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ABSTRACT

The results are briefly summarized of a study to investigate the relationship of factors other than job skills (such as social skills, life style, mobility, family relationships, and contextual factors) to the long range success of vocational and technical training programs. Data were gathered about students in secondary and postsecondary vocational institutions in nine geographic regions of Mississippi. Information was supplied by center directors, teachers, and questionnaires given to students. Findings relating to the students' plans for living and working location, their need for social change, and the factors tending to affect their mobility patterns are mentioned. (Author/EC)

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**A Study to Identify the Influence of Factors
Other than the Attainment of Job Skills
Affecting the Long Range Success of Vocational
and Technical Training Programs**

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Clyde N. Ginn

**Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576**

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Hattiesburg, Mississippi

A STUDY TO IDENTIFY THE INFLUENCE OF FACTORS
OTHER THAN THE ATTAINMENT OF JOB SKILLS
AFFECTING THE LONG RANGE SUCCESS OF
VOCATIONAL AND TECHNICAL
TRAINING PROGRAMS

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ABSTRACT

A Research Project
Sponsored by
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ABSTRACT

A Study to Identify the Influence of Factors Other Than the Attainment of Job Skills Affecting the Long Range Success of Vocational and Technical Training Programs

The long range affect of any vocational and technical program is determined by the degree to which that program enables its students to make use of new skills to become more productive citizens both from the standpoint of contribution to society and capacity to provide for personal and family needs. It has long been known that factors other than the skills of the trade enter into this concept of success.

This study attempted to look at the influence of some such factors. Its purpose was to provide information that could aid in defining instruction, student selection considerations and program organization that would lead to a higher degree of program success. Social skills, life style, mobility, family relationships and contextual factors are included, as shown in the objectives of the study, which are as follows:

Objectives

The specific objectives of the study were:

- (1) To determine the level of mobility among vocational and technical students in the several

geographical areas of the state.

- (2) To relate these findings concerning mobility to life style.
- (3) To relate findings concerning mobility to the degree to which the student has responsibility for other persons.
- (4) To obtain indications of the likely influence of age, sex, and particular life style factors on plans to use vocational and technical training.

The study made use of data gathered from each of the nine selected geographical regions within the state, which were selected by a committee within the Vocational Division, State Department of Education. A secondary vocational institution and a post secondary vocational institution was represented in each of the nine geographical areas of the state, as shown in Figure 1. The study made use of data gathered in three ways: (1) supplied by Center Directors (2) gathered by teachers through observation and conversation (3) furnished by students through questionnaires.

General Conclusions

As shown in Table I, thirty-one per cent (548) of 1781 secondary vocational students indicated that they intended to live and work in the community; 24 per cent (542) of 2243 post secondary students indicated that they intended to live and work in the community, and a total of 28 per cent (1126) of both secondary and post secondary vocational students intended to live and work in the community. Twenty-three

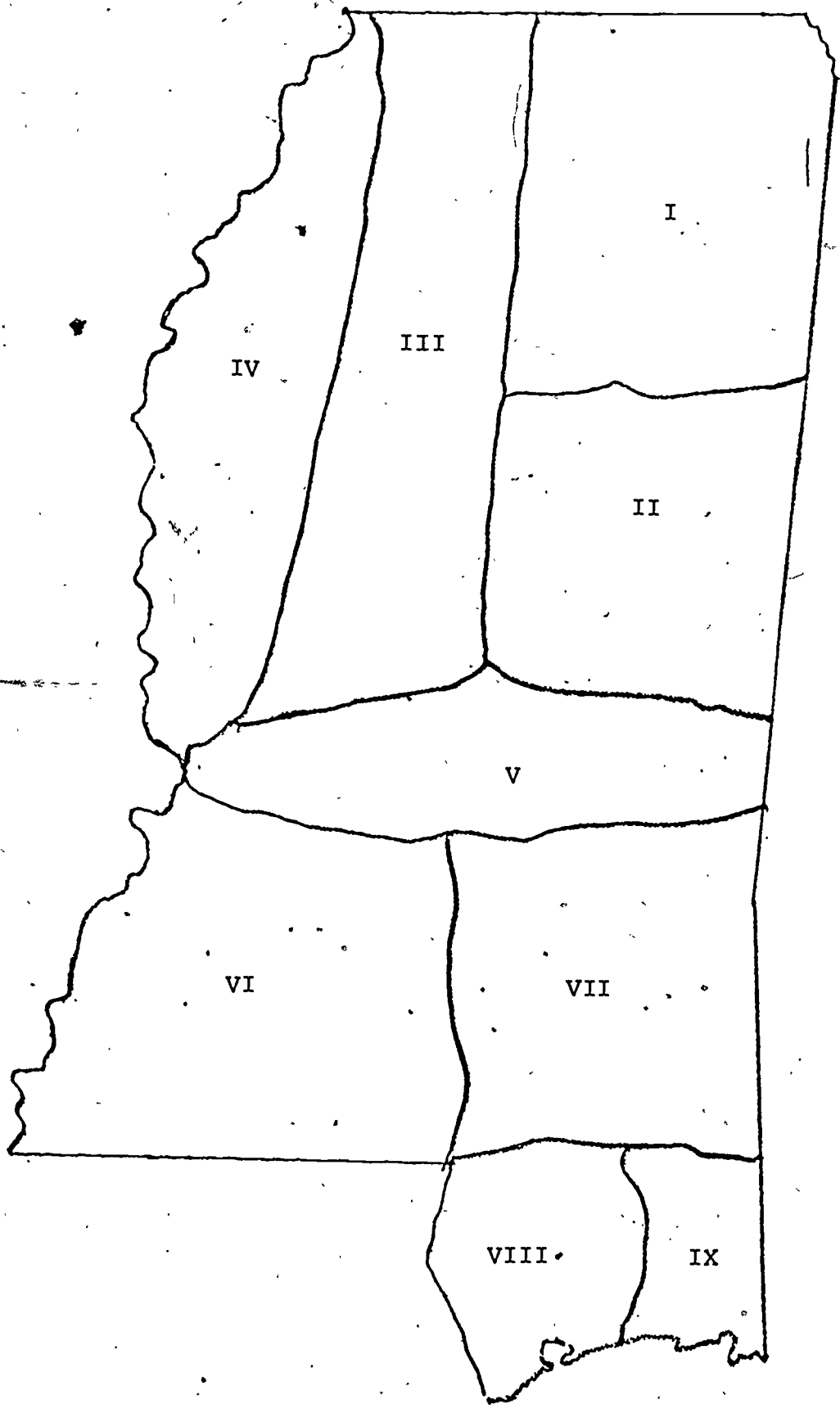


Figure I

TABLE I

A STATE COMPOSITE OF MOBILITY FACTORS FOR
POST SECONDARY & SECONDARY VOCATIONAL
& TECHNICAL STUDENTS

Mobility Factors	Secondary		Post-Secondary		Composite	
	N	%	N	%	N	%
Will live and work in the community	548	(31)	542	(24)	1126	(28)
Will com- mute but will not move	408	(23)	635	(28)	1043	(26)
Will move away but plans to return	369	(21)	395	(18)	764	(19)
Will re- locate	456	(25)	671	(30)	1127	(27)
Total	1781		2243		4024	

per cent (408) of 1781 secondary students indicated that they were willing to commute to work but would not move outside of the community to live; 28 per cent (635) of 2243 post secondary students indicated that they were willing to commute but would not move outside of the community to live, and a total of twenty-six per cent (1043) of secondary and post secondary indicated that they were willing to commute but would not move outside of the community to live. Twenty-one per cent (369) of the 1781 secondary vocational students indicated that they would move away from the community to work but planned to return at a later date; 18 per cent (395) of the 2243 post secondary vocational students indicated that they planned to move away from the community to work but planned to return at a later date. A total of 19 per cent (764) of secondary and post secondary vocational students indicated that they planned to move away from the community to work but planned to return at a later date. Twenty-five per cent (456) of the 1781 secondary vocational students indicated they would relocate as employment demanded; thirty per cent (671) of the post secondary students indicated that they would relocate as employment demanded. A total of 27 per cent (1127) of secondary and post secondary vocational students indicated that they would relocate as employment demanded.

Basically 54 per cent of the secondary vocational

students are not mobile; 52 per cent of the post secondary students are not mobile, and a composite of secondary and post secondary vocational students indicates that 54 per cent of the total number of secondary and post secondary students are not mobile.

In view of social factors as shown in Table II, 1667 responses were recorded for secondary vocational students and 2106 responses were recorded for post secondary vocational students. Forty-five per cent (746) of the secondary students needed little or no social change; forty-eight per cent (1005) of the post secondary students needed little or no social change. Forty-two per cent 708 of 1667 secondary students needed some social change, and 41 per cent (866) of the post secondary students needed some social change, and a total of 42 per cent (1574) secondary and post secondary vocational students needed some social change. Thirteen per cent 213 of the 1667 secondary vocational students needed extensive social change, and 11 per cent (235) post secondary students needed extensive social change, and a total of 12 per cent (448) of secondary and post secondary vocational students needed extensive social change.

The general conclusions for the relationship of social competency to mobility of vocational students are taken from Table III. The totals for this section were taken from the

TABLE II

A STATE COMPOSITE OF SOCIAL FACTORS FOR
POST SECONDARY & SECONDARY VOCATIONAL
& TECHNICAL STUDENTS

Social Factors	Secondary		Post Secondary		Composite	
	N	%	N	%	N	%
Little or no social change needed	746	(45)	1005	(48)	1751	(46)
Some social change needed	708	(42)	866	(41)	1574	(42)
Extensive social change needed	213	(13)	235	(11)	448	(12)
Total	1667		2106		3773	

last print out material. A total of 3982 students were represented in this section of the study. Basically 1035 of the 3982 students indicated that they were willing to live and work in the community; 536 of the 1035, students needed some social change, and 132 of the 1035 students needed extensive social change. Approximately 1052 students of the 3982 students represented in this segment of the study were willing to commute out of the community to work but will not live outside of the community. Approximately 721 of the 3982 vocational students were willing to move away from the community to work but planned to return to the community at a later date; 288 of the 721 students needed little or no social change; 369 of the 721 students needed little or no social change; 369 of the 721 students needed some social change, and 64 of the 721 students needed extensive social change. Approximately 1174 of the 3982 students indicated that they were willing to relocate as employment demanded; 608 of the 1174 students needed little or no social change; 401 of the 1174 students needed some social change, and 165 of the 1174 students needed extensive social change. Approximately 2087 (total) of the 3982 students represented in this study indicated that they would not move their residence out of the community to live.

TABLE III

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in com- munity	Will com- mute but will not move	Will move away but plans to return	Will re- locate as employment indicates	Totals
Little or no social change needed	536	531	288	608	1963
Some social change needed	367	425	369	401	1562
Extensive social change needed	132	96	64	165	457
Totals	1035	1052	721	1174	3982

The personal and contextual factors that tended to affect the mobility patterns of secondary vocational students were: (1) parental attitude toward the career for which the students were training, in that those students whose parents did not feel that the career for which the students were training, were, to some degree, more mobile than those students whose parents had a positive attitude about the career for which the students were training.

The personal and contextual factors that tended to affect the mobility patterns of post secondary vocational students were: (1) single students tended to be slightly more mobile than the married students; (2) active membership in a club or lodge tended to decrease mobility; (3) a special interest in hunting and fishing tended to decrease mobility in students.