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## A Study to Determine the In-service Needs of Vocational Education Teachers in the City of Chesapeake

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A STUDY TO DETERMINE THE IN-SERVICE NEEDS OF  
VOCATIONAL EDUCATION TEACHERS  
IN THE CITY OF CHESAPEAKE

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A RESEARCH STUDY  
PRESENTED TO  
THE WRITERS, ADVISOR AND THE FACULTY  
OF THE COLLEGE OF EDUCATION  
OLD DOMINION UNIVERSITY

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THIS RESEARCH STUDY IS SUBMITTED  
IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE  
OF  
MASTER OF SCIENCE IN EDUCATION

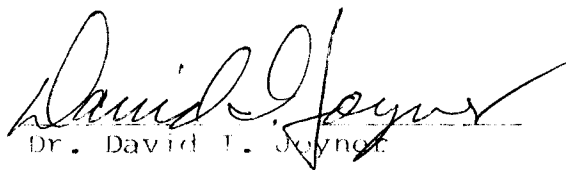
BY  
ROVER T. BURE, JR.

AUGUST, 1981

This research study was conducted to determine the in-service needs of vocational education teachers in the city of Chesapeake. Dr. David I. Joyner, my advisor, directed this research for VIAR 536, Problems in Education. It was presented as partial fulfillment for the Degree of Master of Science in Education.

Date: August 1, 1981

Approved by:



Dr. David I. Joyner  
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TABLE OF CONTENTS

	PAGES
LIST OF TABLES	vi
CHAPTER	
I. INTRODUCTION . . . . .	1
STATEMENT OF THE PROBLEM . . . . .	3
RESEARCH QUESTIONS . . . . .	4
BACKGROUND AND SIGNIFICANCE . . . . .	5
LIMITATIONS . . . . .	6
ASSUMPTIONS . . . . .	7
PROCEDURES . . . . .	7
DEFINITIONS OF TERMS . . . . .	8
SUMMARY . . . . .	9
II. REVIEW OF LITERATURE . . . . .	11
SUMMARY . . . . .	25
III. METHODS AND PROCEDURES . . . . .	26
INTRODUCTION . . . . .	26
DESCRIPTION OF RESEARCH METHODOLOGY . . . . .	27
PILOT STUDY/JURY APPROVAL . . . . .	27
RESEARCH DESIGN AND INSTRUMENTATION . . . . .	27
POPULATION AND FIELD OF STUDY . . . . .	28
STATISTICAL PROCEDURE . . . . .	29

TABLE OF CONTENTS (CONT'D)

CHAPTER		PAGES
	SUMMARY . . . . .	30
IV.	FINDINGS . . . . .	31
	INTRODUCTION . . . . .	31
	ANALYSIS OF DATA . . . . .	32
V.	SUMMARY . . . . .	42
	CONCLUSIONS . . . . .	43
	RECOMMENDATIONS . . . . .	44
	BIBLIOGRAPHY . . . . .	46
	APPENDIXES . . . . .	47

## LIST OF TABLES

TABLE	TITLE	PAGE
I	Chesapeake Schools Participation Return Ratings on Survey	33
II	Part I of Questionnaire Respondents Individual Status	34
III	Part I of Questionnaire Respondents Individual Status in Percentages (%)	35
IV	Part II of Questionnaire In-Service Education Responsibility Responses	36
V	Part II of Questionnaire In-Service Education Responsibility Responses in Percentages (%)	37
VI	Responses Tabulated from the "Agree" Column of the Four Categories of Questions	38
VII	Part III of Questionnaire Responses to Questions	40
VIII	Part III of Questionnaire Responses to Questions in Percentages (%)	41

## CHAPTER ONE

### INTRODUCTION

The need for improvement in the field of vocational education has become a high priority in recent years. During the last decade numerous strides have been taken to assure that teaching methods, procedures, and other activities all point toward the quest of higher levels of learning by students. Teachers have had to find ways whereby they could stay up-to-date on teaching methodology in order to remain accountable in today's education. Training programs called in-service education can be used quite effectively to keep teachers abreast on current trends and new developments in the realm of education.

Many educational authorities feel that professional growth and increased teacher competence can be achieved through skillful and meaningful use of "in-service education". Proper in-service training programs can cause positive changes in the teacher's attitudes and finally contribute to the betterment of the total educational process.

Supervisory personnel have the responsibility of planning, organizing and even putting on in-service programs, but some problems exist that merit immediate attention. This responsibility is not always carried out as it should be and in some



instances not at all. If teachers are going to improve, then the supervisory personnel must get busy and incite the changes they are responsible for carrying out.

A great fact of concern is whether or not vocational supervisors and teachers have similar views as to the in-service needs. Poor communications and other reasons might account for the holding of poorly organized and unmeaningful in-service training services.

Peter Oliva (1976) feels that teachers should be provided the opportunity to increase the knowledge they receive and improve the skills they developed in college and gain new knowledge and develop new skills to properly perform their assignments. The perfect teacher cannot be found; therefore good in-service and even pre-service arises as a solution to this problem area.

## STATEMENT OF THE PROBLEM

The problem of this study was to determine what the Chesapeake Public School vocational teachers feel are in-service needs that have a direct relationship to the teaching-learning situation. The needs are vital to the degree of improvement of instruction and must be dealt with if improvement is going to occur.

In some instances in-service needs are not realized, and in other situations they are recognized but no action is taken to rectify the condition. The vocational supervisors, like other supervisors, must assist the teacher in improving themselves or arrange sessions that provide training needs for improvement.

Some educators in vocational areas see the need to improve their in-service sessions while others feel that provisions should be made to hold classes that are convenient for them to attend. Whatever the situation, it is the job of the supervisor to determine the in-service needs for the teachers and to do whatever is necessary to stimulate teachers to develop professionally.

## RESEARCH QUESTIONS

The questions presented here will give specific meaning and direction to the problem under study. The data collected in this study will provide answers to these research questions.

1. What is meant by in-service education?
2. Are supervisors aware of teacher in-service needs?
3. Who should arrange in-service education sessions for vocational teachers?
4. What are the characteristics of an effective in-service program?
5. What part should the vocational teacher play in the planning of an inservice program?
6. How should an in-service meeting be structured?
7. How are need assessments determined for in-service presentations?
8. How long should staff development plans be set up in advance?

## BACKGROUND AND SIGNIFICANCE

The value of this study has become increasingly important. Within the last ten years new developments in education such as the use of behavioral objectives, standards of quality and competency-based education have occurred. With increased duties being assigned to the teacher, attending evening or night school is not always feasible, therefore, in-service training is needed by instructional personnel. Marks (1978) views in-service education as a necessity for all school personnel and should include activities that could assist them in growing professionally and increasing in competence. The programs must include recent developments such as research and advances in education and must include all school personnel input to obtain total cooperation. The supervisor should attempt to create interest and desire on the part of his teachers for valuable personal growth through in-service education.

Blumberg (1974) writes about the supervisor-teacher relationships and makes reference to this situation as a type of "cold war." Adequate means for helping teachers improve is not always provided and supervisors are sometimes received with hostility during their visitations. If teachers

are to be made aware of their importance to the educational system, the supervisor must exhaust his efforts to make available all means for them to become better educators. This will indicate to them the concern the supervisor has for them and could also bring about communication that would serve for better relationships between both teacher and supervisor and could cause a significantly positive change in the instructional and learning processes.

With the introduction of new programs in education and the necessity of more accountability, teachers and supervisors must keep abreast of new advances in education. The in-service programs can be very valuable in keeping both parties aware of current issues affecting education. This study will reveal the need for supervisors and teachers to establish better communications in order to determine what common in-service needs exist. Knowing what in-service needs are needed is not the only solution to the problem. The supervisor must also prepare to present in-service programs that will meet the assessed needs of the teachers under his leadership.

#### LIMITATIONS

This study has made the researcher aware of several limitations which are listed below.

1. Only a few vocational supervisors were surveyed due

to the small number employed in the school systems involved in this study.

2. Vocational teachers from the various areas of instruction may have different in-service priorities, though some will be the same.
3. The instrument used to collect data from the participants may not actually reveal all of the in-service education needs of teachers.
4. Misconceptions of what in-service education is might cause problems in interpreting data from this study.

#### ASSUMPTIONS

The following statements are assumed to be true during the time this research study is being conducted.

1. The teacher and supervisor do not always share common views on in-service education needs.
2. The teacher does not always have input in in-service programs.
3. In-service training is needed for all teachers.
4. The vocational teacher has some specific in-service needs different from non-vocational teachers.
5. Teachers and supervisors need to work cooperatively to provide opportunities for professional development and increased competence through the use of in-service education.

#### PROCEDURES

A random sampling of vocational teachers and supervisors will be surveyed through the use of a questionnaire in this

study. The population will consist of those educators from the Chesapeake School System. The questionnaire will require responses to several statements from which the data will be obtained. Tabulations will be done in Chapter Four to show the frequency and strength of each response concerning in-service needs of the vocational teachers. The most frequent needs will be identified and be made available to those involved in this study.

#### DEFINITIONS OF TERMS

The following definitions will serve to make this study more meaningful to those reviewing it.

1. Vocational education -- training, experience that provides knowledge, skills and changes in attitudes in vocational, technical disciplines such as Industrial Arts, Business Education or Home Economics.
2. Supervisor -- an educational manager whose job is to provide leadership, professional development, evaluation, and assistance to teachers for improvement in the instructional process.
3. In-service education -- the training activities provided to the teacher during his actual employment whereby he may improve himself or grow in instructional competence.

4. Vocational guidance -- the assistance or directional help given to those students planning to make a vocational career choice.
5. Evaluation -- the procedures used to determine the effectiveness of instruction (usually done by supervisors and principals).
6. Technology -- the application of scientific principles in research design, development, production, distribution or servicing in bringing about change.

#### S U M M A R Y

In this chapter the researcher has described the study in brief form. Information on the in-service needs has been presented as seen by teachers and supervisors.

The problem of this study was to determine the in-service needs of Chesapeake Public School vocational teachers and the relevancy of such needs to the teaching-learning situation. It is believed that teacher improvement and professional growth should be encouraged through informative in-service education.

The direction of this study has been established by means of research questions. Throughout this study these questions will be answered and the value of this study will become evident.



Chapter One has established the need for this research and the results can be used to profit the vocational educator and manager. All problems will not be solved in this study but many will be understood from the data given in subsequent chapters.

Limitations on sampling have been pointed out to show the readers of this study what has been included and why certain results are evident.

Some factors were assumed to be true in this chapter and have been listed in its content. Several factors are to remain as they exist in that the situation may not have been alterable. Six of these are listed in this chapter in the form of assumptions.

Supervisors and teachers have been asked to respond to the questions sent out to obtain data pertinent for this study. In whatever way these items are responded to the researcher will interpret the results.

Several terms are included to give direct essence to the reader of this study. More information will be supplied in Chapter Two in the "Review of Literature" section, in Chapter Three on "Methods and Procedures," Chapter Four on "Research Findings" and finally a total "Summary, Conclusion and Recommendations" section will complete Chapter Five of this study.

## CHAPTER TWO

### REVIEW OF LITERATURE

The problem of this study was to determine what the Chesapeake Public School vocational teachers selected as urgent in-service needs. A numerical and percentage comparison was then made between the responses. Information pertinent to this study will be provided in the following parts of this section to enhance the meaningfulness of this research study.

In-service education, staff development, continuous education, and teacher education are terms used when one's attention is focused on assisting educators in improving their present educational or instructional performance levels. Improvement is a much needed accomplishment for those who will be training students to meet the challenging technological society which they will be matriculating in upon completion of their educational pursuits. In-service education when designed and implemented skillfully has and can continue to provide opportunities for teachers and administrative educators to vastly improve their skills.

#### DEFINING IN-SERVICE EDUCATION

Harris and Bessent (1969) cite that in-service education

is most often seen as distinctly different from pre-service education since the time and order of its presentation also differs. The two authors hold that in-service education is uncommonly confused with supervision and a similar definition needs to be presented to bring about a line of distinction which is:

"In-service education is concerned with much more limited tasks, namely the development of instructional staff members as professional practitioners, in such ways as to have a reasonably direct impact upon the quality of instruction offered in the school or college. It is the emphasis upon instruction which separates supervision from many other facets of the school operation, but it is the emphasis on the professional development of instructional staff members as practitioners which distinguishes in-service education from the larger function of the instructional supervision."

Porter (1978) defines professional development in relation to student achievement as:

"A planned and organized effort to provide teachers and other educational workers with the knowledge and skills necessary to facilitate improved student learning and performance. It should be clearly recognized that all professional development and job upgrading activities are not and should not be designed to directly result in increased student learning and performance. Many programs will be designed to provide a knowledge base as a first step in the implementing of improved instruction."

Pucel (1979) answering the question--"What is in-service education?" replied:

"In-service education refers to educational activities engaged in by practicing professionals to improve their professional competency. In-service education may be formal or informal; may or may not provide university credit; may or may not provide licensure or relicensure credit; and may or may not provide pay scale increments."

#### HISTORICAL ANALYSIS OF IN-SERVICE EDUCATION

An analysis of where in-service education in America has been can be depicted by asking the question, "How do you know where you've been and in what direction you are pointing?" This analysis presumes that in-service education takes its character from some fundamental concepts about schooling, learning and teaching, and human motivations and relationships. Edelfelt and Lawrence (1975) identify 12 concepts that have been historically important in shaping in-service education. Their deep historical roots do remain forces with which leaders in in-service education must be concerned.

1. The primary role of the school is the giving and receiving of information.
2. Learning is the receiving of information to be stored and used later.
3. Curriculum and teaching are relatively fixed elements in the school.
4. The main business of teacher education is the quest for mastery of some relatively stable subject matters and methods of teaching.
5. In-service education is training that is designed, planned, and conducted for the teacher by persons in authority.

6. The central purpose of in-service education is the remediation of teachers' deficiencies in subject matter.
7. Leadership is "direction from above," and motivation is "direction from outside."
8. Supervision is diagnosis, prescription, modeling, inspection, and rating.
9. Teacher education in teacher preparation institutions and teacher education in schools are separate and discontinuous processes.
10. Intellectual leadership in goal setting and planning for in-service education appropriately comes from outside the school.
11. The teacher is a sole practitioner (rather than a group member involved in cooperative planning of common goals and related actions).
12. Prescriptive legislation is an appropriate vehicle for improving the quality of teaching standards.

#### THE ROLE OF IN-SERVICE EDUCATION IN VOCATIONAL EDUCATION

When in-service education programs are properly developed, supervised and evaluated, cooperative vocational education staff grow professionally. Effective in-service educational program will depend on external and internal factors relating to the cooperative vocational education program operation.

In discussing vocational education staff development, Evans (1970) points out that:

The most effective pattern of in-service education is one which involves employment of the teacher for 12 months

with summer devoted to building strengths and remedying weaknesses. Depending upon the long-term professional development plan which has been prepared for each teacher, summers may be spent in employment, in curriculum development, in further education or in a variety of other needed activities.

"In-service education and continuing education are proposed to provide counselors and other education personnel with the needed competencies. In-service education that uses the competency-based module approach can be an effective method to develop these competencies, and thus can ensure the development and delivery of beneficial career guidance experiences to all persons."

Career guidance and counseling in future years will be operating with reduced numbers of personnel, some of which are trained in in-service programs. According to Hohenshil and Ryan (1977) many positions will be filled by persons already employed. This will require currently employed guidance personnel to become competent enough to perform required functions in counseling. A program of well designed in-service and continuing education training programs are needed to reach a high level of competency. The authors cite that in order to plan and hold an in-service training program, an organized comprehensive plan for the career guidance is of utmost importance. Most teacher training programs do not prepare their clientele for such career guidance programs, therefore supervisors and area universities must hold in-

service programs to prepare their teachers to meet the challenges that develop in the area of guidance.

The solution to the problem stated in the preceding paragraph was submitted by Hohenshil and Ryan (1977).

In Ohio the Department of Career Development Services started a program to improve career guidance. The committee set out to identify those needs that were vital to the program along with educational needs, program development needs and an evaluation plan.

Shylo (1979) observes apprehensiveness in many teachers involved in developing the student's self-concept. She states that some felt too inadequate to design the program for their students. The committee proposed hosting an all-day teacher in-service seminar that would assist in developing a positive self-concept in instructors and administrators, and providing knowledge on methods and procedures for improving the self-concepts of students. She noted specifically that:

"The staff development seminar proved to be the impetus the career development program needed to really start moving."

#### IN-SERVICE EDUCATION: WHOSE RESPONSIBILITY?

Porter (1978) states that most school board officials recognize the importance of improving those teachers already

employed rather than hire new ones. Hiring new personnel would not solve the problem of improving teacher competence. Continuous retraining of teachers and all school personnel to maintain and to develop their maximum degree of skillfulness should and must become an educational priority of the school districts. To accomplish this the state educational agencies will take a more important role in developing appropriate and effective in-service education programs. He further states they will advocate:

1. State and federal funding for programs designed and implemented at the district level to meet locally identified needs.
2. Extensive classroom teacher involvement in all aspects of in-service program planning and evaluation.
3. A rational program development process which will link staff needs to student achievement needs, and increase the utilization of existing training program.
4. Improved coordination of the many funding sources institutional resources, and approaches to in-service education operating independently in district.

Reports point to the inability of colleges and universities to produce qualified and certified educators on all levels. Jones (1976) listed Dr. Dewey Adams' response to this matter by stating the five responsibilities of teacher education colleges and universities as undergraduate education,



graduate education, in-service education, research, and faculty development.

"Current planning requires an assessment of vocational education professional manpower needs. Professional technological progress dictates a revitalization and expansion of preservice programs in all vocational content areas. Priorities must be given to professional development programs in the area of vocational education for the disadvantaged and handicapped."

According to research done by Adamsky (1979) many colleges provide a bachelor's degree to students who have completed four years of college. These programs usually provide a balance of general and specific professional education courses. Many find themselves lacking in competence in some area and resort to in-service education training courses to improve their professional competence. He advocates research efforts to determine which functions of the teacher education programs can best be given by schools, industry or state departments of education.

"In answering the question who should provide in-service education," Pucci (1979) states:

"The delivery of in-service education to meet individual, institutional, and licensure renewal needs can be provided through a variety of sources including, but not limited to, teacher education institutions, industry, private firms, local education agencies, professional associations, and the state department of education."

The theory that vocational teachers know how and what to

do and that insufficient funds is their only limitation is an errant assumption. Schaefer and Moss (1978) say that vocational education should continue seeking newer and better ways of doing what they do. Vocational education is no less a part of society than other disciplines are and should receive equal attention as others do.

The primary purpose of training institutions is to initiate new ideas and to identify, organize, and interpret ideas and ideals of authorities in other areas that might incite improvement of current practice in vocational education.

Moss (1978) finds that professional development through instructional programs must be of high quality if teachers, leadership personnel and the promotion of professional competence of those in the field will result.

The task of supplying top quality pre-service and in-service programs demand the attention of many agencies, institutions and professional organizations.

Schaefer and Moss (1978) concluded this topic with the following remark:

"In-service education of teachers also places a legitimate demand upon the resources of university-based programs. Self-renewal and rejuvenation of those who make up the profession, whether in terms of credit-bearing or non-credit bearing experiences, are essential to the continuous improvement of practice in the field and must be representative of the highest quality instruction the university has to offer."

For many new vocational instructors, survival through the first few days of school will determine their longevity in the profession. Adelman (1979) calls the first year of teaching a struggle for any new teacher, especially those who come from a job in business or industry. The usual approach is to set up a program of in-service training courses. These programs are designed to help beginning teachers develop the skills they need to get the year started successfully and to meet the needs of each student regardless of mental or physical ability; however, a major problem in the education of handicapped youth is the inappropriately trained personnel. Those who teach these students need training in both vocational and special education.

According to the National Association of State Board of Education (NASBE) pilot project (1979) on the current status of handicapped students in vocational education, it was determined that most states do not require teachers to be certified in both areas. The association report recommended that states revise their certification requirements so that personnel hired would possess specific competency levels to provide appropriate training for the handicapped youth they teach. NASBE further suggests that teacher education institutions assist in providing the appropriate special and vocational education for both undergraduate and graduate students in vocational

education.

"Vocational education, job training and job placement represent the next major frontier in special education and suggests in-service training for special and vocational educators, adult and physical educators and teachers of English as a second language to aid them in preparing vocational programs for the handicapped."

#### IN-SERVICE EDUCATION FOR IMPROVING VOCATIONAL EDUCATION INSTRUCTION

Educators who wish to improve the quality of instruction must devote full attention to the most current and best knowledge, making use of advanced technological changes in developing marketable skills. The vocational teacher's world is changing to a more complex one with more demands and restraints upon it. Interaction with individual students and groups with parents, greatly affected the vocational classroom atmosphere. This brings about the need for educational personnel in vocational education to acquire increased competence in interpersonal relationships.

Cross (1980) indicates that in-service education programs sponsored under the Education Professions Development Act (EPDA) reveals pertinent data concerning teachers as change agents. Those who participated in the program eventually realized they had experienced values clarification techniques through the in-service institute.

Instruction becomes effective when the educators participate in the pre-service and in-service education program. Gaining knowledge and learning greatly apply to the vocational education teacher as well as to all segments of the population.

Barlow (1974) commenting on teacher education writes that:

Completion of a prescribed teacher education program may be adequate for the initial years of teaching, but the process of continuous refinement in teaching skills and subject content expertise is endless. The practice of holding one day a week of teacher's meetings once a year is, in most cases inadequate as a meaningful pattern for in-service education. Teachers need to have opportunities to participate in readily available, goal-centered, in-service programs that are designed to have all participants achieve identifiable end results."

If poor instruction is going to be lessened then teachers cannot be left isolated, but must become involved in regularly scheduled in-service activities of educational value that benefit teachers and students.

The need to train educators already certified in an area of vocational education is becoming a necessity. In his address to the Personnel Development section of the New Related Services Division, Brickell (1977) recognizes the need to train instructional personnel, program directors new on the job, and other professionals if they are required to have knowledge in areas they don't possess. These persons are all candidates for programs of in-service to assist them in

developing necessary competencies to perform their duties.

It is becoming apparent more now than before that improvement in education is an essential one. All levels of educational agencies have sponsored extensive experimentation such as research and development centers, labs, curriculum packages, workshops and staff development activities. Mann (1979) states that an evaluation has been made of the previous activities and through summative action the data revealed how little of the reforms recommended have been achieved. He explains that:

"Most educators realize that the amount and pace of change have fallen far short of initial expectations, that designing, and disseminating change is not implementing change. What happens inside the school, at the service delivery level, is absolutely related to our success or failure, yet the gap in our knowledge about implementing change is formidable. This has profound implications for how we need to think about in-service education programs."

Implications are given from Mann's (1979) book that could be useful for vocational education since many school districts have redesigned the provisions of vocational programs. School districts now require vocational programs to equip students with salable skills for the job entry level. In-service education provides the opportunity for teachers to become qualified in those areas of competence where they may be lacking.

In Agricultural Education there is need for change in the training programs now being offered. In order to train personnel

to function in present day agricultural areas, Thompson (1977) reveals the need to develop strong in-service training programs. Alternative programs and diversified methods of in-service education need to be made available and accessible to teachers and graduates.

## SUMMARY

In-service education is needed by all personnel involved in the educational process of today. With proper leadership, teacher-administrator participation and careful needs assessments evaluations made, these training program can be successful in causing increased level of educational instruction levels.

Less than enough research has been done directly on the needs assessment of vocational educators, however, enough has been given to assist those in charge of in-service training to gain a new inspiration to provide appropriate and meaningful knowledge to their personnel to upgrade classroom instruction. This instruction goes further than simply presenting instructional content, therefore in-service in these unclear areas can encourage student adjustment and enhance the learning process.

The skillful handling of in-service programs, sufficient funding and total participation can produce desired changes that are needful in today's education industry.

Following this chapter will be Chapter Three which includes the Methodology and Procedural Techniques used by this researcher.



## C H A P T E R   T H R E E

### METHODS AND PROCEDURES

#### INTRODUCTION

This study was conducted to identify the in-service education needs of vocational teachers in the Chesapeake Junior and Senior High Schools. The results of this study can serve to assist local school boards, colleges and universities in providing types and quality of in-service education programs that could increase the effectiveness of the teacher and the complete parameter of an instructional program. This chapter will provide information on the research method used, population, instrumentation, field survey, and statistical information employed in this study.

#### DESCRIPTION OF RESEARCH METHODOLOGY

The researcher followed the procedure of obtaining permission to conduct the study from the school systems involved. Having obtained permission, questionnaires, a cover letter, and a stamp-addressed envelope were mailed to the subjects to be surveyed. The subjects were asked to respond within two weeks upon receiving the questionnaire. Those not responding by this assigned date were mailed a follow-up letter and a second copy of the questionnaire.

## PILOT STUDY/JURY APPROVAL

The researcher reviewed similar studies relevant to the topic of in-service needs for vocational teachers before developing the questionnaire used in this study. A similar questionnaire was then constructed and given to vocational teachers. The results tabulated revealed that this survey instrument is a satisfactory device for collecting data for studies of this particular design.

## RESEARCH DESIGN AND INSTRUMENTATION

The questionnaire was developed with the assistance of Dr. David I. Joyner and Dr. John Ritz. Mr. Robert Head and Ms. Martha Johnson, both candidates for the doctoral degree, also rendered suggestions of great value. Each of the above authorities gave suggestions as to the construction of the questionnaire and agreed that the items used could elicit the responses necessary to identify the in-service needs and the strength of each response.

The Likert Scale was the technique used in rating the respondents strength of response as presented by John W. Best in his book, Research in Education. The respondent was to respond to the list of items by (SA) strongly agree, (A) agree, (U) undecided, (D) disagree and (SD) strongly disagree. The

employment of this rating technique will carry more meaningfulness than a simple yes-no type response used in similar instruments.

The questionnaire consists of twenty-three (23) items with space to write in two additional in-service needs at the end of the already identified list. The respondents were all informed that any data provided would be totally confidential. The general information found in parts one and two will serve to assist the researcher in categorizing the responses supplied by those involved in this study.

#### POPULATION AND FIELD OF STUDY

Vocational teachers from the Business Education, Home Economics, Industrial Arts and Trade and Industrial disciplines comprise the population of this study. These areas are more closely related vocational disciplines than many of the other areas of study.

The Tidewater area school systems of Norfolk, Chesapeake, Virginia Beach, Suffolk, and Portsmouth were selected for this study. Permission was denied from the Virginia Beach School vocational directors because a similar study had previously been conducted. No communication was received from the Suffolk City School System after two attempts were made to get permission. Permission was finally granted from the Norfolk City

School System but much too late to complete the research for this study. In as much as permission was denied by one school system, another was late in responding, and one school system failed to respond, the researcher was advised to concentrate on data from the Chesapeake Public School System. Dr. Prince Parham suggested that forms be sent to the principals and have them distribute the questionnaires to the teachers in order to receive a higher number of responses. Following his advice I chose Chesapeake School System to collect this data.

#### STATISTICAL PROCEDURE

The researcher sent a total of 90 questionnaires to the vocational teachers employed in the city of Chesapeake. Each junior or senior high principal was sent enough copies to accommodate his vocational teachers. The principal in each local school was to distribute the instruments and return them to the researcher. Junior and senior high schools were used for stratification purposes and to ensure a higher degree of validity from the results obtained. The data was then tabulated for each item listed on the questionnaire and charted by percentages for clarity. The charts will be further expanded in Chapter Four entitled "Findings."

## SUMMARY

The Third Chapter of this study was an explanation of the methods and procedures used to conduct this study. A brief introduction to the study was presented along with a description of the research method used. The pilot study was given for validation and a jury approval was included. The research design was discussed together with the instrumentation followed by the population, the field of study and a brief section of the study. This information will be given more meaning through the interpretations of the tabulated data in Chapter Four of this research study.

## CHAPTER FOUR FINDINGS

### INTRODUCTION

The purpose of this research study was to determine the in-service education needs of vocational teachers in the city of Chesapeake.

The instrument used in obtaining data was a questionnaire consisting of three parts. Part I was designed to gather information on the respondents status, grade taught, teaching experience, subject taught and position held. Part II was titled in-service education responsibility which required the respondents to choose a response and rate each. Part III included twenty-three questions relating to in-service needs to which the respondents also chose responses and rated each.

Permission was granted by the research department of Chesapeake to conduct the research using vocational education teachers employed in this system. The research was conducted through the junior high and high school principals. Ninety vocational educators received questionnaires and sixty-seven returned the questionnaires to the researcher. A response return of seventy-four percent (74%) was arrived at once the calculation was completed.

## ANALYSIS OF DATA

Direction was given to this study through the use of research questions. Eight listed in Chapter One were:

1. What is meant by in-service education?
2. Are supervisors aware of teacher in-service needs?
3. Who should arrange in-service education sessions for vocational teachers?
4. What are the characteristics of an effective in-service program?
5. What part should the vocational teacher play in the planning of an in-service program?
6. How should an in-service meeting be structured?
7. How are need assessments determined for in-service presentation?
8. How long should staff development plans be set up in advance?

The data compiled in the previous chapters of this study gave answer to these questions. This chapter also provides answers to these questions and makes use of seven tables to further explain each.

Table I shows the junior high and high schools in Chesapeake that were contacted during this study. The total number of vocational teachers contacted were ninety. Sixty-seven were returned for a 74% rate of return. High school vocational teachers returned at a rate of 70% while junior high teachers returned the questionnaires at a rate of 90%.

TABLE I

CHESAPEAKE SCHOOLS PARTICIPATION RETURN RATINGS ON SURVEY		
High Schools	No. Distributed	No. Returned
Chesapeake Technical Center	20	12
Deep Creek	10	10
Great Bridge	10	8
Indian River	10	10
Oscar Smith	10	0
Western Branch	10	9
Junior High Schools		
Crestwood	1	0
Deep Creek	5	5
Great Bridge	4	4
Indian River	4	4
Truitt	2	2
Western Branch	4	3

High School Return Percentage -- 70%

Junior High School Return Percentage -- 90%

Total Sent -- 90

Total Returned -- 67

Total Percentage -- 74



Table II indicates basic information on the respondents' individual status. This data reveal that one supervisor, no principals, sixty-five teachers and one other responded to the survey. Of those responding, four were first-year teachers, twenty-six had between seven and twelve years of experience and twenty-three had taught ten or more years. No elementary teachers were included in the survey. Twenty junior high, forty-five high school and one other educator responded. Fourteen business teachers, ten home economics teachers, twenty-one industrial arts teachers and nineteen other vocational teachers returned their surveys. (Table III provides percentages for the responses discussed here).

TABLE II

## RESPONDENTS' INDIVIDUAL STATUS

1. Indicate your present position in Vocational Education			
(a) supervisor	(b) principal	(c) teacher	(d) other
1	0	65	1
2. Indicate the total years of employment in Vocational Education.			
(a) first year	(b) 2 - 7	(c) 7 - 12	(d) 10 +
4	26	12	23
3. Indicate the level on which you now work.			
(a) elementary	(b) jr. high	(c) high	(d) other
0	20	35	1
4. Indicate your area of Vocational Education.			
(a) Business	(b) Home Ec.	(c) Ind. Arts	(d) other
1	10	21	19

Table III provides percentages for the responses on the individual status of the respondents in the survey. Ninety-seven percent of the respondents were teachers.

TABLE III

RESPONDENTS' INDIVIDUAL STATUS IN PERCENTAGES (%)

1. Indicate your present position in Vocational Education

Supervisor	Principal	Teacher	List Other
1%	0%	97%	1%

2. Indicate the total years of employment in Vocational Education.

First year	Two - Seven	Seven - Twelve	Ten or above
6%	29%	43%	34%

3. Indicate the level on which you now work.

Elementary	Jr. High	High School	Other
0%	0%	57%	1%

4. Indicate your area of Vocational Education.

Business	Home Ec.	Ind. Arts	Other
11%	11%	31%	28%

Table IV explains Part II of the questionnaire. The respondents were to be select and rate five answers to the questions contained here. Appendix B gives the statements enumerated in this table for further clarification purposes. The most outstanding responses show here that local school boards should provide in-service education (SA), the supervisors should set up in-service programs (SA), teachers should not be responsible for in-service education (D), local colleges and universities should provide in-service education for teachers (A), and in-service programs should involve both teachers and administrators (SA). (Table V gives percentages for the responses listed here).

TABLE IV

IN-SERVICE EDUCATION RESPONSIBILITY RESPONSES					
STATEMENT NUMBER	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
One	30	22	2	6	4
Two	23	29	5	5	1
Three	4	15	5	31	9
Four	20	24	10	6	3
Five	40	19	3	0	0

Part III of this questionnaire consists of items dealing with four categories. Questions one, two, three, nine, seventeen and eighteen are all relevant to providing the student with guidance. These were two hundred twenty-six responses under the "agree" column ranking it third (averaged) among the categories of this questionnaire. One hundred eighty-three agreed to questions thirteen, fourteen, nineteen and twenty. This group was ranked second (av) in the questionnaire and related to laboratory and material management. One hundred thirty responses were recorded for this group which concerned professional development. A fourth place ranking indicated that vocational educators fail to recognize in-service training as a high priority for professional development. (See Table VI).

TABLE V  
IN-SERVICE EDUCATION RESPONSIBILITY

STATEMENT NUMBER	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
One	44%	33%	2%	9%	6%
Two	34%	43%	1%	7%	1%
Three	6%	22%	1%	44%	14%
Four	23%	36%	14%	9%	4%
Five	60%	23%	6%	0%	0%

TABLE VI

RESPONSES TABULATED FROM THE "AGREE" COLUMN OF THE  
FOUR CATEGORIES OF QUESTIONS

QUESTION NUMBER	STUDENT GUIDANCE	INSTRUCTION	LAB & MATERIAL MANAGEMENT	PROFESSIONAL DEVELOPMENT
1	36			
2	42			
3	39			
4		33		
5		30		
6		32		
7		36		
8		38		
9	42			
10				31
11		41		
12		43		
13			29	
14			39	
15			32	
16		28		
17	31			
18	35			
19			19	
20			44	
21				36
22				33
23				30
TOTALS	226	281	185	130
AVERAGE	37.6	35.1	36.4	32.5
RANK	First	Third	Second	Fourth

Table VII gives the responses and a numerical breakdown of the respondents' choices for Part III of the questionnaire. Questions number nine (42 - agreed), number eleven (41 agreed), number twelve (43 agreed) and number twenty (44 agreed) indicate some of the basic in-service needs that could be included in vocational programs to improve the teaching-learning situation tremendously. Six written in needs (Number 24) were related to teacher liability and related responsibility and one other in-service need written in (Number 25) related to the writing of proposals for vocational teachers. Table VIII will further give a breakdown of the responses to the questions (in percentages). Chapter Five will give the final summary, conclusions drawn and recommendations for this study.

TABLE VII

PART III OF QUESTIONNAIRE  
RESPONSES TO QUESTIONS

QUESTION NUMBER	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	13	36	5	10	1
2	10	43	2	9	1
3	13	39	4	8	1
4	27	33	1	4	0
5	26	30	3	5	1
6	13	32	8	9	2
7	29	36	6	2	1
8	19	38	1	2	2
9	13	42	3	4	2
10	15	31	8	8	3
11	10	41	5	5	2
12	11	43	3	2	0
13	17	29	11	7	0
14	10	39	4	9	1
15	14	52	6	10	1
16	12	28	6	16	1
17	8	31	7	15	3
18	19	35	4	4	1
19	8	39	9	6	0
20	10	44	5	5	0
21	22	36	4	2	0
22	26	33	2	3	0
23	19	30	9	4	0

TABLE VIII  
 PART III OF QUESTIONNAIRE  
 RESPONSES TO QUESTIONS IN PERCENTAGES

QUESTION	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	17	53	7	14	1
2	14	64	2	12	1
3	17	58	6	12	1
4	40	49	1	6	0
5	38	44	4	7	1
6	19	48	12	13	3
7	30	53	9	3	1
8	29	57	4	3	3
9	19	63	4	6	3
10	22	46	11	11	4
11	14	61	7	7	3
12	16	64	11	3	0
13	25	43	16	10	0
14	14	58	6	13	1
15	21	48	9	14	1
16	18	42	9	24	1
17	12	46	6	22	4
18	29	52	6	6	1
19	12	58	13	9	0
20	14	66	7	7	0
21	33	53	6	3	0
22	39	49	3	4	0
23	29	45	13	6	0
24	9%	WRITERS TEACHER STABILITY			9%
25	1%	WRITERS PROPOSAL WRITING			1%



## C H A P T E R F I V E

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the in-service needs of vocational education teachers in the city of Chesapeake. This study also attempts to assist vocational administrators (supervisors) with some direction to pursue in the development of their instructional personnel.

The research questions answered by this study are as follows:

1. What is in-service education?
2. Are supervisors aware of teacher in-service needs?
3. Who should arrange in-service education sessions for vocational teachers?
4. What are the characteristics of an effective in-service program?
5. What part should the teacher play in planning in-service programs?
6. How should in-service meetings be structured?
7. How are need assessments determined for in-service presentations?
8. How long should staff development plans be set-up in advance?

A questionnaire consisting of three parts was designed and sent to vocational teachers at the high schools and junior high schools in Chesapeake. The principals distributed the

questionnaires and returned sixty-seven of the ninety sent out for a 74% survey response. Part One of the survey was titled "Individual Status", Part Two, "In-Service Responsibility", and Part Three, "In-Service Needs Assessments for Vocational Educators" (23 questions) a space for write-ins was provided at the end of the twenty-three questions. The participant was instructed to circle one of the five possible ratings for each of the questions listed and those written in.

Upon receiving the questionnaires, the researcher tabulated the responses by numbers of schools returning and percentages of response from high and junior high schools. The three parts of the survey were tabulated by numbers of responses to each item and a percentage was also calculated.

Table VI revealed major findings which were determined by the categorization of the constituents of Part Three of the survey questionnaire.

## CONCLUSIONS

The results of the data collected and treated in this survey reveals:

1. In-service needs are deemed from high to low in the area of providing student guidance, lab and material management, instruction and professional development in this order of importance.
2. The vocational educators strongly agree that the school boards should sponsor in-service education.
3. They agree that supervisors and teachers should be responsible for in-service education.
4. Local universities and colleges should contribute toward providing teachers with in-service opportunities.
5. The one most important in-service need most often agreed with concerned management of supplies and instructional material used in the various vocational laboratories.
6. Vocational educators desire in-service training on teacher liability and proposal writing (as indicated by written-in responses).

## RECOMMENDATIONS

The writer of this research recommends the following procedure be undertaken in the city of Chesapeake.

1. In-service training on management of materials and supplies be set as a priority for vocational teachers.
2. Supervisors and teachers should sponsor and produce effective in-service programs.
3. Periodic circulation of questionnaires to identify vocational teachers' in-service needs.

4. Replication of this study to include:
  - a. separation of junior high and high school teachers' responses
  - b. separate this study by departments
  - c. use of more questions on present provisions for teacher in-service education

In addition to the preceding suggestions, closer articulation between school board officials and vocational personnel on the college and university level would greatly serve to improve in-service education for vocational education teachers.

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A P P E N D I X E S

- Appendix A LETTER TO OBTAIN PERMISSION TO CONDUCT STUDY
- Appendix B SURVEY QUESTIONNAIRE
- Appendix C LETTER TO SUPERVISORS TO OBTAIN TEACHER  
INFORMATION
- Appendix D LETTER GRANTING PERMISSION TO CONDUCT SURVEY
- Appendix E LETTER TO PRINCIPALS PARTICIPATING IN STUDY

APPENDIX A

March 31, 1981

Dear \_\_\_\_\_

I am conducting a research study to determine the in-service needs of vocational educators in the Tidewater area. This is in partial fulfillment of the Master's Degree in Vocational-Technical Education at Old Dominion University. I would like to involve the vocational educators in the \_\_\_\_\_ Public Schools in this study.

I am requesting your permission to conduct this study. If additional information is necessary, please inform me immediately in order that I may contact those to be surveyed for this study. \_\_\_\_\_ is the date that I will be needing returns on this survey questionnaire.

Sincerely yours,

Grover T. Eure, Jr.  
Graduate Student  
Old Dominion University  
Deep Creek Junior High School

Dr. D. I. Joyner, Advisor  
Old Dominion University

Enclosure



## APPENDIX B

## VOCATIONAL EDUCATORS IN-SERVICE NEEDS ASSESSMENT QUESTIONNAIRE

The following statements include possible in-service needs for vocational educators. The purpose of this questionnaire is to identify the in-service needs of vocational educators. The following statements below include some of the many in-service needs of vocational educators already identified. Please utilize the following technique for responding to the items listed and any that you might write in the space provided at the end of this instrument.

## RESPONSE TECHNIQUE

- |                       |      |
|-----------------------|------|
| (a) Strongly Agree    | (SA) |
| (b) Agree             | (A)  |
| (c) Undecided         | (U)  |
| (d) Disagree          | (D)  |
| (e) Strongly Disagree | (SD) |

## PART I: INDIVIDUAL STATUS

1. Indicate your present position in Vocational Education.  
(a) supervisor (b) principal (c) teacher (d) list other
2. Indicate the total years of employment in Vocational Education.  
(a) first year (b) 2 - 7 (c) 7 - 12 (d) 10 or above
3. Indicate the level on which you now work.  
(a) elementary (b) junior high (c) high school (d) other
4. Indicate your area of Vocational Education.  
(a) Business (b) Home Ec. (c) Ind. Arts (d) other

## PART II: IN-SERVICE EDUCATION RESPONSIBILITY

1. In-service education should be sponsored by the local boards. SA A U D SD
2. In-service education should be the responsibility of the supervisor. SA A U D SD

3. In-service education should be the responsibility of the teacher. SA A U D SD
4. Local colleges and universities should provide in-service education for teachers. SA A U D SD
5. In-service education programs should involve both teachers and administrators. SA A U D SD

## PART III

IN-SERVICE EDUCATION NEEDS ASSESSMENTS  
FOR VOCATIONAL EDUCATORS

Do you need vocational education in-service programs:

- |     |   |    |   |   |   |    |
|-----|---|----|---|---|---|----|
| 1.  | To assist the teacher in controlling student behavior/discipline problems?                  | SA | A | U | D | SD |
| 2.  | To assist the teacher in developing students self-image, attitudes and values?              | SA | A | U | D | SD |
| 3.  | To enable the teacher to identify social-emotional problem students?                        | SA | A | U | D | SD |
| 4.  | To assist the teacher in providing individual instruction?                                  | SA | A | U | D | SD |
| 5.  | To assist the teacher in implementing CBI?  | SA | A | U | D | SD |
| 6.  | To assist the teacher in test and evaluation development for student classroom performance? | SA | A | U | D | SD |
| 7.  | To prepare the teacher to provide instruction for disadvantaged and handicapped students?   | SA | A | U | D | SD |
| 8.  | To assist the teacher in curriculum development?  | SA | A | U | D | SD |
| 9.  | To assist the instructor in sponsoring vocational clubs/organizations?                      | SA | A | U | D | SD |
| 10. | To motivate the teacher for self-improvement?   | SA | A | U | D | SD |
| 11. | To enable the teacher to develop effective career education activities?                     | SA | A | U | D | SD |
| 12. | To enable the teacher to make more effective use of audio-visuals?                          | SA | A | U | D | SD |

- |     |   |    |   |   |   |    |
|-----|---|----|---|---|---|----|
| 13. | To develop and implement effective safety programs?   | SA | A | U | D | SD |
| 14. | To develop effective management of materials and supplies?  | SA | A | U | D | SD |
| 15. | To enable teachers to service and maintain tools, machines and other shop-lab equipment?          | SA | A | U | D | SD |
| 16. | To enable the teacher to develop accurate unit and daily lesson plans for instructional purposes? | SA | A | U | D | SD |
| 17. | To enable the teacher to administer and interpret standardized tests?                             | SA | A | U | D | SD |
| 18. | To enable the teacher to provide effective vocational guidance for teachers?                      | SA | A | U | D | SD |
| 19. | To assist the teacher in developing laboratory organization?                                      | SA | A | U | D | SD |
| 20. | To enable the teacher in developing an effective student lab management system?                   | SA | A | U | D | SD |
| 21. | To provide instructional educators with updates that influence vocational education?              | SA | A | U | D | SD |
| 22. | To provide the teacher with current trends and issues in vocational education?                    | SA | A | U | D | SD |
| 23. | To acquaint the teachers with modern philosophy relevant to vocational education?                 | SA | A | U | D | SD |

(PLEASE WRITE IN BELOW ANY IN-SERVICE NEEDS NOT INCLUDED IN THIS QUESTIONNAIRE AND RATE EACH)

24. \_\_\_\_\_ SA A U D SD  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

25. \_\_\_\_\_ SA A U D SD  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## APPENDIX C

Grover T. Eure, Jr.  
Deep Creek Jr. High School  
1955 Deal Drive  
Chesapeake, VA 23325

Dear \_\_\_\_\_

This study is being conducted to determine the in-service needs for Vocational-Industrial teachers in the Tidewater area. The results of this study could possibly suggest means of improving Vocational and Industrial Education instructional techniques through meaningful in-service programs.

The purpose of this study is to identify a list of in-service needs for these teachers and once identified this data can be used by school administrators and local universities to hold programs and offer courses that would enhance professional development among teachers.

Studies of this type have been done previously but have almost always included all teachers collectively. This study will be unique in that only vocational and industrial personnel will be involved.

The survey instrument (a questionnaire) will contain "easy-to-answer" items that only require circling the selected response and identifying the type situation the teacher works in (junior high or senior high). The questionnaire will require not more than ten minutes to complete and will include a self-addressed envelope (stamp included) for returning this data.

I would like to begin contacting your teachers during the latter part of April if permission is granted to me. Please send me a list of all your vocational educators, along with their various school assignments.

Your cooperation in this matter is greatly appreciated.

Yours truly,

Grover T. Eure, Jr.

## APPENDIX D

## LETTER GRANTING PERMISSION TO CONDUCT SURVEY



CS 162

CHESAPEAKE PUBLIC SCHOOLS  
RESEARCH DEPARTMENT  
300 CEDAR ROAD P O BOX 15204  
CHESAPEAKE VIRGINIA 23320

To All Junior and Senior  
High School Principals

Date April 29, 1981

Subject Research Project

Mr. Grover T. Eure, Jr. has been granted permission to conduct his research study in the Chesapeake School System. We are hereby requesting your cooperation and the cooperation of your Vocational Education Teachers to assist him as much as possible with his project.

Mr. Eure will be in contact with you in a few days to explain the content of his project.

From

## APPENDIX E

1151 N. Carrington Crescent  
Portsmouth, VA 23701  
April 27, 1981

Dear Mr./Mrs. \_\_\_\_\_

I have obtained permission from \_\_\_\_\_  
to survey the vocational teachers at your school concerning  
inservice needs. This data is a very important part of  
completing the Master's Degree program that I am pursuing  
at Old Dominion University.

Please distribute these sheets to all of the vocational  
education teachers (Industrial Arts, Business Education, Home  
Economics, Drafting, ICT, Distributive Education, etc.) at  
your school and return them to me by \_\_\_\_\_.  
I will be overly grateful for your cooperation and assistance  
in this assignment.

Many thanks for helping me complete this research study.

Cordially yours,

Grover T. Eure, Jr.  
Deep Creek Jr. High School  
1955 Deal Drive  
Chesapeake, VA 23323

School Telephone Number: 487-2504  
Home Telephone Number: 487-3028