BELIEFS OF OCCUPATIONAL TEACHERS REGARDING NEEDED INSERVICE EDUCATION WHICH PROVIDES FOR THEIR INVOLVEMENT IN THE TOTAL PROGRAM OF OCCUPATIONAL EDUCATION

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ABSTRACT

BELIEFS OF OCCUPATIONAL TEACHERS REGARDING NEEDED INSERVICE EDUCATION WHICH PROVIDES FOR THEIR INVOLVEMENT IN THE TOTAL PROGRAM OF OCCUPATIONAL EDUCATION

By

Jean Peavyhouse DeWitt

Statement of the Problem. The problem was to survey the occupational teachers of the Genesee Intermediate School District, Michigan, to determine the nature and extent of their involvement in the total program of occupational education and to ascertain their recommendations for inservice teacher education in the eleven areas of program planning and development as set forth by the Policies Commission for Business and Economic Education in April, 1971.* Involvement of business/office occupations teachers and their recommendations for inservice were to be compared with that of all other occupational teachers. Based on the findings and a review of the literature, recommendations were to be made for inservice teacher education for the office occupations teachers which would help them to increase their involvement in the total program of occupational education at the local level.

Research Procedure. The descriptive survey method employing the questionnaire was used to obtain data for this study. In May, 1972, a

questionnaire was mailed to 404 teachers and teacher/coordinators in the twenty-one school systems of the Genesee Intermediate School District who were teaching in the occupational areas of agriculture, distributive education, health occupations education, home economics, business/office education, technical education, and trade and industrial occupations. Usable questionnaires were received from 303 or 75 per cent of these teachers.

Conclusions. The following selected conclusions are among those drawn.

1. Occupational teachers generally showed very little involvement in the components of program planning and development for occupational education.

2. Business/office occupations teachers generally did not differ from other occupational teachers in their involvement in the total program of occupational education.

3. Those teachers who were more involved in occupational program planning and development also seemed to be more involved in community and other extracurricular activities.

4. A slight majority of the teachers wished to be more involved in the total program of occupational planning and development.

5. Business/office occupations teachers were like other occupational teachers who selected instructional materials as the topic they felt to be most important to them. Also, business/office occupations teachers resembled other occuptional teachers in their priority of second and third choices for development of a total program of career information and guidance and promotion of the total field of occupational education.

6. Research and development for all occupational fields and occupational youth organizations were of little importance not only to business/office occupations teachers but also to all occupational teacher.

7. Teachers who were involved in the total program of occupational planning and development and those who were not involved did not differ in their judgments about topics for inservice teacher education.

Recommendations. Major recommendations submitted for consideration in planning program of inservice education for occupational teachers of the Genesee Intermediate School District are:

1. Procedures should be set up to provide inservice education for all occupational teachers including business/office occupations teachers specifically directed to program planning and development competencies.

2. Occupational teachers have similar needs for inservice education and inservice programs should be planned for all occupational teachers rather than for each occupational area individually with activities of interest to specific occupational areas to be scheduled within the total plan for inservice.

3. To avoid duplication of effort, the Genesee Intermediate School District should be the agency to coordinate the inservice programs for the school districts.

4. An inservice committee of teachers representing each school district should be established to plan and direct inservice programs in cooperation with the administration of the schools in the District and the Intermediate District office.

5. A long range plan of three to five years for inservice education should be set up.

6. An ongoing type of evaluation system should be developed for the inservice programs.

7. A variety of types of inservice activities should be employed with topics under consideration to determine the activities to be used.

8. Consideration should be given to the desires of the teachers in scheduling inservice programs.

9. Specific days should be designated for inservice activities county-wide.

10. A reward system for teachers who participate in inservice programs which are not part of their regular teaching schedule should be set up.

11. Inservice topics should represent current desires and needs of the teachers.

Consideration should be given to providing the teachers with more information on some of the components of occupational education program planning and development with which they have previously not been involved to any great extent.

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*Policies Commission for Business and Economic Education, "This We Believe About the Expanding Leadership and Planning Role of Business Educators in Developing a Total Vocational Program in Cooperation With Other Vocational Educators and General Educators," Business Education Forum, XXV, No. 7 (April, 1971), 8, 9.

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CHAPTER I

THE PROBLEM

According to the statement by the Policies Commission for Business and Economic Education, April, 1971, in addition to other responsibilities,

> Business education has a major responsibility to complement other fields of occupational education in serving the needs of society. It also has a responsibility to assist general educators in developing ways to help children and youth explore the world of work.[1]

If business teachers are to become more involved in the total program of occupational education at the local level, they need to look at ways in which they could become more active in the occupational education process.[2] Planning and development in occupational education contains many components including the business community, the school

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[1]Policies Commission for Business and Economic Education, "This We Believe About the Expanding Leadership and Planning Role of Business Educators in Developing a Total Vocational Program in Cooperation With Other Vocational Educators and General Educators," Business Education Forum, 25:8,9 (April, 1971).

[2]Occupational education was used in this study (see page 9) to mean the seven major vocational-technical areas identified by the U.S. Office of Education--Agriculture, Distributive Education, Health Occupations Education, Home Economics, Office Occupations, Technical Education, and Trade and Industrial Occupations--and included career orientation, exploration, and job preparation in these areas.

community, postsecondary education, research, guidance, teacher education, and program evaluation. Are business teachers prepared to effectively participate in these varied areas of program planning and development? Some teachers are by the nature of their preservice and advanced educational programs and/or their experiences. Others need assistance in developing their role in these areas.

Preservice programs are a means of better preparing those who are studying to become teachers. Teachers enrolled in formal graduate programs geared toward more teacher involvement in the educational process may become more knowledgeable in the areas of program planning and development. Inservice education programs designed especially for the purpose of increasing involvement of occupational teachers in the total program of occupational education is a means of making available needed expertise to all teachers in the school district.

This study was concerned with inservice teacher education programs which would help prepare business/office occupations teachers and teacher/coordinators to become more involved in the total occupational program.

Statement of the Problem

The problem was to determine the nature and extent of the involvement of the occupational teachers of a large, county-wide district in the total program of occupational education and to ascertain their recommendations for inservice teacher education.[3]

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[3]By total program is meant one has the components of program planning and development including the business community, the school community, postsecondary education, research, guidance, teacher

The subject area was the Genesee Intermediate School District, Michigan.[4]

This study attempted to answer the following questions.

1. What components of occupational program planning and development were various groupings of occupational teachers involved in and what was the extent of this involvement?
2. Did the extent of the involvement of business teachers in each program component vary from that of all other occupational teachers considered as a group?
3. If there were significant differences in the findings shown in one and two above, what factors in the respondents' background might account for this?
4. What topics did various groups of occupational teachers believe to be of priority to them if they were to continue or increase their involvement in the development of a total program?
5. Did the priority of expressed inservice needs bear any relation to the involvement of the respondent in various components of program planning and development?

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education, and program evaluation for career orientation, exploration, and job preparation for students K-12.

[4]The Genesee Intermediate District involves 21 school districts, 126,000 pupils K-12, and a county population of 444,000. It centers on the City of Flint, Michigan.

Purpose

The purpose of this study was to obtain information as to the nature and extent of involvement in the total program of occupational education by the teachers of the Genesee Intermediate School District, Michigan, and to determine their recommendations for inservice teacher education. Based on the findings and review of the literature, recommendations were to be made for inservice teacher education for the office education teachers which would help to increase their involvement in the total program of occupational education at the local level.

Delimitations

This study was limited to the 460 teachers and teacher/coordinators whose names appeared on the list compiled by the Genesee Intermediate School District office of those occupational teachers employed by the public schools in the District during the school year of 1971-1972. Information was sought from those occupational teachers who taught or coordinated one or more classes in career orientation, exploration, or job preparation in any of the seven major vocational-technical areas which have been identified and coded by the U.S. Office of Education--Agriculture, Distributive Education, Health Occupations Education, Home Economics, Office Occupations, Technical Education, and Trade and Industrial Occupations.[5] Responses were limited to occupational teachers for grades 6 through 12 and did not

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[5]U.S. Department of Health, Education, and Welfare, Office of Education, Vocational Education and Occupations (Washington, D.C.: U.S. Government Printing Office, 1969), p. x.

include community or junior college teachers, four-year college teachers, or teachers of university courses available in Genesee County in an effort to keep the study at a manageable size for the time and resources available. Information from all teachers, administrators and other school personnel employed in Genesee County would have been desirable for a study of this nature but the size of such a study prohibited their inclusion.

The survey instrument was limited to questions relating to the responsibilities of business educators in developing a total occupational program at the local level as set forth by the Policies Commission for Business and Economic Education.[6]

Limitations

Certain limitations were present in this study of which the reader should be aware. Of major importance was the fact that information obtained from the study represented the opinions of occupational teachers and teacher/coordinators only. Viewpoints from other members of the school staff such as administrators, supervisors, and other teachers were not part of this study.

Another general limiting factor in this study was the methodology inherent in survey research--the questionnaire. Although attempts were made to make the questionnaire as objective as possible, questions are still subject to interpretation by the respondent. The respondent's attitude toward his teaching environment, his past

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[6]Policies Commission for Business and Economic Education, op. cit.

educational experiences, and his past experiences with inservice education all could affect his responses.

Because of the population of the study, information obtained, conclusions, and recommendations apply only to the occupational teachers of the Genesee Intermediate School District, Michigan, and are not necessarily indicative of situations in other locations.

Need for the Study

The statement of the Policies Commission for Business and Economic Education which was the basis of this study sets forth the responsibilities which the Commission believes that business educators have in developing a total vocational program in cooperation with other vocational educators and general educators.[7] No information was previously available which indicated the involvement of the occupational teachers in these areas of program planning and development. This report provides a general picture of the extent of involvement of the occupational teachers in the total occupational program at the time of the survey and also the desires of the teachers as to topic areas for inservice teacher education.

The results of this study will be made available to administrators and occupational teachers of the school systems surveyed and can be used in planning inservice programs for the occupational teachers of the Genesee Intermediate School District. Recommendations for inservice teacher education will be made for the office occupations teachers included in the study to provide them with information whereby

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[7] Ibid.

they can become more involved in the total program of occupational education at the local level. Increased involvement of office occupations teachers in the total program of occupational education could and should result in upgrading of office education programs.

By bringing the statements of the Policies Commission to the attention of business educators, other occupational educators, and administrators, the following benefits may also be realized.

1. Through an increased awareness of their responsibilities in the total occupational education program, business educators may be motivated to become more active in working with others toward the common goal of a total occupational program.
2. The attempts that business educators are making to cooperate with other occupational educators in a total occupational program may motivate inactive vocational educators to become more involved.
3. Bringing the results of this study to the attention of the school administrators in Genesee County may result in their exerting more effort to help teachers become more active in the total educational program.

Definitions of Terms

For the purpose of this study the following words and phrases are defined.

Policies Commission.--The Policies Commission for Business and Economic Education is sponsored jointly by the National Business Education Association and Delta Pi Epsilon, the honorary graduate

business education faternity. The Commission which is composed of educational leaders in the field of business and economics was established in 1959 to bring about a better understanding of what constitutes business and economic education and to render assistance to those who are concerned with the total education of young people. In its task of determining the purpose of business and economic education, the Commission from time to time releases statements of proposed policies regarding programs in business and economic education. The Commission is also charged with the responsibility of redefining the important role of business and economic education in the total educational program and of developing recommendations for achieving that goal.[8] The Commission is a group of individuals representing a select number of teacher educators and in general are not classroom teachers.

Inservice Education.--In this study inservice education referred to planned activities designed to promote professional growth of teachers for the purpose of improving educational programs. The inservice activities are sponsored by the school system employing the teacher and may involve teachers within the system or teachers from several school systems working together. Inservice activities may be for short periods of time such as one to two hours, may last for several weeks, or may involve periodic meetings over a much longer period of time. Inservice activities may be planned in conjunction with a university for college credit, may include pay, may involve

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[8] Ibid.

released time from regular duties, or may be on a non-compensated basis for the teacher.

Business Education Teacher.--In this study business education teacher, office education teacher, or office occupations teacher included teachers in the areas of office programs, data processing, and general business.

Occupational Education.--Occupational education as used here referred to the seven major vocational-technical areas identified by the U.S. Office of Education--Agriculture, Distributive Education, Health Occupations Education, Home Economics, Office Occupations, Technical Education, and Trade and Industrial Occupations[9]--and included career orientation, exploration, and job preparation in these areas.

Occupational Teachers.--Included in the grouping of occupational teachers were teachers and coordinators who taught or coordinated at least one class in one of the seven areas designated by the U.S. Office of Education as major vocational-technical areas listed in the previous paragraph.

Total Occupational Program at the Local Level.--The total occupational program referred to career orientation, exploration, and job preparation in the public schools, grades K-12, and included the components of program planning and development--the business community,

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[9]U.S. Department of Health, Education, and Welfare, Office of Education, op. cit.

the school community, postsecondary education, research, guidance, teacher education, and program evaluation.

Secondary Schools.--In this study secondary schools referred to schools designated by their school system as middle schools, junior and senior high schools, high schools, and secondary area vocational centers and may consist of grades 6 through 12.

Local Level.--Local level referred to education at less than state level and included the school, the school system, the area vocational center, and the intermediate school district.

Intermediate District.--Intermediate district or intermediate school district is an administrative unit which functions between the local school districts and the state department of education. Where it functions most effectively, the intermediate district broadens and enriches the educational programs of local districts and at the same time fosters local initiative for better schools.[10]

Organization of the Study

Chapter I contains the statement of the problem, delimitations and limitations of the study, purpose and need for the study, definitions of terms, and organization of the study.

Chapter II is a review of related literature and research.

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[10]American Association of School Administrators, School District Organization (Washington, D.C.: American Association of School Administrators, 1958), p. 66.

Chapter III includes the design of the study, a description of the population, procedures for gathering and analyzing the data, and the background of the respondents.

Chapter IV is concerned with the involvement of the occupational teachers in the components of vocational education program planning and development and their desires about inservice teacher education.

Chapter V contains a summary of the findings, the conclusions and recommendations.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

Inservice teacher education is generally described as any type of activity, formal or informal, which is sponsored by the school system to upgrade the performance of the teachers employed by that system. In the course of the literature review, a number of definitions of inservice teacher education were noted, and the following are representative. According to Cory,

> Inservice education is assumed to be the sponsoring or pursuance of activities which will bring new insights, growth, understanding, cooperative practices, democratic procedures, and community understanding to the members of the staff and arouse them to action to improve the curriculum, to take additional training, and to improve themselves and their work in every possible manner.[1]

Harris defines inservice education as a "planned goal-directed change process introduced through a deliberate interaction aimed at some altered future condition,"[2] and Hass sees inservice education as

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[1]N. Durward Cory, "Incentives Used in Motivating Professional Growth of Teachers," The North Central Association Quarterly, 27:391 (April, 1953).

[2]Ben M. Harris, Wailand Bessent, and Kenneth E. McIntyre, In-Service Education: A Guide to Better Practice (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969), p. 19.

including all activities engaged in by the professional personnel during their service and designed to contribute to improvement on the job.[3]

Inservice teacher education is defined by Good as "activities on the part of employed teachers that contribute to their professional growth and qualifications."[4]

The National Commission on Teacher Education has stated that

> Inservice growth is that growth which takes place after the teacher is on the job. It is a continuation of the professional development which was begun during the pre-service period of preparation. Inservice education is a process inherent in any planned program designed to make the individual a more effective teacher. This type of education should be an integral part of any school program.[5]

For the purpose of this study, inservice education refers to planned activities designed to promote professional growth of teachers which are sponsored by the school systems employing the teachers. Teachers from more than one system may be involved and inservice activities may last for varied periods of time. Inservice programs may involve released time, pay, university credit, or may not involve compensation for the teacher.

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[3]G. Glen Hass, "In-Service Education Today," In-Service Education for Teachers, Supervisors, and Administrators, The Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago, Ill.: The University of Chicago Press, 1957), p. 13.

[4]Carter V. Good, ed., Dictionary of Education (New York: McGraw-Hill Book Company, 1945), p. 409.

[5]National Commission on Teacher Education and Professional Standards, The Teaching Profession Grows In Service (Washington, D.C.: National Education Association, 1949), p. 9.

Purposes of Inservice Education

Inservice teacher education is a means by which the teacher can keep abreast of the changes that occur in education. According to Lee, in describing the changing role of the teacher, "Teacher education, like all education in general, is coming to be seen as a process of continuous development; to commit one's self to teaching is to obligate one's self to a lifetime of study."[6]

A number of purposes of inservice teacher education are noted in the literature. According to Hass, the major reason for inservice education is to promote the continuous improvement of the total professional staff of the school system. Continuous inservice education is needed to keep the profession abreast of new knowledges and to release creative abilities. And for the present, a third purpose of inservice education must be to eliminate deficiencies in the background preparation of teachers and other professional workers in education.[7]

Richey, commenting on the changing role of inservice, states that as teachers have become better prepared in their preservice education through the years, inservice education has evolved from the original purpose of the elimination of deficiencies in teacher

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[6]Gordon C. Lee, "The Changing Role of the Teacher," The Changing American School, The Sixty-Fifth Yearbook of the National Society for the Study of Education, Part II (Chicago, Ill.: The University of Chicago Press, 1966), p. 30.

[7]Hass, op. cit.

preservice preparation to the professional growth of the school staff.[8]

Harris believes that inservice education programs are important for the following reasons:

1. Preservice preparation of professional staff members is rarely ideal.
2. Social and educational change makes current professional practices obsolete or relatively ineffective in a very short period of time.
3. Coordination and articulation of instructional practices require changes in people.
4. Other diverse factors argue for inservice education activities such as morale which can be stimulated and maintained through inservice education.[9]

Moffitt adds democracy as a reason for inservice education when he states that the school has the great responsibility of providing the kind of education that will guarantee the perpetuation of democracy. It is this great responsibility of teachers that makes an inservice education program imperative. Teachers have not received before entering the teaching profession--nor could they have received--all

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[8]Herman G. Richey, "Growth of the Modern Conception of In-Service Education," In-Service Education for Teachers, Supervisors, and Administrators, The Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago, Ill.: The University of Chicago Press, 1957), p. 60.

[9]Harris, op. cit., p. 3, 4.

the education they need to enable them to widen and deepen the principles of democracy.[10]

According to Jackson, the objective is not to produce teachers who reach the peak of pedagogical wisdom on the eve of their retirement but teachers whose actions at every stage of their development are as wise as possible. These will be people whose teaching style will change with the years, not simply because their skills have become more polished, nor because they have kept in touch with what the latest research says about how to teach, but because they have changed as people, because they see their subject matter differently than they did at other points in their career, because they have grown, not necessarily up, or out, or sideways, but in all directions.[11]

Harris also states that the intent of inservice education is to change instructional practices or conditions by changing people.[12] Likewise, Cory sees inservice training as the key to successful improvement of the educational program.[13]

"There is an almost universal recognition that continued good teaching and professional growth of teachers must be stimulated and

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[10]John Clifford Moffitt, In-Service Education for Teachers (Washington, D.C.: The Center for Applied Research in Education, Inc., 1963), p. 65.

[11]Philip W. Jackson, "Old Dogs and New Tricks: Observations on the Continuing Education of Teachers," Improving In-Service Education: Proposals and Procedures for Change, edited by Louis J. Rubin (Boston, Mass.: Allyn and Bacon, Inc., 1971), pp, 33, 34.

[12]Harris, op. cit., p. 17.

[13]Cory, op. cit., p. 390.

planned far beyond the initial preservice preparation," according to Sorohan and Colbert.[14]

Responsibility for Inservice Teacher Education

One source indicates that inservice teacher education is the cooperative responsibility of the colleges which prepare teachers pre-service, the state departments of education which provide leadership for state-wide instructional improvement, various professional organizations whose purposes include the professional improvement of its members, and the local school districts which employ teachers and which actually provide instructional programs for children. The school district is the agency directly responsible for the quality of the instructional program. It then follows that it is the one directly concerned with, and responsible for, the professional performance of its staff. Consequently, each school district is directly responsible for providing a professional growth program.[15]

Cory agrees that the chief responsibility for the inservice training program is a local one, and the responsibility for establishing

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[14]Lawrence J. Sorohan and William P. Colbert, "A Proposed Approach to Individualized Professional Growth," Remaking the World of the Career Teacher (Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, 1966), p. 187.

[15]Fred Edmonds, James R. Ogletree, and Pat W. Wear, "In-Service Teacher Education: Crucial Process in Educational Change," Bulletin of the Bureau of School Service (University of Kentucky, College of Education, September, 1966), 39:19-22.

the program rests with the local school board of education and school administration.[16]

O'Hanlon and Witters see pre-service education of the teacher as almost completely the responsibility of the colleges and universities and the conduct of inservice education as primarily a task of the local school district.[17]

As noted in a research summary on inservice education prepared by the National Education Association, all staff members may be given the opportunity to participate at certain points and to a certain degree in many arrangements for inservice education, but final responsibility rests with the school administration, and in some cases, with the board of education.[18]

A study conducted by the Iowa Center for Research in School Administration under the direction of W. G. Monohan included data on inservice education in five upper midwest states. From this study it was realized that the important job of providing for a knowledgeable, sensitive, and well-informed instructional staff cannot be left to the caprice of teachers, nor to dependence upon admonitions, nor appeals to professional integrity. If such a staff is wanted--and it is increasingly vital--then local school districts must have rigorously

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[16]Cory, op. cit., p. 390.

[17]James O'Hanlon and Lee A. Witters, Breakthrough (No. 2)--Inservice Education for All Schools, a report prepared by the Department of Education State of Nebraska (Lincoln: Nebraska State Department of Education, September, 1967), p. 1.

[18]National Education Association, Inservice Education of Teachers, Research Summary 1966-S1 (Washington, D.C.: National Education Association, Research Division, 1966), p. 5.

conceived, well-defined, and systematic programs of inservice education. They do not occur by accident or by evolution; they come about through the rational administrative behavior of genuinely committed administrators and realistic teachers.[19]

Based on his study of Michigan's Vocational-Technical Education Personnel Development Needs, 1971-1975, Ferns recommends that

> . . . careful systematic planning must be applied to inservice personnel development by all concerned, since it has been, without a doubt, the most neglected phase. Primary responsibility for inservice development programs should be with the employers and individuals themselves with strong support from teacher education institutions and the State office.[20]

Planning of Inservice Education Programs

Two fundamental points must be kept clearly in mind in the planning, development and operation of any program of services. These points are the recipients of the service on the one hand and the agencies, organizations and institutions which provide the services on the other. To fail to give full and careful consideration to either in the development of any program is to launch it upon a wave of uncertainty and uneasiness where its effectiveness is seriously limited and its chances for continued success are seriously impaired.[21]

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[19]William G. Monahan, Planning and Developing Inservice Education (a report prepared by the Iowa Center for Research in School Administration, The University of Iows, 1970), p. 23.

[20]George W. Ferns, Michigan's Vocational-Technical Education Personnel Development Needs, 1971-1975 (a report sponsored by Vocational-Technical Teacher Education Contact Person, State Supported Universities, and Vocational Education and Career Development Services, Department of Education, State of Michigan, Department of Education, November, 1971), p. 227.

[21]American Association of School Administrators, Inservice Education for School Administration (a report of the Commission on

Based on findings of a study of inservice teacher education programs in operation in thirteen counties in California, Filep developed an inservice model for the area surveyed. This model involves establishing a "people network" of individuals responsible for inservice programs at all levels, a communication and utilization system to unite these individuals, a means for developing, conducting, and evaluating inservice programs, and, finally, a basic plan or schedule that provides for inservice activities and their sequencing.[22]

Administrative Leadership

Corey emphasizes the necessity for planned programs in inservice education.[23] Edmonds likewise agrees that people cannot work together effectively unless their efforts are organized and channeled toward recognized goals. Someone has to assume the responsibility and exercise leadership to develop an organizational structure and to make the conditions within the structure such that efforts are coordinated and sustained. Within a local building unit this role belongs to the principal with assistance of the supervisor and superintendent.[24]

Inservice Education for School Administration (Washington, D.C.: American Association of School Administrators, 1963), p. 66.

[22]Robert Filep, Gary R. Miller, and George A. Horton, Jr., A New Model for Inservice Training: A Report of a Survey of Thirteen Counties in Northern California, sponsored by the Department of Education, State of California (El Sequndo, Calif.: Institute for Educational Development, 1971), p. 53.

[23]Stephen M. Corey, "Introduction," In-Service Education for Teachers, Supervisors, and Administrators, The Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago, Ill.: The University of Chicago Press, 1957), p. 1.

[24]Edmonds, op. cit., p. 84.

Lewis sees the role of the administrator as a faciliator and coordinator with certain specific tasks that he must perform. These include providing inspiration, encouraging development of good organization for inservice education, facilitating the work of groups, and creating a climate for growth.[25]

Circumstances must prevail wherein it is relatively easy to get inservice programs underway; the approach must be simple. Requirements must not become unduly restrictive. Responsibility for planning any inservice program should be shared by those who receive the service and those who provide it.[26]

Teacher Participation

Gilchrist states an accepted principle of learning is that one grows in insights and skill as he works on problems of genuine concern to himself. This means that those who participate in an inservice program should be involved in identifying the problems on which they are to work, have an opportunity to share in the planning, and take part in determining the degree of success of their efforts.[27]

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[25]Arthur J. Lewis, "The Role of the Administrator in In-Service Education," In-Service Education for Teachers, Supervisors, and Administrators, The Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago, Ill.: The University of Chicago Press, 1957), p. 157.

[26]American Association of School Administrators, op. cit., pp. 65-68.

[27]Robert S. Gilchrist, Clarence Fielstra, and Anna L. Davis, "Organization of Programs of In-Service Education," In-Service Education for Teachers, Supervisors, and Administrators, The Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago, Ill.: The University of Chicago Press, 1957), p. 286.

The following statements emphasize the need for teacher participation in planning for inservice programs:

> Teachers who participate in the determination of a program will work together in putting that program into effect. Chaos and misunderstanding come when teachers have not been taken into consideration and when they have had little or no opportunity to voice their opinions.[28]

> The constructive involvement of teachers in attacking real educational problems that they face is a powerful instrument of continuing education.[29]

> All teachers must become involved if they are to feel sufficient personal stake in the action to warrant any degree of individual effort.[30]

> One learns best when he accepts the goals for learning and has shared in establishing the goals.[31]

> If teachers are to learn, if they are to become interested and enthusiastic, they must be the ones to whom the task of creating and initiating the inservice training is posed.[32]

> Unless teachers help in the identification of their problems and plan how they will work on those problems, inservice experiences presented to teachers are likely to be the same for all and of little practical help to anyone.[33]

[28]Cory, op. cit., p. 392.

[29]Ralph W. Tyler, "In-Service Education of Teachers: A Look at the Past and Future," Improving In-Service Education: Proposals and Procedures for Change, edited by Louis J. Rubin (Boston, Mass.: Allyn and Bacon, Inc., 1971), p. 13.

[30]Harold E. Turner, "Improved In-Service, A Challenge for Supervisors," The Clearing House, 45:119 (October, 1970).

[31]John Clifford Moffitt, In-Service Education for Teachers (Washington, D.C.: The Center for Applied Research in Education, Inc., 1963), p. 75.

[32]Rita Stafford Dunn, "Process Dynamics for Teacher Involvement in Inservice Programs," Audiovisual Instruction, 15:92 (May, 1970).

[33]B. Jo Kinnick, "The Teachers and the In-Service Education Program," In-Service Education for Teachers, Supervisors, and Administrators, The Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago, Ill.: The University of Chicago Press, 1957), p. 132.

> Inservice programs should be planned with the active participation of those who are to be the benefactors. Surveys of interest should be only one approach to determining needs and interests.[34]

Bush makes the following statement based on his experiences in regard to planning inservice programs.

> After a long period of attempting to provide inservice education for teachers, I am convinced that the teacher ought to be the one who takes the initiative, that the teacher ought to select the kind of help from a wide array of interesting alternatives, which he wishes to avail himself of, and that, in most instances, he needs the help of an impartial outsider to enable him to make a diagnosis and analysis of the situation.[35]

The Consultant

The consultant, a person brought in from outside the institutional group that is to be immediately affected by the change, may play a role in inservice teacher education planning. According to Goodlad, the consultant is a resource person knowledgeable in a particular field of study or skilled in helping people see through their problems.[36]

Lippit and Fox suggest that leadership from the outside can be utilized most effectively if it is involved under a continuing consultation arrangement.[37]

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[34]Harris, op. cit., p. 3.

[35]Robert N. Bush, "Curriculum-Proof Teachers," Improving Inservice Education: Proposals and Procedures for Change, edited by Louis J. Rubin (Boston, Mass.: Allyn and Bacon, Inc., 1971), p. 57.

[36]John I. Goodlad, "The Consultant and In-Service Teacher Education," In-Service Education for Teachers, Supervisors, and Administrators, The Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago, Ill.: The University of Chicago Press, 1957), p. 174.

[37]Ronald Lippit and Robert Fox, "Development and Maintenance of Classroom Learning," Improving Inservice Education: Proposals and

Inservice Committees

According to Lewis, some communities have used system-wide elected committees composed of teachers, principals, and consultants to plan for an inservice education program. Other systems have used elected curriculum-planning committees for this purpose. However, there is no single organizational blueprint which can be applied to all inservice education programs. Over-all plans for inservice involve a careful coordination of the efforts of teachers, administrators, and consultants. The various roles must be defined and agreed upon in order to have effective working relationships.[38]

Lippit and Fox recommend that inservice programs be managed by an inservice education team so that there may be several lines of communication between those actually engaged in problem-solving activities and those responsible for supporting such activities.[39]

Pooling Resources

Zeralsky and Schester report that a group of Nassau County, New York, educators, working independently and on a local level, had become increasingly aware of needless county-wide duplication of effort in the areas of educational research and development. They felt that an organization to pool the human and financial resources of the county schools would result in economy and efficiency, produce quality educational products and reduce the so-called "time lag" between the

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Procedures for Change, edited by Louis J. Rubin (Boston, Mass.: Allyn and Bacon, Inc., 1971), p. 149.

[38]Lewis, op. cit., p. 158.

[39]Lippit, op. cit., p. 167.

development of creative programs and materials and their incorporation into daily teaching practices. A voluntary educational cooperative was designed to utilize the resources of the entire group of school districts. Since 1963 its membership has grown to forty-nine sponsoring public school districts. Inservice education for these school districts is being redefined and operated as a multipurpose endeavor designed to meet the individual needs of the teachers. Course patterns grow out of the demands, and subject matter involved in individual programs vary considerably.[40]

According to Prall and Cushman, there are problems on which the resources of associated systems may be pooled with resulting profit. Such efforts seem to succeed best when focused upon the larger community of which each system is a part.[41]

Other Considerations

In a survey of elementary, junior high, and senior high school teachers in one school system, Kaz found that a majority of teachers tended to identify the following practices as being associated with most beneficial programs.

1. Involvement in determining entry into and in planning aspects of the program.

2. Adequate resources of time, consultant services and materials.

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[40]William A. Zeralsky and Enid L. Schester, "In-Service Education: Emerging Patterns," New York State Education, 57:6 (April, 1970).

[41]Charles E. Prall and C. Leslie Cushman, Teacher Education in Service (Washington, D.C.: American Council on Education, 1944), p. 385.

3. Program leaders who encouraged participation, cooperation, and freedom of expression.
4. Principals and supervisors who were expected to support new ideas.
5. Anticipated peer support which included a willingness to use some of the new ideas.
6. Experiences which were usable.
7. The presence of evaluation at the conclusion of the programs.[42]

In a survey of 1,219 teachers regarding inservice education activities in thirteen counties in Northern California, Filep found that in courses that were considered a success, factors contributing to the success were participation by the participants in planning and in actual presentation of the activity, and the fact that the activity met the needs of the participants. Possible deterrents to participation in inservice activities which were rated high were:

1. Time pre-empted by other activities and responsibilities.
2. Course content unrelated to primary teaching assignment.
3. Too far to travel.
4. Not free to attend programs scheduled for weekends.

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[42]Sidney Erwin Kaz, "An Analysis of Teacher In-Service Education in an Urban School System" (unpublished Doctor's dissertation, Columbia University, 1971).

5. Not interested in attending if no course credit offered.

6. Too tired to participate.[43]

Demands on personal energy was a major reason given by teachers for lack of participation in an inservice program designed for a junior high school, according to Schmuck.[44]

Plans may be made whereby teachers are released during the teaching day to participate in a regularly-scheduled, well-staffed inservice program. Some of the most often used means for releasing teachers during school hours, according to a survey performed by the Educational Research Service, are:

1. Substitute hired

2. Pupils released from school

3. Teacher with free period supervises pupils

4. Classes are combined

5. Teacher aide supervises pupils[45]

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[43]Filep, op. cit., pp. 32-37.

[44]Richard A. Schmuck and Philip J. Runkel, Organizational Training for a School Faculty (Eugene, Ore.: University of Oregon, Center for the Advanced Study of Educational Administration, 1970), p. 23.

[45]"Release of Classroom Teachers for Inservice Training," ERS Information Aid, No. 2, a report prepared by the Educational Research Service, operated jointly by the American Association of School Administrators and the Research Division of the National Education Association (Washington, D.C.: Educational Research Service, December, 1969), pp. 1, 2.

A major reason for teachers criticism of--or lack of response to--traditional inservice programs, according to Waynant, appears to be the emphasis placed on teachers' deficiencies. Too often administrators, supervisors, and consultants have looked for what is wrong, rather than what is right, with teachers and their teaching. Frequently teachers' interests, wishes and teaching strengths have been ignored or overlooked when inservice programs are designed. Taken together, the problems make traditional inservice programs an intolerable threat to the security and professional well-being of many teachers.[46]

Kilpatrick feels that teachers should be rewarded for additional educational activities just as businesses commonly reward employees with salary, expense, and credit being allowed for workshops, conferences and coursework.[47]

Rubin states that "teacher professional growth has not been taken seriously; it lacks a systematic methodology and it has been managed with astonishing clumsiness. It is not surprising, therefore, that teachers have grown accustomed to its impotence, and that administrators have come to regard it as a routine exercise in futility."[48]

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[46]Louise F. Waynant, "Teachers' Strengths: Basis for Successful In-Service Experiences," Educational Leadership, 28:710 (April, 1971).

[47]Gordon Kilpatrick, In-Service Education With Recommendations Concerning Its Implementation in American Junior Colleges, a report prepared by the University of California (Los Angeles, Calif.: University of California, 1967), p. 15.

[48]Louis J. Rubin, "Teacher Growth in Perspective," Improving Inservice Education: Proposals and Procedures for Change (Boston, Mass.: Allyn and Bacon, Inc., 1971), p. 245.

Types of Inservice Education Programs

Inservice educational programs should be diversified and developmental. They may include workshops, institutes, exchange visits to classrooms, lectures, panels, demonstrations, lesson-planning sessions, and school surveys.[49]

According to the American Association of School Administrators, Commission on Inservice Education for School Administration, inservice programs can be seen in four general categories:

1. Participation in meetings, conferences, and workshops.
2. Credit courses on campuses of institutions of higher education or extension centers.
3. Consultative services.
4. Inservice publications.[50]

Lippit and Fox provide a list of specific inservice education activities for inservice education programs.

1. School building faculty members focused on professional problems.
2. Principal-teacher consultation.
3. Teacher consultation with university-based resource persons.
4. Building a temporary structure within the school system for support of a particular action research project.

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[49]Kinnick, op. cit., p. 133.

[50]American Association of School Administrators, op. cit., p. 104.

5. Utilization of a curriculum materials center for retrieval of basic research, innovations, and tools.
6. Sessions for the sharing of practices.
7. Clinic sessions with teachers from other systems.
8. Internship with other projects on a released-time basis (curriculum project, university based development, research activities).
9. Sensitivity training laboratory.
10. College classes.
11. Membership on an outside team responsible for developing change strategies for the school system.
12. Summer work sessions.
13. Preschool workshop.[51]

Working as Groups

According to Rubin, teachers frequently learn more efficiently as a group than as individuals. The advantages, particularly those of peer involvement and group reinforcement, are sizeable.[52]

Moffitt gives the following reasons why faculty members should work as a group for growth:

1. They can more readily and more accurately identify or limit a problem of common concern.

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[51]Lippit, op. cit., pp. 161-65.

[52]Rubin, op. cit., p. 269.

2. They are more selective in establishing a method of searching for answers.
3. They are able to analyze divergent points of view on any problem.
4. They can objectively evaluate an ongoing program.
5. They are able to analyze objectively the process of their group growth.
6. They can alter or expand their program of investigation.
7. They can share information.
8. They can develop group interest and understanding.
9. They can locate personal problems thwarting progress.
10. They are able to arrive at conclusions that change behavior.
11. They can implement decisions as they are made, thereby changing individual and group behavior.[53]

Lewis states that because of the evidence that groups can be a real asset in helping individuals change, we are assuming that inservice education should be approached and conducted, largely, on the group basis. Specifically the group should participate in:

1. Identifying the needs.
2. Setting the goals.
3. Planning ways of working.

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[53]Moffitt, op. cit., p. 72.

4. Developing materials.

5. Putting recommendations into action.

6. Evaluating results.[54]

A form of group activity is the laboratory approach described by Harris[55] as having the basic design elements as follows:

1. The participant is actively involved in solving a problem.

2. The problem situation is simulated as realistically as possible.

3. Quantifiable data reproduced and recorded to reveal the nature of the responses of the participants.

4. Feedback on data is provided to permit each participant to contrast his reactions with those of the larger group or other groups.

5. Data are discussed and analyzed so as to lead to generalizations and implications for practice.

Harris states that inservice sessions designed along these lines can be extremely useful for building a variety of understandings, overcoming certain misconceptions, and in many instances, stimulating an interest in new approaches to problems but that this approach is no panacea for all inservice education. The laboratory approach does not lend itself to development of a variety of skills and it does not seem to have any significant impact on restructuring of value systems.

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[54]Lewis, op. cit., p. 156.

[55]Harris, op. cit., p. 45.

Efficient ways to present new information by this method are difficult to provide.[56]

The Workshop

The name "workshop" is applied to many forms of inservice education. Mitchell performed a study in which he attempted to identify those characteristics of the workshop which distinguish it from conferences, seminars, clinics, institutes, and regular graduate courses in professional education. Data was gathered by direct visitations and consultations with representatives of sponsoring agencies of workshops, and a questionnaire was mailed to participants, leaders, and sponsors of workshops at colleges and universities all over the United States with the greater number located in the North Central area. Responses were received from more than eight hundred men and women who have attended or directed workshops. From this study certain characteristics common to all workshops are:

1. The workshop method of study is not designed for or intended to replace or substitute for any courses in the curriculum pattern of teacher education.
2. Workshops are most effective when attendance is on a voluntary basis or when membership is open to professional people through application or by invitation.
3. There is a need for homogeneity in membership. By its nature the workshop screens participants on the basis of their objectives.

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[56] Ibid., p. 52.

4. The workshop program results from the cooperative planning of the group. To be effective the workshop must be partially structured in advance.

5. Workshops have proven more effective generally when located away from the participants normal place of work.

6. Awarding marks and credit for attendance is not in harmony with the spirit of the workshop. But if credit is allowed by an institution, the student should be graded.

7. Evaluation of outcomes is essential.

8. Workshop facilities add to the morale of the group.

9. Good and reliable source material are indispensable.

10. The workshop staff sets the standards and largely determines the achievement of goals.

11. Sources from which staff is drawn are relatively unimportant but they must possess the competencies demanded and personal characteristics desired.

12. Many factors are involved in selecting staff. The kind of workshop planned largely determines the kind of staff required.

13. The director of the workshop occupies a focal position.

14. The student-staff ratio should be low.

15. The workshop must be kept unique to keep it effective as an instrument for inservice education.[57]

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[57]James R. Mitchell, "The Workshop as an In-Service Education Procedure," The North Central Association Quarterly, 28:453-457 (April, 1954).

Moffit states that the workshop continues to be the most popular form of inservice education. Certain characteristics that make it a valuable means of inservice include:

1. It emerges to meet the existing needs of the participants.
2. It provides expert assistance (commonly from higher institutions).
3. It is flexible and, consequently, can be adapted to many diverse groups and situations.
4. It provides for the pooling of information and sharing of experiences.
5. It motivates participants to change their behavior where and when such changes may be helpful.
6. It gives added support to a changing program by assuring approval of the group.
7. It develops both individual and group skills in attacking new problems.
8. It adds morale to a faculty or a school system.
9. It strengthens working relations with others in different status assignments.
10. It develops knowhow in utilizing democratic procedures in other situations.
11. It redefines and refines the objectives of education.

12. It evaluates both the results of the effort and the process by which results are attained.[58]

O'Hanlon and Witters performed a study of inservice programs in Nebraska secondary schools having from ten to forty teachers and school systems in neighboring states identified as having strong inservice programs. Teachers revealed a definite preference for the local workshop or seminar conducted during the school year as the best vehicle for providing effect inservice experiences. They also were strongly in favor of the visitation to other classes within the school system or to other school systems as a helpful experience. Some support was given to group or individual projects for the improvement of instruction, the development and use of a materials centers, and attendance at special professional conferences oriented toward teachers in a particular subject field or grade level as means for providing successful inservice opportunities. About 90 per cent of the experienced teachers who had taken college courses since they began teaching felt that these had been of value to them in improving their teaching.[59]

Dale sought to develop a program consisting of a series of self-administerable workshops to enable teachers to carry on their inservice audiovisual education in their respective school. The program consisted of an orientation meeting, a series of ten integrally-related, self-administerable workshops, each organized around a particular medium of communication, and an adjunct equipment operation

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[58]Moffitt, op. cit., p. 26.

[59]O'Hanlon, op. cit., pp. 1-3.

training program. The plan called for the school principal to name a corps of eight teachers, each to lead a particular workshop and to serve as assistant leader at the workshop preceding the one which he led. A kit was prepared for each workshop containing all basic materials required for conducting the program and a leader's guide which furnished directions for carrying out the program as outlined in the guide. Almost without exception both administrative and teaching personnel remarked that the plan of self-administration had fostered the development of a fine spirit of mutuality among teachers, a general feeling of self-confidence because a fellow teacher (the leader) demonstrated mastery of the program, and the preparation of a corps of "specialists" to serve later as consultants on the topics of their respective workshops. This study further demonstrated that it is possible to take an area of instruction, break it down into teachable units, assemble the materials for teaching the units, provide the guidance for using these instructional materials, test the results, revise the program in the light of feedback obtained from the field test and end up with a highly useful, self-administerable program.[60]

Individualized Programs of Inservice

Morgan describes an inservice program approved by the Division of In-Service Education, Bureau of Teacher Education, Pennsylvania Department of Education, which allows college equivalency credit

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[60]Edgar Dale and others, The Development of a Packaged Program Designed to Enable Teachers to Carry on Their In-Service Audio-Visual Education, a report prepared by the Ohio State University, Research Foundation, sponsored by the U.S. Office of Education, No. OE-3-16-035 (Columbus, Ohio: The Ohio State University, 1965), p. iii.

toward renewal of teaching certificates in Pennsylvania. Inherent in the new philosophy is the notion that the most meaningful activities are to be derived from the needs of teachers as assessed by teachers themselves. Inservice activities will be developed from locally identified needs and programs will be custom designed to meet these needs. Inservice programs can be tailored by the combination of activities selected. Packaged "mini-courses" are each uniquely designed to achieve a single thrust for professional staff development. Eventually a pharamacy of inservice education packages will be available.[61]

Sorohan and Colbert propose an approach to individualize the inservice education of teachers through the cooperative efforts of clinicians, leadership personnel of the public schools, and classroom teachers. The proposed program would begin with the formation of a committee of college clinicians whose contract would be shared by the college or university and the public school system. Members of the committee would work with each teacher individually to help him develop a program of professional growth. Each teacher's program should contain those features agreed upon by the teacher, clinician, and committee. All programs would be reviewed by the committee as a whole for modification, acceptance, or rejection. In the course of planning individualized programs, several teachers may need or desire similar experiences and therefore might work in a group. The activities and emphases might include any of the following:

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[61]Don L. Morgan, "Individualization in In-Service," Pennsylvania School Journal, 119:267 (April, 1971).

1. Independent study.
2. Formal college course work.
3. Cooperative teaching and planning.
4. Travel to observe and work in new school organization patterns.
5. Group attack on mutual problems.
6. A major clinician and a group of clinicians helping to develop individual programs.
7. Automatic continued certification upon recommendation of a committee of clinicians.[62]

Teachers differ tremendously in their strengths and weaknesses, in their intellectual backgrounds and in their interpersonal responses. Yet teacher education efforts tend to treat them as all of a kind. Perhaps the greatest argument in favor of a new approach to the continuing education of teachers stems from this pressing need to accommodate teacher differences.[63]

Other Inservice Programs

The solution to inservice education for a large school district, Clark County, Nevada, has been to work with the University of Nevada. A faculty member of the University is employed full time to coordinate and direct the inservice program for the entire district. Surveys are made to teachers to find out courses they want and need.

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[62]Sorohan, op. cit., pp. 187, 188.

[63]Rubin, op. cit., p. 249.

Courses are scheduled two days a week or in the evenings. Instructors are drawn primarily from specialists on the school district's staff, but the university faculty also teach a number of courses.[64]

As reported by Baker, three four-week institutes were held for the purpose of preparing competent school personnel at the state, county, and district levels to formulate, conduct, and evaluate educational experiments. Trainees were selected by the co-sponsoring institutions with primary consideration given to type of position held, and the geographic area served. Self-contained instructional sequences were used which had been developed in the Southwest Regional Laboratory so that a minimum of staff monitoring was necessary. Small group sessions for problem solving were held and participants were encouraged to pursue aspects of the institute in which they were particularly interested. Prior to the institutes a three-day training session was held to insure maximum effectiveness of "package delivery" and to rehearse the roles of the instructors. As a followup the regional laboratories were to establish and maintain a research monitoring service for institute participants and they were to receive the instructional materials and all other relevant research used and evaluation materials circulated within the laboratories.[65]

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[64]"How to Improve Your In-Service Training," School Management, 13:6 (August, 1969).

[65]Robert L. Baker, Educational Innovation: Research and Evaluation Techniques, a report prepared by the Southwest Regional Education Laboratory for the U.S. Office of Education, No. OEG-1-7-070674-3531 (Inglewood, Calif.: Southwest Regional Education Laboratory, 1969), pp. 1-5.

The District of Columbia Teachers College organized six inservice centers located in several areas of the city to help teachers develop skill in individualizing their instruction and reaching children individually. Each center itself is a model of team teaching, each center having a staff of four professionals who bring a variety of backgrounds, skills and interests to the participants.[66]

The Carnegie Professional Growth Program, which spanned three summers and two school years, resulted in the development of over 140 courses and workshops for teachers, more than 110 of which have now been taught at least once. Nineteen committees of teachers, principals, and supervisors were organized covering every subject and grade level. These committees spent three summers developing courses and workshops through a rigorous process of defining instructional goals and working out the methodology required to achieve them. One or two teachers developed a given course, assisted by a principal, an instructional supervisors, and a college consultant. Perhaps the greatest achievement of the Carnegie Program was the identification of talented teachers and the development and use of their talents for the improvement of the entire teaching staff.[67]

Filep developed a basic model for inservice education for thirteen counties in Northern California. His model is based on information obtained from a survey and the assistance of a task force

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[66] Organizing Centers for Inservice Education in Individualizing Instruction and Learning (Washington, D.C.: District of Columbia Teachers College, December, 1967), p. 5.

[67] Victor W. Doherty, "The Carnegie Professional Growth Program: An Experiment in the Inservice Education of Teachers," The Journal of Teacher Education, 18:262, 263 (Fall, 1967).

representing the thirteen participating counties. He suggests a time schedule for the academic year as follows:

August--Meeting for self diagnosis, testing, and development and selection of a course of study.

September--One day workshop, district wide.

October--One day observation in another school.

November--One day inter-district workshop.

December--Participation completed for fall term and post testing.

January--Two day district workshop; re-assessment, self-diagnosis.

February--Assist with development of March program.

March--One day intra-district workshop.

April--One day observation in another school.

May--Post testing; needs analyzed for September.[68]

Many new understandings and approaches pertaining to the relation between schools and communities have evolved during recent years. Interviews, field trips, surveys, and work-experience activities have all been utilized by schools as methods of relating their programs of instruction to community problems. The best use of each of these methods of teaching involves skills and ways of work which teachers must learn. These skills are usually so closely related to the local community that they are best learned in the local situation. Inservice education in this area is urgently necessary if teachers are to utilize community resources effectively in their teaching.[69]

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[68]Filep, op. cit., p. 72.

[69]Hass, op. cit., p. 29.

Thelen proposes that the driving force for inservice teacher training is the sense of discrepancy between community and school experiences of the teacher. The community is a midway point between the nation and the classroom and it might be a good idea for the teacher to find out more about the city where he lives.[70]

The purpose of a study performed by Santos was to determine the methods, techniques, and devices used in business inservice training programs which have innovative implications for the inservice training of business teachers involved in teaching intensive block-time programs. The study involved a review of the literature, an examination of the inservice training programs in five corporations, and a questionnaire completed by forty-eight respondents representing business education state supervisors, local supervisors, teacher educators, and teachers. Santos concluded that the training directors of the five corporations are actively involved in the design, development and utilization of the systems approach in preparing for current and projected inservice training programs. The systems approach consisted of

1. Specifying behavioral objectives.
2. Establishing criterion test items.
3. Determining relevant learner characteristics.
4. Organizing program content.

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[70]Herbert A. Thelen, "A Cultural Approach to In-Service Teacher Training," Improving Inservice Education: Proposals and Procedures for Change, edited by Louis J. Rubin (Boston, Mass.: Allyn and Bacon, Inc., 1971), p. 92.

5. Selecting and developing media.

6. Obtaining and using feedback.

Santos concluded that the systems approach is applicable to the in-service education of business teachers involved in teaching intensive block-time programs.[71]

Meyer reports on a pilot training project based on occupational experience for teachers of marketing and distribution. He states that with the increased demand for vocational teachers and the changing nature of jobs in today's world of work, it is important that we find effective ways to provide occupational experience that will prepare more vocational teachers and keep their occupational experience up to date. The pilot project was conducted to achieve this goal. The project covered a period of six weeks. The first week the participants were given an introduction to relevant research and theory, pretested, and given instructions for the project. During the next four weeks each participant received two eight-day experiences in two different firms. While there they were required to complete job analysis forms, write critical incidents of effective and ineffective behaviors, identify problems of work adjustment, derive technical competencies that should be taught, write narrative job descriptions, and study the satisfactions of workers. On Friday of each week participants met at the University in seminar groups to discuss their experiences and problems. The sixth week was devoted to posttesting, evaluating, and

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[71]Otto Santos, Jr., "The Applicability of Innovative Business In-Service Teaching Methods, Techniques, and Devices to the In-Service Training of Business Education Teachers" (unpublished Doctor's dissertation, The Ohio State University, 1971), summary.

summarizing experiences and developing learning activities, teaching materials and projects that the participants could use the next fall.[72]

Evaluation

Evaluation is usually defined as that process by which one determines how well he has achieved his objectives. In programs of inservice education before evaluation can take place there must be some definition of what purpose or goal is to be achieved or what problem is to be studied.

Evaluation Discussed

As noted by Herrick, if the program of inservice education has its purpose defined in terms of knowledges, activities, and attitudes desired to achieve, then the evaluation will necessitate specifying these attributes in behavioral terms and observing repeatedly to see if the behaviors have been acquired. If, however, the goals of an inservice program are in terms of identified problems, then the evaluation process starts by defining the essential parts of a problem important for both work and evaluation activities. In both cases, evaluation of change is dependent on the definition of the goals either as problems to be studied or knowledges, skills, or attitudes to be learned.[73]

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[72]Warren G. Meyer, Pilot Training Project, Based on Directed Occupational Experience for Teachers of Marketing and Distribution, a report prepared by the University of Minnesota, College of Education, for the U.S. Office of Education, No. OEG-3-6-061594-0680 (Minneapolis, Minn.: University of Minnesota, June 30, 1967), pp. v-x.

[73]Virgil E. Herrick, "The Evaluation of Change in Programs of In-Service Education," In-Service Education for Teachers, Supervisors,

Bush states that he does not know how effectively inservice training can be evaluated. He further states that it has been suggested that the thoughtful judgment of teachers, as "random teacher opinions," may not be valuable, but Bush feels that we should not underestimate the honest and thoughtfully given judgment of teachers. If teachers had not voiced dissatisfaction with inservice programs, there perhaps would not be the interest in improving these programs that there is today. Surely it is desirable to make as specific as possible the objectives of the inservice training program. Anything that can be done to increase the specificity of these objectives would be desirable, from the standpoint both of focusing effort in the training program and of attempting to measure the outcome. The job of isolating and defining the behavior that we seek to achieve seems to be the more difficult task. Devising the effective program is not difficult once the behavior has been identified.[74]

Jackson notes that the absence of visible evidence of success generally

> drives practical-minded people mad. How can we afford the luxury of investing in programs that lack tangible evidence of their efficacy? This is the kind of question that people who are interested in cost benefit analysis keep bringing up, and I think we are going to have to confront it directly. . . . We must move ahead on the basis of what seems to be the most reasonable, given out present state of ignorance. I do not see how we can insist that our inservice program rest on a firmer foundation of fact than is available for comparable programs in other spheres of educational activity.[75]

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and Administrators, The Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago, Ill.: The University of Chicago Press, 1957), p. 319.

[74]Bush, op. cit., p. 65.

[75]Jackson, op. cit., p. 33.

Kinnick believes that although questionnaires, personal interviews, and other forms of appraisal of inservice activities have their advantages and their advocates, evaluation by "evidence" will probably appeal to teachers as the most reliable. As a result of the inservice experience, what improved teaching practices occur in the classroom?[76]

Dunn states that "One of the major criteria for evaluating inservice programs for teachers should be the degree to which the selection of focus, planning, programming, and appraising involves each of the participants."[77]

Examples of Evaluation Procedures

At an inservice program for secondary school counselors at the University of California, the counselors were informed at the beginning of the program that they would be evaluated, and that they would participate in deciding what evaluation methods would be used.[78]

Syhlman reports on a professional internship exchange program in vocational education under the direction of Eastern Washington State College which involved ten teachers selected from the various areas of vocational education who exchanged positions for six weeks with ten people from business and industry. Six major aspects made up the final evaluation with the final analysis prepared around the following areas:

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[76]Kinnick, op. cit., p. 150. [77]Dunn, op. cit., p. 92.

[78]Inservice Training of Secondary School Counselors: A Study of Techniques, a research project of the Counseling Center, The University of California, Rosenberg Foundation Grant (Berkley, Calif.: The University of California, 1951), p. 22.

1. Performance objectives.

2. Exchange business representative's experiences.

3. Exchange teacher's experience.

4. Student characteristics.

5. Instructional characteristics.

6. Contributions towards further development.[79]

Reed and Wright report on a four-week institute organized to give the participants instruction and practical field observations using the office occupations educational cycle developed by Dr. Bruce I. Blackstone. As an evaluation of educational change due to the institute activities, a questionnaire was mailed to participants as the first step of the follow-up to determine changes they had made in their programs as a result of the Institute. Areas of change included content, classroom methods, coordination, youth organization, student selection, placement, and follow-up.[80]

According to Doherty, two approaches, formal and informal, were used for evaluation of the Carnegie Professional Growth Program which

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[79]Bill D. Syhlman, The Professional Internship Exchange Program in Vocational Education, 1970-1971, a report prepared by Eastern Washington State College, Cheney, and Washington State Coordinating Council for Occupational Education, Olympia, for the U.S. Office of Education, VT 013 808 (Cheney, Wash.: Eastern Washington State College, 1971), p. 25.

[80]Jack C. Reed and Lucille E. Wright, In-Service Education of Office Occupations Teacher-Coordinators, a report prepared by the Department of Business and Business Education, University of Northern Iowa, for the U.S. Office of Education, OEG-3-7-070542-2968 (Cedar Falls, Iowa: University of Northern Iowa, April, 1968), p. 46.

involved teachers and administrators working together to set up in-service education courses in many areas of instruction. The formal evaluation was carried out by assigning five evaluation "experts" to selected committees, where they drew objectives directly from courses being developed and constructed test items to measure teacher learning and, for later use, student learning. More heartening, though more subjective, were the results of the informal evaluation. Teachers mailed structured responses evaluating each class to a director of evaluation who, after extracting the principal implications, reviewed them with the inservice class instructor.[81]

Meyer reports that as part of the evaluation for his project which provided four weeks of occupational experience at businesses in the community for teachers of marketing and distributive education, the cooperating employers were contacted immediately following the training period to obtain their reaction to the program and the participants and to get the employers suggestions for future similar programs. During the week prior to the work experience the participants were pretested and the week following the work experience they again took the marketing function test and completed an evaluation form at the end of the project. Six months after the training project, a member of the distributive education staff interviewed participants to determine the

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[81]Victor W. Doherty, "The Carnegie Professional Growth Program: An Experiment in the Inservice Education of Teachers," The Journal of Teacher Education, 18:267 (Fall, 1967).

use they had made of the training project experience in teaching and administering their distributive education program.[82]

The report of the research summary on inservice education prepared by the National Education Association, 1966, sums up evaluation of the many facets of inservice education with the statement that "There is no one best method of evaluating inservice training or of granting credit for such training."[83]

Guidelines for Inservice Planning

Guidelines for planning inservice teacher education programs must include a variety of considerations such as step-by-step procedures in setting up a program, needs of teachers participating in the program, incentatives for participation to make the program a success, ways of involving school staff, and format of inservice activities. The following suggestions for inservice teacher education programs set forth the different aspects to be considered.

According to Kilpatrick, a program of inservice education differs little from any other program in its manner of establishment. Any well-planned program will follow these basic steps:

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[82]Warren G. Meyer, Pilot Training Project, Based on Directed Occupational Experience for Teachers of Marketing and Distribution, a report prepared by the University of Minnesota, College of Education, for the U.S. Office of Education, No. OEG-3-6-061594-0680 (Minneapolis, Minn.: University of Minnesota, June 30, 1967), p. ix.

[83]National Education Association, Inservice Education of Teachers, Research Summary 1966-S1 (Washington, D.C.: National Education Association, Research Division, 1966), p. 16.

1. State objectives.
2. Plan for implementation.
3. Implement consistent with objective.
4. Evaluate.[84]

Bush outlines what he believes to be the five most important conditions for an effective program for inservice training as follows:

1. Sufficient time to engage in the program.
2. Conditions such that the program can be conducted with the necessary materials and supplies at hand.
3. A program that is relevant to the problem undertaken.
4. The necessary financial and other types of support required to carry it out.
5. An opportunity to use the results of the training in the regular school situation.[85]

Parker lists the following guidelines for planning, organizing and conducting inservice education activities and programs in schools and school systems.

1. People work as individuals and as members of groups on problems that are significant to them.
2. The same people who work on problems formulate goals and plan how they will work.

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[84]Kilpatrick, op. cit., p. 16. [85]Bush, op. cit., p. 56.

3. Many opportunities are developed for people to relate themselves to each other.
4. Continuous attention is given to individual and to group problem-solving processes.
5. Atmosphere is created that is conducive to building mutual respect.
6. Multiple and rich resources are made available and are used.
7. The simplest possible means are developed to move through decisions to actions.
8. Constant encouragement is present to test and to try ideas and plans in real situations.
9. Appraisal is made an integral part of inservice activities.
10. Continuous attention is given to the interrelationship of difference groups.
11. The facts of individual differences among members of each group are accepted and utilized.
12. Activities are related to pertinent aspects of the current educational, cultural, political, and economic scene.[86]

Cory, based on his study of incentives, used in motivating professional growth of teachers in the North Central Association area

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[86]J. Cecil Parker, "Guidelines for In-Service Education," In-Service Education for Teachers, Supervisors, and Administrators, The Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago, Ill.: The University of Chicago Press, 1957), pp. 103-123.

lists the following ten elements which are considered most important in a good inservice education program for a school system.

1. Teachers are made to feel that they are an integral part of the school administration.
2. Opportunities exist for promoting teacher improvement.
3. Curriculum planning is carried on cooperatively by teachers, administrators, and supervisors.
4. Research and experimentation by teachers and teacher groups is encouraged.
5. New teachers are well oriented to their positions.
6. There is teacher-parent-community cooperation.
7. Salary practices are adequate and recognize training and experience.
8. Sufficient time is available to carry on group activities without injury to health and morale.
9. The administration is fair and open minded.
10. All activities are carried on by administrators, supervisors, and teachers working as a team toward their fulfillment.[87]

A research summary prepared in 1966 by the National Education Association lists the same ten elements as Cory outlines above as important in a good inservice education program.[87]

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[87]Cory, op. cit., p. 394.

[88]National Education Association, op. cit., p. 5.

In the Spring of 1968, a survey was conducted among a representative sample of the faculties of public, diocesan, and independent schools in Chester and Delaware Counties, Pennsylvania, to identify areas of need in inservice programs in general throughout the target area. As a result of the study, the following general recommendations were made for planning inservice teacher education programs.

1. Study and analyze the purposes of the inservice program.
2. Plan, implement, and evaluate for both short and long-range goals.
3. Involve staff members in all phases of the inservice program.
4. Consider curriculum and instructional problems on a unified, K-12 basis.
5. Plan specific programs to meet specific needs.
6. Plan programs as an integral part of instructional change.
7. Plan programs with other schools.
8. Provide opportunities for visitations.
9. Involve the community.
10. Provide adequate time, resources, and money for the inservice program.[89]

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[89] A Study of Inservice Programs in Chester and Delaware County Schools, a report prepared by the Service Project and Area Research Center, West Chester, Pennsylvania, for the U.S. Office of Education, No. DPSC-67-3673 (West Chester, Penn.: Service Project and Area Research Center, 1968), p. 23.

Brantner reports on a study of technical and industrial teachers possessing valid teaching certificates who are employed in programs operating under the Federal-State Vocational Plan of the Commonwealth of Pennsylvania as full-time teachers of secondary preparatory programs. His study was concerned with identification of the inservice education activities in which the technical and industrial teachers have participated and the opinions these teachers have concerning the inservice education activities in which they would prefer to participate. Based on the replies the following recommendations for inservice relevant to technical and industrial teachers in Pennsylvania were made:

1. Inservice education activities in both the professional and subject matter category should be increased.
2. Teachers should be involved in choosing, planning, and executing their inservice education activities.
3. Planners of inservice education should be cognizant of personal experiences of teachers and their effect on the program.[90]

Knoll and Stephens report on a study to determine the extent of the inservice training program for vocational teachers in Utah and to compare the Utah inservice training program with that of other states; to determine the effectiveness of the inservice program in Utah; to ascertain problem areas, and make recommendations for

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[90]S. T. Brantner, Trade and Technical Teacher's Opinions on Inservice Education, a report prepared by the Pennsylvania State University (University Park: The Pennsylvania State University, 1964), p. 2.

improvement. A questionnaire was sent to approximately 30 per cent of the vocational teachers in the State of Utah and to each district vocational director. Interviews were held with the State Specialists in distributive, vocational agriculture, home economics, trade and industrial, and business education. Inquiries were sent to the Research Coordinating Units of the other states concerning the inservice training program in operation in their respective states. Conclusions reached regarding planning of inservice programs as a result of an analysis of the data gathered in this study are summarized below.

1. A systematic method of scheduling is needed to coordinate the entire inservice program.
2. The present program should place more emphasis on doing rather than telling.
3. Financial assistance should be offered to the teachers to encourage participation.
4. Experience back in the field of work should be encouraged.
5. Modern techniques such as micro-teaching should be incorporated in the inservice education program.[91]

In the Fall of 1966, the Far West Laboratory for Educational Research and Development began a review of the literature in professional education and the behavioral sciences to determine what

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[91]Peter F. Knoll and John F. Stephens, Inservice Training for Vocational Teachers in Utah, a report prepared by the Utah Research Coordinating Unit for Vocational and Technical Education for the U.S. Office of Education, Grant No. OEG-4-7-063046-1612 (Salt Lake City, Utah: Utah Department of Education, 1968), p. 1.

implications findings in these fields might have for the professional education of teachers inservice. As a result of this review, the following needs are suggested as a basis for decision making-leading to effective programs of inservice education.

1. Need for administrative leadership. In service education, as in other areas, administrators must expect to play leadership roles.

2. Need for staff involvement. If staff are to participate wholeheartedly in inservice education programs, they must be involved in the decision-making process. Furthermore, they must be allowed to start with their own concerns.

3. Need for simultaneous development of curriculum and inservice education.

4. Need for evaluation and research. Inservice education has suffered from a lack of sound evaluation and research. What exists are largely descriptive reports of programs undertaken without systematic evaluation. What is needed are programs with behaviorally stated objectives for which evaluation instruments can be designed.

5. Need for knowledge and use of resources to help. Fortunately many resources are at the command of those who would plan inservice programs. Some of these lie within the personnel, programs, and finances of local school districts. Increasingly, however, districts are cooperating with other districts, colleges and universities, Research and Development Centers,

> Regional Laboratories for Educational Research and Development, and other regional and national programs, which are prepared to work jointly in a wide variety of ways in planning, implementing, and evaluating inservice education.[92]

Ferns, based on his study Michigan's Vocational-Technical Education Personnel Development Needs, lists the following specific forms and directions which inservice instruction should take.

1. Individualized programmed instruction courses, so that individuals may proceed at their own speed with teacher education courses.
2. High intensity, drive-in weekend workshops, seminars, and meetings which would commence on Friday and continue through mid-afternoon on Saturday.
3. First-year teacher follow-up programs.
4. More extensive field service offerings (by colleges and universities).
5. Teams of teacher educators from an institution, or a consortium of universities, serving the inservice needs of area centers, community colleges, intermediate school districts, K-12 districts on a contractual basis.[93]

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[92]Dorothy Westby-Gibson, Inservice Education--Perspectives for Educators, a report prepared by the Far West Laboratory for Educational Research and Development, Berkley, California, for the U.S. Office of Education (Berkley, Calif.: Far West Laboratory for Educational Research and Development, 1967), p. 43.

[93]Ferns, op. cit., p. 228.

Ferns further states that "the professional education element of preservice and inservice instructional programs should increase emphasis on common elements or competencies, so as to develop vocational-technical or occupational educators, rather than industrial teachers or distributive teachers, etc." Ferns refers to a study by Cotrell[94] at The Ohio State University which reported that about 90 per cent of the nearly 400 teacher competencies identified were held in common by all vocational teachers with only about 10 per cent being unique to any specific occupational field.[95]

Summary

A review of the literature and research on inservice teacher education revealed much information on descriptions of inservice programs and recommendations for planning programs. Information classified as research was confined mainly to analyses of results of surveys and interviews.

In summary, the following generalizations can be made regarding inservice teacher education.

1. Inservice education is a planned program for improving instruction which takes place after the teacher is on the job.

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[94]Calvin J. Cotrell and others, Model Curricula for Vocational and Technical Teacher Education: Report No. 1, Performance Requirements for Teachers, final report, prepared by the Center for Research and Leadership Development in Vocational and Technical Education, The Ohio State University, sponsored by the U.S. Office of Education, No. OEG-3-7-000158-2037 (Columbus, Ohio: The Ohio State University, December, 1971), pp. 18-20.

[95]Ferns, op. cit., p. 233.

2. The purpose of inservice education is to promote the professional growth of the school staff.

3. Ultimate responsibility for inservice education lies with the employers and the individuals themselves.

4. Two parties, the recipients of the service and the providers of the service, should be involved in planning and developing inservice programs. Consultants may be called in to assist.

5. A variety of inservice activities suited to the goals to be achieved should be employed. Group activity, the work shop, individualized self study, formal college course work, and visitations to other schools are popular activities.

6. Systematic planning, organizing, and conducting inservice programs with capable leadership and an atmosphere conducive to change are basic elements for a successful program.

7. An appropriate means of evaluation should be included in the planning.

8. Some type of reward system should be set up to help motivate the teacher to participate.

CHAPTER III

PROCEDURES AND DESIGN

As stated in Chapter I, the purpose of this study was to determine the extent of involvement in the total program of occupational education by the teachers of the Genesee Intermediate School District, Michigan, and to obtain their recommendations for inservice teacher education which they believe would help them to become more involved.

To achieve these purposes it was necessary to select a research procedure that would secure opinions of the occupational teachers as to the status of their involvement in the total program of occupational education and that would enable them to suggest topic areas for inservice education. The descriptive-survey method was chosen as the most appropriate for this investigation. Good and Scates point out that:

> Description tells us what we reckon with. Further, it is becoming clear that, through noting the coincidences of certain conditions and certain apparent consequences, survey studies furnish valuable clues to cause-effect relationship. In both of these ways descriptive studies help us in learning how to accomplish desired purposes.[1]

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[1]Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 256.

Borg also notes that:

> Although the major function of descriptive studies in education will probably always be directed to "what is," many surveys do go further than a description of the existing situation. . . . Many more recent surveys give both a description of current status and a source of ideas for change and improvement.[2]

Many procedures and techniques are available for gathering data needed in a descriptive survey study such as interviews, questionnaires, tests or examinations, or samples of work produced. The purpose of the study and the type of data needed determine the method to be used. This study employed the questionnaire as a means of gathering information required. Good and Scates describe the questionnaire as:

> . . . a form prepared and distributed to secure responses to certain questions; as a rule, these questions are factual, intended to obtain information about conditions or practices of which the respondent is presumed to have knowledge. The questionnaire has been used increasingly, however, to inquire into the opinions and attitudes of a group . . .[3]

Good and Scates further add that the questionnaire:

> . . . is a major instrument for data-gathering in descriptive-survey studies. . . . The questionnaire is particularly useful when one cannot readily see personally all of the people from whom he desires responses or where there is no particular reason to see the respondents personally.[4]

Population of the Study

The twenty-one K-12 districts which make up the Genesee Intermediate School District provide a wide variety of schools. The systems vary in size from 756 students in the Genesee Township school

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[2]Walter R. Borg, Educational Research an Introduction (New York: David McKay Company, Inc., 1963), p. 203.

[3]Good and Scates, op. cit., p. 606.

[4]Good and Scates, loc. cit.

system to 44,640 students in the Flint system.[5] In addition to the Flint City schools and the small town schools such as Flushing and Davison, a number of rural districts are also part of the Genesee Intermediate District including Lakeville and Goodrich. Within the one intermediate district exists a wide range of situations from which to obtain information as to involvement of occupational teachers in the total program of occupational education planning and development and also a variety of school environment and background from which to elicit recommendations for inservice teacher education. The occupational teachers of the Genesee Intermediate School District were, therefore, chosen as the population for this study.

Location

A brief description of the Genesee Intermediate District, its population, economy, and social and educational opportunities are presented so that the data may be more accurately interpreted in relation to its possible indications for other locations. The Genesee Intermediate School District is made up of the twenty-one school systems in Genesee County with 126,630 students.[6] Located in the central-eastern part of Michigan, Genesee County has a land area of 642 square miles and a population of 444,000 people, 77.3 per cent classified as urban. Flint is the largest city in the county with

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[5]Genesee Intermediate School District Statistical Information (Board of Education, Genesee Intermediate School District, 1972), p. 1.

[6]Ibid.

193,000 residents, 28 per cent of which are black.[7] Fifty miles from Genesee County is the City of Detroit with one and a half million people.

Genesee County is one of the major industrial centers of the country with General Motors Corporation the largest employer in the Flint area. Approximately 65,000 people (36 per cent of the total work force) are employed in the area of motor vehicles and other transportation equipment.[8] The average wages for factor workers in the Flint area are between $12,000 and $13,000 per year.

Educational and Cultural Opportunities

Although an industrial city, Flint has the advantage of a variety of educational and cultural opportunities available for its citizens. Flint was the home of General Motors pioneer and philantrophist Charles Steward Mott, founder of the Mott Foundation which has developed and contributed considerable financing for the community school concept. This concept provides for the use of the public schools after school hours by the community at large for adult high school and recreational classes. The Mott Foundation has cooperated with various schools in financing experimental educational projects, and large contributions have also been made by the Mott Foundation to postsecondary schools in Flint and to cultural projects for the area.

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[7] 1970 Census of Population, Number of Inhabitants, Michigan (United States Department of Commerce, Bureau of the Census, Population Division, July, 1971), pp. Michigan 24-19, 77.

[8] 1970 Census of Population, General Social and Economic Characteristics (United States Department of Commerce, Bureau of the Census, Population Division, April, 1972), pp. Michigan 24-341.

A number of postsecondary educational opportunities exist for the residents of Genesee County. Genesee Community College with an enrollment of approximately 9,000 students is a two-year comprehensive community college which serves the same area as the Genesee Intermediate School District. The University of Michigan, Flint, centers attention on undergraduate liberal arts and science programs and teacher preparation. In addition, a number of state universities offer extension classes in the area, and the main campuses of the two largest state universities in Michigan are located within fifty miles of Flint and Genesee County.

Survey Procedures

Data for this study concerning the involvement of occupational teachers in the total program of occupational education and their opinions regarding inservice needs were obtained by a questionnaire for the following reasons.

1. Answers to questions about which teachers had knowledge were sought.
2. Opinions of the teachers regarding inservice needs were desired.
3. Contacting each teacher personally was not feasible nor essential for the purpose of the study.

Using the statements of the Policies Commission for Business and Economic Education (Appendix A) as a basis for information to be obtained, a questionnaire was developed to determine the extent of involvement of all occupational teachers in the Genesee Intermediate

School District in the planning and development of a total vocational program at the local level. The questionnaire consisted of questions related to each of the eleven areas set forth by the Commission. According to the statement of the Policies Commission, business educators should be involved in the total program of vocational education in the following ways:

1. Discover and analyze the manpower needs and employment status of the nation's work force.
2. Plan programs in cooperation with educational personnel concerned with agriculture, distribution, home economics, trade and industry, health, technical, and newly emerging occupations.
3. Participate in providing common experiences for vocational students through a group of coordinated youth organizations or a united organization.
4. Participate in planning common programs of teacher education.
5. Participate in the development of a common program of administration and supervision of vocational education.
6. Participate in the assessment and evaluation of a total vocational education program.
7. Join other vocational services in promoting interests of the total field of vocational education.
8. Participate with other vocational fields in educational research and development.

9. Assist in planning a total program of career information and guidance.

10. Cooperate with educational personnel in the private sector schools, industry, and non-public organizations.

11. Assist in developing effective instructional media and materials to enhance the total vocational program.

The occupational teachers of the Genesee Intermediate School District were asked to give their answers to questions aimed at revealing their involvement in the total program of vocational education at the local level. In another section of the survey form a list of topics for inservice activities based on the eleven above mentioned areas were given and each respondent was asked to select those topics which he felt would benefit him most and to rank the topics in the order of importance to him.

A pilot group consisting of 37 teachers was selected at random from the list of 460 occupational teachers provided by the Genesee Intermediate School District office with at least one teacher from each school district to receive the questionnaire. The pilot group was used to test the draft of the survey instrument.

On April 11, 1972, the questionnaire was mailed to the teachers and teacher/coordinators in the pilot group at their school address. They were asked to complete the form, to make recommendations for improving the questions, and to make any comments they wished about the proposed study. Comments were made about the clarity of individual questions, but the main points learned from the testing procedure were:

1. The survey form was too long.
2. Occupational education was not defined on the form.
3. Junior high teachers did not feel the survey pertained to them.

The survey form sent to the pilot group was mimeographed with space for comments by the teacher completing the form so that it consisted of seven pages. To achieve a shorter form, some questions were rephrased, some deleted after reevaluation, and smaller type was used so that the final questionnaire was printed on one sheet 8 1/2 x 14 inches using the front and back.

The term occupational education was defined on the form itself as well as in the cover letter and this apparently helped to clarify the role of the junior high teacher in the study. Individual question where indicated were also rephrased for clarity. In the process of development the questionnaire was reviewed by two university professors specializing in occupational education and research.

Questionnaire Distribution

The population of this study consisted of the teachers and teacher/coordinators of occupational subjects, grades 6 through 12, employed by the public school systems in Genesee County. A list of these teachers for the school year 1971-1972 was obtained from the Genesee Intermediate School District office. A total of 460 teachers were indicated on the list as being employed by the school systems of Genesee County. However, as the study progressed it was discovered that this list contained the names of some teachers who had resigned as early as June, 1971. A more up-to-date list was not available so

that those who left during the school year prior to the time of the survey in May were still included on the mailing list.

On May 1, 1972, the questionnaire was sent in its final form (Appendix B) along with the cover letter (Appendix C) to the population consisting of the 423 remaining occupational teachers (37 had previously received the pilot questionnaire). The form and cover letter were mailed to the teachers at the school where they were employed.

One week later, May 8, a thank you/reminder card (Appendix D) was mailed to each teacher on the list. On May 17, a follow-up letter (Appendix E) and a second copy of the questionnaire were sent to those not responding to the two previous contacts. The responses to these three mailings were 280 or 68 per cent of the 413 who presumably received the questionnaire (ten of the initial letters were returned undelivered).

Many of the schools in Genesee County were in the last week of school or out for the summer by the time the questionnaires stopped coming in so that no further contact was made with the teachers at their schools. At this point 133 of the 413 had not been heard from.

During July, 1972, an attempt was made to obtain the home addresses of teachers not responding to the questionnaire. The Flint Community Schools Directory was available and provided information for those employed by the City of Flint. The Flint City and Urban Directories and the telephone directory were consulted for addresses of the teachers in the Genesee County school systems outside the city. The personnel office for each school system was contacted for information on those teachers who could not be located by other means. All school systems cooperated with most of them providing the home

addresses, and those who had a policy of not giving out addresses of their teachers agreed to forward letters to them.

During the latter part of July, hand-written personalized letters (Appendix F) and another copy of the questionnaire were sent to 124 of the 133 teachers not responding. In the process of obtaining the addresses it was learned that seven of the 133 were no longer employed in Genesee County in May, 1972, and two were not teaching occupational subjects.

Responses

Three hundred thirty-six responses were received out of the 404 on the revised list of occupational teachers in Genesee County or 83 per cent of the 404. Of the 336 responses, two failed to list occupational area, 20 were no longer employed in the capacity of teacher or teacher/coordinator, and 11 did not wish to participate in the study. Three hundred three or 75 per cent of the 404 receiving the questionnaire were used for analyses in this study, as shown in Table 1.

Analysis of Data

Data obtained by questionnaire were coded and punched on cards for computer input. The first step in analyzing the data was to take a count and per cent of each item on the questionnaire by occupational area of the teacher. After this was done, twelve items that revealed involvement by a number of teachers were selected and business/office occupations teachers were compared with all other occupational teachers by chi-square analysis to determine if there was a difference in the involvement of the two groups.

Table 1.--Questionnaire Responses.

Questionnaires Mailed		423
Less: Teachers not employed in Genesee County in May, 1972		17
Teachers not teaching occupational subjects		2
Number presumed to have received questionnaire		404
Questionnaires Returned		
Useful	303	
Not Useful	33	
No Response	68	
Total	404	404

The chi-square test was selected as the most appropriate way to obtain statistical comparison of the data gathered pertaining to the involvement of the respondents in the components of the total program of occupational education. The chi-square test as explained by Elzey is:

> . . . a statistical technique appropriate for data in the form of frequency. Using this technique the probability that the frequencies observed in a study differ from some theoretical hypothesized frequencies can be determined.[9]

Elzey further states that: "Chi square tests can be employed with frequencies that are divided into any number of categories. The only requirement is that the frequencies can be independent of each other."[10]

In discussing the value of the chi-square test to the research worker, Borg has the following to say

[9]Freeman F. Elzey, A First Reader in Statistics (Belmont, Calif.: Brooks/Cole Publishing Co., Inc., 1968), p. 64.

[10]Ibid., p. 66.

> The chi square test provides the educational research worker with a simple and useful technique for comparing results obtained in his experiment to those results that would be expected on the basis of his hypothesis.[11]

The last section of the questionnaire consisting of the eleven recommendations for inservice was analyzed to determine if business/office occupations teachers differed in their request from other occupational teachers. A two-way analysis of variance model for a repeated measures design was used requiring a full balanced design so that the 99 business/office education teachers were compared with 99 randomly selected other occupational teachers. As a check a second analysis was performed using 99 of the remaining 104 from the first selection.

The two-way analysis of variance fixed effects model was chosen as the statistical test best suited to determining if there was a difference in the ranked selection of topics for inservice education by business educators as compared to the topics selected by other occupational teachers. Borg defines analysis of variance as:

> . . . a statistical technique that makes it possible to divide the difference obtained in experimental data into parts and assign each part to its correct source. . . . In educational research the most common application of analysis of variance is to determine the significance of differences among group means.[12]

According to Downie and Heath, when the analysis of variance technique is used, the following assumptions should be met.

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[11]Walter R. Borg, Educational Research an Introduction (New York: David McKay Company, Inc., 1963), p. 138.

[12]Ibid., p. 141.

1. Distribution of the population is normal.

2. The variances of the subgroups should be homogeneous.

3. The samples comprising the groups should be independent.[13]

In addition to being able to examine the main effects of the separate experimental variables or factors as in the one-way analysis, the two-way analysis of variance provides for examination of interaction effects.[14]

To supplement the above analysis of the recommendations for inservice, two Kendall's Coefficients of Concordance tests were run--one on the 99 business/office occupations teachers and one on the 204 other occupational teachers. The purpose of this test was to determine if each group agreed among themselves in the ranking of the eleven items. According to Hays,

> Sometimes it is desirable to know the extent to which members of a set of distinct rank orderings of things tend to be similar. This problem is usually handled by application of Kendall's statistic, the Coefficient of Concordance.[15]

Background of Respondents

The first section of the questionnaire (Appendix B) was devoted to obtaining a description of the respondents in order to note

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[13]N. M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper and Row, Publishers, 1965), p. 177.

[14]William L. Hays, Statistics (New York: Holt, Rinehart and Winston, 1963), p. 386.

[15]Ibid., p. 656.

any generalizations which might exist attributable to likeness or difference in background or environment.

Of the 303 teachers or teacher/coordinators who returned the questionnaire, 37 per cent were employed in the area of trade and industrial occupations, 33 per cent were in the business/office occupations area, and 20 per cent were in the field of home economics. Table 2 shows the numbers of teachers for each occupational area.

Table 2.--Numbers and Per Cent of Teachers and Teacher/Coordinators in Each Occupational Area Returning Usable Questionnaires.

Occupational Area	Number Responding	Per Cent of Total Responding
Agriculture	4	1%
Distributive Education	11	3
Health Occupations	4	1
Home Economics	61	20
Business/Office Education	99	33
Technical Education	14	5
Trade/Industrial Occupations	110	37
Total	303	100%

As shown on Table 3, approximately one-third of those responding were female and two-thirds were male. The per cent for each area did not correspond to the total, however, but was dependent upon the type of occupational area examined. For instance, all distributive education teachers were male, sixty home economics

Table 3.--Respondents to Questionnaire by Sex.

Occupational Area	Male	Female	Total
Agriculture	3	1	4
Distributive Education	11		11
Health Occupations		4	4
Home Economics	1	60	61
Business/Office Education	57	42	99
Technical Education	14		14
Trade/Industrial Occupations	106	4	110
Total	192	111	303
Per Cent of Total	63%	37%	100%

teachers were female with only one male, and trade and industrial occupations shows 106 males and 4 females.

Teachers responding to the questionnaire were young in age with 50 per cent of the total respondents being thirty years of age or younger. Another 25 per cent were in the age range of 31 through 40. Five per cent did not respond to this question. Table 4 shows ages of teachers according to occupational area.

Ninety per cent of those responding to the questionnaire were teachers and 10 per cent were teacher/coordinators as shown in Table 5. Ten out of eleven distributive education teachers were teacher/coordinators, and in the area of home economics only two out of sixty-one were coordinators.

Respondents were asked to indicate the number of years of full-time teaching they had completed, and in keeping with the young

Table 4.--Respondents by Age and Occupational Area.

Occupational Area	30 or Less Years	31-40 Years	41-50 Years	51 + Years	Number Not Responding	Total
Agriculture	2		2			4
Distributive Education	9	2				11
Health Occupations	2		2			4
Home Economics	27	9	10	10	5	61
Business/Office Education	55	21	12	8	3	99
Technical Education	7	4	2	1		14
Trade and Industrial Occupations	48	39	13	4	6	110
Total	150	75	41	23	14	303
Per Cent of Total	50%	25%	13%	7%	5%	100%

Table 5.--Respondents by Classification of Teacher or Teacher/ Coordinator and Occupational Area.

Occupational Area	Teacher	Teacher/ Coordinator	Total
Agriculture	3	1	4
Distributive Education	1	10	11
Health Occupations	3	1	4
Home Economics	59	2	61
Business/Office Education	90	9	99
Technical Education	14		14
Trade/Industrial Occupations	103	7	110
Total	273	30	303
Per Cent of Total	90%	10%	100%

age as shown on Table 4, approximately one-third of the total had taught three years or less and another one-third had taught four to nine years. Years of teaching experience by occupational area are shown on Table 6.

Teachers surveyed were asked to indicate the type of school in which they were teaching. Sixty-two per cent of those responding were teaching in a high school or senior high and 29 per cent in a middle school or junior high. No agriculture, distributive education or health occupations teachers were teaching in a junior high but half of the home economics teachers were assigned to junior high schools as shown on Table 7.

Table 6.--Number of Years of Teaching Experience by Occupational Area as Indicated by Respondents.

	0-3 Years	4-9 Years	10-15 Years	16+ Years	No Response	Total
Agriculture	1	1	1	1		4
Distributive Education	6	5				11
Health Occupations	2	2				4
Home Economics	17	14	15	14	1	61
Business/Office Education	29	35	17	17	1	99
Technical Education	5	5	1	2	1	14
Trade/Industrial Occupations	36	36	21	12	5	110
Total	96	98	55	46	8	303
Per Cent of Total	32%	32%	18%	15%	3%	100%

Table 7.--Respondents by Type of School in Which They Were Teaching and Occupational Area.

	Middle School or Junior High	High School or Senior High	Area Vocational Center	Other	Total
Agriculture		2	2		4
Distributive Education		11			11
Health Occupations		2	2		4
Home Economics	31	29		1	61
Business/Office Education	18	78	3		99
Technical Education	4	5	5		14
Trade/Industrial Occupations	34	61	15		110
Total	87	188	27	1	303
Per Cent of Total	29%	62%	9%		100%

Table 8 shows a fairly even distribution of teachers who were teaching in the four sizes of schools categorized on the questionnaire. Twenty-seven per cent of those responding were teaching in schools of less than 1,000 students and 18 per cent were teaching in schools of over 2,000 students.

As shown in Table 9, one-third of the occupational teachers were teaching in programs which are partially reimbursed for cost by the State of Michigan indicating that these programs have met the criteria for occupational training as established by the State. Fifty-five per cent of the respondents were teaching in non-reimbursed programs.

As shown in Table 10, 16 per cent of those responding to the survey were teaching in a laboratory block time program which had an extended time for the class, usually two to three class periods in length.

Regarding highest level of schooling completed, 63 per cent of those responding to the questionnaire had a bachelor's degree, 27 per cent a master's, and 5 per cent a specialist's degree or master's plus 30 semester hours. Table 11 gives a breakdown of schooling completed by occupational area.

Table 8.--Respondents by Size of School in Which They Were Teaching and by Occupational Area.

	Numbers of Students in Schools				No Response	Total
	Less Than 1,000	1,000-1,499	1,500-1,999	2,000+		
Agriculture		2	2			4
Distributive Education	1	3	4	3		11
Health Occupations		3		1		4
Home Economics	20	17	13	10	1	61
Business/Office Education	28	18	33	17	3	99
Technical Education	5	5	2	2		14
Trade/Industrial Occupations	29	30	31	20		110
Total	83	78	85	53	4	303
Per Cent of Total	27%	26%	28%	18%	1%	100%

Table 9.--Respondents Teaching in State Reimbursed Occupational Programs Categorized by Occupational Area.

Occupational Area	No	Yes	Don't Know	No Response	Total
Agriculture		4			4
Distributive Education	1	10			11
Health Occupations	1	3			4
Home Economics	33	25	2	1	61
Business/Office Education	54	30	12	3	99
Technical Education	6	5	3		14
Trade/Industrial Occupations	72	25	8	5	110
Total	167	102	25	9	303
Per Cent of Total	55%	34%	8%	3%	100%

Table 10.--Respondents Teaching in Laboratory Block-Time Occupational Programs by Occupational Area.

	No	Yes	No Response	Total
Agriculture	2	2		4
Distributive Education	9	2		11
Health Occupations	2	2		4
Home Economics	58	1	2	61
Business/Office Education	84	15		99
Technical Education	7	6	1	14
Trade/Industrial Occupations	87	19	4	110
Total	249	47	7	303
Per Cent of Total	82%	16%	2%	100%

Table 11.--Highest Level of Schooling Completed by Respondents.

Level of Schooling	Occupational Area							Per Cent of Total
	Agri-culture	Distri-butive	Health	Home Economics	Business	Technical	Trade/ Industrial	
Less than High School				1	1			1%
High School							2	1%
Junior/Community College			1				3	1%
Bachelor's Degree	1	8	1	46	65	8	63	63%
Master's Degree	2	3	1	9	31	6	32	27%
Specialist or Master's + 30	1			4	1		9	5%
Other			1				1	1%
No Response				1	1			1%
Total	4	11	4	61	99	14	110	100%

CHAPTER IV

ANALYSIS OF DATA AND DISCUSSION

Data obtained from occupational teachers responding to the questionnaire are presented in the following two categories.

1. Involvement of the teachers in the components of occupational education program planning and development as related to eleven responsibilities of business teachers.
2. Desires of the teachers concerning inservice education.

Category 1: Involvement of Teachers in Components of Occupational Education Program Planning and Development

The questionnaire was designed to obtain information about the involvement of occupational teachers in the eleven areas of program planning and development as set forth by the Policies Commission for Business and Economic Education. Responses to the questionnaire will be grouped under the eleven responsibilities of business educators.

Tables in this section contain information for two groups: business/office occupations and all other occupational teachers. Detailed tables giving information for each occupational area are included in Appendix G, page 149.

Discover and Analyze the Manpower Needs and Employment Status of the Nation's Work Force

The most popular means for obtaining information regarding employment needs of employers was through visitations to employers in the community. Forty per cent of the teachers responding reported that they obtained employment information for their occupational programs in this manner. Twenty-three per cent used a follow-up study of graduates as one means of obtaining employment information and 18 per cent consulted advisory committees of employers. A large number, 25 per cent, did not utilize employment information in their occupational programs. Table 12 gives detailed information as to means for obtaining employment information.

Plan Programs in Cooperation With Educational Personnel in Other Areas of Vocational Education

Strategies for planning occupational programs in cooperation with teachers of other occupational areas include developing behavioral objectives common to all employment and unique to the various types of employment. To determine this, teachers were first asked if they taught a class which provided for acquisition of skills for entry level jobs. Table 13 reveals that 51 per cent of those responding to the questionnaire believed they were preparing students for entry level jobs, 46 per cent were not, and 3 per cent did not answer the question. A much higher number of business/office occupations teachers (75 per cent) indicated they believed they were preparing students for jobs.

When asked if they had written objectives for the various types of employment for which the students were being prepared, 30 per cent

Table 12.--How Employment Information is Obtained for Use in Occupational Education Programs.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to Each Category							
		Advisory Committees of Employers	U.S.Dept. of Labor Reports	State Employ-ment Reports	Local Labor Needs	Follow-up Studies of Graduates	Visita-tions To Employers	Other	Infor-mation Not Utilized
Business/ Office Education	99	11	16	13	19	28	45	3	25
Other Occupational Areas	204	43	16	24	22	40	75	21	51
Total	303	54	32	37	41	68	120	24	76
Total Per Cent	100%	18%	10%	12%	13%	23%	40%	8%	25%

Table 13.--Teachers Who Have Developed Behavioral Objectives for Student Performance in Preparation for Employment.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to Following Questions								
		Do you teach classes which provide skills for entry level jobs?			Do you have written objectives for the student for entry level jobs?			Do you consider your written objectives measurable in terms of student performance?		
		No	Yes	No Response	No	Yes	No Response	No	Yes	No Response
Business/Office Education	99	24	75		38	41	20	3	42	54
Other Occupational Areas	204	117	78	9	38	51	115	11	46	147
Total	303	141	153	9	76	92	135	14	88	201
Total Per Cent	100%	46%	51%	3%	25%	30%	45%	5%	29%	66%

of all occupational teachers answered yes to this question. Business/ office occupations teachers again had a higher number answering yes to this question with 41 per cent indicating they had written objectives for types of employment. Details are shown on Table 13.

Regarding measurable objectives, 29 per cent of the respondents believed their objectives to be measurable in terms of student performance, as shown in Table 13. When business/office occupations teachers were compared with all other respondents, 42 per cent of business office occupations teachers considered their objectives measurable while 23 per cent of all other respondents had measurable objectives. Using the chi-square test for comparison, no meaningful difference was demonstrated, but the test compared the relationship for the affirmative and negative answers for the two groups (3 no and 42 yes for business and 11 no and 46 yes for other occupational teachers). However, 42 of the total of 88 who answered in the affirmative were business/office occupations teachers.

As indicated in Table 14, 38 per cent had written objectives common to all employment for the occupational programs in their schools, and 21 per cent had worked with teachers in other occupational areas in their school to set up these objectives. There was minimal communication between teachers outside of their school building with only 12 per cent reporting they had worked with teachers of other occupational areas in other schools to set up common objectives.

Teachers were also asked if they had participated in setting up a new occupational program in their school system, their role in this activity, and whether or not they had worked with teachers from

Table 14.--Teachers Who Have Participated in Developing Behavioral Objectives Common to All Employment.

Occupational Areas	Number Responding to Survey	Number of Teachers Responding to Following Questions								
		Do occupational education programs in your school have written objectives common to all employment?			Have you worked with teachers of other occupational areas in your school to set up these common objectives?			Have you worked with teachers of other occupational areas in other schools in your school system to set up these objectives?		
		No	Yes	No Response	No	Yes	No Response	No	Yes	No Response
Business/Office Education	99	50	44	5	24	28	47	40	12	47
Other Occupational Areas	204	96	70	38	59	36	109	80	23	101
Total	303	146	114	43	83	64	156	120	35	148
Total Per Cent	100%	48%	38%	14%	27%	21%	52%	39%	12%	49%

other occupational areas in setting up the program. As noted on Table 15, approximately one-third of the teachers had been involved in varying activities in setting up a new occupational program. In regard to the role of the teacher in developing a new program, 10 per cent served as consultant, 6 per cent were involved in research and planning, and 8 per cent were in charge of setting up the program. Data seems to indicate very little communication between occupational areas in planning new programs with only 17 per cent of those responding to the questionnaire indicating that they had worked with teachers from other occupational areas in this regard.

Participate in Providing Common Experiences for Vocational Students Through a Group of Coordinated Youth Organizations or a United Organization

Youth organizations which give students an opportunity to develop leadership ability and to participate socially in various activities related to their career were sponsored by only 10 per cent of the teachers responding to the questionnaire. Four per cent indicated that their organization had joint meetings with other occupational organizations and 2 per cent had common basic objectives for all occupational organizations in their school. Responses to these items are shown in detail in Table 16. The results on this question may be misleading, however, as the number of teachers who could sponsor occupational youth organizations in a given school is limited. Also, teachers may be sponsoring many other youth organizations in the school or in the community but this question was not asked.

Table 15.--Participation of Occupational Teachers in Developing New Occupational Programs.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to Following Questions					
		Have you participated directly in setting up a new occupational program in your school or school system in the past three years?			Did you work with teachers from occupational areas other than your own in setting up the new program?		
		No	Yes	No Response	No	Yes	No Response
Business/Office Education	99	63	33	3	39	13	47
Other Occupational Areas	204	125	62	17	72	38	94
Total	303	188	95	20	111	51	141
Total Per Cent	100%	62%	31%	7%	37%	17%	46%

Table 16.--Involvement of Teachers in Youth Organizations.[a]

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Questions						
		Do you personally sponsor or co-sponsor a youth organization for occupational students?			If more than one occupational youth organization exists in your school, have common basic objectives been developed?			
		No	Yes	No Response	No	Yes	Don't Know	No Response
Business/Office Education	99	87	11	1	23	3	26	47
Other Occupational Areas	204	176	20	8	41	2	76	85
Total	303	263	31	9	64	5	102	132
Total Per Cent	100%	87%	10%	3%	21%	2%	33%	44%

[a]It must be understood that only one person in a given occupational area at each school could sponsor the youth organization so that the data may appear more scewed than it is.

Participate in Planning Common Programs of Teacher Education; Participate in the Development of a Common Program of Administration and Supervision of Vocational Education

The strategies for the above two responsibilities were used as the basis for a check list of activities for teachers indicating their involvement in teacher education and administration and supervision of occupational education programs. As shown in Table 17, 20 per cent of the teachers responding had participated to some degree in planning inservice activities, 16 per cent had coordinated standards for occupational programs for their school system, and 13 per cent had made recommendations for improvement of teacher education as a teacher training institution. A large number of the respondents, 47 per cent, indicated they had been involved in none of these activities.

Participate in the Assessment and Evaluation of a Total Vocational Education Program

Only 17 per cent of the teachers responding to the questionnaire were involved in some manner in evaluation of occupational programs. Ways in which they were involved ranged from doing the evaluating themselves to contributing their comments at evaluating time. Twenty-nine per cent indicated occupational programs were evaluated at their school while 38 per cent did not know whether or not they were evaluated. Details are shown on Table 18.

Involvement of the teacher in developing a standard instrument for evaluation of occupational education programs and in evaluating the degree of student employability is shown in Table 19. Almost no involvement was shown in these areas with only 9 per cent of the

Table 17.--Activities Related to Teacher Education and Administration and Supervision of Occupational Programs in Which Occupational Teachers Participated.

Occupational Area	Number Responding to Survey	Numbers of Teachers Participating in the Following Activities					
		Planning an inservice program at your school or school system	Coordinating standards for occupational education programs for your school system	Developing a common systems approach for program planning and budgeting	Recommending improvement of teacher education programs	Developing standards for teacher certification	None of These
Business/ Office Education	99	18	16	3	6	2	55
Other Occupational Areas	204	41	30	12	32	5	89
Total	303	59	46	15	38	7	144
Total Per Cent	100%	20%	16%	5%	13%	2%	47%

Table 18.--Teachers Involved in Evaluation of Occupational Programs at Their School.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Questions: Are occupational education programs evaluated at your school? No	Yes	Don't Know	No Response	Are you involved in the evaluation of occupational programs at your school? No	Yes	No Response
Business/Office Education	99	28	30	37	4	11	19	69
Other Occupational Areas	204	55	57	79	13	25	34	145
Total	303	83	87	116	17	36	53	214
Total Per Cent	100%	27%	29%	38%	6%	12%	17%	71%

Table 19.--Teachers Involved in Developing Standard Instruments for Evaluation of Occupational Programs.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Questions					
		Were you involved in developing a standard instrument for evaluating occupational programs at your school?			Were you involved in developing a standard instrument for evaluating the degree of student employability for programs at your school?		
		No	Yes	No Response	No	Yes	No Response
Business/Office Education	99	11	4	84	11	5	83
Other Occupational Areas	204	31	4	169	31	6	167
Total	303	42	8	253	42	11	250
Total Per Cent	100%	14%	3%	83%	14%	4%	82%

teachers stating that a standard instrument was used for evaluating all occupational programs while 3 per cent were involved in developing the standard instrument. Only 8 per cent indicated a standard instrument was used to determine degree of student employability while 4 per cent were involved in developing this instrument.

Join Other Vocational Services in Promoting Interests of the Total Field of Vocational Education

A small number of teachers were involved in promoting the total program of occupational education (Table 20). Twenty-nine per cent of the teachers had asisted in open house, 18 per cent had worked with a professional organization to promote occupational education, and 13 per cent had presented a program to promote occupational education.

Participate With Other Vocational Fields in Educational Research and Development

Only 13 per cent of the teachers responding to the questionnaire indicated they had participated in research dealing with the broad spectrum of occupational education as shown in Table 21. Some of these were projects performed in conjunction with formal graduate classes.

Assist in Planning a Total Program of Career Information and Guidance

At the time of this study only 38 per cent of the teachers responding to the questionnaire indicated their school system had a planned program of guidance and career information for grades K-12 with only 7 per cent participating in developing this career-oriented curriculum. Details are shown in Table 22. However, some teachers

Table 20.--Teachers Involved in Activities to Promote the Total Program of Occupational Education.

Occupational Area	Number Responding of Survey	Number of Teachers Involved in the Following Activities				
		Assisted in Open House	Presented Program on Occupational Education	Written an Article of Promotional Material for Publication	Worked With Professional Organization to Promote Occupational Education	Promoted Occupational Education in Other Ways
Business/ Office Education	99	23	10	6	13	7
Other Occupational Areas	204	63	30	18	43	15
Total	303	86	40	24	56	22
Total Per Cent	100%	29%	13%	8%	18%	7%

Table 21.--Teachers Participating in Research for the Total Program of Occupational Education.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Question: Have you participated in a research project during the past three years which deals with the broad spectrum of occupational education?		
		No	Yes	No Response
Business/Office Education	99	84	13	2
Other Occupational Areas	204	163	27	14
Total	303	247	40	16
Total Per Cent	100%	81%	13%	5%

Table 22.--Teachers Involved in Planning Programs for Career Information and Guidance K-12.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Questions						
		Does your school system have a planned program for career information and guidance for grades K-12?				Did you participate in planning the career oriented curriculum for your school system?		
		No	Yes	Don't Know	No Response	No	Yes	No Response
Business/Office Education	99	37	37	22	3	30	9	60
Other Occupational Areas	204	61	79	53	11	71	13	120
Total	303	98	116	75	14	101	22	180
Total Per Cent	100%	32%	38%	25%	5%	33%	7%	60%

did indicate that their school system would be working in this area in the near future.

Cooperate With Educational Personnel in the Private Sector Schools, Industry, and Nonpublic Organizations

The questions concerned with responsibility ten were expanded to include cooperation with educational institutions other than that of the teacher and included public institutions as well as private. Twenty per cent of the respondents indicated that they had assisted in coordinating an occupational program with that of another educational institution as shown in Table 23. Nine per cent had worked with a high school or senior high and 8 per cent with a junior high. Only 5 per cent of the respondents had communicated with a community college with regard to coordinating programs. Only 1 per cent reported working with a private school.

Chi-square test comparing business/office occupations teachers who had coordinated the learning activities of an occupational program in their school with those of another educational institution indicated at the .05 alpha level that business/office occupations teachers were not as involved in this activity as other occupational teachers. Comparison of the 85 who answered in the affirmative and the 12 answering in the negative for business/office occupations teachers with the 146 and 49 for all other occupational teachers showed a difference statistically.

A very small number of teachers, 13 per cent, reported coordinating their educational program with a training program in

Table 23.--Teachers Who Have Coordinated Programs With Other Educational Institutions.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Questions									
		Have you assisted in coordinating an occupational program in your school with another educational institution?			Indicate the type of institution(s) with which you have coordinated an occupational program in your school.						
		No	Yes	No Response	Junior High	High School	Area Vocational Center	Comm. College	Four-Year College	Private School	Other
Business/ Office Education	99	85	12	2	1	8	3	2	2	2	
Other Occupational Areas	204	146	49	9	21	18	18	12	9	2	4
Total	303	231	61	11	22	26	21	14	11	4	4
Total Per Cent	100%	76%	20%	4%	8%	9%	7%	5%	4%	1%	1%

business or industry (Table 24). Of the total group, 5 per cent stated they consulted with firm personnel in setting up a program while 3 per cent worked directly with business and industry in developing programs.

Assist in Developing Effective Instructional Media and Materials to Enhance the Total Vocational Program

As shown in Table 25, only 14 per cent of the teachers were involved in developing materials to meet general employment needs of the students. Many of these indicated that this activity was related to their enrollment in a formal graduate class at a university.

Desire for More Involvement in the Total Program of Occupational Education

In response to the question, "Would you like to be more involved in the total program of occupational education, K-12, than you now are?" slightly more than one-half, 57 per cent, indicated that they would like to be more involved. An astonishingly large number, 104 or 34 per cent, said they would not like to be more involved. Twenty-seven (9 per cent) did not answer the question. Details are shown in Table 26.

Time was given by 20 per cent of the teachers as the major obstacle keeping them from being more involved. Money was listed by 5 per cent, the administration of the school and school system was noted by 7 per cent, and communication and lack of information was given by 5 per cent as reasons for not being more involved in the

Table 24.--Teachers Who Have Coordinated Occupational Programs With Training Programs in Business or Industry.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Question: Within the past three years have you cooperated with the education and training department of any business or industry for the purpose of coordinating your instructional program with their training program?		
		No	Yes	No Response
Business/Office Education	99	89	6	4
Other Occupational Areas	204	154	34	16
Total	303	243	40	20
Total Per cent	100%	80%	13%	7%

Table 25.--Teachers Involved in Developing Instructional Materials to Enhance the Total Program of Occupational Education.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Question: Within the past three years have you helped develop educational materials, media, or systems which could be used in all occupational fields to meet general employment needs of the student?		
		No	Yes	No Response
Business/Office Education	99	79	12	8
Other Occupational Areas	204	162	31	11
Total	303	241	43	19
Total Per Cent	100%	80%	14%	6%

Table 26.--Desires of Teachers Concerning More Involvement in the Total Program of Occupational Education.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Question: Would you like to be more involved in the total program of occupational education, K-12, than you now are?		
		No	Yes	No Response
Business/Office Education	99	36	56	7
Other Occupational Areas	204	68	116	20
Total	303	104	172	27
Total Per Cent	100%	34%	57%	9%

total program of occupational education. A wide range of other reasons for lack of involvement was given.

Category II: Desires of the Teacher Concerning Inservice Teacher Education

In addition to determining the extent of involvement of teachers in the total program of occupational planning and development, this study had as an objective to ascertain the desires of the teachers for inservice education. From the eleven categories of involvement as set forth by the Policies Commission for Business and Economic Education, the teachers surveyed were asked to select topic areas for inservice which they felt would be most beneficial to them and to rank their choices in terms of importance.

Findings are shown in three tables with rankings in per cent for

1. The total occupational teachers responding to the survey.
2. Business/office occupations teachers.
3. Occupational teachers excluding business/office occupations.

A detailed breakdown of each topic by occupational area of the teacher is shown in Appendix H, page 164.

Inservice Education Desired by All Occupational Teachers

Table 27 shows the topic areas for inservice education selected by all occupational teachers responding to the questionnaire. Instructional materials was chosen as a topic by the greatest number of teachers (55 per cent). Eleven per cent ranked instructional

Table 27.--Topic Areas For Inservice Teacher Education as Ranked According to Importance by the Occupational Teachers.[a]

Topic Area	Per Cent Ranking	Rank										
		1	2	3	4	5	6	7	8	9	10	11
Manpower Needs	44	13	7	5	5	2	1	2	2	1	4	2
Program Planning	46	8	10	7	6	3	2	2	4	2	2	
Youth Organizations	33	3	3	3	2	2	3	2	2	4	4	5
Teacher Education	41	7	6	5	5	3	2	3	3	3	2	2
Participation in Administration	38	4	6	4	5	3	2	4	4	3	2	1
Program Evaluation	42	7	6	6	6	4	3	2	2	2	1	3
Promotion of Occupational Education	49	10	11	8	6	3	3	2	2	2	2	
Research and Development	31	2	4	4	3	2	2	4	2	3	3	2
Total Occupational Program K-12	52	14	12	9	6	4	2	2	1	1		1
Cooperation with Nonpublic Organizations	48	9	9	7	6	4	5	2	2	1	1	2
Instructional Materials	55	11	13	10	5	5	4	2	1	2	1	1

[a]Rankings are shown in per cent of total responding to questionnaire.

materials as number one, 13 per cent as number two, and 10 per cent as number three in importance to them. Interest in this area is not surprising in view of the fact that teachers are involved with instructional materials in their day-to-day classwork.

Development of a total occupational program, K-12, was rated as most important by 14 per cent of the teachers, second in importance by 12 per cent, and third by 9 per cent. Fifty-two per cent of the teachers selected this area for inservice indicating that a large number recognize the importance of a planned program for occupational education K-12.

Promotion of the entire field of occupational education was of interest to the respondents. This topic was selected by 49 per cent of the teachers responding to the questionnaire with 29 per cent ranking it in the top three.

Considered of little importance was research and development which was chosen by the least number of teachers as an inservice topic with 31 per cent selecting this area. A close second to least important as a topic for inservice was youth organizations. Thirty-three per cent of the respondents chose this topic and only 9 per cent ranked it first, second, or third in importance.

Inservice Education Desired by Business/Office Occupations Teachers

The desires for inservice education as selected by business/office occupations teachers responding to the survey were essentially the same as the total group. As noted in Table 28, instructional materials was ranked as an area of inservice by the largest number of

Table 28.--Topic Areas for Inservice Teacher Education as Ranked According to Importance by the Business/Office Occupations Teachers.[a]

Topic Area	Per Cent Ranking	Rank										
		1	2	3	4	5	6	7	8	9	10	11
Manpower Needs	48	13	8	7	4		1	4	2		5	4
Program Planning	41	5	7	7	6	2	2	2	5	3	2	
Youth Organizations	33	2	2	2	3	2	2	1	2	3	6	8
Teacher Education	44	7	5	7	1	5	2	4	3	5	2	3
Participation in Administration	41	5	6	2	10	2	3	3	4	3	2	1
Program Evaluation	44	8	8	9	4	6	4	1	1	2	1	
Promotion of Occupational Education	49	8	9	8	10	4	3	1	1	2	3	
Research and Development	36	2	5	5	5	1	2	6	3	3	3	1
Total Occupational Program K-12	51	12	10	10	3	4	3	4	2	1	1	1
Cooperating With Nonpublic Organizations	48	10	9	4	4	6	7	1	3	1	1	2
Instructional Materials	57	16	11	7	3	7	6	1	1	3	1	1

[a]Rankings are shown in per cent of total business/office occupations teachers.

business/office occupations teachers, 57 per cent, and 34 per cent gave it a rank of one, two, or three. Second in importance was the development of the total program of occupational education, K-12, and third was the promotion of occupational education. Of least interest to business/office education teachers was youth organizations with only 33 per cent suggesting this area for inservice study and only 6 per cent ranked it first, second, or third. The topic next to lowest in selection was research and development.

Inservice Education Desired by Occupational Teachers Excluding Business/Office Occupations

In order that a comparison could be made between business/office occupations teachers and all other occupational teachers as to desires for inservice education, Table 29 shows the desires of all occupational teachers responding to the survey excluding business/office occupations teachers. Suggestions for inservice were very similar to those of the business/office occupations teachers shown in Table 28. Receiving the highest number of rankings for this group was also instructional materials with 53 per cent responding and 34 per cent ranking this topic as first, second, or third in importance. Receiving second choice was development of a total occupational program, K-12, and third was promotion of occupational education which were also selected in this order by business/office occupations teachers.

Ranked lowest was research and development with only 28 per cent of the group ranking this topic and 9 per cent considered it first, second, or third in importance. Next lowest were youth

Table 29.--Topic Areas for Inservice Teacher Education As Ranked According to Importance by the Occupational Teachers Excluding Business/Office Occupations Teachers.[a]

Topic Area	Per Cent Ranking	Rank										
		1	2	3	4	5	6	7	8	9	10	11
Manpower Needs	41	13	6	4	5	3	1	1	2	1	4	1
Program Planning	45	9	11	6	6	4	2	1	3	2	1	
Youth Organizations	35	3	4	4	2	2	4	2	2	4	4	4
Teacher Education	38	7	6	4	7	2	2	3	2	2	2	1
Participation in Administration	35	3	6	5	2	3	2	4	5	2	2	1
Program Evaluation	40	7	6	4	8	2	2	2	2	2	1	4
Promotion of Occupational Education	48	11	13	8	4	3	2	2	2	2	1	
Research and Development	28	2	3	4	2	4	2	3	1	2	3	2
Total Occupational Program K-12	51	16	14	8	7	4	2					
Cooperation with Nonpublic Organizations	46	8	9	8	7	2	4	3	1	1	1	2
Instructional Materials	53	9	14	11	6	3	3	3	1	1	1	1

[a]Rankings are shown in per cent of total occupational teachers excluding business/office occupations teachers.

organizations and participation in administration. These two topics also received the least interest from business/office occupations teachers.

In order to determine if there was a statistical difference in how the eleven topic areas for inservice teacher education were ranked by business/office occupations teachers as compared with all other occupational teachers responding to the survey, a two-way analysis of variance model for repeated measures design was performed. The 99 business/office occupations teachers were compared with 99 other occupational teachers randomly selected from the 204. In order to further check the findings, the test was performed a second time comparing the 99 business/office occupations teachers with an additional 99 other occupational teachers not used in the first test. The test was not significant at the .05 alpha level indicating that the difference between the two groups was the same on all eleven measures.

To supplement the above analysis, two Kendall's Coefficients of Concordance (one for the 99 business/office occupations teachers and one for the 204 other occupational teachers) tests were run to determine if the two groups agreed within each group on the ranking of the eleven topic areas for inservice. If each teacher within a group ranked the topics identically, the statistical value would be 1. Maximum disagreement within each group would give a statistical value of 0. In analyzing the business/office occupations teachers' responses, the statistical value was 0.04 and the value for all other occupational was 0.07. Therefore, neither group of teachers agreed among themselves on the ranking of the eleven topic areas!

Teachers surveyed seemed to indicate that they recognize a need for inservice programs. When asked to note on the survey form if they felt no inservice education was needed in the eleven areas, only 5 (less than 2 per cent) of the 303 individuals responding to the questionnaire believed no inservice was needed.

Desires for Inservice Education as Expressed by Teachers Involved and Teachers Not Involved in the Components of Occupational Education Program Planning and Development

An attempt was made to determine if teachers who indicated considerable involvement in the total program of occupational education expressed a desire for different topic areas for inservice as compared with those teachers who showed little or no involvement.

The questionnaires were visually examined and grouped according to high involvement and low involvement. Only those questionnaires that were completed in their entirety were used in the comparison. Twenty showing high involvement and twenty showing low involvement were randomly selected from the respective groups.

Ranked as the most important topics for inservice by those teachers showing a high degree of involvement in the components of program planning and development were promotion of occupational education and development of a total program of occupational education, K-12, with one-half of the group ranking each topic as first, second, or third in importance. These were the same two topic areas selected by all occupational teachers as a group. Receiving the highest total number of rankings was program evaluation with 80 per cent ranking

this topic; however, only 20 per cent were in the top three categories. Ranked lowest were research and development and participation in administration and supervision of occupational education programs.

The noninvolved teachers chose two of the top three program areas selected by the entire group. The development of a total program of occupational education was most important with one-half of this group ranking it in the first three categories of importance. This topic was also ranked by the highest number of teachers. Second and third highest were instructional materials and analysis of manpower needs. Ranked lowest was youth organizations followed by teacher education and cooperation with nonpublic organizations.

Occupational Education Program Involvement as Compared With Community and Extracurricular Involvement

As a matter of interest to be used in comparing involvement in extracurricular activities with involvement in the total program of occupational education, teachers surveyed were asked on the questionnaire to indicate the community activities and hobbies in which they were involved. These responses were compared for the twenty involved and the twenty noninvolved teachers selected above. The activities listed by the respondents were categorized into community activities including religious activities, hobbies and travel, and miscellaneous activities such as part-time work, additional teaching assignments, graduate classes, etc.

As might be expected, the twenty teachers involved in occupational education program planning and development also noted more

extracurricular activities listing 18 community activities, 27 hobbies, and 18 miscellaneous activities. Eighteen teachers in this group indicated they would like to be more involved in the total program of occupational education; two stated that they would not like to be more involved.

The twenty teachers showing little or no involvement in occupational education planning and development also showed fewer extracurricular activities. Three community activities were listed, 10 hobbies, and 10 miscellaneous activities. Fifteen teachers of the twenty noninvolved group wished to be more involved in the total program of occupational education while five did not.

Summary

The data obtained from the questionnaires involved two categories of information.

Category I concerned the involvement of teachers in the eleven responsibilities of business educators for occupational program planning and development as described by the Policies Commission for Business and Economic Education.

Analysis of Manpower Needs

The most popular means, used by 40 per cent of the teachers, for obtaining information regarding employment needs was visitations to employers in the community. Next in importance to employer visitations were follow-up studies of graduates (23 per cent used this method) and advisory committees of employers used by 18 per cent of the respondents. Twenty-five per cent of the respondents

indicated they did not utilize employment information in their occupational program.

Program Planning With Other Occupational Areas

Twenty-nine per cent of the teachers had objectives measurable in terms of student performance. Forty-two per cent of business/office occupations teachers as compared with 23 per cent of all other occupational teachers had measurable objectives. Thirty-eight per cent of the teachers had written objectives common to all employment for occupational programs in their school, 21 per cent had worked with teachers of other occupational areas and 12 per cent had worked with teachers in other occupational areas in other schools to set up common objectives. Approximately one-third of the teachers had been involved in setting up a new occupational program and 17 per cent had worked with teachers from other occupational areas in setting up the program.

Youth Organizations

Only 10 per cent of the teachers responding to the questionnaire indicated they sponsored a youth organization for occupational students, 4 per cent stated that their organization held joint meetings with other occupational organizations, and 2 per cent had basic common objectives for all occupational organizations in their school.

Teacher Education and Administration and Supervision of Occupational Education Programs

Twenty per cent of the teachers participated to some degree in planning inservice activities, and 13 per cent made recommendations

for improvement of teacher education at a teacher-training institution. Sixteen per cent had coordinated standards for occupational programs for their school system. Forty-seven per cent indicated they had not been involved in these activities.

Program Evaluation

Seventeen per cent of the teachers responding to the questionnaire were involved in some manner in evaluation of occupational programs. Three per cent helped in developing a standard instrument for evaluating occupational programs while 4 per cent were involved in developing a standard instrument for determining degree of student employability.

Promotion of Occupational Education

To promote occupational education 29 per cent of the respondents had assisted in open house, 18 per cent had worked with a professional organization, and 13 per cent had presented a program to promote occupational education.

Research and Development

Only 13 per cent of the respondents had participated in research involving fields of occupational education other than their own.

Planning a Total Occupational Education Program, K-12

Seven per cent of the teachers responding had been involved in planning a total program of occupational education, K-12.

Cooperation With Nonpublic Organizations

Only 1 per cent of the teachers reported coordinating an occupational program with a private school, and 13 per cent had cooperated with business or industry in coordinating an occupational education program. Twenty per cent of the respondents had assisted in coordinating an occupational program in their school with another educational institution. Business/office education teachers were not as involved as other occupational teachers in working with educational institutions other than their own.

Instructional Materials

Fourteen per cent of the respondents had participated in developing materials to meet general employment needs.

Fifty-seven per cent of the respondents would like to be more involved in the total program of occupational education, K-12, while 37 per cent would not like to be more involved. Time was mentioned by 20 per cent of the teachers as a reason for their not being more involved, money by 5 per cent, school administration by 7 per cent, and lack of information and communication by 5 per cent.

Category II concerned the desires of the teachers for inservice education. Business/office occupations teachers and all other occupational teachers show no difference in their selection of topics for inservice. The three topics ranked most often were also ranked as most important by the teachers. The three topics in order of importance were:

1. Development of instructional materials and system to enhance the total program of occupational education.
2. Development of a total program of career information and guidance for grades K-12.
3. Promotion of the total field of occupational education.

The two topics receiving the lowest rank, business/office occupations teachers and all other occupational teachers agreeing, were educational research and development for all occupational fields and occupational youth organizations.

Twenty questionnaires of involved teachers were selected for comparison with twenty questionnaires of noninvolved teachers. The involved teachers chose promotion of occupational education, development of a total program K-12, and program evaluation as the top three topics for inservice. Ranked lowest were research and development and administration and supervision of occupational education programs.

Noninvolved teachers chose development of a total program of occupational education, instructional materials, and analyses of manpower needs as the top three. Youth organizations received the least interest followed by teacher education and cooperation with nonpublic organizations.

The group of twenty involved teachers listed 18 community activities, 27 hobbies, and 18 miscellaneous activities. The twenty noninvolved teachers showed 3 community activities, 10 hobbies, and 10 miscellaneous activities.

Of the twenty involved teachers, 18 would like to be more involved in the total program of occupational education, while 15 of the twenty noninvolved would like to be more involved.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The Policies Commission for Business and Economic Education in a policy statement issued April, 1971, set forth the responsibilities of business educators in developing a total occupational program in cooperation with other occupational educators and general educators (see Appendix A). The Commission listed eleven areas of program planning and development in which business educators should be involved. At the time of this study no information was available as to the activities of business teachers in these eleven areas.

Statement of the Problem

The problem was to survey the occupational teachers of the Genesee Intermediate School District, Michigan, to determine the nature and extent of their involvement in the total program of occupational education and to ascertain their recommendations for inservice teacher education in the eleven areas of program planning and development. Involvement of business/office occupations teachers and their recommendations for inservice were to be compared with that of all other occupational teachers. Based on the findings and a review of

the literature, recommendations were to be made for inservice teacher education for the office occupations teachers which would help them to increase their involvement in the total program of occupational education at the local level.

Research Design and Procedures

The population of this study consisted of the occupational teachers of the Genesee Intermediate School District, Michigan. The Genesee Intermediate District contains twenty-one K-12 school districts with 126,600 students providing a variety of types of school systems including a large inner city district, small town districts, and rural districts.

The descriptive survey method employing the questionnaire was used to obtain data for this study. In May, 1972, a questionnaire was mailed to the 404 teachers and teacher/coordinators in the twenty-one school systems of the Genesee Intermediate District who were teaching in the occupational areas of agriculture, distributive education, health occupations education, home economics, business/office education, technical education, and trade and industrial occupations. Usable questionnaires were received from 303 or 75 per cent of these teachers.

Opinions obtained represented those of teachers or teacher/coordinators who were teaching one or more classes in career orientation, exploration, or job preparation in the occupational areas mentioned above. No information was obtained from other teachers, other members of the school staff, or administrators. This study was also limited to teachers of students grades 6 through 12.

Findings

Regarding the involvement of the occupational teachers in the eleven areas of program planning and development, the major findings are:

1. Visitations to employers was used as a means of obtaining employment data by 40 per cent of the teachers, follow-up studies of graduates by 23 per cent and advisory committees of employers by 18 per cent. One-fourth of the respondents did not utilize employment information in their occupational programs.

2. Forty-two per cent of business/office occupations teachers reported having measurable objectives in terms of student performance for their occupational program as compared with 23 per cent of all other occupational teachers.

3. Twenty per cent of the teachers had worked with teachers of other occupational areas and 12 per cent had worked with teachers in other occupational areas in other schools to set up common objectives for occupational programs.

4. Only 10 per cent of the teachers responding sponsored a youth organization.

5. Twenty per cent of the teachers had participated in planning inservice activities. Forty-seven per cent of the teachers indicated they had not been involved in any activities related to teacher education or administration of occupational programs.

6. Seventeen per cent of the respondents were involved in some manner in evaluation.

7. Twenty-nine per cent of the respondents had participated in open house, 18 per cent had worked with a professional organization, and 13 per cent had presented a program to promote occupational education.

8. Only 13 per cent of the respondents had participated in research and development concerned with occupational areas other than their own.

9. Seven per cent of the teachers had been involved in planning a total program of occupational education, K-12.

10. Twelve per cent of the business teachers were involved in working with educational institutions other than their own compared with 24 per cent of all other occupational teachers.

11. One per cent of the teachers reported coordinating an occupational program with a private school, and 13 per cent had coordinated a program with business or industry.

12. Fourteen per cent of the respondents had participated in developing material to meet general employment needs.

13. Fifty-seven per cent of those surveyed would like to be more involved in the total program of occupational education, K-12, while 37 per cent indicated they would not like to be more involved.

Regarding the desires of the teachers as to topics for in-service education selected from the eleven areas of program planning and development, the major findings are:

1. The three topics considered most important by the occupational were
   a. Development of instructional materials and systems to enhance the total program of occupational education.
   b. Development of a total program of career information and guidance for grades K-12.
   c. Promotion of the total field of occupational education.
2. The two topics for inservice receiving the lowest rank were
   a. Educational research and development for all occupational fields.
   b. Occupational youth organizations.

In comparing teachers who were involved in occupational program planning and development with those who were not involved, two out of the top three topics chosen by each group were identical to those selected as most important by the total group of occupational teachers. One of the two topics ranked as least important by both the non-involved and the involved groups were also selected by the occupational teachers as a whole.

Those teachers who showed high involvement in the total program of occupational education also listed more community activities, hobbies, and miscellaneous activities in which they participated as compared with those teachers who were not involved.

Conclusions

Based on the data obtained in this study, the major conclusions are:

1. Occupational teachers generally showed very little involvement in the components of program planning and development for occupational education as indicated by the following.
   a. Analysis of employment data for use in occupational programs seems to be the area in which more teachers participated although one-fourth of the respondents stated that they did not utilize employment data in their occupational programs.
   b. Second in involvement appears to be the area of promotion of occupational education with 20 per cent of the participants assisting in open house, 18 per cent working with professional organizations, and 13 per cent presenting a program for promotional purposes.
   c. Program planning in cooperation with other occupational areas was third with one-fifth of the respondents working with other occupational areas to set up program objectives.
   d. Planning for inservice education was an activity in which 20 per cent of the respondents participated. However, 47 per cent indicated they had not participated in any activity involving teacher education or administration of occupational programs.

e. Less than 20 per cent of the respondents were involved in
   (1) Youth organizations
   (2) Program evaluation
   (3) Research and development for all occupational fields
   (4) Development of a total program of career information and guidance
   (5) Cooperation with nonpublic organizations
   (6) Development of instructional materials to enhance the total program of occupational education.

2. Business/office occupations teachers generally did not differ from other occupational teachers in their involvement in the total program of occupational education. The only differences of note were:
   a. According to data obtained, a greater number of business/office occupations teachers reported having performance objectives measurable in terms of student performance. A greater per cent of business/office occupations teachers also considered that they were teaching skills for entry level jobs.
   b. Data obtained in the study seemed to indicate that business/office occupations teachers were not as involved in coordinating programs with other institutions as other occupational teachers.

3. Those teachers who were more involved in occupational program planning and development also seemed to be more involved in community and other extracurricular activities.

4. A slight majority of the teachers wished to be more involved in the total program of occupational planning and development.

5. Business/office occupations teachers were like other occupational teachers who selected instructional materials as the topic they felt to be most important to them. Also, business/office occupations teachers resembled other occupational teachers in their priority of second and third choices for development of a total program of career information and guidance and promotion of the total field of occupational education.

6. Research and development for all occupational fields and occupational youth organizations were of little importance not only to business/office occupations teachers but also to all occupational teachers.

7. Teachers who were involved in the total program of occupational planning and development and those who were not involved did not differ in their judgments about topics for inservice teacher education.

Recommendations

A purpose of this study was to make recommendations for inservice teacher education which would help occupational teachers increase their involvement in planning and development of occupational programs. The recommendations made here are based on data obtained from the survey and a review of the literature. Assuming the need for teacher involvement in program planning and development as set forth

by the Policies Commission for Business and Economic Education, these recommendations are submitted for consideration in planning programs of inservice education for occupational teachers of the Genesee Intermediate School District.

1. In view of the minimal involvement of the occupational teachers in the total program of occupational education as evidenced by this study, procedures should be set up to provide inservice education for all occupational teachers including business/ office occupations teachers specifically directed to program planning and development competencies.

2. Occupational teachers have similar needs for inservice education, as shown by the data obtained in this study, and inservice programs should be planned for all occupational teachers rather than for each occupational area individually. Activities of interest to the specialized occupational areas and grade levels should be scheduled to take place within the total plan for inservice.

3. To avoid duplication of programs and to provide the teacher with a broader prospective of the community at large, as noted in Chapter II, the Intermediate School District working with the administration of each of the school systems within the district should be the agency to coordinate and provide support for inservice education programs for occupational teachers. Each school participating should contribute its share of the cost.

4. An executive (steering) committee of teachers working with the teachers they represent, the administrators of participating

schools, and the Intermediate District should be charged with planning and directing the inservice programs.

5. An inservice education committee composed of interested teachers representing teachers from participating schools should be formed. Each member of the committee should be responsible for communicating with the teachers he represents bringing their desires to the committee and keeping them informed of action taken. This committee should be set up so that each representative on the committee would serve for a period of more than one year, possibly three years, with terms of service to end at alternating intervals so that several members would always have been involved in the plans made the previous year.

6. A long range plan of three to five years for inservice education should be set up. This plan should be a framework with specific details to be worked out each year so that current interests and needs as well as future needs could be met.

7. An ongoing type of evaluation system should be developed for the inservice programs. This evaluation system should be the responsibility of the teachers making up the committee with recommendations from the administration of the participating schools and the Genesee Intermediate School District.

8. A variety of types of inservice activities should be employed with topics under consideration to determine the activities to be used. Activities could range from individual community projects to large group conference meetings in other cities.

9. The design of inservice programs should vary utilizing the organization that is best suited to the topic being considered. Some activities could be on official inservice days, others may be in the evening or during the summer months possibly for university credit, others may take place in the community. Since time is an important factor for the teacher, consideration must be given to the desires of the teachers in the scheduling of programs.

10. Specific days should be designated for inservice programs county wide as part of the regular schedule of the teachers coordinated through the Intermediate School District.

11. A reward system for teachers who participate in inservice programs which are not part of their regular teaching schedule should be set up. Preferably increment pay for salary increases should be allowed by the school systems for participation in inservice programs which do not provide university credit.

12. As indicated by this study, teachers have varying desires for topic areas for inservice. The topics receiving the greater interest of the teachers surveyed in this study could serve as a basis from which to select topic areas initially, and a survey should be made by the committee each year so that inservice plans would represent current desires and needs of the teachers.

The recommendations made here provide a basis for planning and setting up an ongoing inservice program for the occupational teachers of the Genesee Intermediate School District. This study was limited to the teachers and their opinions about their needs for inservice. Since opinions are naturally based on knowledges about the topic areas, consideration should be given to providing the teachers with more information on some of the components of occupational education planning and development with which they have previously not been involved to any great extent.

Additional research in the area of inservice education for the teachers of the Genesee Intermediate School District could include opinions and recommendations of administrators, instructional staff, counselors, and other teachers. These opinions and recommendations could be brought before the occupational teachers for consideration in their planning for inservice programs.

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APPENDICES

APPENDIX A

STATEMENT BY POLICIES COMMISSION FOR BUSINESS AND ECONOMIC EDUCATION

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STATEMENT BY POLICIES COMMISSION FOR BUSINESS AND ECONOMIC EDUCATION

A Statement by the Policies Commission for Business and Economic Education

THIS WE BELIEVE ABOUT THE EXPANDING LEADERSHIP AND PLANNING ROLE OF BUSINESS EDUCATORS IN DEVELOPING A TOTAL VOCATIONAL PROGRAM IN COOPERATION WITH OTHER VOCATIONAL EDUCATORS AND GENERAL EDUCATORS

Historically business education came into existence to provide occupational and career education. Increasingly it has attempted to meet the career needs and economic understanding needs of individuals and in turn meet the needs of the nation. Business education has a major responsibility to complement other fields of occupational education in serving the needs of society. It also has a responsibility to assist general educators in developing ways to help children and youth explore the world of work.

The major responsibilities are set forth in this policy statement, along with suggested strategies for meeting them. Specifically, we believe that business educators should:

RESPONSIBILITY 1: Discover and analyze the manpower needs and employment status of the nation's work force.

Strategies:

a. Establishing local and state advisory committees
b. Discovering occupational trends
c. Making occupational surveys such as follow-up studies of students, job analyses, and job performance studies
d. Cooperating with government agencies concerned with labor and anti-poverty programs.

RESPONSIBILITY 2: Plan programs in cooperation with educational personnel concerned with agriculture, distribution, home economics, trade and industry, health, technical, and newly emerging occupations.

Strategies:

a. Developing behavioral objectives common to all employment
b. Developing behavioral objectives unique to the various types of employment
c. Organizing instructional patterns to facilitate the achievement of the behavioral objectives
d. Establishing program priorities.

RESPONSIBILITY 3: Participate in providing common experiences for vocational students through a group of coordinated youth organizations or a united organization.

Strategies:

a. Developing common objectives for vocational youth organizations
b. Conducting joint meetings for all vocational youth organization groups.

RESPONSIBILITY 4: Participate in planning common programs of teacher education.

Strategies:

a. Developing a core of courses or experiences common to all prospective teachers
b. Developing a core of courses or experiences unique to all prospective vocational teachers
c. Coordinating standards for business teacher certification.

RESPONSIBILITY 5: Participate in the development of a common program of administration and supervision of vocational education.

Strategies:

a. Coordinating standards for program accreditation
b. Developing a common systems approach for program planning and budgeting
c. Planning a total program of leadership and staff development.

RESPONSIBILITY 6: Participate in the assessment and evaluation of a total vocational education program.

Strategies:

a. Developing standard instruments for evaluating all vocational programs
b. Developing standard instruments for assessing student performance.

RESPONSIBILITY 7: Join other vocational services in promoting interests of the total field of vocational education.

Strategies:

a. Working through local, state, and national advisory councils
b. Working through common professional associations.

RESPONSIBILITY 8: Participate with other vocational fields in educational research and development.

Strategies:

a. Cosponsoring cross-disciplinary research
b. Cosponsoring cross-disciplinary publications and dissemination of research findings
c. Developing procedures for gaining adoption and diffusion of innovations
d. Implementing and following up research findings.

RESPONSIBILITY 9: Assist in planning a total program of career information and guidance.

Strategies:

a. Cosponsoring the development of a career-oriented curriculum (K-12)
b. Coordinating the collection and publication of occupational information and the dissemination of it to guidance counselors and other educational personnel.

RESPONSIBILITY 10: Cooperate with educational personnel in the private sector—schools, industry, and nonpublic organizations.

Strategies:

a. Identifying educational efforts of the private sector
b. Assisting in the implementation of appropriate educational programs of all kinds
c. Coordinating the educational efforts of public and private agencies.

RESPONSIBILITY 11: Assist in developing effective instructional media and materials to enhance the total vocational program.

Strategies:

a. Participating in the development of educational materials, media, and systems for all vocational fields
b. Assisting in the collection of performance data for such materials, media, and systems.

IMPLEMENTATION OF POLICIES STATEMENTS

The Policies Commission for Business and Economic Education is sponsored jointly by the National Business Education Association and Delta Pi Epsilon. The Commission was organized in 1959 to bring about a better understanding of what constitutes business and economic education and to render assistance to those who are concerned with the total education of young people.

In its task of determining the purposes of business and economic education, the Commission from time to time releases statements of proposed policies regarding programs in business and economic education. The Commission is also charged with the responsibility of redefining the important role of business and economic education in the total educational program and of developing recommendations for achieving that goal. The effectiveness of any policy statement depends primarily upon the extent of its implementation at the local, state, and national levels.

LOCAL

City supervisors, heads of departments, and *classroom business teachers* should become thoroughly conversant with the stated policy. *Local business education leaders* should review with the appropriate *school administrators* the policy statement as it applies to their program. *Local advisory committees for business education* should be made aware of the statement from the Policies Commission. Business educators should review the content of the policy statement with *student personnel* and *guidance staff* and should present a resume of the key points to the *local board of education.*

STATE

State association leaders in business education, including regional and district representatives, should be familiar with the content of the policy statement. State leaders of business education, including the *state supervisor of business education,* should review the policy statement with the *chief state education officer* and the *state director of vocational education.* State business education leaders should also review the policy statement with the *state advisory committee for vocational education* and should assume the responsibility for presenting it to the *education committee* within the *state legislature.*

NATIONAL

National professional business education organizations should distribute copies of the policy statement to their membership. The national offices of the sponsoring organizations should distribute copies of the policy statement to *key personnel in related professional groups* such as American Management Association, Administrative Management Society, American Association of Collegiate Schools of Business, National Secretaries Association, United Business Schools Association, and others.

APPENDIX B

QUESTIONNAIRE

INFORMATION FORM

I. Please provide the following information about yourself.

Sex_____

Age_____

What is your primary responsibility?
_____Teacher
_____Co-op coordinator/teacher
_____Neither of the above

If NEITHER of the above, please return this questionnaire unanswered in the enclosed envelope.

How many years of full-time teaching experience have you completed? (Include this year)_____

In what type of school are you now teaching?
_____Middle school or junior high school
_____High school or senior high school
_____Area vocational education center
_____Other (specify)_____

How many students attend the school in which you are teaching?
_____ 0 - 999 _____ 1,500 - 1,999
_____ 1,000 - 1,499 _____ 2,000 - over

How many senior high schools in your school system?
_____

Select the occupational area which best describes the area you teach and/or teach/coordinate.
_____Agriculture
_____Distributive Education
_____Health Occupations Education
_____Home Economics
_____Business/Office Occupations
_____Technical Education
_____Trade and Industrial Occupations (include Industrial Arts)

Do you teach an occupational program for which the State partially reimburses your school for the operation?
_____No _____Yes _____Don't know

Do you teach any laboratory block-time occupational program at least two consecutive class periods in length with the same students?
_____No _____Yes

What is the highest level of schooling you have completed as of this date?
_____Less than high school completion
_____High school diploma
_____Junior/community college degree
_____Bachelor's degree
_____Master's degree
_____Specialist's degree or Master's plus 30 semester hours
_____Doctor's degree
_____Other (specify)_____

II. Please answer the following questions which deal with your involvement in the total program of occupational education at the local level. The term occupational education as used in this survey refers to education in the occupational areas listed above and includes career orientation, exploration, and job preparation in these areas.

PROGRAM DEVELOPMENT AND COOPERATION BETWEEN OCCUPATIONAL AREAS

How is employment information regarding needs of employers obtained for your use in your occupational education program? (Check as many as apply)
_____Advisory committees of employers
_____U. S. Department of Labor reports
_____State employment reports
_____Local labor reports
_____Follow-up studies of graduates of your school
_____Visitations to employers in the community
_____Other (specify)_____
_____Information not utilized

Do you teach any occupational education classes which provide acquisition of skills for entry level jobs?
_____No _____Yes

If YES, do you have written objectives for your students for the various types of employment for which they may be preparing?
_____No _____Yes

If YES, do you consider these objectives to be measurable in terms of student performance?
_____No _____Yes

Do occupational education programs in your school have written objectives which are common to all employment?
_____No _____Yes

If YES,
a. Have you worked with teachers in occupational areas other than your own within your school to set up these common objectives?
_____No _____Yes

b. Have you worked with teachers in occupational areas other than your own in other schools within your school system to set up these objectives?
_____No _____Yes

Have you participated directly in setting up a new occupational program in your school or school system in the past three years?
_____No _____Yes

If YES, what was your role?_____
_____

Did you work with teachers from occupational areas other than your own in setting up the program?
_____No _____Yes

Have you assisted in coordinating the learning activities of an occupational education program or exploratory program of your school with that of another educational institution during the past three years?
_____No _____Yes

If YES, indicate the type of institution(s) with which you helped coordinate your school program. (Check as many as apply)
_____Junior high/middle school
_____High school/senior high school
_____Area vocational education center
_____Community/junior college
_____Four-year college or university
_____Private school
_____Other (specify)_____

Within the past three years have you cooperated with the education and training department of any business or industry for the purpose of coordinating your instructional program with their training program?
_____No _____Yes

If YES, describe briefly_____
_____

PROGRAM EVALUATION

Are occupational education programs evaluated at your school?
_____No _____Yes _____Don't know

If YES, by what means?_____
_____

If YES, are you involved in the evaluation?
_____No _____Yes

If YES, explain briefly_____
_____

If evaluated,
a. Is a standard evaluation instrument used for all occupational programs?
_____No _____Yes

b. Is a standard instrument used for assessing student performance to determine the degree of employability?
_____No _____Yes

If a standard instrument is used,
a. Were you involved in developing the instrument for evaluating vocational programs?
_____No _____Yes

b. Were you involved in developing the instrument for evaluating the degree of student employability?
_____No _____Yes

OVER

EDUCATIONAL MATERIALS

Within the past three years, have you helped develop educational materials, media, or systems which could be used in all occupational fields to meet general employment needs of the students?
———No ———Yes

If YES, describe briefly_____
_____

RESEARCH

Have you participated in a research project during the past three years which deals with the broad spectrum of occupational education?
———No ———Yes

If YES, in what way or ways did you participate?
_____
_____

CAREER INFORMATION

Does your school system have a planned program for career information and guidance for grades K - 12?
———No ———Yes ———Don't know

If YES, did you participate in developing the career-oriented curriculum for grades K - 12?
———No ———Yes

YOUTH ORGANIZATIONS

Do you personally sponsor or co-sponsor a youth organization for occupational students?
———No ———Yes

If YES, indicate the degree to which your youth organization participates with other vocational youth organizations in your school.
———No participation
———Occasional joint activities
———Regular joint activities
———No other youth organization present

If more than one occupational youth organization exists in your school, have common basic objectives been developed?
———No ———Yes ———Don't know

ACTIVITIES

Please check any of the following activities in which you have participated during the past three years.
———Planning an inservice teacher education program for your school or school system
———Coordinating standards for occupational education programs for your school system
———Developing a common systems approach for program planning and budgeting of occupational education programs within your school system
———Recommending improvement of teacher education programs at a teacher training institution
———Developing standards for teacher certification at the state level
———None of these

What activities have you performed in the past three years to promote the total program of occupational education?
———Assisted in open house at your school to promote occupational education programs
———Presented a program on occupational education to a community or school group
———Written an article or promotional material on occupational education for publication in a local newspaper
———Worked with a professional association in your field or other occupational fields to promote occupational education programs
———Other (specify)_____
_____

Please describe some of the activities such as work in community organizations, hobbies, and travel which occupy your time when you are not engaged in school-related functions._____
_____
_____

III. Would you like to be more involved in the total program of occupational education, K - 12, than you now are?
———No ———Yes

If YES, what do you consider the major obstacles which keep you from being more involved?_____
_____
_____

IV. From the following please select the topic areas for inservice teacher education programs which you feel would be of most benefit to you in promoting your involvement in the total program of occupational education at the local level.

Check your choices and rank those that you have checked in order of importance to you by numbering the most important as 1 and the second most important as 2, etc.

———Analysis of manpower needs and employment status of the nation's work force

———Program planning and development in cooperation with other occupational fields and coordination of programs with other institutions

———Occupational youth organizations

———Participation of the teacher in planning programs for teacher education

———Participation of the teacher in the development of programs of administration and supervision of occupational education

———Assessment and evaluation of occupational programs

———Promotion of the total field of occupational education

———Educational research and development for all occupational fields

———Development of a total program of career information and guidance for grades K - 12

———Cooperation with educational personnel in business, industry, private schools, and other nonpublic organizations

———Development of instructional materials and systems to enhance the total program of occupational education

———No inservice teacher education needed in above areas. Other_____
_____

If you would like a summary of the findings of this study sent to you, please provide your name and mailing address below. The summary will be completed in approximately six months.

_____
_____
_____

THANK YOU

APPENDIX C

SAMPLE COVER LETTER FOR QUESTIONNAIRE

APPENDIX C

SAMPLE COVER LETTER FOR QUESTIONNAIRE

508 Chamberlain Street, Apt. F
Flushing, Michigan 48433
May 1, 1972

As a teacher in an occupational area or a co-op coordinator you are aware of the importance of being involved in the planning, developing and upgrading of the educational program which you teach.

As part of my dissertation at Michigan State University, I would like to make recommendations for inservice teacher education programs which would increase the involvement of the occupational teacher and co-op coordinator in Genesee County in the total program of occupational education. These recommendations will be based on a survey of all occupational teachers and coordinators in the County to determine how involved they are presently in the total occupational program and to get their suggestions for topics for inservice which they feel would help them to become more involved.

I would greatly appreciate your furnishing the information needed on the enclosed form. If you wish, a summary of the findings of this study will be sent to you when the study is complete.

Sincerely,

Jean Peavyhouse DeWitt

P.S. If you would like to contact me about the questionnaire, I can be reached at the Genesee Area Skill Center, 238-0403.

APPENDIX D

SAMPLE FOLLOW-UP THANK YOU/REMINDER CARD

APPENDIX D

SAMPLE FOLLOW-UP THANK YOU/REMINDER CARD

Thank you for taking the time to complete the questionnaire sent to you recently. Your experiences and suggestions for inservice will be very helpful in designing recommendations for better inservice teacher education programs for the teachers of Genesee County.

Jean DeWitt

P.S. If you have not yet had an opportunity to complete the form, I would appreciate very much receiving this information from you.

APPENDIX E

SAMPLE FOLLOW-UP LETTER FOR QUESTIONNAIRE

APPENDIX E

SAMPLE FOLLOW-UP LETTER FOR QUESTIONNAIRE

508 Chamberlain Street, Apt. F
Flushing, Michigan 48433
May 17, 1972

Recently a questionnaire was sent to you regarding inservice education for the teachers of occupational subjects in Genesee County, grades 6 through 12. A high per cent of return is needed to make this study truly representative of teacher needs. Won't you please take a few minutes of your time to complete the form. Another copy is enclosed for your convenience. If your response is not received by May 24, I would like to make an appointment to get your opinions and will be contacting you for a convenient time.

If you do not wish to provide the information requested, please return the questionnaire in the enclosed envelope to eliminate further contacts. A note giving your reasons for not completing the form would be appreciated.

Sincerely,

Jean DeWitt

APPENDIX F

SAMPLE SECOND FOLLOW-UP LETTER FOR QUESTIONNAIRE

APPENDIX F

SAMPLE SECOND FOLLOW-UP LETTER FOR QUESTIONNAIRE

Dear

Last May a copy of the enclosed questionnaire was sent to you at School requesting information to be used as a basis for making recommendations for inservice teacher education for the occupational teachers of Genesee County.

I am aware that you received the questionnaire during one of the busiest times of your school year and perhaps did not have the time to devote to completing the form in the manner that you would like. Your response is definitely needed to make this study representative of all occupational teachers in Genesee County.

Would you please take a few minutes now to complete and return this form. Your cooperation is greatly appreciated.

Sincerely,

APPENDIX G

TABLES PRESENTING INVOLVEMENT OF TEACHERS IN COMPONENTS OF OCCUPATIONAL EDUCATION PROGRAM PLANNING AND DEVELOPMENT FOR EACH OCCUPATIONAL AREA

Table G-1.--How Employment Information is Obtained for Use in Occupational Education Programs.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to Each Category							
		Advisory Committees of Employers	U.S.Dept. of Labor Reports	State Employ-ment Reports	Local Labor Needs	Follow-up Studies of Graduates	Visita-tions to Employers	Other	Infor-mation Not Utilized
Agriculture	4	3	2	1	2	3	4	2	
Distributive Education	11	4	3	2	3	8	11	1	
Health Occupations	4	2	1	2	2	3	3	1	
Home Economics	61	9	3	4	2	4	13	9	10
Business/Office Education	99	11	16	13	19	28	45	3	25
Technical Education	14	4	1	1	1	4	8	1	4
Trade/Industrial Occupations	110	21	6	14	12	18	36	7	37
Total	303	54	32	37	41	68	120	24	76
Total Per Cent	100%	18%	10%	12%	13%	23%	40%	8%	25%

Table G-2.--Teachers Who Have Developed Behavioral Objectives for Student Performance in Preparation for Employment.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to Following Questions								
		Do you teach classes which provide skills for entry level jobs?			Do you have written objectives for the student for entry level jobs?			Do you consider your written objectives measurable in terms of student performance?		
		No	Yes	No Response	No	Yes	No Response	No	Yes	No Response
Agriculture	4		4		1	3		1	2	1
Distributive Education	11		11		5	6		1	4	6
Health Occupations	4	1	3		1	2	1		2	2
Home Economics	61	45	9	7	8	4	49	2	5	54
Business/Office Education	99	24	75		38	41	20	3	42	54
Technical Education	14	7	7		2	6	6	2	5	7
Trade/Industrial Occupations	110	64	44	2	21	30	59	5	28	77
Total	303	141	153	9	76	92	135	14	88	201
Total Per Cent	100%	46%	51%	3%	25%	30%	45%	5%	29%	66%

Table G-3.--Teachers Who Have Participated in Developing Behavioral Objectives Common to All Employment.

Occupational Areas	Number Responding to Survey	Number of Teachers Responding to Following Questions								
		Do occupational education programs in your school have written objectives common to all employment?			Have you worked with teachers of other occupational areas in your school to set up these common objectives?			Have you worked with teachers of other occupational areas in other schools in your school system to set up these Objectives?		
		No	Yes	No Response	No	Yes	No Response	No	Yes	No Response
Agriculture	4	1	3		1	3		3	1	
Distributive Education	11	5	5	1	5	2	4	7	1	3
Health Occupations	4	1	2	1	2	1	1	2	1	1
Home Economics	61	25	14	22	13	6	42	16	5	40
Business/Office Education	99	50	44	5	24	28	47	40	12	47
Technical Education	14	4	7	3	3	4	7	7		7
Trade/Industrial Occupations	110	60	39	11	35	20	55	45	15	50
Total	303	146	114	43	83	64	156	120	35	148
Total Per Cent	100%	48%	38%	14%	27%	21%	52%	39%	12%	49%

Table G-4.--Participation of Occupational Teachers in Developing New Occupational Programs.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Questions					
		Have you participated directly in setting up a new occupational program in your school or school system in the past three years?			Did you work with teachers from occupational areas other than your own in setting up the new program?		
		No	Yes	No Response	No	Yes	No Response
Agriculture	4	1	3		1	2	1
Distributive Education	11	5	6		6	2	3
Health Occupations	4		4		1	3	
Home Economics	61	39	13	9	21	6	34
Business/Office Education	99	63	33	3	39	13	47
Technical Education	14	8	5	1	4	3	7
Trade/Industrial Occupations	110	72	31	7	39	22	49
Total	303	188	95	20	111	51	141
Total Per Cent	100%	62%	31%	7%	37%	17%	46%

Table G-5.--Involvement of Teachers in Youth Organizations.[a]

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Questions						
		Do you personally sponsor or co-sponsor a youth organization for occupational students?			If more than one occupational youth organization exists in your school, have common basic objectives been developed?			
		No	Yes	No Response	No	Yes	Don't Know	No Response
Agriculture	4	1	3		2			2
Distributive Education	11	5	5	1	5		2	4
Health Occupations	4	3	1		2			2
Home Economics	61	52	4	5	6	1	19	35
Business/Office Education	99	87	11	1	23	3	26	47
Technical Education	14	13	1		2		6	6
Trade/Industrial Occupations	110	102	6	2	24	1	49	36
Total	303	263	31	9	64	5	102	132
Total Per Cent	100%	87%	10%	3%	21%	2%	33%	44%

[a]It must be understood that only one person in a given occupational area at each school could sponsor the youth organization so that the data may appear more scewed than it is.

Table G-6.--Activities Related to Teacher Education and Administration and Supervision of Occupational Programs in Which Occupational Teachers Participated.

Occupational Area	Number Responding to Survey	Numbers of Teachers Participating in the Following Activities					
		Planning an inservice program at your school or school system	Coordinating standards for occupational education programs for your school system	Developing a common systems approach for program planning and budgeting	Recommending improvement of teacher education programs	Developing standards for teacher certification	None of These
Agriculture	4	2	2	2	2		
Distributive Education	11	3	6		5	1	2
Health Occupations	4	1	1		3		1
Home Economics	61	11	7	2	5	2	26
Business/Office Education	99	18	16	3	6	2	55
Technical Education	14	2	2	1	4		8
Trade/Industrial Occupations	110	22	12	7	13	2	52
Total	303	59	46	15	38	7	144
Total Per Cent	100%	20%	16%	5%	13%	2%	47%

Table G-7.--Teachers Involved in Evaluation of Occupational Programs at Their School.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Questions						
		Are occupational education programs evaluated at your school?				Are you involved in the evaluation of occupational programs at your school?		
		No	Yes	Don't Know	No Response	No	Yes	No Response
Agriculture	4	2	2				2	2
Distributive Education	11	3	3	2		1	5	5
Health Occupations	4		4			4	2	1
Home Economics	61	14	10	29	8	5	7	49
Business/Office Education	99	28	30	37	4	11	19	69
Technical Education	14	3	5	5	1	1	4	9
Trade/Industrial Occupations	110	33	30	43	4	17	14	79
Total	303	83	87	116	17	36	53	214
Total Per Cent	100%	27%	29%	38%	6%	12%	17%	71%

Table G-8.--Teachers Involved in Developing Standard Instruments for Evaluation of Occupational Programs.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Questions					
		Were you involved in developing a standard instrument for evaluating occupational programs at your school?			Were you involved in developing a standard instrument for evaluating the degree of student employability for programs at your school?		
		No	Yes	No Response	No	Yes	No Response
Agriculture	4	1	1	2	1	1	2
Distributive Education	11	3		8	3		8
Health Occupations	4	1	1	2	1	1	2
Home Economics	61	5		56	4	1	56
Business/Office Education	99	11	4	84	11	5	83
Technical Education	14	2		12	2		12
Trade/Industrial Occupations	110	19	2	89	20	3	87
Total	303	42	8	253	42	11	250
Total Per Cent	100%	14%	3%	83%	14%	4%	82%

Table G-9.--Teachers Involved in Activities to Promote the Total Program of Occupational Education.

Occupational Area	Number Responding to Survey	Number of Teachers Involved in the Following Activities				
		Assisted in Open House	Presented Program on Occupational Education	Written an Article of Promotional Material for Publication	Worked With Professional Organization to Promote Occupational Education	Promoted Occupational Education in Other Ways
Agriculture	4	2	2	2	2	1
Distributive Education	11	5	6	5	6	1
Health Occupations	4	3	2		2	2
Home Economics	61	8	2	2	10	6
Business/Office Education	99	23	10	6	13	7
Technical Education	14	7	3	1	4	2
Trade/Industrial Occupations	110	38	15	8	19	3
Total	303	86	40	24	56	22
Total Per Cent	100%	29%	13%	8%	18%	7%

Table G-10.--Teachers Participating in Research for the Total Program of Occupational Education.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Question		
		Have you participated in a research project during the past three years which deals with the broad spectrum of occupational education?		
		No	Yes	No Response
Agriculture	4	4		
Distributive Education	11	7	3	1
Health Occupations	4	3	1	
Home Economics	61	51	2	8
Business/Office Education	99	84	13	2
Technical Education	14	9	5	
Trade/Industrial Occupations	110	89	16	5
Total	303	247	40	16
Total Per Cent	100%	81%	13%	5%

Table G-11.--Teachers Involved in Planning Programs for Career Information and Guidance K-12.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Questions						
		Does your school system have a planned program for career information and guidance for K-12?				Did you participate in planning the career oriented curriculum for your school system?		
		No	Yes	Don't Know	No Response	No	Yes	No Response
Agriculture	4	2	2				1	3
Distributive Education	11	6	3	1	1	4		7
Health Occupations	4	2	2			3		1
Home Economics	61	16	22	16	7	22	1	38
Business/Office Education	99	37	37	22	3	30	9	60
Technical Education	14	4	5	5		4		10
Trade/Industrial Occupations	110	31	45	31	3	38	11	61
Total	303	98	116	75	14	101	22	180
Total Per Cent	100%	32%	38%	25%	5%	33%	7%	60%

Table G-12.--Teachers Who Have Coordinated Programs With Other Educational Institutions.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Questions									
		Have you assisted in coordinating an occupational program in your school with another educational institution?			Indicate the type of institution(s) with which you have coordinated on occupational program in your school.						
		No	Yes	No Response	Junior High	High School	Area Vocational Center	Comm. College	Four-Year College	Private School	Other
Agriculture	4	1	3		2	1	2	1	1		1
Distributive Education	11	5	6		1	5	2	2	1		
Health Occupations	4	1	3					2			
Home Economics	61	44	11	6	6	4	1				
Business/Office Education	99	85	12	2	1	8	3	2	2	2	
Technical Education	14	10	4		1	1	1	3	1		1
Trade/Industrial Occupations	110	85	22	3	11	7	12	4	6	2	1
Total	303	231	61	11	22	26	21	14	11	4	4
Total Per Cent	100%	76%	20%	4%	8%	9%	7%	5%	4%	1%	1%

Table G-13.--Teachers Who Have Coordinated Occupational Programs With Training Programs in Business or Industry.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Question: Within the past three years have you cooperated with the education and training department of any business or industry for the purpose of coordinating your instructional program with their training program?		
		No	Yes	No Response
Agriculture	4	1	3	
Distributive Education	11	7	4	
Health Occupations	4	1	3	
Home Economics	61	45	4	12
Business/Office Education	99	89	6	4
Technical Education	14	9	5	
Trade/Industrial Occupations	110	91	15	4
Total	303	243	40	20
Total Per Cent	100%	80%	13%	7%

Table G-14.--Teachers Involved in Developing Instructional Materials to Enhance the Total Program of Occupational Education.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Question: Within the past three years have you helped develop educational materials, media, or systems which could be used in all occupational fields to meet general employment needs of the student?		
		No	Yes	No Response
Agriculture	4	4		
Distributive Education	11	9	1	1
Health Occupations	4	3	1	
Home Economics	61	49	7	5
Business/Office Education	99	79	12	8
Technical Education	14	13	1	
Trade/Industrial Occupations	110	84	21	5
Total	303	241	43	19
Total Per Cent	100%	80%	14%	6%

Table G-15.--Desires of Teachers Concerning More Involvement in the Total Program of Occupational Education.

Occupational Area	Number Responding to Survey	Number of Teachers Responding to the Following Question: Would you like to be more involved in the total program of occupational education, K-12, than you now are?		
		No	Yes	No Response
Agriculture	4	1	3	
Distributive Education	11	1	9	1
Health Occupations	4		4	
Home Economics	61	24	27	10
Business/Office Education	99	36	56	7
Technical Education	14	6	7	1
Trade/Industrial Occupations	110	36	66	8
Total	303	104	172	27
Total Per Cent	100%	34%	57%	9%

APPENDIX H

TABLES PRESENTING DETAILS OF INSERVICE TOPICS

BY OCCUPATIONAL AREA OF TEACHER

Table H-1.--Analysis of Manpower Needs and Employment Status of the Nation's Work Force.[a]

Occupational Area	Rank											No Response	Total
	1	2	3	4	5	6	7	8	9	10	11		
Agriculture		1										3	4
Distributive Education	2	1	1								1	6	11
Health Occupations				2								2	4
Home Economics	5	3	7	3	1		1			2		39	61
Business/Office Occupations	13	8	7	4		1	4	2		5	4	51	99
Technical Education	2	3		1	1					1		6	14
Trade/Industrial Occupations	18	5	1	4	5	2	2	4	2	5	1	61	110
Total	40	21	16	14	7	3	7	6	2	13	6	169	303
Per Cent of Total	13%	7%	5%	5%	2%	1%	2%	2%	1%	4%	2%	56%	100%

[a]Ranked according to importance as a topic for inservice education by occupational teachers of each occupational area.

Table H-2.--Program Planning and Development in Cooperation With Other Occupational Fields and Coordination of Programs With Other Institutions.[a]

Occupational Area	Rank											No Response	Total
	1	2	3	4	5	6	7	8	9	10	11		
Agriculture	1											3	4
Distributive Education	1	4		1	1							4	11
Health Occupations		1	1	1								1	4
Home Economics	7	6	2	4	2	2		2		1		35	61
Business/Office Occupations	5	7	7	6	2	2	2	5	3	2		58	99
Technical Education	1		1		1				1			10	14
Trade/Industrial Occupations	8	11	9	7	4	3	3	4	3	2		56	110
Total	23	29	20	19	10	7	5	11	7	5		167	303
Per Cent of Total	8%	10%	7%	6%	3%	2%	2%	4%	2%	2%	0%	54%	100%

[a]Ranked according to importance as a topic for inservice education by occupational teachers of each occupational area.

Table H-3.--Occupational Youth Organizations.[a]

Occupational Area	Rank											No Response	Total
	1	2	3	4	5	6	7	8	9	10	11		
Agriculture		1	2									1	4
Distributive Education				1				1	1	1		7	11
Health Occupations												4	4
Home Economics	4	4	1		2	1		1	1	1	2	44	61
Business/Office Occupations	2	2	2	3	2	2	1	2	3	6	8	66	99
Technical Education		1				3	1				1	8	14
Trade/Industrial Occupation	2	3	4	3	2	3	4	2	6	5	4	72	110
Total	8	11	9	7	6	9	6	6	11	13	15	202	303
Per Cent of Total	3%	3%	3%	2%	2%	3%	2%	2%	4%	4%	5%	67%	100%

[a]Ranked according to importance as a topic for inservice education by occupational teachers of each occupational area.

Table H-4.--Participation of the Teacher in Planning Programs for Teacher Education.[a]

Occupational Area	Rank											No Response	Total
	1	2	3	4	5	6	7	8	9	10	11		
Agriculture	1											3	4
Distributive Education	1			2						1	1	6	11
Health Occupations				1								3	4
Home Economics	2	5	4	2	3		1	1	2			41	61
Business/Office Occupations	7	5	7	1	5	2	4	3	5	2	3	55	99
Technical Education	1	2	2	1			1			1		6	14
Trade/Industrial Occupations	9	4	3	7	1	5	4	4	2	3	2	66	110
Total	21	16	16	14	9	7	10	8	9	7	6	180	303
Per Cent of Total	7%	6%	5%	5%	3%	2%	3%	3%	3%	2%	2%	59%	100%

[a]Ranked according to importance as a topic for inservice education by occupational teachers of each occupational area.

Table H-5.--Participation of the Teacher in the Development of Programs of Administration and Supervision of Occupational Education.[a]

Occupational Area	Rank											No Response	Total
	1	2	3	4	5	6	7	8	9	10	11		
Agriculture		1										3	4
Distributive Education		1			1		1	1		1		6	11
Health Occupations		1										3	4
Home Economics	4	1	1	1	2		3	1		1	1	46	61
Business/Office Occupations	5	6	2	10	2	3	3	4	3	2	1	58	99
Technical Education		3		1				1			1	8	14
Trade/Industrial Occupations	3	6	8	3	4	4	4	6	5	2		65	110
Total	12	19	11	15	9	7	11	13	8	6	3	189	303
Per Cent of Total	4%	6%	4%	5%	3%	2%	4%	4%	3%	2%	1%	62%	100%

[a]Ranked according to importance as a topic for inservice education by occupational teachers of each occupational area.

Table H-6.--Assessment and Evaluation of Occupational Programs.[a]

Occupational Area	Rank											No Response	Total
	1	2	3	4	5	6	7	8	9	10	11		
Agriculture				1								3	4
Distributive Education			1			2	1					7	11
Health Occupations	1			1								2	4
Home Economics	4		3	5	1		1	2	1		2	42	61
Business/Office Occupations	8	8	9	4	6	4	1	1	2	1		55	99
Technical Education			3	1	1		1		1			7	14
Trade/Industrial Occupations	8	11	2	7	3	2	1	3	3	3	7	60	110
Total	21	19	18	19	11	8	5	6	7	4	9	176	303
Per Cent of Total	7%	6%	6%	6%	4%	3%	2%	2%	2%	1%	3%	58%	100%

[a]Ranked according to importance as a topic for inservice education by occupational teachers of each occupational area.

Table H-7.--Promotion of the Total Field of Occupational Education.[a]

Occupational Area	Rank											No Response	Total
	1	2	3	4	5	6	7	8	9	10	11		
Agriculture		1										3	4
Distributive Education	4	2			1				1			3	11
Health Occupations		1		1								2	4
Home Economics	6	4	4	1	1	2	1	1	1			40	61
Business/Office Occupations	8	9	8	10	4	3	1	1	2	3		50	99
Technical Education	1	2	2	1				1				7	14
Trade/Industrial Occupations	11	16	10	5	5	3	3	3	2	2	1	49	110
Total	30	35	24	18	11	8	5	6	6	5	1	154	303
Per Cent of Total	10%	11%	8%	6%	3%	3%	2%	2%	2%	2%	0%	51%	100%

[a]Ranked according to importance as a topic for inservice education by occupational teachers of each occupational area.

Table H-8.--Educational Research and Development for all Occupational Fields.[a]

Occupational Area	Rank											No Response	Total
	1	2	3	4	5	6	7	8	9	10	11		
Agriculture												4	4
Distributive Education	1					1			1		1	7	11
Health Occupations				1								3	4
Home Economics	1	2	4	2	2		1		1	2	1	45	61
Business/Office Occupations	2	5	5	5	1	2	6	3	3	3	1	63	99
Technical Education				1	1						1	11	14
Trade/Industrial Occupations	2	4	3	1	4	4	5	3	3	4	2	75	110
Total	6	11	12	10	8	7	12	6	8	9	6	208	303
Per Cent of Total	2%	4%	4%	3%	2%	2%	4%	2%	3%	3%	2%	69%	100%

[a]Ranked according to importance as a topic for inservice education by occupational teachers of each occupational area.

Table H-9.--Development of a Total Program of Career Information and Guidance for Grades K-12.[a]

Occupational Area	Rank											No Response	Total
	1	2	3	4	5	6	7	8	9	10	11		
Agriculture	1			1								2	4
Distributive Education	2	2	1	1	1							4	11
Health Occupations				1	1							2	4
Home Economics	10	11	2	5	3							30	61
Business/Office Occupations	12	10	10	3	4	3	4	2	1	1	1	48	99
Technical Education	2	1		1	1	2						7	14
Trade/Industrial Occupations	17	14	14	5	2	2	1	1	1		1	52	110
Total	44	38	27	17	12	7	5	3	2	1	2	145	303
Per Cent of Total	14%	12%	9%	6%	4%	2%	2%	1%	1%	0%	1%	48%	100%

[a]Ranked according to importance as a topic for inservice education by occupational teachers of each occupational area.

Table H-10.--Cooperation With Educational Personnel in Business, Industry, Private Schools, and Other Nonpublic Organizations.[a]

Occupational Area	Rank											No Response	Total
	1	2	3	4	5	6	7	8	9	10	11		
Agriculture	1											3	4
Distributive Education	2	2					1	1				5	11
Health Occupations				1								3	4
Home Economics	3	8	6	5		3		1	1		1	33	61
Business/Office Occupations	10	9	4	4	6	7	1	3	1	1	2	51	99
Technical Education	1	2			1		1					9	14
Trade/Industrial Occupations	10	7	11	8	4	5	4	1	1	2	3	54	110
Total	27	28	21	18	11	15	7	6	3	3	6	158	303
Per Cent of Total	9%	9%	7%	6%	4%	5%	2%	2%	1%	1%	2%	52%	100%

[a]Ranked according to importance as a topic for inservice education by occupational teachers of each occupational area.

Table H-11.--Development of Instructional Materials and Systems to Enhance the Total Program of Occupational Education.[a]

Occupational Area	Rank											No Response	Total
	1	2	3	4	5	6	7	8	9	10	11		
Agriculture			1									3	4
Distributive Education		1	3			1	1	1				4	11
Health Occupations		1		1								2	4
Home Economics	9	6	10	3		2	3		1			27	61
Business/Office Occupations	16	11	7	3	7	6	1	1	3	1	1	42	99
Technical Education		2						1		1		10	14
Trade/Industrial Occupations	9	18	9	7	7	3	2	1	2	2	2	48	110
Total	34	39	30	14	14	12	7	4	6	4	3	136	303
Per Cent of Total	11%	13%	10%	5%	5%	4%	2%	1%	2%	1%	1%	45%	100%

[a]Ranked according to importance as a topic for inservice education by occupational teachers of each occupational area.