An Analysis of the Usefulness of Educational Research Training to the Vocational Education Students of Old Dominion University

Billy B. Ricks
Old Dominion University

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AN ANALYSIS OF THE USEFULNESS 
OF EDUCATIONAL RESEARCH TRAINING TO 
THE VOCATIONAL EDUCATION STUDENTS OF 
OLD DOMINION UNIVERSITY

A Research Paper 
Presented to 
The Faculty of the School of Education 
Old Dominion University

In Partial Fulfillment 
of the Requirements for the Degree 
Master of Science in Education

by 
Billy B. Ricks 
July 1980
This research paper was prepared by Billy B. Ricks under the direction of Dr. John M. Ritz in VIAE 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

APPROVED BY:  

[Signature]
Dr. John M. Ritz  Date
Advisor and Graduate Program Director  June 27, 1980
Vocational and Industrial Arts Education
ACKNOWLEDGEMENTS

When I remove my educator's hat and take my "assigned" place on the other side of the podium, among the bright, scrubbed faces of the eager learners, I find surprisingly simple, almost intuitively obvious, the rights and wrongs, the merits and discrepancies, the good and bad in education today. Accordingly, from one who might be more inclined to criticize than to praise, I too must join the ranks which have and will forever, I suspect, continue to grow boundlessly which profess the belief that educators do not care; that nowhere is this impression perceived more strongly than in the hallowed halls of our institutions of higher learning. It does, I'm afraid, sometimes seem that the prevailing attitude is to, "Let them eat cake".

While every fiber of my intellect tells me that this just isn't true, it is, never-the-less, a hard sensation to ignore. This is most unfortunate, this false impression, as we are all more prone to teach as we were taught, for I most fervently believe that the one thing paramount, the prime prerequisite, first, foremost, and forever, is caring.

It is then with firm conviction and deep sincerity that I say we who have been associated with the faculty and staff of Old Dominion University's Department of Vocational and Industrial Arts Education have been truly fortunate. Nowhere can such a dedication to excellence, blended in such rich proportion with concern for their students be found. They have been firm, but caring. They have been demanding, but caring. They have been sorely taxed; even so, they still cared.

It is with a special gratitude that I acknowledge John Ritz. His professional approach and demeanor, his keen insight and rapport, and his friendly support and encouragement have seen me through this, the single most difficult of a life-time of educational experiences.

Love and promises to a wonderful family who have been severely tried yet saintly in their understanding. My sense of accomplishment must be diminished in comparison.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Acknowledgement</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>iii</td>
</tr>
<tr>
<td>List of Tables</td>
<td>v</td>
</tr>
</tbody>
</table>

Chapter

1. Introduction                 1
   Statement of the Problem      5
   Research Goals                5
   Background and Significance   6
   Limitations                   7
   Assumptions                   8
   Procedures                    8
   Definition of Terms           9
   Summary                       10

2. Review of Literature         11
   Summary                       13

3. Methods and Procedures       15
   Summary                       17

4. Findings                     18
   Personal Identification Data  19
   Specific Usefulness           27
   Summary                       35

5. Summary, Conclusions, and Recommendations 37
   Introduction                  37

iii
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.   Summary</td>
<td>37</td>
</tr>
<tr>
<td>Conclusions</td>
<td>38</td>
</tr>
<tr>
<td>Recommendations</td>
<td>41</td>
</tr>
<tr>
<td>Bibliography</td>
<td>43</td>
</tr>
</tbody>
</table>

Appendices

| A. Survey Instrument         | 44   |
| B. Survey Instrument Cover Letter | 49   |
| C. Survey Instrument Follow-up Cover Letter | 50   |
| D. Survey Population         | 51   |
| E. Responses to Open-Ended Questions | 55   |
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Year of Graduation With Master Degree</td>
<td>21</td>
</tr>
<tr>
<td>2. Source of Baccalaureate Degree</td>
<td>22</td>
</tr>
<tr>
<td>3. Primary Involvement Discipline</td>
<td>23</td>
</tr>
<tr>
<td>4. Responses to Binary Questions</td>
<td>24</td>
</tr>
<tr>
<td>5. Employment Data for Those in Education</td>
<td>28</td>
</tr>
<tr>
<td>6. Agreement Level Responses to Specific Usefulness Questions</td>
<td>29</td>
</tr>
<tr>
<td>7. Experiences Indicating Usefulness of Training</td>
<td>33</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

It has become universally recognized that student enrollment in all phases of education is on the decline. In the early elementary and middle school years, and then on through the senior high school level, this tendency is naturally explained, at least in part, by the decline in population of this age group. Then as we ascend the ladder through the years in which higher educational achievement is normally sought, logic again forces one to conclude that a decline is inevitable when the natural forces of attrition are applied to an ever shrinking base.

However, when one who is interested in the underlying causes, in any particular aspect, of the larger problem begins his search in the early years of education and proceeds upward, he must soon come to realize that the higher in the educational chain of development he searches the more difficult and elusive become the answers.

No longer, once the search reaches the under-graduate level, can one rest, for the most part, on the easy explanation of the overall decline in the general population. In fact, during the course of recent years the average age of students enrolled in institutions of higher learning has generally been on the increase. This certainly would tend to suggest a broadening rather than a shrinking of the popula-
tion base. In our explanatory search we must then begin to
direct our attentions elsewhere and it is here that a multitu­
de of underlying causes begin to most significantly emerge.

A host, and its number is increasing daily, of studies
have been performed which clearly show the contributing
causes to be numerous. Included in this host, but not exclu­
sively, were offerings of a vast array of conclusions which
dealt with economic problems, social considerations, decline
in moral values, and the loss of respect and confidence in
our educational system.

It is here in the realm of the latter, loss of respect
and confidence in our educational system, that the main ef­
fort and thrust of this inquiry will be directed.

As of late it has been increasingly more difficult to
read, or even to scan, any periodical publication of any re­
puite without being confronted with the near exploding consens­
sus of public opinion in the negative vein. It is in far too
regular intervals and in much too great a frequency that the
specific criticisms tend to deal with relevancy; or to be
more precise, the lack thereof. Although there appears to
have been greater concern expressed which was directed at the
public school systems of our country, there nevertheless ap­
pears also to have been a certain fallout of concern direct­
ed in the same vein toward the colleges and universities.

Those of us who are more intimately and completely en­
gaged in education, those of us who not only are profession­
ally engaged in helping others in their quest but are most
actively engaged in improving their own education, have reason to be doubly concerned. Not only must we offer dogmatic diligence and perseverance in the improvement of relevance in our services, we must very much concern ourselves with the relevancy of our own formal training. Before one can give one must get and the giving of relevance in our services must be accomplished before confidence in public education can be revitalized.

With an ever increasing tendency, it seems to have become impossible to attend any gathering of educators, be it professional or social, in which the topic of relevancy in education has not been addressed. For those of us who are engaged, or are interested in becoming engaged, in the continuation of their own education any discussion most often seems to revolve specifically around relevancy in graduate studies. There seems to be many genuine concerns about the practical worth of a graduate degree. Among these can be found:

1. From an economical point of view, are the rewards of the higher degree commensurate with the financial investment required to obtain this degree?

2. Three years is a reasonable period in which one could expect to complete the requirements of the higher degree. Significant personal sacrifice must be considered. With the recognized decline in social values, can the average or slightly above average person long continue to justify this sacrifice?

3. It is reasonable to assume that during the course of
the three years, the requirements of the program of study when coupled with numerous other factors, are bound to detract from classroom performance to some degree. Can one make a judgement of the theoretical loss to upwards of three hundred students and weigh it against the theoretical benefits supposedly to be afforded future students as a result of this self-improvement effort?

While these seem to be but just a few of the rhetorical questions uppermost in the minds of those educators considering or actually engaged in continuing education and while they are bound to have an ultimate impact on this categorical population, the greatest and most inhibiting single factor of all seems to lie in:


A. Is it practical for one to attempt the rigorous and strigent requirements of a thesis while attempting to satisfy the unlimited demands placed on the classroom teacher?

B. Is training in educational research in general and a thesis requirement in particular to be considered relevant for those wishing simply to improve their teaching skills?

C. Is there any relevancy or practicality in completing a thesis for those who have no goals or aspirations beyond performing as a classroom instructor to the very best of their abilities?

It is recognized that a great number of concerns are here suggested. It is, however, around the latter, relevancy in
educational research training for vocational educators, on which this analysis will be centered. It is with great hope that the effort expended here might be of some value and contribute some way in the attainment of the higher ideals and goals of our chosen profession.

STATEMENT OF THE PROBLEM

The problem of this study was to conduct a survey of those graduates of Old Dominion University, Department of Vocational and Industrial Arts Education receiving their Master of Science Degrees to determine and analyze the usefulness of educational research training.

RESEARCH GOALS

Through the collection and analyzeation of certain data from the graduates of the Master of Science program, Old Dominion University, Department of Vocational and Industrial Arts Education, the following objectives will be achieved.

1. To identify those elements of educational research training which have been found to have specific usefulness.

2. To identify those associated areas in which there has been found a need for additional, revised, or specialized training.

3. To provide an objective evaluation of the usefulness of educational research training based solely on the data supplied by the survey respondents.

4. To identify and provide justification for any add-
itional or supportive study which the results of this inquiry might tend to suggest.

BACKGROUND AND SIGNIFICANCE

Education, at all levels, is falling under a balloon ing barrage of fire from public opinion. The reports, a public clamor for results, are being heard near and far. Those results being so loudly demanded can only be interpreted by those of us in the profession as a need for the strictest attention to relevancy. This relevancy translates, in the public eye, to our providing our students with the educational background necessary to the production of good citizens capable of attaining the good life filled with happiness and productivity.

It has long been accepted as a basic truth that one tends to teach much the same as he was taught. With that in mind we must meticulously guard our own preparation and strive to cast out that which is extraneous, irrelevant, and lacking in pertinency so that we might be faithful to our specific charge.

The successful completion of this study should establish the firmness of the foundation upon which this particular portion of teacher preparation rests. The results, when applied, could contribute significantly to the following:

1. Provide the background and establish proper justification for the inclusion of this particular phase in the
overall course of study, the results of which would be:

A. To assist in calming the inherent fears of perspective students in engaging in this course of study. Increased enrollment in continuing education could result thereby increasing the overall effectiveness of our teaching force.

B. To provide increased motivation to those students currently involved in this course of study thereby increasing its benefits to them, or

2. Provide the impetus for significant revision and/or providing viable alternatives within the curriculum for those concentrating in vocational education as required.

LIMITATIONS

1. The survey which is an integral part of this study will be limited to a population of those individuals who have graduated from Old Dominion University with a Masters of Science, concentration in Secondary Education, emphasis in General/Vocational Education.

2. The analysis contained within this study will be limited to the data collected by the survey.

3. The recommendations and suggestions contained in this study will be controlled and limited by the analysis of the survey.
ASSUMPTIONS

The following assumptions are prerequisite to the significance of this study:

1. That Old Dominion University is primarily urban in nature and is engaged in serving Southeastern Tidewater, Virginia.

2. That Old Dominion University's role and scope of primary influence will not change appreciably in the immediate future.

3. That the reported experiences of the participants of the associated survey do, in fact, represent the past topical needs of Southeastern Tidewater, Virginia.

4. That there exists sufficient commonality between the past and future vocational education graduate students of Old Dominion University to warrant generalizations which will accurately reflect the future topical need of the area.

PROCEDURES

While it is fully intended to utilize supportive published material when appropriate, the main emphasis of this study will be contained in data collected by the associated survey. A clear, concise, and easily answerable questionnaire will be the instrument of this survey. While it is most important that this instrument be sufficiently comprehensive so that its data will be easily suggestive of topical strengths, weaknesses, and corrective actions, it is felt
that simplicity is also prerequisite to a satisfactory rate of participation. The data thus received by means of this instrument will be tabulated and the results reported.

DEFINITION OF TERMS

To insure the continuity of the thought processes between the researcher and the reader or consumer, the following information is provided. There are no other words, terms, or abbreviations contained within the body of this study uncommon to the extent that further explanation is required.

1. Vocational Education Area at Old Dominion University - That body of study which is the primary concern of the Department of Vocational and Industrial Arts Education which offers specific emphasis in Industrial Arts Education, Business Education, and Distributive Education at the undergraduate level and Industrial Arts Education, Business Education, Distributive Education, Trade and Industrial Education, and Health Occupations Education at the graduate level.

2. Educational Research Training - That body of study concerning itself primarily with the scientific approach to research and "is a formal, systematic, intensive process used in the investigation of a problem. In the educational realm, it may be carried on by an individual, team, or organization." (Turney, 1971:2)

3. Research Paper - A formal, written report which culminates and reports the research processes.
SUMMARY

This chapter has introduced and provided the background on the problem of concern, relevancy in education. The scope of the concern was narrowed specifically for this study to the relevancy of educational research training in vocational teacher preparation programs within the Tidewater area. The research goals, background and significance, and limitations of this study were presented along with certain assumptions prerequisite to its acceptibility. Finally, the procedural lines along which it is envisioned for this study to proceed were lightly approached.

The following chapter will present an overview of published material pertinent to the problem of concern. Next, a chapter will develop the methodology and procedures employed by this study. A fourth chapter will develop and present the findings of the survey. The fifth and final chapter will be used to summarize the previous contents, formulate and present conclusions, and offer recommendations as suggested by the findings of this study.
CHAPTER II

REVIEW OF LITERATURE

Within the stacks of the library of any college or university engaged in teacher preparation can be found a vast host of material relating to research in education. Even a cursory review of this wealth of material produced by many of the more learned members of our profession quickly reveals the nature, purpose, and scope of the common topic. The case for research in education is amply documented. The benefits to the general education of those engaged in educational research training are such as to be beyond question.

Educators are, by necessity, decision makers. Daily, in the course of carrying out the educative process, we are faced with the task of making decisions about how to plan learning experiences, how to teach, how to guide students, how to organize a school system, and a myriad of other matters. (Ary, 1979:3)

The potential benefits of educational research training were found to be numerated repeatedly and consistently throughout this review of the associated literature. The body of this material contained suggestions which ranged from the most practical which could be imagined to the highly idealistic.

All educators can benefit from the knowledge of the nature, techniques, and procedures of scientific research. In the first place, this knowledge is useful because these skills will enable classroom teachers and other professionals to utilize scientific methods in attacking their own practical problems.
Secondly, research knowledge is essential because it can furnish school personnel with the information necessary to make objective decisions concerning curriculum, methods, administrative procedures, and so on. Thirdly, knowledge of research permits the educator to be both a consumer and producer of research. It seems logical to assume that those who borrow from the research reservoir will desire to contribute to the ever increasing supply of valid knowledge of education through research. (Turney, 1971:1)

Perhaps the highest purpose of educational research is revealed by Ary when he equated it to the educator's search for the truth in educational problems through the application of the scientific approach, one of "The sources of knowledge (which) may be categorized under the five headings: (1) experience, (2) authority, (3) deductive reasoning, (4) inductive reasoning, and (5) the scientific approach." (Ary, 1979, pp. 3, 21)

To pursue this avenue further would be but an exercise in redundancy. Beyond any reasonable doubt it can be assumed that the general educational benefits to the recipient of educational research training has been firmly and unquestionably established. Likewise, we can be assured that an understanding and working knowledge of the methods and procedures employed by this systematic, scientific quest for solutions to educational problems could be put to good use by those engaged in any position and in any level of education. Yet, the topical question remains: Is there, in fact, and to what degree, a measure of relevance or usefulness in educational research training to the vocational education students in general and of Old
Dominion University in particular? Again, one has only to scan the resource documents to learn that there is indeed a degree of general usefulness. The vast array of research having been commissioned by all levels of government and by industry should establish that point convincingly.

Still, the question, to what degree is this useful, lingers on. Here the established authorities in this area of educational concern have been somewhat, understandably, silent. We, in education, have a product to sell just as much so as any businessman. As the latter could hardly be expected to sell a perspective client his product by telling him that he would probably never use it rather than extolling its virtues, neither would it be expected of the educator. Should we expect more, or less, from one than from the other?

If we in education wish to continue dressing ourselves in the distinguished cloaks of respectibility, decorated with the priceless ornaments of ethical responsibility, we must first cast off the irrelevant baubles which can only serve to detract from that which is precious. The public demands that it be so. That demand, emanating from the public and from the press, has been so loud and so overwhelming that this researcher can hardly feel the need to establish it here. We have all felt the pressure.

SUMMARY

In this chapter it has been established that there
exists a sure if unmeasurable benefit to the general education of those receiving it by training in educational research. It was also confirmed that this training could greatly benefit educators at all levels in their efforts toward improving the effectiveness of their program by offering them the tools to systematically and scientifically attack their particular problem of the moment. Further, the horizons of those wishing to participate are greatly broadened by allowing them to become involved in the vast array of research currently being conducted and in that huge volume expected of the foreseeable future.

The question then remains, to what degree is training in educational research actually put to use. That question will receive the major emphasis in this survey and will be directed specifically to those individuals who have graduated from Old Dominion University with a Masters of Science, concentration in Secondary Education, emphasis in General/Vocational Education.

In the remaining chapters, the methods and procedures employed to satisfy the needs of this inquiry will be explained and the findings will be reported. Finally, a summary with conclusions and recommendations which naturally arise from this research will be offered.
CHAPTER III

METHODS AND PROCEDURES

It is believed that the primary goals of this study, to identify those elements of educational research training which have been found to have specific usefulness and those areas in which there has been found a need for additional, revised, or specialized training, can best and more accurately be achieved through the collection of certain data from those having previously received this training. Toward that end, it is intended to survey the graduates of Old Dominion University who have received their Master of Science degrees with a concentration in Secondary Education and emphasis in General/Vocational Education.

To realize a truer representation in the collected data of the specific usefulness of research training, it was felt that realistically, to allow a reasonable time for recipients of this training to put their skills to practical use, this survey should be limited to graduates and should not include those who had previously received this specific training but as yet had not graduated. The foregoing not withstanding, the same arbitrary limit would have been established to reduce the population to a manageable level while still maintaining sufficiency in scope to yield data entirely adequate to the needs.
In accordance with the above criteria, the names and addresses of those to be included in the survey population were provided by the Office of Alumni Relations, Old Dominion University.

An instrument (Appendix A) was then designed explicitly to solicit that data from the respondents necessary to the completion of this study. That instrument, along with a cover letter (Appendix B), requesting their assistance and explaining the need for their participation in this survey, and a postage-paid return envelope were then mailed to each selected participant on 20 February, 1980.

As it was anticipated that something less than 100% of the population as provided by the Office of Alumni Relations would initially respond, a follow-up cover letter (Appendix C), the survey instrument, and another postage-paid envelope were mailed on 12 March, 1980. An arbitrary date of 22 March, 1980 was established as the final date for receipt of data for inclusion in this study. This date, however, was not completely arbitrary as it represented a compromise between what was felt to be a reasonable time to insure maximum participation and the total time remaining to insure the deadline goals of this study.

Once the data had been received, the researcher tabulated and analyzed the responses in accordance with the goals established in Chapter 1.
SUMMARY

With the idea in mind of improving the overall relevance of the graduate program in Vocational Education at Old Dominion University, this researcher felt that it could best be accomplished by analyzing the experiences and attitudes of past graduates. Accordingly, a survey instrument was developed with this in mind and sent out to a population as provided by the Office of Alumni Relations. Once the data was received it was tabulated and analyzed, the results of which will be reported in Chapter IV. Finally, a summary and the conclusions and recommendations arising from this study and thus indicated will follow in Chapter V.
CHAPTER IV

FINDINGS

This study has attempted to identify and analyze the various degrees of usefulness which the educational research course of study has afforded those who have received a Masters of Science Degree in Education with a program of studies in Vocational Education from Old Dominion University. The goals as established in Chapter I were:

1. To identify those elements of educational research training which have been found to have specific usefulness.

2. To identify those associated areas in which there has been found a need for additional, revised, or specialized training.

3. To provide an objective evaluation of the usefulness of educational research training based solely on the data supplied by the survey respondents.

4. To identify and provide justification for any additional or supportive study which the results of this inquiry might tend to suggest.

The information gained through the means of the survey instrument will be compiled and reported in this chapter. The data will be presented in two parts. Part I will be a discussion and development of the statistical personal identification data needed to give meaning to the analysis of the
overall study. Part II will deal with the specific usefulness of educational research to those who have concentrated in Vocational Education. The areas of need or void in the education of this group, as viewed by the respondents, will also be treated in this section.

The survey was mailed to the sixty-seven individuals on which this study was to concentrate, those whom the researcher could identify as having received a Masters of Science Degree in Education with a program of studies in Vocational Education from Old Dominion University (Appendix D). From the sixty-seven initial mailings, responses were received from thirty-eight individuals, a rate of 56.7%. The remaining twenty-nine were sent a follow-up letter requesting their help along with another survey instrument. This effort yielded an additional four responses, a rate of 13.8%. When the combined efforts are considered, there were ninety-six requests made and forty-two responses received for an over-all rate of 43.8%. This represents, however, a final and ultimate response by 62.7% of the survey population. One response contained no data useful to the purpose of this survey and will not hereafter be considered or reported.

PERSONAL IDENTIFICATION DATA

Questions 1. and 2. of the survey questionnaire were designed to ascertain certain data directly concerning the respondent's master degree. The former was designed to insure that all data was properly included in the results of
this study. All responses were in the affirmative, indicating that the data supplied by each did, in fact, belong within the scope of this investigation. The data supplied by the latter is presented in Table I and is intended to place the respondents, time-wise, in the proper perspective with the topical question.

Items 3. and 4. revealed the source of the individual baccalaureate degrees and the primary discipline in which they were involved and are reported in Tables 2. and 3. respectively. It is interesting to note from Table 2. that twenty-eight or 68.3% of these individuals also accomplished the major portion of their undergraduate work in the immediate Southeastern Tidewater area as represented by Elizabeth City State, Norfolk State, and Old Dominion universities. This may prove to be of significant relevance, especially when revealed in the light of the data elicited by items 27. - 29. in Part II. Here a measure of the individuals idea of personal worth, completeness, or thoroughness of his own overall education was attempted to be gained.

Questions 5. and 6. dealt with course work accomplished subsequent to receipt of their M.S. degrees, the results of which are shown in Table 4. and Appendix E. respectively. Item 7. attempted to place the usefulness of educational research training in its proper perspective regarding educational improvement efforts which were to follow this training. While this item provided data which properly belongs in Part II, this researcher decided to include it at this point for
Table 1.

YEAR OF GRADUATION WITH MASTER DEGREE

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Graduates</th>
<th>Percentage of Total</th>
<th>Total Years Experience To Date</th>
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<tr>
<td>1975</td>
<td>6</td>
<td>14.6%</td>
<td>30</td>
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<tr>
<td>1976</td>
<td>11</td>
<td>26.8%</td>
<td>44</td>
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<tr>
<td>1977</td>
<td>10</td>
<td>24.4%</td>
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<td>1978</td>
<td>10</td>
<td>24.4%</td>
<td>20</td>
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<tr>
<td>1979</td>
<td>4</td>
<td>9.8%</td>
<td>4</td>
</tr>
<tr>
<td>Totals</td>
<td>41</td>
<td>100.0%</td>
<td>128</td>
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1 Average years experience to date.
Table 2.

SOURCE OF BACCALAUREATE DEGREE

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<th>School</th>
<th>Number of Graduates</th>
<th>Percentage of Total</th>
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<td>Butler University</td>
<td>1</td>
<td>2.4%</td>
</tr>
<tr>
<td>Elizabeth City State University</td>
<td>3</td>
<td>7.3%</td>
</tr>
<tr>
<td>Georgia Southern</td>
<td>1</td>
<td>2.4%</td>
</tr>
<tr>
<td>Longwood College</td>
<td>2</td>
<td>4.9%</td>
</tr>
<tr>
<td>Norfolk State University</td>
<td>3</td>
<td>7.3%</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>22</td>
<td>53.7%</td>
</tr>
<tr>
<td>Oregon State University</td>
<td>1</td>
<td>2.4%</td>
</tr>
<tr>
<td>Pittsburg State College</td>
<td>1</td>
<td>2.4%</td>
</tr>
<tr>
<td>Radford College</td>
<td>1</td>
<td>2.4%</td>
</tr>
<tr>
<td>St. Andrews Presb. College</td>
<td>1</td>
<td>2.4%</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>4</td>
<td>9.8%</td>
</tr>
<tr>
<td>Virginia State College</td>
<td>1</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>41</strong></td>
<td><strong>100.0%</strong></td>
</tr>
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</table>

1 Tidewater Area

22.
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Number</th>
<th>Percentage of Total</th>
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<tbody>
<tr>
<td>Business Education</td>
<td>13</td>
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<tr>
<td>Distributive Education</td>
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<td>26.8%</td>
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<tr>
<td>Industrial Arts Education</td>
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<td>36.6%</td>
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<td>Trade and Industrial Education</td>
<td>2</td>
<td>4.9%</td>
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<tr>
<td>Totals</td>
<td>41</td>
<td>100.0%</td>
</tr>
</tbody>
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Table 4.

RESPONSES TO BINARY QUESTIONS

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<tr>
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<th>Percentage</th>
<th>No</th>
<th>Percentage</th>
<th>Undecided</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Subsequent to receiving your M.S., have you done any additional course work at the college level?</td>
<td>25</td>
<td>61.0%</td>
<td>16</td>
<td>39.0%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>7. Did you find the specific skills obtained in educational research training to be of significant value to you during the completion of this course(s)?</td>
<td>12</td>
<td>48.0%</td>
<td>13</td>
<td>52.0%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>8. Do your own personal goals or interests indicate a future need for you to become involved as a doctoral candidate?</td>
<td>13</td>
<td>31.7%</td>
<td>24</td>
<td>58.5%</td>
<td>4</td>
<td>9.8%</td>
</tr>
</tbody>
</table>

1 See Appendix E., Item 6. for purpose of subsequent course work.
Table 4. (cont.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Percentage</th>
<th>No</th>
<th>Percentage</th>
<th>Undecided</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Are you presently employed in the field of education?</td>
<td>40</td>
<td>97.6%</td>
<td>1</td>
<td>2.4%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>27. As it pertains to you, do you feel there to be any specific area(s) of need or void in your education, the satisfaction of which would significantly assist you in the day to day conduction of your duties?</td>
<td>21²</td>
<td>51.2%²</td>
<td>20</td>
<td>48.8%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

² See Appendix E., Item 6 and Table 6., Item 29.
purposes of questionnaire continuity and is therefore also reported in Table 4.

Item 8. was also intended primarily to establish perspective. It was felt that the eye of those turning toward the higher degree might well behold the questions of Part II differently than those with no future plans in this regard. No significant correlation could be established, however, when viewed from the vantage point of recognizing that this training is vital to the attainment of the higher degree, its usefulness should be firmly established in that thirteen of the respondents, or 31.7%, indicated doctoral goals while twenty-four, or 58.5%, had no associated plans and four, or 9.8%, were undecided.

The data gleaned by Question 9. was both interesting and encouraging in that it revealed that forty, or 97.6% of the individuals responding to this questionnaire were still primarily involved in education. This might tend to suggest certain far-reaching implications both within and outside the scope of this inquiry. For example, teacher retention, even during this time when we are daily bombarded with the news of a mass exodus of those most qualified, might be improved by a closer look at the cause and effect relationship in this regard.

Of the forty individuals indicating primary involvement in education, the geographical area of employment data, educational duties data, and educational level of involvement data were obtained through items 13. - 15. respectively and
are reported in Table 5. Once more it was felt that this information was needed to establish the perspective necessary to give meaning to an overall analysis.

Question 16. was orginally intended to reveal the experience levels of those replying through a look at the average employment time in the field of education. This then was to be use as an indicator of credibility. However, the question, as written, now leaves some doubt in the mind of the researcher that it was so interpreted by the respondents. Therefore no qualitative judgements will be made here. Rather, the findings are simply reported in Table 5. and the natural conclusions, if any, to be made are left to the discretion of the reader.

SPECIFIC USEFULNESS

In items 17. through 22. and 29. of the survey instrument an attempt was made to gain an understanding of the value which the respondents placed upon their experiences in educational research training. Initial reactions to the questions were encouraged by asking that they respond by selecting one of five levels of agreement with the question statement, the responses to which are tabulated in Table 6.

Question 18. was designed to measure this training in terms of its general educational value. Twenty-nine of those responding, or 70.7% were in general agreement that it was a valuable experience while eight, or 19.5%, felt that it was not and four, or 9.3% were undecided as to its value.
### Table 5.

**Employment Data for Those in Education**

<table>
<thead>
<tr>
<th>Geographical Area of Employment</th>
<th>Tidewater</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35 87.5%</td>
<td>5 12.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>Teacher</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>32 80.0%</td>
<td>8 20.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experience Level</th>
<th>Years</th>
<th>Number</th>
<th>Percentage</th>
<th>Combined Total Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5</td>
<td>12.5%</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2.5%</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>10.0%</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>10.0%</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>5.0%</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>11</td>
<td>27.5%</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>12.5%</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>7.5%</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>2.5%</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>7.5%</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>2.5%</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>40</td>
<td>100.0%</td>
<td>269</td>
<td></td>
</tr>
</tbody>
</table>

1. Average years of experience.
Table 6.

AGREEMENT LEVEL RESPONSES TO SPECIFIC USEFULNESS QUESTIONS

<table>
<thead>
<tr>
<th>Question</th>
<th>S.D.¹</th>
<th>D²</th>
<th>U³</th>
<th>A⁴</th>
<th>S.A.⁵</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. To what extent would you agree that training in educational research has equipped you with specific skills which you have often found helpful in carrying out your day-to-day duties?</td>
<td>2</td>
<td>14</td>
<td>4</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4.9%</td>
<td>31.1%</td>
<td>9.8%</td>
<td>43.9%</td>
<td>7.3%</td>
</tr>
<tr>
<td>18. To what extent would you agree that this training was a valuable educational experience?</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4.9%</td>
<td>14.6%</td>
<td>9.8%</td>
<td>58.5%</td>
<td>12.2%</td>
</tr>
</tbody>
</table>
| 19. To what extent would you agree that this training

¹ Strongly Disagree
² Disagree
³ Undecided
⁴ Agree
⁵ Strongly Agree
<table>
<thead>
<tr>
<th>Question</th>
<th>S.D.</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>S.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. (cont.) has assisted you in being able to organize relevant data in the decision-making process?</td>
<td>2</td>
<td>7</td>
<td>10</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4.9%</td>
<td>17.1%</td>
<td>24.4%</td>
<td>41.5%</td>
<td>12.2%</td>
</tr>
<tr>
<td>20. To what extent would you agree that this training has enabled you to do a library search of the literature relevant to some problem which you are experiencing?</td>
<td>1</td>
<td>7</td>
<td>9</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>2.4%</td>
<td>17.1%</td>
<td>22.0%</td>
<td>41.5%</td>
<td>17.1%</td>
</tr>
<tr>
<td>21. To what extent would you agree that this training has appreciably enhanced your organizing and writing abilities?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>12.5%</td>
<td>9.8%</td>
<td>7.3%</td>
<td>58.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>22. To what extent would you agree that for you, your experiences in educational research training were valuable ones and as such should be re-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>S.D.</td>
<td>D</td>
<td>U</td>
<td>A</td>
<td>S.A.</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>22. (cont.) taught in the curriculum for your degree.</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>17.1%</td>
<td>7.3%</td>
<td>7.3%</td>
<td>48.8%</td>
<td>19.5%</td>
</tr>
<tr>
<td>29. To what extent would you agree that the area(s) of need which you</td>
<td>0⁶</td>
<td>2⁶</td>
<td>2⁶</td>
<td>2⁶</td>
<td>15⁶</td>
</tr>
<tr>
<td>listed in item 28 should be included in the curriculum even, if necessary,</td>
<td>0.0%</td>
<td>9.5%</td>
<td>9.5%</td>
<td>9.5%</td>
<td>71.4%</td>
</tr>
<tr>
<td>at the expense of educational research training?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

⁶ See Table 4., Item 27 and Appendix E., Item 28.
In Question 22. the replies were elicited along the same lines as in Question 18. except that the value judgement was to be made in terms of retention of this training in the curriculum. The results closely correlate in that twenty-eight, or 68.3%, opted for retention while ten, or 24.4% did not and three, or 7.3%, were undecided.

Items 19. through 21. asked for value judgements concerning research training in terms of specific skills improvement generally accepted as significant. By combining the findings of these three items, there were seventy-five, or 61.0% of the responses indicating a significant improvement of these specific skills. Twenty-six, or 21.1% disagreed and indicated no significant improvement in their skill levels by having participated in this training. Twenty-two, or 17.9% of the responses indicated indecisiveness in this regard.

An attempt was designed into Question 17. to get right to the area of prime concern, that of determining the specific usefulness of this training to the accomplishment of their day-to-day duties as a master teacher. The results of this attempt indicate that twenty-one, or 51.2% found it to be so while sixteen, or 39.0% did not and four, or 9.9% were undecided. It would not appear, however, that these results correlate to a high degree with those of items 23. and 24. as depicted in Table 7. The former asked for the number of involvements in formal research subsequent to receipt of the training while the latter asked for the number of times in which there had been found a need for the specific skills
Table 7.

EXPERIENCES INDICATING USEFULNESS OF TRAINING

<table>
<thead>
<tr>
<th>Question</th>
<th>Number Experiences</th>
<th>Number Reporting</th>
<th>Percentage of Total</th>
<th>Cumulative Total Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Subsequent to receiving your M.S. degree, approximately how many formal research studies have you conducted or been involved in?</td>
<td>10</td>
<td>1</td>
<td>2.4%</td>
<td>10</td>
</tr>
<tr>
<td>24. Subsequent to receiving your M.S. degree, approximately how many times have you found a need for the specific skills which you attained in educational research training?</td>
<td>20</td>
<td>1</td>
<td>2.4%</td>
<td>20</td>
</tr>
</tbody>
</table>

0.93\(^1\)

1.73\(^1\)  

\(^1\) Average experiences per individual.
attained in this training. Only thirteen, or 31.7% indicated any degree of actual usefulness by having been involved in subsequent research and fourteen, or 34.1% so indicated by having found a need for the specific skills after their attainment.

Question 27. attempted to gain a measure of value judgment concerning their education to date in terms of its completeness or sufficiency. A positive reply was submitted by twenty-one, or 51.2%, indicating that they did, in fact, sense a certain void in their present education. Question 29. sought to measure the need of the twenty-one replying in the affirmative against their determination of the need for research training. It is significant, as reported in Table 6., that of those feeling a need, fifteen, or 71.4% felt strongly that this need should be satisfied even, if necessary, at the expense of educational research training. It must be noted, however, that the majority of the specific needs elicited by item 28. and reported in Appendix E. might, more properly, be satisfied at the undergraduate level. It should likewise be noted that when the twenty-one identified by question 27. were correlated to their specific responses to question 6. which asked for reasons why courses were taken after receiving their degrees, only three could be possibly identified as having a positive commitment to their convictions as expressed by their responses to items 27. and 28. The design of the survey instrument does not guarantee absolute surety in these results but does, this researcher feels,
place them beyond the realm of a reasonable doubt.

Item 26. attempted to identify the areas of greatest personal benefits gained through the research training in question. The responses are given in Appendix E.

Item 30. represented an attempt to have those responding culminate or briefly summarize their impression for the purpose of this study. The responses are reported in Appendix E and were edited only when there was felt a strong need to do so. In retrospect, the purpose of this item might have been better served had a positive determination been made concerning the respondents' views as to whether research training should remain as required content or reduced to the status of an alternative curricular offering. The inability to establish this relationship must now be viewed as a serious design deficiency of the survey instrument.

SUMMARY

In this chapter certain personal identification datum concerning the respondents were analyzed in an attempt to gain the perspective from which their subsequent replies could be properly viewed. A close inspection revealed that their replies should indeed be considered most relevant to all areas of concern. They were near totally involved in education; with few exceptions their involvement centered in Southeastern Tidewater indicating a need for the continued thrust by Old Dominion University into the educational requirements of this geographical area primarily. They should
be taken to be interested, informed, dedicated, professional, and experienced beyond the point that their views could be lightly considered.

Generally, their views seem to point most decidedly toward research training as having it prime value centered in general education. It was recognized that its value is significant and was recommended for retention accordingly. In determining the specific usefulness of this training, the needs which could not be better satisfied through other means, the results indicated a thorough mixture of opinions. While the design of the instrument seriously omitted a positive determination of their views concerning the establishment of alternatives to research training, the overall analysis of these responses indicate a trend for their views to lean in that direction.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

INTRODUCTION

The problem of this study was to conduct a survey of those graduates of Old Dominion University, Department of Vocational and Industrial Arts Education who have received their Master of Science Degrees to determine and analyze the usefulness of educational research training. This chapter will summarize the proceedings of this study, draw conclusions based on the findings previously reported, and make the certain recommendations which seem to naturally follow those conclusions.

SUMMARY

A survey of the population of concern to this study, as provided by the Office of Alumni Relations, Old Dominion University, was conducted. Sixty-seven individuals were so identified and responses were ultimately received from 62.7% of those queried by means of a mailed questionnaire. The data thus obtained then served as the nucleus of information reported in Chapter IV. These findings, knowledge of a personal nature of those surveyed, which was needed to give perspective and emphasis to their subsequent replies of primary interest, as well as the replies themselves, were here tabulated and
analyzed. Here it was revealed that the rewards of research training were most highly held to be of general educational value which was then accompanied by a corresponding recommendation that it be retained accordingly in the curriculum. Also coming to light was the fact that 31.7% of those responding had doctoral goals in mind, adding increased emphasis to the suggestion of this group. Conversely, it was discovered that the degree of usefulness as measured by later involvements in research was only 31.7% and 34.1% as measured by a subsequent need for the specific skills attained in this training. Information of special interest was uncovered which disclosed that over half, 51.2% of those responding, sensed a certain insufficiency of their overall education and 71.4% of those felt the need to be greater and therefore should occupy a higher priority than does educational research training. Their resulting recommendations were too broad to be acted upon directly but should serve to highlight an area of additional, and possibly, over-riding concern.

CONCLUSIONS

The results of this study which were achieved through the tabulation and analyzation of certain data received from those who have previously received the training in question point out clearly the need for re-evaluation of educational research training status for those involved in vocational studied on the graduate level at Old Dominion University. While the benefits and acquisition of certain skills gleaned
through participation in this training were unquestionably established, its relevancy or degree of actual usefulness in the classroom or school situation failed to be established in that only one third, approximately, of those responding reported to have ever realized such an actual need. The one individual reporting the most experience in research expressed the view that the skill level obtained from Old Dominion University was hopelessly inadequate to the needs of comprehensive research, requiring, in his case, further extensive high level training before he achieved competency in this area.

Concerning educational research training for those involved in vocational education studies at the graduate level at Old Dominion University, based on the findings of this study, the following conclusions have been reached:

1. That of those responding, the average experience level in their present position is 6.3 years and the average time since receiving their master degrees is 3.1 years and must be considered representative of past and current graduates and indicative of those yet to come in the foreseeable future.

2. That the undergraduate source of those embarking on this educational endeavor is, primarily, Southeastern Tidewater.

3. That the vast majority of the vocational education graduates receiving their masters, 97.6%, are still primarily involved in education.

4. That the primary level of educational involvement is
in secondary schools as indicated by 85.0% of those reporting.

5. That the primary duties of the majority, 80.0%, are carried out in a classroom situation.

6. That 87.5% of those graduates responding to the survey are employed in the southeastern Tidewater region.

7. That the findings of this study are representative of the needs of Southeastern Tidewater, the area of primary concern of Old Dominion University in its role as being a major supplier of vocational teachers to that area.

8. That the majority of those surveyed, by having participated in research training, reported significant improvement of personal skills in the areas of:

   A. Organization of relevant data in the decision-making processes.
   B. Library search of relevant literature.
   C. Organizing and writing abilities.

9. That the majority of those surveyed consider the specified training to be a significant educational experience.

10. That 68.3% of those responding to the survey have found little usefulness in research training as measured by the reported number of involvements in formal research.

11. That 65.9% of those responding to the survey had found little usefulness in this training as measured by the times they report to have found a need for the specific skills so attained.

12. That 51.2% of the respondents had sensed a void or deficiency in their overall education.
13. That of the twenty-one individuals who feel a need for additional education, 81.0% feel the satisfaction of this need to be of greater importance to the quality of their education than educational research training.

While this study was deficient in failing to ascertain with a high degree of certainty whether the respondents might recommend that certain alternatives to the educational research course of study be offered, a close inspection of the replies leads to the near certainty that the majority would have had the question been so put to them.

RECOMMENDATIONS

In accordance with the results of this study, as reported in Chapter IV, the data to be reported in the appendices to this study, and the conclusions previously presented in this chapter, the following recommendations are submitted:

1. That the faculty and staff of The Department of Vocational and Industrial Arts Education, Old Dominion University renew and reaffirm their unceasing dedication and devotion to relevancy in education, the founding principle of vocational education itself.

2. That a follow-up inquiry to this study be accomplished toward the purpose of establishing the reliability of the data, conclusions, and recommendations contained herein.

3. That without reservations, the curricular offerings provided by educational research training be retained as it is the raw material from which the vehicles are to be made which
will transport the future ideas of vocational education relevancy to the apex of public and professional awareness.

4. That additional investigations, of greater depth and broader scope, be initiated which will look toward providing viable alternatives to those not inclined toward research. As the graduates of this program are, for the most part, locally employed, it is further recommended that it be limited to the local area serviced by Old Dominion University but broadened to provide increased input by a greater number of those ultimately affected by a corresponding decision.

5. That a continuing and on-going effort be exerted toward ascertaining the views of undergraduates concerning research training as these views might affect their decisions regarding the attractiveness of further education. While they are not primarily within the scope of this investigation, the quality of teachers and retention of the best qualified are areas of far-reaching concern. There is strong evidence within this study which suggests that any efforts directed toward improving the attractiveness of continuing education might well reap huge profits accordingly.
BIBLIOGRAPHY


APPENDIX A

SURVEY OF USEFULNESS OF EDUCATIONAL RESEARCH TRAINING

This study is designed to determine the various degrees of usefulness which the educational research course of study has afforded those who have received a Master of Science Degree in Education with a program of studies in Vocational Education from Old Dominion University. The purpose is directed toward the continuation of the relevancy of this particular course to those for which it was specifically designed. The following questionnaire is comprised of two parts. Part I solicits certain personal identification data while Part II will focus and concentrate on topical specifics.

Part I - Instructions: A response to the following questions will assist the researcher in developing the statistical personal identification data needed to give meaning to the analysis of the overall study.

PERSONAL IDENTIFICATION DATA

1. Did you graduate from Old Dominion University with a Masters of Science Degree in Education with a program of studies in Vocational Education? yes___ no___

2. In what year did you receive your masters of science degree?

3. From what institution did you receive your baccalaureate degree?

4. In what particular discipline were your studies concentrated? (IA, DE, COE, T & I, HOE, AE, HEE, etc.)
5. Subsequent to receiving your M.S., have you done any additional course work at the college level? (if no, skip to item 8)
   yes____ no_____

6. For what purpose was this course(s) taken?

7. Did you find the specific skills obtained in educational research training to be of significant value to you during the completion of this course(s)?
   yes____ no_____

8. Do your own personal goals or interests indicate a future need for you to become involved as a doctoral candidate?
   yes____ no_____

9. Are you presently employed in the field of education? (if your answer is yes, skip to item 13)
   yes____ no_____

10. In what field is your present employment?

11. By whom are you employed?

12. What is your job title or in what position or capacity are you presently employed? (skip to Part II)

13. By what institution or school division are you presently employed?

14. In what position are you employed?

15. In which level of education are you primarily involved?
16. Including the current school year, for how long have you been so employed?

---

Part II - Instructions: Please respond to the following questions by indicating the level of your agreement. A brief response, as needed to those items requesting descriptive information will greatly assist the researcher in identifying those elements of educational research having special relevance and/or specific usefulness.

USEFULNESS SPECIFICS

17. To what extent would you agree that training in educational research has equipped you with specific skills which you have often found helpful in carrying out your day to day duties? (circle one)

   strongly disagree disagree undecided agree strongly agree

18. To what extent would you agree that this training was a valuable educational experience?

   strongly disagree disagree undecided agree strongly agree

19. To what extent would you agree that this training has assisted you in being able to organize relevant data in the decision-making process?

   strongly disagree disagree undecided agree strongly agree

20. To what extent would you agree that this training has enabled you to do a library search of the literature relevant to some problem which you are experiencing?

   strongly disagree disagree undecided agree strongly agree

21. To what extent would you agree that this training has appreciably enhanced your organizing and writing abilities?

   strongly disagree disagree undecided agree strongly agree
22. To what extent would you agree that for you, your experiences in educational research training were valuable ones and as such should be retained in the curriculum for your degree?

strongly disagree  disagree  undecided  agree  strongly agree

23. Subsequent to receiving your M.S. degree, approximately how many formal research studies have you conducted or been involved in?

________________________

24. Subsequent to receiving your M.S. degree, approximately how many times have you found a need for the specific skills which you attained in educational research training?

________________________

25. List briefly the types of skills which you included in item 24.

26. State briefly what were, for you, the greatest personal benefits gained from this training.

27. As it pertains to you, do you feel there to be any specific area(s) of need or void in your education, the satisfaction of which would significantly assist you in the day to day conduction of your duties?

yes _____ no _____

28. If your answer to item 27 is yes, state briefly in what area(s) you consider the greatest need to be.

29. To what extent would you agree that the area(s) of need which you listed in item 28 should be included in the curriculum even, if necessary, at the expense of educational research training?

strongly disagree  disagree  undecided  agree  strongly agree
30. Comment most briefly on your overall impressions of educational research training and of its value to you.

31. Please mark a "X" in the box immediately following if you would like to have the results of this study furnished to you upon its completion.

☐
APPENDIX B

736 Brinson Arch
Virginia Beach, VA 23455

20 February, 1980

Dear Colleague,

You have been identified by the Office of Alumni Relations, Old Dominion University, as one who has received a Masters of Science Degree in Education with a program of studies in Vocational Education from that institution. From the choice in direction of your own formal education and of your chosen profession, it is quite obvious that you share with me a real interest and concern in all elements of education and at all levels. I truly believe that there is not one among us who has not at one time made his own solemn but silent vow to uphold the higher ideals which our profession represents.

In this spirit I wonder if you would give a few moments of your time and experience to assist me in a study of the usefulness of research training to vocational education students. The purpose of this study is to survey those individuals belonging to this group, such as yourself, to determine the benefits and usefulness this specific training has afforded you in your role as a master teacher. By analyzing this information it is hoped that the relevancy of this particular course of study will continue to be insured by helping to make it more responsive, as necessary, to the needs of those for which it was specifically designed.

As you are aware, this group is small and unique. It is therefore absolutely vital to the successful completion of this study that each member responds. I ask that you please do so by March 1st and request that you use the enclosed stamped addressed envelope to return the completed questionnaire. Thank you for your time, help, and consideration. I remain

Sincerely yours,

/s/ Billy B. Ricks

Billy B. Ricks

Enclosure
Dear Colleague,

Recently I mailed a survey questionnaire to you entitled, "Survey of Usefulness of Educational Research Training". You were selected as you have been identified as one who has received a Master of Science Degree in Education with studies in Vocational Education from Old Dominion University. The purpose of this study is to survey those individuals, such as yourself, in an attempt to determine the usefulness this training has been to you in your role as a master teacher. By analyzing your responses it is hoped that the relevancy of this particular course of study will continue to be insured by helping to make it more responsive, where necessary, to the demonstrated needs of those for which it was specifically designed.

It now seems probable that this questionnaire did not reach you so another is enclosed. Would you please give just a few moments of your time and share your most valuable experiences with me in this regard. I assure you, your response is most necessary and vital to the successful completion of this study. Please use the enclosed, stamped, self-addressed envelope to return the completed questionnaire. Thank you for your time, help, and consideration. I remain

Sincerely yours,

/s/ Billy B. Ricks

Billy B. Ricks

BBR/br

Enclosure
APPENDIX D

SURVEY POPULATION

Mrs. Nora Ackart  
2517 Lakewood Lane  
Chesapeake, VA 23321

Mr. Willis H. Alexander  
505 Holbrook Road  
Virginia Beach, VA 23452

Ms. Alice L. Bell  
108 Barrett Place  
Williamsburg, VA 23185

Mr. Eugene C. Blackmer  
433 Thornrose Avenue  
Staunton, VA 24401

Ms. Naomi J. Bolden  
106 Bowen Drive  
Hampton, VA 23666

Ms. Betty Bradshaw  
1620 Dendron Drive  
Virginia Beach, VA 23451

Ms. Elaine F. Bright  
1052 Eaglewood Road, Apt. 1C  
Annapolis, MD 21403

Mr. Lawrence B. Buchanan  
309 Lasalle Avenue  
Hampton, VA 23661

Ms. Gertrude H. Clark  
19921 Mastenbrook Place  
Gaithersburg, MD 20760

Mr. Luther L. Atha Jr.  
1910 New Hampshire NW  
Washington, D.C. 20009

Ms. Frances Bailey  
3904 Arlington Place  
Portsmouth, VA 23707

Mr. Otis H. Billups  
4024 Tanglewood Trail  
Chesapeake, VA 23325

Ms. Brenda J. Blackwell  
117 W. 5th Street  
Chase City, VA 23924

Mr. Samuel P. Bowers Jr.  
P.O. Box 354  
Mattaponi, VA 23110

Mrs. Jean H. Brennaman  
3300 Michelle Court  
Chesapeake, VA 23321

Ms. Jeannie A. Brucha  
Rt. 3, Box 390  
Siletz, OR 97380

Mr. David Bunin  
7320 Glenrole Ave., #2-E  
Norfolk, VA 23505

Ms. Roberta Cool  
4016 Rampart Street  
Virginia Beach, VA 23455

51.
<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Robert A. Cornatzer</td>
<td>4944 Wycliff Road, Portsmouth, VA 23707</td>
<td>Mr. Charles V. Craig</td>
<td>1660 Allman Court, Virginia Beach, VA 23462</td>
</tr>
<tr>
<td>Mr. Myron W. Curtis</td>
<td>911 Gates Ave., Apt. Cl, Norfolk, VA 23517</td>
<td>Mrs. Sharon A. Davis</td>
<td>4113 Clintwood Lane, Virginia Beach, VA 23452</td>
</tr>
<tr>
<td>Ms. Dorisann J. DeVries</td>
<td>57 Locust Avenue, Hampton, VA 23661</td>
<td>Ms. Linda Dickens</td>
<td>1504 Arbor Arch, Suffolk, VA 23435</td>
</tr>
<tr>
<td>Mr. Sidney J. Duck</td>
<td>3328 Mapleton Crescent, Chesapeake, VA 23321</td>
<td>Mr. Edwin L. Ellis</td>
<td>313 Wynn Street, Portsmouth, VA 23701</td>
</tr>
<tr>
<td>Mr. Otis J. Farmer</td>
<td>Rt. 2, Box 896, Smithfield, VA 23430</td>
<td>Mrs. Teresa L. Fary</td>
<td>1204 Rockwood Court, Virginia Beach, VA 23462</td>
</tr>
<tr>
<td>Mr. Phillip D. Fertitta</td>
<td>713 Spruce Road, Newport New, VA 23601</td>
<td>Ms. Mildred Forbes</td>
<td>Base Trailer Park, Lot 25, Langley AFB, VA 23665</td>
</tr>
<tr>
<td>Mr. Jeffrey M. Forman</td>
<td>1625 E. Little Creek Rd., Norfolk, VA 23518</td>
<td>Mr. Edward A. Forman</td>
<td>1625 E. Little Creek Rd., Norfolk, VA 23518</td>
</tr>
<tr>
<td>Mr. Ronald R. Garrison</td>
<td>120 E. Chester Street, Norfolk, VA 23503</td>
<td>Mr. Daniel J. Graves Jr.</td>
<td>648 Hillwell Road, Chesapeake, VA 23320</td>
</tr>
<tr>
<td>Mr. Russell L. Griffith</td>
<td>334 Pefley Drive, Norfolk, VA 23502</td>
<td>Ms. Doris Gwaltney</td>
<td>4009 Tarnywood Drive, Portsmouth, VA 23703</td>
</tr>
<tr>
<td>Mr. Robert F. Head</td>
<td>405 Concord Road, Portsmouth, VA 23701</td>
<td>Ms. Jennifer Hazel</td>
<td>3511 Scott Street, Portsmouth, VA 23707</td>
</tr>
<tr>
<td>Mrs. Betty Hill</td>
<td>43 Gurwen Drive, Smithfield, VA 23430</td>
<td>Ms. Susan B. Holder</td>
<td>P.O. Box 571, Warrenton, VA 22186</td>
</tr>
</tbody>
</table>
Mr. James A. Roth
1442 W. Little Neck Road
Virginia Beach, VA 23452

Mr. Robert B. Shirk
5190 Sharon Drive
Virginia Beach, VA 23462

Mr. David F. Smith
708 Valley Stream Road
Chesapeake, VA 23325

Mr. Steve Smith
1104 Kittery Drive
Virginia Beach, VA 23462

Mr. Richard A. Solomon
6120 Ivor Avenue
Norfolk, VA 23502

Mr. Leonard P. Stamer
1201 Homestead Drive
Virginia Beach, VA 23462

Ms. Estelle V. Taylor
14326 E. Deloice Crescent
Newport News, VA 23701

Mrs. Patricia V. Tompkins
3236 Meadowbrook Lane
Chesapeake, VA 23321

Mr. Charles J. Tuel
P.O. Box 4048
Ft. Eustis, VA 23604

Mrs. Patricia A. Van Horn
2224 Poplar Point Road
Virginia Beach, VA 23454

Mrs. Jo Ann Ward
782 Selkirk Drive
Newport News, VA 23602

Mr. James R. White
3553 Byron Brae Drive
Virginia Beach, VA 23462

Ms. Margaret Willett
107 Northbrooke Avenue
Suffolk, VA 23434
Appendix E

RESPONSES TO OPEN ENDED QUESTIONS

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. For what purpose was this course taken?</td>
<td>-CBE Certification (6 responses)</td>
</tr>
<tr>
<td></td>
<td>-Update skills. (4 responses)</td>
</tr>
<tr>
<td></td>
<td>-Administrative Certification. (2 responses)</td>
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<td>-Oregon Basic Certification.</td>
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<td></td>
<td>-Professional Development. (2 responses)</td>
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<td>-C.A.S.</td>
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<td></td>
<td>-Certificate Renewal. (3 responses)</td>
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<td></td>
<td>-Personal Interest. (3 responses)</td>
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<td></td>
<td>-Advanced Degree.</td>
</tr>
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<td></td>
<td>-Additional Certification. (2 responses)</td>
</tr>
<tr>
<td>25. List briefly the types of skills which you included</td>
<td>-Literature reviews</td>
</tr>
</tbody>
</table>

1 See Table 4., Item 5 and 7.
Appendix E. (cont.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. (cont.) in item 24?²</td>
<td>-Organizing and writing reports.</td>
</tr>
<tr>
<td></td>
<td>-Use of library aid and materials.</td>
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<tr>
<td></td>
<td>-I was involved in developing a new curriculum at a private business college in Virginia. If I had understood or been aware of educational research techniques I would have contacted previous graduates of the community to determine needs.</td>
</tr>
<tr>
<td></td>
<td>-Writing.</td>
</tr>
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<td></td>
<td>-Teaching.</td>
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<td></td>
<td>-Work on surveys.</td>
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<td></td>
<td>-Questionnaires.</td>
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<td></td>
<td>-Writing a research paper.</td>
</tr>
<tr>
<td></td>
<td>-Organization, outline, and format.</td>
</tr>
<tr>
<td></td>
<td>-Topic selection.</td>
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<td></td>
<td>-Data selection; relevant and non-relevant.</td>
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<tr>
<td></td>
<td>-Survey.</td>
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<td></td>
<td>-Working with statistical data.</td>
</tr>
</tbody>
</table>

² See Table 7., Item 24.
Appendix E (cont.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. (cont.)</td>
<td>-Research.</td>
</tr>
<tr>
<td></td>
<td>-Library procedures and knowledge of various topics.</td>
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<td></td>
<td>-Use of ERIC system.</td>
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<td></td>
<td>-Presentation in written form of research findings.</td>
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<tr>
<td></td>
<td>-Identification of the problem, analysis of research materials, ERIC and literature searches, organization of materials, use of the computer.</td>
</tr>
<tr>
<td></td>
<td>-Curriculum and textbook committees.</td>
</tr>
<tr>
<td></td>
<td>-Researching and writing certain materials for courses.</td>
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<td></td>
<td>-Outlining and reduction of data.</td>
</tr>
<tr>
<td></td>
<td>-Undergraduate courses provided me with necessary research skills for teaching.</td>
</tr>
<tr>
<td></td>
<td>-Library research.</td>
</tr>
<tr>
<td></td>
<td>-Material organization and elimination.</td>
</tr>
<tr>
<td>26. State briefly what were, for you, the greatest personal benefits gained from this training.</td>
<td>-Understanding other research.</td>
</tr>
<tr>
<td></td>
<td>-Ability to organize and report data.</td>
</tr>
<tr>
<td>Question</td>
<td>Responses</td>
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</tbody>
</table>
| 26. (cont.) | -Development of skills for conducting surveys and reporting data.  
-How to conduct a formal research.  
-Learning basic research techniques.  
-None. I spent untold hours on a paper neither I nor anyone else would use.  
-Ability to analyze other educational research.  
-Ability to do my own research.  
-How to draw conclusions given the array of educational data all about us.  
-Ability to evaluate "new" educational techniques.  
-Obtaining the degree.  
-None.  
-I can't think of any.  
-The steps involved in formulating a problem.  
-Ability to tackle a research assignment and see it through discipline.  
-The discipline and specific procedures. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
</table>
| 26. (cont.) | -General exposure to research.  
-Organization and expression of thought.  
-Knowledge of how to efficiently utilize the research process and to prepare a written report so that others could share my research findings.  
-Not necessarily needed in what I am presently doing, except for the extra money for the degree as a teacher.  
-Extensive in-depth view of a specific topic.  
-Organization and analysis of information and data.  
-Understanding how to research and doing informal research study when needed.  
-Literature search.  
-Being able to use the resources of a university library.  
-Personal satisfaction.  
-Ability to research and prove certain points.  
-Satisfaction in completing the paper.  
-Greater abilities in library research, organizing data, and producing a final draft. |
Appendix E (cont.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. If your answer to item 27 is yes, state briefly in what area(s) you consider the greatest need to be.³</td>
<td>-Word processing.</td>
</tr>
<tr>
<td></td>
<td>-Curriculum development.</td>
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<td>-New technology in area of concentration.</td>
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<td>-More teaching methods.</td>
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<td></td>
<td>-More research preparation.</td>
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<td></td>
<td>-Administrative courses.</td>
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<td></td>
<td>-More emphasis on helping the teacher become a better teacher. Courses should relate to this goal in my area I think.</td>
</tr>
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<td></td>
<td>-Courses dealing with real problems. Perhaps more so in administrative and vocational courses.</td>
</tr>
<tr>
<td></td>
<td>-Increased emphasis on applied educational research, statistics, and curriculum development, particularly as applied to field of specialization.</td>
</tr>
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<td></td>
<td>-Vocational counseling.</td>
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<td></td>
<td>-Possibly more on student discipline and solving behavioral problems of students which appears to be the main theme of teaching this age group.</td>
</tr>
<tr>
<td></td>
<td>-Teaching students that are found in these areas: handicapped, hearing impaired, learning disabled, EMR.</td>
</tr>
</tbody>
</table>

³ See Table 4., Item 27.
Appendix E  (cont.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. (cont.)</td>
<td>- I would be ill equipped to teach my students if all I had was the technical education I received in college.</td>
</tr>
<tr>
<td></td>
<td>- School law.</td>
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<td>- Classroom safety.</td>
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<td></td>
<td>- More realistic presentation of what goes on in the school and classroom.</td>
</tr>
<tr>
<td></td>
<td>- More study in budgeting, audio-visuals, and counseling courses.</td>
</tr>
<tr>
<td>30. Comment most briefly on your overall impressions</td>
<td>- Very valuable. It has and will continue to be very helpful to me in my job and future educational endeavors.</td>
</tr>
<tr>
<td>of educational research training and of its value to you.</td>
<td>- It was rewarding to conduct a formal research and be able to complete it myself. I especially enjoyed my training in the use of the library equipment.</td>
</tr>
<tr>
<td></td>
<td>- I feel that educational research training is a valuable technique. However, I have found little need for it in my job.</td>
</tr>
<tr>
<td></td>
<td>- This class would be beneficial to someone interested in educational research. One suggestion might be to offer the class as an elective.</td>
</tr>
<tr>
<td></td>
<td>- I have really learned a lot from the educational research training. I have to admit that of all the courses I have taken where details of data are lost over the years, I do not lose my</td>
</tr>
</tbody>
</table>
## Appendix E (cont.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. (cont.)</td>
<td>(cont.) educational research training. I feel this is because it is a concept rather than facts. I can search out my own facts at anytime, those I have lost that relate to my specific needs or for updating myself. Also, in case I need to do further research in my field, I feel confident I could do so successfully.</td>
</tr>
<tr>
<td></td>
<td>- Research training contributes only in a general sense to the development of writing and organization. It is useful in the preparation of research papers for degree work and, after that, is useful to the extent it adds to one's overall knowledge and abilities.</td>
</tr>
<tr>
<td></td>
<td>- Educational research training is most valuable if properly applied to one's own career aspirations.</td>
</tr>
<tr>
<td></td>
<td>- The two courses needed to complete my degree were required. I did not enjoy nor benefit by them.</td>
</tr>
<tr>
<td></td>
<td>- I feel this training has been very helpful in my class work (and) in teaching marketing research to the senior class. Also in helping to do the marketing projects is DECA.</td>
</tr>
<tr>
<td></td>
<td>- None really.</td>
</tr>
<tr>
<td></td>
<td>- Training was excellent and of great value. A closer relationship is needed between instructor and advisor in assisting the student in formulating a problem.</td>
</tr>
<tr>
<td>Question</td>
<td>Responses</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| 30. (cont.) | -Organized and relevant with competent guidance and assistance available.  
                 
                 -The overall research did not help me, therefore, it was a waste of time. I could have gotten the same information from my advisor.  
                 
                 -It helped me do research in a way it could be used.  
                 
                 -Because of this training I was prepared to conduct a study necessary for my job. Research should continue to be a requirement of a masters degree.  
                 
                 -Since receiving my M.S., I have had approximately 30 hours in research and statistics at Ohio State. The research skills developed at O.S.U. are essential to my occupation and I use them constantly. I feel that the single research course in the M.S. program was hopelessly inadequate. It lacked depth, attention to statistical and analytical procedures, and direct application to my area of specialization. I would strongly recommend the addition of at least one statistics course and the restructuring of the research course.  
                 
                 -More emphasis should be placed on use of statistics, also the practical application of computer use.  
                 
                 -Helps me teach the marketing research unit in the D.E. curriculum.  
                 
                 -Not at all necessary to the classroom teacher. |
Appendix E (cont.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
</table>
| 30. (cont.) | -It is a learning experience like any other. What you get out of it is determined by what you put into it.  
-A must for anyone involved in curriculum development, statistical analysis of data, and educational research.  
-Perhaps this type of training is of more benefit to persons with an intent to take a doctorate in a given area or a desire to publish in the educational field, etc. I cannot rule out the possibility of more valuable use of this training later in life, however, up to now, I just have not had the occasion or necessity to use it.  
-It has given me self-confidence and a greater ability to use research methods in solving certain problems. I would recommend a good study in research methods for all personnel in education.  
-Its value is equated to monetary gain at this level; a deplorable waste of time, money, and paper.  
-Too many educational courses presently required. Need more I.A. or vocational courses.  
-Its value was very limited to me. Too little time dedicated to provide a sound basis.  
-High value in processes. |
## Question 30. (cont.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>-All courses have helped me develop to my present level of competence. Educational research ranks very low as an aide in preparing for teaching. In my experience, human relations and personality and group understanding is the key to effective learning and must be practiced in the classrooms and laboratories.</td>
<td></td>
</tr>
<tr>
<td>-Was of value only as a confidence builder. I do not feel the training is needed for everyone. Other areas of study to be used as alternatives might be more useful to some people.</td>
<td></td>
</tr>
<tr>
<td>-My exposure to educational research certainly better enabled me to find and retrieve library information quickly. The greatest benefit lies in my ability to organize material, eliminating the immaterial, and condensing the relevant.</td>
<td></td>
</tr>
</tbody>
</table>