Louisiana Principals' Perceptions of Nontraditional Vocational Teachers and the Importance of Vocational Education.

Moo Yul Huh

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Louisiana principals' perceptions of nontraditional vocational teachers and the importance of vocational education

Huh, Moo Yul, Ph.D.

The Louisiana State University and Agricultural and Mechanical Col., 1991
LOUISIANA PRINCIPALS' PERCEPTIONS OF NONTRADITIONAL VOCATIONAL TEACHERS AND THE IMPORTANCE OF VOCATIONAL EDUCATION

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Philosophy

in

The School of Vocational Education

by

Mooyul Huh
Bachelor of Science (Kon-Kuk University), 1984
Master of Science (Louisiana State University), 1987
December 19, 1991
I would like to express invaluable appreciation and gratitude to Dr. Michael F. Burnett, my major professor, for his understanding of the field and encouragement during the course of this study and preparation of this dissertation. At the same time, his sincerity and humane personality impressed me more than anything else.

Sincere acknowledges are given to Dr. Betty C. Harrison, and Dr. Barbara A. Holt, without whose encouragement and kindness my studying abroad would not have been possible. Acknowledgements are also extended to Dr. Donna H. Redmann, and Dr. James W. Trott for their assistance and advice. Thanks go to my father and mother for giving me the opportunity to study in this country.

Finally, I express a great thanks to my wife, Kyehyun Jun, and my son, Joonyoung Huh, for support and encouragement.
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Even though the elimination of sex bias and stereotyping has been a national priority in vocational education for a number of years, many educators or administrators still hold sex biased and stereotyped attitudes about labor force participation and have a belief that there are "men's" and "women's" jobs.

A study of sources affecting sex bias and sex stereotyping of vocational teachers is critical to provide more productive programs. The local school principal typically has the greatest impact on school level employment decisions because the principal is the chief executive officer or administrator of the basic unit in the school system.

The purpose of this study was to determine the attitudes of local secondary school principals in Louisiana toward hiring vocational teachers for positions where the teacher is from the minority gender. (i.e. - females as vocational agriculture teachers and males as home economics teachers). In addition, the study described the local school principals' perceptions of vocational education.

The target population in this study was defined as all principals in Louisiana public secondary schools. A simple random sampling procedure was used to draw subjects for inclusion in the study. The sample size needed for
representativeness was determined using Cochran's sample size determination formula (1977).

The instrument used in this study was a modified version of Miller's questionnaire (1981), which was originally developed to measure the attitudes of local school administrators toward vocational education in Louisiana. The instrument was modified to determine attitudes toward hiring nontraditional gender vocational teachers as well as perceptions of vocational education.

Findings of the study showed that principals were ambivalent toward hiring vocational teachers into nontraditional teaching roles. Also, principals had a positive perception of vocational education programs. Population density of the geographic location was positively related to principals' attitudes toward sex equity for both genders. School size was also positively related to principals' attitudes toward sex equity for both genders.

The researcher would recommend that institutions of higher learning, charged with the responsibility of preparing school principals, incorporate knowledge and promote understanding of the benefits of elimination of sex bias and sex role stereotyping.
CHAPTER 1

Introduction

The goal of education is to provide opportunities to gain knowledge, skills and attitudes that prepare young people for the adult world. To accomplish this purpose, schools should follow goals and objectives which communicate a philosophy of equality for all. The climate of equitable learning can help all students become aware of the careers available to them and help prepare them for the changing roles at home and in the workplace. Biased opportunities and differential expectations resulting from sex bias and role stereotyping can cause students to lose the freedom of career choice and limit their ability to learn. Furthermore, sex bias and stereotyping may negatively affect the state's economy and quality of life by not utilizing the skills and talents of all students most effectively (Wisconsin Department of Public Instruction, 1990).

Even though the elimination of sex bias and sex stereotyping has been a national priority in vocational education for a number of years, many educators and administrators still hold sex biased and sex stereotyped attitudes about labor force participation and have a belief that there are "men's" and "women's" jobs. Very often, traditional attitudes about the "proper" role and abilities of men and women bring individuals who make nontraditional vocational choices into a hostile working environment.
Numerous activities have been initiated in attempts to change this situation by working toward attracting more individuals into non-traditional occupations.

Since traditional vocational education enrollments have been highly segregated by gender, both federal and state laws have been aimed at nondiscrimination by gender. These laws have set forth standards and procedures to overcome bias on the basis of gender and have established programs designed to achieve educational equity for both females and males. Even though overt sex bias and stereotyping is less prevalent than 20 years ago, inequities still remain (Wisconsin Model for Sex Equity, 1990). Dobry (1986) commented that the purpose of these legislative mandates and subsequent monitoring of educational programs was generally to overcome overt sex bias and sex stereotyping. However, covert societal barriers of sex discrimination were still apparent. These biases, wherever they exist, have hindered the prospective student from considering nontraditional educational and career options. Therefore, sex equity still needs further attention.

Technological advances in society and the resulting changes in agriculture, business, and industry have influenced twentieth-century family life. Therefore, sex equity and sex role stereotyping are areas in vocational education that are currently undergoing change. Thompson (1977) emphasized that agricultural programs were
traditionally male dominated, and education was needed to prepare women for emerging occupations in the field. According to the Women's Bureau of the U.S. Department of Labor (1986), social conditions of women have changed. They document this by showing that women comprised 44.8 percent of the entire civilian labor force in 1987. Also, in 1979-80, the average 16-year-old female could expect to spend 29.3 years of her life in the labor force compared to 39.1 for a 16-year-old male.

Concerning the change of the nontraditionally male job, Hatcher and Halchin (1973) suggested the directions for home economics as follows:

The charge to home economics for the seventies is to help all people to improve their quality of life. The signs of the times as manifested in the identification of discriminatory practices involving sex, race, age, religion, and ethnic background, and the accompanying social action and federal legislation, have added impetus to making home economics more generally available to groups of people and individuals who have been neglected, not willfully, but because of limitations within the discipline itself. The old home economics, consisting principally of foods and clothing instruction with a little consideration given to family relationships, family health, child rearing, and management, was limited in its potentiality for serving
all people of all ages in all walks of life. With increased emphasis on human development and relationships, nutrition, consumer education, decision-making, concern for adequate housing, and environmental control, it is generally recognized that the home economics concepts are needed by everyone. Then, too, a shift in sex roles has some additional implications for home economics. Women working outside the home (and an increasing number of them are) are carrying responsibility for the dual or even multiple roles of homemaker, wife, mother, and wage earner. By the same token men and boys are becoming more and more involved in the work of the home. (pp. 48-49)

Until the attitudes of vocational educators reflect a willingness to accept any person, regardless of gender, in any program of vocational education, there is room for change and need for improvement.

A study of sources affecting sex bias and sex stereotyping of vocational teachers is critical to provide more productive programs. The local school principal typically has the greatest impact on school level employment decisions because the school principal is the chief executive officer or administrator of the basic unit in the school system. Knezevich (1973) described what administration does and emphasized its importance to the success of the enterprise because it:
1. Influenced direction and priorities of the enterprise;
2. Decided what strategies will be used to reach objectives;
3. Could make people within the enterprise more productive or less effective;
4. Was a unifying and coordinating force within the organization;
5. Helped to insure prudent use of scarce fiscal and material resources;
6. Appraised the quality of service, products or other outcomes;
7. Shaped to a considerable degree the image and prestige of the enterprise.

According to Linn (1988), the administrators are the key personnel to actually achieve and maintain sex equity in schools. They can best recognize appropriate strategies to overcome barriers to implementation. Therefore, principals' attitudes logically would be a key factor in elimination of sex bias in vocational teaching areas.

**Statement of the Problem**

The purpose of this study was to determine the attitudes of local secondary school principals in Louisiana toward hiring vocational teachers for positions where the teacher is from the minority gender (i.e. - females as vocational agriculture teachers and males as home economics
teachers). In addition, the study described the local school principals' perceptions of vocational education.

**Specific Objectives of the Study**

This study was conducted to accomplish the following specific objectives:

1. Describe high school principals in Louisiana on selected personal and professional characteristics.
2. Describe schools in Louisiana regarding vocational programs offered and selected characteristics.
3. Determine the attitudes of high school principals in Louisiana toward hiring vocational teachers into nontraditional gender teaching roles.
4. Compare principals' attitudes toward nontraditional occupations for men with principals' attitudes toward nontraditional occupations for women.
5. Determine the perception of high school principals in Louisiana toward vocational education.
6. Determine if relationships existed between principals' attitudes toward hiring vocational teachers into nontraditional teaching roles and selected principal and school demographic characteristics.
7. Determine if relationships existed between principals' attitudes toward sex equity and their perceptions of vocational education.
Significance of Study

Vocational educators have made efforts for several years to reduce the image of their programs as stereotypical male or female professions. These efforts have been at various levels. Many states have made great strides in increasing the enrollment of minority gender students into their respective high school vocational programs. These increased enrollments have, in some cases, carried through to a corresponding increase in minority gender membership in the associated student organizations. (M. F. Burnett Personal Communication, April 18, 1991)

The enrollment of minority gender students also has been increased considerably in programs at the teacher education level. For example, female enrollment in vocational agricultural education at Louisiana State University has ranged from 20 to 40 percent over the past five years. When they graduate, they are certified vocational agriculture teachers, and are qualified to enter the profession of teaching vocational agriculture. However, most programs and most states, including Louisiana, have not experienced a corresponding increase in minority gender individuals in secondary vocational teaching positions. (M. F. Burnett Personal Communication, April 18, 1991)

A number of potential reasons exist for not increasing the enrollment of minority gender teachers. Minority gender teacher education graduates may not be choosing to enter
teaching positions; their job offers in other areas may be much more attractive; there may be a persisting attitude among employing officials that vocational teachers should be from the traditional gender; or there may be other reasons not readily identifiable.

Results of this study should prove beneficial to the educational system in Louisiana. If the results indicate that stereotyping attitudes are not prevalent among the secondary principals, then teacher educators will need to search for other reasons for the low level of success in attracting minority gender individuals into the field of teaching vocational subjects. The information from the study could provide evidence that progress toward sex equity is being made at least in the area of attitudes, which is frequently the most difficult area to change.

If, on the other hand, findings of the study reveal that biased attitudes do exist, and therefore, may be hindering the success of sex equity efforts, the need to explore other avenues to change sex bias by administrators may be indicated. The results of this study could identify specific activities that might prove most beneficial.

To be successful at managing high school teachers, principals must understand what their teachers are looking for in a job and motivate them to perform to the best of their ability. Awareness of sex equity is critical to the success of vocational education programs in schools. This
process should include not only recommendations to achieve good performance of vocational teachers, but also constructive implications for better job design. Consequently, this study contributes to students, teachers, school, and society in that the source of sex bias and sex stereotyping may be identified.
CHAPTER 2

Review of Literature

Nontraditional careers are those that have been held almost exclusively by members of one gender. For example, agricultural education is a nontraditional occupation for women and home economics is a nontraditional occupation for men. As economic and societal conditions, as well as legislative mandates, have changed, an awareness of the need for sex equity has been heightened.

Fortunately, more people have realized that sex role stereotyping, bias and the resulting discrimination, negatively influence both genders. Numerous written materials, funded projects, and activities have focused on sex equity. "One half of the population cannot be successfully liberated from sex-stereotyped expectations and choices unless there is an equal effort to liberate the other half" (Farris, 1980, p. 19). Hopefully, understanding the need for sex equity can help society eliminate the barriers that created nontraditional occupations and frequently hinder productivity of individuals and society.

Federal Laws and Regulations Concerning Sex Equity

Federal and state laws have eliminated the major factors which prevented participation in nontraditional programs of vocational education. An early example is the Equal Pay Act of 1963 which prohibited differential salaries
and fringe benefits on the basis of sex (Louisiana Department of Education, 1987).

Title VI and Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 prohibit sex discrimination on the basis of race and/or sex in the hiring, upgrading, promotion, salaries, fringe benefits, training and all other terms and conditions of employment (Louisiana Department of Education, 1987).

Title IX of the Educational Amendments of 1972, as another example, prohibits sex bias against students and employees in virtually all programs and activities of education agencies and institutions receiving federal financial assistance. Title IX deals with protection of both male and female students from being discriminated against on the basis of sex (Louisiana Department of Education, 1987).

Executive Order 11246 as amended by 11375 makes it illegal to discriminate against employees in organizations holding Federal contracts and subcontracts of $10,000 or more, on the basis of race, religion, sex, or national origin in the hiring, upgrading, promotion, salaries, fringe benefits, training, and all other conditions of employment (Louisiana Department of Education, 1987).

Title VII and Title VIII of the Public Health Service Act as amended prohibit discriminating on the basis of sex in any institution which receives federal financial support.
This law places emphasis on the treatment of pregnancy, childbirth and termination of pregnancy (Louisiana Department of Education, 1987).

The Equal Credit Opportunity of 1974 prohibits discrimination on the basis of sex or marital status in any aspect of credit transactions (Louisiana Department of Education, 1987).

More recently, in the Carl D. Perkins Vocational Education Act of 1984, emphasis was placed on sex equity as a specific issue. Three themes are evident in the sex equity provisions of the Perkins Act: (1) assisting single parents, homemakers, and young women to gain marketable skills; (2) creating greater access for women to a broad range of occupations; and (3) reducing the limiting effect of sex-role stereotyping (Louisiana Department of Education, 1987).

Definition of Terms
According to Public Law 94-482 (1976):

**Sex bias** is behavior resulting from the assumption that one sex is superior to the other.

**Sex stereotyping** is attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.

**Sex discrimination** is any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex.
The Wisconsin Model for Sex Equity (1990) defines sex equity as follows:

Sex equity is freedom from favoritism based on gender. Achieving sex equity enables both women and men of all ethnic backgrounds to develop the skills they need in the home and in the paid labor force, and suit the individual's "informed interests" and abilities. It also fosters mutual trust, as it allows people of both sexes the freedom to fulfill many roles. (p. 7)

The Wisconsin Model elaborates further by saying that sex equity actions are deliberate efforts to build partnership skills between men and women; enhance people's ability to work together productively; build stable and satisfying family relationships; expand career opportunities; and eliminate sex bias, sex role stereotyping, and discrimination on the basis of sex. Moreover, economic and societal needs, as well as the growing recognition of the negative image of sex bias, have pressed for achievement of equity for women and men. To help solve problems of sex equity, a conscious and well-coordinated program to achieve sex equity is needed to build trust between the sexes (Wisconsin Department of Public Instruction, 1990).

According to Engelbrecht (1987), the need for considering nontraditional options is one outgrowth of the need to achieve sex equity in education. They defined sex
equity: "Equity means justice, fairness or impartiality. Sex equity is the freedom from sex bias or sex stereotyping; it may be viewed as nonsexist treatment." (p. 1) This concept reveals that sex equity means freedom from subordination, exploitation, or role assignment because of maleness or femaleness.

**Sex Equity in Education**

Guttentag and Bray (1976) commented that sex role stereotyping has been a subtly accepted fact for years in American society. They state:

Stereotypes about men and women abound in our society. The recent controversy and publicity over the rights of women have caused the blatant myths about the inadequacy of women for jobs and careers to disappear. But the subtle stereotypes have not vanished; they have gone underground. People may not admit that a woman cannot be a mechanic, but they hint that she wouldn't enjoy it. People may not malign a man who works in a nursery school, but they may feel snobbish toward him. These attitudes are misperceptions of the realities of both personality and society. (p. 9)

The authors further suggested that even though gender identity might be made early and be irreversible, the content of sex roles and the child's definitions of masculinity and femininity were influenced by external feedback. The policies and systems should encourage change
of sex-role differentiation. Furthermore, school intervention information of children's sex-role attitudes could support new possibilities and opportunities for crossing sex-stereotypical lines, and expanding job and human opportunities.

Pottker and Fishel (1977) criticized sex bias of American schools as follows:

The irony is that children are told that school achievement will bring future life success, which is not true for girls. Having developed the characteristics that are necessary for successful careers in school, once out of schools girls are limited by society's bias from attaining positions for which they are qualified. But most girls never realize to what extent they are restricted and discriminated against because the school has done such an effective job in cooling them out. The schools, acting as agents for the existing social order, contribute to the maintenance of a society where sex rather than ability determines the limits of a person's accomplishments. The perpetration of this system in American schools is clearly not only unjust to girls and women, but it also perpetuates a great loss of American talent. (p. 19)

Foxley (1982) investigated gains from sex equity in education. These gains include:
1. Students of both sexes can equally take all courses at all levels of education (with the exception of sex education courses in the public schools and contact sports classes). It is no longer unusual for boys to take courses in home economics and girls to take courses in mechanical and industrial arts.

2. Extracurricular programs and activities, including athletics, contribute to developmental opportunities for male and female students on a more equitable basis.

3. Publishers of texts and other educational materials have provided considerable effort to overcome sex bias and sex stereotyping in their publications.

4. Admission standards and requirements are applied equally to students of both genders. In 1979, women college students outnumbered men students for the first time since World War II because of an influx of women into nontraditionally female areas such as business, engineering, medicine and law, and men considered nontraditional male fields such as nursing, early childhood education and secretarial science.

5. Regarding enrollment trends, women are achieving an increasing proportion of college degrees at every level.

6. More men are employed as elementary school teachers.

7. Increasing numbers of educators, parents and students recognize the detrimental effects of sex bias and
sex stereotyping in the schools and the advantages of equal opportunity in nontraditional education field.

Foxley also cited several problems which must be overcome to eliminate sex discrimination. The difficulty in solving these problems is magnified because they entail extensive attitude and behavior change, or because it is expensive to solve them. The problems are:

1. Many educators from kindergarten to college are not willing to consider their own attitude regarding sex roles and their behavior toward students which may indeed be stereotyping. In addition, educators firmly believe in sex equity when it comes to educational opportunities, but still are accustomed to treating male and female students differently due to habit, failure to find out inequities and sex bias in educational materials, and they avoid pointing out sex differential behaviors and attitudes in students and colleagues.

2. Teacher training programs do not effectively emphasize sex bias and sex stereotyping topics in instruction and practical experiences. Positive efforts have been made to require such instruction as part of a human relations component, or through recommendations of accreditation teams, or special projects receiving outside funding. However, these do not work well because teacher training programs already are set up, and adding another
requirement usually would mean something else would have to be dropped.

3. Some educators, parents and people in the community have a tendency to perceive that America has paid enough attention to sex equity issues. They are tired of supporting them and feel it is someone else's turn.

4. Since female students, compared with male secondary students, do not participate equally in mathematics, they are limited in entry into college majors and occupational education programs in scientific and technical fields.

5. Approximately two-thirds of the teachers of English, home economics, business education and foreign languages are female. More than two thirds of the teachers of industrial arts, agriculture, science, math, social studies, and music are male (Stockard, et al., 1980). This differentiation of teaching subjects shows the unbalance of occupations between men and women.

6. The college faculty assumes a form similar to the secondary teachers. Most women faculty are in elementary education, English and home economics education, special education, or counselor education. Very few females are in departments of educational administration, higher education, or specialty areas such as science education or math education. Furthermore, many women faculty in colleges and universities are still in the lower ranks -- lecturer, instructor, and assistant professor. Few women are at the
associate professor rank and even less at the full professor rank.

7. The field in which women are the scarcest at all levels of education is management. Fewer than one percent of school superintendents are women. Only about 14 percent of school principals are women, and they are likely to be in small elementary schools and in urban areas. At the college level, only 8 percent of the presidents, 12 percent of the academic vice presidents, and 18 percent of the deans are women.

Traditional concepts of educational quality and opportunity are continuing reevaluation. Foxley suggests further, to actually overcome sex bias and sex stereotyping, women must be appointed in areas and specialties where they are not now represented. Appointments for more women to be department heads and deans need to be encouraged. Self-examination of sexist attitudes and behaviors, and curricula for sexist content needs to be examined (Foxley, 1982).

Gangone (1988) stated the concept of nontraditional choices and suggested the provision for expanded program options for all students. Gangone interpreted the meaning of nontraditional as pioneer -- for example, the young man who decides to be a nurse, or the young woman who chooses carpentry. A nontraditional student might risk negative reactions and lack of support from peers, parents, and others, however, they often demonstrate to others the extra
effort to pursue a path that is not the traditional route. In addition, they often become the class leaders, the top student, or the spokesperson in support of the field or occupation. To make students consider nontraditional program options, they have to be aware that the options are open to them; their skills need to be recognized; they need to be encouraged in their investigation of an occupation; and they need support in their nontraditional choice.

Gardner, et al. (1989) reported that even though the numbers and percent of female students who major in science or engineering in college have increased over the last decade, the problem is far from resolved. The authors emphasized women's participation in science studies and careers not only to promote educational equity and equal career opportunities, but also to enhance the nation's future economic and research competitiveness. The results of research showed that female students tended to be less confident in their science and math abilities; receive less encouragement from parents and peers to excel in math and science; believe that science and math will not be beneficial to them in the future; and lack exposure to science and engineering role models of the same sex and/or race or who overcame similar financial struggles. Teaching strategies and curricula needed to be revised to change female students' perspectives on science.
Sex Equity in Vocational Education

Farris (1980) was concerned with teachers' role in promoting sex equity. The author reported that even though the overwhelming majority of materials regarding sex equity were focused on women, sex bias and role stereotyping could be restrictive and damaging to males in many different ways. Teachers needed to be aware of some questions regarding sex-fair teaching behaviors using the same course content, learning activities and projects for both sexes; to apply the same standards for dress, behavior, discipline, grading and use of tools and equipment to both girls and boys; to avoid comparing boys and girls with respect to classroom behaviors, attitudes and accomplishments; to use gender-free terms and occupational titles such as human, person and firefighter instead of man, saleslady and fireman; to avoid using stereotyped phrases such as, "Boy are more active," "Girls are neater," "Boys will be boys," "Girls are more sensitive"; and to give equivalent attention to students of both sexes rather than giving more criticism to boys and more approval to girls. Fagan (1980) explained sex equity by summarizing the findings for each null hypothesis used for data analysis. Vocational educators needed basic instructional materials to guide and assist inservice training in improving professional teaching competencies. The knowledge, attitude, and behavior scores regarding sex equity for vocational educators of both sexes were compared.
to determine if they differed significantly. The scores on
the dependent variables were compared by gender, for
significant differences between course completers and non-
completers, over time, and for pre-post course change in
attitudes and behaviors. Results showed that females were
significantly more knowledgeable than males and
significantly less traditional in their attitude (both were
significant at the .001 level of probability). Though males
had a slightly lower average behavior score, they did not
differ significantly from females. Neither male nor female
course completers differed significantly from non-completers
of the same sex based on knowledge. Female non-completers
had a significantly lower average pre-attitude regarding sex
equity than female course completers. However, male course
completers and non-completers did not differ significantly
on initial attitude. Neither male nor female course
completers differed significantly from non-completers of the
same sex on initial behavior scores. Both genders' pre-
knowledge and pre-attitudes regarding sex equity did not
differ when compared over time. Both males and females
showed a significant (p = .001) positive change in attitude
upon completion of the course. The males demonstrated a
significantly greater (p = .02) amount of positive change in
attitudes than females. A significant positive change in
behaviors was found for both sexes (male, p = .02; female,
p = .003) implying that the courses regarding sex equity influence vocational educators' attitude.

Ferguson and Blankenship (1980) viewed sex bias and sex stereotyping in home economics offerings. A new home economics course called Adult Roles and Functions was introduced to help both male and female students better prepare for their adult lives as parents, wage-earners, consumers, and citizens. Through the course, students obtained essential consumer and homemaking skills and gave up the sex stereotyped and biased expectations that were barriers to future success.

A study by Prediger (1980) was concerned with sex-fair assessment of vocational interests. According to the National Institute of Education, more than 3,500,000 vocational interest inventories were administered yearly to high school students. Many of the interest inventories in common use were so sexually restrictive that they provided males and females with divergent, sex-typed occupational suggestions. Sex-restrictive interest inventories included the Mother Nature Hypothesis; the Socialization Imperative; and the Out-of-Sight, Out-of-Mind Gambit. The Mother Nature Hypothesis emphasized obvious, inherent differences between males and females. The Socialization Imperative made students recognize that a student's occupational options were restricted for life by sex-role socialization. The Out-of-Sight, Out-of-Mind Gambit meant that interest
inventory manuals seldom discussed the kinds of occupational inventories suggested to males and females. As long as non-restrictive inventories were available, counselors should be careful to select the types of inventories based on sex-equity.

Henderson (1981) found that Ohio production agriculture teachers did not demonstrate sex stereotyping when evaluating male and female State FFA degree applications. Apparently the teachers emphasized the quality of the programs of the applicant more than the particular gender of the student. Restrictive sex role expectations and attitudes did not influence evaluation of student performance and achievement as measured by the State FFA degree application.

Concerning how middle schoolers look at adulthood, Burge (1982) reported that male students thought they would make family decisions, and 96 percent of the females expected their spouses to work; whereas only 57 percent of the males anticipated that their spouses would hold jobs. This implied that students' anticipation of their adulthood roles reflected traditional sex-role attitudes. Programs that reflect the life styles of dual-role families can help young people prepare realistically for the future.

Cronenwett (1983) reported that females needed to become aware of economic realities of the workforce as well as in vocational classes, which historically have been
dominated by males, in order to improve their economic potential. Therefore, the author suggested seven steps to attract women to nontraditional careers. First, teachers and counselors should become aware of both conscious and unconscious attitudes toward sex equity. Second, they should be aware of the sex bias in textbooks, guidance materials, tests, inventories and teaching aids. Review and analysis regarding those material were also critical. Third, teachers and counselors should help students get accurate information concerning working conditions, potential employment and earnings. Fourth, they should help students recognize the relationship between earning power and options in education, lifestyle, occupation, and career patterns. Fifth, counselors should plan to counsel skills assessment, work and personal values, decision making, options and information gathering, and goal setting in that a comprehensive career counseling program improves student enrollment and helps students make more personally rewarding career choices. Sixth, a variety of nontraditional role models needs to be introduced by inviting speakers. Female students would begin to observe that nontraditional jobs such as mechanic, carpenter and electronics technician were being done by women. Seventh, parents played an important role in this process. The author concluded that educators had responsibilities for revealing to students the realities
of the workplace. Opportunities should be given on the basis of interest and aptitude, not by gender.

Hollenback (1985) proposed that sex equity address the following objectives: increasing nontraditional enrollment, facilitating positive educational experiences for women, and understanding the unique situation of women choosing nontraditional training. To maintain sex equity, several suggestions were recommended. Industry and labor should recognize the importance and necessity of hiring women through advisory committee activities and other contacts with business. Classes and/or job placement services should include information on employment rights and government regulations affecting business and industries. Positive nontraditional vocational training programs must be encouraged to increase women's enrollment, and rewards for achieving equity must be stressed as opposed to viewing it as simply a legislative mandate. Equity in vocational education must not be regarded as "a women's issue" but as the universal effect of sexism on our society. Sex equity must be emphasized in all areas of the vocational education delivery system. Attempts to maintain sex equity should not be made to limited programs or at limited levels. Catalogs and brochures must be developed describing occupational programs without emphasis on sex stereotyping. For example, the exclusive use of "he" should be avoided in traditional male programs and "she" in traditional female programs. The
physical facilities of the classes traditionally concerning male or female students should be avoided so that they are situated near each other. Females serving on advisory committees need to be increased. Finally, the author emphasized that counselors, teachers, administrators, students, publishers, and community leaders need to work together to eliminate many of the stereotypes prevalent today.

Kolde (1985) studied a number of sources which influenced women's increased labor force participation rate. Economics was the compelling reason for employment for most women. Where families faced a rising standard of living and rapid inflation, women's earnings often made a significant difference in the health and well-being of children. Divorce and separation had caused more women to join the labor force during the last two decades. The women's movement, which gained strength and recognition during the past decade, also contributed to a rise in the rate of women's labor force participation. A trend toward marriage at a later age, a smaller number of children per family, and a definite change in the spacing pattern for children provided ample opportunity for women to work. More women had a tendency to enter the work force at an older age because of increasing life span. Thanks to an expanding economy and high technology, the white-collar jobs in which the majority of women were employed were growing rapidly.
Despite the efforts being made by women to increase their occupational options, the majority of women still made traditional occupational choices, and occupational segregation was evident. The author regarded vocational education as a vehicle to help women entering the labor force. Sex equity programs needed to be designed to assist people become aware of their interests and competencies; to examine career opportunities available in the world of work; and to find and use the means necessary to match their abilities with these opportunities. Finally, the author asserted that vocational education could lead women to enter the nontraditional occupational areas that would enable them to dramatically increase their earning capacity.

Vetter and Hickey (1985) examined the female enrollment in occupationally specific vocational programs. Examination of data from 1971 through 1981 indicated that women's enrollment patterns had changed since the passage of important federal legislation. Both the numbers and the percentages of female students had increased in the traditionally male programs of agriculture, technical, and trade and industry. Agriculture related to production programs demonstrated the highest overall percentage increase in female enrollments. The largest increase in enrollment of women was in two technical programs: scientific data processing and police science technology. The areas where there was a most remarkable increase
enrollment of women during the decade from 1971 to 1981 were commercial photography, drafting, graphic arts, law enforcement programs, auto mechanics, commercial art, electronics, metalworking and quantity food occupations. In marketing and distributive education, which had traditionally been equally shared by females and males, the number of women enrolled stayed the same, but the percentage of women had increased. The number of women enrolled in traditionally female health occupations also has increased. Both occupational home economics and office occupations, as traditionally female programs, demonstrated an increase in male student enrollment because of efforts to recruit nontraditional students. Child care was the only program within occupational home economics that did not have an increase of enrollment of male nontraditional students. The authors added that the passage of the Carl D. Perkins Vocational Education Act in October, 1984, removed some uncertainties of the field about the reauthorization of federal legislation during the early 1980s. The 1963 Carl D. Perkins Act pointed out the continuation of the state sex equity coordinator position and included two set-a-sides for women: 3.5 percent for programs for young women and 8.5 percent for programs for single parents and homemakers. Finally, the author recommended some strategies to broaden the range of nontraditional opportunities for girls and women in vocational education. First, efforts should be
continued to inform students about nontraditional options. Second, materials such as statements, photographs in course catalogs, and posters are needed to show that women are welcome in all vocational education programs. Panel presentations and career day conferences make students pay attention to nontraditional students and nontraditional workers. Parents need to recognize the range of opportunities for women and girls in vocational education. Women need to work with employers and become highly skilled workers.

Sadker and Sadker (1985), who dealt with sexism in the classroom, found that vocational educators, like teachers in all disciplines, may not be aware of how subtle classroom dynamics can influence full access to, and participation in, the educational process. The study found that male students had more opportunity to interact in classrooms at all grade levels and in all subject areas. Since, regardless of teachers' gender or race, teachers paid more of their attention to boys in the classroom, boys get quality as well as quantity. Seating arrangement was another strong factor leading boys to get more of the teacher attention. The authors observed that the classes were set up with all-boy and all-girl rows and tables, and teachers would be drawn to the more assertive boys' sections of the classroom while the girls' section was invisible and ignored. Patterns of sexism in the classroom are easy to overcome. With only a
few days of training, educators at the elementary, secondary, and postsecondary levels can change biased behaviors into fair treatment. Vocational educators, like all teachers, need knowledge and training to reduce sexism in the classroom.

Culver and Burge (1985) examined differences in the self-concept of students grouped according to their sex and the sex-intensiveness of their vocational programs. The study found that the male students had a more positive attitude about themselves. However, the females in male-intensive programs showed significantly higher self-concept scores than their male counterparts. In other words, higher self-concepts were necessary for students to prepare for nontraditional careers. Vocational educators and counselors needed not only to provide experiences that helped students strengthen their self-concepts, such as leadership development activities in vocational student organizations, but also to examine current course structures and counseling procedures to determine whether barriers exist for students with low self-concepts who wish to pursue nontraditional careers. Since higher self-concept was found among nontraditional students, high self-concept would facilitate enrollment of nontraditional students in vocational education. Such activities could help overcome sex stereotypical notions and could provide everyone a greater range of occupations from which to choose.
Dillon (1986) studied the attitudes toward sexual discrimination and nontraditional work roles in North Carolina. Sixty-three percent of all respondents answered that women had not been treated equally with men in earning enough money to support themselves independently. Fifty-one percent of respondents thought that women had not been treated equally with men in terms of having opportunities to train for well-paying jobs. However, most replied that women had not been personally discriminated against in job opportunities. Women had significantly different views toward working mothers and separate work roles. Men were significantly nontraditional regarding the attitude that a woman as a wife should stay home and support her husband's career.

Fear-Fenn (1986) reported that most people had a different set of expectations, behavior standards, rewards, and punishments for females and males. This way of responding differently to each sex is called bias. The three areas of bias most related to curriculum were textbook bias, language bias, and behavioral bias. Sex stereotypes were related to all these areas. Sex stereotyping did not allow full diversity, complexity, and variation for any group of individuals. Since even teachers with a strong orientation toward sex equity could act on stereotypes, the three steps of awareness, understanding, and action were necessary to eliminate sex stereotyping. Teachers should
evaluate their classroom environment to identify bias, include students in these activities, and implement making the classroom sex-fair. Students should be recommended to take nontraditional classes regardless of sex, and must not be allowed to make fun of those who do take the nontraditional courses. Because federal and state legislation which prohibits sex discrimination is influencing the lives of students, vocational educators have a responsibility to be as sex-fair as possible.

Schmidt (1987) undertook a sex equity project for Lake County (Florida) schools to reduce sex bias and stereotyping among students and to encourage exploration of nontraditional occupations. He focused on middle and high school students by assembling and distributing brochures and by making classroom presentations to eighth-grade students. Brief inservice awareness programs regarding overcoming sex bias and stereotyping were given to high school and middle school administrators, guidance counselors, and some faculty members. Teacher surveys indicated that the program should be repeated, and that the material on nontraditional jobs was extremely important. Twenty-six percent of the students surveyed demonstrated that they had changed their ideas about the kind of work they wanted to do, and 50 percent said that the materials made them aware of nontraditional employment opportunities for the first time.
Shiver (1987) worked toward the reduction of sex bias and sex-role stereotyping in vocational education programs in the technical and skill centers in Dade County, Florida. The project provided resources and newsletters that the vocational staff might use to encourage students to pursue courses and careers in nontraditional occupations. Result showed that vocational students expressed a high degree of receptivity in pursuing nontraditional programs and careers. It was also evident that vocational educators and students were seeking assistance. They seemed to welcome any inservice activity to help them in their struggle to cope with the problem of overcoming sex bias and sex stereotyping in vocational education. The efforts to eliminate sex discrimination will be needed to yield worthwhile rewards for both males and females in striving for equity in vocational education.

Kremmel and Cole (1987) investigated perceptions of vocational agriculture competencies as a source affecting sex equity in Oregon. Approximately 21% of the students that participated in vocational agriculture programs at the junior level were female, while 12% of the vocational agriculture instructors were female. The self-assessed strongest area for male students was agricultural mechanics, which was the weakest area for female students. Leadership was the strongest area for female students. The self-assessed weakest areas in agriculture for male students was
identified as soil science. Students at the junior level perceived no difference in the competency level between male students and female students except in the area of agricultural mechanics. Instructors also showed a statistically significant difference in agricultural mechanics. Perceptions of competency level may be one of several factors contributing to sex bias. Therefore, the vocational agricultural teachers should reduce the sex bias image in agricultural mechanics.

Sproles (1987) analyzed the attitudes of nontraditional and traditional program completers toward their school preparation, and their work and work barriers encountered in obtaining employment after completing their vocational agriculture program. The traditional completers perceived their programs as providing a good job with a good income or as a means for obtaining a good job, more than did the nontraditional completers. The traditional completers perceived that teacher was more helpful than parents in making a career choice, while for the nontraditional completers parents were perceived as being more helpful than teachers. Furthermore, students were less receptive to nontraditional students in the educational programs than were teachers. Thus, some efforts are needed to help students understand and overcome sex bias in their thinking.

Cantrell (1987) addressed women in agricultural education. Enrollment of females had increased to some
extent; however, few of them actually were hired or remained within the agricultural industry. Both female students and teachers should be reminded to continue the evolutionary process of women in agricultural education. To support them, parents need to get involved in understanding broader career opportunities for women in agriculture. Women were more sensitive to biases in the opportunities available in the working world than to biases in course textbooks or student manuals. Finally, the author believed that major discriminatory practice prevented qualified female teachers from pursuing leadership opportunities and furthering their career opportunities.

According to Knight (1987), female agricultural teachers in Ohio apparently demonstrated their outstanding jobs of taking a professional leadership role in agricultural education. However, the author observed that doors of agricultural education had not yet opened to women because male teachers dominated in the area of vocational agriculture and women had simply not asserted themselves in the profession. Women had an ability to perform as teachers of vocational agriculture. Therefore, the quality of instruction in agricultural education would be raised by recruiting and retaining excellent women teachers.

Meyer (1987) investigated factors of occupational status of adolescents and differences in factors of occupational status between males and females. Results
indicated that the status of young males' jobs was lower than that of young females, but males earned more money, on the average, than females. Occupational status for adolescents was influenced by gender, grade point average (GPA), family socioeconomic status (SES), and year in school. However, factors for males, such as GPA and year in school, were different from those for females which were year in school, family SES and hourly wage. Finally, the study indicated the existence of occupational status and wage inequities even during adolescence and the lack of reward for girls who achieved high GPAs with higher status or higher-paying jobs.

Bitters (1988) reported that there were still many issues that sex equity in vocational education has not adequately addressed. In addition, sex equity must increasingly be aimed at students, not just toward educators. "Staff development activities must focus much more on developing skills and knowledge to create and sustain educational change rather than on awareness of the issue" (Bitters, 1988, p. 244). The author elaborated further by saying that a strong attempt was needed to increase the number of female and male instructors in nontraditional fields and the number of women in vocational education administrative positions.

Sandell and Burge (1988) investigated many sources influencing the choice of a nontraditional field by using a
qualitative method rather than a quantitative method with researcher-anticipated items. The authors attempted, through observation and open-ended inquiry, to take the perspective of the people under study and to learn from them. This approach was expected to identify sources affecting students' decisions that might yet remain unidentified and to provide deeper insight into the choices of nontraditional vocational students. Two females enrolled in auto mechanics and two males in a medical aide program were selected to identify why secondary students decided to enroll in vocational programs nontraditional for their sex. Four students as informants were asked about their training programs in relation to future plans. Results showed that females' choices were focused on interpersonal interaction and role models whereas with the males, workplace roles and expectations of advancement were main themes. While the two males had employment plans in a vocational program nontraditional for their gender, the two females did not have such clear-cut reasons for enrolling in a nontraditional program. Finally, it was apparent that not many vocational students were enrolled in programs nontraditional for their gender. This implied that the problem of a highly gender-segregated environment existed in vocational education.

Wilson (1989) commented that sexual harassment was an important social and management issue. People mistreated
sexually have brought lawsuits against universities, corporations, and government organizations. Sexual harassment may lead to negative effects on a work or learning environment. Recent court decisions indicated that administrators and managers were responsible for their subordinates who had sexually harassed others and their employees who had been harassed by customers or vendors. Sexual harassment would be eliminated when employers recognized that it was a potential problem, and when victims learned to deal with such harassment.

Benzley (1990) argued that as more women expand their efforts, interests, and energy to include greater participation in the paid work force, homemakers could accomplish household tasks with less time and effort by substituting the use of household equipment such as a microwave oven or dishwasher; by substituting the husband's time; or by substituting children's time. Therefore, home economics curricula should reach all male and female students, and include strategies to sensitize students to their own biases toward work done in the home.

Cano (1990) was concerned with male vocational agriculture teachers' attitude and perceptions toward female teachers of agriculture. The author found that perceptions of sexual discrimination, sexual bias, and sexual harassment were evident. Male teachers of agriculture, students, parents of agriculture students, and the agricultural
community did not treat female vocational agricultural teachers equally with male teachers. Female teachers were not nominated proportionately to male teachers for leadership positions at the district and state level of the professional organization. According to male teachers' perceptions, female teachers' positions were appropriate for treasurer, secretary, and vice president.

Dohner, et al. (1990) revealed that as male sex-role attitudes change, the opportunity for men's participation in the field of home economics had been encouraged. Most people who were in the Ohio State study in 1987, trusted that men can and will play a vital role in the future of home economics simply by breaking professional stereotypes. Men in the field of home economics should serve as role models in recruiting and mentoring other men.

McBride and McBride (1990) revealed that societal perceptions of fathers' changing roles had been changing rapidly for over two decades. The new nurturant father is expected to take a more active role in raising his children than he has in the past; however, many men have been found to lack preparation and support to assume an active parental role. Consequently, home economists must work at increasing general public awareness of the changing roles of fathers.

Fossen and Beck (1991) dealt with women's nontraditional occupations in the future. Jobs were divided into those predominantly held by men and those predominantly
held by women. About 45 percent of the workforce is occupied by women, but more than 75 percent of women workers were employed in traditionally female-dominated clerical, sales, service and factory jobs. Ninety-eight percent of all secretaries, 97 percent of all child-care workers, 95 percent of all registered nurses, 92 percent of all bookkeepers, 91 percent of all sewing machine operators and 85 percent of all restaurant servers were women. The wages were also significantly different between female-dominated and male-dominated occupations. Although nine percent of the male workforce were working in nontraditional jobs, they earned 20 percent to 30 percent more than women in traditional occupations. The authors asserted there were three barriers inhibiting entry of women and girls into nontraditional training and employment. The social and cultural barriers, as the first, encouraged women to accept, without question, traditionally defined female roles. These barriers also made women lack the self-confidence and assertiveness necessary to choose nontraditional jobs. The second barrier was education and training because many teachers and counselors did not recognize or support sex-equity efforts. Even when women knew about nontraditional career options, they often lacked prerequisite classes in science and mathematics. The third barrier was discrimination in hiring, firing, and promotion.
According to Fossen and Beck (1991), educators could contribute to the recruitment and retention of women and girls in nontraditional settings. The actions to maintain sex equity were:

1. provide career exploration activities at the beginning and end of the school year;
2. organize support groups and support services such as child care;
3. provide assertiveness training and physical fitness training for female students;
4. develop scholarship, mentorship, and awards programs for nontraditional students.

In addition, institutional change and leadership are critical components of sex-equity.

**Administrator's Roles**

Blocker and Richardson (1963) concluded that the administrator is the key factor regarding job satisfaction. Carter and Klotz (1990) asserted that to create an effective school, principals must make learning and teaching their highest school priority because higher student achievement should come from principals' expectation that students can learn, will learn, and must learn. According to an early study by Chase (1953), dynamic and stimulating leadership of principals influences teacher satisfaction.

Donmoyer and Wagstaff (1990) reported that principals had been effective managers; however, by the nature of their
positions, they now were to some extent instructional leaders. Six managerial tasks inherent in the principalship can significantly influence teaching and learning. First, scheduling always affects what happens to students in classrooms. Second, policies, rules, and norms also influence what happens to students in classrooms. Third, effective principals consider the hiring of teachers seriously; they invest considerable time and energy in the process. Fourth, principals not only are involved in the hiring of personnel but also are involved in supervising those whom they have employed. Fifth, principals also get involved in coordinating pupil services—counseling, guidance, health services, placement in special programs. Sixth, principals, as instructional leaders, should engage in the task of staff development. Since all principals inevitably affect what happens to students in the classroom, they are instructional leaders.

Knezevich (1973) described what administration did and emphasized that it was important to the success of the enterprise because it:

1. Influenced direction and priorities of the enterprise;

2. Decided what strategies will be used to reach objectives;

3. Could make people within the enterprise more productive or less effective;
4. Was a unifying and coordinating force within the organization;

5. Helped to insure prudent use of scarce fiscal and material resources;

6. Appraised the quality of service, products or other outcomes; and,

7. Shaped to a considerable degree the image and prestige of the enterprise.

Linn (1988) outlined a number of considerations for school administrators in deciding how to translate sex equity policy into actual school programs. Many of the strategies suggested emphasizing the authority, or status, of the administrator who becomes an equity advocate. One main method to achieve sex equity is to understand roles in the organization and to borrow authority from channels perceived as more legitimate. Another method is that administrators need to be expert in the substantive aspects of sex equity. To lead programs which effective sex equity change, administrators should set reasonable goals, find the best models and resources, expect results, carry through on consequences and reward themselves and their colleagues.

Since changes in the nature of work and changes in the ethnic/cultural composition of the student body are challenging vocational education to justify its place in the educational enterprise, Moss et. al (1990) explored effective leadership in vocational education. The type of
outcomes or consequence to judge leader effectiveness are
the leader's group or organization performance for its tasks
or its goals, the personal impact on followers, and leader's
contribution to the quality of the group process. The
criteria to measure effective leadership performance
perceived by instructors are based on (a) inspiring a
vision, (b) fostering collaboration and ownership, and
recognizing individual and team contributions, (c)
exercising power effectively and enabling others to act, and
(d) acting on the environment to set the proper context for
the organization.

Murphy (1990) reported that principals must take
responsibilities for eight curricular issues as they manage
the teaching-learning process. Those issues were amount of
content, academic focus to coursework, focus and sequence to
coursework, breadth vs. depth of content, differential
access to knowledge, homework as an extension of content,
curricular alignment, and quality of course objectives. In
addition, principals must develop systems which allow them
to attend to the curricular and instructional aspects of
instructional leadership.

Ovard (1990) studied how to maintain vision in
providing leadership in the complex world of today's
schools. Since clear vision is required, the principal as a
manager is expected to do things right, and as a leader to
do all the right things. Therefore, principals must have
vision that comes from meditation, a reliance on values, principles, and a knowledge based on building quality educational programs for all American youth so that each individual can progress and find self-fulfillment in a free society.

Stronge (1990) reported the principal's role in contemporary education. The principal's role has been revised by emphasizing instructional leadership. The author stated that the focus should be on managing for productive schools rather than on viewing the principal's role in school improvement as one of management versus instructional leadership. To be consistent with productive school management, the principal as institutional leader has responsibilities as follows: define goals; manage curriculum and instruction; and promote school climate.

Summary

In summary, removal of sex bias/sex role stereotyping is an important issue today for both economic and quality of life reasons.

Although many overt discrimination actions have been eliminated, most researchers report much covert sex discrimination still exists. Only one author found no evidence of sex bias among the studies reviewed. Therefore much work still needs to be done to bring about complete sex equity.
CHAPTER 3

Research Methodology

Population and Sample

The target population in this study was defined as all principals in Louisiana public secondary schools. The target population was identified by the 1991 Louisiana School Directory published by the Louisiana State Department of Education.

A simple random sampling procedure was used to draw subjects for inclusion in the study. The sample size needed for representativeness was determined using Cochran's sample size determination formula (1977). The calculations were as follows:

\[
\begin{align*}
  n_o &= \frac{t^2 \cdot s^2}{d^2} \\
  &= \frac{(1.98)^2 \cdot (0.7)^2}{(0.15)^2} \\
  &= \frac{3.92 \cdot 0.49}{0.0225} \\
  &= 85.4 \text{ or } 85
\end{align*}
\]

\[
\begin{align*}
  n &= \frac{n_o}{1 + \frac{n_o}{N}} \\
  &= \frac{85}{1 + \frac{85}{339}} \\
  &= \frac{85}{1.25} \\
  &= 68
\end{align*}
\]
The population of 339 public secondary principals in Louisiana required a sample of 68 to achieve the desired representativeness and maintain the established degree of precision. In anticipation of the possibility of a low response rate, a sample of 125 was drawn to allow the researcher to maintain the degree of precision of the measurement error if the response rate was as low as 55%.

**Instrumentation**

The development or selection of any instrument to measure sex bias and role stereotyping is a very difficult task. The data collection instrument for this study was not different. If one is to accurately measure sex bias and sex stereotyping, the instrument must be capable of measuring this attitude without being threatening or embarrassing to the individuals being surveyed.

Accurate measurement of sex bias and sex stereotyping with an instrument, which is perceived by the sample to be directed to this matter, would be a very difficult task. Due to this fact, the questionnaire was developed in an
attempt to mask the main item of interest -- sex bias and sex stereotyping. In addition, an extensive literature review did not reveal an existing instrument to accomplish this purpose. The design of the instrument was accomplished by taking an existing instrument which was designed to measure attitudes toward vocational programs and adding items which would permit the researcher to assess the attitude toward hiring nontraditional teachers as well as attitude toward vocational education.

The instrument (Appendix A), which was originally intended to measure attitude toward vocational education by local school administrators in Louisiana, was developed by Miller, (Miller, 1981) and then was modified by the researcher for the purpose of this study. Twenty-eight statements were used and the responses indicated on a five-point Likert-type scale with 1 being strongly disagree and 5 being strongly agree. Of the 28 items, 10 items were related to identifying principals' perceptions of sex equity toward hiring nontraditional gender vocational teachers, and 18 items were used as distracters to identify principals' attitudes toward the importance of vocational education. The sex equity items were dispersed among the distracters so as to conceal them as effectively as possible. Content validity of the instrument was established through a review by a panel of experts consisting of faculty members from the School of Vocational Education, Louisiana State University.
The researcher-designed instrument also included seven demographic variables, which were selected on the basis of previous research findings. These variables included: geographic area of school (rural or urban), previous classroom teaching field, years of experience as a principal, highest academic degree held, years of experience as a classroom teacher, vocational programs offered in the school, and the school size. The six classifications of target population was determined based on the 1990 Constitution and Directory of Louisiana High School Coaches Association for high school as follows: AAAA - more than 1074 students; AAA - 526 to 1074; AA - 275 to 525; A and B - 117 to 274; C - less than 117 students.

Data Collection

Data were collected by mailed questionnaire. Each member of the sample received a cover letter and a copy of the instrument. The first questionnaires were mailed to the 125 principals, accompanied by a self-addressed, stamped envelope and cover letter (Appendix B). Follow-up procedures were utilized to improve the representativeness of the data. Within four weeks after the first mailing, 84 (67%) principals had responded. A second mailing (Appendix C), asking principals' assistance by completing and returning their questionnaires, was sent to all non-respondents. After the second mailing, another 24 (19%) responses were obtained. A third set of questionnaires was
sent to the remaining nonrespondents. After the third mailing (Appendix D), the researcher received seven (5.6%) more responses which made a total of 115 or a 92% return rate.

**Data Analysis**

Both the Statistical Package for the Social Science (SPSS) and Statistical Analysis System (SAS) were used to analyze data depending on their strength of statistical procedure. The following statistics were used to evaluate the objectives.

Objective 1. To describe principals' personal and professional characteristics, frequencies and percentages were used.

Objective 2. To describe the vocational programs, frequencies and percentages were used.

Objective 3. To measure the attitudes of principals toward hiring vocational teachers into nontraditional gender teaching roles, means, standard deviations, frequencies and percentages were used.

Objective 4. To compare nontraditional occupations of men with nontraditional occupations of women in terms of principals' attitudes, a t-test was used to determine if significant differences existed.

Objective 5. To measure the principals' perceptions of vocational education, means, standard deviations, frequencies and percentages were used.
Objective 6. To identify the relationship between principals' attitudes toward sex equity and their demographic characteristics, Kendall's \textit{tau b} correlation coefficient was employed.

Objective 7. The Pearson Product Moment correlation was used to test the relationship between principals' attitudes toward sex equity and their perceptions of vocational education.
CHAPTER 4

Findings

The purpose of this study was to determine the attitudes of local secondary school principals in Louisiana toward hiring vocational teachers into positions where they are from the minority gender (i.e. - females as vocational agriculture teachers and males as home economics teachers). In addition, the study described the local school principals' perceptions of vocational education.

In this section of the research report, the findings of the study are presented in four sections. The first part focuses on findings related to demographic characteristics of the respondents. The second part focuses on findings related to the attitudes of local secondary school administrators in Louisiana toward hiring vocational teachers into non-traditional teaching roles. The third part focuses on findings related to the local school principals' perceptions of vocational education. The last part is concerned with the relationship between principals' attitudes of sex equity, principals' perceptions of vocational education, and demographic variables. The findings are presented by the specific objectives of the study.
**Objective One**

Describe high school principals in Louisiana on selected personal and professional characteristics.

Respondents were asked to indicate the population density of the geographic area served by the school under their administration. These findings are presented in Table 1. The majority of secondary principals (72 or 62.6%) reported that their school served rural-small towns. The next largest group of principals served students in large cities (18 or 15.7%). Only four principals (3.5%) indicated that they served small cities.

Table 1

<table>
<thead>
<tr>
<th>Geographic location</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural-small towns</td>
<td>72</td>
<td>62.6</td>
</tr>
<tr>
<td>Large cities</td>
<td>18</td>
<td>15.7</td>
</tr>
<tr>
<td>Large towns</td>
<td>13</td>
<td>11.3</td>
</tr>
<tr>
<td>Mid-sized cities</td>
<td>8</td>
<td>7.0</td>
</tr>
<tr>
<td>Small cities</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>115</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Note.** Rural-small towns = less than 2,500 population; Large towns = 2,501 to 10,000; Small cities = 10,001 to 25,000; Mid-sized cities = 25,001 to 50,000; Large cities = over 50,000.
Respondents also were asked about their primary classroom teaching experience. Slightly less than one-fourth (28 or 24.3%) of secondary principals listed social studies as their primary field of teaching experience, and 20 principals (17.4%) listed science as their primary field of teaching experience. Physical education and elementary Table 2

**Previous Major Teaching Field of Principals**

<table>
<thead>
<tr>
<th>Teaching field</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social studies</td>
<td>28</td>
<td>24.3</td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
<td>17.4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>16</td>
<td>13.9</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>14</td>
<td>12.2</td>
</tr>
<tr>
<td>Math</td>
<td>11</td>
<td>9.6</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>11</td>
<td>9.6</td>
</tr>
<tr>
<td>Other*</td>
<td>11</td>
<td>9.5</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>115</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

* Other = two did not specify those major teaching field; two had social studies and physical education; two had English and physical education; two had mathematics and science; two had physical education and vocational education; and one had physical education and science.
education were listed by 16 (13.9%) and 14 (12.2) respectively, while vocational education was identified by 11 (9.6%) of the respondents. These data are reported in Table 2.

Regarding the number of years of administrative experience, the largest group of respondents (45 or 39.1%) reported that they had less than five years of experience as a principal. Fifty-one principals (44.4%) were approximately evenly distributed between the categories of 6 to 10 years and 11 to 15 years. Only 19 principals (16.5%) reported more than 15 years of experience (See Table 3).

Table 3

<table>
<thead>
<tr>
<th>Number of Years of Administrative Experience as A Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of years</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Less than 5 Years</td>
</tr>
<tr>
<td>6 to 10 years</td>
</tr>
<tr>
<td>11 to 15 years</td>
</tr>
<tr>
<td>16 to 20 years</td>
</tr>
<tr>
<td>Over 20 years</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
When asked about their highest level of education completed, the majority of secondary principals (82 or 71.3%) reported the educational category of masters degree +30 hours (See Table 4). Only five (4.3%) had completed a doctorate.

Table 4

Highest Degree Principals Held

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters +30</td>
<td>82</td>
<td>71.3</td>
</tr>
<tr>
<td>Masters</td>
<td>16</td>
<td>13.9</td>
</tr>
<tr>
<td>Specialist</td>
<td>12</td>
<td>10.4</td>
</tr>
<tr>
<td>Doctorate</td>
<td>5</td>
<td>4.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>115</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

When asked about number of years of classroom teaching experience (See Table 5), most of the principals (82 or 71.4%) reported between 6 and 15 years' teaching experience. This number was evenly distributed between the categories of 6-10 and 11-15 years. Only 2 (1.7%) indicated less than 5 years teaching experience and 11 (9.6%) reported over 20 years teaching experience.
Table 5

**Number of Years of Principals' Teaching Experience**

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 Years</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td>41</td>
<td>35.7</td>
</tr>
<tr>
<td>11 to 15 years</td>
<td>41</td>
<td>35.7</td>
</tr>
<tr>
<td>6 to 20 years</td>
<td>20</td>
<td>17.4</td>
</tr>
<tr>
<td>Over 20 years</td>
<td>11</td>
<td>9.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>115</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Objective Two**

Describe schools regarding vocational programs offered and selected characteristics in Louisiana.

Respondents were asked to indicate vocational programs offered at the school they administered. The majority of schools were reported to offer business education (107 or 93%), vocational home economics (98 or 85%), and vocational agriculture (92 or 80%) (See Table 6). Fifty-four schools (47%) included technical & industrial education, while only eight schools (7.0%) included other vocational education programs.
Table 6

**Vocational Programs Offered at School**

<table>
<thead>
<tr>
<th>Vocational program</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education</td>
<td>107</td>
<td>93.0</td>
</tr>
<tr>
<td>Home Economics</td>
<td>98</td>
<td>85.0</td>
</tr>
<tr>
<td>Agriculture</td>
<td>92</td>
<td>80.0</td>
</tr>
<tr>
<td>Technical and Industrial Education</td>
<td>54</td>
<td>47.0</td>
</tr>
<tr>
<td>Other*</td>
<td>8</td>
<td>7.0</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>0.9</td>
</tr>
</tbody>
</table>

* Other = Respondents who reported other programs offered did not specify those programs.

To further summarize the data and to facilitate subsequent data analysis, the schools were grouped on the basis of how many vocational programs were reported as being offered.

The majority of schools (67 or 58.3%) offered three vocational education programs (See Table 7). Nineteen schools (16.5%) each offered four or two vocational programs. Three categories; three, four, and two vocational programs offered encompassed the majority of the number of vocational programs offered at school in the study.
Table 7

Number of Vocational Programs Offered at School

<table>
<thead>
<tr>
<th>Number of programs</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five or more</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Four</td>
<td>19</td>
<td>16.5</td>
</tr>
<tr>
<td>Three</td>
<td>67</td>
<td>58.3</td>
</tr>
<tr>
<td>Two</td>
<td>19</td>
<td>16.5</td>
</tr>
<tr>
<td>One</td>
<td>7</td>
<td>6.1</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
<td>100.0</td>
</tr>
</tbody>
</table>

To measure the size of schools administered by principals in the study, respondents were asked to indicate the state athletic school size classification for their school. The number of schools from each classification are presented in Table 8. Schools were distributed relatively evenly across classifications ranging from class C to class AAAAA. The range of percentages in these categories was from a low of 13.2% in the AAA category to a high of 19.3% in the AA category. Two principals (1.8%) reported that their schools were classified as AAAAA.
Table 8

Classification of School Size

<table>
<thead>
<tr>
<th>School size</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>17</td>
<td>14.9</td>
</tr>
<tr>
<td>B</td>
<td>21</td>
<td>18.4</td>
</tr>
<tr>
<td>A</td>
<td>16</td>
<td>14.0</td>
</tr>
<tr>
<td>AA</td>
<td>22</td>
<td>19.3</td>
</tr>
<tr>
<td>AAA</td>
<td>15</td>
<td>13.2</td>
</tr>
<tr>
<td>AAAA</td>
<td>21</td>
<td>18.4</td>
</tr>
<tr>
<td>AAAAA</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Objective Three

Determine the attitudes of high school principals in Louisiana toward hiring vocational teachers into nontraditional gender teaching roles.

A total of 10 scale items in the instrument were designed to determine the principals' attitudes toward hiring nontraditional teachers in vocational education. They were asked to respond to selected statements on a five-point Likert-type scale having numerical values as follows: 1-Strongly Disagree; 2-Disagree; 3-Undecided; 4-Agree; and 5-Strongly Agree. Mean responses were tabulated and used to
indicate the attitudes held by local school principals, based on the following interpretive scale established by the researcher: 1.5 or less = Strongly Disagree; 1.51 to 2.5 = Disagree; 2.51 to 3.5 = Undecided; 3.51 to 4.5 = Agree; and 4.51 or more = Strongly Agree.

Examination of data in Table 9 reveals that principals agreed with the statement, "I would be inclined to employ a female agriculture teacher if she was qualified." (mean = 3.73) The respondents disagreed with 2 of 10 statements. Those statements included:

A female agriculture teacher might convey a negative image of the agriculture program to the community. (mean = 2.05)

Female vocational teachers have more discipline problems than do male vocational teachers. (mean = 2.36)

However, mean responses on 7 of 10 statements were in the undecided category.

Objective Four

Compare principals' attitudes toward nontraditional occupations for men with principals' attitudes toward nontraditional occupations for women

Of the 10 scaled items in the instrument which were designed to measure principals' attitudes toward hiring a nontraditional vocational teacher, three items dealt specifically with males in nontraditional roles and five items dealt specifically with females in nontraditional roles. Three statement items for men are as follows:
<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would be inclined to employ a female agriculture teacher if she was qualified.</td>
<td>3.73</td>
<td>0.98</td>
</tr>
<tr>
<td>Females should be encouraged to enter non-traditional teaching areas, such as agriculture.</td>
<td>3.46</td>
<td>0.88</td>
</tr>
<tr>
<td>I would be inclined to employ a male home economics teacher if he was qualified.</td>
<td>3.46</td>
<td>0.98</td>
</tr>
<tr>
<td>Nontraditional vocational teachers (female agriculture teachers, male home economics teachers, etc.) are accepted by their respective peers as readily as traditional teachers in that field.</td>
<td>3.10</td>
<td>0.84</td>
</tr>
<tr>
<td>Parents may have some concern about their daughters enrolling in a home economics class taught by a male.</td>
<td>3.03</td>
<td>1.00</td>
</tr>
<tr>
<td>Overnight field trips would present a problem to vocational teachers who were not the same gender as the majority of their students.</td>
<td>2.78</td>
<td>1.14</td>
</tr>
<tr>
<td>High school girls would be less inclined to enroll in home economics if it were taught by a male.</td>
<td>2.75</td>
<td>0.95</td>
</tr>
<tr>
<td>High school boys would be less inclined to enroll in technical and industrial education if it were taught by a female.</td>
<td>2.59</td>
<td>0.93</td>
</tr>
<tr>
<td>Female vocational teachers have more discipline problems than do male vocational teachers</td>
<td>2.36</td>
<td>0.92</td>
</tr>
<tr>
<td>A female agriculture teacher might convey a negative image of the agriculture program to the community.</td>
<td>2.05</td>
<td>1.03</td>
</tr>
</tbody>
</table>

* Scale values are: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree.
Parents may have some concern about their daughters enrolling in a home economics class taught by a male. (mean = 3.03)

High school girls would be less inclined to enroll in home economics if it were taught by a male. (mean = 2.75)

I would be inclined to employ a male home economics teacher if he was qualified. (mean = 3.46)

Five statement items for women are as follows:

I would be inclined to employ a female agriculture teacher if she was qualified. (mean = 3.73)

Females should be encouraged to enter non-traditional teaching areas, such as agriculture. (mean = 3.46)

High school boys would be less inclined to enroll in technical and industrial education if it were taught by a female. (mean = 2.59)

Female vocational teachers have more discipline problems than do male vocational teachers. (mean = 2.36)

A female agriculture teacher might convey a negative image of the agriculture program to the community. (mean = 2.05)

In addition, six statement items such as, "Female vocational teachers have more discipline problems than do male vocational teachers," were asked on a reversed scale when compared with the other items such as, "I would be inclined to employ a female agriculture teacher if she was qualified." In other words, to agree with some items was the more positive response, and to disagree with some other items was interpreted as principals' positive attitude toward sex equity. Therefore, the direction of all items was made the same by reversing scales and computing the overall mean for males and overall mean for females to
identify the difference between gender. A t-test indicated that the female mean response was greater than the male mean response by 0.42 (See Table 10). A difference in principals' attitudes toward nontraditional occupations for men and women was found. This difference indicated that principals' attitudes toward nontraditional occupations for women was more positive than those for men.

Table 10

Comparison of Principals' Perceptions Toward Non-Traditional Occupations by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3.22</td>
<td>0.75</td>
<td>7.64</td>
<td>0.0001</td>
</tr>
<tr>
<td>Female</td>
<td>3.64</td>
<td>0.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Objective Five

Determine the perception of high school principals in Louisiana toward vocational education

Eighteen items in the instrument were designed to measure principals' perception of vocational education programs. According to data in Table 11, the respondents agreed (mean response of 3.51 to 4.5) with 12 of the 18 statements. The two statement items with the highest level of agreement were as follows:

Vocational teachers are as dedicated to their work as academic teachers.
Table 11

Perceptions of High School Principals Toward Vocational Education

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean^6</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational teachers are as dedicated to their work as academic teachers.</td>
<td>4.41</td>
<td>0.69</td>
</tr>
<tr>
<td>Vocational education should be a part of the total education of all students.</td>
<td>4.30</td>
<td>0.79</td>
</tr>
<tr>
<td>The success of a local program of vocational education depends largely upon the degree to which school administrators encourage and support the program.</td>
<td>4.18</td>
<td>0.83</td>
</tr>
<tr>
<td>Academically talented students should be encouraged to take vocational subjects.</td>
<td>4.18</td>
<td>0.68</td>
</tr>
<tr>
<td>Vocational teachers are as effective in maintaining classroom discipline as academic teachers.</td>
<td>4.18</td>
<td>0.72</td>
</tr>
<tr>
<td>The cost of most vocational facilities and equipment is justifiable.</td>
<td>4.07</td>
<td>0.70</td>
</tr>
<tr>
<td>Vocational training in high school helps to decrease unemployment.</td>
<td>3.91</td>
<td>0.79</td>
</tr>
<tr>
<td>For most students, a credit in a vocational course is just as valuable as a credit in an academic course.</td>
<td>3.80</td>
<td>0.96</td>
</tr>
<tr>
<td>I feel that the vocational programs under my supervision or administration are meeting the needs of my students.</td>
<td>3.80</td>
<td>0.87</td>
</tr>
<tr>
<td>Most academic teachers understand and appreciate the need for vocational programs</td>
<td>3.58</td>
<td>0.92</td>
</tr>
<tr>
<td>Most students are interested in vocational subjects.</td>
<td>3.52</td>
<td>0.92</td>
</tr>
</tbody>
</table>

(table continues)
Table 11 (Continued)

**Perceptions of High School Principals Toward Vocational Education**

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational programs are effectively preparing youth for today's job market.</td>
<td>3.51</td>
<td>0.98</td>
</tr>
<tr>
<td>Lower academic achievers are more likely to enroll in vocational courses.</td>
<td>3.48</td>
<td>0.97</td>
</tr>
<tr>
<td>Vocational curricula should be broad in nature rather than specific.</td>
<td>3.31</td>
<td>1.02</td>
</tr>
<tr>
<td>My school needs to offer vocational courses in more subject areas.</td>
<td>3.31</td>
<td>1.20</td>
</tr>
<tr>
<td>Socio-economically disadvantaged students usually select vocational courses.</td>
<td>3.27</td>
<td>0.99</td>
</tr>
<tr>
<td>Adequate vocational counseling is available from guidance counselors.</td>
<td>3.09</td>
<td>1.18</td>
</tr>
<tr>
<td>Minority students tend to avoid taking vocational courses.</td>
<td>2.37</td>
<td>0.93</td>
</tr>
</tbody>
</table>

* Scale values are: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree.

Vocational education should be a part of the total education of all students.

Five other items reflected an undecided perception by principals. Those statement items were as follows:

Lower academic achievers are more likely to enroll in vocational courses.

VocATIONAL curricula should be broad in nature rather than specific.

My school needs to offer vocational courses in more subject areas.
Socio-economically disadvantaged students usually select vocational courses.

Adequate vocational counseling is available from guidance counselors.

In addition, principals disagreed with the statement, "Minority students tend to avoid taking vocational courses." (mean=2.37)

**Objective Six**

Determine if relationships existed between principals' attitudes toward hiring vocational teachers into non-traditional teaching roles and selected principal and school demographic characteristics

Kendall's tau-b correlation coefficients were used to assess the relationship between school demographic variables and principals' attitudes toward hiring vocational teachers into nontraditional teaching roles. The interpretation of the correlation coefficients was based on the set of descriptors proposed by Davis (1971), which are as follows: 0.01 to 0.09 -- negligible association; 0.10 to 0.29 -- low association; 0.30 to .49 -- moderate association; 0.50 to 0.69 -- substantial association; 0.70 or higher -- very strong association. The significance level was set a priori at 0.05. Since principals' attitudes toward nontraditional occupation for men is different from principals' attitudes toward nontraditional occupations for women, the correlation between principals' attitudes toward hiring vocational teachers into nontraditional teaching roles and selected
demographic characteristics needs to be obtained for gender separately. The correlation between population density of the geographic location and principals' attitude toward sex equity for women was found to be $r = 0.21 (p < 0.001)$, indicating a significantly low positive association (See Table 12). The calculated coefficient was $r = 0.21 (p =$ Table 12

**Relationship Between School Demographic Variables and Principals' Attitude Toward Sex Equity For Women**

<table>
<thead>
<tr>
<th>Variables</th>
<th>$r^a$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>School size</td>
<td>0.24</td>
<td>0.00</td>
</tr>
<tr>
<td>Population density of the graphic location</td>
<td>0.21</td>
<td>0.00</td>
</tr>
<tr>
<td>Industrial art &amp; technology education</td>
<td>0.21</td>
<td>0.01</td>
</tr>
<tr>
<td>Agriculture</td>
<td>-0.13</td>
<td>0.05</td>
</tr>
<tr>
<td>Business</td>
<td>-0.08</td>
<td>0.15</td>
</tr>
<tr>
<td>Other</td>
<td>0.07</td>
<td>0.20</td>
</tr>
<tr>
<td>Home Economics</td>
<td>-0.04</td>
<td>0.03</td>
</tr>
<tr>
<td>Number of years of administrative experience</td>
<td>-0.03</td>
<td>0.34</td>
</tr>
<tr>
<td>Highest degree principals held</td>
<td>-0.03</td>
<td>0.34</td>
</tr>
<tr>
<td>Number of years of teaching experience</td>
<td>0.02</td>
<td>0.42</td>
</tr>
<tr>
<td>Previous primary teaching field</td>
<td>-0.01</td>
<td>0.46</td>
</tr>
</tbody>
</table>

* Correlation coefficient used was Kendall's Tau b.
0.01), indicating a significantly low positive association between industrial arts & technology education and principals' attitude toward sex equity for women. Regarding the correlation between school size and principals' attitudes toward sex equity for women, a coefficient correlation of $r = 0.24$ ($p = 0.00$) was obtained, indicating a significantly low positive association. Association between other variables, except agriculture, and principals' attitude toward sex equity for women, were negligible.

The correlation between population density of the geographic location and principals' attitudes toward sex equity for men was found to be $r = 0.15$ ($p = 0.02$), indicating a significant low positive association (See Table 13). Industrial arts & technology education was significantly related to principals' attitudes toward sex equity for men. The magnitude of this association was low. Regarding the correlation between school size and principals' attitudes toward sex equity for men, a coefficient correlation of $r = 0.21$ ($0.00$) was obtained, indicating a significantly low positive association. Other variables, except business, were negligibly related to principals' attitude toward sex equity for men.
Table 13

**Relationship Between School Demographic Variables and Principals' Attitudes Toward Sex Equity For Men**

<table>
<thead>
<tr>
<th>Variables</th>
<th>$r^*$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>School size</td>
<td>0.21</td>
<td>0.00</td>
</tr>
<tr>
<td>Industrial art &amp; technology education</td>
<td>0.20</td>
<td>0.01</td>
</tr>
<tr>
<td>Population density of the graphic location</td>
<td>0.15</td>
<td>0.02</td>
</tr>
<tr>
<td>Business</td>
<td>-0.10</td>
<td>0.11</td>
</tr>
<tr>
<td>Agriculture</td>
<td>-0.09</td>
<td>0.14</td>
</tr>
<tr>
<td>Other</td>
<td>0.09</td>
<td>0.14</td>
</tr>
<tr>
<td>Highest degree principals held</td>
<td>-0.05</td>
<td>0.28</td>
</tr>
<tr>
<td>Number of years of administrative experience</td>
<td>-0.03</td>
<td>0.34</td>
</tr>
<tr>
<td>Number of years of teaching experience</td>
<td>-0.02</td>
<td>0.40</td>
</tr>
<tr>
<td>Home Economics</td>
<td>-0.02</td>
<td>0.41</td>
</tr>
<tr>
<td>Previous primary teaching field</td>
<td>0.01</td>
<td>0.44</td>
</tr>
</tbody>
</table>

* Correlation coefficient used was Kendall's Tau b.

**Objective Seven**

Determine if relationships exist between principals' attitudes toward sex equity and their perceptions toward vocational education.
Pearson product moment correlation was used to obtain coefficients between principals' attitudes toward sex equity and their perceptions of vocational education. Statistically significant, positive relationships were found under 0.05 level of significance. Attitude of sex equity for men was found to be significantly related to perceptions of vocational education. The magnitude of this relationship was described by Davis as low association \( (r = 0.23, p < 0.05) \). The relationship between attitude of sex equity for women and perception of vocational education, according to Davis, was a moderate association \( (r = 0.36, p < 0.01) \).
CHAPTER 5

Summary, Conclusions and Recommendations

The purpose of this study was to determine the attitudes of local secondary school principals in Louisiana toward hiring vocational teachers for positions when the teacher is from the minority gender (i.e. - females as vocational agriculture teachers and males as home economics teachers). This study also was intended to describe the local school principals' perceptions of vocational education. The objectives were as follows:

1. Describe high school principals in Louisiana on selected personal and professional characteristics.

2. Describe schools in Louisiana regarding vocational programs offered and selected characteristics.

3. Determine the attitudes of high school principals in Louisiana toward hiring vocational teachers into nontraditional gender teaching roles.

4. Compare principals' attitudes toward non-traditional occupations for men with principals' attitudes toward non-traditional occupations for women.

5. Determine the perceptions of high school principals in Louisiana toward vocational education.

6. Determine if relationships existed between principals' attitudes toward hiring vocational teachers into non-traditional teaching roles and selected principal and school demographic characteristics.
7. Determine if relationships exist between principals' attitudes toward sex equity and their perceptions of vocational education.

The target and accessible population for the study was all public secondary school principals in Louisiana identified by the 1991 Louisiana School Directory.

A simple random sampling procedure was used to draw subjects for inclusion in the study. The population of 339 public secondary principals in Louisiana required a sample of 68 to achieve the desired representativeness. But a sample size of 125 was determined in anticipation of 60% response rate.

The instrument, which was intended to measure attitudes toward vocational education by local school administrators in Louisiana, was originally developed by Miller and Curtis in 1981, and then was modified by the researcher for the purpose of this study. Twenty-eight statements were used. The responses were recorded on a five-point Likert scale with 1 being strongly disagree to 5 being strongly agree. Of the 28 items, 10 items were related to identifying principals' perception of sex equity toward hiring nontraditional gender vocational teachers, and 18 items were used as distracters to identify principals' attitudes toward the importance of vocational education. The sex equity items were dispersed among the distracters so as to conceal them as effectively as possible.
The researcher-designed instrument also included seven demographic variables, which were selected on the basis of previous research findings. The variables included the geographic area of administration, the classroom teaching field, the experience of a principal, the academic degree, the experience of classroom teaching, the vocational programs of a school, and the school size. The six classifications of target population was determined based on the 1990 Constitution and Directory of Louisiana High School Coaches Association for high school as follows: AAAA - more than 1074 students; AAA - 526 to 1074; AA - 275 to 525; A and B - 117 to 274; C - less than 117 students.

Summary

Objective One

The majority of the 115 principals responding reported that their school served rural-small towns (72 or 62.6%), while the other categories of large cities, large towns, and others made up the rest. About one-fourth (28 or 24.3%) of the principals listed social studies as their primary field of teaching experience, followed by science (20 or 17.4%), physical education (16 or 13.9%), elementary education (14 or 12.2%), vocational education (11 or 9.6%), math (11 or 9.6%), and others. The largest group of principals (45 or 39.1%) had less than five years of administrative experience, followed by those with 11 to 15 years of administrative experience (27 or 23.5%), and 6 to 10 years
of administrative experience (24 or 20.9%). The majority of principals (62 or 71.3%) possessed a master degree +30 hours as the highest level of education completed. Only five (4.3%) of them had completed a doctorate. Most of the principals (82 or 71.4%) reported between 6 and 15 years teaching experience, while 11 (9.6%) reported over 20 years teaching experience and only two (1.7%) indicated less that five years teaching experience.

**Objective Two**

The majority of schools included business education (107 or 93%), vocational home economics (98 or 85%), and vocational agriculture (92 or 80%). About half of the schools (54 or 47%) included technical & industrial education, while only eight schools (7.0%) included other vocational education programs. Two, three, and four vocational programs (105 or 91.3%) encompassed the majority of the number of vocational programs offered in the schools.

In addition, school size was distributed fairly evenly among categories from class C to class AAAA. Sixty-four (56.1) schools were approximately evenly distributed between categories of B, AA, and AAAA school size. The remaining 50 (43.9%) schools belonged to the categories of C, A, AAA, and AAAAA school size.

**Objective Three**

The principals were undecided regarding most of the statements (7 or 70%) related to hiring vocational teachers
into non-traditional teaching roles. Principals agreed with the statement, "I would be inclined to employ a female agriculture teacher if she was qualified." The principals disagreed with 2 of 10 statements.

**Objective Four**

The mean response for items related to female equity issues was greater than the mean response for items related to male equity issues by 0.42, based on a five-point Likert scale with 1 being strongly disagree and 5 being strongly agree. Significant difference of principals' attitudes toward nontraditional occupation for men and women was found.

**Objective Five**

The principals responded favorably to 12 of the 18 statements regarding their perceptions of vocational education. Principals disagreed with the statement, "Minority students tend to avoid taking vocational courses." In addition, 5 of 18 items had responses which were in the undecided range.

**Objective Six**

The correlation between population density of the geographic location and principals' attitudes toward sex equity for women was found to be $r = 0.21$ ($p = 0.00$), indicating a significantly low positive association. The calculated coefficient was $r = 0.21$ ($p = 0.01$), indicating a significantly low positive association between industrial
arts & technology education and principals' attitudes toward sex equity for women. Regarding the correlation between school size and principals' attitudes toward sex equity for women, a coefficient correlation of $r = 0.24 (0.00)$ was obtained, indicating a significantly low positive association.

The correlation between population density of the geographic location and principals' attitude toward sex equity for men was found to be $r = 0.15 (p = 0.02)$, indicating a significantly low positive association. Industrial arts & technology education was significantly related to principals' attitudes toward sex equity for men. The magnitude of this association was low. Regarding the correlation between school size and principals' attitudes toward sex equity for men, a coefficient correlation of $r = 0.21 (0.00)$ was obtained, indicating a significantly low positive association.

**Objective Seven**

Attitude of sex equity for men was found to be significantly related to perceptions of vocational education. The magnitude of this relationship was described by Davis as low association. The relationship between attitude of sex equity for women and perception of vocational education, according to Davis, was moderate association. However, substantial association was found with principals' attitudes of sex equity for both genders.
Conclusions and Recommendations

Based on the findings of the study, the researcher makes the following conclusions and recommendations:

1. The majority of the schools represented in the study served rural-small towns.

   This conclusion is based on the finding that 72 (62.6%) principals reported that their schools served rural-small towns.

2. The largest group of principals listed social studies or science as their primary field of teaching experience.

   This conclusion is based on the finding that 48 (41.7%) of the principals listed social studies or science as their primary field of teaching experience.

3. The majority of principals had 10 or fewer years of administrative experience.

   This conclusion is based on the finding that the largest group of principals (45 or 39.1%) had less than five years of administrative experience and 24 (20.9%) were distributed in the category of 6 to 10 years.

4. The majority of principals reported a master degree +30 hours as the highest level of education completed.

   This conclusion is based on the finding that 82 (71.3%) of the principals possessed master degree +30 hours as the highest level of education completed.
5. The majority of principals had between 6 and 15 years teaching experience.

This conclusion is based on the finding that most of the principals (82 or 71.4%) reported between 6 and 15 years teaching experience.

6. The majority of schools offered business education, vocational home economics, and vocational agriculture.

This conclusion is based on the finding that the majority of schools included business education (107 or 93%), vocational home economics (98 or 85%), and vocational agriculture (92 or 80%).

7. The majority of schools offered three different vocational programs.

This conclusion is based on the finding that three vocational programs (67 or 58.3%) encompass the majority of the number of vocational programs offered at schools.

8. School size was distributed relatively evenly to whole categories from class C to class AAAA.

This conclusion is based on the finding that schools were distributed relatively evenly across classifications ranging from class C to class AAAA. The range of percentages in these categories was from a low of 13.2% in the AAA category to a high of 19.3% in the AA category. Two principals (1.8%) reported that their schools were classified as AAAAA.
9. Principals are ambivalent toward hiring vocational teachers into non-traditional teaching roles.

This conclusion is based on the finding that the principals were undecided on 7 of the 10 selected statements (7 or 70%) related to hiring vocational teachers into non-traditional teaching roles.

This conclusion is consistent with the findings of Foxley (1982) that many educators from kindergarten to college are not willing to consider their own attitude regarding sex roles and their behavior which may indeed be stereotyping.

Based on these findings and this conclusion, the researcher would recommend that institutions of higher learning, charged with the responsibility of preparing school principals, incorporate knowledge and promote understanding of sex equity toward hiring of teachers into non-traditional teaching roles, particularly vocational teachers. If this is done, local school principals may recognize future economic gains and personal self-sufficiency from attention to elimination of sex bias. The researcher also would recommend that institutions of higher learning provide non-traditional role models, particularly former teachers who have succeeded in non-traditional fields, to demonstrate to principals that success and job satisfaction are possible. Finally, the researcher would recommend that the special programs be designed to encourage
and assist nontraditional teachers until nontraditional teachers become the rule and not the exception.

10. Principals perceived non-traditional occupations for women more equitably than non-traditional occupations for men. This conclusion is based on the finding that the mean response for items related to female equity issues was greater than the mean response for items related to male equity issues by 0.42. This difference was found to be statistically significant.

This conclusion supports the findings of Hollenback (1985) that equity in vocational education must not be regarded as "a women's issue" but as the universal effect of sexism on our society.

In this study, an attempt to maintain sex equity was made to limited programs or at limited levels because only principals were asked to indicated their attitudes toward selected statements for only three vocational programs, (vocational agricultural education, vocational home economics, and technical and industrial education) in Louisiana. Therefore, based on these findings and this conclusion, the researcher would recommend that further research be done to determine if this finding can be further substantiated. If it can be, an attempt should be made to find out why principals have different attitudes toward non-traditional occupations for men and women.
11. Principals have a favorable perception of vocational education programs.

This conclusion is based on the findings that the principals respond favorably toward vocational education on 13 of the 18 statements regarding their perceptions toward vocational education.

This conclusion is consistent with the findings of Miller (1981) that local school administrators tend to have a favorable attitude toward vocational education and the six vocational education program areas in Louisiana.

Based on these findings and this conclusion, the researcher would recommend that universities and the department of education continue to develop strong recruitment programs, and advance vocational education curricula. In addition, further study should be conducted to gain more information regarding principals' attitudes toward specific vocational education programs.

12. Population density of the geographic location is positively related to principals' attitudes toward sex equity for women.

This conclusion is based on the findings that the correlation between population density of the geographic location and principals' attitudes toward sex equity for women was found to be $r = 0.21$ ($p < 0.001$), indicating a significant low positive association.
13. Whether or not industrial arts & technology education was offered is positively related to principals' attitude toward sex equity for women.

This conclusion is based on the finding that the calculated coefficient was $r = 0.21 \ (p = 0.01)$, indicating a significantly low positive association between industrial arts & technology education and principals' attitudes toward sex equity for women.

14. School size is positively related to principals' attitudes toward sex equity for women.

This conclusion is based on the finding that, regarding the correlation between school size and principals' attitude toward sex equity for women, a coefficient correlation of $r = 0.24 \ (p < 0.001)$ was obtained, indicating a significant, low positive association.

15. Population density of the geographic location is positively related to principals' attitudes toward sex equity for men.

This conclusion is based on the finding that the correlation between population density of the geographic location and principals' attitudes toward sex equity for men was found to be $r = 0.15 \ (p = 0.02)$, indicating a significant, low positive association.

16. Whether or not industrial arts & technology education was offered is positively related to principals' attitudes toward sex equity for men.
This conclusion is based on the findings that industrial arts & technology education was significantly related to principals' attitude toward sex equity for men. The magnitude of this association was low.

17. School size is positively related to principals' attitudes toward sex equity for men.

This conclusion is based on the finding that, regarding the correlation between school size and principals' attitudes toward sex equity for men, a coefficient correlation of $r = 0.21$ ($p < 0.001$) was obtained, indicating a significant low positive association.

18. Principals in larger schools tended to have more positive attitudes toward hiring vocational teachers into nontraditional gender teaching roles for both men and women than principals in smaller schools did.

This conclusion is based on the findings that population density of the geographic location is positively related to principals' attitudes toward sex equity for both genders and school size is positively related to principals' attitudes toward sex equity for both genders.

19. Principals' perceptions are related to principals' attitudes of sex equity for women more than principals' attitudes of sex equity for men.

This conclusion is based on the findings that attitudes of sex equity for men were found to be significantly related to perceptions of vocational education. The magnitude of
this relationship was described by Davis as low association. The relationship between attitudes of sex equity for women and perceptions of vocational education, according to Davis, was a moderate association.
REFERENCES


Wisconsin Department of Public Instruction. (1990). *Wisconsin Model for Sex Equity*. Madison, WI.

APPENDICES
APPENDIX A
ADMINISTRATORS' PERCEPTION OF VOCATIONAL EDUCATION IN LOUISIANA
"HIGH SCHOOL PRINCIPALS SURVEY"

Part I
Personal Information

Directions: Please complete the statements with the most appropriate response.

1. The students served under my administration come from primarily: Please (X) one only.
   ( ) Rural-small towns (< 2500 population)
   ( ) Large towns (2501-10,000 population)
   ( ) Small cities (10,001-25,000 population)
   ( ) Mid-sized cities (25,001-50,000 population)
   ( ) Large cities (> 50,001 population)

2. My classroom teaching experience was centered primarily in: Please (X) one only.
   ( ) Social Studies
   ( ) English
   ( ) Math
   ( ) Elementary Education
   ( ) Physical Education
   ( ) Music
   ( ) Art
   ( ) Vocational Education
   ( ) Science
   ( ) Other - Please identify

3. I have been a principal for:
   ( ) Less than 5 years
   ( ) 6 to 10 years
   ( ) 11 to 15 years
   ( ) 16 to 20 years
   ( ) Over 20 years

4. My highest academic degree completed is:
   ( ) Masters
   ( ) Masters +30
   ( ) Specialist
   ( ) Doctorate
   ( ) Other - Please identify

5. I was a classroom teacher for:
   ( ) Less than 5 years
   ( ) 6 to 10 years
   ( ) 11 to 15 years
   ( ) 16 to 20 years
   ( ) Over 20 years

6. The specific vocational programs offered in my school are: (X) All that apply
   ( ) Home Economics
   ( ) Agriculture
   ( ) Business
   ( ) Industrial Arts/Technology Education
   ( ) Other

7. My school size is classified as:
   ( ) C
   ( ) B
   ( ) A

   ( ) AA
   ( ) AAA
   ( )AAAA
Part II
Perception of Vocational Education
Expressed by High School Principals in Louisiana.

Directions: Please circle the response which best expresses your perception regarding each statement. The ratings are:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Undecided</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. The success of a local program of vocational education depends largely upon the degree to which school administrators encourage and support the program ...</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. For most students, a credit in a vocational course is just as valuable as a credit in an academic course.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. Most academic teachers understand and appreciate the need for vocational programs</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11. Vocational education should be a part of the total education of all students</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>12. Academically talented students should be encouraged to take vocational subjects</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>13. A female agriculture teacher might convey a negative image of the agriculture program to the community</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>14. Socio-economically disadvantaged students usually select vocational courses</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>15. Parents may have some concern about their daughters enrolling in a home economics class taught by a male</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>16. Most students are interested in vocational subjects</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>17. I would be inclined to employ a female agriculture teacher if she was qualified</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>18. Vocational programs are effectively preparing youth for today's job market</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>19. Minority students tend to avoid taking vocational courses</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>20. Non-traditional vocational teachers (female agriculture teachers, male home economics teachers, etc.) are accepted by their respective peers as readily as traditional teachers in that field</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>21. Vocational teachers are as dedicated to their work as academic teachers</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Directions: Please circle the response which best expresses your perception regarding each statement. The ratings are:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Undecided</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

### Statement Response

<table>
<thead>
<tr>
<th>Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. High school girls would be less inclined to enroll in home economics if it were taught by a male</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>23. The cost of most vocational facilities and equipment is justifiable</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>24. Lower academic achievers are more likely to enroll in vocational courses</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>25. Female vocational teachers have more discipline problems than do male vocational teachers</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>26. Vocational training in high school helps to decrease unemployment.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>27. Females should be encouraged to enter non-traditional teaching areas, such as agriculture</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>28. Vocational curricula should be broad in nature rather than specific.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>29. Overnight field trips would present a problem to vocational teachers who were not the same gender as the majority of their students.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>30. Adequate vocational counseling is available from guidance counselors</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>31. High school boys would be less inclined to enroll in technical and industrial education if it were taught by a female</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>32. Vocational teachers are as effective in maintaining classroom discipline as academic teachers</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>33. I would be inclined to employ a male home economics teacher if he was qualified.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>34. My school needs to offer vocational courses in more subject areas.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>35. I feel that the vocational programs under my supervision or administration are meeting the needs of my students</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. IT IS APPRECIATED!!

PLEASE RETURN TO:

Dr. Michael F. Burnett
LSU School of Vocational Education
Baton Rouge, LA 70803

This code number is for use in following up non-respondents.
To maintain confidentiality, the list that matches your name to this code number will be destroyed after we receive your response.
APPENDIX B
March 20, 1991

Dear Administrator:

The perceptions of vocational education expressed by local school administrators are important factors in determining possible new curriculum offerings in the School of Vocational Education. This research is being conducted to determine the perceptions of local administrators toward various aspects of vocational education so that a more positive approach may be taken in planning for future course offerings. Please take this opportunity to share in this important task. It will only require approximately 15 minutes of your time.

Your cooperation in furnishing the requested information is very important to the success of this research. Your participation will be appreciated not only by students currently enrolled in our program, but also will greatly benefit future students in the program. The end result will be better prepared vocational teachers entering the education field.

Your responses will be grouped with others without being individually identified. All individual information will be kept confidential. The code on the opinionnaire is to afford a method of identifying non-respondents and yet insure confidentiality to each respondent.

A self-addressed, stamped envelope is enclosed for returning the completed opinionnaire. It will be appreciated if you will complete and return the instrument within three days.

We appreciate your cooperation in our attempt to offer a more thorough and diversified teacher education program for our students.

Sincerely,

Dr. Michael F. Burnett
Graduate Program Coordinator
School of Vocational Education
Louisiana State University
APPENDIX C
April 26, 1991

Dear Administrator:

The last week of March you should have received an opinionnaire concerning attitudes of school administrators toward vocational education in Louisiana. You may not have received it. Enclosed is a copy of this survey instrument. The response to this opinionnaire has been excellent. Approximately 70% of those surveyed have responded.

I understand that your busy schedule may have prevented you from responding. However, your opinions, along with the opinions of other school administrators, are very important in determining areas of strength and weakness in our curriculum. The purpose of this research is to gather information so that a more positive approach may be taken in planning for future curriculum development.

Your cooperation in furnishing the requested information is very important to the success of this endeavor. Please take time to respond. All individual information will be kept confidential. The code on the opinionnaire is to afford a method of identifying non-respondents and yet insure confidentiality to each respondent.

A self-addressed, stamped envelope is enclosed for returning the completed opinionnaire. It will be appreciated if you will complete and return the instrument as soon as possible.

We appreciate your cooperation in our attempt to offer a more thorough and diversified teacher education program.

Sincerely,

Dr. Michael F. Burnett
Graduate Program Coordinator
School of Vocational Education
Louisiana State University
May 11, 1991

Dear Administrator:

You should have received a survey earlier that requested your perceptions of vocational programs and teachers. The purpose of this research is to enable The School of Vocational Education to more effectively prepare future vocational teachers by understanding areas of strength and weakness among those currently in the field.

As of the time that this letter was written, we had not yet received your response. We still need your help in completing this important task. If for some reason you did not receive the previous mailings, we are enclosing a copy. Please take a little time and respond now. If at all possible, we would like to have your response by May 24, 1991.

The members of the project staff realize that there are many demands on your time, especially at this time of year; and we want you to know that we do appreciate your taking time from your busy schedule to respond to the enclosed questionnaire. Therefore, please accept the enclosed LSU folder as a small token of our appreciation for your help.

If you have questions about the study, feel free to call me at (504) 388-5748. Thank you again.

Sincerely,

Michael F. Burnett
Graduate Program Coordinator
School of Vocational Education
Louisiana State University
VITA

Moo Yul Huh was born in Taegu, Korea on June 3, 1958. He graduated from Kyung-Buk High School in Taegu, Korea in January 1977.

After high school he attended the Kon-Kuk University in Seoul, Korea. He served in the army for two and half years and then backed to study. He received a Bachelor of Science degree in Agricultural Economics from the Kon-Kuk University in February 1984.

In January 1985 he enrolled at Louisiana State University in the Department of Agricultural Economics and Agribusiness. He received a Master of Science in Agricultural Economics in December 1987.

He married Kye Hyun Jun in August, 1987. The couple has one son, Joonyoung, who is 3 years old.

He enrolled at Louisiana State University in the School of Vocational Education in January 1990. He is now a candidate for the degree of Ph.D in Vocational Education.
DOCTORAL EXAMINATION AND DISSERTATION REPORT

Candidate: Moo Yul Huh

Major Field: Vocational Education

Title of Dissertation: Louisiana Principals' Perceptions of Nontraditional Vocational Teachers and the Importance of Vocational Education

Approved:

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Michael J. Burnett
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EXAMINING COMMITTEE

[Signatures]

Date of Examination:
August 28, 1994