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# A Study to Determine a Need for In-Service Training for Virginia Beach Industrial Art Teachers Related to Career Education

Ronald R. Garrison  
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ABSTRACT

A STUDY TO DETERMINE A NEED FOR  
IN-SERVICE TRAINING FOR VIRGINIA BEACH  
INDUSTRIAL ART TEACHERS RELATED  
TO CAREER EDUCATION

Ronald R. Garrison

Old Dominion University, 1977

Director: E. M. Rudisill, Ph.D.

The purpose of this study was to determine a need for in-service training for Virginia Beach industrial arts teachers related to career education. Virginia Beach industrial arts teachers were sent a questionnaire dealing with statements commonly made about career education. The results showed that the teachers misunderstood many of the basic concepts of career education. The teachers wanted inservice training in order to institute career education into their curricula.

A STUDY TO DETERMINE A NEED FOR  
IN-SERVICE TRAINING FOR VIRGINIA BEACH  
INDUSTRIAL ARTS TEACHERS  
RELATED TO CAREER EDUCATION

by

Ronald R. Garrison  
B.S. May 1974, Old Dominion University

A Thesis Submitted to the Faculty of  
Old Dominion University in Partial Fulfillment of the  
Requirements for the Degree of

MASTER OF SCIENCE IN EDUCATION  
INDUSTRIAL ARTS

OLD DOMINION UNIVERSITY  
August, 1977

Approved by:

\_\_\_\_\_  
E.M. Rudisill, Ph.D.  
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## Chapter 1

### INTRODUCTION

#### Background Information

The term career education has received enormous popularity in the past few years. The term has continually been defined and redefined along with many of the assumptions which go along with the Career Educational concept (Hoyt, 1974). The United States Office of Education in its publication, "Career Education: A Handbook for Implementation", refers to this definition by Hoyt (1964):

"Career education is the total effort of public education and the community aimed at helping all individuals become familiar with the values of a work-oriented society, to integrate those values into their personal value structure, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."

Wigglesworth (1975) notes that many school systems and individual schools are incorporating Career Education into their overall curriculum because it "recognizes the urgent necessity of making sure that every pupil is prepared through education to find his proper place in the society and the economy". Industrial Arts education is oftentimes regarded as a very intricate part of this career education process.

Industrial arts possesses many of the resources essential to successful career education programming and many of the concepts,

materials, and techniques will in turn benefit industrial arts (Sullivan, 1973). Feirer (1977) notes that many career education projects have been undertaken in industrial arts which use appropriate career education objectives. The Virginia State Department of Education has instituted several of these Vocational Orientation and Exploration Courses into the industrial arts curriculum. "The approved courses include: (1) Exploring Technology, (2) Modern Industry and Technology, (3) American Industry, (4) The World of Construction, (5) The World of Manufacturing, (6) The World of Communications, and (7) The World of Transportation". In turn a majority of the Virginia Beach Industrial Arts Curriculum Guides were structured to include the philosophies of career education. The 1972 Virginia Beach Industrial Arts Curriculum Committee developed a plan which resulted in a curriculum guide for junior high school teachers (Virginia Beach Curriculum Guide: 1972).

#### Purpose of the Study

The purpose of this study of Virginia Beach Industrial arts teachers was to see what their understanding of the term "Career Education" was.

Herbert (1977) contends that the basic elements of career education are impregnated in industrial arts programs. However, he states that "some people still think of career education and industrial education as being synonymous, even though they are not." This is further exemplified by Sullivan and Wood (1973)



in their statement that Career Education is being "taught by industrial arts teachers, most of whom have little or no foundations in career education".

This research study was approved by the Research, Planning and Development Department of the Virginia Beach City Public Schools as indicated in Appendix A of this study.

#### Significance of the Study

The significance of this study is to determine if Virginia Beach Industrial Arts teachers are knowledgeable about the term Career Education.

Baker (1972) in his paper on "The Teacher's Role in Career Education", expresses the following concern. "Career Education is fast becoming a major element in education today. Teachers are vitally important to the concept of career education. They are the ultimate factor in its success or failure because they are the elements through which the bulk of the educational and guidance activity is carried out. As such, more demand is being placed on teachers to do things for which they may be untrained". If the study shows a lack of understanding about career education, an in-service program designed to provide authoritative informative information about career education would be appropriate.

### Statement of the Research Questions

The following three research questions will be investigated.

1. What are the most commonly misunderstood statements about career education made by Virginia Beach industrial arts teachers?
2. Is there a difference between Virginia Beach Junior and Senior high school industrial arts teachers knowledge about statements made concerning career education?
3. What percentage of Virginia Beach industrial arts teachers have not been exposed to career education by any one of the following; reading related material, in-service training, or taking a career education course?

### Assumption in the Study

The questionnaire will be an indicator of the teachers knowledge about the term "Career Education".

### Limitation of the Study

Several limitations were recognized during the course of this study. They are listed as follows:

1. Only those Virginia Beach Industrial Arts teachers employed as of May 1, 1977 are included in the population.

2. The instrument used in this study has not been tested and proven to measure the desired teacher's knowledge of Career Education.

### Definitions and Key Terms

Industrial Arts:	"the broad study of tools, materials equipment, processes, products, and occupations of industry, pursued for general educational purpose in the shops and laboratories of schools".
Career Education:	"the totality of experiences through which one knows about and prepares to engage in work as part of his or her way of living".
Work:	"conscious effort aimed at producing benefits for oneself or for oneself and others".
Career:	"the totality of work one does in his or her lifetime".
Education:	"all those activities and experiences through which one learns".
Vocational Education:	"all those activities and experiences through which one learns about a primary work role".

## Chapter 2

### REVIEW OF RELATED LITERATURE

The problem of this study is to determine if there is a need for in-service training on career education for Virginia Beach Industrial arts teachers. The following paragraphs provide a summary of information considered pertinent to the study.

Hoyt (1974) notes that career education has grown steadily since its adoption as a key phrase for revamping the educational system in 1971.

"Career education's call has come from parents, student, and the general public. That call will not go away until it has been answered. Career education represents one of several possible responses that could be given to this call for change. No other comprehensive response appears to be on the horizon. Since educators were not the one who issued the call, they are certainly in no position to make it go away, except through actions taken in response to the call. Career education seems to represent one answer that at present is appealing to parents, students, and the general public".

Grubb and Lazerson (1975) state, "Few educational reform movements have achieved prominence as quickly as career education. Career education has received the endorsement of almost every major education organization as well as the United States Chamber of Commerce. Almost every state department of education has appointed career education coordinators; many states have passed or are considering career education mandates in their educational legislation, and have developed comprehensive career education development models". The Education Amendments of 1974, PL93380, as mentioned by Worthington (1976) established career education as a national goal. Section 406 states:

"It is the sense of Congress that--

1. every child should, by the time he has completed secondary school, be prepared for gainful or maximum employment and for full participation in our society according to his or her ability;
2. it is the obligation of each local educational agency to provide that preparation for all children (including handicapped children and all other children who are educational disadvantaged) within the school district of such agency; and
3. each State and local education agency should carry out a program of career education which provides every child the widest variety of career education options which are designed to prepare each child for maximum employment and participation in our society according to his or her ability".

In Wigglesworth (1975), Torp contends that career education is an all-encompassing term, a whole series of learning experiences that are put together in combination. The career education thrust describes an education method whose goals encompass the highest priority society places on a student: his or her career. This method used the commonalities in existing education, inserts career orientation as a major goal in every subject taught, and provides more personal experiences from which students can make career choices. The goal is to broaden a student's awareness of the job classifications offered in an occupational field, and the education and/or skills required for each. Wigglesworth (1975) further describes career education as a "total concept, a way of preparing youngsters for real life. It is a plan for everyone, whether in grade or graduate school and even beyond to adult study".

A United States Education Special Report (1974) noted that one of the pitfalls of career education could be the "possibility that educators will make the mistake of viewing Career Education as something they can confine within the walls of the school building, without the full involvement of the community and its resources". In the "Monographs on Career Education", Hoyt (1976) notes that "Business-labor-industry-professional - government community must be utilized as a learning laboratory which provides observational, work experience, and work-study opportunities for students-and for those who educate students - for teachers, counselors, and

school administrators. It proposes to view work experience as an educational methodology available to all students rather than a special kind of educational program available to only selected students from vocational education.

Career education is not a new curriculum, Feirer (1977) notes, "rather it is a concept meant to permeate all of our educational programs, with every educational discipline in the schools making some contribution to one of the 15 career clusters". In doing this Hoyt (1976) notes, "every teacher is a counselor". Teachers should be concerned about and involved in helping students answer their career questions. The above points out Hoyt's (1975) contention that all of education is concerned with work, not just the vocational aspect of education. Vocational education then is a part of the career education concept.

Industrial arts' role in career education stated by the American Industrial Arts Association (Kabakjian, 1973) is:

"career education is a high-priority national issue and a major concern among educational planners. The Association also recognizes that career education involves the total school program and all discipline areas in the curriculum.

The teachers of industrial arts have a deep commitment to the purpose of industrial arts and the contribution that it makes to each individual to become a valued and contributing member of society through attainment of industrial-technological literacy, occupational literacy, and providing for individual needs.

Career education has similar and compatible goals of enabling a student to arrive at decisions which would provide for the greatest degree of compatibility between himself as a human being and the career ladder he embarked upon as a productive citizen.

The industrial arts profession recognizes that it must move positively in the direction of those national concerns it can contribute to in a significant way.

Industrial arts must and will be a contributing force to the success of career education".

Herbert (1977) points out that in Virginia, the State Department of Education and the Industrial Arts Education Services have grouped or singled out certain courses within the total industrial arts curriculum which deal with career education. The programs have been identified by the Virginia State Department of Education as the Industrial Arts Vocational Orientation and Exploration Phase of Vocational Education and thus receive special funding through the Virginia State Department.

The approved courses include: (1) Exploring Technology and (2) Modern Industry and Technology, (3) American Industry, (4) The World of Construction, (5) The World of Manufacturing, (6) The World of Communications and (7) The World of Transportation.

In summation, Baker (1972) notes: "career education is likely to be only as effective as its builders - the teachers. Poorly prepared teachers will provide in-effective educational systems, and ineffectiveness is what career education seeks to eliminate. Because of changing educational patterns, experienced teachers must obtain new skills and knowledge related to new educational developments".



## Chapter 3

### DESIGN OF THE STUDY

#### Population of the Study

The population in this study consisted of all junior and senior high school industrial arts teachers in Virginia Beach, Virginia. As of May 1, 1977 there were sixty-two such teachers identified by Armond Taylor, Virginia Beach Industrial Arts Supervisor. All future references in this study concerning Virginia Beach industrial arts junior and senior high school teachers will be referred to as teachers.

#### Data-Gathering Instrument

A questionnaire composed of statements commonly made about career education was made by the researcher. Many of the statements were derived from Hoyt (1975), in his book, Career Education: Contributions To An Evolving Concept. Other statements were made by the researcher from a general knowledge of career education; Dr. Ned Swartz, Dr. William Turner, Mr. David Joyner, and Mr. Robert Head.

The teachers were asked to respond to each statement about career education in the following manner; Agree, Disagree, Don't Know. There were three additional questions dealing with: 1) The teacher's prior exposure to career education, 2) The current teaching level, 3) The teachers' desire for inservice training on career education.

### Collection of the Data

A questionnaire was sent to every Virginia Beach industrial arts teacher using the interschool mailing system. A return envelope was included with the questionnaire addressed to Plaza Junior High, \*attention Ronald R. Garrison.

Two weeks after the initial mailing of the questionnaire, a followup questionnaire was mailed to the non-respondents.

### Treatment of the Data

A suitable method for comparison of the data was utilized in the compilation for the findings of this study. The research questions were analyzed by using percentages to study the results of the questionnaire statements.

Results of the questionnaire statements were compared as follows:

1. The results of each questionnaire statements were studied, comparing the desired response with the obtained response.
2. The junior and senior high school industrial arts teachers results to the questionnaire statements were compared to show any differences between them.
3. The results of the question on teachers being exposed to career education, question Two of Part II, were studied to determine what percentage of the teachers have not been exposed to career education.

4. The results of the question on teachers wanting an inservice day on career education were studied.

## Chapter 4

## FINDINGS AND ANALYSIS

The purpose of this research study of Virginia Beach industrial arts teachers was to determine, through the use of the questionnaire, the following:

1. The most commonly misunderstood statements about career education.
2. The difference between junior and senior high school teachers knowledge about the career education.
3. To determine how many teachers have not been exposed to career education.

The following method was used to indicate what percentage would be used as a cut-off point in determining which statements are most commonly misunderstood. Dr. David Joyner, Industrial Arts department head, Old Dominion University; Mr. Armond Taylor, Virginia Beach Industrial Arts Supervisor; and Mr. Robert Head, Old Dominion University Career Education instructor reviewed the entire questionnaire. Each suggested a percentage cut-off point to determine which questionnaire statements are generally misunderstood by Virginia Beach industrial arts teachers.

Cut-off percentages as follows:

Dr. David Joyner 50%

Mr. Armond Taylor 40%

Mr. Robert Head 40%

Any questionnaire statement which was above this 43.3% average was identified as a statement misunderstood by the teachers.

In order to obtain a more realistic percentage of those teachers who do not understand a particular statement about career education, the incorrect answer and the don't know answers were averaged together.

The information in Chapter 2, The Review of Related Literature, was used as a guide to determine the correct answers for the questionnaire statements. The correct answers to the statements are noted by an asterisk, in all tables. Questionnaire statement Number Five is an opinion statement and therefore has no correct answer.

Table I

## Misunderstood Questionnaire Statments

Question	Agree Total %	Disagree	Don't Know	Don't Know plus incorrect answer
4	* 55.9	18.6	25.4	44.1
7	* 40.7	40.7	18.6	59.3
8	* 44.1	35.6	20.3	55.9
11	55.9	* 42.4	1.7	57.6
19	76.3	* 20.3	3.4	79.7
24	35.6	* 54.2	10.2	45.8

Appendix D contains the numerical results of questionnaire statement in Appendix C. This data was then converted into percentages in order to analyze the results as shown in Appendix E. Questionnaire statement meeting the requirements as set forth in this chapter are recorded above. These are the most commonly misunderstood statements about career education made by Virginia Beach industrial arts teachers.

Table II.

## Questionnaire Statement

## Number Five

	Agree	Disagree	Don't Know
Total	47.5	42.4	10.2

Questionnaire statement number five was an opinion statement in which the teachers were asked whether or not career education is being taught by most industrial arts teachers. The results show an almost equal distribution of the answers between those teachers who agreed with the statement and those who disagreed.

Table III

## Questionnaire Statement Number Eleven

<u>Agree</u>			<u>Disagree</u>			<u>Don't Know</u>			<u>Don't Know Plus Incorrect Answer</u>		
Jr. High	Sr. High	Total	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total
8.0	91.2	55.9	*92	5.9	42.4	0	2.9	1.7	8.0	94.1	57.6

In view of the data in Appendix E the results of questionnaire statement (Appendix C. Number 11) as shown above, notes a degree of difference between the junior and senior high school teachers.



TABLE IV

Responses to Part II of the Questionnaire in Percentages

Question	Teaching Position		Yes			No		
	Jr. High	Sr. High	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total
1	42.4	57.6						
2a			72	50	59.3	28	50	40.7
2b			12	44.1	30.5	88	55.9	69.5
2c			64	82.4	74.6	36	17.6	25.4
3			96	79.4	86.4	4	20.6	13.6

11.9% of Virginia Beach industrial arts teachers have not been exposed to career education by anyone of the following: through a college course, school inservice, or reading related materials. The above table shows that 69.5% of the teachers (Appendix C, Question 2b) have not participated in an in-service on career education.

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This research study of Virginia Beach industrial arts teachers was to see:

1. What are the most commonly misunderstood statements about career education made by Virginia Beach industrial arts teachers?
2. Is there a difference between Virginia Beach Junior and Senior High School industrial arts teachers knowledge about statements made concerning career education?
3. What percentage of Virginia Beach industrial arts teachers have not been exposed to career education by any one of the following: reading related material, in-service training, or by taking a career education course?

The research study was conducted during the 1977 school year.

#### The Problem

The purpose of this study was to determine a need for in-service training for Virginia Beach industrial arts teachers related to career education.

### Method of Procedure

Sixty-two Virginia Beach industrial arts teachers were sent a questionnaire made by this researcher dealing with statements commonly made about career education. Fifty-nine questionnaires were returned for a 95.2% response. Three men knowledgeable about career education were asked what percentage could be used as a cut-off point in determining which statements are misunderstood by the teachers. The average of the three men was 43.3%. Any questionnaire statement which was above this 43.3% average was identified as a statement misunderstood by the teachers.

### Conclusions

The results appear to indicate that Virginia Beach industrial arts teachers misunderstand many of career education's basic concepts. Table I shows the questionnaire statements which the teachers had misconceptions. Question Eleven of the questionnaire as shown in Table III verified a lack of understanding by senior high school teachers about career education's role in higher education. 70% of the teachers indicated that they had not been exposed to career education through school in-service as shown in Table IV. This explains why 86.4% of the teachers, Table IV, Question Three, were in favor of an in-service day on how to institute career education into their classes.

### Recommendations

This writer recommends the following steps be taken as a result of this research paper:

1. In-service training for Virginia Beach industrial arts teachers, on how to institute career education into their classes.
2. In-service training on those aspects of career education most commonly misunderstood.
3. Periodical surveys to determine if future in-service training on career education is needed.
4. A follow-up survey after completion of the in-service training.

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APPENDICES

APPENDIX A  
LETTER OF APPROVAL



Virginia Beach City Public Schools

27.

SCHOOL ADMINISTRATION BUILDING  
P.O. BOX 6038  
VIRGINIA BEACH, VIRGINIA 23456

RESEARCH, PLANNING AND DEVELOPMENT

E. E. BRICKELL  
SUPERINTENDENT OF SCHOOLS

May 10, 1977

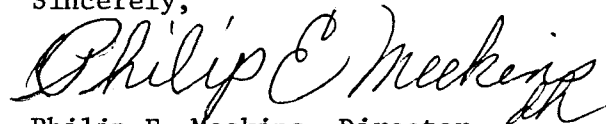
Mr. Ronald R. Garrison  
Plaza Junior High School  
3080 S. Lynnhaven Road  
Virginia Beach, Virginia 23452

Dear Mr. Garrison:

Your proposed study "A Study to Determine a Need for In-service Training for Virginia Beach Industrial Arts Teachers Related to Career Education" has been reviewed and is approved for implementation in the Virginia Beach city schools. You are hereby authorized to send your questionnaire to the industrial arts teachers in Virginia Beach. You realize, of course, that any responses on their part is voluntary.

Best wishes for a successful study. I would appreciate receiving a copy of your final report.

Sincerely,



Philip E. Meekins, Director  
Program Development and Evaluation

PEM/dlh

cc: Mr. Armand Taylor  
Supervisor, Industrial Arts

## Appendix B

## Introduction to Questionnaire

Dear Fellow Industrial Arts Educator,

I am currently involved in a research effort to determine what conceptions Virginia Beach Industrial Art teachers have about the term "Career Education". This information will be helpful in determining a need for inservice training on career education.

I realize that the school year is rapidly coming to an end and your time is of the utmost importance. Therefore, the enclosed questionnaire is brief and should take no longer than ten minutes to complete. Please fill out the entire questionnaire and return to Plaza Junior High School in the enclosed interschool envelope.

It is important that all Virginia Beach Industrial Arts teachers participate, and the questionnaires be returned by June 10, 1977.

Thank you for your time and effort.

Sincerely,

Ronald R. Garrison  
Masters Candidate  
Old Dominion University

## APPENDIX C

## CAREER EDUCATION QUESTIONNAIRE

Please study the following terms from Kenneth B. Hoyt's book, Career Education: Contributions to An Evolving Concept, before completing the questionnaire.

- WORK: "conscious effort aimed at producing benefits for oneself and others"
- CAREER: "the totality of work one does in his or her lifetime"
- EDUCATION: "all those activities and experience through which one learns"
- VOCATIONAL EDUCATION: "all those activities and experiences through which one learns about a primary work role:
- CAREER EDUCATION "the totality of experience through which one knows about and prepares to engage in work as part of his or her way of living"

PART I - INSTRUCTIONS: Place an "X" next to the answer which represents your reaction to the statement made about career education.

CAREER EDUCATION....	Agree	Disagree	Don't Know
1. should be taught as an individual course	_____	_____	_____
2. is primarily the responsibility of the counselors.	_____	_____	_____
3. is preparing student work work, not for college.	_____	_____	_____
4. utilizes the "occupational clusters" approach	_____	_____	_____
5. is being taught by most industrial arts teachers	_____	_____	_____

CAREER EDUCATION.....	Agree	Disagree	Don't Know
6. is the totality of educational experiences through which one learns about work.	_____	_____	_____
7. is "a response to call for educational reform."	_____	_____	_____
8. makes easier entrance to and exit from the education system.	_____	_____	_____
9. and Vocational Education are in fact one in the same.	_____	_____	_____
10. extends from the "cradle to the grave."	_____	_____	_____
11. stands in opposition to higher education and to intellectual activity.	_____	_____	_____
12. is just another fancy educational endeavor that will be left at the wayside.	_____	_____	_____
13. does not include adult education.	_____	_____	_____
14. includes higher education	_____	_____	_____
15. must involve business and industry.	_____	_____	_____
16. motivates individuals to greater education efforts.	_____	_____	_____
17. responds to the needs of the individual.	_____	_____	_____
18. motivates individuals to greater educational opportunities	_____	_____	_____
19. is part of Vocational education	_____	_____	_____
20. keeps the options open for the student.	_____	_____	_____

CAREER EDUCATION....	Agree	Disagree	Don't Know
21. is sufficiently flexible to meet the needs of all students	_____	_____	_____
22. should be tied in with regular class work.	_____	_____	_____
23. is the responsibility of all teachers.	_____	_____	_____
24. and industrial education are synonymous.	_____	_____	_____
25. if incorporated in your school, would change your curriculum significantly.	_____	_____	_____

PART II INSTRUCTIONS: Please respond to each item listed by placing an "X" in the appropriate blank beside each item.

1. Teaching Position

Junior High \_\_\_\_\_

Senior High \_\_\_\_\_

2. Have you been exposed to career education through

a. a college course? Yes \_\_\_\_\_ No \_\_\_\_\_

b. school in-service? Yes \_\_\_\_\_ No \_\_\_\_\_

c. reading related materials Yes \_\_\_\_\_ No \_\_\_\_\_

3. Would you be in favor of an inservice day on how to institute career education into your classes?

Yes \_\_\_\_\_ No \_\_\_\_\_

THANK YOU FOR YOUR ASSISTANCE.

APPENDIX DTABLE V

## Responses To The Questionnaire

Question	<u>Agree</u>			<u>Disagree</u>			<u>Don't Know</u>			<u>Don't Know Plus Incorrect Answer</u>		
	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total
1	6	11	17	* 17	20	37	2	3	5	8	14	22
2	3	3	6	* 21	29	50	1	2	3	4	5	9
3	6	11	17	* 17	23	40	2	0	2	8	11	19
4	* 15	18	33	6	5	11	4	11	15	10	16	26
5	10	18	28	14	11	25	1	5	6	Opinion		
6	* 20	31	51	4	3	7	1	0	1	5	3	8
7	* 10	14	24	12	12	24	3	8	11	15	20	35
8	* 9	17	26	10	11	21	6	6	12	16	17	43
9	7	10	17	* 18	23	41	0	1	1	7	11	18

\*Correct answer to statement desired as referred to in the review of related literature.

TABLE V - CONTINUED

Question	Agree			Disagree			Don't Know			Don't Know Plus Incorrect Answer		
	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total
10	* 18	29	47	3	2	5	4	3	7	7	5	12
11	2	31	33	* 23	2	25	0	1	1	2	32	34
12	3	5	8	* 21	22	43	1	7	8	4	12	16
13	3	3	6	* 22	30	52	0	1	1	3	4	7
14	* 22	29	51	3	4	7	0	1	1	3	5	8
15	* 23	33	56	1	0	1	1	1	2	2	1	3
16	* 17	29	46	5	0	5	3	5	8	8	5	13
17	* 20	25	45	4	5	9	1	4	5	5	9	14
18	* 18	24	42	4	4	8	3	6	9	7	10	17
19	18	27	45	* 7	5	12	0	2	2	18	29	47
20	* 21	28	49	3	0	3	1	6	7	4	6	10
21	* 13	24	37	8	5	13	4	5	9	12	10	22

\*Correct answer to statement desired as referred to in the review related literature.

TABLE V - CONTINUED

## Responses To The Questionnaire

Question	<u>Agree</u>			<u>Disagree</u>			<u>Don't Know</u>			<u>Don't Know Plus Incorrect Answer</u>		
	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total
22	* 19	32	51	2	1	3	4	1	5	6	2	8
23	* 21	32	53	3	0	3	1	2	3	4	2	6
24	7	14	21	* 16	16	32	2	4	6	9	18	27
25	4	7	11	* 18	22	40	3	5	8	7	12	19

\*Correct answer to statement desired as referred to in the review of related literature.



APPENDIX ETABLE VI

Responses To The Questionnaire Statements in Percentages

Question	<u>Agree</u>			<u>Disagree</u>			<u>Don't Know</u>			<u>Don't Know Plus Incorrect Answer</u>		
	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total
1	24.0	32.4	28.8	*68.0	58.8	62.7	8.0	8.8	8.5	32.0	41.2	37.3
2	12.0	8.8	10.2	*84.0	85.3	84.7	4.0	5.9	5.1	16.0	14.7	15.3
3	24.0	32.4	28.8	*68.0	67.7	67.8	8.0	0	3.4	32.0	32.4	33.9
4	*60.0	52.9	55.9	24.0	14.7	18.6	16.0	32.4	25.4	40.0	47.1	44.1
5	40.0	52.9	47.5	56.0	32.4	42.4	4.0	14.7	10.2			
6	*80.0	91.2	86.4	16.0	8.8	11.9	4.0	0	1.7	20.0	8.8	13.6
7	*40.0	41.2	40.7	48.0	35.5	40.7	12.0	23.5	18.6	60.0	58.8	59.3
8	*36.0	50.0	44.1	40.0	32.4	35.6	24.0	17.6	20.3	64.0	50.0	55.9
9	28.0	29.4	28.8	*72.0	67.6	69.5	0	2.9	1.7	28.0	32.4	30.5

\*Correct answer to statement desired as referred to in the review of related literature.

TABLE VI - CONTINUED

Question	<u>Agree</u>			<u>Disagree</u>			<u>Don't Know</u>			<u>Don't Know Plus Incorrect Answer</u>		
	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total
10	*72.0	85.3	79.7	12.0	5.9	8.5	16.0	8.8	11.9	28.0	14.7	20.3
11	8.0	91.2	55.9	*92.0	5.9	42.4	0	2.9	1.7	8.0	94.1	57.6
12	12.0	14.7	13.6	*84.0	64.7	72.9	4.0	20.6	13.6	16.0	35.3	27.1
13	12.0	8.8	10.2	*88.0	88.2	88.1	0	2.9	1.7	12.0	11.8	11.9
14	*88.0	85.3	86.4	12.0	11.8	11.9	0	2.9	1.7	12.0	14.7	13.6
15	*92.0	97.1	94.9	4.0	0	1.7	4.0	2.9	3.4	8.0	2.9	5.1
16	*68.0	85.3	78.0	20.0	0	8.5	12.0	14.7	13.6	32.0	14.7	22.0
17	*80.0	73.5	76.3	16.0	14.7	15.3	4.0	11.8	8.5	20.0	26.5	23.7
18	*72.0	70.6	71.2	16.0	11.8	13.6	12.0	17.6	15.3	28.0	29.4	28.8
19	72.0	79.4	76.3	*28.0	14.7	20.3	0	5.9	3.4	72.0	85.3	79.7

\*Correct answer to statement desired as referred to in the review of related literature.

TABLE VI - CONTINUED

Question	<u>Agree</u>			<u>Disagree</u>			<u>Don't Know</u>			<u>Don't Know Plus Incorrect Answer</u>		
	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total	Jr. High	Sr. High	Total
20	*84.0	82.4	83.1	12.0	0	5.1	4.0	17.6	11.9	16.0	17.6	16.9
21	*52.0	70.6	62.7	32.0	14.7	22.0	16.0	14.7	15.3	48.0	29.4	37.3
22	*76.0	94.1	86.4	8.0	2.9	5.1	16.0	2.9	8.5	24.0	5.9	13.6
23	*84.0	94.1	89.8	12.0	0	5.1	4.0	5.9	5.1	16.0	5.9	10.2
24	28.0	41.2	35.6	*64.0	47.1	54.2	8.0	11.8	10.2	36.0	52.9	45.8
25	16.0	20.6	18.6	*72.0	64.7	67.8	12.0	14.7	13.6	28.0	35.3	32.2

\*Correct answer to statement desired as referred to in the review of related literature.

APPENDIX FTABLE VII

Responses to Part II of the Questionnaire

Question	<u>Teaching Position</u>		Total	<u>Yes</u>		Total	<u>No</u>		Total
	Jr. High	Sr. High		Jr. High	Sr. High		Jr. High	Sr. High	
1	25	34							
2a				18	17	35	7	17	24
2b				3	15	18	22	19	41
2c				16	28	44	9	6	15
3				24	27	51	1	7	8

