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ATTITUDES OF GUIDANCE COUNSELORS
IN NORTH CAROLINA TOWARD VOCATIONAL
EDUCATION IN COMPREHENSIVE SECONDARY SCHOOLS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Robert Daniel Spillman, B.S., M.S.

* * * * *

The Ohio State University

1983

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CHAPTER I

INTRODUCTION

Vocational education is important if youth are to be prepared for jobs which lead to productive employment. Effective vocational education instruction should be available to students seeking saleable skills in occupations reflective of their needs, interests, and abilities. Guidance counselors should provide vocational guidance to students thus enabling them to make intelligent occupational choices.

To provide adequate guidance, counselors should have clear understandings and perceptions of basic objectives of vocational education. They should realize that need exists for guidance and counseling to be provided to high school students whose interests lie in occupational preparation as well as those who will be entering college.

Guidance counselors in comprehensive high schools have opportunities to disseminate occupational information to students. Counselors' understandings and perceptions of vocational education will be related to their attitudes toward vocational education. Kaufman, Schaefer, Lewis, Stevens, and House (1967) and Rothenberg (1972) concluded
that one's attitude toward vocational education was significantly related to one's involvement with vocational education. Bainter (1974) also stressed that the greater a person's involvement with vocational education, the more positive one's attitude would be toward vocational education. Sponaugle (1972) indicated that the extent to which guidance counselors understand and accept the basic principles governing vocational education should provide an indication of the extent to which those guidance counselors and vocational educators can cooperate in providing vocational education programs in the public schools. Accordingly, their attitudes may be related to personal and work environment factors.

Statement of the Problem

The problem of this study was to investigate the relationships between guidance counselors' attitudes in North Carolina toward vocational education in comprehensive secondary schools and the following factors: (1) type of school in which counselors are employed (rural, suburban, or urban), (2) number of vocational education programs available to students within their schools, (3) number of students per school, (4) teaching experience of guidance counselors in vocational education, (5) memberships in professional educational associations, (6) enrollment in vocational education programs while a high school student,
(7) number of years experience as a guidance counselor, and
(8) full-time or part-time devoted as a guidance counselor.

Need for the Study

There are several factors which may be cited as need for studying the attitudes of guidance counselors in North Carolina toward vocational education. First, there appeared to be only a small amount of research directed toward this topic. A review of literature produced a limited number of studies which examined the attitudes of school board members, principals, teachers, parents, employers, and students concerning vocational education. However, the need existed in studying attitudes of guidance counselors in North Carolina because their attitudes toward vocational education may in part be reflective of the way they feel toward vocational education.

Second, need exists for guidance and counseling to be provided to high school students whose interests lie in other areas as well as those who will be entering college. Guidance counselors in the comprehensive high school can play a very important role in disseminating occupational information. However, dissemination is a time consuming task, and many times only a small amount of the counselor's time is directed toward counseling vocational students.

Kaufman (1967, 5) stated:

In the senior high school most of the counselor's time is spent with those students who plan to go to college. It was consistently found that they
depend on the student to take the initiative in seeking information in order to make a vocational choice.

Eggeman, Campbell, and Garbin (1969, 48) asked Youth Opportunity Center Counselors to identify problems encountered by youth in making the transition from school to work. They found counselors stating:

... that schools should provide more and better occupational information, more vocational guidance, and more vocational and occupational courses. They also suggested the addition of courses teaching basic pre-vocational skills (e.g., how to dress and apply for a job). Many expressed the opinion that schools are generally too academically oriented and not attuned to the student beginning his work career during or immediately after high school.

The Phi Delta Kappan (1971, 73) cited the findings of a study on career guidance by Columbia University reporting:

The goals of education and vocational guidance are not being met, because many counselors perform too many additional functions, ranging from counseling for personal adjustment to handling disciplinary problems.

Boy (1962, 130) adds that the "school counselor is involved in so many activities that often he isn't sure what he is or what he is supposed to be."

The National Advisory Council on Vocational Education addressed the concern of providing guidance and counseling for all students in its Sixth Report, National Advisory Council on Vocational Education, Counseling and Guidance: A Call for Change (1972, 3). The National Advisory Council noted that advancements had been made in counseling and guidance, however, the council concluded that "the status of
counseling, in practice, looks shaky and shabby." Some of
the observations made by the National Advisory Council were
that valid criticisms were being directed toward counselors
and counseling by other educators, parents, students, and
industry; counselors were more competent in guiding persons
toward college than toward vocational education and careers;
follow-up and job placement, as an important part of the
guidance program, were not being routinely provided; and
outside of education, most counselors have limited knowledge
about the world-of-work.

Employers are seeking those individuals who possess the
knowledge, skills, and attitudes needed by the employee as
part of a competent and productive work force. Those
guidance counselors who possess positive attitudes
concerning vocational education may understand the need for
vocational education in the public high school and may
direct more effort in counseling students concerning
vocational education opportunities.

Third, the Division of Vocational Education in the
North Carolina Department of Public Instruction has
identified "Competencies for all School Counselors" in its
publication *Vocational Education: Program of Studies*
(Revised 1982, 116). Within these competencies the Division
of Vocational Education has specifically stated:

In order to assist students in developing
functional attitudes toward the world of work, in
understanding the role of work in life, and in
becoming mature life planners, the school
counselor will:
Have a knowledge of major career development theories and their relationship to career and vocational development.

Demonstrate adequate knowledge of major career development theories, and their similarities and differences.

Have a knowledge of goals of career development and integrate them within the total guidance program.

Demonstrate the ability to conduct group guidance sessions related to career development.

Demonstrate the ability to consult with staff and others about the individual student and cooperatively develop a plan for facilitating the student's career and vocational development.

Have a knowledge of materials and techniques used in career and vocational development.

Demonstrate skill in using such techniques as computerized programs, classification schemes for occupational information, and career days.

Demonstrate the ability to evaluate materials used.

Demonstrate the ability to update and keep current materials used in career and vocational development.

Demonstrate the ability to gather and interpret student appraisal data relevant to career development.

Fourth, under the Vocational Education Act of 1963 a mandate was given to provide guidance and counseling services to vocational and prospective vocational students.

Furthermore, in the Education Amendments of 1976, under Part D of Title II, entitled "Guidance and Counseling," Congress said:
(1) Guidance and counseling activities are an essential component to assure success in achieving the goals of many education programs; (2) lack of coordination among guidance and counseling activities supported jointly or separately by Federal programs and by state and local programs has resulted in an underutilization of resources available for such activities; and (3) increased and improved preparation of education professionals is needed in guidance and counseling, including administration of guidance and counseling programs at the state and local levels, with special emphasis on inservice training which takes educational professionals into the workplaces of business and industry, the professions, and other occupational pursuits, and that increased and improved use of individuals employed in such pursuits are needed for effective guidance and counseling programs, including (a) bringing persons employed in such pursuits into schools, and (b) bringing students into such workplaces for observation of, and participation in, such pursuits in order to acquaint the students with the nature of the work.

With added support, the North Carolina Division of Vocational Education has addressed the importance of providing guidance and counseling to all students in their publication Vocational Education: Program of Studies (Revised 1982, 117). As a "Competency for all School Counselors," the Division specifically stated that guidance counselors should:

Have a knowledge of effective collection and dissemination of information about opportunities for further training regarding chosen careers.

Demonstrate the ability to prepare and interpret surveys of local job opportunities.

Demonstrate the ability to assist students with employability skills.

Demonstrate the ability to present opportunities in education and vocational training, apprenticeships, and armed services, with indications for future trends.
Demonstrate the ability to assist students in planning various occupational and educational alternatives.

Fifth, it is important to determine the variables which affect attitudes of guidance counselors in North Carolina toward vocational education. If guidance counselors possess negative attitudes, they may tend to redirect those students who could best be served by vocational programs. Rothenberg (1972, 21) suggested that:

The determining of variables which affect attitudes toward vocational education allow for measures to be taken to achieve positive attitudes that would play an important role in achieving strong vocational education programs.

Finally, Phillips (1980) states that vocational education must be ready to move into the future. To accomplish this task, vocational educators must expand their thinking which will allow programs of study to address the needs of various persons and groups. At any given time, one may find persons who are not well-matched to the jobs they hold. In order to ameliorate the situation, counseling should take place before students enter programs, while they are in programs, and as they exit programs (Meyer, 1977). Phillips states counseling must include those being served by vocational education in rural, suburban, and urban areas. She stresses that vocational education programs that work well in urban areas cannot simply be transplanted to rural areas and be expected to work. She maintains that vocational educators must deal with all factors that distinguish a group or area and work to meet those needs.
Rationale and Hypotheses

This section includes each hypothesis and its related rationale. In several of the cases, rationale are presented which provide positive and negative support. This is attributed to a diversity of findings by different researchers.

**Hypothesis I Rationale:** Guidance counselors in North Carolina are employed in different school settings. Some are employed in comprehensive high schools located in rural settings, some in suburban settings, and others in urban settings. There appears to be differences in these types of settings and their relationship to vocational education. Rosenfeld (1980) believes that there are differences between schools in different settings. He further believes that the features of rural life place unique constraints on the methods and goals of vocational education.

Williams (1963), Kaufman, Schaefer, Lewis, Stevens, and House (1967), and Rothenberg (1972) indicated that the attitudes of guidance counselors seemed to be related to the types of settings in which they were employed. Bainter (1974) also indicates that guidance counselors may have different attitudes toward vocational education depending upon the setting in which they are employed.

With settings having an effect on counselors' attitudes toward vocational education, and if the institutional and societal pressures have an effect on counselors' actions,
those guidance counselors employed in schools with a strong vocational education program may tend to possess a more positive attitude toward vocational education. In his findings, Bainter (1974) stated that statistically significant associations existed between counselors' attitudes toward vocational education and school settings in which they were employed.

Shepherd (1977) and Sponaugle (1972) examined the attitudes of guidance counselors in Ohio toward vocational education. They found that the mean attitude score of counselors in joint vocational schools was significantly higher at the .05 level when compared to other categories of school settings being studied. The researchers found that the mean attitude score of guidance counselors in joint vocational schools was significantly higher than the mean attitude scores of guidance counselors in metropolitan schools, schools served by joint vocational schools, and schools not served by joint vocational schools. However, neither researcher found any significant differences in the mean scores of guidance counselors toward vocational education that were employed in schools served by joint vocational schools, schools not served by joint vocational schools, and those working in metropolitan schools.

**Hypothesis I**: No significant relationship exists between high school guidance counselors' attitudes toward vocational education and type of school setting.
Hypothesis II Rationale: High schools in North Carolina offer a variety of vocational education courses available to students. Currently, no public high school exists in the state that does not offer vocational education (North Carolina Vocational Education Program of Studies (Revised 1982)). However, there are differences in the number of vocational programs available to students within their schools. Some schools offer a wide variety of vocational education programs which include courses in several or most of the vocational education program areas identified by the North Carolina Department of Public Instruction (Agricultural Education, Cooperative Business and Office Education, Marketing and Distributive Education, Health Occupations Education, Occupational Home Economics Education, and Trade and Industrial Education). Other schools offer fewer courses covering fewer of the program areas, while others include only one or a few traditional courses in home economics and/or agriculture. The number of vocational education programs available to students within their schools may relate to counselors' attitudes toward vocational education.

Williams (1963) found that the attitudes of guidance counselors seemed to be related to the type of home economics program offered in their schools.

Bainter (1974) found a low, but statistically significant, association existing between counselors'
attitudes toward vocational education and the comprehensiveness of vocational education curricula available to students within their schools.

Hypothesis II: No significant relationship exists between high school counselors' attitudes toward vocational education and the number of vocational education programs available to students within their schools.

Hypothesis III Rationale: The American Personnel and Guidance Association, according to Husted (1978), has recommended that the national average of guidance counselors to pupils should be one counselor per 250 pupils. However, many times this is not the case. Husted (1978) examined the perceptions of secondary National Association of Distributive Education Teachers regarding their role in guidance and counseling. He found that the average counselor-pupil ratio at respondents' schools was one counselor per 412 pupils.

Analysis of data revealed that distributive education teacher-coordinators in schools with higher counselor-student ratios (251 or over) tended to review student records before selection more than those in schools with low counselor-student ratios. Those distributive education teacher-coordinators employed in schools with low counselor-student ratios (less than 250) assigned students to class periods according to their career objectives more often than
those schools with higher counselor-student ratios. The researcher also found that distributive education teacher-coordinators in schools with low counselor-student ratios (less than 250) provided information about students to other teachers more often than those in schools with higher counselor-student ratios. Finally, data revealed that distributive education teacher-coordinators in schools with low counselor-student ratios (less than 250) provided brochures to students for career planning more often than those from schools with higher counselor-student ratios.

**Hypothesis III:** No significant relationship exists between high school counselors' attitudes toward vocational education and the number of students per school.

**Hypothesis IV and Rationale:** Increased exposure to vocational education programs could lead to greater familiarity with vocational education programs. Increased exposure may result in a more positive attitude toward vocational education. LaBorde (1973) found a significant positive relationship between high school counselors' attitudes toward vocational education and their knowledge of vocational education. The researcher found that counselors who had attended summer vocational guidance workshops possessed a significantly more positive attitude toward and knowledge of vocational education than did counselors who had not attended such a workshop. This finding is congruous
since Kaufman, Schaefer, Lewis, Stevens, and House (1967) and Rothenberg (1972) concluded that one's attitude toward vocational education was significantly related to one's involvement with vocational education. Bainter (1974) further stressed that the greater a person's involvement with vocational education, the more positive one's attitude would be toward vocational education.

**Hypothesis IV:** No significant difference exists between high school counselors' attitudes toward vocational education and teaching experience in vocational education.

**Hypothesis V Rationale:** In examining the relationship between attitudes toward vocational education and membership in professional associations in Ohio, Sponaugle (1972) found that 80 percent or more of the guidance counselors held memberships in one or more national or state professional education associations. He found that there were positive correlations, significant at the .10 level, between the attitudes of guidance counselors and membership or nonmembership in the Ohio Vocational Association, the American Vocational Association, and the National Vocational Guidance Association.

However, Sponaugle found a slightly positive but not significant relationship between attitudes of guidance counselors and membership in the Ohio School Counselors Association, Ohio Educational Association, American
Personnel and Guidance Association, Association for Measurement, Evaluation and Guidance Association, American School Counselors Association, National Educational Association, and various other organizations he included in the category "other."

**Hypothesis V:** No significant relationship exists between high school counselors' attitudes toward vocational education and the number of memberships in professional educational associations.

**Hypothesis VI Rationale:** Graham (1972) indicates that no established model for the public school counselor has been developed; and, therefore, guidance counselors have been mandated the responsibility of developing and implementing a work role for themselves which will reflect their own personal philosophy and the philosophy of their local school district.

The degree of involvement a guidance counselor has had with vocational education may have an effect on one's attitude toward vocational education. Kaufman, Schaefer, Lewis, Stevens, and House (1967) indicated that the degree of involvement in vocational education by teachers, employers, and union officials was positively related to their attitudes toward vocational education. Rothenberg (1972) adds further support with his finding that the attitudes toward vocational education held by heads of households, educators, and businesspersons were positively
related to their involvement with vocational education. LaBorde (1973) further found that those counselors who had participated in vocational education programs had more significantly positive attitudes at the .05 level than those counselors that had not participated in vocational education programs.

However, Parks (1968) assessed the attitudes of superintendents regarding vocational education in Ohio's public schools. No significant difference was found in attitudes whether or not the respondent was enrolled in a vocational education program while in high school. Sponaugle (1972) and Shepherd (1977) also examined the relationship between enrollment or nonenrollment in secondary vocational education and attitudes toward vocational education. Neither researcher found a significant relationship between the variables at the .05 level.

**Hypothesis VI:** No significant difference exists between high school counselors' attitudes toward vocational education and enrollment in vocational education programs while a high school student.

**Hypothesis VII Rationale:** Graham (1972) indicates that the counselors' role is usually determined by a combination of academic and personal factors. Attitude development toward various programs may be a process associated with one's career development. The development of attitudes toward vocational education may result from years of experience with vocational education programs.
Hypothesis VII: No significant relationship exists between high school counselors' attitudes toward vocational education and number of years experience as a guidance counselor.

Hypothesis VIII Rationale: LaBorde (1973) studied the relationship of attitudes toward vocational education held by Tennessee high school counselors and their knowledge of vocational education. LaBorde reported that a positive significant relationship did exist between counselors' attitudes and their knowledge of vocational education. He also found that there was a significant difference in attitude toward vocational education of full-time counselors and part-time counselors at the .01 level of significance.

Bainter (1974) also found that the attitudes of full-time counselors toward vocational education were more positive than those of part-time counselors. He suggests that full-time counselors have greater opportunity to experience more exposure to vocational education and vocational educators. Full-time counselors may become more involved in the total vocational education program within the institutional setting. Bainter further suggests that this increased exposure and involvement could result in the full-time counselors possessing more positive attitudes toward vocational education than would part-time counselors.

On the other hand, Sponaugle (1972) reported that the amount of time guidance counselors devoted to guidance and
counseling activities had no relationship to their attitudes toward vocational education. The researcher found no statistical significant difference between the mean scores of part-time and full-time guidance counselors toward vocational education.

**Hypothesis VIII:** No significant difference exists between high school counselors' attitudes toward vocational education and whether they devote full-time or part-time as a guidance counselor.

**Delimitations of the Study**

Data from this study should be interpreted with the following delimitations in mind:

1. This study did not attempt to determine the absolute attitude of any individual counselor.
2. This study did not attempt to determine good or bad attitudes.
3. The study was delimited to the attitudes as measured by the instrument "Image of Vocational Education."
4. The attitudes reported were delimited to the time the survey was conducted.
5. No attempt was made to evaluate or compare counseling services.
6. This study did not include those counselors who are beginning their first year of employment as a guidance counselor in North Carolina public schools.
Limitations of the Study

Data from this study should be interpreted with the following limitations in mind:

1. The subjects of this study represented a randomly selected sample not the total population; therefore, any conclusions or generalizations apply to all counselors only insofar as this sample was representative of the total population. The sample size is equal to 15 percent of the population. The population for this study included all guidance counselors in North Carolina public comprehensive high schools.

2. This study did not include those counselors who were employed in designated vocational education centers, extended day schools, alternative schools, and private schools.

3. This study was limited to attitudes as measured by the "Image of Vocational Education (IVE) scale" developed by Wenrich and Crowley in 1964.

4. This study was limited to the honesty of respondents providing accurate information.

Definitions

Attitude - tendency or predisposition to evaluate an object or the symbol of the object in a certain way. Evaluation includes cognitive as well as affective elements (Wenrich and Crowley, 1964, p. 5).
Administrative Unit or Local Education Agency (LEA) - refers to the county or city in which the secondary school system is located. There are 143 such systems in the North Carolina Department of Public Instruction which are under the governance of a local board of education and the administration of a local superintendent and his/her staff (Vocational Education: Program of Studies (Revised 1982), p. 160).

Attitude Toward Vocational Education - the degree of positive or negative feelings toward vocational education. For this study, attitude toward vocational education will be measured by the "Image of Vocational Education (IVE) scale" developed by Wenrich and Crowley (1964).

Guidance - the process of assisting an individual to understand oneself and the world and to gain a knowledge of the implications of this understanding for educational progress, career development, and personality fulfillment (Good, 1973, p. 270).

Program - refers to the courses in one field of study for a given job or occupational cluster which are organized to fulfill the same general objectives and are conducted along similar lines of instruction and experiences for students (Vocational Education: Program of Studies (Revised 1982), p. 160).

Program Area - defined as one of six classes of vocational-technical education within the traditional

**Rural High School** - a high school of secondary level established in the open country or in a small town or village; may or may not be jointly administered with a contributory elementary school or schools (Good, 1973, p. 282).

**School Counselor** - a person who is trained to assist individual students in making adjustments and choices especially with regard to vocational, educational, and personal matters and who is assigned the responsibility of providing counseling services to students (Good, 1973, p. 147).

**Secondary School** - denotes one of the comprehensive high schools in a local education agency of North Carolina which usually includes grades nine through twelve and which offers vocational education programs for student enrollment. It is governed by a local board of education and is considered a part of the North Carolina Department of Public
Instruction delivery system for education. The term high school and secondary school are used synonymously (Vocational Education: Program of Studies (Revised 1982), p. 161).

Suburban School - a school located in the population centers usually incorporated townships, surrounding a city (Good, 1973, p. 570).

Urban School - a school in a concentrated population area, as opposed to rural or village school (Good, 1973, p. 634).

Vocational-Technical Education - a curriculum or composite of instructional programs designed to prepare individual students for entry into the labor market as trained, competent workers (Vocational Education: Program of Studies (Revised 1982), p. 161).
The purpose of this chapter is to review the literature pertinent to this study. In reviewing literature and research, Fox (1969, 725) has stated the following guidelines:

The written review is very selective, including only those aspects of the research and nonresearch that are relevant to developing the foundation of the current study.

There are many published and unpublished works about vocational education; however, only a few deal specifically with the attitudes of guidance counselors toward vocational education in the comprehensive high school. The following review is limited to those works most clearly related to this study. The review is presented in five sections: Attitudes, Attitudes Toward Vocational Education and Type of School Setting, Attitudes of Constituent Groups Toward Vocational Education, Attitudes Toward Vocational Education and Interest or Participation in Vocational Education, and Summary.

**Attitudes**

Good (1973, 49) defined attitude in the *Dictionary of Education* as:

...the predisposition or tendency to react specifically towards an object, situation, or value.
A review of literature indicates that attitudes relate to behavior toward vocational education. One can find several different definitions of attitudes.

In *Industrial Psychology and Its Social Foundations*, Blum (1949) reflects that attitudes may be rational or irrational and need not be indicative of intelligence. Sherif, Sherif, and Nebergall (1965), and Blum (1949) indicate that attitudes are not momentary or transitory, but they do change although rarely overnight.

Zimbardo and Ebbesen (1970, 6) agree with Good (1973), but provide a broader definition. They state:

"Attitudes have generally been regarded as either mental readiness or implicit predispositions which exert some general and consistent influence on a fairly large class of evaluative responses. These responses are usually directed toward some object, person, or group. In addition, attitudes are seen as enduring predispositions, but ones which are learned rather than innate. Thus, even though attitudes are not momentarily transient, they are susceptible to change."

Secord and Backman (1964) believe that an attitude refers to the regularities of one's feelings, thoughts, and the predisposition that one has to act toward some aspect of one's environment. They classified these regularities into three components which reflect one's attitude. They identify one's feelings as the affective component, thoughts as the cognitive component, and predispositions to act as behavioral components. This concept is supported by Zimbardo and Ebbesen (1970) in that they believe the
affective component consists of one's emotional response to a person or object, the cognitive component consists of one's belief of a person or object, and one's behavior toward a person or object consists of the behavioral component.

Vocational Education may be viewed as a concept or idea which involves the training of people for employment. Most people possess attitudes toward vocational education. Possession of an attitude indicates that one is no longer neutral. To some degree, one is either in favor of or against, specifically, vocational education (Sherif, Sherif, and Nebergall, 1965). Attitudes of individuals and the general public and their influence on public education can be major determinants concerning the position of vocational education in the public school system on local, state, and national levels. These attitudes according to Kiesler, Collins, and Miller (1969, 7) "may be related to sociological variables such as size of community or psychological variables such as personality traits", and may be based on previous experiences. Regarding attitudes, Blum and Naylor (1968, 274-275) further state:

Quite often persons and objects or ideas become associated in the minds of individuals and as a result attitudes become multidimensional and complex.

For most attitudes this complexity is the rule despite the fact that attitudes indicate a general and almost oversimplified direction toward favor or disfavor. It should be remembered that the constituent parts of an attitude contributing
to this generalization are never as logical to the observer as they are to the holder of the attitude.

Attitudes are not always a function of degree or amount of knowledge about the object of the attitude. Justifications of attitudes we hold are often a function of the rationalizations we use to justify the knowledge, or lack of it, we have on almost any topic.

Rothenberg (1972, 48) points out that attitudes affect behavior toward vocational education. He indicates:

Since the attitudes of individuals and groups of people affect the role of vocational education in the public school system, a study relating to attitudes toward vocational education would be of importance when future curriculum plans and vocational programs are considered. One of the best methods of measuring attitudes is through the use of attitude scales.

Attitudes Toward Vocational Education and Type of School Setting

Williams (1963) conducted a study to determine the perceptions and opinions of Ohio's secondary school counselors toward home economics programs in public schools. She took a stratified random sample of 200 guidance counselors from city school districts, local districts, and from exempted villages. A mail questionnaire was used for data collection with a response rate of 92.5 percent.

Williams found that 72.4 percent of the guidance counselors responding felt that the home economics program in the school in which they were employed was planned to meet the needs of students. She also found that 77 percent of the counselors encouraged students of below-average learning
ability to enroll in home economics classes. For those students with above-average learning ability, 84 percent of the respondents indicated that they would not attempt to guide these students away from courses in home economics if they indicated interest in pursuing the course work. The researcher concluded that those counselors who guided above-average students away from home economics were guiding them toward the college preparatory curriculum. Williams further indicated that these counselors felt that the demands made upon students by college entrance requirements did not permit time for home economics classes.

Williams found that there were differences of opinion among counselors toward home economics programs that seemed to be related to the type of school district in which the counselor was employed. She stated that when guidance counselors were asked as to whether specific job training should be included in home economics programs, more than 75 percent of the counselors favored job training in the exempted village and local school districts. However, only 46 percent of the counselors in city school districts were in favor of job training.

Kaufman, Schaefer, Lewis, Stevens, and House (1967) examined the effectiveness of secondary school vocational and technical education programs in meeting student and community needs. A secondary purpose of the study was to
examine the image of vocational education as held by teachers, administrators, union officials, guidance counselors, and vocational education graduates. Data for the study were collected through observations, interviews, and questionnaires by an evaluating team visiting twenty-five schools in nine communities in Pennsylvania and New Jersey.

Of importance to this study, Kaufman et al. found from examining the guidance departments in seventeen of the twenty-five schools participating in the study that guidance counselors were less available to vocational students than to other students. Guidance counselors were also better informed and oriented toward directing students toward college preparatory work. They also found that guidance counselors tended to direct minority students toward traditional minority occupations. In addition, they found guidance counselors tended to depend on students to take the initiative in seeking information concerning careers.

The researchers also indicated there is a difference in attitudes of teachers toward vocational education according to the type of school in which they are employed. Differences were found in attitudes toward vocational education according to whether teachers were employed in academic high schools, vocational high schools, or comprehensive high schools. Analysis of 1,600 teacher attitude scores revealed that teachers in vocational high schools were more favorable
toward vocational education than teachers employed in comprehensive high schools. Those teachers employed in vocational high schools, who taught vocational courses, were found to be the most favorable toward vocational education, and teachers of academic subjects in vocational high schools ranked second. The researchers found that the most negative group was composed of those teachers who taught subjects from comprehensive high schools.

Campbell (1968) conducted a national survey of vocational guidance programs in secondary schools. The researcher stratified public secondary schools into six classifications: urban comprehensive, rural comprehensive, urban general academic, rural general academic, urban vocational, and area vocational technical. A questionnaire was sent to principals, counselors, teachers, parents, and students in 353 schools in forty-eight states. The questionnaire was designed to describe the present status of guidance programs in public secondary schools.

The section of Campbell's study which is relative to this study dealt with guidance counselors' views pertaining to the status of guidance in public secondary schools. The researcher found that counselors usually devoted the largest part of their time counseling students toward college. Counselors indicated that they did assist students in entering vocational programs, but that they did not assume the prime responsibility for the task. Counselors also
indicated that student interest was usually the criteria used in admitting students to vocational education programs.

Parks (1968) conducted a study to determine the attitudes of school administrators, vocational education state supervisory personnel, and teacher educators toward vocational education in the public schools of Ohio. Only the findings reflecting the attitudes of school administrators will be reported as their attitudes may be similar to those held by guidance counselors. The researcher took a stratified random sample of school superintendents which were categorized into two groups; large and small. Superintendents categorized into the large group were employed in city and exempted village school districts which composed a sample of fifty-four persons. The second group was the small group composed of 112 superintendents who were from local school districts.

Parks found that superintendents in the public schools of Ohio were favorable toward vocational education. A t-test revealed that there was no significant difference between the attitudes of superintendents of small and large schools at the .05 level.

Sponaugle (1972) examined the attitudes of guidance counselors in Ohio toward the value of vocational education in secondary schools. Sponaugle took a stratified random sample of junior and senior high school guidance counselors employed in joint vocational schools, schools served by a joint vocational school, schools not served by a joint
vocational school, and counselors that were employed in metropolitan areas. At the time the study was conducted, the number of counselors in each school category represented one-third of Ohio high schools in each category except a census was taken of joint vocational schools.

The researcher used a mail questionnaire to collect data from 395 high school counselors participating in the study. Responses were received from 385 counselors, or a return rate of 97.5 percent. Sponaugle calculated, from a twenty-eight item Likert scale, a 3.98 mean attitude score on a five-point scale for all respondents. He stated that guidance counselors were generally favorable toward vocational education in Ohio.

Sponaugle also indicated that high mean item scores indicated that respondents felt that high schools have a responsibility for preparing students for entry into the world of work, vocational education is as respectable as other high school programs, and that students who are above-average academically should not be discouraged from taking courses in vocational education if they have an interest in such courses. However, respondents also felt, as indicated by low mean item scores, that the capability of vocational education to prepare students for a wide range of entry level jobs was low. Counselors also scored low on items indicating that they did not feel that vocational education
was a major answer to the problem of unemployment or that vocational education students adequately possessed basic education skills.

Particularly significant to this study, Sponaugle found that a comparison of means revealed a significant difference at the .05 level in the total mean scores of guidance counselors according to school settings. Those guidance counselors employed in joint vocational schools had a significantly higher mean attitude score than the mean attitude scores of guidance counselors in metropolitan schools, schools served by joint vocational schools, and schools not served by joint vocational schools. Sponaugle further indicated that there was a slight positive relationship between attitudes and membership in professional organizations. He also indicated that there was a slight positive relationship between attitudes and completion of high school vocational courses.

Bainter (1974) stressed that high school counselors have been criticized for several decades for paying insufficient attention to vocational education and to the students who could benefit from vocational education. Bainter felt that a possible explanation for this dilemma was that counselors' attitudes toward vocational education, and subsequent behavior could be associated with environmental pressures experienced by counselors. The researcher felt that these pressures may be imposed by the community, the school, or both.
Therefore, the purpose of Bainter's study was to determine if institutional factors are associated with high school counselors' attitudes toward vocational education. To collect data, Bainter utilized Wenrich and Crowley's (1964) "Image of Vocational Education (IVE) scale" along with an additional section containing demographic items. The population for his study consisted of all 887 counselors, except directors of guidance, employed in Indiana high schools during the school year 1973-1974. From this population, Bainter mailed the instrument to a stratified random sample of twenty counselors employed in five different school settings in which differing vocational education emphasis existed. The school settings utilized were: (1) area vocational schools; (2) high schools offering vocational education and sending students to area vocational schools to attend vocational education courses; (3) high schools offering vocational education, but not sending students to area vocational schools; (4) high schools not offering vocational education, but sending students to area vocational schools, and (5) high schools making no vocational education available to their students.

Of importance to this study, the researcher found that the institutional factors tested were positively associated at a significant level with high school counselors' attitudes toward vocational education. The institutional factors of significance were: school setting, ratio of
student population enrolled in vocational education, comprehensiveness of the school's vocational education curricula, and counselor load (full-time or part-time).

Bainter concluded that high school counselors possess an overall favorable attitude toward vocational education and that the institutional factors examined were positively associated with counselors' attitudes toward vocational education.

Shepherd (1977) conducted a study to identify and describe the attitudes of guidance counselors toward vocational education in the public secondary schools of Ohio. Of significance to this study, the researcher also investigated the relationship between guidance counselors' attitudes toward vocational education and the type of school in which counselors were employed, years of experience as a guidance counselor, the teaching subject matter speciality, and prior enrollment in a secondary vocational education program.

At the time of the study, there were 1,202 secondary public schools in Ohio from which the researcher drew a stratified random sample of 399 guidance counselors. The population was stratified into four categories: joint vocational schools, schools served by joint vocational schools, schools not served by joint vocational schools, and metropolitan schools.
Findings of the study revealed that the attitudes of guidance counselors in Ohio's public secondary schools were generally favorable toward the Career Satisfactoriness, Preparation for Work, and Special Value dimensions of vocational education. The researcher also found that the attitudes of counselors in joint vocational schools were significantly more favorable, at the .05 level, toward the Career Satisfactoriness and Special Value factors than the attitudes of counselors in schools served by joint vocational schools, schools not served by joint vocational schools, and metropolitan schools. Concerning the factor identified as Preparation for Work the attitudes of counselors in joint vocational schools were significantly more favorable toward that factor than were the attitudes of counselors in schools served by joint vocational schools and counselors in schools not served by joint vocational schools. However, the researcher did not find any significant relationships between counselors' attitudes toward any of the three factors and the recency of the non-educational work experience, years of experience as a guidance counselor, or prior enrollment in secondary vocational education programs.

Graham (1972) compared role perceptions of counselors in area vocational schools in Indiana to selected personal and situational factors. In comparing these role perceptions, Graham mailed a questionnaire containing six personal
factors and the Counselor Function Inventory (CFI) to a population of sixty-two designated area school counselors employed during the 1971-1972 school year.

Those hypotheses which are of importance to this study stated that among area vocational school counselors there would be no significant difference among their perceptions of seven functional areas as measured by the CFI and whether the students they counsel attend more than one school, the number of students enrolled in their schools, their teaching background, the percentage of time they devote to counseling as opposed to other school related activities, and their personal educational preparation.

Graham concluded that counselor perceptions of functions are similar regardless of setting or educational emphasis; individuals serving area vocational schools as counselors exhibit relatively homogenous perceptions regarding their function. Graham further concluded that there were no significant differences in the way in which counselors serving area vocational schools in Indiana perceived the seven functional areas measured by the CFI when they were classed according to the personal and situational factors used in the study.

Attitudes of Constituent Groups Toward Vocational Education

McGhee (1974) examined the attitudes of superintendents, principals, county vocational directors, and guidance
counselors regarding vocational agriculture in the public secondary schools of West Virginia. He identified a major purpose of the study as to provide information which would be of significant use to improving and planning existing and future vocational agriculture programs in the state.

At the time of the study, there were ninety-seven guidance counselors employed in public junior and senior high schools that offered vocational agriculture in West Virginia. The researcher surveyed all ninety-seven counselors and received a 100 percent return. The instrument used for data collection was a thirty-two item Likert scale.

The data revealed that guidance counselors had a favorable attitude toward vocational agriculture in West Virginia. High mean item scores indicated that counselors feel that programs in vocational agriculture are not intended mainly for students of limited academic ability, programs in vocational agriculture contributes to the general citizenship training as much as other courses, and that students possessing an interest in vocational agriculture programs with above-average ability should not be discouraged from enrolling in such programs.

In the Sixth Report of the National Advisory Council on Vocational Education (1972, 3-4), "Counseling and Guidance: A Call for Change," the Council noted the following in the section on "The Current State of Counseling": 
Sixty-four years ago there were no counselors. Today there are more than 70,000. The counselor-pupil ratio in the public schools was cut in half between 1958 and 1968. . . professional standards have been raised across the board . . . The number of colleges and universities training counselors has doubled in the last fifteen years. Nineteen federal education and manpower programs enacted since 1960 have called for guidance and counseling services. On the surface counseling and guidance seem to shine.

When we look beneath the surface, the status of counseling, in practice, looks shaky and shabby.

Heathman (1972) investigated the attitudes of education decision-makers in New Mexico toward vocational education and found a generally positive attitude of the participants in the study. However, he also found that school board members and community influentials had less positive attitudes than principals, superintendents, and state officials. Heathman did not find any meaningful relationship between the size of the school district and the attitudes of educational decision-makers toward vocational education.

LaBorde (1973) examined the relationship between attitudes toward vocational education and knowledge of vocational education on Tennessee guidance personnel. Surveys were mailed to 220 Tennessee school guidance counselors and usable materials were returned by 71 percent of the counselors. LaBorde subjected that data for hypotheses testing to a Pearson Product-Moment Correlation and analyses of variances at the .05 level of significance. He found that a
positive significant relationship existed between counselors' attitudes toward vocational education and their knowledge of vocational education. The researcher further found that full-time counselors appeared to have a more positive attitude toward vocational education. Also, guidance counselors who had taught courses in vocational education did not have a more positive attitude toward vocational education than the counselors that had not taught courses in vocational education.

Eley (1975) sought to identify the attitudes of Indiana school board members toward vocational education and make a comparison to select social and demographic factors. All school board members in Indiana composed the population from which a 10 percent stratified random sample of 134 school board members and twenty-nine school board presidents was drawn.

The researcher used a questionnaire for collection of the data. He received a total response of 95.7 percent of the sample.

Eley found that there was a significant relationship, using the .05 level of significance as the decision level, between the attitudes of school board members and their perceptions as to whether or not they understood the goals and objectives of vocational education and also whether or not they would encourage their own children to enroll in vocational education courses. However, he did not find a
significant relationship between school board members' attitudes toward vocational education and selected board member characteristics as measured by age, occupation, past participation in vocational education, length of time served on the board of education, and whether or not they were board presidents. Also, Eley found no significant relationships between the attitudes of school board members toward vocational education and the comprehensiveness of the total vocational education program of their school corporation, as measured by size of the school corporation, percent of secondary school population enrolled as full-time equivalent students in approved vocational programs, and diversity of vocational programs in school corporations. Eley concluded that there seemed to be a relationship to school board members' attitudes toward vocational education when their perceptions relative to vocational education are assessed but not when factual information related to them or the vocational education programs of their school corporation are assessed. Eley further concluded that school board members in Indiana generally hold a favorable attitude toward vocational education.

Cheek (1975) had as a central purpose of his study to identify the role of the vocational counselor in the public schools of Texas as perceived by vocational directors, vocational counselors, secondary school principals, and secondary school counselors. To achieve this purpose, Cheek
used a questionnaire for data collection which was mailed to various school districts in Texas. A return rate of 82 percent was received which reflected data received from ninety-nine school districts sets which consisted of returned opinionnaires from the vocational director and a vocational counselor, secondary school principal, and secondary school counselor from the same school district.

Of importance to this study, Cheek did find significantly different means at the .05 level regarding role statements concerning the role of the vocational counselor in Texas as perceived by vocational counselors without vocational education teaching experience but with world-of-work experience and vocational counselors with both vocational education teaching experience and world-of-work experience. The researcher also found significantly different means at the .05 level regarding role statements pertaining to the role of the vocational counselor in Texas among secondary school counselors without vocational education teaching experience but with world-or-work experience, secondary school counselors with neither vocational education teaching experience nor world-or-work experience, and secondary school counselors with both vocational education teaching experience and world-of-work experience.

Pittman and Stadt (1979) sought to determine what relationships existed between experience with the educable
mentally retarded and educational position and the dependent variables; attitude of vocational teachers, counselors, and administrators toward the educable mentally retarded as a group, as vocational students, and as future employees.

For their study, the researchers selected a total of fifteen vocational education administrators and counselors. The subjects were selected on the criteria of geographic location, size of school (student population), and rural or urban setting. Included in the sample were 50 percent of the total vocational education administrators and counselors. The researchers sampled forty-seven of the vocational teachers or 49.4 percent of the total area vocational school teacher population.

Pittman and Stadt received a 100 percent response rate from vocational administrators and a 97.8 percent response rate from vocational teachers. The data from these responses indicated that administrators had more positive attitudes toward educable mentally retarded as a group, as students, and as potential employees. The researchers did not find any significant difference in attitudes toward vocational education and length of training.

Attitudes Toward Vocational Education and Interest or Participation in Vocational Education

Rothenberg (1972) sought to determine if relationships between attitudes toward vocational education and interest or participation in vocational education programs exist. He
suggests that student attitudes toward vocational education may be influenced by the secondary school curriculum taken or the type of secondary school students attend. Added support is given to this concept by Evans (1971) who cites a study by Tillery in *Foundations of Vocational Education* that high school juniors who expect to dropout, to graduate from high school, or to graduate from junior college or post-secondary vocational school all have similar attitudes and have quite different attitudes from students who expect to graduate from four-year colleges. Evans noted that students in the former group usually chose vocational education programs to pursue. While those students who expected to pursue a baccalaureate degree usually chose courses in science and English subjects. Rothenberg further suggests that vocational programs do not reach enough students on the high school level. He cites that a major reason for this may be due to the poor image of vocational education.

In discussing her own experiences with her guidance counselor, Harris (1971, 54) cited the poor image demonstrated to her:

"I can't imagine it! How can an 'A' student want to get involved in a vocational program? Now really Lynn, what does Diversified Cooperative Training have to offer a student like you?" . . . There have been many times since that day in my junior year that I have wished I could tell my high school guidance counselor just how much vocational training has done for me. Yes, I'm afraid my counselor was among those who have long been under the misconception that secondary vocational programs serve only as a "weeding out" apparatus for pupils considered under the level of so-called normal students."
Rhodes (1970, 51) is not as critical as Harris, but states:

My contacts with this group would lead me to believe that they are an able and dedicated group of people and can become a very significant force in the total educational program if they were to accept a major responsibility for the development of a system of Vocational Guidance rather than a cult of guidance and counseling centered in the professional guidance counselor.

Lewis, McElwain, and Fornash (1980) conducted a study to determine attitudes toward vocational education and the relationship between family income and participation in vocational courses. The researchers found from a national public opinion survey of more than 4,000 adults and a survey of 830 National School Boards Association (NSBA) members at their 1979 national convention, 93 percent of the NSBA and 86 percent of the public respondents endorsed vocational education. They found that approximately three-quarters of the public but less than half of the NSBA members were in favor of increased emphasis by the schools on career preparation through vocational programs. Also, approximately one-third of the public respondents indicated that they would currently like to take vocational courses if they were available. However, about one-quarter of both groups of respondents stated that present programs prepare students for employment "not too well" or "not well at all," while 18 percent of the public respondents were undecided or uninformed about the quality of job preparation.
Martin (1981) states that it is too often the case, high school counselors ignore the personal development of vocational and technical students. She believes that there is a current need to rework the guidance function in secondary and postsecondary schools. Four important reasons are cited why we must work together at the national, state, and local levels toward redesign.

First, guidance has always stressed emphasis towards placing high school graduates into post-graduate educational programs, particularly at four-year and junior colleges. Martin points out that this particular bias continues to be the case throughout the country even though a particular high school may graduate few students who attend college. She further points out that currently there are few guidance programs which are oriented to the needs of those students who are noncollege bound, whether they intend to go directly to work or to seek vocational education through a vocational school, technical school, or trade school.

Second, for a number of reasons, it has become increasingly complex for vocational, technical, or occupational education to identify potential occupations. She states this may be due to technological progress and innovation and to constantly changing occupational possibilities in any particular geographic area.

Third, problems exist with students' motivation and the mere existence of job possibilities in the world outside of
school does not mean that students really believe these opportunities exist for them. Many times students do not know how to take advantage of opportunities when they see that opportunities do in fact exist. Many students, particularly those of minority groups, do not have faith that anything beneficial can happen to them once they cross the invisible line separating their community from a larger urban center. Also, psychological barriers exist which may prevent students from rural or suburban areas from going into unknown, threatening territory in urban areas.

Fourth, Martin cites the impossibility of the role of guidance counselors as currently structured in most schools and school systems. She emphasizes that guidance counselors are routinely given too much undefined responsibility for many broad aspects of students' behavior. These responsibilities include mediating discipline problems between students, teachers, administration, and often, parents; to deal with the personal and motivational problems of the student; act as an informal and unrecognized social worker, and to aid in the formation of students' future educational and career plans.

In most schools, the counselor-student ratio is too high. A single counselor can not responsibly handle the average number of students given to the guidance staff in the typical large school. This type of situation, many times, causes the guidance counselor to focus attention on
areas which are the most demanding. These include those students who are the most promising or those whose problem behavior secures them a place of concern for the guidance counselor.

Finally, today students are growing in skepticism and alienation toward guidance and counseling. The role played by the counselor as an authority on students' present capabilities and future possibilities may have the effect of limiting and narrowly channeling students' aspirations instead of presenting new opportunities. Martin states that this role is structured into the school setting, rather than being a matter of the personality of the counselor. Martin (1981, 46) states:

> Research has found many students who did not follow their inclinations or pursue the development of particular talents because they had been 'turned off' by a counselor or teacher, only to discover years later that they could have succeeded if only they had possessed enough self-confidence to disregard the authoritative advice.

**Summary**

The review of literature showed that individuals and various sectors of a community have specific attitudes toward vocational education. Studies that were reviewed suggest a generally favorable attitude by guidance counselors toward vocational education. The more knowledge one has about vocational education and the more one comes in contact with vocational education, the more favorable one is likely to be toward vocational education.
The review showed that the relationship between selected characteristics and attitudes of guidance counselors toward vocational education have been investigated in several of the studies. Factors investigated included type of school settings, years of experience as a guidance counselor, membership in professional associations, enrollment in secondary vocational education programs, interest or participation, knowledge of vocational education, and institutional factors associated with attitudes. A significant relationship was reported by Kaufman, Schaefer, Lewis, Stevens, and House (1967), Sponaugle (1972), Bainter (1974), and Shepherd (1977) between counselors' attitudes and type of school setting in which counselors were employed. Other factors investigated have produced several slightly positive relationships.
CHAPTER III

METHODS AND PROCEDURES

The problem of this study was to investigate the relationships between guidance counselor attitudes in North Carolina toward vocational education in comprehensive secondary schools and the following factors: (1) type of school setting in which they are employed (rural, suburban, or urban), (2) number of vocational education programs available to students within their schools, (3) number of students per school, (4) teaching experience of guidance counselors in vocational education, (5) memberships in professional educational associations, (6) enrollment in vocational education programs while a high school student, (7) number of years experience as a guidance counselor, and (8) full-time or part-time devoted as a guidance counselor. This chapter presents the procedures utilized in data collection and data analysis. Additionally, the population and sample are defined, and the instrument is discussed.

Population and Sample

The population for this study consisted of all guidance counselors in comprehensive secondary schools in North Carolina for the 1981-1983 school years except those
employed in area vocational centers, alternative schools, optional schools, and extended day schools, and those in their first year of employment as a guidance counselor. Counselors were identified in the State Department of Public Instruction's publication, Directory of North Carolina School Counselors 1981-1983. According to the directory, there were 809 guidance counselors employed in 327 comprehensive high schools.

The population was stratified into three categories according to the type of school in which guidance counselors were employed. The three categories were rural, suburban, and urban schools. Prior research indicated that categorical stratification of the population by school setting was appropriate (Kaufman, Schaefer, Lewis, Stevens, and House (1967), Parks (1968), Sponaugle (1972), Bainter (1974), and Shepherd (1977).

Therefore, a panel of experts was assembled September 9, 1982 in Winston-Salem, North Carolina, to categorize the setting of comprehensive secondary schools as rural, suburban, or urban since these categorizations did not exist from the North Carolina Department of Public Instruction. The panel consisted of personnel from the North Carolina Department of Public Instruction: Division of Vocational Education, Teacher Educators in the University of North Carolina system, and secondary vocational teachers who have experience in working with the secondary schools in North Carolina (Appendix A).
The panel of experts agreed that the categories of rural, suburban, and urban were appropriate for the study. They felt that these three categories would most typify the comprehensive secondary schools in North Carolina. Prior to categorization, the panel further agreed that a category identified as metropolitan would be inappropriate for this study. Each participant received a list containing the names and addresses of all comprehensive high schools in North Carolina. Participants categorized each school, and responses were then tabulated to determine if a majority agreed to the category of each school. After this tabulation, discussion followed, and a majority agreed as the appropriate category for each school. Table I indicates the number of schools in each category.

TABLE 1

Number of Guidance Counselors Employed in Secondary Schools in North Carolina

<table>
<thead>
<tr>
<th>School Category</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>176</td>
</tr>
<tr>
<td>Suburban</td>
<td>90</td>
</tr>
<tr>
<td>Urban</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>327</td>
</tr>
</tbody>
</table>
A sample size of 15 percent was chosen for the study which resulted in 49 comprehensive secondary schools in the three categories. Accordingly, the sample included 26 comprehensive secondary schools from rural settings (15%), 14 comprehensive secondary schools from suburban settings (15%), and 9 comprehensive secondary schools from urban settings (15%).

A table of random numbers was used to select the comprehensive secondary schools in each stratum (Appendix B). All guidance counselors at each school selected were surveyed. The number of guidance counselors in each category is shown in Table 2.

### TABLE 2

Number of Guidance Counselors in the Sample

<table>
<thead>
<tr>
<th>School Category</th>
<th>Number of Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>44</td>
</tr>
<tr>
<td>Suburban</td>
<td>32</td>
</tr>
<tr>
<td>Urban</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
</tr>
</tbody>
</table>

The Instrument

The questionnaire for this study consisted of two sections. The first part was the twenty-eight item "Image
of Vocational Education (IVE) scale." The second part collected institutional and demographic data.

Section one was the twenty-eight item summated rating scale developed by Wenrich and Crowley in 1964 to measure attitudes toward vocational education. The instrument, "Image of Vocational Education (IVE) scale," was developed under a research project supported by the Cooperative Research Program of the United States Office of Education, Department of Health, Education, and Welfare at the University of Michigan. This project was entitled "Vocational Education as Perceived by Different Segments of the Population." Permission to use the "Image of Vocational Education (IVE) scale," was obtained from Dr. Ralph C. Wenrich (Appendices C and D).

In developing the IVE scale, the researchers stratified the population under study into three groups: (1) parents of eleventh grade students, (2) employers located in the school district, and (3) school professionals in the city's schools. School professionals included guidance counselors, principals, and psychologists. The questionnaire was administered to 342 heads of households, 165 employers, 56 school teachers, and 39 school administrators.

Some of the results indicated that heads of households were strongly in favor of vocational education and in expanding vocational education programs. Employers felt that the advantages of vocational education were exaggerated. Teachers felt that more students should be
enrolled in vocational education programs on the secondary level. Administrators also felt more students should be enrolled and that increased funding should be allocated for vocational education programs.

The IVE consists of twenty-eight items with half of the items intended to be positive toward vocational education and half negative toward vocational education. Individuals may react to each item by selecting one of five alternatives: strongly agree, agree, undecided, disagree, or strongly disagree. The mean validity rating for relevance is 5.90, and the reliability is 0.80 as reported by Wenrich and Crowley (1964).

Relative to vocational education, the IVE has been used in the following studies: The Role of the Secondary Schools in the Preparation of Youth for Employment, A Cooperative Study of the Vocational, Academic, and General Curricula (Kaufman, et. al., 1967); as cited by Eley (1975, 24), The Attitudes of School Board Members Toward Occupational Education (Spengler, 1969); as cited by Bainter (1974, 35), New Directions for Vocational Education (Schaefer and Kaufman, 1971); Attitudes Toward Vocational Education (Rothenberg, 1972); An Investigation of Attitudes of New Mexico Educational Decision-Makers Toward Vocational Education (Heathman, 1972); Relationship of Institutional Factors to Counselor's Attitudes Toward Vocational Education (Bainter, 1974); Attitudes of Indiana School Board Members
Toward Vocational Education (Eley, 1975). Selected items from the IVE scale were used for instrument development in the following studies: Attitudes of Guidance Counselors Regarding Vocational Education (Sponaugle, 1972) and A Study to Determine the Attitudes of Guidance Counselors in Ohio Toward Vocational Education (Shepherd, 1977).

Section two of the instrument was designed to obtain information about guidance counselors and the school in which they are employed. This section asked the number of vocational education programs available to students within their schools, number of students per school, teaching experience of guidance counselors, in vocational education, number of memberships in professional educational associations, enrolled or not enrolled in vocational education programs while a high school student, number of years experience as a guidance counselor, and full-time or part-time devoted as a guidance counselor.

Data Collection

The instrument, accompanied by a cover letter and a stampted return envelope, was mailed to each counselor included in the sample (Appendix E). Prior to mailings, a telephone call was placed to Ms. Alice Solomon, Director of Guidance and Counseling for the State of North Carolina, Department of Public Instruction, to verify the name and address of each counselor. All mailings were to the school address of each counselor.
A code number was assigned to each counselor and placed on the instrument for follow-up purposes. Ten days after the first mailing, a follow-up letter including an instrument and a stamped envelope was sent to counselors that had not responded (Appendix F). Ten days later was the termination date for receiving instruments.

Ninety-one instruments were returned with 88 being usable. Three of the instruments were not usable since two guidance counselors were no longer employed and one was a first year guidance counselor. Table 3 indicates the number and percentage of response for each school setting.

### TABLE 3
Number of Guidance Counselors Responding to the Instrument

<table>
<thead>
<tr>
<th>School Setting</th>
<th>Number of Instruments Mailed</th>
<th>Number Returned</th>
<th>Percent Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>44</td>
<td>35</td>
<td>79.5</td>
</tr>
<tr>
<td>Suburban</td>
<td>32</td>
<td>27</td>
<td>84.4</td>
</tr>
<tr>
<td>Urban</td>
<td>34</td>
<td>26</td>
<td>76.5</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>88</td>
<td>80.1</td>
</tr>
</tbody>
</table>

**Data Analysis**

Responses to the attitude scale (IVE) were scored on a five point scale. The IVE was hand scored as received, and
those scores plus the institutional and demographic data were keypunched on IBM cards. Since the IVE scale contained both positive and negative statements, positive attitude statements were assigned values of one through five. "Strongly Agree" received the highest value, five. The negative attitude statements were scored in reverse manner with "Strongly Disagree" receiving the highest value, five. In other words, the greater the disagreement with negative attitude statements the more favorable guidance counselors were toward vocational education. Possible scores on the attitude scale can range from a low of 28 to a high score of 140.

One keypunched card was used for each questionnaire. The Statistical Analysis System (SAS) and the Statistical Package for the Social Sciences (SPSS), each of which is an integrated system of computer programs for data analysis available at The Ohio State University, were utilized to provide computational and statistical tests.

SPSS was used to apply the Chronbach alpha procedure to calculate scale reliability of the IVE. SAS was used to analyze data in relationship to hypotheses of this study. One-way analysis of variance was used to determine the relationship among high school counselors' attitudes toward vocational education and type of school setting, number of programs per school, number of students per school, number of memberships in professional associations, and number of
years experience as a guidance counselor. T-tests, were
computed to test difference between mean ratings of guidance
counselors who had and had not taught vocational education,
guidance counselors who had and had not been enrolled in a
vocational education program as a high school student, and
full-time and part-time counselors' attitudes toward
vocational education.

Two-way analysis of variance was used to determine the
relationship between guidance counselors' attitudes when
considering the type of school setting and the following
factors; number of programs per school, number of students
per school, number of guidance counselors who have taught
vocational education, number of memberships in professional
associations, number of guidance counselors who were
enrolled in vocational programs while a high school student,
number of years experience as a guidance counselor, and
number of full-time and part-time guidance counselors.

Comparisons were made among mean scores of the three
groups for each variable. The groups did not contain the
same number of respondents (See Table 3); therefore, the
Duncan multiple range test was used to find where
significant differences were located. The least square
means test was used to substantiate the Duncan's multiple
range test. Significant differences were reported at the
.05 level.
Also utilizing SAS, a multiple regression analysis was computed to determine the degree of predictability of guidance counselors' attitudes in relation to the variables of this study. In these calculations, the maximum R-square for improvement in predictability of attitude scores was used.
CHAPTER IV
ANALYSIS OF DATA

This chapter is directed toward describing counselors' attitudes toward vocational education in North Carolina and to determine if there were significant differences in attitudes toward vocational education according to selected demographic and institutional factors. Findings will be discussed as they relate to hypotheses identified in Chapter I.

Instrument Reliability

The significance of the findings of this study is relative to the reliability of the IVE 28 item summated rating scale used to measure guidance counselors' attitudes toward vocational education. Application of the Chronbach alpha procedure to the data yielded a coefficient (scale reliability) of 0.9185. Therefore it was felt that the instrument was sufficiently reliable for use in this study.

Attitudes Toward Vocational Education

Findings of the study indicate that guidance counselors in public secondary schools in North Carolina are generally favorable toward vocational education. This was determined by section one of the instrument which was used to measure attitudes, the dependent variable in the study. The mean
attitude item score of the 88 respondents was 3.868 on a five point scale with a standard deviation of 0.481. A value of 3.0 on the five point scale indicates an undecided position, a value of 5.0 indicates a favorable attitude toward vocational education, and a value of 1.0 indicates an unfavorable attitude toward vocational education. Accordingly, a value of 3.868 is indicative of favorable attitudes toward vocational education from guidance counselors.

The mean score for each of the twenty-eight statements is summarized in Table 4. Each statement on the attitude scale was rated on a five point scale. Positive attitude statements were scored as follows: 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, and 1 = Strongly Disagree. Negative attitude statements were scored in reverse. The way attitude statements were rated determined how high a respondent scored. The more favorable the respondent was toward vocational education, the higher the score.

The rank of each item on the attitude scale is also indicated on Table 4. Mean item scores ranged from 4.511 to 3.261. Item twenty-eight received the highest mean score of 4.511. This item stated:

I am thoroughly sold on offering vocational education in high school.

Item twenty-two had the lowest mean score of 3.261. This mean item score indicated that guidance counselors
tended to slightly agree. Item twenty-two stated:

A more considerable portion of the high school curriculum than at present should be devoted to vocational education.

However, the rank relationship of these two variables should be noted. This relationship tends to indicate that guidance counselors strongly believe in offering vocational education while at the same time only slightly believe that more high school curriculum should be devoted to vocational education.

Items 27 and 25 received the third highest rank, both with a mean item score of 4.272. Item 27 stated:

This community should provide a wide variety of vocational programs to fit the abilities of most students not going to college.

Item 25 stated:

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

Items 27 and 25 are significant to note as their rank relationship also produces evidence of guidance counselors favorable attitudes toward vocational education. The two items examined together tend to indicate that counselors believe a wide variety of vocational programs should be provided and that they would cooperate with others in developing good vocational programs for their community.

Items 13 and 15 received the rank of six as each had a mean item score of 4.250. Item 13 stated:
In my opinion taking vocational education hinders students from further education after high school.

Item 15 states:

In my opinion a graduate of a high school vocational education program is generally suited only for unskilled work.

The rank relationship of these two items is also significant to note. High mean item scores tend to indicate that guidance counselors feel that vocational education does not hinder students from further education and at the same time provides marketable skills for the student.

Items 26, 16, and 6 had ranks of 17, 20, and 23, and mean item scores of 3.727, 3.556, and 3.488 respectively.

Item 26 stated:

I favor reducing vocational education programs when available school funds are in short supply.

Item 16 stated:

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

Item 6 stated:

I would favor expanding vocational education programs even if available funds remain the same.

The rank relationship of these items tends to indicate that the greater the emphasis of the item on the expenditure of funds for vocational education, the lower the rank of the item.
Items 8 and 22 received the rank of 27 and 28 respectively. Item 8 had a mean item score of 3.352, and item 22 a mean item score of 3.261. Item 8 stated:

In my opinion there are not enough students in vocational education at the high school level.

Item 22 stated:

A more considerable portion of the high school curriculum than at present should be devoted to vocational education.

The rank position of these two items is significant to note. These positions indicate that an emphasis on the expansion of student enrollments and curriculum ranked last on the instrument.

**TABLE 4**

Summary of Responses Indicating Rank and Mean Score for Each Item

<table>
<thead>
<tr>
<th>Item Number*</th>
<th>Rank</th>
<th>Mean Item Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>1</td>
<td>4.511</td>
<td>0.587</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>4.386</td>
<td>0.718</td>
</tr>
<tr>
<td>27</td>
<td>3</td>
<td>4.272</td>
<td>0.690</td>
</tr>
<tr>
<td>25</td>
<td>3</td>
<td>4.272</td>
<td>0.496</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>4.261</td>
<td>0.734</td>
</tr>
<tr>
<td>13</td>
<td>6</td>
<td>4.250</td>
<td>0.682</td>
</tr>
<tr>
<td>15</td>
<td>6</td>
<td>4.250</td>
<td>0.629</td>
</tr>
<tr>
<td>Item Number*</td>
<td>Rank</td>
<td>Mean Item Score</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>--------------</td>
<td>------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>4.250</td>
<td>0.698</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>4.125</td>
<td>1.026</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
<td>4.102</td>
<td>0.711</td>
</tr>
<tr>
<td>23</td>
<td>11</td>
<td>4.079</td>
<td>0.698</td>
</tr>
<tr>
<td>18</td>
<td>12</td>
<td>4.022</td>
<td>0.694</td>
</tr>
<tr>
<td>19</td>
<td>13</td>
<td>3.965</td>
<td>0.718</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>3.954</td>
<td>0.921</td>
</tr>
<tr>
<td>21</td>
<td>15</td>
<td>3.829</td>
<td>0.833</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
<td>3.829</td>
<td>0.873</td>
</tr>
<tr>
<td>26</td>
<td>17</td>
<td>3.727</td>
<td>0.496</td>
</tr>
<tr>
<td>20</td>
<td>18</td>
<td>3.613</td>
<td>0.889</td>
</tr>
<tr>
<td>4</td>
<td>19</td>
<td>3.579</td>
<td>1.013</td>
</tr>
<tr>
<td>16</td>
<td>20</td>
<td>3.556</td>
<td>1.048</td>
</tr>
<tr>
<td>1</td>
<td>21</td>
<td>3.534</td>
<td>1.092</td>
</tr>
<tr>
<td>12</td>
<td>21</td>
<td>3.534</td>
<td>1.082</td>
</tr>
<tr>
<td>6</td>
<td>23</td>
<td>3.488</td>
<td>1.028</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>3.477</td>
<td>0.787</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>3.443</td>
<td>1.048</td>
</tr>
<tr>
<td>17</td>
<td>26</td>
<td>3.397</td>
<td>1.023</td>
</tr>
<tr>
<td>8</td>
<td>27</td>
<td>3.352</td>
<td>1.017</td>
</tr>
<tr>
<td>22</td>
<td>28</td>
<td>3.261</td>
<td>0.988</td>
</tr>
</tbody>
</table>

*Attitude scale is located in Appendix E.
The average total score on the instrument was 108.33. Total scores ranged from a high of 137 to a low of 63. The highest possible score was 140 and the lowest possible score was 28.

Section two of the instrument obtained information concerning the independent variables of the study. Table 5 indicates a summary of responses to each variable. These include number of programs per school, number of students per school, number of guidance counselors who have taught vocational education per school, number of memberships in professional associations per guidance counselor, number of guidance counselors who were enrolled in vocational programs while a high school student, number of years experience as a guidance counselor, number of full-time counselors, and number of part-time counselors.

TABLE 5
Summary of Responses to Each Variable

<table>
<thead>
<tr>
<th>Variable</th>
<th>n*</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Programs Per School</td>
<td>88</td>
<td>4.704</td>
<td>1.185</td>
</tr>
<tr>
<td>Number of Students Per School</td>
<td>88</td>
<td>920.159</td>
<td>367.170</td>
</tr>
<tr>
<td>Number of Guidance Counselors Who Have Taught Vocational Education Per School</td>
<td>88</td>
<td>1.738</td>
<td>0.441</td>
</tr>
</tbody>
</table>
TABLE 5 - Continued

<table>
<thead>
<tr>
<th>Variable</th>
<th>n*</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Memberships in Professional</td>
<td>88</td>
<td>2.511</td>
<td>1.632</td>
</tr>
<tr>
<td>Associations Per Guidance Counselor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Guidance Counselors Who Were</td>
<td>88</td>
<td>1.659</td>
<td>0.476</td>
</tr>
<tr>
<td>Enrolled in Vocational Education While a High</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Student Per School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Years Experiences as a Guidance</td>
<td>88</td>
<td>8.329</td>
<td>5.796</td>
</tr>
<tr>
<td>Counselor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Full-Time Counselors Per School</td>
<td>80</td>
<td>2.556</td>
<td>1.102</td>
</tr>
<tr>
<td>Percent of School Day Spent by Part-time</td>
<td>8</td>
<td>0.295</td>
<td>**</td>
</tr>
<tr>
<td>Counselors</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Number of Respondents.
**Not appropriate to report.

Differences in Attitudes According to School Setting

Hypothesis I: No significant relationship exists between high school guidance counselors' attitudes toward vocational education and type of school setting.

Table 6 indicates the mean item scores and standard deviations of attitudes as measured by the IVE according to school category. Guidance counselors in urban schools were
more positive in their attitudes toward vocational education with a mean attitude item score of 4.015. Guidance counselors in rural schools ranked second with a mean attitude item score of 3.834, followed by guidance counselors in suburban schools with a mean attitude item score of 3.772.

A one-way analysis of variance was used to compare the mean scores of counselors' attitudes in the school settings of rural, suburban, and urban as measured by the IVE. The analysis of variance allows for statistical treatment of several means which have been derived from the same population. This statistical procedure resulted in an F-value of 1.870, with a probability of 0.161, which was not significant at the .05 level.

**TABLE 6**

Total Mean Item Scores According to School Category

<table>
<thead>
<tr>
<th>School Category</th>
<th>Mean Item Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural (n=35)</td>
<td>3.834</td>
<td>0.500</td>
</tr>
<tr>
<td>Suburban (n=27)</td>
<td>3.772</td>
<td>0.542</td>
</tr>
<tr>
<td>Urban (n=26)</td>
<td>4.015</td>
<td>0.354</td>
</tr>
</tbody>
</table>

In the analysis of variance, comparisons were made among the mean scores of the three groups. However, the
groups did not contain the same number of respondents; therefore, the Duncan multiple range test was calculated and indicated no significant difference between the scores. Based upon the findings of this study, the null hypothesis failed to be rejected.

Differences in Attitudes According to the Number of Vocational Education Programs Available to Students Within Their Schools

Hypothesis II: No significant relationship exists between high school counselors' attitudes toward vocational education and the number of vocational education programs available to students within their schools.

The number of vocational education programs available to students within their schools varied from a minimum of two to a maximum of six. The average number of programs available was 4.704 with a standard deviation of 1.185. Table 7 summarizes the number of respondents employed by vocational education program categories. Only two respondents indicated that there were two programs available to students within their schools; therefore, for statistical purposes, these respondents were combined with respondents indicating that there were three programs available to students within their schools.

A one-way analysis of variance was computed to test the difference between the mean scores of counselors' attitudes
and the number of programs available to students within their schools. This analysis resulted in an F-value of 0.430 and a probability of 0.732. Therefore, the magnitude of difference between these scores was not sufficient to produce a statistically significant difference at the .05 level. Accordingly, based upon the findings of this study, the null hypothesis failed to be rejected.

**TABLE 7**

<table>
<thead>
<tr>
<th>Programs</th>
<th>Respondents</th>
<th>Mean</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>10</td>
<td>3.717</td>
<td>11.36</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>3.928</td>
<td>20.46</td>
</tr>
<tr>
<td>5</td>
<td>38</td>
<td>3.887</td>
<td>43.18</td>
</tr>
<tr>
<td>6</td>
<td>22</td>
<td>3.857</td>
<td>25.00</td>
</tr>
</tbody>
</table>

Differences in Attitudes According to the Number of Students Per School

**Hypothesis III:** No significant relationship exists between high school counselors' attitudes toward vocational education and the number of students per school.

The number of students per school varied from a low of 43 to a high of 1,600. The mean number of students was
920.2 with a standard deviation of 367.1. The number of students per school was divided into three groups; those schools with less than 500 students, schools with 500 to 999 students, and those schools with enrollments of 1,000 and greater. Table 8 summarizes total mean item scores according to the number of students per school.

### Table 8

<table>
<thead>
<tr>
<th>Number of Students per School</th>
<th>n</th>
<th>Mean</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 500</td>
<td>11</td>
<td>3.798</td>
<td>12.50</td>
</tr>
<tr>
<td>500 - 999</td>
<td>37</td>
<td>3.821</td>
<td>42.05</td>
</tr>
<tr>
<td>1,000 and Greater</td>
<td>40</td>
<td>3.932</td>
<td>45.45</td>
</tr>
</tbody>
</table>

A one-way analysis of variance was computed to test the difference between the mean scores of counselors' attitudes and the number of students per school. This analysis resulted in an F-value of 0.640 and a probability of 0.531, which was not significant at the .05 level. Therefore, based upon the findings of this study, the null hypothesis failed to be rejected.
Differences in Attitudes and Teaching Experience in Vocational Education

Hypothesis IV: No significant difference exists between high school counselors' attitudes toward vocational education and teaching experience in vocational education.

The variable, whether guidance counselors had taught a vocational education course, was determined by a "yes" or "no" response of individual guidance counselors. These data are summarized in Table 9.

<table>
<thead>
<tr>
<th>Respondent Status</th>
<th>n</th>
<th>Mean</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had taught a course in vocational education</td>
<td>23</td>
<td>4.000</td>
<td>26.130</td>
</tr>
<tr>
<td>Had not taught a course in vocational education</td>
<td>65</td>
<td>3.822</td>
<td>73.864</td>
</tr>
</tbody>
</table>

Approximately one-fourth of the respondents (23) had taught a course in vocational education while three-fourths (65) had not taught a course. Respondents that had taught a course had a mean score of 4.000 while respondents that had not taught a course had a mean score of 3.822. A t-test was
computed to test the difference between the mean attitude scores of these two groups toward vocational education. This analysis produced and obtained t-value of 1.671 and a probability of 0.101. Therefore, based upon the findings of this study, the null hypothesis failed to be rejected.

**Differences in Attitudes and Number of Memberships in Professional Educational Associations**

**Hypothesis V:** No significant relationship exists between high school counselors' attitudes toward vocational education and the number of memberships in professional educational associations.

The number of professional educational associations to which guidance counselors held membership varied from zero to seven. Only four respondents indicated that they held membership in six or more professional educational associations. These four respondents were combined into a category identified as respondents who held memberships in five or more professional associations for statistical purposes.

The mean number of professional educational memberships per counselor was 2.511. The findings revealed that twelve respondents did not have membership in a professional educational association, twelve respondents had membership in one educational association, twenty-five respondents had membership in two educational associations, twelve respondents had membership in three educational associations, twelve respondents had memberships in four
professional associations, and fifteen respondents had membership in five or more educational associations. These data are summarized in Table 10.

TABLE 10

<table>
<thead>
<tr>
<th>Number of Memberships in Professional Educational Associations</th>
<th>n</th>
<th>Mean</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>12</td>
<td>3.836</td>
<td>13.64</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>3.860</td>
<td>13.64</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>3.784</td>
<td>28.40</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>3.901</td>
<td>13.64</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>4.139</td>
<td>13.64</td>
</tr>
<tr>
<td>5-7</td>
<td>15</td>
<td>3.800</td>
<td>17.04</td>
</tr>
</tbody>
</table>

A one-way analysis of variance was computed to determine if significant differences existed between the mean score of counselors' attitudes and the number of professional educational associations to which they belonged. This analysis resulted in an F-value of 1.000 and a probability of 0.424, which was not significant at the .05 level. Therefore, based upon the findings of this study, the null hypothesis failed to be rejected.
Differences in Attitudes and Enrollment in Vocational Education Programs While a High School Student

Hypothesis VI: No significant difference exists between high school counselors' attitudes toward vocational education and enrollment in vocational education programs while a high school student.

Thirty respondents stated that they were enrolled in a vocational education program while a high school student, fifty-eight respondents indicated that they had not been enrolled in a program. This indicates that approximately 34 percent of the respondents had been enrolled in a vocational education program in high school. These respondents had a mean attitude score of 3.850 as compared to a mean attitude score of 3.878 for respondents that were not enrolled in a high school vocational program. This data is summarized in Table 11.

<table>
<thead>
<tr>
<th>Respondent Status</th>
<th>n</th>
<th>Mean</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were Enrolled in Vocational Education</td>
<td>30</td>
<td>3.850</td>
<td>34.0</td>
</tr>
<tr>
<td>Were Not Enrolled in Vocational Education</td>
<td>58</td>
<td>3.878</td>
<td>66.0</td>
</tr>
</tbody>
</table>

TABLE 11
Total Mean Item Scores According to Whether Respondents Were Enrolled in Vocational Education While a High School Student
A t-test was computed to determine differences between the mean scores of counselors' attitudes and whether or not they had been enrolled in a vocational education program while a high school student. This analysis resulted in obtained t-value of -0.270 and a probability of 0.787. Therefore, the magnitude of difference between these scores was not sufficient to produce a statistically significant difference at the .05 level. Accordingly, based upon the findings of this study, the null hypothesis failed to be rejected.

Differences in Attitudes and Years of Experience as a Guidance Counselor

Hypothesis VII: No significant relationship exists between high school counselors' attitudes toward vocational education and number of years experience as a guidance counselor.

The number of years experience as a guidance counselor varied among respondents from two to twenty-five. The mean number of years experience as a guidance counselor was 8.329 with a standard deviation of 5.796. The number of years experience as a guidance counselor was divided into three groups. Those with two to six years experience, those with seven to eleven years experience, and those with over eleven years experience. This data is summarized in Table 12.
TABLE 12
Total Mean Item Scores According to Number of Years Experience as a Guidance Counselor

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>n</th>
<th>Mean</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-6</td>
<td>46</td>
<td>3.886</td>
<td>52.27</td>
</tr>
<tr>
<td>7-11</td>
<td>24</td>
<td>3.894</td>
<td>27.27</td>
</tr>
<tr>
<td>12 or More</td>
<td>18</td>
<td>3.789</td>
<td>20.46</td>
</tr>
</tbody>
</table>

A one-way analysis of variance was computed to determine differences between the mean scores of counselors' attitudes and the number of years experience as a guidance counselor. This analysis resulted in an F-value of 0.300 and a probability of 0.738. Therefore, based upon the findings of this study, the null hypothesis failed to be rejected.

Differences in Attitudes and Whether Counselors Devote Full-Time or Part-Time as a Guidance Counselor

Hypothesis VIII: No significant difference exists between high school counselors' attitudes toward vocational education and whether they devote full-time or part-time as a guidance counselor.

Analysis of data revealed that only eight of the eighty-eight respondents devoted part-time as a guidance counselor. The mean attitude score for these guidance
counselors was 3.741 compared to a mean of 3.881 for full-time guidance counselors. This data is summarized in Table 13.

TABLE 13

Total Mean Item Scores According to Whether Respondents Devote Full-Time or Part-Time as a Guidance Counselor

<table>
<thead>
<tr>
<th>Respondent Status</th>
<th>n</th>
<th>Mean</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>80</td>
<td>3.881</td>
<td>90.90</td>
</tr>
<tr>
<td>Part-Time</td>
<td>8</td>
<td>3.741</td>
<td>9.10</td>
</tr>
</tbody>
</table>

A t-test was calculated to determine if significant differences existed between the mean score of counselors' attitudes and whether they devote full-time or part-time as a guidance counselor. This analysis resulted in an obtained t-value of 0.803 and a probability of 0.443, which was not significant at the .05 level. Therefore, based upon the findings of this study, the null hypothesis failed to be rejected.

Additional Analyses

Additional analyses of data were conducted to determine if any significant differences existed among variables being studied.

Two-way analysis of variance. A two-way analysis of variance was calculated to determine if significant
differences existed between the mean scores of counselors' attitudes by school setting and the following variables: number of vocational education programs available to students within their schools, number of students per school, teaching experience of guidance counselors in vocational education, number of memberships in professional educational associations, enrolled or not enrolled in vocational education while a high school student, number of years experience as a guidance counselor, and full-time or part-time devoted as a guidance counselor.

The only significant finding, at the .05 level, related to the mean scores of counselors' attitudes by school setting and whether or not they had taught vocational education. As indicated in Table 14, this analysis resulted in an F-value of 2.68 and a probability of 0.026.

**TABLE 14**

Two-Way Analysis of Variance for Comparison of Variance of IVE Scale Scores of Respondents Who Had and Had Not Taught Vocational Education

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>MS</th>
<th>df</th>
<th>F-Value</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>0.566</td>
<td>5</td>
<td>2.68</td>
<td>0.026*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>0.211</td>
<td>82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*PR < .05
To determine where the difference was located, least squares of means and t-tests were calculated. These calculations revealed that the mean score on the IVE of guidance counselors employed in suburban settings was significantly different at the .05 level than the score of guidance counselors employed in urban settings. The data relative to this analysis are reported in Table 15.

TABLE 15

Least Squares of Means and t-tests for Comparison of IVE Scale Scores Between Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>Least Squares of Means</th>
<th>t-Value of Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rural</td>
</tr>
<tr>
<td>Rural</td>
<td>35</td>
<td>3.909</td>
<td>.</td>
</tr>
<tr>
<td>Suburban</td>
<td>27</td>
<td>3.721</td>
<td>0.165</td>
</tr>
<tr>
<td>Urban</td>
<td>26</td>
<td>4.042</td>
<td>0.349</td>
</tr>
</tbody>
</table>

*PR < .05

Correlation Coefficients Between Variables.
Correlation coefficients were computed using SAS between each variable in the study. Most of the correlations were low or close to zero. The highest positive correlation, significant at the .01 level, was between the number of full-time guidance counselors and the number of students. This coefficient of correlation was 0.674 which indicated
that as the number of students in a school increased, so did the number of full-time guidance counselors.

The highest negative correlation, significant at the .01 level, occurred between the number of vocational programs in schools and the number of full-time guidance counselors. This coefficient of correlation was -0.390 which indicated that as the number of programs decreased the number of full-time guidance counselors increased.

Table 16 summarizes other correlation coefficients found to be significant at the .05 level. No correlations were found to be significant at the .05 level between guidance counselors' mean attitude scores and other variables in the study.

Multiple Regression Analysis. A multiple regression analysis was computed to determine the degree of predictability of guidance counselors' attitudes in relation to the variables of this study. The procedure which calculates the maximum R-square for improvement in predictability of attitude scores was used.

The single factor which produced the greatest degree of predictability in guidance counselors' attitudes was the number of part-time guidance counselors. However, this variable only produced an R-square of .030.

Using multiple analysis the next factor to provide the greatest degree of predictability in guidance counselors'
### TABLE 16
Significant Relationships Between Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
<th>(7)</th>
<th>(8)</th>
<th>(9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Number of Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Number of Students</td>
<td></td>
<td>0.295**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Number of Full-Time Guidance Counselors</td>
<td></td>
<td>0.624**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Number of Part-Time Guidance Counselors</td>
<td></td>
<td>-0.301**</td>
<td>-0.256*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Number of Guidance Counselors Who Have Taught Vocational Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) Number of Memberships In Professional Associations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(7) Guidance Counselors Who Were Enrolled In a Vocational Education Program While a High School Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-0.209*</td>
<td></td>
</tr>
<tr>
<td>(8) Employed Full-Time as a Guidance Counselor</td>
<td></td>
<td>-0.390**</td>
<td>-0.216**</td>
<td>-0.304**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(9) Number of Years Experience as a Guidance Counselor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.343*</td>
<td>-0.216*</td>
<td></td>
</tr>
</tbody>
</table>

*P < .05  
**P < .01
attitudes with the number of part-time guidance counselors was whether or not guidance counselors had taught a vocational education course. However, the influence of these two factors only produced an R-square of .060.

Using multiple analysis each variable was entered into the equation until all variables had entered to determine the degree of predictability in guidance counselors' attitudes toward vocational education. However, this only produced an R-square of .080. Within the structure of this study, this analysis indicated that in predicting the attitudes of guidance counselors only eight percent of the variability in their attitudes may be attributed to a combination of all the factors in this study.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Problem

The problem of this study was to investigate the relationships between guidance counselors' attitudes in North Carolina toward vocational education in comprehensive secondary schools and the following factors: (1) type of school in which counselors are employed (rural, suburban, or urban), (2) number of vocational education programs available to students within their schools, (3) number of students per school, (4) teaching experience of guidance counselors in vocational education, (5) memberships in professional educational associations, (6) enrolled or not enrolled in vocational education programs while a high school student, (7) number of years experience as a guidance counselor, and (8) full-time or part-time devoted as a guidance counselor.

Procedures

The population for this study consisted of all guidance counselors in comprehensive secondary schools in North Carolina for the 1981-1983 school years except those employed in area vocational centers, alternative schools, optional schools, extended day schools, and those in their
first year of employment as a guidance counselor. Counselors were identified in the State Department of Public Instruction's publication, *Directory of North Carolina School Counselors 1981-1982*. According to the directory, there are 809 guidance counselors employed in 327 comprehensive high schools.

The population was stratified into three categories according to the type of school in which guidance counselors were employed. The three categories are rural schools, suburban schools, and urban schools.

The sample size included of 49 comprehensive secondary schools in the three categories. The sample is equal to 15 percent of the population. A table of random numbers was used to select the comprehensive secondary schools in each strata (Appendix B). All guidance counselors at each school were surveyed. This amounted to 110 guidance counselors.

The questionnaire for this study consists of two major sections. The first part is the twenty-eight item "Image of Vocational Education (IVE) scale" developed in 1964 by Wenrich and Crowley. The second part collects institutional and demographic data. Data were collected by mail; 80 percent of the questionnaires were usable. The data were analyzed using the Statistical Analysis System (SAS) and the Statistical Package for the Social Sciences (SPSS), each of which is an integrated system of computer programs for data
analysis available at The Ohio State University. The analyses of data were made in relationship to the specific hypotheses of the study. Statistical techniques used in analyzing data included the Chronbach alpha procedure, t-test, one-way analysis of variance, two-way analysis of variance, Duncan multiple range test, and multiple regression.

Findings

Attitudes Toward Vocational Education. Findings of the study indicate that guidance counselors in public secondary schools in North Carolina are generally favorable toward vocational education. The mean attitude item score of the 88 respondents was 3.868 on a five point scale with a standard deviation of 0.481. A value of 3.0 on the five point scale indicates an undecided position, a value of 5.0 indicates a favorable attitude toward vocational education, and a value of 1.0 indicates an unfavorable attitude toward vocational education.

Attitudes Related to School Setting. Of the three school settings, guidance counselors in urban schools were more favorable toward vocational education with a mean attitude item score of 4.015. Guidance counselors in rural schools ranked second with a mean attitude item score of 3.834, followed by guidance counselors in suburban schools with a mean attitude item score of 3.772. One-way analysis of variance and the Duncan multiple range test were
calculated and indicated no significant difference between the scores at the .05 level.

Williams (1963), Kaufman, Schaefer, Lewis, Stevens, and House (1967), and Rothenberg (1972) indicated that the attitudes of guidance counselors seemed to be related to the types of settings in which they are employed. Bainter (1974) also indicated that guidance counselors may have different attitudes toward vocational education depending upon the setting in which they are employed.

However, the findings of this study tend to support the findings of Shepherd (1977) and Sponaugle (1972). Both researchers examined the attitudes of guidance counselors in Ohio toward vocational education. They found that the mean score of counselors in joint vocational schools was significantly higher at the .05 level when compared to other categories of school settings. The researchers found that the mean attitude score of guidance counselors in joint vocational schools was significantly higher than the mean attitude scores of guidance counselors in metropolitan schools, schools served by joint vocational schools, and schools not served by joint vocational schools. Of significance to this study, neither researcher found any significant difference in the mean scores of guidance counselors toward vocational education that were employed in schools served by joint vocational schools, schools not served by joint vocational schools, and those working in metropolitan schools.
Attitudes Related to the Number of Vocational Education Programs Available to Students Within Their Schools. The number of vocational education programs available to students varied from two to six. The mean number of programs available was 4.704 with a standard deviation of 1.185.

A one-way analysis of variance was computed to determine differences between the mean score of counselors' attitudes and the number of programs available to students within their schools. This analysis indicated that there was no significant difference among the scores at the .05 level.

Attitudes Related to the Number of Students Per School. The number of students per school varied from a low of 43 to a high of 1,600. The mean number of students per school was 920.159 with a standard deviation of 367.170. A one-way analysis of variance indicated that there was no significant difference between the mean scores of counselors' attitudes and the number of programs per school at the .05 level.

Attitudes Related to Experience in Vocational Education. Approximately one-fourth of the respondents (23) had taught a course in vocational education while approximately three-fourths (65) had not taught a course. Respondents that had taught a course had a mean score of 4.000 while respondents that had not taught a course had a mean score of 3.822. A t-test was computed to determine the difference
between the mean attitude scores of these two groups toward vocational education. This analysis indicated that there was no significant difference between the scores at the .05 level.

However, a two-way analysis of variance indicated that there were differences, at the .05 level, between the mean scores of counselors' attitudes by school setting and whether or not they had taught vocational education. To determine where differences between groups were located, least squares of means and t-tests were calculated. These calculations revealed that the mean score on the IVE of guidance counselors employed in suburban settings is significantly different from the score of guidance counselors employed in urban settings.

The findings of this study tend to support those of LaBorde (1973), Kaufman, Schaefer, Lewis, Stevens, and House (1967), Rothenberg (1972), and Bainter (1974). LaBorde found a significant positive relationship between high school counselors' attitudes toward vocational education and their knowledge of vocational education. Kaufman, Schaefer, Lewis, Stevens, and House, as well as Rothenberg, concluded that one's attitude toward vocational education was significantly related to one's involvement with vocational education. Bainter further stressed that the greater a person's involvement with vocational education, the more positive one's attitude would be toward vocational education.
Attitudes Related to Memberships in Professional Educational Associations. The number of professional educational associations to which guidance counselors held membership varied from zero to seven. The mean number of professional educational memberships per counselor was 2.511. A one-way analysis of variance indicated no significant differences existed between the mean score of counselors' attitudes and the number of professional educational associations to which they belonged at the .05 level.

The findings of this study tend to add support to those of Sponaugle (1972) who found a slightly positive, but not significant relationship between membership in the Ohio School Counselors Association, Ohio Educational Association, American Personnel and Guidance Association, Association for Measurement, Evaluation and Guidance, American School Counselors Association, National Educational Association, and various other organizations he included in the category of "other."

Attitudes Related to Enrollment in Vocational Education Programs While a High School Student. Approximately 34 percent of the respondents had been enrolled in a vocational education program while a high school student. These respondents had a mean attitude score of 3.850 as compared to a mean attitude score of 3.878 for respondents that were not enrolled in a high school vocational program.
A t-test was computed to determine differences between the mean scores of counselors' attitudes and whether or not they had been enrolled in a vocational education program while a high school student. No significant difference was found at the .05 level.

The findings of this study tend to support those of Parks (1968), Sponaugle (1972), and Shepherd (1977). Parks assessed the attitudes of superintendents regarding vocational education in Ohio's public schools. No significant difference was found in attitudes whether or not the respondent was enrolled in a vocational education program while in high school. Sponaugle and Shepherd also examined the relationship between enrollment or nonenrollment in secondary vocational education and attitudes toward vocational education. Neither researcher found a significant relationship between the variables at the .05 level.

**Attitudes Related to Years of Experience as a Guidance Counselor.** The number of years experience as a guidance counselor varied among respondents from two to twenty-five. The mean number of years experience was 8.329 with a standard deviation of 5.796. One-way analysis of variance indicated no significant differences existed between the mean score of counselors' attitudes and number of years experience as a guidance counselor at the .05 level.
The findings of this study tend to support those of Sponaugle (1972). He found that there was no significant relationship between the attitudes of guidance counselors regarding vocational education and number of years of guidance and counseling experience.

**Attitudes Related to Whether Counselors Devote Full-Time or Part-Time as a Guidance Counselor.**

Approximately 91 percent of the respondents indicated that they devoted full-time as a guidance counselor. They had a mean attitude score of 3.881 as compared to a mean attitude score of 3.741 for part-time respondents. A t-test was calculated and indicated no significant difference existed between the mean score of counselors' attitudes and whether they devoted full-time or part-time as a guidance counselor.

The findings of this study tend to support those of Sponaugle (1972). He reported that the amount of time guidance counselors devoted to guidance and counseling activities had no relationship to their attitudes toward vocational education. The researcher found no statistical significant difference between the mean score of part-time and full-time guidance counselors toward vocational education.

**Conclusions**

The following conclusions were based on the interpretations of the data presented in the study.
1. Within the limitations of this study, guidance counselors in the public schools of North Carolina are generally favorable toward vocational education as it was conceptualized in this study. The mean attitude item score of respondents was 3.868 on a five point scale.

2. The mean attitude scores of guidance counselors employed in rural settings were higher than the mean attitude scores of counselors employed in suburban and urban settings. The highest mean attitude scores were held by guidance counselors that had four vocational programs in their schools, enrollments of 1,000 or more, had taught a course in vocational education, held memberships in four professional associations, were not enrolled in vocational programs as a high school student, had seven to eleven years experience as a guidance counselor, and were employed full-time as a guidance counselor. However, no statistical significant differences were found between groups.

3. Guidance counselors feel that vocational education does not hinder students from further education and at the same time provides marketable skills for the student.

4. Guidance counselors are generally favorable toward vocational education but tend to be less favorable when additional resources are directed toward vocational education.

5. The findings of Shepherd (1977) and Sponaugle (1972) regarding the lack of a relationship between school setting
and guidance counselors' attitudes toward vocational education are confirmed.
6. Attitudes of guidance counselors toward vocational education are not related to the number of vocational education programs available to students within their schools or the number of students per school.
7. The results of earlier studies regarding the lack of a relationship between attitudes of guidance counselors toward vocational education and teaching experience in vocational education are confirmed.
8. The findings of Sponaugle (1972) regarding the lack of a relationship between memberships in professional educational associations and guidance counselors' attitudes toward vocational education are confirmed.
9. The findings of Parks (1968), Sponaugle (1972), and Shepherd (1977) regarding a lack of relationship between enrollment in a vocational education program while a high school student and guidance counselors' attitudes toward vocational education are confirmed.
10. Attitudes of guidance counselors toward vocational education are not related to the number of years experience as a guidance counselor or whether they devoted full-time or part-time as a guidance counselor.

Recommendations

The following recommendations are made by the writer as a result of having made this study:
1. Research should be conducted to determine the extent to which positive attitudes toward vocational education are implemented into actual counseling practices.

2. Since there has been limited research in the area of attitudes toward vocational education, additional research should be conducted to determine the influence of principals, local vocational directors, other guidance counselors, and general and vocational teachers on guidance counselors' attitudes.

3. Research needs to be conducted to determine the impact of various attitude change methods utilized in the training of secondary guidance counselors toward vocational education.
APPENDIX A

PANEL OF EXPERTS
Panel of Experts

Dr. Thomas R. Allen, Jr.
Marketing and Distributive Education Teacher Educator
Appalachian State University

Dr. Robert L. Fritz
Business Education Teacher Educator
Division of Business and Economics
Fayetteville State University

Mr. Greg Gift
State Consultant
North Carolina DECA Advisor for Marketing and Distributive Education
North Carolina State Department of Public Instruction
Division of Vocational Education

Dr. Beth Lucas
Marketing and Distributive Education Teacher-Coordinator
North Forsyth Senior High School
Winston-Salem/Forsyth County Public Schools

Dr. Stephen R. Lucas
Marketing and Distributive Education Teacher Educator
University of North Carolina at Greensboro

Dr. Benton E. Miles
Marketing and Distributive Education Teacher Educator
University of North Carolina at Greensboro

Mrs. Joanne Milles
Marketing and Distributive Education Teacher-Coordinator
High Point City Schools

Mr. Horace C. Robertson
Chief Consultant for Marketing and Distributive Education for the State of North Carolina
North Carolina Department of Public Instruction
APPENDIX B

SCHOOLS IN THE SAMPLE
Rural Schools in the Sample

Ashe Central High School
P. O. Box 189
Jefferson, NC 28640

Bath High School
Bath, NC 27808

Bever Creek High School
P. O. Box 48
West Jefferson, NC 28694

Brevard High School
Country Club Road
Brevard, NC 28712

Clayton High
Clayton, NC 27520

East Carteret High
Route 1
Beaufort, NC 28516

East Montgomery High
Highway 220 South
Biscoe, NC 27209

Eastern Randolph High
Route 1, Box 204
Ramseur, NC 27316

Eastern Wayne High
Route 10, Box 106
Goldsboro, NC 27530

Edneyville High
Box 129
Edneyville, NC 28727

Gates County Senior High
P. O. Box 65
Gatesville, NC 27938

Harnett Central High
Route 2
Angier, NC 27501
Highlands High  
Highlands, NC 28741  

Ledford Senior High  
Route 4, Box 773  
Thomasville, NC 27360  

Littlefield High  
Route 7  
Lumberton, NC 28358  

North Duplin High  
Calypso, NC 28325  

North Moore  
P. O. Box 8  
Robbins, NC 27325  

Ocracoke High  
Ocracoke, NC 27609  

Parkton High  
Parkton, NC 28371  

Plymouth High  
Box 827  
Plymouth, NC 27962  

Rutherfordton-Spindale High  
Rutherfordton, NC 28139  

Southern Wayne High  
Dudley, NC 28333  

St. Pauls High  
Shaw Street  
St. Pauls, NC 28384  

Tryon High  
Harmon Field Road  
Tryon, NC 28782  

West Lincoln High  
Route 1, Box 363  
Lincolnton, NC 28092  

Williamston High  
Williamston, NC 27892
Suburban Schools in the Sample

A. C. Reynolds
Route 5, Box 592
Asheville, NC 28803

Southwest Senior High
Route 1, Box 76 A
High Point, NC 27260

Albemarle High
311 Palestine Road
Albemarle, NC 28001

Clyde A. Erwin
60 Lees Creek Road
Asheville, NC 28806

Fuquay Senior High
201 Broad Street
Fuquay-Varina, NC 27526

Jamesville High
Jamesville, NC 27846

Lumberton Senior High
Highway 301 A, Box 1030
Lumberton, NC 28358

Manteo High
Manteo, NC 27954

Mount Airy High
1011 N. South Street
Mount Airy, NC 27030

North Buncombe
Route 2, Box 102
Weaverville, NC 28787

North Gaston
Dallas, NC 28034

North Rowan
300 N. Whitehead Avenue
Spencer, NC 28159

Pinecrest High
Box 1259
Southern Pines, NC 28374

Roanoke High
Route 2
Robersonville, NC 27871
Urban Schools in the Sample

Chapel Hill
Chapel Hill, NC 27514

East Forsyth Senior High
Route 3
Kernersville, NC 27284

Hendersonville High
8th Avenue West
Hendersonville, NC 28739

Hunter Huss
Gastonia, NC 28052

J. H. Rose Senior High
Elm Street
Greenville, NC 27834

Olympic High
4301 Sandy Porter Road
Charlotte, NC 28210

Pine Forest Senior High
525 Andrews Road
Fayetteville, NC 28301

Southern High
1818 Ellis Road
Durham, NC 27703

T. Wingate Andrews
1920 McGuinn Drive
High Point, NC 27260
APPENDIX C

LETTER TO DR. RALPH C. WENRICH
Dr. Ralph C. Wenrich  
1217 Baldwin Avenue  
Ann Arbor, Michigan 48104  

Dear Dr. Wenrich:

I am a doctoral candidate at The Ohio State University and am presently preparing a dissertation proposal. My study will involve measurement of high school counselors' attitudes toward vocational education in North Carolina. I have a copy of your and Robert J. Crowley's report "Vocational Education as Perceived by Different Segments of the Population," 1964. I am interested in the possibility of using the Likert summated-rating scale section of the Image of Vocational Education (IVE) scale as my instrument.

Could you please provide me with the procedures necessary to obtain the use of the IVE? Your assistance will be very much appreciated. Please find enclosed a stamped, self addressed envelope. Thanks for your help.

Sincerely,

Robert D. Spillman
APPENDIX D

LETTER FROM DR. RALPH C. WENRICH
Dr. Ralph C. Wenrich
1217 Baldwin Avenue
Ann Arbor, Michigan 48104

Dear Dr. Wenrich:

I am a doctoral candidate at the Ohio State University and am presently preparing a dissertation proposal. My study will involve measurement of high school counselors' attitudes toward vocational education in North Carolina. I have a copy of your and Robert J. Crowley's report "Vocational Education as Perceived by Different Segments of the Population." 1964. I am interested in the possibility of using the Likert summated-rating scale section of the Image of Vocational Education (IVE) scale as my instrument.

Could you please provide me with the procedures necessary to obtain the use of the IVE? Your assistance will be very much appreciated. Please find enclosed a stamped, self-addressed envelope. Thanks for your help.

Sincerely,

Robert D. Spillman

encl.
APPENDIX E

INSTRUMENT
Dear Mr. Jones:

As a former Marketing and Distributive Education Teacher-Coordinator in North Carolina I realize the importance that guidance counselors play in the educational process. Therefore, I am asking for their opinions, specifically, toward vocational education in North Carolina.

You were randomly selected from guidance counselors in North Carolina to respond to the enclosed questionnaire. Without your cooperation, it will be difficult for my Ph.D. study to succeed.

Your response will remain anonymous as all responses will be tabulated into tables.

Would you please take a few minutes to complete the questionnaire and return it in the stamped, addressed envelope as soon as possible?

Please accept my gratitude in advance for your professional assistance with this study.

Sincerely,

Robert D. Spillman

encls:
Questionnaire
Return Envelope
Definitions for the purpose of this survey:


A college-preparatory program in high school is that sequence of courses which prepares a student either to enter a college of one's choice, or to meet the general requirements of most colleges or universities.
ATTITUDES TOWARD VOCATIONAL EDUCATION IN HIGH SCHOOL

DIRECTIONS: You are to circle the response which corresponds most closely to your feelings about each item on this page and the next two.

EXAMPLE: Some high school students are too undisciplined to employ. 
SA A U D SD

SA=Strongly Agree U=uncertain D=Disagree
A=Agree SD=Strongly Disagree

This person disagrees with the item to some extent and has indicated this by a circle around D (Disagree).

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

The number on this form is to aid in record keeping. All results will be combined into statistical tables. Individual replies are confidential.

BEGIN HERE:

Circle One

1. It is more important to provide many students with a sound basic education than to use the time for vocational education. 
SA A U D SD

2. A high school graduate of a vocational education program impresses me a great deal. SA A U D SD

3. Those high school students who would want to take vocational education are not mature enough to profit from it. 
SA A U D SD

4. High schools should encourage bright students to enter a vocational education program. 
SA A U D SD

5. Vocational education does not make enough students useful members of society to justify its cost. 
SA A U D SD

6. I would favor expanding vocational education programs even if available funds remain the same. 
SA A U D SD
7. Most vocational education courses in my opinion lead nowhere.  

8. In my opinion there are not enough students in vocational education at the high school level.  

9. I should like to see the values of vocational education made known to more parents than is now the case.  

10. I am opposed to expanding vocational education programs in high school when so many students need the basic subjects.  

11. For many students in high school there should be greater emphasis on earning a living through a vocational education program.  

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

13. In my opinion taking vocational education hinders students from further education after high school.  

14. I do not think vocational education in high school is as necessary for most students as are other worthwhile programs.  

15. In my opinion a graduate of a high school vocational education program is generally suited only for unskilled work.  

16. There should be more money set aside in the school budget for vocational education.  

17. Most students who take vocational education in high school in my opinion lack too many scholastic skills.  

18. I should like to see vocational education encouraged more among high school students.  

19. In my opinion vocational education in the high school is highly overrated.
20. I believe good vocational education programs in public schools attract new industries to a community.

21. It seems to me that vocational education in high school does not prepare a student for advancement in an occupation.

22. A more considerable portion of high school curriculum than at present should be devoted to vocational education.

23. I am of the opinion that vocational education is too costly in proportion to its worth to the community.

24. In my opinion most public schools do not provide vocational education programs early enough.

25. I would cooperate with others in order to develop the best vocational education program for this community.

26. I favor reducing vocational education programs when available school funds are in short supply.

27. This community should provide a wide variety of vocational programs to fit the abilities of most students not going to college.

28. I am thoroughly sold on offering vocational education in high school.
PART II

Please complete the following items with the definitions given at the beginning of the survey in mind. They were:

Vocational education in high school means public school instruction in:
- Agricultural Education
- Cooperative Business and Office Education
- Marketing and Distributive Education
- Health Occupations Education
- Occupational Home Economics Education
- Trade and Industrial Education

A college preparatory program in high school is that sequence of courses which prepares a student either to enter a college of one's choice, or to meet the general requirements of most colleges or universities.

1. Number of vocational education programs available to students in your school. ________

<table>
<thead>
<tr>
<th>Number of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Education</td>
</tr>
<tr>
<td>Cooperative Business and Office Education</td>
</tr>
<tr>
<td>Marketing and Distributive Education</td>
</tr>
<tr>
<td>Health Occupations Education</td>
</tr>
<tr>
<td>Occupational Home Economics Education</td>
</tr>
<tr>
<td>Trade and Industrial Education</td>
</tr>
</tbody>
</table>

2. Total student enrollment in your school. ________

   Including yourself, indicate the:
   - Number of full-time guidance counselors in your school. ________
   - Number of part-time guidance counselors in your school. ________

3. Have you taught a vocational education course? ________ Yes ________ No
4. Indicate the professional associations in which you currently have membership:

- North Carolina Educational Association
- North Carolina Personnel and Guidance Association
- North Carolina School Psychology Association
- North Carolina Vocational Association
- American Personnel and Guidance Association
- American School Counselors Association
- American Vocational Association
- Association for Measurement, Evaluation and Guidance
- National Educational Association
- National Vocational Guidance Association
- Other, please list:

5. Were you, as a high school student, ever enrolled in a vocational education program.

- Yes
- No

If yes, indicate which program(s):

- Agricultural Education
- Cooperative Business and Office Education
- Marketing and Distributive Education
- Health Occupations Education
- Occupational Home Economics Education
- Trade and Industrial Education

6. Are you currently employed full-time as a guidance counselor?

- Yes
- No

If No, indicate what proportion of your time is devoted to guidance and counseling:

- 75 percent and above
- 50 percent to 74 percent
- 25 percent to 49 percent
- less than 25 percent

7. Number of years experience as a guidance counselor:

Is this your first year?

- Yes
- No
APPENDIX F

FOLLOW UP LETTER
Mr. Ralph R. Jones  
South Forsyth Senior High  
2901 McIver Street  
Winston-Salem, NC 27051

Dear Mr. Jones:

About two weeks ago I mailed you a questionnaire I urgently need to complete my investigation of counselors' opinions toward vocational education in North Carolina.

Possibly the original questionnaire failed to reach you. Therefore, please find enclosed a second copy of the questionnaire and a return, stamped envelope. Would you please return the questionnaire in the next two days? Your response is needed for the completion of my study.

Be assured that your response will be confidential. All responses will be tabulated into tables.

If the original questionnaire and this letter cross in the mail, please disregard this letter.

Thank you for your professional assistance.

Sincerely,

Robert D. Spillman

encls:  
Questionnaire  
Return Envelope
BIBLIOGRAPHY


