

_____

_____

3 = MORE; 2 = ABOUT THE SAME; 1 = FEWER

26. Why do you think that's the case? _____

_____

_____

27. Sometimes teachers feel like they've succeeded at what they are trying to do and sometimes they feel like they've failed. How do you determine whether you've succeeded or failed?

_____

_____

_____

_____

Is there anything else that enters in? _____

_____

_____