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An Analysis of the Attitudes of Technology Education Students Enrolled in the Military Career Transition Program at Darden College of Education, Old Dominion University

Rodney L. Pastore
Old Dominion University

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AN ANALYSIS OF THE ATTITUDES OF TECHNOLOGY EDUCATION STUDENTS ENROLLED IN THE MILITARY CAREER TRANSITION PROGRAM AT DARDEN COLLEGE OF EDUCATION, OLD DOMINION UNIVERSITY

A RESEARCH PROJECT PRESENTED TO THE GRADUATE FACULTY OF THE DEPARTMENT OF OCCUPATIONAL AND TECHNICAL STUDIES OLD DOMINION UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE MASTER OF SCIENCE IN EDUCATION

BY RODNEY L. PASTORE JULY 1997
This research paper was prepared by Rodney L. Pastore under the direction of Dr. John M. Ritz in OTED 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 of Education.

APPROVAL BY:  

Dr. John M. Ritz  
Advisor and Graduate Program Director

Date
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Last, but certainly not least, is Betty who provided the inspiration to continue when it seemed like there was not enough time left in the day. I would like to thank my daughters Jeannette, Annette, Cherie, Amanda and granddaughters Kera and Feara for continuing to remind me of the reason for completing this project.
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CHAPTER I

Introduction

According to studies conducted within the last few years, Technology Education is projected to be one of the fastest growing areas of teaching in the educational field (Martin, 1995, p. 6). To help alleviate this projected shortage of 10,000 technology teachers by the year 2002 (Brown, Dowe, Morgan and Weston, 1995), the Darden College of Education at Old Dominion University established an alternative teacher education program for military officers and senior enlisted personnel nearing retirement or separating from service. This program, called Military Career Transition Program, was established to help counsel and advise military personnel as they make the transition from one career to another (MacDonald, 1994). The program was designed for each student's specific career goals and takes into consideration his/her prior training or schools.

The program started with 40 participants in 1989 and currently has over 800 students enrolled in varied degree programs including elementary, secondary, special and technology education (Ritz, 1996, p. 1). Students enrolled at the M.S. level are required to have a B.A. or B.S. degree, and a GRE or MAT, prior to registration. The M.S. program in technology education requires 36 hours for certification, which includes six weeks as a student teacher plus five additional
content courses. In addition, the Department of Occupational and Technical Studies also began a technology teacher certification program at the bachelors level in 1995. The B.S. program in technology education likes to have students enrolled who have a A.A. but will accept all non-degree students.

Many military financial assistance programs were already in effect to assist in meeting the financial cost of these degrees. The participants were eligible for Tuition Assistance, Veterans Administration and "Troops to Teachers" financial assistance. The courses were taught on campus, at military bases, and graduate centers at various locations in the Hampton Roads Virginia area. Upon completion, students were licensed by the Commonwealth of Virginia with reciprocity with 34 other states. Old Dominion has divided certification areas into early childhood or elementary (NK-4), middle school (4-8), and high school or secondary (8-12). Those students satisfying all requirements would be awarded a Master of Science in Education or a B.S. in Technology Education with emphasis in middle or secondary education (MacDonald, 1994). The program is intertwined so the students leave with a licensure and a degree.

The Military Career Transition Program serves as an educational tool to prepare prior military and active duty military students for full-time employment in the classroom. The motivation, both social and financial, for the successful completion of the program has not been researched. While the Military Career
Transition Program was comprehensive with regard to student background, student achievement and ratio of completion, there was vital information lacking as to why Technology Education was selected as a second career.

Statement Of The Problem

The problem of this study was to determine the opinions of Military Career Transition Program students from Old Dominion University related to their selection of technology teaching as a second career.

Research Goals

Through the analysis of the reasons given by students for enrolling in Old Dominion University’s MCTP and Technology Education programs, the following goals will be answered.

(1) Determine the reasons why students selected the Military Career Transition Program.

(2) Determine the reasons why students enrolled in Technology Education programs.

(3) Assess the motivational and attitudinal factors contributing to their enrollment and completion of the Military Career Transition Program, Technology Education program.
This information could assist the Department of Occupational and Technical Studies in determining where to place the emphasis when planning strategies to be used in the recruitment of military personnel as students for these programs.

**Background And Significance**

The major goal of the Military Career Transition Program was to prepare military senior enlisted and officers who are in the process of retiring or separating from service to become teachers as a second career (Zumwalt, 1991). These students must meet requirements to enroll in the special programs which are a minimum of an A.A. or A.S. for the B.S. degree and B.A. or B.S. degree for the M.S. degree program. A G.R.E. or M.A.T. test is required as well. Also each perspective student is counseled and advised by a professor in their particular field. While the goal remains the same for military personnel, the motivational and attitudinal factors may be different.

The military is continuing to downsize which has led to a growing reserve of highly skilled and motivated personnel ready to start a second career. The Navy has reduced its personnel by over 140,000 from 1985 to 1995 (Ritz, Berry, and Radcliffe, 1996). This comes at a time when a projected increase of three million
children are projected in the population of 5- to 13-year olds from now to the year 2001 (United States Bureau of the Census, 1990). At the same time there is projected to be an increase of one and a half million teenagers, 14-to 17-year olds, from now to the year 2001 (United States Bureau of the Census, 1990).

The idea of a reduced class size has been debated for the last two decades. The national average for student-to-teacher ratio in 1971 was 22.3 (Grant and Snyder, 1984, p.15). There has been a steady decline in this ratio with a fall 1993 average of 17.3 students-to-teacher (United States Department of Education, 1993,p.1). With the combined increase of more projected students and a lower student-to-teacher ratio there are indications of a need for a significant increase of teachers. A study by Gould (1994) projects the United States will need 500,000 additional teachers by the year 2002.

One way of increasing the supply of qualified teachers is through an alternative certification program called the Military Career Transition Program. Established in 1989, by the Darden College of Education at Old Dominion University, it provides a teacher training program that is designed for each candidate’s specific career goal and incorporates prior military training and education (MacDonald, Manning, and Gable, 1994).
Many of the military personal affected by the reduction of force, i.e., downsizing, have years of training and experience in highly technological related fields. Coupled with a study indicating a projected need of 10,000 additional technology education teachers by the year 2002 (Brown, Dowe, Morgan and Weston, 1995), many retired or separating military personnel have enrolled in the Technology Education program of the MCTP to utilize their prior training and experiences.

The results of this study will be provided to Military Career Transition Program advisors and technology education educators. The results will assist in determining the current reasons for enrolling in the MCTP and technology programs. It may be used as an effective tool in recruitment of students into these programs. The professional may also use it as a guide in determining those who have the highest potential of successfully completing the Technology Education Program.

**Limitations of the Study**

The following limitations were applied to this research study:

1. The study was limited to those personnel currently in the Military Career Transition Program at Old Dominion University.
(2) Participation by active, retired, and separated military was voluntary.

(3) Participants in the Technology Education were provided a survey. This was provided to assess the motivational and attitudinal factors of applying for this program.

(4) The research period was from 1996 to 1997.

(5) The study population included both B.S. and M.S. candidates.

**Assumptions**

The following assumptions were made for this study:

(1) Military Career Transition Program students can be located within the time period allowed.

(2) Students will be willing to participate in survey.

(3) Students completing the survey were truthful in determining what and who influenced them in making the decision to enroll in the Military Career Transition Program /Technology Education Program.

(4) The information /data gathered in this study would be useful in planning recruitment into the MCTP and Technology Education Program.
Procedures

A questionnaire was developed asking the students enrolled in the MCTP program a series of questions dealing with what were the reasons for their enrollment in the program. Who or what influenced them the most in making that decision, and what was their past association with technology. Surveys were handed out in class to each student. Those not enrolled in classes were sent the survey in the mail with a self-addressed envelope included. A cover letter was included explaining the purpose of the study and asked the students to assist in completing a study for the MCTP program. After the survey was completed it was sealed in a preaddressed envelope and returned via U.S. Postal Service to Old Dominion University, Occupational and Technical Studies Department.

The results of the survey were then tabulated and the information was analyzed to determine the most common reasons and influences stated for enrollment by the students. The data gathered from this study will be compiled and made available to the Director of MCTP and the Chair of Occupational and Technical Studies of Old Dominion University for future use in determining how the recruitment program might be improved.
Definition Of Terms

The following terms associated with this study were defined to provide the reader with a better understanding in the study:

1. **Technology** - Is human innovation in action. This involves the generation of knowledge and processes to develop systems that solve problems and extend human capabilities (Technology for All Americans: A Rationale and Structure for the Study of Technology, 1996, p. 16).

2. **Technology Education** - The study of the application of knowledge, creativity, and resources to solve problems and extend human potential (Commonwealth of Virginia, Department of Education, 1992, p. 6).

3. **Alternative Teacher Certification Program** - Program designed to facilitate the entry of college graduates with appropriate subject matter expertise into classroom teaching or administrative positions in school.

4. **MCTP** - Military Career Transition Program, an approved alternative teacher certification program established in 1989 at Old Dominion University. It is designed to serve military officers and enlisted personnel nearing retirement or separation from the military.

5. **SOCNAV** - Service members Opportunity College, Navy.

6. **Reason for enrolling** - The internal factors that motivated the student to
enroll in his/her program of study.

7. **Influence on the student** - The external factors or persons that helped the student to make the decision to enroll in his/her program of study.


**Overview Of Chapters**

The first chapter of this study contained a brief introduction to the research study, a formal statement of the problem, research goals, background and significance, limitations, assumptions, research procedures, and definitions of terms. Chapter II, Review of Literature, will provide a review of current literature on the MCTP programs and enrollment in the Technology Education Programs. Chapter III will provide the methods and procedures used to collect and analyze the data. Chapter IV will present the findings of the research study. Finally, Chapter V will summarize the data, provide conclusions, and make recommendations, based on the research data from the study.
CHAPTER II

Review Of Literature

This research study was undertaken to determine the reasons students enrolled in the Military Career Transition Program at Old Dominion University. Previous investigations revealed no current information existed as to why those enrolled in the MCTP program selected the technology teaching program. The following information was provided to support the need for this assessment: What is the MCTP program? What is Technology? What preparation is required for technology teachers and what is the projected shortage of teachers in technology education?

Military Career Transition Program

In 1989, projected critical teacher shortages across the nation prompted the Darden College of Education at Old Dominion University to establish an alternative teacher education program for military officers and senior enlisted personnel nearing retirement or separating from the military. The MCTP began as a collaborative effort between military education offices, university departments, school districts, and the Virginia State Department of Education. The program focused on (1) administrative planning, (2) curriculum development, (3) key faculty participation, (4) program implementation, and (5) quality evaluation.
Alternative Certification Programs

To attract qualified persons to education, Old Dominion University considered the men and women leaving the service as a result of military downsizing as a significant source of potential educators. The program was designed as an alternative certification program. The U.S. Department of Education in 1991 stated alternative certification programs were designed to facilitate the entry of college graduates with appropriate subject matter expertise into classroom teaching or administrative positions in schools. These programs allowed arts and sciences graduates to participate in intensified programs which did not require the typical accumulation of credit hours. The alternative programs differed from state to state. The overall intent was to offer an alternative route to teacher certification by reducing the time and expense required by state education agencies to fulfill certification requirements (U.S. Department of Education, 1991). The rationale behind recruiting military personnel into these programs were many since these personnel were completing a successful military career and had developed many desirable skills that could be used in the teaching field. In addition they were highly organized and efficient workers. The main purpose of the program was to train military personnel to become teachers.

The goal of the MCTP is to train senior enlisted and officers who are approaching retirement or separation to become teachers. It is not necessary that
they retire to be in the program. It also provides counseling and advising as military personnel transition from one career to another. The program provides teacher training designed for each individual candidate’s specific career goal, taking into account his/her training and education. It had provisions to provide placement and credentialing seminars to assist candidates as they seek teaching positions. It also provides post-Master’s degree career ladder opportunities for MCTP graduates to become school leaders.

**Licensure of Technology Teachers**

For licensure, Old Dominion University prepares students for a variety of teacher certification and degree programs. The primary program prepares students to teach core subjects such as English, math, social studies, science and technology at the elementary, middle, and/or high school levels. The State of Virginia has divided certification areas into early childhood or elementary (NK-4), middle school (4-8), and high school or secondary (8-12). The programs are intertwined with a Masters of Science in Education or a B.S. for undergraduate technology education majors. The student leaves the program with a license and a degree.

There is confusion as to what “Technology” is and as a result where technology education fits into the education system. The National Center for Educational Statistics report (August 1993) grouped Technology Education into the “other” field (United States Department of Education, 1993, pp. 8-23). Many reports
combine technology education with vocational education as stated in the report by the U.S. Department of Education (1993, p. 130).

**Defining Technology**

A faculty study conducted at the University of Wisconsin-Stout found over 200 definitions of Technology (Gebhart, 1979). The definitions varied from what Alvin Toffler stated as technology to be a “great growling engine of change” to highly esoteric definitions. Most people believe technology is a mixture of science and the practical application of it. As a result of the confusion in the definition, some people believe it is mostly computers, lasers, communication devices or the opposite such as manufacturing processes, i.e., wood shop and metal shop taught in old vocational shop classes. Most agree that technology effects our lives everyday but just cannot put a finger on what the real definition is. In 1993, the Council on Technology Teacher Education’s Yearbook Planning Committee requested a common definition to be used by the technology education profession and gained support by the International Technology Education Association. The definition in the 1995 council yearbook was:

“A body of knowledge and actions, used by people, to apply resources in designing, producing, and using products, structures and systems to extend the human potential for controlling and modifying the natural man-made (modified) environment (Wright & Lauda, 1993, p. 3).”
It is universally agreed upon that science and technology are closely related and have a synergism that tends to enhance and support the development of each other. Science focuses more on describing the natural environment and its laws, while technology focuses on the built environment and how people can best strive to live within it (Kasprzyk, 1973, p. 134). As a result of the subtle but sometimes conflicting definitions, the International Technology Education Association (ITEA) requested a document targeted for technology educators, policy makers, and all concerned with our national level of technological literacy. This document was to be funded by the National Science Foundation and the National Aeronautics and Space Administration. The title was “Technology for All Americans: A Rationale and Structure for the Study of Technology.” After an extensive planning, discussion and review, the project adopted the following definition of Technology:

“Technology is human innovation in action. This involves the generation of knowledge and process as to develop systems that solve problems and extend human capabilities” (Dugger, 1996, p. 14).

The document discussed the power and promise of technology and the need for technological literacy. The author felt the school system must establish an effective technological literacy effort, beginning in kindergarten and continuing
each year through high school. Technology should be a required subject for every
student at every level (Dugger, 1996). In summary, the report advocated to help
achieve technological literacy at a national level. It asked that standards for
technology education should be developed based on the universals and structure of
technology described in the document (Dugger, 1996).

Projected Shortage of Technology Teachers

Projected shortage of teachers of technology education teachers is expected to
increase. Research conducted in 1995 (Brown, Dowe, Morgan and Watson) found
that there will be a projected shortage of 10,000 technology education teachers by
the year 2002. A previous study conducted by the Rand Corporation in 1984
(Darling-Hammond, 1984, p. 1) stated that our nation’s teaching force is
undergoing dramatic change. Faculty of many schools are getting older and
retiring. The younger teachers are leaving for more lucrative occupations. The
study included a decline in the academic interest of college students planning to
become teachers. “At the same time student population is expected to surge,
adding to the increased demand for teachers,”(Gould, 1994, p. B1). Adding to
the decline in college students planning to become teachers, the U.S. Department
of Education (1993, p. 125) stated in a report that combined technology education
with vocation education, in the United States public school system, 10.1 percent
of all schools reported unfilled vacancies in the “voc./tech. Ed” area. Rural, small
town areas, secondary schools and those with a school size of 750 or more students were most affected. In the same report (U.S. Department of Education, 1993, p. 130) it was found 19.7 percent of public schools reported, “it was very difficult or impossible to fill vacancies in the “Vocational Technical Education” field.

To meet this demand for additional teachers, the colleges and universities will need to produce a greater number of certified teachers than is expected (Gould, 1994, B1). To help in this shortfall of technology education teachers in the southeast, Old Dominion University, in 1994, began its MCTP, Master of Science program for the preparation of technology teachers. The fall 1996 semester had 600 students enrolled in the MCTP program. In the Technology Education field, there were 57 individuals enrolled in the Master of Science for middle school technology certification and 53 enrolled in the Bachelors program for 6-12 certification.

**Recruiting of Students into the MCTP**

Recruiting of students into the MCTP is done by full-time and adjunct faculty and university advisors. The full-time faculty provide briefings for prospective teacher candidates, advisement, class scheduling, certification meetings, placement seminars, and program evaluation. Prior to the beginning of each semester, the program director, with assistance from advisors and military education representatives, conducts briefings at military facilities to provide general
information about the MCTP to military personnel. The class scheduling is arranged through off-campus programs. While most MCTP students can complete their certification in as little as a year, the majority do so in about eighteen months.

Summary

Chapter II, Review of Literature, revealed a successful alternative certification program established by the Darden College of Education at Old Dominion University for recruitment of military officers and senior enlisted into teaching programs. The chapter also defined the rationale behind recruiting military personnel into these programs. The review addressed the qualifications required to enroll in the B.S. and M.S. programs and the licensure and certification granted upon successful completion. The projected shortage of teachers in the near future was summarized and what is being done to assist in the shortfall. Finally a definition of what is technology was stated. The next chapter, Methods and Procedures, will describe how the study obtained the selection of the sample, survey instrument, and its administration.
Chapter III

Methods and Procedures

Chapter III describes the methods and procedures used to gather the data for this research study. These methods and procedures are presented in the following sections: Research Population, Survey Instrument, Data Collection Method, Statistical Analysis, and Summary.

Research Population

The data for this research study was collected from students enrolled in the MCTP, Technology Education program at Old Dominion University between March 1997 and April 1997. Those attending at least one class in technology in either the Bachelor or Master programs were used in the survey. Since the main criteria for the survey was to establish the reasons or influences for selecting the technology teacher program in the MCTP, prior graduates from 1995 to present were also surveyed. A directory of currently enrolled students was provided by administrative staff of the MCTP office and the Occupational and Technical Studies office. The total population surveyed was ninety-one.

Survey Instrument

The instrument used in this study was a survey. The survey was developed using closed form questions based on the research goals. These goals were:
1. Determine the reasons why students selected the Military Career Transition Program.

2. Determine the reasons why students enrolled in the Technology Education program.

3. Assess the motivational and attitudinal factors contributing to their enrollment and completion of the Military Career Transition Program, Technology Education Programs.

The first section of the survey consisted of demographic questions: name, age, sex, educational level and time since last formal educational classes. The second part of the instrument consisted of closed-ended questions on reasons or influences for enrolling. There was an open-ended question that left the student provide ideas on how to improve the recruitment of students into the programs. A copy of the instrument is located in Appendix A.

**Data Collection Method**

A copy of the survey instrument was mailed or hand delivered to all students in the Technology Teacher program both at the Bachelor and Masters levels. Included with the survey was a self-addressed return envelope. A cover letter was provided with the survey which explained the purpose and importance of this study. The survey and cover letter were delivered the second week in March 1997. A copy of the cover letter is found in Appendix B.
Statistical Analysis

The raw data from the survey instrument was given a preliminary review to assure that the data adhered to the goals of the research study. All closed end responses to the survey instruments were tabulated for numbers and/or percentage by category. Mean scores were determined in question ten where a rank order was required. Answers to the open-ended question were grouped, based on similarity, and the rank ordered by category. The results of the survey questions were organized and presented in tables in Chapter IV, Findings.

Summary

This chapter discussed the methods and procedures used to collect data necessary to answer the problem of the study. Chapter III included the population, instrument design, procedures used to collect data, the statistical analysis used, and the summary. The data collected from the surveys will be presented in Chapter IV, entitled Findings.
Chapter IV

Findings

The purpose of this study was to identify and determine the reasons students enrolled in Old Dominion University’s MCTP Technology Education programs, and who influenced their decision to enroll. This chapter presents the results of the research, explains the research variables, and includes a summary of the chapter.

The research goals set forth in Chapter I were:

1. Determine the reasons why students selected the Military Career Transition Program.

2. Determine the reasons why students enrolled in Technology Education Programs.

3. Assess the motivational and attitudinal factors contributing to their enrollment and completion of the Military Career Transition Program Technology Education program.

The method of collecting data for this study was by means of a survey that consisted of three areas. The first area attempted to determine background information of the students. The second area was used to determine where the students learned about the program. The third area focused on where did they seek additional information on the MCTP Technology Education program. It also
examined the motivational factors that led them to selecting the teaching profession of technology. The last area concentrated on the features that students perceived as being important in why the MCTP program was selected.

**Report Of The Findings**

The total number of individuals who responded in this survey was seventy-one. The survey was distributed the last week of March 1997 and results were received by mid-April 1997. A total of one hundred and ten students, both undergraduate and graduate, have enrolled in the Technology Education program in the last two years (1995-1997) at Old Dominion University. The actual valid addresses for students were ninety-one. Due to the transitional nature of the military personnel, the current addresses of fourteen students were not available. Six students had no forwarding address and the postal service returned the surveys unopened. The percentage of surveys returned (71) was 78.2 percent. The results reported in this chapter were a compiling of the data collected by this survey.

The first question in the survey was to determine who and what age group in the military were enrolling in the MCTP, Technology Education programs. The following responses were cited. See Table I.
AGE GROUP OF THOSE ENROLLMENT IN MCTP TECHNOLOGY EDUCATION PROGRAM

Table I

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-25</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>26-35</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>36-45</td>
<td>38</td>
<td>54</td>
</tr>
<tr>
<td>46-55</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>55+</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question indicates the highest percentage of students enrolling in the MCTP Technology Education were in the 36-45 age category (54%) which would place them in a 20 year plus military retirement group. The next age group 46-55 (26%) would be for those in the upper 26 years and above the military retirement bracket. This age group may have already retired and may not be on active duty. The 26-35 age group (18%) would indicate those who have decided in mid-career the military life was not for them or they were preparing early for a second career. This group probably looked at the affect the military downsizing would have on their future a little closer.
The second question concerned what gender was applying for these programs. Sixty-three males (88.7%) applied, while seven (9.8%) females decided on enrolling. One did not answer this question. As a result of the recent surge in recruiting of women in the services, the percentage of women in the service has gone up, however the percentage of those who have decided on a military career have not attained the length of service to be in the higher age bracket for retirement. Of the seven females who responded to the survey, four (57%) were in the 36-45 age group. Two females (29%) were in the 26-35 age group, or mid career, and one indicated 46-55 age, or senior retirement area.

Table II indicated the length of military service the respondents had that were enrolled in the MCTP, Technology Education Program. The 16-20 year service would indicate 26.7% of the responses were preparing for a career change, i.e., leave the military service and not continue for a higher military retirement. Of the seven female responses, two of the seven were in the 16-20 year window, two were in the 0-8 window, one was in the 8-16 window, one was in the 20-22 window and one was in the 26-30 year time frame. In question four, formal education prior to enrolling in the MCTP program was investigated. This is thought to have an influence on not only who is applying but at what stage of the the military career service personnel are making the decision of advancing their education and/or changing careers.
### NUMBER OF YEARS IN MILITARY SERVICE

**Table II**

<table>
<thead>
<tr>
<th>Years of Military Service</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-8</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>8-16</td>
<td>9</td>
<td>12.6</td>
</tr>
<tr>
<td>16-20</td>
<td>19</td>
<td>26.7</td>
</tr>
<tr>
<td>20-22</td>
<td>12</td>
<td>16.9</td>
</tr>
<tr>
<td>24-26</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>26-30</td>
<td>6</td>
<td>8.4</td>
</tr>
<tr>
<td>30+</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Question four of the survey cited fifty-six percent had at least four years of college prior to enrolling in technology education. See Table III. Question five asked how the students first found out about the Military Career Transition Program. See Table IV. Other means of learning about the MCTP were: through the military Transition Assistance Program (TAP), the State Employment Office, working at O.D.U., O.D.U. Internet Website, and the Troops to Teacher Program. As noted, the respondents may have listed a number of sources. Some of the sources may have been combined as well, i.e., O.D.U. briefings and O.D.U. Representatives.
FORMAL EDUCATION PRIOR TO ENROLLING IN MCTP

Table III

<table>
<thead>
<tr>
<th>Education level</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>2 Years College</td>
<td>24</td>
<td>33.8</td>
</tr>
<tr>
<td>4 Years College</td>
<td>40</td>
<td>56.3</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

FIRST SOURCE OF INFORMATION ABOUT MCTP

Table IV

<table>
<thead>
<tr>
<th>First Source of Information</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military newsletter/paper</td>
<td>19</td>
<td>26.7</td>
</tr>
<tr>
<td>O.D.U. representatives</td>
<td>24</td>
<td>33.8</td>
</tr>
<tr>
<td>Friends &amp; acquaintances</td>
<td>11</td>
<td>15.4</td>
</tr>
<tr>
<td>Military Education Office</td>
<td>16</td>
<td>22.5</td>
</tr>
<tr>
<td>O.D.U. Briefings</td>
<td>18</td>
<td>25.3</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>8.4</td>
</tr>
</tbody>
</table>

*Note: Respondents may have cited more than one source.*
Question six focused on where the respondents sought assistance in applying for Old Dominion University’s Military Career Transition Program. See Table V.

SOURCE OF ASSISTANCE IN APPLYING FOR MCTP

<table>
<thead>
<tr>
<th>Source of Assistance</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norfolk Naval Base</td>
<td>8</td>
<td>1.2</td>
</tr>
<tr>
<td>Little Creek Amphibious Base</td>
<td>6</td>
<td>8.4</td>
</tr>
<tr>
<td>Naval Station Dam Neck</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Ft. Eustus</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ft. Belvoir</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Norfolk Naval Air Station</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Oceana Naval Air Station</td>
<td>23</td>
<td>32.3</td>
</tr>
<tr>
<td>Langley Air Base</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Quantico Marine Base</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>21</td>
</tr>
</tbody>
</table>

Those seeking assistance did it 32.3 percent of the time at the Oceana Naval Air Base. Langley Air Base contributed 14 percent of the assistance on those needing help. In the “other” category, 21 percent of the respondents cited O.D.U. campus representative with assisting in their questions. Ft. Eustus, Ft. Belvoir, and Quantico Marine Base personnel seeking assistance responded with O.D.U. campus
representative supplying them with information/answers and not necessary the military base they were stationed.

Determining what motivated the students to seek teaching technology as a second career was the purpose of the next section of the screening. Question seven asked when did they first become interested in the Technology Education Program. This question had a number of suggestions, however it was found by the percentage of the other category not to have covered enough of the possibilities. Forty-two responses (59%) cited after attending an O.D.U. presentation by the Technology Education Staff, as the main reason for first becoming interested in technology teaching programs. Only four responses indicated while in high school or community college did they believe this may be a career for them. In the "other" category, there were twenty-four responses (33.8%) indicating a variety of reasons. Seven (9.8%) cited prior military teaching experience as a deciding factor. Others included after talking to friends, counselors, teachers, and finding out prior credits at other local community colleges were articulated with O.D.U. None of the respondents indicated an early interest in teaching technology education.

Question eight addressed factors respondents considered most important in selecting the Technology Teacher Education at Old Dominion University. See Table VI.
FACTORS MOST IMPORTANT IN SELECTING TECHNOLOGY EDUCATION PROGRAM

TABLE VI

<table>
<thead>
<tr>
<th>Factors important for selecting Tech. Ed.</th>
<th>Number</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire to teach</td>
<td>34</td>
<td>1</td>
</tr>
<tr>
<td>Job opportunities seem positive</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>Enjoyment of high school industrial arts</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Benefits of teaching, i.e., summers off</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Security of second profession</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

*Note: Respondents may have selected more than one response

This question received multiple responses to some of the questions. It was decided to rank them as a result of the number of selections by the respondents. The most commonly cited factor, named by 34 of the 71 respondents (48.5%) was the desire to teach. The second response was job opportunities seem positive with twenty-two responses (30.9%) of the population. The enjoyment of high school industrial arts courses came in third with 15 responses (21%) of the population. The benefits of teaching such as short days and summers off were indicated by 13 responses (18.3%). Security as a second job came in fifth with ten responses (14%). In sixth place was other with three responses mentioned. Some of the
reasons were age of peer group in class with students, interest in technology and community service. None of the respondents surveyed reported enrolling in the program because they heard it was easy.

Question nine was to determine what factor downsizing of the military may have had on the respondents selecting technology education as a second career. See Table VII. Information gathered by this question may be the result of what stage of their military career the respondents were in. Forty-six (64.7%) were ready or about to retire from military service. The effect downsizing had on influencing them is nominal or none. However, for respondents whom have just started their military career, the effect of downsizing creates more of an impact on their future. This was noted from the combined total of 25 (32.2%) of the population indicating from slight to major consideration the effect downsizing may have on their future.

Question ten asked each of the respondents to rank in order of importance the features of the MCTP program offered by Old Dominion University that contributed most to their enrollment in technology education. See Table VIII.
EFFECT DOWNSIZING HAD ON SELECTION OF TECHNOLOGY EDUCATION AS A SECOND CAREER

TABLE VII

<table>
<thead>
<tr>
<th>Effect of Downsizing had on Selecting Technology Education</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>46</td>
<td>64.7</td>
</tr>
<tr>
<td>Slightly</td>
<td>6</td>
<td>8.4</td>
</tr>
<tr>
<td>Some consideration</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Major consideration</td>
<td>7</td>
<td>9.8</td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
<td>2.8</td>
</tr>
</tbody>
</table>

There were ten no-responses of the population (14%) to this question. The data was collated from (86%) of the population. The mean average of 2.90 indicated when the courses were offered had a high degree of importance in enrollment to the responders. Also high on the order of importance was the types of courses offered (4.475). The competence of instructors (5.35) had a substantial impact on responders enrollment in Old Dominion University’s MCTP, Technology Education Program.
RANKING OF FEATURES CONSIDERED MOST IN ENROLLING
IN MCTP AT OLD DOMINION UNIVERSITY

**TABLE VIII**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Responses</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>After hours courses</td>
<td>2.901</td>
<td>1</td>
</tr>
<tr>
<td>Types of courses</td>
<td>4.475</td>
<td>2</td>
</tr>
<tr>
<td>Competence of instructors</td>
<td>5.35</td>
<td>3</td>
</tr>
<tr>
<td>Advising</td>
<td>5.459</td>
<td>4</td>
</tr>
<tr>
<td>Credit for military experience</td>
<td>5.95</td>
<td>5</td>
</tr>
<tr>
<td>Nationally recognized program</td>
<td>6.033</td>
<td>6</td>
</tr>
<tr>
<td>Summer courses</td>
<td>6.216</td>
<td>7</td>
</tr>
<tr>
<td>Week-end courses</td>
<td>6.333</td>
<td>8</td>
</tr>
<tr>
<td>Laboratory facilities</td>
<td>7.183</td>
<td>9</td>
</tr>
<tr>
<td>Exemplarily facilities</td>
<td>7.266</td>
<td>10</td>
</tr>
<tr>
<td>Reputation of other students enrolled</td>
<td>8.616</td>
<td>11</td>
</tr>
</tbody>
</table>

The final question in this area, number eleven, sought out what was the single most important influence that led to the selection of Technology Education. This was an open-ended question and the responses varied. Some of the key remarks to this question mirrored the responses of question number eight. To be able to teach in a field that is growing and appears to have a positive future was mentioned. A
high degree of interest in technology and the computer fields attracted many of the responses. A number of responses mentioned job security and benefits that go with the teaching profession. Previous experience in the service with teaching or working with technology related fields also attracted many.

Summary

This chapter contained the findings of the research study. The research questions of the first chapter were reintroduced at the beginning of this chapter. A brief summary of how the study was conducted was presented, and the three areas of the survey mentioned. Data collected was analyzed and results were tabulated to determine who or what factors or influences contributed to the selection of the MCTP technology education program for military personnel. A review of the factors and percentages were given in table form. Chapter V of this study will include a summary, conclusions, and recommendations. It will perform three functions, summarize the study, draw conclusions from the data collected and lastly make recommendations.
Chapter V

Summary, Conclusions And Recommendations

The purpose of Chapter V, Summary, Conclusions and Recommendations, was to summarize the contents of the first four chapters. Conclusions were made in relation to the research goals stated in Chapter I. Recommendations were made as a result of the findings in Chapter IV.

Summary

The problem with this study was to determine the opinions of Military Career Transition Program students from Old Dominion University related to their selection of technology teaching as a second career. A list of Technology Education students was obtained from the Military Career Transition Program and the Department of Occupational and Technical Studies offices. The class rosters were of those technology education students enrolled in these programs from 1995 through 1997 at Old Dominion University. The total number of respondents possible was one-hundred and ten, however, as a result of the transit nature of military personnel in this area, ninety-one valid addresses were located. Surveys were distributed to students in technology education classes the first week of March 1997 at Old Dominion University and picked up at the end of class. For those students not currently enrolled in classes, surveys were then sent the last
weeks of March 1997. All returned surveys were received by April 15, 1997. Seventy-one surveys were returned for a 78.2 percent return rate. Data from these surveys was tabulated and the information presented. The information gathered by the survey was analyzed and served as the basis for the conclusions and recommendations made in this chapter.

Conclusions

The results of this study indicated there were certain factors or persons that had a great impact on the military personnel who were vacillating on what to do at the end of their military career. The factors that affected their decision on enrolling in the MCTP technology education were varied. The following conclusions, based on the results of the study for enrolling in technology educations programs at the university level were formulated. The research goals were established to assist in solving the problem of this study. The following are the research goals and the data responses to each goal.

(1) **Determine the reasons why students selected the Military Career Transition Program.**

From the responses to question ten of the survey, the reasons for selecting the MCT program at Old Dominion University was the result of the unique features being offered by the University. Ranking first on the responses was the availability of **after hours courses** offered by Old Dominion University. With a mean of 2.9,
it was by far one of the most attractive features. The second feature considered by military students was the **type of courses** being offered (4.475 mean). Third, (5.35 mean) **competence of the instructors** was instrumental in their decision. Satisfaction with the **advising** from professors in the MCTP, Occupational and Technical Studies Department and military base representatives, were all considered a deciding factor in enrollment into these programs. **Credit for military experience** was considered by many (5.95 mean) as important. Receiving credit in a nationally recognized program influenced a number of the respondents (6.03 mean). **Summer and week-end courses** were very close in order of importance with 6.216 and 6.333 means respectively. The **laboratory facilities** were weighted in ninth place in order of importance (7.183 mean). Based on these findings, it was evident that positive customer service played a deciding factor in enrollment into the MCT programs at Old Dominion University.

(2) **Determine the reasons why students enrolled in Technology Education Programs.**

According to the responses in question eight, "What factor do you consider the most important in selecting the technology teacher program at Old Dominion University?", many of the responses (34%) indicated the desire to teach as one of the most important factors in their decision to teach. High on their list of
responses (22%) was job opportunities seem positive for technology teachers in the future. In third place, enjoyment of high school industrial arts programs and working with technology projects was a determining reason for enrolling. Benefits, i.e., short days, summers off, were considered by some (13%) to be the most important reason to go into teaching technology. Security (10%) was also a deciding factor. In the other category, responses listed their interest in technology, peer group in technology education classes, and a desire to contribute to community service.

(3) **Assess the motivational and attitudinal factors contributing to their enrollment and completion of the Military Career Transition Program, Technology Education program.**

In addition to the reasons and factors stated in question eight of what respondents considered most important, many felt the downsizing of the military also had an important influence in their selection of teaching technology as a second career. Question nine had a direct connection on the answer to the third question in the survey, i.e., number of years in the service. The career stage the service member was in when making the decision to change careers was instrumental in the response. For those who had completed a full military career, 26 years and above, downsizing had no influence on them. For those who were at or approaching the 20 year retirement mark, it may have had a relevance to their
decision on continuing their military career and obtaining a higher percentage retirement pay. For those in the beginning or in the early stage of their military career downsizing had more importance. The combinations of responses in question seven, eight and nine contributed to the motivational and attitudinal factors in deciding to enroll in teaching technology education at Old Dominion University. The positive memories from the enjoyment and satisfaction of high school industrial arts classes, the influence the teacher had on them and the desire to teach synergized the respondents to take on a new career.

**Recommendations**

Based on the results of this survey, the following recommendations were submitted to improve the effectiveness of the recruiting program of the Military Career Transition Program, Technology Education Program of Old Dominion University. The top six reasons military personnel enrolled in the MCTP programs should stay in effect as a result of this study.

(1A) The after hours courses provided by Old Dominion University in the MCTP program for technology education appear not to conflict with many of the military work schedules. Some of the military personnel are permitted to leave “early” to attend classes as a result of an understanding supervisor or command. Some commands and supervisors are not so sympathetic and tell the service member after hours is after six P.M., not four. Scheduling some of the classes one hour
later may have a huge impact on certain classes. More classes a little later may also contribute to an increase in enrollment. The Department of Occupational and Technical Studies has many class already after hours and that has been the number one reason for taking these classes.

(B) The types of course offered was second most important consideration, therefore, the program should continue to offer classes directly related to employment as a technology teacher.

(C) The competence of the instructors ranked high. Most of the responses indicated the professors/instructors knew their subject matter and taught it properly and with enthusiasm.

(D) Advising was a fourth. This may be the result of a few individuals efforts however it appears from the responses that certain areas (bases) were in fact higher in respondents seeking out and receiving information.

(E) Receiving credit for military experience was considered by many service personnel an important feature of the MCTP technology program.

(F) The enthusiasm demonstrated and the caring attitude was mentioned a number of times in the “other” category of factors important in selecting technology education. The positive customer service attitude may have contributed more to recruitment than has been given credit for.

Question five dealt with how the respondents first learned of the MCTP
programs. The O.D.U. Representative/ODU Brief contributed to 59.1 percent of the first source of information about the program. Even though this is a positive reflection for the staff of MCTP, this should not be the first time respondents heard of the program. It should be a time of learning what the program can possibly do for them. The military newsletters were given 26.7 percent of the first time source of information. This area should not be forgotten or taken for granted. Radio/TV may seem a bit ambitious but may produce substantial results. The military educational office (ESO) supports the MCTP providing 25.3 percent of the first time sources of information. Maintaining a closer relationship with Old Dominion University and ESO offices would only help in recruitment for these programs.

(2) Creating and sending eye catching brochures pertaining to teaching as a second career to military bases was suggested by a few of the respondents. Their comment was they heard briefly about it but never saw anything until they were on campus or in offices at ODU.

(3) As the first source of information, friends and acquaintances were listed 15.4 percent of the time. This may be an untapped source of recruitment. In a lot of businesses word of mouth brings in most of their repeat business. Students graduating from these programs are the best source of getting the word out. A final class on recruiting for the MCTP programs would be helpful.

(4) The MCTP, Technology Education faculty, should formulate a plan with
local community college career counselors of what the program and job opportunities are available to graduates. Many retired military personnel are not qualified for some of these programs at their retirement, however after attending a community college they may have the eligibility to enroll in the various MCTP and technology education programs.

(5) This study found that current data on MCTP, Technology Education students, was lacking. It would serve a two fold purpose to keep a current up-date profile on all students. One, it would enable the faculty to know more of who was applying for these programs and also get a feel of how the programs are meeting the needs of the students. This could be accomplished at the very beginning which to a certain degree is currently being done at some but not all advising areas. The second step would be at the mid-point of the students academic career. The third time would be when they are about to graduate. Granted this would take up time but if conducted while the students were waiting to be advised would not interfere normally.

(6) The last recommendation has been addressed before, however it should be addressed at this time as well. Prior to service personnel exiting the military, they are afforded an opportunity to attend a TAP (Transition Assistance Program) class. This is anywhere from three days to a week long series of lectures or briefings on what to expect form civilian life. These classes start early and last
sometimes late but many of the personnel welcome the information. The problem appears to be not enough time to fit in a brief on the MCTP program. The program is continually being revised and up-dated. If a short brief, ten to fifteen minutes could be designed, many may seek additional information about these worthwhile programs.
Bibliography


through the Military Career Transition Program. Paper presented at the International Technology Education Association 58th Annual Conference, Phoenix, AZ.


Appendices

Appendix A- Sample of Research Survey

Appendix B- Sample of Cover Letter
Appendix

A

Survey Instrument
Technology Education Recruitment Survey

Purpose: To determine the reasons you enrolled in Old Dominion University's Military Career Transition Program and why you selected the Technology Education program.

Directions: Please answer the questions listed below and return this form in the enclosed envelope.

Name __________________________
(All information will be kept strictly CONFIDENTIAL)

Please place an X for the most appropriate answer

1. Age Group: ____18-25 ____26-35 ____36-45 ____46-55 ____55+

2. Sex: ____Female ____Male

3. Number of years in military service: ____0-8 ____8-16 ____16-20
   ____20-22 ____22-24 ____24-26
   ____26-30 ____30+

4. Formal education prior to enrolling in MCTP program:
   ____High School Graduate College: ____2 Yrs. ____4 Yrs. ____Masters ____Ph.D.

5. How did you learn about the Military Career Transition Program (MCTP)?
   ____Military newsletter/paper ____Military Educational Office
   ____Old Dominion University Representative ____ODU Briefings
   ____Friends or acquaintances ____Other, List ____________________

6. Where did you seek assistance in applying for Old Dominion University’s Military Career Transition Program (MCTP)?:
   ____Norfolk Naval Base, ____Norfolk Naval Air Station,
   ____Little Creek Amphibious Base, ____Oceana Naval Air Base,
   ____Naval Station Dam Neck, ____Langley Air Base,
   ____Ft. Eustus, ____Quantico Marine Base,
   ____Ft. Belvoir ____Other, List ____________________

A few important questions on back
7. When did you first become interested in teaching technology as a second career?

___ After attending an O.D.U. presentation by Technology Education Staff
___ High School
___ Community College
___ Other, List _______

8. What factor do you consider the most important in selecting the technology teacher program at Old Dominion University?

___ Enjoyment of high school industrial arts courses  ___ Desire to teach
___ Benefits of teaching i.e. summers off  ___ Other, List _______
___ Security of a second profession
___ Job opportunities seem positive

9. What factor did downsizing of the military have on you in selecting technology teaching as a second career?

___ None  ___ Slight  ___ Some consideration  ___ Major consideration

10. Please rank each one in order of priority (1 being highest -- 11 lowest) In order of importance, what feature of the MCTP offered by Old Dominion University contributed most to your enrollment in technology education?

___ After hours courses  ___ Advising  ___ Summer courses
___ Credit for military experience  ___ Types of courses  ___ Week end courses
___ Exemplary facilities  ___ Laboratory Facilities
___ Competence of instructors  ___ Reputation of other students enrolled
___ Nationally recognized program

11. Last question. What single reason most influenced your interest in technology teaching? This may be something listed above or something entirely different.

---

Thank you for your valuable assistance and contribution to the technology education profession!

*** Please return this form in the enclosed envelope***
Appendix

B

Cover Letter
Dear Technology Student,

The Military Career Transition Program was initiated as a state approved alternative certification program by Old Dominion University in 1988. It was designed as a means of tapping into the ocean of highly skilled professionals about to leave the military service and help supply the nation's increasing need for qualified teachers.

Most of you who are or about to retire from serving our country are seeking teaching as a second career. While colleges and universities across the country are exploring the feasibility of establishing an alternative licensure program to meet the expected critical teacher shortage by the year 2000, Old Dominion University's MCTP has grown from the original 40 participants to over 800 students! Currently the Technology Education profession is experiencing a critical shortage of teachers qualified to teach this school subject. A survey by Brown, Dowe, Morgan and Weston (1995) found at least 10,000 technology teachers will be needed in the next six years with a high of 1,451 needed in the state of Pennsylvania alone! Currently teacher education programs are not attracting the numbers required to meet this future demand.

To help solve this problem, we are distributing surveys to all MCTP, Technology Education, students, to determine why students enrolled in these programs. This may seem like a super program, and it is, but we need your help in evaluating the program and determining additional methods of recruiting students into the technology education program. Your participation in this study is vital in recruiting students for the MCTP and technology education programs.

We thank you in advance for your assistance in helping us achieve our goal. Please complete and return the enclosed survey by 13 April 1997.

Sincerely,

Rodney L. Pastore
Occupational and Technical Studies
Old Dominion University

Enclosure