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A Study of the Role of Vocational Education Instructors as Perceived by Vocational Instructors, Vocational Administrators, Advisory Committee Members, and Vocational Counselors

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A STUDY OF THE ROLE OF VOCATIONAL EDUCATION INSTRUCTORS
AS PERCEIVED BY VOCATIONAL INSTRUCTORS, VOCATIONAL
ADMINISTRATORS, ADVISORY COMMITTEE MEMBERS,
AND VOCATIONAL COUNSELORS

by

LaVerne M. Youngblade

A Dissertation
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Faculty of The Graduate College
in partial fulfillment of the
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Western Michigan University
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AND VOCATIONAL COUNSELORS

LaVerne M. Youngblade, Ed.D.

Western Michigan University, 1983

The purpose of this investigation was to examine role expectations held for vocational education instructors by the following reference groups: vocational instructors, vocational education advisory committee members, and vocational counselors. A sample of 356 participants from 27 schools throughout the state of Michigan completed the Vocational Education Teacher Questionnaire which was used to measure the groups' expectations of the role of vocational education instructors. Twelve hypotheses predicted differences in groups' expectations. Using one-way analysis of variance statistical technique and the Welch approximate t test, the hypotheses were tested. Differences were found between:

1. Instructors and administrators regarding definition of performance objectives and communication with parents.
2. Instructors and advisory members regarding schooling and work experience and development and planning of content.
3. Administrators and advisory members regarding schooling and work experience, definition of performance objectives, and development and planning of content.

No significant differences were found between the paired group means for counselors and any other group. Therefore, administrators should be aware of these differences and should plan to provide additional help to advisory committee members in understanding the role of the vocational instructor.

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LaVerne M. Youngblade

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CHAPTER I

INTRODUCTION

Whether in a formal or informal setting, social roles are a fundamental aspect of human activity. Katz and Kahn (1966) asserted that an activity or set of behaviors is the basic unit of organizational life. One of the most important features of any organization is the concept of role behavior. Individuals in an organization have a unique set of behaviors, and the role filled by each individual provides the link between that individual and the organization.

Knowledge of social roles allows one to anticipate the behavior of another person in a given situation. Furthermore, awareness of what expectations members of an organization hold for a particular role may facilitate the linkage among subsystems in an organization.

The expected role behaviors of vocational education teachers in public school organizations was the focus of the present study. The rise in the number of vocational education centers in the state of Michigan during the 1970s and 1980s indicates the importance of vocational education. The continuation of vocational education institutions as dynamic organizations requires specific role behaviors of individuals in these institutions.

Statement of the Problem

There is a void in the literature related to expected role behaviors for vocational education instructors. A comparison of

the expected role behaviors of vocational instructors as noted by specific groups responsible for vocational institutions should contribute to the literature in this area.

Educational institutions exist for the purposes of perpetuating culture and individual growth, and bringing about new technology and change. The school is expected to be one of the main agencies for accomplishing these tasks. Vocational schools, and specifically the instructors, are challenged with these responsibilities. As Prosser and Quigley (1949) explained, the teacher is the key person in the vocational setting. The persons charged with various responsibilities in a vocational agency (school), whether as administrators, teachers, advisory committee members, counselors, students, or parents, should function so as to achieve the goals of the institutions as important complementary components of the vocational agency.

Katz and Kahn (1966) in discussing organizations as systems stated:

Since organizations consist of the patterns and motivated acts of human beings, they will continue to exist only as long as the attitudes, beliefs, perceptions, habits, and expectations of human beings evoke the required motivations and behaviors. Therefore, each behavioral element in the pattern is, to a large extent, caused and secured by others. (p. 172)

According to Getzels and Guba (1957/1982), the most important sub-unit of the institution is the role. Roles are the structural element defining the behavior of the role incumbents or actors. It seemed appropriate, then, to investigate the role of the vocational instructor as the basic unit of vocational programs. The primary research question for this study was: Are there any differences in

the role expectations held for vocational education instructors by vocational instructors, vocational administrators, vocational advisory committee members, or vocational education counselors?

Purpose of the Study

The purpose of this investigation was to examine the role expectations held for vocational education instructors by the following reference groups: vocational instructors, vocational education administrators, vocational education advisory committee members, and vocational education counselors. These four groups play an important role in vocational education instructors' role behaviors. An assessment of the role behaviors of vocational education teachers might assist others with an understanding of the position of vocational education in the public school institutions.

Katz and Kahn (1966) viewed role behavior as:

the recurring actions of an individual, appropriately interrelated with repetitive activities of others so as to yield a predictable outcome. A set of interdependent behaviors comprises a social system or subsystem, and results in a stable collective pattern in which people play their parts. (p. 174)

This view of role behavior was the operational definition for the present study.

Biddle, Rosencranz, and Rankin (1961) and Biddle and Twyman (1963) studied the role of the public school teacher. In these studies, a significant disparity was found in the teacher's role. Biddle and Twyman (1963) expressed a need for role studies to reduce the disparity by clarifying the role. Whether or not there exists

a difference in the expectations for vocational instructors by reference groups was the focus of this study. Results of this investigation will help to fill in the gap in the literature regarding vocational instructors' roles.

Awareness of the differences could bring about a better understanding of the role of vocational instructors. In addition, the state of Michigan is in the process of defining the roles of various educational institutions regarding vocational education. Institutions of higher education ultimately influence the expectations and role behaviors of their graduates and of the leaders and administrators in other vocational institutions. It is hoped that this study will contribute valuable knowledge to the State Department of Education in Michigan, in particular, and to higher education institutions sponsoring vocational preparation programs.

Significance of the Study

In focusing on the school organization, Braga (1972) raised an important question in regard to role behavior: Who defines the school teacher's role: the teacher, the students, the administrators, or the community? Getzels and Guba (1957/1982) in their social model study indicated that institutions define roles. In performing their roles, vocational education teachers are indeed influenced by the expectations held by many reference groups and tend to influence behaviors of the teacher. Katz and Kahn (1966) explained:

The basic criterion for studying role behavior is to identify relevant social systems or subsystems and to locate the recurring events that fit together in converting input into output. This information can be gathered by ascertaining the role expectations of a given set of related offices, since such expectations are one of the main elements in maintaining the role system and inducing the required role behaviors. (p. 174)

This is the approach taken in the present study of vocational education instructors' role behaviors.

Seeman (1953) observed that differences in expectations for role behavior can occur: (a) between institutional and reference groups, (b) between factions within a given reference group, and (c) between reference groups. Potential differences in vocational education instructors' role expectations among reference groups was the focus of this study.

An investigation of vocational teacher role behaviors as determined by reference groups within the vocational education school environment could be of value. The significance of this study lies in the descriptions of the role expectations for vocational education instructors and through the report of any discrepancies in expectations for vocational education instructors by various reference groups. Awareness of different expectations (as potential conflict areas) might prevent future conflicts which could jeopardize either students' learning processes or the total vocational education program.

Background of the Study

This study focused on the role of vocational education instructors. In order to more clearly understand the context in which the instructors work, background is presented relating to trends of vocational education in Michigan and to the specific roles of those members responsible for vocational education.

Vocational Legislation and State Plan

In 1963 Congress enacted legislation (Public Law 82-210) designed to: (a) extend present programs and develop new programs of vocational education, (b) encourage research and experimentation, and (c) provide work study programs to enable youth to participate in on-the-job training. The Vocational Act of 1963 was further amended in 1968 (Public Law 90-576) and, according to Roberts (1971), the purpose of the 1968 law was to provide vocational offerings so that persons of all ages in communities nationally could have ready access to vocational training or retraining.

Additionally, the Vocational Education Act of 1963 was amended by Title II of the Education Amendments of 1976, Public Law 94-482 (Federal Register, 1976).

In summary: These regulations implement the Vocational Education Act of 1963 as completely revised by the Education Amendments of 1976. The regulations cover both the State administered programs and the Commissioner's discretionary programs. Generally, the regulations are designed to assist States to improve planning in the use of all resources for vocational education and to overcome sex discrimination in Vocational Education. Also, the regulations permit consolidation of programs to provide

greater flexibility to the states in conducting vocational education programs. (p. 53822)

It is important to point out that the Education Amendments of 1976 provided for "Training and Development Programs for Vocational Education Programs for Vocational Education Personnel" (Federal Register, 1976).

In Michigan, Public Law 94-482 (The Annual and Long-Range State Plan for Vocational Education in Michigan, 1982) officially described the legal parameters and mandates under which vocational education should function in the state. This enactment was an attempt to reemphasize the need to establish long-term goals and objectives for planning, as well as an annual process of planning for and evaluating vocational education delivery methods. It was within this context that the 1977-78 Michigan State Plan for Vocational Education (1977) was constituted.

In July 1967, the Michigan State Board of Education adopted a document entitled "A Position Statement Concerning the Development of Area Vocational and Technical Programs in Michigan." This document defined the role of each educational institution as it related to providing vocational education programs in K-12 districts, secondary area vocational centers, community colleges, and intermediate school districts. (The present study was concerned primarily with the role behavior of vocational education teachers of secondary area vocational centers and high schools within K-12 districts.)

In accordance with the Michigan State Plan for Vocational Education, 1973-1974, a vocational and technical education program was

developed around two separate but complementary goals. First was the development of human resources through the concept of meeting the individual's needs. Therefore, acquiring skills became a means of achieving the greater objective of developing a person who could function effectively in society. Simultaneously, the second goal was the provision of skilled manpower congruent with the needs of our highly industrialized state. The efficient development and operation of business and industry are directly related to and dependent on the skills and abilities of their employees. Consequently, vocational education should develop programs that provide an opportunity for students and adults to develop such skills and abilities.

The Annual and Long-Range State Plan for Vocational Education in Michigan (1982) contains the future plan, goals, and objectives for vocational education delivery in Michigan. Accompanying each objective are selected criteria which provide a way of identifying some of the major outcomes that may be used as a measure of progress. A criterion has 5-year measures to express the success with which vocational education is expected to progress over the next 5 years.

Vocational education in Michigan is viewed as a process of delivering services to students and adults. The delivery system of vocational-technical education in Michigan was developed around a major mission and four complementary goals, stated as follows in The Annual and Long-Range State Plan for Vocational Education in Michigan (1982):

Mission: Persons of all ages in all Michigan communities will have ready access to high quality vocational and technical education which is realistic in the light of actual or anticipated opportunities for gainful employment with their needs, interests, and abilities.

Goal I: Persons with differing sex, age, racial/ethnic background, socio-economic status, academic disadvantage, economic disadvantage, limited English speaking ability, physical and mental capabilities, and geographical location will have access to vocational-technical education and training or retraining and shall not be excluded from such programs because of any distinguishable personal characteristics.

Goal II: All local vocational-training education programs will be of such quality as to assure that all students are provided learning experiences which are realistic and sufficient in light of their occupational objective.

Goal III: All pre-vocational/exploration career guidance and placement programs will be coordinated with local vocational education programs so that each student may make an informed and realistic occupational choice and have access to quality placement programs.

Goal IV: All local vocational-technical education programs will be planned, monitored, and evaluated in light of the actual or anticipated employment opportunities and the demand by students for programs related to their abilities and occupational objectives. (p. 1)

The Michigan Legislature and State Board of Education have established the roles of each type of educational agency or institution in the state as they relate to providing vocational and technical education (The Annual and Long-Term State Plan for Vocational Education in Michigan, 1982). The role that these agencies have for providing vocational education for adults and youths in local schools should meet the challenge of our highly technical society. The persons charged with various responsibilities related to meeting the challenge in a vocational agency (school), whether as

administrators, students, or parents, should function so as to achieve the goals as important complementary components of the vocational agency.

Vocational Instructors

Vocational instructors (teachers) are responsible for imparting knowledge and helping students and adults acquire job entry level skills. To assure that instructors are appropriately qualified, states have established certification requirements.

Teacher certification requirements tend to vary from state to state. The requirements for teacher certification are determined by state departments of education with authority from state legislatures. The states, acting through their legislatures, require all public school teachers to hold certificates. In enacting certification laws, a state may prescribe eligibility qualifications for those desiring certification. Often, state requirements may be considered minimum qualifications; local boards of education (education agencies) may require their teachers to meet qualifications in addition to those required for certification by the state. In Michigan, there are no exceptions; no one may teach vocational education without meeting requirements established by the state and additional qualifications as specified by local boards of education.

In Michigan, vocational teachers may be certified according to the requirements identified out in the Administrative Manual: Vocational Teacher Certification (1978). Five types of certificates are issued:

1. State Secondary Provisional Certificate with vocational endorsement.
2. State Secondary Continuing Certificate with vocational endorsement.
3. Temporary vocational authorization.
4. Full vocational authorization.
5. Annual authorization.

Vocational Administrators

The duties of vocational administrators involve planning, organizing, coordinating, supervising students and personnel, and decision making. Vocational administrators provide leadership for maintaining program quality standards. In addition to the mentioned duties, vocational administrators are responsible for maintaining budgets and controlling resources for vocational programs.

Members of the vocational administrative staff assist in hiring qualified vocational personnel, developing curriculum, and evaluating personnel. Additional responsibilities include, but are not limited to, working with other personnel within and outside the vocational setting, such as local vocational education advisory committee persons and state-level vocational educators. Interpreting such documents as The Annual and Long-Range State Plan for Vocational Education in Michigan (1982) is another example of administrative responsibilities.

Vocational Advisory Committee

In an advisory capacity, vocational advisory committee members also play an important role in the total vocational setting. Members are lay persons from business and industry who are directly related to the vocational program the advisory committee is serving.

The advisory committee's purpose is to assist in determining the vocational education needs for the district, including the needs of disadvantaged and handicapped youths and adults. According to the Administrative Guide for Vocational Education in Michigan (1976), functions of the advisory committee may include, but are not limited to:

1. Occupational surveys. Advisory committees should advise on the types of offerings required to satisfy the preparatory as well as the retraining and upgrading needs of individuals of the community. An occupational survey can supplement this knowledge. Advisory members can help identify the type of data to be gathered. They can also be instrumental in gaining public support which would result in a favorable community reaction.

2. Course content. Another concern of the committee should be the establishment of practices which will keep instruction practical and functional. Committees should take an active part in helping to develop goal statements and assist in determining performance objectives, since members have the essential, specialized knowledge of the work.

3. Placement of students. Committee members can assist in the placement of students by employing graduates and recommending the employment of graduates to other firms in the industry.

4. Public information. Public understanding of the educational programs at the school hinges upon the flow of positive information emanating from the school. The advisory committee can bring about understanding of purposes and functions of the educational programs (and) often support the school at public hearings, board elections, and

in securing favorable legislation. Committee members are invaluable as they support educators in the important area of legislation and appropriations. When citizens know about the achievements and needs of the educational programs, they can intelligently consider financial support of the school.

5. Equipment selection. Committee members can offer professional advice concerning the selection of instructional equipment. Their experience in their area of specialization is extremely valuable when equipment specifications are being prepared.

6. Evaluation of program. There should be a continuous evaluation of the instructional program. The committee's suggestions for improvement will represent the opinion of the community and will enable the district to maintain a curriculum at a practical level of instruction for the needs of industry. Instructional materials, equipment, and course outlines should be reviewed periodically by the committee to keep them up to date and functional. A report of such evaluation is to be provided annually to the local educational agency. (pp. 7-8)

In Michigan, advisory committees serve one specific vocational or technical program. A local education agency usually assumes the responsibility of organizing vocational advisory committees (Administrative Guide for Vocational Education in Michigan, 1976).

Occupational committees are usually most effective if they limit membership to eight or nine members and make use of consultants as the need arises. An example of the membership of such a committee is as follows:

1. At least three (3) experts knowledgeable in the specialized occupational area representative of management and/or labor and representative of a broad geographical base within the district.
2. No more than two (2) educators which might represent elementary, junior high, high school, post-secondary or adult levels knowledgeable of the specialized program.
3. Not more than one (1) high school student or former student.

4. One vocational education counselor, if possible.

5. Representatives of community interests, including persons familiar with the special needs of the population to be served. (Administrative Guide for Vocational Education in Michigan, 1976, p. 7)

The concern of this study was the role behaviors for vocational education instructors as expected by four reference groups in the vocational school setting. Specifically, this section addressed only one referent group: vocational advisory committee members. Without question, lay persons and business people are interested in their schools. Their willingness to help in the educational process has often been demonstrated.

Vocational Counselors

The vocational counselor is charged with the responsibility of working with his or her counselees to achieve placement or enrollment in vocational programs according to the student's interests and goals. Additional services provided are: (a) information about educational and occupational opportunities; (b) counseling services; (c) to make available to authorized individuals cumulative information about the students' abilities, interests, and attitudes; (d) to work with staff, administrators, parents, and employers (conferences); and (e) to assist in the individual decision-making process.

The background section focused on the trends of vocational education in the state of Michigan. Included in this section was a discussion of the specific roles of those members responsible for vocational institutions.

Limitations of the Study

This study was limited to vocational education reference groups comprised of vocational instructors, administrators, advisory committee members, and counselors. The samples were selected from the K-12 public school systems in the state of Michigan. The participating school systems had student enrollments of less than 50,000 students. Therefore, the findings of this study should not be generalizable to school systems with student enrollments over 50,000.

It is recognized that individuals' memberships in other reference groups influence role behavior expectations of vocational instructors. However, no attempt was made to determine the influence, if any, of other significant audiences other than the four used in this study.

The survey instrument, Vocational Education Teacher Questionnaire (see Appendix A), consisted of a limited number of items, thereby limiting the generality of this study's outcomes to those items. The extent to which the respondents understood the items and completed the items to the best of their abilities was also a limitation.

Definition of Terms

The following terms are defined in the context in which they are used in this dissertation.

Advisory committees: The committees that serve one occupational or technical program. Their purpose is to advise in the

development and operation of the total instructional program within that specific occupation.

Performance objective: Statement of educational intent that indicates the behavior a student will demonstrate upon the successful completion of a learning experience.

Position: An office or level occupied by a person in a school system.

Program (instructional): An organization of vocational subject matter and interrelated learning experiences designed to lead students to achieve specified goals and objectives on a systematic basis. A program consists of two or more courses.

Role behavior: The behaviors of an incumbent occupying a position within a given organization.

Role expectations: A behavior expected from a person occupying a position.

Secondary area vocational center: A vocational center that serves students in K-12 districts by providing vocational education programs for 11th and 12th graders enrolled in school.

Secondary school counselors: A group of counselors responsible for working with all secondary school staff and students in placing and enrolling their counselees in a secondary school program, including vocational programs.

State plan: A plan approved by the State Board of Education that provides for the regulation and administration of vocational and technical education in Michigan.

Vocational administrators: A group of persons in secondary area vocational centers and/or schools who develop plans and execute policies within an educational setting relating to organizing, directing, coordinating, supervising, allocating, and evaluating personnel and materials for decision-making purposes.

Vocational counselors: Counselors on the staff of secondary area vocational centers who provide counseling services to students enrolled in vocational programs and who work with vocational teachers regarding student needs.

Vocational education instructors: The persons responsible for providing classroom instruction and laboratory experiences for students enrolled in a vocational education program.

Vocational-technical education: Vocational or technical training or retraining under public supervision, which is conducted as part of a program designed to prepare individuals for gainful employment.

Research Hypotheses of the Study

This study examined the role expectations held for the position of vocational instructor by vocational education instructors as well as by vocational administrators, advisory committee members, and vocational education counselors. The research question was as follows: Are there any differences in the role expectations held for the vocational education instructor by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors?

Based on the research question derived from the purpose of this study and based on the 12 categories that were examined in the review of literature, 12 research hypotheses were formulated. The main stem for each of the hypotheses reads: Differences exist in the role expectations for vocational instructors as held by four reference groups: vocational instructors, vocational administrators, vocational advisory committee members, and vocational counselors regarding:

- Hypothesis 1: Schooling and work experience.
- Hypothesis 2: Definition of performance objectives.
- Hypothesis 3: Developing and planning of content.
- Hypothesis 4: Implementation of instructional programs.
- Hypothesis 5: Classroom management.
- Hypothesis 6: Evaluation process and student performance.
- Hypothesis 7: Counseling of students.
- Hypothesis 8: Communication with parents.
- Hypothesis 9: Communication with other staff members.
- Hypothesis 10: Maintaining a professional role.
- Hypothesis 11: Assist with student placement.
- Hypothesis 12: Community communications.

Overview of the Study

Chapter II contains a review of related literature pertaining to role theory, vocational education advisory committees, the role of teachers and/or vocational education teachers, and other research pertinent to the investigation.

In Chapter III the survey instrument is discussed. The research design, sampling procedures, target population, and the statistical methods used to analyze the data gleaned from the questionnaire are elaborated in this chapter.

An analysis of the data collected is contained in Chapter IV. A brief explanation of the statistical techniques used is followed by statistical findings of the data analyses and a related interpretation.

The summary and conclusions of the study, as well as recommendations for further research, are found in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review literature relevant and pertinent to this study. Most of the literature reviewed was related to vocational education teachers and focused on the personal characteristics of the teachers, such as age, gender, professional and occupational training, and length of experience. Very little attention was given in the literature to vocational teachers' interpersonal values or to the role perceptions that vocational education teachers hold. In addition, missing in the literature was information pertaining to the role behaviors of vocational education teachers as perceived by reference groups: vocational education instructors, vocational administrators, vocational advisory committee members, and vocational counselors. However, the review did reveal studies in role behavior which can be generalized to vocational education teachers and their reference groups.

The School: An Institution

Hertzler (1929) found more than 25 different concepts and various meanings for "institution." He wrote:

Thus institutions are (1) "ways in which a people behave or act," "apparatus of social life," "modes or organs," "forms of order," "systems of action"; (2) "well-adapted" for fulfilling socially necessary or desirable ends ("deliberately approved ends"), or for carrying on "some particular function" in the community as a whole or some special part of it; (3) taking the form of "usages (or

complexes thereof) governing certain social relations of men," or "organized forms of social activity" or "systems of relationship," "groupings," "sets of activities"; or, if social psychologically expressed, taking the form of "definite and established phases of the public mind" or "states of mind"; (4) made "relatively permanent and formal," "recognized and established," "sanctioned," "systematized," "prized, defended, perpetuated, and if need be, enforced"; (5) "by the authority of communities," or "by some common will," or "by groups," or "by society"; and (6) concretely expressed in "social habits," "overt activities," and "similar and reciprocal habits of individual behavior." (p. 7)

"An institution will be said to be a complexity of institutionalized role integrations which is of strategic structural significance in the social system," wrote Parsons (1951, p. 39). A social system is made up of mutually overlapping social structures or institutions that have certain functions (Getzels, Lipham, & Campbell, 1968). These functions, such as governing, policing, and educating, are carried out within organizations. The present study was restricted to the educating function within a public school setting.

Getzels and Guba (1957/1982, pp. 13-15) identified five properties of institutions. First, institutions are purposive; they exist to carry out goals. The purposes of the institutions may be evaluated in terms of the needs and goals of the social system; and institutional practices may, in turn, be evaluated with regard to the purpose of the institution. (The purpose of vocational education is to provide students with entry-level skills.)

Second, institutions are peopled; that is, for institutions to carry out their functions, human agents are required. The selected criterion on which they, the actors, are differentiated from their fellows is not what they are like or not like idiosyncratically, but

what the actors are supposed to do institutionally. (The roles of those responsible for vocational education have been detailed in Chapter I of the present study.)

The third property of institutions is that they are structural. To carry out a specific purpose requires organization, and organization implies component parts, with rules governing how the parts should be interrelated.

If the goals and the purposes of the institution are known, the tasks to achieve the goals may be specified, and these may be organized into roles. Each role is assigned certain responsibilities and concomitant resources, including authority for implementing the tasks. (Getzels & Guba, 1957/1982, p. 15)

Furthermore, Getzels and Guba added that blueprints of roles and role relationships are established before incumbents are selected for the roles. The actors will perform the institutional functions by behaving in accordance with their roles. The issue of whether the real person does or does not fit the role in terms of the structure and the goals of their institution is one of the critical dilemmas of administration. (The present study focused on the role behaviors of vocational education instructors in order to determine whether dissonance was occurring between reference groups' expectations for instructors.)

Fourth, institutions are normative. The fact that tasks for achieving institutional goals are organized into prescribed roles implies that roles serve as norms for the behavior of the role incumbents. Each actor must behave in more or less expected ways if he/she is to retain a legitimate place in the institution.

The fifth property of institutions is that they are sanction-bearing. Accordingly, institutions must have appropriate positive and negative sanctions for insuring compliance to the norms, at least within broad limits. Certainly, the school setting imposes sanctions both formally and informally on vocational education instructors.

The five properties of institutions have many implications for educational institutions and for those persons charged with carrying out the goals of educational agencies. In this connection, vocational education settings meet the descriptions of institutions as described by Getzels and Guba (1957/1982).

Concept of Role

For analytical purposes, Parsons and Shils (1962) and Getzels and Guba (1957/1982) viewed the term "role" as the most important unit of the social system of structure.

Linton (1945), a social science theorist, explained that every individual had a series (set) of roles derived from various patterns in which he/she participates. At the same time, a role, which represents the sum total of these roles, determines what a person does for society and expects from society. "A role consists of one or more recurrent activities which in combination produce the organizational output" (Katz & Kahn, 1966, p. 179). Role definition takes on an interdisciplinary nature. According to Sarbin and Allen (1968), it is through the understanding of these variables and through the use of broad conceptual units, such as position (the

unit of society), role (the unit of culture), and self (the unit of personality); that role theory attempts to conceptualize human behavior. Thus, the use of role theory is an accepted approach to answering questions pertaining to institutional positions.

In their research, Getzels and Guba (cited in Getzels et al., 1968) found three distinct categories of role behavior. These categories were in relation to (1) personality development, (2) society as a whole, and (3) specific groups or institutions in the social system. The third category appeared to be the most useful for the analysis of role expectations held for the vocational instructor.

The terms "role," "position," and "status" have been used interchangeably by different writers when referring to the set of rights and obligations that governs the behavior of persons acting in a given social capacity. These terms have many definitions. However, Benoit (1944/1966) conceptualized status as a relative position within a hierarchy of positions, ranked on a scale of prestige.

The distinction between status and role, as viewed by Parsons (1951), is closely related to that between the two reciprocal perspectives inherent in interaction. Each actor is an object of orientation for other actors (and for him/herself). Insofar as this object-significance derives from a position in the social relationship system, it is a status significance. On the other hand, each actor is oriented to other actors. In this capacity he/she is acting, not serving as an object. This is what Parsons meant by actors

playing a role.

Katz and Kahn's (1966) description of role-sending and role-receiving was based on four concepts, which constituted the role episode:

(a) role expectations, which are evaluative standards applied to the behavior of any person who occupies a given organizational office or position; (b) sent role, which consists of communications stemming from the role expectations and sent by members of the role set as attempts to influence the focal person; (c) received role, which is the focal person's perception of the role sendings addressed to him/her, including those he/she "sends" to himself/herself; and (d) role behavior, which is the focal person's response to the complex of information and influence he/she has received. (p. 182)

The focus of this study was on the vocational education instructor. The role senders were the four groups that held certain behavior expectations as elicited by the items on the Vocational Education Teacher Questionnaire.

Biddle and Thomas (1966) expressed the idea of role as denoting prescription, description, evaluation, and action. In their view, a role referred to covert and overt processes, to the behavior of the self and others, and to the behavior an individual initiates versus that which is directed to him/her. In either case, the vocational instructor is being evaluated by others who have their own ideas about the instructor's expected behaviors.

Katz and Kahn (1966) argued that the prescription and proscription held by members of a role set are designated role expectations; in the aggregate, they help to define one's role, the behaviors that are expected of him/her. Katz and Kahn further explained:

The role expectations held for a certain person by a member of that person's role set will reflect that member's conception of the person's office and abilities. The content of the expectations may include preferences with respect to specific acts and personal characteristics or styles; they may deal with what a person should be, thoughts or beliefs, and how to relate to others. Role expectations are by no means restricted to the job description as it might be given by the head of the organization or prepared by some specialist in personnel, although these individuals are likely to be influential members of the role set of many persons within the organization. (p. 175)

Moreover, Katz and Kahn (1966) expressed that "role expectations for any given office and its occupant exist in the minds of members of his role set and represent standards in terms of which they evaluate his performance" (p. 175). These expectations are communicated in many ways; sometimes as direct instruction, or when a supervisor describes to a subordinate the requirements of his/her job, or when a colleague expresses admiration or disappointment in some behavior. From a theoretical point of view, "the activities which define a role set are maintained through the expectations of members of the role set, and that these expectations are communicated or 'sent' to the focal person" (Katz & Kahn, 1966, p. 175).

For the vocational teacher, the role set includes other vocational teachers, who are usually the occupants of positions in the work-flow structure, administrators in the hierarchy of authority, students to whom the vocational teacher is responsible for imparting knowledge and developing skills, parents, and other groups, such as the board of education and citizens' groups. As Katz and Kahn (1966) suggested, these positions are defined in the vocational teacher's role set by the work-flow, technology, and authority structure of

the organization. The reader may infer that the role expectations held for the vocational teacher are influenced to some degree by the members of the role set. The interactions (or social mechanisms as Merton, 1957, referred to them) in which the roles are formed and evaluated are diverse.

Merton (1957) described six social mechanisms for articulating roles in the role set:

1. The mechanism of differing intensity of role-involvement among those in the role-set. Role partners are variously concerned with the behavior of those in a particular social status. This means that the role-expectations of those in the role-set are maintained with the same degree of intensity. For some, this relationship may be of only peripheral concern; for others, it may be central.

2. The mechanism of differences in the power of those involved in a role set. A second mechanism which affects the stability of a role-set is potentially provided by the distribution of power. By power, it is meant nothing more than the observed and predictable capacity for imposing one's will in a social action even against the resistance of others taking part in that action.

3. The mechanism of insulating role activities from observability by members of the role-set. The occupant of a status position does not engage in continuous interaction with all those in his or her role-set. This is not an incidental fact, but is integral to the operation of role-sets. The interaction with each member (individual or groups) of the role-set is variously limited and intermittent; it is not equally sustained throughout the range of relationships entailed by the social status. This fundamental fact of role-structure allows for role behavior which is at odds with the expectations of some on the role-set to proceed without undue stress.

4. The mechanism making for observability by members of the role-set of their conflicting demands upon the occupants of a social status. This mechanism is implied by the two foregoing accounts of the power structure and patterns of insulation from observability.

5. The mechanism of social support by others in similar social statuses with similar difficulties of coping with an unintegrated role-set. This mechanism presupposes the not unusual structural situation that others occupying the same social status have much the same problems of dealing with their role-sets. The actual and potential experience of confronting conflicting role expectations among those in one's role-set is to this extent common to occupants of the status. The individual subject to the conflicts need not, therefore, meet as a wholly private problem which must be handled in a wholly private fashion. Such conflicts of role expectations become patterned and shared by occupants of the same social status.

6. Abridging the role set: disruption of role relationships. This is the limiting case in modes of coping with incompatible demands upon status occupants by members of the role-set. Certain relationships are broken off, leaving a consensus of role expectations among those that remain. (pp. 371-379)

The concept of role conflict is evident in Merton's description of role set. An understanding of this theme is necessary for conceptualizing the role behaviors of vocational education instructors, for potential conflicts (as a result of discrepancies over role expectations) between reference groups may result.

Discrepancies between patterns of expectations attached to a role and patterns of need dispositions characteristics of the incumbents of the role result in conflict (Getzels & Guba, 1957/1982; Getzels et al., 1968). Boles and Davenport (1975) held that the individual is the object of a continuous tug-of-war in which one's own nature and desire pull in certain directions, while group sanctions of various kinds may pull in other directions. The strength of one's individuality and the significance of group sanctions determine the direction in which the individual ultimately goes. One's degree of ego involvement in a particular situation is likely

to determine which forces will dominate. The feelings one has regarding whether to assert his/her independence or to do what others anticipate they will do will greatly influence behavior. That feeling depends, to some extent, on the amount of conflict that exists between the person's values and those imposed by the group. Summarily, it is the expectations of others in the institution that influences the role behaviors of each individual and, consequently, provides the definition of acceptable role behavior.

Conflicts an individual may experience were summarized by Getzels and Guba (1957/1982). They observed that a variety of conflicts occur when a role incumbent has to conform simultaneously to a number of expectations which are mutually exclusive, contradictory, or inconsistent so that the performance of one set of duties makes performances of another set impossible, or at least difficult. These role conflicts are evidence of dislocation in the normative dimension of the social system and may arise in a number of ways: (a) disagreement within an alter or reference group defining a given role; (b) disagreement among several groups, each defining expectations for the same role; and (c) contradiction between the expectations of two or more roles which an individual is occupying at the same time.

An example of such conflicts was presented by Lipham and Hoeh (1974). In this discussion of principals' conflicts, principals' experiences were identified. The major types of role conflicts identified were: (a) inter-role conflict or disagreement between two or more roles simultaneously fulfilled by the principal;

(b) inter-reference group conflict or disagreement in two or more reference groups in their expectations for the role of the principal; (c) intra-reference group conflict or disagreement with a reference group in their expectations for the role of the principal; and (d) role personality conflict or disagreement between the expectations for the role of the principal and his personal need-dispositions.

Specific to teachers, Drabick (1967) found that the perception of the teacher's role as held by the teacher educator was inconsistent with the role performance of the teachers. Braga (1972) found that one of the most frustrating detriments to an effective teacher-learner process was within the teacher himself/herself: the conflict between defined role and actual role, which has been established by the educational structure.

Parks (1965) found a lack of understanding about the teaching role in a study of tradesmen who had entered the teaching profession. He discovered that these tradesmen-turned-teachers held unrealistic views about the in-school and out-of-school preparation necessary for teaching. Such were Finch's (1969) findings where it was reported that tradesmen-turned-teachers tended to retain their work-oriented personal and interpersonal values rather than accepting those possessed by most teachers. Conflicts within individualized vocational education teachers may be further compounded by the gap between incumbents' role expectations and the realities of the job role.

Again, these findings support other works of Biddle et al. (1961) and Biddle and Twyman (1963) who studied the role of the

public school teacher. In these studies, a significant disparity was found in the teacher's role. Biddle and Twyman expressed a need for role studies to reduce the disparity by clarifying the role.

There is merit, then, in Gross, Mason, and McEachern's (1958) beliefs which dispelled the notion that there is complete consensus on role expectations among the incumbents holding positions in a social system. Erlich, Rinehart, and Howell (1962) and Schull and Miller (1962) essentially replicated the results of Gross et al. by using samples of incumbents other than school superintendents and school boards. Hence, even people within a reference group do not agree on role expectations. It may be inferred that persons from various reference groups will not expect the same role behaviors of teachers regardless of the position. The fact that even members within their own reference group cannot agree on role expectations supports the basis of the hypotheses of this study which asserts that vocational education reference groups will not hold the same expectations for vocational education instructors.

This study did not focus on individuals' role conflicts (instructors' conflicts with their present positions). It was assumed that role conflicts were inherent in role expectations. Therefore, the present study was an investigation of role expectations specifically held for the position of vocational education teacher as identified by vocational education reference groups.

In summary, Seeman (1953) observed that role conflict may have its origins in: (a) differences between institutional and reference group expectations, (b) differences between factions within a given

reference group, and (c) differences between reference groups. The first two sources of role conflicts have already been discussed. The topic of role conflicts between reference groups will be addressed in the next section of this study.

The literature reviewed revealed that role conflict may occur from expectations which may arise among reference groups. The present study focused on role behaviors of vocational instructors as expected by reference groups within the vocational school environment. The next discussion presents the relationship between hypothesized role expectations of vocational education reference groups and the survey questionnaire developed to acquire actual expectations for the vocational instructor.

Hypotheses and Their Relationships to the Vocational Education Teacher Questionnaire

In order to assess the role behavior of vocational education instructors, it was necessary to review the literature related to activities and responsibilities of that position. The following citations describe various authors' views of vocational education instructors' activities and studies related to role behaviors. These are presented for comparison to categories of the Vocational Education Teacher Questionnaire (see Appendix A). Literature from which the hypotheses were derived will be presented.

Andreyka (1972), in an investigation regarding role concept, revealed that there was an absence of research prescribing the type preparation vocation instructors should have. However, Roberts

(1971) acknowledged that the success of vocational agriculture school programs was "in a large measure dependent upon the technical, professional, and general education of the teacher" (p. 163). Roberts (1971) further explained that many technological changes that were constantly occurring in agriculture in the 1960s required that a teacher of vocational agriculture possess a high degree of technical knowledge and skill acquired both in school and through experience. Furthermore, Roberts asserted that the technical knowledge and skills requirements were generally met if the teacher was a graduate of a four-year college. Vocational centers, in compliance with state regulations and meeting community demand for personnel trained with "job level entry skills," demand highly trained vocational instructors.

In examining the literature regarding preparation and work experience there was some evidence that administrators, at least, may hold different expectations for vocational teachers with varying levels of education and experience. Storm (1966) conducted a study to determine the characteristics possessed by teachers whose directors rated them as "successful." The findings indicated that successful teachers had: attended a university, more advanced degrees, and taught larger classes than those rated as "unsuccessful." However, successful teachers had 4.1 years less work experience and 1.2 years less teaching experience than "unsuccessful" teachers.

Although effectiveness and job satisfaction were not the focus of this study, the literature reviewed for this section suggested a relationship between teaching experience and job effectiveness, role

definition and experience, and higher rating and teaching experience.

McComas (1962) found that teacher effectiveness was related to job satisfaction and, further, that job satisfaction was related to role definition. Musgrove (1968) attempted to ascertain the relationship between teaching effectiveness and factors related to occupational experience. He found a positive relationship between teaching experience and teaching effectiveness in terms of teachers' self-ratings and the ratings of their supervisors. He also found that a negative relationship existed between effectiveness and amount of college training, whereas he found no relationship between technical training and teacher effectiveness.

Bible and McComas (1963) found that teachers rated "high" in effectiveness and their school administrators had greater agreement on role perception than did teachers rated "low" and their school administrators. Teachers' job satisfaction was positively related to teacher effectiveness and consensus on role definition.

Bailey (1956) had administrators rate vocational agriculture teachers on 11 areas of competency. He found that, generally, higher ratings were received by those teachers with more experience and education. It was evident that there must be a relationship between on the job success and job experience for teachers. Consequently, the studies reviewed agreed that preparation and experience are important; however, this does not predict success on the job.

Thus it was hypothesized that various reference groups would differ in their role expectations for vocational education instructors regarding instructors' schooling and work experience

(Hypothesis 1, Category A of the Vocational Education Teacher Questionnaire).

Prosser and Quigley (1949) identified and summarized 20 activities a vocational teacher should perform to be efficient:

1. Select groups for instruction.
2. Use efficient methods for group selection.
3. Provide a functional subject matter.
4. Exclude nonfunctioning subject matter.
5. Be occupationally trained.
6. Provide individualized instruction.
7. Employ labor-saving devices in training.
8. Use performance tests.
9. Use efficient teaching techniques.
10. Have timelines for instruction.
11. Provide a career ladder to show individual progression of promotion.
12. Provide good personnel management of learners.
13. Be aware of biological stages of learners.
14. Provide an opportunity for training on real jobs.
15. Organize instructional material.
16. Recognize group characteristics in learners.
17. Provide training in the occupational environment.
18. Allow for adequate repetitive training.
19. Observe occupational standards.
20. Employ the best ways of giving job intelligence and auxiliary information. (p. 366)

Although it has been over 30 years since Prosser and Quigley (1949) identified these activities, many of the activities are a part of the vocational teacher's routine today. In fact, more recently, Braga (1972), in the study of vocational teachers, found that the activities of the teacher were primarily related to teaching but that they included preparation, evaluation, and professional development as well. The activities Braga (1972, p. 55) found fell into eight specific clusters: (1) classroom instruction, (2) activities related to classroom teaching, (3) classroom supervision, (4) clerical work, (5) professional development, (6) preparation and planning, (7) supervision of extracurricular activities, and (8) evaluation.

It was hypothesized that the four reference groups in this study would differ in their role expectations for vocational instructors regarding instructors' classroom activities (Hypotheses 2-6 and Categories B-F of the Vocational Education Teacher Questionnaire).

Regarding the area of professional development, which Braga (1972) mentioned, the National Advisory Council on Education Professions gave special priority to this subject in 1972. Their report identified the need for educational development in vocational education. The National Advisory Council on Education Professions Development (Rieke, 1972) took the following position:

The Council felt strongly that any study of the needs for the training and development of vocational educational personnel would not be adequate unless it was based on the broadest conception of vocational education. Among other things, this means that account must be taken of

the many new occupations which require specialized training, and the increasingly rapid changes that are taking place in the nature of existing occupations. One of the important implications of these changes is that provisions must be made to insure that teachers, administrators, counselors, teacher educators, and other personnel in vocational education are kept abreast of a constantly changing world of work. Thus, the continuing education of personnel in this field of education is an imperative.
(Foreward)

Presented earlier in this chapter in a discussion of activities related to teachers, Braga (1972) was reported to include professional development among teachers' activities. Roberts (1971) also alluded to several activities for professional development of the vocational agricultural teacher. In Moss's (1970) discussion, it was stated that teachers could improve professional competencies through preservice and in-service courses with close on-the-job supervision by master teachers. Similarly, regarding professional development, Birch (1982) summarized:

Several writers have written on the importance of professional development. Staff development always has been a concern of the educational process. Edelfelt and Lawrence (1975) defined inservice of teachers (or staff development) as any professional development activity that a teacher undertakes singly or with other teachers after receiving his/her initial teaching certificate and after beginning professional practice. Regarding the area of professional development many writers have written on the importance of professional development, for instance in the area of inservice programs (Cooper, 1975, 1978; Nelson, 1977; Beegle & Edelfelt, 1977; Rubin, 1971; Harris, Bessent & McIntyre, 1969; Fuller, 1969). . . . The literature available regarding inservice indicated this type of professional growth and development activity is one of the alternatives for teachers. (p. 16)

Evaluation may also serve as a source of teacher professional growth and development. McFadden and Schenck (cited by Birch, 1982) in reference to teachers' reactions to evaluation: "Generally, the

teaching profession is becoming convinced that appraisal does more to interfere with professional concerns for quality teaching than it does to assist it" (p. 18). Birch concluded:

As controversial as evaluation may be, it is a source of professional growth and development for all teachers.

In summary, inservice, workshops and evaluation are only a few of the many sources in which teachers may develop professionally. Perhaps the most important advantage gained by participating in these various sources of professional growth should include "an awareness of self." (p. 18)

Thus, Hypothesis 10 (Category J of the Vocational Education Teacher Questionnaire) stated that reference groups' expectations for vocational education instructors' professional development would differ.

Hatch and Steffler (1965) presented a discussion of teacher coordination with staff for student placement. They stated that staff members should be expected to:

- a. Provide information about the student to be used in placement.
- b. Assist in the location of special opportunities.
- c. Maintain contact with employers.
- d. Prepare units in courses of job-finding and related information.
- e. Prepare study units in the selection of a college and related information. (p. 196)

Since one of the main objectives of vocational education is the placement of students in businesses and industries, it was anticipated that vocational personnel would have expectations for the instructor's role in this goal. The necessity for instructors to

counsel with students for their placements was, in effect, what Hatch and Steffler were suggesting. However, it was hypothesized that reference groups would differ in their expectations of instructors' roles (Hypotheses 7 and 11, Categories G and K of the Vocational Education Teacher Questionnaire).

Another area which arose often in the literature related to vocational education instructors' roles and responsibilities was communications. Hughes (1970) asserted that teacher conferences should be held with pupils, parents, and staff specialists. Alcorn, Kinder, and Schunert (1965) indicated that by conducting conferences with parents the teacher facilitates a better understanding of student behavior and improves relations with parents. The fact that most school districts require parent/teacher conferences supports the position that conferences are important to the total growth and development of students. Thus, conferences are vehicles for communications with various reference groups: staff members, parents, and the community.

It was therefore hypothesized that reference groups' expectations for instructors' communications would differ (Hypothesis 8, Category H; Hypothesis 9, Category I; and Hypothesis 12, Category L of the Vocational Education Teacher Questionnaire).

This section of the literature reviewed information which served as the basis for the development of the hypotheses of the present study. Mention was also made to the categories of the Vocational Education Teacher Questionnaire developed to gather data from the reference groups regarding each of the hypotheses. Chapter III

will present the design and methods used for data collection regarding reference groups' expectations for the vocational education teacher role.

CHAPTER III

DESIGN AND METHOD OF THE STUDY

The purpose of this study was to examine the differences in the role expectations held for the vocational education instructor as perceived by vocational instructors, vocational administrators, vocational advisory committee members, and counselors.

The steps taken while conducting this investigation are described in this chapter. The sections discussed include: (a) development and reliability of the instrument, (b) population and sample, (c) data collection procedures, and (d) statistical methods used in data analysis.

Instrumentation

Following a search for a survey instrument relevant for vocational instructors, it was concluded that no objective instrument existed. Therefore, a list consisting of 20 categorical items with a subset of seven role expectations was prepared. From this list of role expectations, a preliminary role expectation instrument was developed. The preliminary instrument was submitted to a panel of vocational personnel and persons from business and industry. The panel consisted of eight persons of various backgrounds: a reading consultant, a math consultant, a bank vice-president, a carpenter, a counselor, an administrator, and two vocational education instructors. All of the panel members dealt with vocational education in

some way: awareness of vocational goals to the training of students. Members of the instrument review panel were asked to carefully examine each category and item as it related to the role of the vocational instructor. Revisions were made following the panel's review.

The instrument developed was the Vocational Education Teacher Questionnaire. Its purpose was to measure perceptions of the role behavior expected of vocational teachers, using a 5-point Likert-type scale. (See Appendix A for a completed copy of the instrument.)

The questionnaire was divided into two major parts. The first part was comprised of items of a demographic nature. There were four categories in this part: (1) position, (2) number of years of experience, (3) level of education, and (4) type of certification. These items provided background information about the respondents surveyed in the study. Descriptive summary statistics were used to analyze the demographic items.

Part two of the instrument consisted of 12 major categories of expected role behavior of vocational instructors. Each of the 12 categories consisted of five items, for a total of 60 expected-role-behavior items. The 12 categories (A-L) are listed below:

- A. Schooling and work experience.
- B. Definition of performance objectives of vocational area taught.
- C. Development and planning of content of vocational area.
- D. Implementation of instructional program.
- E. Classroom management.

F. Evaluation of the instructional process and student performance.

G. Counseling of students.

H. Communication with parents.

I. Communication with other vocational staff members.

J. Maintenance of a professional role.

K. Student placement.

L. Community communications.

Respondents were asked to mark their level of agreement for all 60 items relating to their expectations for the vocational instructor.

Each item on part two of the test instrument was valued on a Likert-type scale ranging from 1 to 5, as indicated below:

	<u>Scale value</u>
A. Strongly agree	5
B. Agree	4
C. Undecided	3
D. Disagree	2
E. Strongly disagree	1

The Vocational Education Teacher Questionnaire was field tested at a nearby university in Michigan. Permission to administer the instrument was obtained from the Chairman of the Vocational Education Department. It was suggested in which classes to administer the questionnaire and the names of the professors teaching these classes. To expedite matters, the professors were telephoned. The study was explained and reasons were given for the pilot test. The professors willingly granted permission to administer the instrument

in their graduate level classes. They were given packets containing a letter verifying the permission granted (see Appendix B), instructions for administering the instrument, copies of the instrument itself, and a stamped envelope in which to return the completed instruments. The professors administered the instruments and returned them within a week.

Reliability

The reliability of the instrument used in this study was pilot tested using an alpha coefficient (Cronbach, 1970). Weighted mean values were computed for each of the 12 dimensions and subsets that had missing data. A correlation of +.44 or greater was obtained for the 12 categories. The alpha coefficient obtained for the group of 43 subjects in the pilot study was +.90 and was considered reliable. The results of the reliability tests are shown in Appendix C. No further revisions were made on the instrument.

Cronbach alpha formula was used in the surveyed population to check the reliability of the test instrument. Those 12 categories had a correlation coefficient of +.93 for the sample. The reliability tests results may be found in Appendix D.

Population and Sample

Because this study was concerned with the role expectations for vocational education instructors, it was deemed necessary to consider those groups closely associated with the performance of the vocational teacher. These groups are part of the vocational setting.

The sample of this study comprised four groups of professionals selected from vocational skill centers in the state of Michigan. The four groups surveyed in this study were: (1) vocational instructors, (2) vocational administrators, (3) program advisory committee members, and (4) counselors. The names of the skill centers were secured from mimeograph lists of vocational skill centers issued by the Michigan State Department of Education in 1979-80. The Michigan Education Directory and Buyers Guide (1979) was used to verify the existence of these schools.

Data Collection Procedures

The first contact with 40 vocational centers selected for this study was made through a letter to vocational directors and/or persons holding similar positions. This letter explained the study and requested permission to survey the staff members. (See Appendix E for a copy of this letter.) A form was enclosed which outlined the information needed regarding the population to be sampled (see Appendix F). This information was needed to select the prospective respondents to be surveyed. A stamped envelope addressed to the researcher was enclosed to return the information requested.

In Table 1 the percentage of schools granting permission and the percentage not granting permission to be surveyed are shown. (A list of schools may be found in Appendix G.) Of the 40 schools originally contacted, 68% granted permission and supplied the information requested. These school participated in the study. The remaining

32% of the schools contacted did not grant permission to conduct the survey.

Table 1
Response and Commitment of Selected Schools

School responses	Number	Percent
Schools granting permission	27	68
Schools not granting permission	13	32
Total	40	100

The respondents included all names from the list supplied by the vocational centers. Schools granting permission for the questionnaire supplied names of 41 counselors, 124 administrators, 387 advisory committee members, and 531 teachers, as possible contact people. Questionnaires were numerically coded according to the position held by the respondents, however, space was provided for individuals' names if they desired the results of this study. Less than one-third of the respondents revealed their identities.

Members of the sample were sent a letter acknowledging that permission had been granted to conduct the survey. The cover letter explained the study and asked for the individual's cooperation. (A copy of this letter may be found in Appendix H.) The instrument and a stamped, preaddressed envelope were also included in this mailing.

Three hundred sixty instruments were mailed to the selected individuals. Instruments were completed by 356 members (98.9%) of the selected sample. Four instruments (1.1%) were returned not completed. Follow-up procedures consisted of a telephone call to the contact person at the participating schools. The instruments were promptly returned within a 10-day period.

Statistical Methods Used in Data Analysis

Various statistical and descriptive techniques were used to answer the research question and to test the hypotheses. Individuals' responses to the questionnaires were keypunched on IBM cards by the Western Michigan University Computer Center. A Western Michigan University computer consultant ran the appropriate programs.

The intent of this study was to examine the role expectation held for the position of vocational instructor by vocational education instructors as well as by vocational administrators, advisory committee members, and vocational education counselors.

The primary research question was as follows: Are there any differences in the role expectations held for the vocational education instructor between the groups: vocational instructors, vocational administrators, advisory committee members, and vocational education counselors?

Operationally, 12 research hypotheses were formulated from the 12 categories for the study:

Hypothesis 1: Schooling and work experience.

Hypothesis 2: Definition of performance objectives.

Hypothesis 3: Development and plan content of vocational area.

Hypothesis 4: Implementation of instructional program.

Hypothesis 5: Classroom management.

Hypothesis 6: Evaluate the instructional process and student performance.

Hypothesis 7: Counseling students.

Hypothesis 8: Communication with parents.

Hypothesis 9: Communication with other vocational staff members.

Hypothesis 10: Maintenance of a professional role.

Hypothesis 11: Student placement.

Hypothesis 12: Community communications.

The dependent variables were 60 items under the 12 major categories on the test instrument. Descriptive summary statistics, such as mean and variance, were used to analyze the data.

The independent or categorial variables for this investigation were four groups of vocational education personnel: (1) vocational education instructors, (2) vocational education administrators, (3) vocational education advisory committee members, and (4) vocational counselors.

For each reference group surveyed, individuals' category responses were totaled and a mean score derived for each category. To determine each individual's scores for each of the Categories A-L (H1-H12), responses to each item within the category were totaled,

then averaged. Calculations involving missing data were completely omitted when using the Western Michigan University Statistical Package. This method was deemed more conservative than random assignment or insertion of a value.

To test the 12 hypotheses, either one-way analysis of variance or Welch's approximate t test was used. Where appropriate, the one-way analysis of variance statistical technique was used to test the hypotheses. A .05 probability for committing Type I error was used to test the null hypotheses. The F statistic was used to make decisions about the hypotheses tested.

Glass and Stanley (1970) indicated that when using the one-way analysis of variance, certain assumptions must be met. The assumptions considered were: (a) the scores were acquired from random sample, (b) from normal population with equal variances, and (c) the different samples were independent. Bartlett's test was a technique used in this study to test the assumption of equality of variances. According to Glass and Stanley (1970), Wapole (1974), and Downie and Heath (1965): Bartlett's test may be employed to test the assumption of equality of variances. Equality of variance is one of the underlying assumptions of the one-way analysis of variance. Bartlett's test of equality of variance was conducted before using the one-way analysis of variance. Bartlett's probability was checked. If a significant difference between the variance existed, one-way analysis of variance could not be used. A conservative probability level of .20 was used for Bartlett's test.

The Welch approximate \underline{t} test was used as an individual test of means when analysis of variance was inappropriate. An adjusted alpha level of .0083 was used, which was derived from applying the Bonferroni technique. The Bonferroni method of multiple comparisons was used in this investigation as recommended by Neter and Wasserman (1974). The Bonferroni method of multiple comparisons was used when one-way analysis of variance was inappropriate; an approximate \underline{t} test (Welch's test) was used to test the pairwise mean differences. The level of significance for those \underline{t} tests was adjusted by using the Bonferroni technique. This adjustment resolved the simultaneous test problem and made it possible to make an overall decision similar to one-way analysis of variance on the variable.

Summary

The main objective of this study was to determine the differences in role expectations held for vocational education instructors as perceived by: (a) vocational instructors, (b) vocational administrators, (c) vocational advisory committee members, and (d) vocational counselors.

The test instrument, the Vocational Education Teacher Questionnaire, was developed by this researcher and used to measure the selected groups' expectations of the role of vocational education instructors. Scoring on each item of the test instrument was on a scale ranging from 1 to 5, as discussed earlier. Each component and item was treated independently. The reliability for the instrument used in this study was obtained by using the alpha coefficient.

The reliability obtained for a group of 43 pilot-study subjects was +.90 on the 60-item instrument. An alpha coefficient of +.93 was obtained for the population sample.

The dependent variable in the study was a score that was judgmentally assigned by the subjects in the sample to denote the amount of agreement on each of the 60 items included in the test instrument. Means for each category were derived for each reference group.

The independent or categorical variables for this investigation were four groups: (1) vocational education instructors, (2) vocational education administrators, (3) vocational education advisory committee members, and (4) vocational counselors.

Bartlett's test of equality of variance was conducted to determine if analysis of variance was appropriate. A conservative probability level of .20 was used for Bartlett's test. The one-way analysis of variance was used to make decisions about the hypotheses at the .05 level of significance.

When analysis of variance was inappropriate, the Welch approximate t test was used to test the hypotheses. An adjusted alpha level of .0083 was used according to the Bonferroni technique when one-way analysis of variance was inappropriate. This technique resolved the problem of simultaneous testing.

The results of the hypotheses-testing procedures are reported in Chapter IV.

The sample and procedures used to identify the subjects were detailed in this chapter. A discussion of the development of the

data-gathering instrument and methods of validation were also presented.

CHAPTER IV

ANALYSIS OF DATA AND PRESENTATION OF FINDINGS

In this chapter, the findings of the study are presented. The chapter includes a presentation of the following: (a) demographic findings, (b) Bartlett's test, (c) one-way analysis of variance test, (d) approximate t test, (e) test for group comparisons, and (f) hypotheses testing.

Population and Percentage of Subjects Surveyed

In this section, the findings of the demographic section (Part One) of the data-gathering instrument are reported. These items sought information about: (a) position, (b) number of years of experience, (c) level of education, and (d) type of certification. The four demographic characteristics provided background information about the individuals in the four groups studied in this investigation.

The sample included in the study comprised vocational instructors, vocational administrators, vocational advisory committee members, and vocational counselors and/or secondary school counselors. The sample represented 356 subjects who responded to the questionnaire. As shown in Table 2, vocational instructors represented 50.56% of the respondents, followed by school administrators at 17.42%. The percentage of vocational advisory committee members was 21.63%, and vocational and/or secondary counselors represented 10.39%.

Table 2
Distribution of Population and Percentage
of Respondents of Study

Position group	Sample size selected	Percent
<u>Group A</u> Vocational education instructors	180	50.56
<u>Group B</u> Administrators	62	17.42
<u>Group C</u> Advisory committee members	77	21.63
<u>Group D</u> Vocational and/or secondary counselors	37	10.39
Total	356	100.00

In Table 3, a comparison of the number of years of experience for the four groups is illustrated. The mean number of years of experience was 6.9 for vocational instructors and 5.9 for vocational administrators; whereas, advisory committee members had a mean of 7.7 years in their present position in business and industry, and counselors had a mean of 6.9 years of experience.

Table 4 contains the results of the highest level of education achieved. The data indicated that of all the respondents, 8.76% had a high school diploma, 16.38% possessed less than a bachelor's degree, and 9.89% held a bachelor's degree. In addition, it was found that 16.95% of the respondents had earned a bachelor's degree plus 15 semester hours, 27.97% had attained a master's degree, and 9.89% had a master's degree plus 15 hours. Those who held a specialist's

Table 3
Comparison of Number of Years of
Experience in Present Job

Group	Number responding	Mean	Standard deviation
Vocational instructors	171	6.9	5.83
Administrators	58	5.9	3.51
Advisory members	73	7.7	8.52
Counselors	32	6.9	4.82
Total	334		

Table 4
Level of Educational Attainment for All Respondents

Level of education	Number responding	Percent
High school diploma	31	8.76
Less than BA or BS degree	58	16.38
Bachelor's degree (BA or BS)	35	9.89
BA or BS degree plus 15 semester hours	60	16.95
Master's degree (MA, MS, ME, etc.)	99	27.97
Master's degree plus 15 semester hours	35	9.89
Specialist degree or master's degree plus 30 hours	30	8.46
Doctorate degree	6	1.70
Total	354	100.00

degree or master's degree plus 30 hours was 8.46%. The persons surveyed who held doctorate degrees represented 1.70% of the group.

The various types of certification the individuals held are illustrated in Table 5. Since provisional certification is closely comparable to continuing certification, both were combined under vocational/secondary certification. In that area, 174 respondents, or 58.98%, indicated certification. Full vocational authorization was reported by 18.64% of the respondents; whereas, 2.72% indicated temporary vocational authorization. Annual authorization was reported by 58 individuals, or 19.66% of the group.

Table 5
Type of Certification

Type of certification	Number	Percent
Vocational/secondary (provisional or continuing)	174	58.98
Full vocational authorization	55	18.64
Temporary vocational authorization	7	2.72
Annual authorization	58	19.66
Total	294	100.00

Bartlett's test of homogeneity of variance was conducted before performing the one-way analysis of variance. This test was necessary to ensure that the underlying assumption of equal variance was not violated. A conservative .20 probability level was used for Bartlett's test.

As shown in Table 6, Hypotheses 1 through 10 and Hypothesis 12 were found significant for $< .20$ probability level using Bartlett's test for equality of variance. Only one variable, 11 (Student Placement), was found nonsignificant or $\geq .20$. It was concluded that not all variances were equal where Bartlett's test probabilities were found significant. For Hypothesis 11, Bartlett's test of equality of variance was found nonsignificant. It was concluded that the variances were equal; therefore, one-way analysis of variance could be used to test the hypothesis in this case. The other hypotheses were tested using Welch's approximate t test.

The Welch approximate t test was used to test the means among the four groups. Bartlett's probability was found to be significant. The one-way analysis of variance was an appropriate test statistic where Bartlett's was found nonsignificant.

The test statistic used to test hypotheses where one-way analysis of variance was inappropriate was the Welch approximate t test. This test was used as an individual test of means among the four groups. An adjusted alpha of $.05/6$, or $.0083$, was the probability level used. This probability level was derived from applying the Bonferroni technique.

To ascertain the existence of a significant difference in the means among the four groups for H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, and H12, Welch t -test probabilities were used at a $.0083$ probability level. For H11, Bartlett's test of equality of variance was found nonsignificant. The variances for the one-way analysis of variance were found equal, and the one-way analysis of variance test

Table 6
Results of Bartlett's Test for Homogeneity of Variance

Section of questionnaire	Bartlett's probability	Significance
1. Schooling and work experience	.023	S**
2. Definition of performance objectives	.009	S**
3. Development and plan content of vocational area	.000	S**
4. Implementation of instructional program	.000	S**
5. Classroom management	.000	S**
6. Evaluate the instructional process and student performance	.113	S**
7. Counseling students	.046	S**
8. Communication with parents	.005	S**
9. Communication with other vocational staff members	.024	S**
10. Maintenance of a professional role	.054	S**
11. Student placement	.474	NS*
12. Community communications	.013	S**

Note. S = Significant

NS = Not significant

*Use one-way-analysis of variance (Bartlett's test probability nonsignificant at .20).

**Use Welch's approximate t test with Bonferroni technique (Bartlett's test probability significant at .20).

was used to detect the mean difference among the groups. The hypothesis testing for H11 is discussed later in detail.

Hypotheses Testing

To find the existence of significant differences in the role expectations for the vocational instructor as held by the four groups, it was hypothesized:

Hypothesis 1: No significant difference exists between mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for schooling and experience.

Data relative to H1 are summarized in Tables 7 and 8. The results of the Welch t test to test H1 are shown in Table 8.

Table 7
Schooling and Work Experience

Group	Group size	Mean	Standard deviation
Instructors	179	4.200	.491
Administrators	62	4.150	.448
Advisory committee members	77	3.840	.613
Counselors	35	4.109	.597

Significant differences existed between two of the pairs of groups compared, instructors and advisory members, and between administrators and advisory members, regarding schooling and work

Table 8

Welch Approximate t-Test Results: H1--Schooling and Work Experience

Group	<u>t</u> -value	<u>df</u>	Prob.	Diff.
(\bar{X} 1) Instructors - (\bar{X} 2) Administrators	.731	115	.467	.049
(\bar{X} 1) Instructors - (\bar{X} 3) Advisory members	4.558	119	.000*	.360
(\bar{X} 1) Instructors - (\bar{X} 4) Counselors	.849	43	.401	.091
(\bar{X} 2) Administrators - (\bar{X} 3) Advisory members	3.445	135	.001*	.310
(\bar{X} 2) Administrators - (\bar{X} 4) Counselors	.360	55	.720	.042
(\bar{X} 3) Advisory members - (\bar{X} 4) Counselors	-2.190	67	.032	-.269

*Reject if probability is < .0083.

Retain if probability is \geq .0083.

experience. Since differences were found among those groups compared, H1 was rejected. No significant differences were found between instructors and administrators, instructors and counselors, administrators and counselors, or advisory members and counselors. H1 was retained for those groups compared.

To find the existence of significant differences in the role expectations for the vocational instructor as held by the four groups, it was hypothesized:

Hypothesis 2: No significant difference exists between the paired mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for definition of performance objectives.

The mean, standard deviation, and size for the one-way analysis for H2 are found in Table 9.

Table 9
Definition of Performance Objectives
of Vocational Area

Group	Group size	Mean	Standard deviation
Instructors	180	4.262	.521
Administrators	62	4.499	.398
Advisory committee members	77	4.249	.605
Counselors	35	4.389	.570

Welch approximate t-test results are found in Table 10 for H2. Differences were found among the groups: instructors and

Table 10
 Welch Approximate t-Test Results: H2--Definition of Performance
 Objectives of Vocational Area

Group	<u>t</u> -Value	<u>df</u>	Prob.	Diff.
(\bar{X} 1) Instructors - (\bar{X} 2) Administrators	-3.712	137	.000*	-.237
(\bar{X} 1) Instructors - (\bar{X} 3) Advisory members	.163	126	.871	.313
(\bar{X} 1) Instructors - (\bar{X} 4) Counselors	-1.217	45	.230	-.126
(\bar{X} 2) Administrators - (\bar{X} 3) Advisory members	2.920	132	.004*	.250
(\bar{X} 2) Administrators - (\bar{X} 4) Counselors	1.014	53	.315	.110
(\bar{X} 3) Advisory members - (\bar{X} 4) Counselors	-1.176	69	.244	-.139

*Reject if probability is < .0083.

Retain if probability is \geq .0083.

administrators, and administrators and advisory members. H2, regarding the expectations of definition of performance objectives, was rejected. No differences were found in the mean scores for paired groups instructors and advisory members, instructors and counselors, administrators and counselors, and advisory members and counselors. H2 was retained for these groups.

To find the existence of significant differences in the role expectations for the vocational instructor as held by the four groups, it was hypothesized:

Hypothesis 3: No significant difference exists between mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for development and planning content.

The number, mean, and standard deviation for the one-way analysis of variance for H3 are found in Table 11.

Table 11
Development and Plan Content of Vocational Area

Group	Group size	Mean	Standard deviation
Instructors	180	4.424	.417
Administrators	61	4.457	.402
Advisory committee members	77	4.125	.637
Counselors	35	4.280	.488

When groups were compared for H3 testing, it was found that differences existed between instructors and advisory members and

between administrators and advisory members for development and planning content of vocational area taught; therefore, H3 was rejected. No differences were found among all the remaining group comparisons: instructors and administrators, instructors and counselors, administrators and counselors, and advisory members and counselors. Therefore, H3 was retained for those comparisons. These Welch approximate t -test results are shown in Table 12.

To find the existence of significant differences in the role expectations for the vocational instructor as held by the four groups, it was hypothesized:

Hypothesis 4: No significant difference exists between mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for implementation of instructional programs.

The mean, standard deviation, and size of the one-way analysis for H4 are summarized in Table 13.

Table 13
Implementation of Instructional Program

Group	Group size	Mean	Standard deviation
Instructors	180	4.366	.390
Administrators	62	4.358	.410
Advisory committee members	76	4.271	.608
Counselors	35	4.257	.399

Table 12

Welch Approximate t -Test Results: H3--Development and Plan
Content of Vocational Area

Group	t -Value	df	Prob.	Diff.
($\bar{X}1$) Instructors - ($\bar{X}2$) Administrators	- .563	106	.574	-.034
($\bar{X}1$) Instructors - ($\bar{X}3$) Advisory members	3.787	104	.000*	.299
($\bar{X}1$) Instructors - ($\bar{X}4$) Counselors	1.628	44	.111	.144
($\bar{X}2$) Administrators - ($\bar{X}3$) Advisory members	3.741	130	.000*	.333
($\bar{X}2$) Administrators - ($\bar{X}4$) Counselors	1.825	60	.073	.177
($\bar{X}3$) Advisory members - ($\bar{X}4$) Counselors	-1.414	84	.161	-.155

*Reject if probability is $< .0083$.

Retain if probability is $\geq .0083$.

As shown in Table 14, no significant differences were found among the six paired groups compared. Hypothesis 4 was retained for the six compared groups. There were no differences.

To find the existence of significant differences in the role expectations for the vocational instructor as held by the four groups, it was hypothesized:

Hypothesis 5: No significant difference exists between mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for classroom management.

The mean, standard deviation, and size for the one-way analysis of variance for H5 are found in Table 15.

Table 15
Classroom Management

Group	Group size	Mean	Standard deviation
Instructors	180	4.642	.396
Administrators	62	4.696	.330
Advisory committee members	76	4.524	.593
Counselors	35	4.577	.365

Table 16 reflects the results for testing H5. No differences were found between the paired group means. Therefore H5 was retained for the six groups compared at the .0083 level.

Table 14

Welch Approximate t-Test Results: H4--Implementation of
Instructional Program

Group	t-Value	df	Prob.	Diff.
($\bar{X}1$) Instructors - ($\bar{X}2$) Administrators	.130	101	.897	.000
($\bar{X}1$) Instructors - ($\bar{X}3$) Advisory members	1.254	102	.213	.095
($\bar{X}1$) Instructors - ($\bar{X}4$) Counselors	1.481	47	.145	.109
($\bar{X}2$) Administrators - ($\bar{X}3$) Advisory members	1.000	131	.319	.087
($\bar{X}2$) Administrators - ($\bar{X}4$) Counselors	1.185	72	.240	.101
($\bar{X}3$) Advisory members - ($\bar{X}4$) Counselors	.143	95	.886	.014

*Reject if probability is $< .0083$.

Retain if probability is $\geq .0083$.

Table 16

Welch Approximate t-Test Results: H5--Classroom Management

Group	<u>t</u> -Value	<u>df</u>	Prob.	Diff.
($\bar{X}1$) Instructors - ($\bar{X}2$) Administrators	-1.050	125	.296	-.054
($\bar{X}1$) Instructors - ($\bar{X}3$) Advisory members	1.598	104	.113	.119
($\bar{X}1$) Instructors - ($\bar{X}4$) Counselors	.951	50	.346	.065
($\bar{X}2$) Administrators - ($\bar{X}3$) Advisory members	2.156	121	.033	.172
($\bar{X}2$) Administrators - ($\bar{X}4$) Counselors	1.592	64	.116	.119
($\bar{X}3$) Advisory members - ($\bar{X}4$) Counselors	-.582	99	.562	-.053

*Reject if probability is $< .0083$.

Retain if probability is $\geq .0083$.

To find the existence of significant differences in the role expectations for the vocational instructor as held by the four groups, it was hypothesized:

Hypothesis 6: No significant difference exists between the paired scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for evaluation processes of student performances.

The mean, standard deviation, and size are found in Table 17 for the four groups of H6.

Table 17
Evaluation Process and Student Performance

Group	Group size	Mean	Standard deviation
Instructors	180	4.338	.521
Administrators	62	4.368	.447
Advisory committee members	76	4.300	.598
Counselors	35	4.194	.489

The results of the Welch t test for H6, as shown in Table 18, indicated that H6 was retained for all groups. There were no mean differences found between pairs of groups. Therefore, H6 was retained for all the paired group comparisons. As a result of the test for H6, no significant differences were found in terms of the evaluation process and student performance.

Table 18

Welch Approximate t -Test Results: H6--Evaluate the Instructional Process and Student Performance

Group	t -Value	df	Prob.	Diff.
($\bar{X}1$) Instructors - ($\bar{X}2$) Administrators	-.436	122	.664	-.030
($\bar{X}1$) Instructors - ($\bar{X}3$) Advisory members	.479	125	.633	.030
($\bar{X}1$) Instructors - ($\bar{X}4$) Counselors	1.572	50	.122	.143
($\bar{X}2$) Administrators - ($\bar{X}3$) Advisory members	.761	135	.448	.068
($\bar{X}2$) Administrators - ($\bar{X}4$) Counselors	1.731	65	.088	.173
($\bar{X}3$) Advisory members - ($\bar{X}4$) Counselors	.984	79	.328	.106

*Reject if probability is $< .0083$.

Retain if probability is $\geq .0083$.

To find the existence of significant differences in the role expectations for the vocational instructor as held by the four groups, it was hypothesized:

Hypothesis 7: No significant difference exists between the paired scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for counseling students.

The mean, standard deviation, and size are found in Table 19 for the four groups for H6.

Table 19
Counseling of Students

Group	Group size	Mean	Standard deviation
Instructors	180	4.346	.455
Administrators	62	4.307	.540
Advisory committee members	76	4.253	.587
Counselors	35	4.206	.528

As shown in Table 20, there were no significant differences found between the pairs of the six groups; therefore, H7 was retained for those groups at the .0083 probability level.

To find the existence of significant differences in the role expectations for the vocational instructor as held by the four groups, it was hypothesized:

Table 20

Welch Approximate t-Test Results: H7--Counseling Students

Group	<u>t</u> -Value	<u>df</u>	Prob.	Diff.
(\bar{X} 1) Instructors - (\bar{X} 2) Administrators	.541	92	.590	.041
(\bar{X} 1) Instructors - (\bar{X} 3) Advisory members	1.272	114	.206	.096
(\bar{X} 1) Instructors - (\bar{X} 4) Counselors	1.497	44	.142	.143
(\bar{X} 2) Administrators - (\bar{X} 3) Advisory members	.568	134	.571	.055
(\bar{X} 2) Administrators - (\bar{X} 4) Counselors	.902	71	.370	.102
(\bar{X} 3) Advisory members - (\bar{X} 4) Counselors	.420	73	.676	.047

*Reject if probability is < .0083.

Retain if probability is \geq .0083.

Hypothesis 8: No significant difference exists between the paired scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for communication with parents.

The mean, standard deviation, and size are shown in Table 21 for the four groups for H8.

Table 21
Communication with Parents

Group	Group size	Mean	Standard deviation
Instructors	180	4.102	.591
Administrators	62	4.313	.476
Advisory committee members	77	4.047	.734
Counselors	36	4.072	.651

To test H8, communication with parents, it was found that significant differences existed between instructors and administrators. H8 was rejected for this paired-group comparison. No mean differences were found for any other paired groups (see Table 22).

To find the existence of significant differences in the role expectations for the vocational instructor as held by the four groups, it was hypothesized:

Hypothesis 9: No significant difference exists between the paired scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for communication with other staff members.

Table 22

Welch Approximate t-Test Results: H8--Communication with Parents

Group	<u>t</u> -Value	<u>df</u>	Prob.	Diff.
(\bar{X} 1) Instructors - (\bar{X} 2) Administrators	-2.817	130	.006*	-.211
(\bar{X} 1) Instructors - (\bar{X} 3) Advisory members	.587	120	.559	.055
(\bar{X} 1) Instructors - (\bar{X} 4) Counselors	.256	47	.799	.030
(\bar{X} 2) Administrators - (\bar{X} 3) Advisory members	2.579	131	.011	.266
(\bar{X} 2) Administrators - (\bar{X} 4) Counselors	1.938	56	.058	.241
(\bar{X} 3) Advisory members - (\bar{X} 4) Counselors	-.186	76	.853	-.025

*Reject if probability is < .0083.

Retain if probability is \geq .0083.

The mean, standard deviation, and size are shown in Table 23 for the four groups for H9.

Table 23
Communication with Other Staff Members

Group	Group size	Mean	Standard deviation
Instructors	180	4.535	.416
Administrators	62	4.558	.312
Advisory committee members	77	4.436	.546
Counselors	36	4.567	.450

For H9, communication with other staff members, no significant differences were found between the four paired groups. Thus, H9 was retained for all group comparisons. There were no significant differences found between the group means. The results of these tests are shown in Table 24.

To find the existence of significant differences in the role expectations for the vocational instructor as held by the four groups, it was hypothesized:

Hypothesis 10: No significant difference exists between the paired scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for maintaining a professional role.

The mean, standard deviation, and size are shown in Table 25 for the four groups for H10.

Table 24

Welch Approximate t-Test Results: H9--Communication with Other Vocational Staff Members

Group	<u>t</u> -Value	<u>df</u>	Prob.	Diff.
($\bar{X}1$) Instructors - ($\bar{X}2$) Administrators	- .379	106	.706	-.023
($\bar{X}1$) Instructors - ($\bar{X}3$) Advisory members	1.418	115	.159	-.099
($\bar{X}1$) Instructors - ($\bar{X}4$) Counselors	- .390	47	.698	-.032
($\bar{X}2$) Administrators - ($\bar{X}3$) Advisory members	1.494	136	.137	.122
($\bar{X}2$) Administrators - ($\bar{X}4$) Counselors	.094	68	.925	.000
($\bar{X}3$) Advisory members - ($\bar{X}4$) Counselors	-1.337	82	.185	-.130

*Reject if probability is < .0083.

Retain if probability is \geq .0083.

Table 25
Maintaining a Professional Role

Group	Group size	Mean	Standard deviation
Instructors	180	4.356	.494
Administrators	62	4.419	.446
Advisory committee members	77	4.273	.603
Counselors	36	4.311	.465

As shown in Table 26, no significant differences were found among the role expectations held for vocational instructors regarding maintaining a professional role. H10 was retained for all compared groups at the .0083 level of significance.

To find the existence of significant differences in the role expectations for the vocational instructor as held by the four groups, it was hypothesized:

Hypothesis 12: No significant difference exists between the paired scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for community communications.

The mean, standard deviation, and size are shown in Table 27 for the four groups for H12.

The results of H12 are shown in Table 28. It was found that no significant differences existed among the six group comparisons. Thus, H12 was retained for all group comparisons.

Table 26

Welch Approximate t-Test Results: H10--Maintenance of a Professional Role

Group	<u>t</u> -Value	<u>df</u>	Prob.	Diff.
(\bar{X} 1) Instructors - (\bar{X} 2) Administrators	- .936	116	.351	-.063
(\bar{X} 1) Instructors - (\bar{X} 3) Advisory members	1.070	121	.287	.083
(\bar{X} 1) Instructors - (\bar{X} 4) Counselors	.525	52	.602	.045
(\bar{X} 2) Administrators - (\bar{X} 3) Advisory members	1.647	136	.102	.147
(\bar{X} 2) Administrators - (\bar{X} 4) Counselors	1.128	70	.263	.108
(\bar{X} 3) Advisory members - (\bar{X} 4) Counselors	- .371	86	.712	-.038

*Reject if probability is < .0083.

Retain if probability is \geq .0083.

Table 28

Welch Approximate t-Test Results: H12--Community Communications

Group	t-Value	df	Prob.	Diff.
($\bar{X}1$) Instructors - ($\bar{X}2$) Administrators	-1.400	111	.164	-.097
($\bar{X}1$) Instructors - ($\bar{X}3$) Advisory members	.336	115	.738	.028
($\bar{X}1$) Instructors - ($\bar{X}4$) Counselors	.886	47	.380	.087
($\bar{X}2$) Administrators - ($\bar{X}3$) Advisory members	1.323	135	.188	.125
($\bar{X}2$) Administrators - ($\bar{X}4$) Counselors	1.700	64	.094	.184
($\bar{X}3$) Advisory members - ($\bar{X}4$) Counselors	.506	80	.614	.059

*Reject if probability is $< .0083$.

Retain if probability is $\geq .0083$.

Table 27
Community Communications

Group	Group size	Mean	Standard deviation
Instructors	180	4.187	.491
Administrators	62	4.284	.465
Advisory committee members	77	4.159	.646
Counselors	36	4.100	.544

To find the existence of significant differences in the role expectations for the vocational instructor as held by the four groups, it was hypothesized:

Hypothesis 11: No significant differences exist between the paired mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for assisting with student placement.

The mean, standard deviation, and size are shown in Table 29 for the four groups for H11.

Bartlett's test for homogeneity of variance for H11 was non-significant at the .20 level. Since Bartlett's test was found to be $\geq .20$, variances were equal.

The one-way analysis of variance statistical technique was used to test the hypothesis. A .05 probability for committing Type I error was used to test the hypothesis. The F-statistic was used to

make decisions about the hypothesis tested. The one-way analysis of variance results are shown in Table 30.

Table 29
Student Placement

Group	Group size	Mean	Standard deviation
Instructors	180	4.037	.586
Administrators	62	4.123	.595
Advisory committee members	77	4.104	.666
Counselors	36	4.044	.547

Table 30
One-Way Analysis of Variance Results:
Student Placement

Source of variation	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>F-prob.</u>
Between groups	.474	3	.158	.436	.728
Within groups	127.367	351	.363		
Total	127.841	354			

Note. The F value required for significance at an alpha level of .05 is .474.

No significant difference was found between the paired groups. Therefore, H₁₁ was retained at the .05 level for those all pairwise groups.

Summary

The first section of this chapter reported the demographic information about the population sample.

The 12 hypotheses were tested as a result of Bartlett's test at the .20 probability level for equality of variance before using the one-way analysis of variance. Welch's approximate t test was used where variances for one-way analysis of variance were not equal. The level of significance for those t tests was adjusted to $.05/6$, or .0083, probability level using a Bonferroni technique. This adjustment resolved the simultaneous test problem and made it possible to make an overall decision.

Table 31 is a matrix of hypotheses testing, which indicates the results of the 12 hypotheses tested. For the four groups compared, there were six possible paired comparisons for a total of 72 paired group comparisons. As shown in Table 31, six paired groups had a majority of the hypotheses retained out of the 12 hypotheses tested.

In Chapter V, a discussion of the findings, summary, conclusions, implications, recommendations, and problems for further study are presented.

Table 31
Matrix Table for 12 Hypotheses Tested

	Hypotheses												Total N
	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H11	H12	
Groups: instructors and administrators													
Retain	x		x	x	x	x	x		x	x	x	x	10
Reject		x						x					2
Groups: instructors and advisory members													
Retain	x			x	x	x	x	x	x	x	x	x	10
Reject		x	x										2
Groups: instructors and counselors													
Retain	x	x	x	x	x	x	x	x	x	x	x	x	12
Reject													0
Groups: administrators and advisory members													
Retain				x	x	x	x	x	x	x	x	x	9
Reject	x	x	x										3
Groups: administrators and counselors													
Retain	x	x	x	x	x	x	x	x	x	x	x	x	12
Reject													0
Groups: advisory members and counselors													
Retain	x	x	x	x	x	x	x	x	x	x	x	x	12
Reject													0
Total of hypotheses tested													
Retain	5	3	4	6	6	6	6	5	6	6	6	6	65
Reject	1	3	2	0	0	0	0	1	0	0	0	0	7

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to provide a brief summary of the research study, a discussion of the major findings, conclusions derived from the study, and recommendations for further study.

Summary

The purpose of this study was to examine the role expectations held for the position of vocational education instructor by vocational education instructors as well as by vocational administrators, advisory committee members, and vocational education school counselors. These four groups of individuals play an important role in vocational education; thus, they have some influence on the vocational instructor's role performance.

The sample population of 356 respondents was comprised of vocational instructors, vocational administrators, advisory committee members, and counselors from 27 school districts in Michigan.

The primary research question was as follows: Are there any differences in the role expectations held for the vocational instructor between the groups: vocational instructors, vocational administrators, advisory committee members, and vocational education counselors. Twelve research hypotheses were formulated to test whether there were differences in the role expectations held for the vocational instructors by these four groups.

A questionnaire, the Vocational Education Teacher Questionnaire, was developed by the researcher for data-gathering purposes. The following demographic variables were contained in the first part of the instrument to collect information about each respondent: (a) position, (b) years of experience in present position, (c) level of education, and (d) type of certification. The second part of the test instrument was comprised of 12 major categories of five items each, giving a total of 60 items in the questionnaire. A 5-point Likert-type scale was used on this part of the instrument to determine the respondents' expectations for vocational instructors. A reliability of +.90 was obtained by using an alpha coefficient.

Where appropriate, one-way analysis of variance was used to analyze the differences between mean group scores and the level of significance was set at .05. Bartlett's test for equality of variance was conducted to test the underlying assumptions of homogeneity of variance and was set at a significance level of $>.20$. The Bonferroni method was used to avoid the problem of simultaneous testing for the Welch approximate t test used to test the difference between mean scores when Bartlett's test probabilities were significant.

One-way analysis of variance (ANOVA) was used to test the differences between the mean scores for H11. The Welch approximate t test was used as an individual test for Hypotheses 1-10 and 12. An adjusted alpha level of $.05/6$, or .0083, was used, which was derived from applying the Bonferroni technique. The Welch t test probabilities were compared to .0083 for all items or variables

whose variance was not equal.

Operationally, 12 research hypotheses were examined in the study:

Hypothesis 1: No significant differences exist between the paired mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for schooling and work experience.

Hypothesis 2: No significant differences exist between the paired mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for definition of objectives.

Hypothesis 3: No significant differences exist between the paired mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for developing and planning content materials.

Hypothesis 4: No significant differences exist between the paired mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for implementation of instructional programs.

Hypothesis 5: No significant differences exist between the paired mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for classroom management.

Hypothesis 6: No significant differences exist between the paired mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for evaluation process of student performance.

Hypothesis 7: No significant differences exist between the paired mean scores of role expectations for vocational instructors as held by vocational instructors,

vocational administrators, advisory committee members, and vocational education counselors for counseling students.

Hypothesis 8: No significant differences exist between the paired mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for communications with parents.

Hypothesis 9: No significant differences exist between the paired mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for communications with other staff members.

Hypothesis 10: No significant differences exist between the paired mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for maintaining a professional role.

Hypothesis 11: No significant differences exist between the paired mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for assisting with placement.

Hypothesis 12: No significant differences exist between the paired mean scores of role expectations for vocational instructors as held by vocational instructors, vocational administrators, advisory committee members, and vocational education counselors for community communications.

The dependent variables were the 12 major categories of the test instrument consisting of 60 items. Descriptive summary statistics, such as mean and variance, were used to describe the data. The independent or categorical variables for this investigation were the four groups of vocational education personnel: (1) vocational education instructors, (2) vocational education administrators,

(3) vocational education advisory committee members, and (4) vocational counselors.

Conclusions

Reported in this section are the summary data related to the respondents' demographics and results of the hypotheses testing. The conclusions obtained from the findings regarding each hypothesis tested in this study will be discussed.

Demographic Information

The means for the number of years' experience for the paired groups: vocational instructors, vocational administrators, advisory committee members, and counselors, did not vary much. While it would appear that the mean number of years of work experience was comparatively low, it should be pointed out that to obtain certification for administrative and counseling positions, 3 years of successful teaching are necessary. However, for the vocational instructor, recent relevant experience is considered before appointment. Minton (1969) found a significant difference in the amount of time teachers in vocational-technical schools spent in a specific trade directly related to the trade being taught. The average years taught was 15 years and 4 months for vocational-technical schools and an average of 12 years and 9 months for comprehensive high schools. Hence, the respondents in the present study generally had fewer years of teaching than previously found by Minton and should be taken into account if further comparisons between the two studies

are made.

Regarding the highest level of education attained, 8.76% of the respondents had at least a high school diploma, 18.38% had less than a bachelor's degree, 9.89% had received a bachelor's degree, 16.95% had earned a bachelor's degree plus 15 semester hours, 27.97% had attained a master's degree, and 9.89% had completed 15 hours beyond the master's degree. Of the persons surveyed, only 1.7% held a doctorate degree.

These figures imply that, indeed, vocational personnel are obtaining advanced degrees. The fact that some individuals only have a high school diploma reflected education levels of advisory committee members. Students or recent high school graduates may serve in this capacity.

Regarding certification of respondents, it was indicated that all vocational personnel had some type of vocational certification or authorization. It was found that 78% of the persons surveyed had either full vocational authorization or state secondary certificates. This figure suggests that vocational personnel are seeking some type of permanent employment in education rather than considering this work temporary in nature. However, it should be noted that 18% of the sample did not respond to this item.

Hypotheses Testing

The paired groups were compared by using the Welch approximate t test to identify significant differences for H1-H10 and H12. One-way analysis of variance was used to test H11. In the following

discussion, groups where the hypotheses were retained will not be specifically addressed.

H1 (schooling and work experience) was rejected by paired groups: instructors and advisory members, and administrators and advisory members. Significant differences were found between the two compared groups regarding instructors' schooling and work experience. In both cases advisory members' expectations for vocational instructors were lower than the expectations of instructors or administrators.

It was noted that in both pairs the groups that were directly responsible for students in the school setting disagreed with advisory committee members. This may be explained due to the fact that advisory committee members are generally lay persons from business and industry; therefore, they may view experience and schooling differently than school personnel. One might expect counselors and advisory committee members to disagree about instructors' schooling and work experience. While the outcome of the Welch t test did not statistically support the expected differences between advisory members and counselors, it was observed that advisory members and counselors did approach statistical differences.

H2 (definition of objectives) was rejected by two paired group comparisons: (1) instructors and administrators and (2) administrators and advisory members. This finding was somewhat surprising. According to The Annual and Long-Range State Plan for Vocational Education in Michigan (1982), the goals and objectives for vocational education were clearly spelled out. Perhaps this can be

explained by the fact that while administrators develop curriculum, instructors are expected to teach. However, the instructors may not be able to implement objectives due to lack of materials or human resources. Disagreement between administrators and advisory members may partially be due to differences in perspectives. Advisory members are employers in search of well-trained students; hence, they are more concerned with the instructors' ability to place students in their business establishments than in instructors' ability to carry out classroom performance objectives.

Significant differences were found for H3 (developing and planning content) between: instructors and advisory members, and administrators and advisory members. These groups differed in their expectations for instructors' development and planning of vocational content area.

It was concluded that instructors and advisory members held different expectations of the given positions the reference group members held. The fact that administrators and advisory committee members differed significantly would suggest role conflict for role behavior for the instructor. In addition, instructors and administrators are in the business of providing learning experiences for vocational education students which may be quite removed from the advisory committee members.

For discussion purposes, H4 (implement programs), H5 (classroom management), and H6 (evaluation processes) were clustered. No significant differences were found between the paired groups regarding these hypotheses. Braga (1972) and Prosser and Quigley (1949)

identified several activities related to teaching. Among those activities were actual functions that the vocational teacher would assume in providing students with learning experiences, supervising those experiences, and evaluating the total learning process. Perhaps such functions of teachers are readily known and acceptable to all reference groups of this study. If this is the case, it may explain why the groups did not differ in their expectations for the instructors' teaching role.

No significant differences were found among the paired groups for H7 (counseling students). Although counseling of students is primarily the responsibility of counselors, teachers are expected to work with students in such a capacity as suggested by Hatch and Steffler (1965) in their discussion of teacher coordination with staff for student placement. Furthermore, The Annual and Long-Range State Plan for Vocational Education in Michigan (1982) identified that such duties would be performed by the guidance counselor. An important goal of the vocational school program in providing a guidance program is that of providing each student with the necessary information that will enhance the student's decision-making process regarding career and occupational choices. According to the review of literature, counseling students was one of the characteristics identified for the teacher, with some limitations. It would seem, then, that the reference groups agreed, and accepted the instructors' counseling role.

There was a significant difference found between paired groups: instructors and administrators, for H8 (communications with parents.)

Snyder (1963) held that among the primary expectations for the teacher's behavior related to the major functions of the school social system is informing parents about the progress of their children. The differences found may be due to the procedure and frequency used for informing parents of progress or other school related information. In addition, the ages of the vocational students range from 16 years of age and older and this may have some influence on the role behavior of the vocational instructor's expectations for communicating with parents.

Since H9 (communication with staff) and H12 (community communications) involve the expected role behavior of instructors regarding communications, these hypotheses are clustered for discussion purposes. No significant differences were found between the paired groups for H9, communications with other staff members, and H12, communications with community. Vocational education personnel are concerned with the survival of the vocational programs. In terms of organizational structure, communications are important in terms of authority, work flow, and decision making. Furthermore, particularly for vocational personnel, tasks are differentiated and grouped into various technical clusters. These technical clusters are necessary because of the uniqueness of programs; however, all personnel seemed to agree that the instructor should have a role in communicating related topics of: purchasing, marketing, allocating, decision making, and program evaluation.

There were no significant differences found for H10, maintaining a professional role. The highly technological changes in the

past few decades have placed a great deal of pressure on vocational instructors to keep abreast with all of the latest machinery, materials, and trends of the profession.

As discussed in Chapter II, vocational instructional personnel may improve their professional role by participating in inservices, workshops, state conferences, or continued on-the-job training, and working with advisory committee members. All groups must have realized the importance of instructors' needs to meet the challenges of students' future needs by maintaining a professional role.

No significant differences were found between any paired groups for H11 (student placement). The vocational instructor is in the unique position to assist with the placement of students; who should know the students better than the instructor in terms of "job entry level skills and attitudes." Apparently, there was consensus for this expected role behavior.

A summary of the results of the hypotheses testing and indication of the paired groups that differ in their expectations for vocational instructors is provided for further clarification.

The following hypotheses resulted in rejection of the hypotheses tested following the appropriate statistical procedure to test differences in mean scores between the groups:

Hypothesis 1: Differences were found among groups: instructors and advisory members, and administrators and advisory members for the role expectations of the vocational instructor in terms of schooling and work experience.

Hypothesis 2: Differences were found between the mean scores for the role expectations of the vocational instructor in terms of definition of performance objectives among groups: instructors and administrators, and administrators and advisory members.

Hypothesis 3: There were significant differences found between the mean scores for groups: instructors and advisory members, and administrators and advisory members for the expected role behavior for the vocational instructor in terms of the development and planning of content of the vocational area taught.

Hypothesis 8: Differences were found in the means for the role of the vocational instructor in terms of communication with parents by groups: instructors and administrators.

Tests for Hypotheses 4, 5, 6, 7, 9, 10, 11, and 12 did not result in significant differences for the role expectations of vocational instructors among the four reference groups.

Hypotheses 2 and 8 were rejected by instructors and administrators. These groups differed in their expectations of instructors for: (a) definition of performance objectives, and (b) communication with parents.

Instructors and advisory members rejected Hypotheses 2 and 3. They differed in their expectations for: (a) definitions of performance objectives, and (b) development and planning in content area.

For groups administrators and advisory members, three of the 12 hypotheses tested were rejected. A significant difference was found between these groups on Hypotheses 1, 2, and 3. It was concluded

that administrators and advisory members differed on the role expectations held for the vocational instructors in the following areas: (a) schooling and work experience, (b) definition of performance objectives, and (c) development and planning of content of the vocational area taught.

When counselors were paired with instructors, administrators, or advisory members, no significant differences were found between counselors and any group with regard to their expectations for the vocational education instructor.

Recommendations

In view of the findings and conclusions of the study, the following recommendations are made:

1. In light of the role behaviors that are presently held for the vocational education instructor, administrators, advisory committee members, vocational instructors, and vocational counselors should continue to work closely together to achieve the goals of vocational education.

2. The differences found between the advisory committee members and vocational instructors concerning their role expectations for the vocational instructor were significant and need serious study. Administrators should be aware of these differences and should make both instructors and advisory members aware of the differences in order to promote better understanding of one another's roles. A plan of action should be developed by administrators for bringing about a greater understanding of the instructor's role.

This might be accomplished by providing inservices for vocational personnel focusing on common goals and utilizing resource persons from the State Department of Education. Furthermore, advisory committee members and instructors could have joint inservices where teachers are freed of classroom assignments in order to participate. Classroom visitations by advisory members might provide the advisory members an opportunity to become more familiar with educational planning and development. It is hoped that through such an effort the quality of vocational education will be improved.

3. Following the development of common expectations for the role of the instructor, a means of evaluation of the plan of action should occur. All personnel associated with vocational education should be able to realize whether the goals have been achieved.

Problems for Further Research

1. As Moss (1967) pointed out, "too little effort has been expended to study the current role of the teacher" (p. 5), and more investigations are required before teacher role(s) can be realistically anticipated. Similarly, continued research should be carried out to study the changing role of the vocational instructor in order to meet the needs of our highly technical society.

2. It is hoped that further refinement of the Vocational Education Teacher Questionnaire will be made and utilized by future researchers and vocational personnel.

3. An inquiry should be made regarding discrepancies by vocational instructors relating to the expectations of their role.

Significant discrepancies might signal the need for role clarification on a yearly basis.

4. An investigation should be conducted with a primary focus on the effectiveness of current vocational education programs and the role of vocational instructors in order to ensure that instructors have the expertise to carry out updated goals.

5. Research should be undertaken to investigate the role expectations for vocational education teachers at the post-secondary level. It is imperative that the working relationship between the public schools and higher educational institutions be maintained in order to continue to promote vocational education throughout the state of Michigan.

APPENDICES

Appendix A

Data-Gathering Instrument: Vocational
Education Teacher Questionnaire

VOCATIONAL EDUCATION TEACHER QUESTIONNAIRE

NAME _____
SCHOOL _____
ADDRESS _____

Please place a check mark (✓) in the appropriate space provided below indicating your request for a copy of the summary of this research project.

YES _____ NO _____

This research project is being conducted by the researcher in partial fulfillment of the requirements for the doctorate degree at Western Michigan University, Kalamazoo, Michigan.

All information and data collected will be kept confidential. Your name has been requested for follow-up purposes. If you have any questions about this research project, please contact the researcher at the address below.

Address:

Ms. LaVerne M. H. Youngblade
9882 Sonora Drive
Freeland, MI 48623

THANK YOU FOR YOUR COOPERATION!

BIOGRAPHICAL QUESTIONNAIRE: RESPONDENT DATA SHEET

DIRECTIONS: Please place a check mark (✓) in the space provided to the right for all items. Please do not omit any of the items.

School _____ Date _____

Respondent please check the appropriate spaces below:

1. Position: Vocational Educator Instructor _____
 Administrator _____
 Advisory Committee Member _____
 Vocational Counselor _____
 Secondary Counselor (High School) _____
 Other _____
2. Number of Years of Experience in Present Position _____
3. Level of Education: (Check highest attained degree)
 - High School Diploma _____
 - Less than BA or BS Degree _____
 - Bachelor Degree (BA or BS) _____
 - BA or BS Degree plus 15 semester hours _____
 - Masters Degree (MA, MS, ME, etc.) _____
 - Masters Degree plus 15 semester hours _____
 - Specialist Degree or Masters +30 hours _____
 - Doctorate Degree _____
4. What type of certification do you have?
 - Vocational/Secondary (Provisional and Continuing) _____
 - Full Vocational _____
 - Temporary _____
 - Annual Vocational Authorization _____

VOCATIONAL EDUCATION TEACHER QUESTIONNAIRE

Please read each statement carefully. Select a response for each statement with a circle around a number 1 through 5 for each statement indicating your response of agreement or disagreement.

1--Strongly Disagree--I strongly disagree with the statement.

2--Disagree--I disagree with the statement, but not strongly so.

3--Undecided--I am undecided about the statement, or I just don't know enough about it.

4--Agree--I agree with the statement, but not strongly so.

5--Strongly Agree--I strongly agree with the statement

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

A. SCHOOLING AND WORK EXPERIENCE

The vocational education instructor should:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Be a high school graduate | 1 | 2 | 3 | 4 | 5 |
| 2. Have at least two years of work experience in area to be taught | 1 | 2 | 3 | 4 | 5 |
| 3. Be a journeyman, a master electrician, etc. with work experience | 1 | 2 | 3 | 4 | 5 |
| 4. Be vocationally certified | 1 | 2 | 3 | 4 | 5 |
| 5. Have a degree | 1 | 2 | 3 | 4 | 5 |

Strongly
Disagree
Disagree
Undecided
Agree
Strongly
Agree

B. DEFINITION OF PERFORMANCE OBJECTIVES OF VOCATIONAL AREA

The vocational education instructor should be able to:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Describe performance objectives in terms of behaviors or competencies for student performance | 1 | 2 | 3 | 4 | 5 |
| 2. Identify performance objectives in terms of the student's ability and vocational interest | 1 | 2 | 3 | 4 | 5 |
| 3. Provide learning activities through which students can develop and learn specific skills | 1 | 2 | 3 | 4 | 5 |
| 4. Utilize information secured from the assessment of students' behavior to plan learning activities | 1 | 2 | 3 | 4 | 5 |
| 5. Break down performance objectives into sequential tasks | 1 | 2 | 3 | 4 | 5 |

C. DEVELOPMENT AND PLAN CONTENT OF VOCATIONAL AREA

The vocational education instructor is expected to:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Develop instructional content to meet the needs of students | 1 | 2 | 3 | 4 | 5 |
| 2. Teach the theory according to the vocational area | 1 | 2 | 3 | 4 | 5 |
| 3. Provide hands-on skills activities for the application of the theory learned . . | 1 | 2 | 3 | 4 | 5 |
| 4. Provide opportunities for problem-solving activities related to theory and hands-on skills | 1 | 2 | 3 | 4 | 5 |
| 5. Develop performance objectives to conform with the way students learn . . . | 1 | 2 | 3 | 4 | 5 |

Strongly
Disagree
Disagree
Undecided
Agree
Strongly Agree

D. IMPLEMENTATION OF INSTRUCTIONAL PROGRAM

The vocational education instructor is expected to:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Lead class discussion, present theory, and give related information | 1 | 2 | 3 | 4 | 5 |
| 2. Provide demonstrations utilizing tools, materials, machinery, etc. | 1 | 2 | 3 | 4 | 5 |
| 3. Encourage student participation and observation | 1 | 2 | 3 | 4 | 5 |
| 4. Use various instructional material and audio-visual aids for instructional purposes | 1 | 2 | 3 | 4 | 5 |
| 5. Organize and supervise student vocational organizations | 1 | 2 | 3 | 4 | 5 |

E. CLASSROOM MANAGEMENT

The vocational education instructor is expected to:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Organize and conduct class on a routine daily basis (provide related learning activities) | 1 | 2 | 3 | 4 | 5 |
| 2. Keep student records: attendance, grades, citizenship, etc. | 1 | 2 | 3 | 4 | 5 |
| 3. Emphasize safety rules and regulations | 1 | 2 | 3 | 4 | 5 |
| 4. Provide related occupational information according to area taught | 1 | 2 | 3 | 4 | 5 |
| 5. Advise students of proper clothing, footwear, and the use of protective head gear and/or glasses according to the vocational area taught | 1 | 2 | 3 | 4 | 5 |

Strongly
Disagree
Disagree
Undecided
Agree
Strongly Agree

F. EVALUATE THE INSTRUCTIONAL PROCESS AND STUDENT PERFORMANCE

The vocational education instructor is expected to:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Utilize various methods and techniques for evaluating student progress objectively | 1 | 2 | 3 | 4 | 5 |
| 2. Keep records of student behavior and evaluative processes | 1 | 2 | 3 | 4 | 5 |
| 3. Be able to assess student interaction with others and ability to work in a group as well as independently | 1 | 2 | 3 | 4 | 5 |
| 4. Make evaluation of students independently in the use of proper tools, equipment when assembling components or disassembling components | 1 | 2 | 3 | 4 | 5 |
| 5. Develop and administer criterion reference test for area of instruction | 1 | 2 | 3 | 4 | 5 |

G. COUNSELING STUDENTS

The vocational education instructor is expected to:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Assist students in the adjustment of class (planning, providing information and related activities) leading to a choice of vocation | 1 | 2 | 3 | 4 | 5 |
| 2. Encourage students to participate in classroom activities | 1 | 2 | 3 | 4 | 5 |
| 3. Assist the supportive staff in planning or decision-making processes regarding students' success or failure of vocational program | 1 | 2 | 3 | 4 | 5 |
| 4. Counsel students with regard to vocational progress and performance | 1 | 2 | 3 | 4 | 5 |
| 5. Be able to establish rapport with students conducive to learning | 1 | 2 | 3 | 4 | 5 |

Strongly
Disagree Disagree Undecided Agree Strongly
Disagree Disagree Undecided Agree Agree

H. COMMUNICATION WITH PARENTS

The vocational education instructor is expected to:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Be able to conduct parent conferences | 1 | 2 | 3 | 4 | 5 |
| 2. Provide information regarding the vocational area of instructions to parents | 1 | 2 | 3 | 4 | 5 |
| 3. Provide information to parents and students to assist in students' adjustment and success in the program | 1 | 2 | 3 | 4 | 5 |
| 4. Encourage parents to take an active part in the planning of students' vocational aspirations | 1 | 2 | 3 | 4 | 5 |
| 5. Keep parents informed of students' progress | 1 | 2 | 3 | 4 | 5 |

I. COMMUNICATION WITH OTHER VOCATIONAL STAFF MEMBERS

The vocational education instructor should:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Utilize the service of supportive staff (counselors, placement, consultants--reading or math), home-school counselor, etc. | 1 | 2 | 3 | 4 | 5 |
| 2. Keep up with the development of new equipment, tools, and instructional material used in the vocational program he or she is responsible for instructing | 1 | 2 | 3 | 4 | 5 |
| 3. Make referrals to supportive staff members | 1 | 2 | 3 | 4 | 5 |
| 4. Work with administrators and/or persons in ordering and purchasing of materials and equipment needed for instruction | 1 | 2 | 3 | 4 | 5 |
| 5. Be able to work within a budget if provided in the ordering and purchasing of materials and equipment needed for instruction | 1 | 2 | 3 | 4 | 5 |

Strongly
Disagree
Disagree
Undecided
Agree
Strongly Agree

J. MAINTENANCE OF A PROFESSIONAL ROLE

The vocational education instructor should:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Organize and plan an occupational advisory committee | 1 | 2 | 3 | 4 | 5 |
| 2. Keep up with the development of new techniques, tools, and equipment used in industry as related to the vocational area taught | 1 | 2 | 3 | 4 | 5 |
| 3. Attend meetings or inservice activities related to vocational education and/or the vocational area he or she is teaching | 1 | 2 | 3 | 4 | 5 |
| 4. Be able to work harmoniously with others | 1 | 2 | 3 | 4 | 5 |
| 5. Be a member of professional organizations and/or associations related to the area of expertise | 1 | 2 | 3 | 4 | 5 |

K. STUDENT PLACEMENT

The vocational education instructor is expected to:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Provide information that would aid in placement | 1 | 2 | 3 | 4 | 5 |
| 2. Be able to help assist with the development and location of on-the-job training sites and job placement of students | 1 | 2 | 3 | 4 | 5 |
| 3. Make recommendations for students if requested for job placement | 1 | 2 | 3 | 4 | 5 |
| 4. Assist with the placement of students seeking post-vocational secondary education | 1 | 2 | 3 | 4 | 5 |
| 5. Assist with the follow-up of students completing program | 1 | 2 | 3 | 4 | 5 |

Strongly
 Disagree
 Disagree
 Undecided
 Agree
 Strongly Agree

L. COMMUNITY COMMUNICATIONS

The vocational education instructor is expected to:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Work with the total staff in the promotion and understanding of vocational education in the community | 1 | 2 | 3 | 4 | 5 |
| 2. Be aware of the manpower needs of business and industry within the community | 1 | 2 | 3 | 4 | 5 |
| 3. Utilize persons from the community as resource persons | 1 | 2 | 3 | 4 | 5 |
| 4. Make presentations to community groups regarding vocational area taught | 1 | 2 | 3 | 4 | 5 |
| 5. Assist other staff members with the planning of activities for public-relations purposes (participate in open-house activities, provide literature describing program, etc.) | 1 | 2 | 3 | 4 | 5 |

Appendix B

Letters to Professors Who Assisted in Validation
of the Vocational Education
Teacher Questionnaire

February 15, 1979

Dr. John B. Duvall, Chairman
Industrial Education and Technical
Department
Whightman Hall
Central Michigan University
Mt. Pleasant, MI 48859

Dear Dr. Duvall,

This letter confirms our conversation regarding the validation of my test instrument. As mentioned during our telephone conversation, your name was suggested by the chairman of your department.

Your willingness to review the test instrument and administer the instrument to your class is greatly appreciated.

The purpose of my research project is to investigate the role expectations of the vocational education instructor as perceived by vocational education administrators, vocational education instructors, vocational education advisory committee members, and vocational education counselors.

Enclosed you will find a packet of 25 copies of the Vocational Teacher Questionnaire (test instrument) to use for review and administer to your class. Please use the enclosed stamped and addressed envelope to return the instruments.

Your assistance with the validation of this instrument is gratefully appreciated.

Sincerely yours,

LaVerne M. H. Youngblade

ppw

Enclosure

February 26, 1979

Dr. John B. Duvall, Chairman
Industrial Education and Technical
Department
Whightman Hall
Central Michigan University
Mt. Pleasant, MI 48859

Dear Dr. Duvall,

This is just a note to thank you and your class for the assistance in validating my instrument.

The alpha coefficient was used for the reliability of the instrument. The alpha coefficient obtained was $+0.90$.

Thank you for your assistance and cooperation.

Sincerely yours,

LaVerne M. H. Youngblade

ppw

February 15, 1979

Dr. Wells Cook, Coordinator
Business and Administrative Services
Gran Hall
Central Michigan University
Mt. Pleasant, MI 48859

Dear Dr. Cook,

This letter confirms our conversation regarding the validation of my test instrument. As mentioned during our telephone conversation, your name was suggested by the chairman of your department.

Your willingness to review the test instrument and administer the instrument to your class is greatly appreciated.

The purpose of my research project is to investigate the role expectations of the vocational education instructor as perceived by vocational education administrators, vocational education instructors, vocational education advisory committee members, and vocational education counselors.

Enclosed you will find a packet of 25 copies of the Vocational Teacher Questionnaire (test instrument) to use for review and administer to your class. Please use the enclosed stamped and addressed envelope to return the instruments.

Your assistance with the validation of this instrument is gratefully appreciated.

Sincerely yours,

LaVerne M. H. Youngblade

ppw

Enclosure

February 26, 1979

Dr. Wells Cook, Coordinator
Business and Administrative Services
Gran Hall
Central Michigan University
Mt. Pleasant, MI 48859

Dear Dr. Cook,

This is just a note to thank you and your class for the assistance in validating my instrument.

The alpha coefficient was used for the reliability of the instrument. The alpha coefficient obtained was $+0.90$.

Thank you for your assistance and cooperation.

Sincerely yours,

LaVerne M. H. Youngblade

ppw

Appendix C

Pilot Study Results of the Reliability of the Vocational Education Teacher Questionnaire

Summary of Pilot Study Reliability Alpha Coefficients
for the Test Instrument: Vocational
Education Teacher Questionnaire

Variables	Alpha Coefficients	Number of Cases
A. Schooling and Work Experience	.44	43
B. Definition of Performance Objectives	.74	43
C. Development and Plan Content	.68	43
D. Implementation of Instructional Program	.45	43
E. Classroom Management	.54	43
F. Evaluate the Instructional Process and Student Performance	.62	43
G. Counseling Students	.67	43
H. Communication With Parents	.67	43
I. Communication With Other Vocational Staff Members	.68	43
J. Maintenance of a Professional Role	.66	43
K. Student Placement	.80	43
L. Community Communications	.79	43

Appendix D

Summary of the Surveyed Population Reliability Alpha
Coefficients for the Test Instrument: Vocational
Education Teacher Questionnaire

Summary of the Surveyed Population Reliability Alpha
Coefficients for the Test Instrument: Vocational
Education Teacher Questionnaire

Variables	Alpha Coefficients	Number of Cases
A. Schooling and Work Experience	.60	356
B. Definition of Performance Objectives	.79	356
C. Development and Plan Content	.76	356
D. Implementation of Instructional Program	.78	356
E. Classroom Management	.88	356
F. Evaluate the Instructional Process and Student Performance	.85	356
G. Counseling Students	.82	356
H. Communication With Parents	.82	356
I. Communication With Other Vocational Staff Members	.79	356
J. Maintenance of a Professional Role	.78	356
K. Student Placement	.79	356
L. Community Communications	.77	356

Appendix E

Letter to Vocational School Administrators

WESTERN MICHIGAN UNIVERSITY

COLLEGE OF EDUCATION
Department of Educational Leadership

KALAMAZOO, MICHIGAN
49008

Dear

Your school has been randomly selected to participate in a study of role expectations of the vocational education teachers in the State of Michigan. May I obtain the names and school addresses of all vocational education teachers, counselors, administrators, and program advisory committee members?

You, I am sure, are quite aware of the increasing difficulty in employing vocational education personnel. This preliminary research may assist in obtaining greater insight into the problem of role expectations.

The data obtained in this study will be compiled into a dissertation topic as partial fulfillment for a doctoral degree at Western Michigan University.

Your assistance in obtaining the names and addresses of all vocational education personnel in your school will be appreciated. These data will be kept in the strictest confidence and will not appear in the report as names with specific locations.

Sincerely,

LaVerne M. H. Youngblade
Doctoral Student

James A. Davenport
Doctoral Committee Chairman
Western Michigan University

SC

Appendix F

Vocational School Information Form

School _____

Address _____

A. Teaching Staff and Subject Area

- 1.
- 2.
- 3.
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- 8.
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- 11.
- 12.
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- 18.
- 19.
- 20.
- 21.
- 22.

B. Counselors

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

C. Administrators

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

D. Vocational Education Program Advisory Committee Members

- | | |
|----------|----------|
| 1. | 13. |
| Address: | Address: |
| 2. | 14. |
| Address: | Address: |
| 3. | 15. |
| Address: | Address: |
| 4. | 16. |
| Address: | Address: |
| 5. | 17. |
| Address: | Address: |
| 6. | 18. |
| Address: | Address: |
| 7. | 19. |
| Address: | Address: |
| 8. | 20. |
| Address: | Address: |
| 9. | 21. |
| Address: | Address: |
| 10. | 22. |
| Address: | Address: |
| 11. | 23. |
| Address: | Address: |
| 12. | 24. |
| Address: | Address: |

Appendix G

List of Schools Contacted

Table G.1: Schools contacted, requesting permission to participate in the study

Schools	Permission Granted to Survey School	Permission Not Granted to Survey School
1. Petoskey Area Vocational Center	x	
2. Walter C. Averill Career Opportunities Center	x	
3. Southwest Oakland Vocational Center		x
4. Delta-Schoolcraft Intermediate School District		x
5. Mount Pleasant Public Schools	x	
6. Kent Skills (East Beltline)	x	
7. Bay-Arenac Skill Center		x
8. Intermediate School District St. Clair County		x
9. Mecosta-Osceola Career Center	x	
10. West Iron County Public Schools	x	
11. Pioneer High School, Ann Arbor	x	
12. Branch Intermediate School District		x
13. Huron High School (Ann Arbor)	x	
14. Ingham Intermediate School District (Division of Vocational Education)		x
15. Calhoun Area Vocational Center		x
16. Owosso High School	x	
17. Perry High School	x	

Table G.1: Continued

Schools	Permission Granted to Survey School	Permission Not Granted to Survey School
18. Corunna High School	x	
19. Durand Area Schools	x	
20. Morrice Area Schools	x	
21. Byron High School	x	
22. New Lothrop High School	x	
23. Laingsburg High School	x	
24. Petoskey Public Schools	x	
25. Lake Shore and Lakeview School Districts (Vocational Educa- tion Programs)		x
26. Career Prep Center (Sterling Heights, MI)		x
27. Jackson Area Career Center		x
28. Sault Area Skill Center	x	
29. Sanilac Career Center	x	
30. Kent Skills Center (Downtown)	x	
31. Northwest Oakland Vocational Education Center	x	
32. Tri-C Vocational Education (Birch Run)	x	
33. Sanilac Career Center	x	
34. Gogebic-Ontonagon School District	x	
35. Van Buren Skills Center (Lawrence, MI)	x	

Table G.1: Continued

Schools	Permission Granted to Survey School	Permission Not Granted to Survey School
36. Ypsilanti Public Schools		x
37. Regional Career Technical Center		x
38. Lenawee Area Vocational- Technical Education Center		x
39. Wexford-Missaukee Area Vocational Center	x	
40. Frankenmuth High School	x	

Appendix H

Letter to the Population Sample Explaining the
Study and Asking for Cooperation

Dear

Through a sampling process, you have been selected to participate in a research project involving the role expectations held for vocational education teachers. Prior to the selection, your school was identified, categorized, and permission was obtained to conduct the research in your school.

The enclosed questionnaire is the major portion of this research project. Your responses are completely confidential and will not be published in any manner so that you or your school are identified. Your name is necessary for follow-up purposes and/or only if you wish to have a summary copy of this study.

The Vocational Teacher Questionnaire was developed during the past year. A preliminary sample of vocational persons responded to it for field-testing the questionnaire.

The researcher is a vocational counselor at the Walter C. Averill Career Opportunities Center, Saginaw, Michigan; a board member for the Michigan Occupational Association for Special Needs, Region #4; and a doctoral student in the Education Leadership Department, Western Michigan University.

Your help in making this study a success will be invaluable to the vocational education teaching profession. Sampling techniques require a high percentage of returns from members of the sampling population in order to complete the study. This study needs your response to all the items in this questionnaire.

Thank you for your time and cooperation.

Sincerely,

LaVerne M. H. Youngblade

sc
Enclosure

Dear Advisory Committee Member:

Through a sampling process, you have been selected to participate in a research project involving the role expectations held for vocational education teachers. Prior to the selection, your school was identified, categorized, and permission was obtained to conduct the research in your school.

The enclosed questionnaire is the major portion of this research project. Your responses are completely confidential and will not be published in any manner so that you or your school are identified. Your name is necessary for follow-up purposes and/or only if you wish to have a summary copy of this study.

The Vocational Teacher Questionnaire was developed during the past year. A preliminary sample of vocational persons responded to it for field-testing the questionnaire.

The researcher is a vocational counselor at the Walter C. Averill Career Opportunities Center, Saginaw, Michigan; a board member for the Michigan Occupational Association for Special Needs, Region #4; and a doctoral student in the Education Leadership Department, Western Michigan University.

Your help in making this study a success will be invaluable to the vocational education teaching profession. Sampling techniques require a high percentage of returns from members of the sampling population in order to complete the study. This study needs your response to all the items in this questionnaire.

Thank you for your time and cooperation.

Sincerely,

LaVerne M. H. Youngblade

SC
Enclosure

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