PERCEIVED TRAINING NEEDS OF PART-TIME ADULT TRADE AND INDUSTRIAL EDUCATION INSTRUCTORS IN OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOLS

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SCHOOLS

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CHAPTER I

INTRODUCTION

Nature of the Problem

Education in America has been a growth industry since World War II. Rapid technological change, sweeping educational legislation, increased student financial aid and the overall industrialization process has sent thousands of individuals to educational institutions from coast to coast. Soon this phenomenon will cease--with one possible exception. Adult education appears to have the potential to expand rapidly in the years ahead. Indications are that in 1985 there will be 70.6 million adults ages 25 to 44, up from 53.4 million in 1975 (Bottoms, 1978). Much of the educational needs of this growing segment of our population will be vocational in nature. In fact, the National Center for Education Statistics (1978) report that of the adults participating in education, 55.4 percent were enrolled in occupational training.

It appears that there will be several factors that will influence the growth of adult vocational education. Jobs located at entry levels are becoming crowded and many adults will seek training to enhance their upward mobility. Technology is advancing at a pace which demands re-training and upgrading of skills at regular intervals. Women entering the work force will be seeking both skill and management training. Increasing leisure time through early retirement plans and shorter work

weeks will encourage second careers. The energy crisis has eliminated the option of travel and entertainment to many individuals and encouraged participation in educational activities.

All of these factors present a new opportunity and challenge for adult vocational education. Along with these opportunities, however, will be some problems. In Oklahoma there are approximately 475,544 adults that want vocational training, but the State Department of Vocational and Technical Education report training only 52,723 in fiscal year 1976 (Morton, 1977). Granted that all who want vocational training may not be able to participate, but enrollment figures indicate an increase in total adults served to 67,759 by fiscal year 1978 (Adult Education: Numbers and Dollars, 1978). The largest segment of this increased enrollment has been in the part-time adult vocational programs.

The growth of these part-time adult vocational programs has created new staffing needs in the area vocational-technical schools. The part-time instructor of an adult vocational course is faced with students possessing a multiplicity of backgrounds and experiences. These students have different motivations for seeking vocational training, but each expects a course constructed to meet their need. Adults want courses that are relevant, presented in a manner that communicates with them, and expect a substantial amount of feedback on their performance (Darkenwald, 1977). Adult vocational education is a "process rather than a program . . . involving the development of the individual for social, economic, and occupational competence" (Venn, 1970, p. 473).

The staffing of part-time adult vocational programs is a problem that area vocational-technical schools are faced with. Grabowski (1977) states that the biggest challenge facing adult education is how to

mobilize and train sufficient personnel to discharge the multivarious tasks involved in enabling adults to learn and want to go on learning. The National Advisory Council on Extension and Continuing Education (1976) concluded in their ninth annual report:

> . . . if institutions are to respond better to the educational requirements of adult part-time students, and at the level of excellence and commitment with which these same institutions respond to the needs of the regular and more traditional full-time students, then it is the Council's conclusion that a core of trained manpower is urgently needed (p. 407).

If positive steps are to be taken to solve this problem of staffing in adult vocational education, input must be solicited from all personnel involved. This study focuses on on segment of involved personnel, namely the part-time adult vocational instructor. By so doing, it is hoped that the results of this study will aid in providing an adequate and well-trained staff to help meet the educational needs of our adult population.

Statement of the Problem

This study arose as a result of the rapid growth in part-time adult vocational education. Part-time faculty have often been overlooked in the educational setting and have often been excluded in everything from teacher education programs to parking space assignment (Campbell, 1978). In Oklahoma, they are not required to meet certification requirements and no study has been conducted to determine their training needs. The central problem of this study was, therefore, to identify the training needs of the part-time adult trade and industrial education instructor in Oklahoma area vocational-technical schools.

Purpose of the Study

The purpose of this study was to survey the part-time adult trade and industrial education instructors and adult education coordinators in Oklahoma area vocational-technical schools to determine their perceptions in regard to the training needs of part-time adult trade and industrial instructors. To accomplish this purpose, the following objectives were formulated: (1) to assess the training needs of the part-time adult trade and industrial instructor, (2) to determine what delivery system would be preferred in meeting those needs, and (3) to provide descriptive information about the part-time adult trade and industrial instructor in regard to experience, employment, and education.

Scope and Limitation

The study included instructors from each of Oklahoma's 21 area vocational-technical schools who taught part-time adult trade and industrial courses during the fall semester, 1979. These courses were so identified by the Oklahoma State Department of Vocational and Technical Education and were funded according to the State reimbursement formula.

Definitions

For the purpose of this study the following definitions are given:

Adult Student: Any person over the age of 16 who has left the public school setting and has returned to an organized educational activity.

Adult Vocational Education: Programs of vocational and technical training or retraining to prepare adults to enter the labor market,

upgrade their skills to provide job security or advancement, retrain for a job change, or supplement skill refinement for a job transition. Adult vocational education is conducted by area vocational-technical schools.

Adult Education Coordinator: One who is employed by an area vocational-technical school for the express purpose of promoting, organizing, supervising, and coordinating the overall adult education program.

Area Vocational-Technical School: A center of organized vocational-technical education providing secondary and adult students with training below the professional level. Area schools are designated by geographic districts including one or more independent or dependent public school district, and are referred to in this study as area schools.

Part-Time Adult Vocational Education: Adult vocational education conducted by area vocational-technical schools, whose students are not counted on the standard funding formula for area vocational-technical schools. That is, they are not included in the full-time equalivancy (FTE) count.

Reimbursed Programs: Part-time adult vocational education programs that receive financial support from the Oklahoma State Department of Vocational-Technical Education.

Trade and Industrial Education: An organized program of instruction covering desirable knowledge, skills and attitudes that pertain to any custom trade, service trade, or occupation which is not classified as agriculture, business, technical, professional, or homemaking and/or which is usually considered trade and industrial in nature. Trade and Industrial Education is referred to in this study as T & I education.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The intent of this review of related literature is to summarize and examine comparable studies dealing with the training of adult educators, vocational educators, and part-time instructors and their application to the training needs of part-time adult vocational instructors. The majority of the studies reviewed were concerned with identifying the competencies needed by adult or vocational instructors.

Adult Education

Studies were reviewed that dealt with various processes of competency identification for adult education teachers. One model for identifying the knowledge, skills and attitudes which the adult basic education teacher should possess was developed by Niemi and Davison (1971). Use of this model has been widely accepted and several attempts have been made to compile lists of competencies required by adult educators based on the model or modifications thereof. Grabowski (1976) reviewed several of these studies and was able to present a boiled-down version of competencies that were common to more than one study. His condensed list states that a teacher of adults:

1. Understands and takes into account the motivational participation patterns of adult learners.

2. Understands and provides for the needs of adults in learning.
3. Is versed in the theory and experienced in the practice of adult education.
4. Knows the community and its needs.
5. Knows how to use the various methods and techniques of instruction.
6. Possesses communication skills, including listening.
7. Knows where to locate and how to use educational materials.
8. Has an open mind and provides an atmosphere that allows adults to pursue their needs and interests.
9. Continues his own education.
10. Is able to appraise and evaluate progress.

Mocker (1974) identified 291 competencies needed by the adult basic education teacher. The report grouped these competencies into broad areas of curriculum, the ABE learner, scope and goal of adult education, and the instructional process. Based on 170 of Mocker's identified competencies, Zinn (1975) conducted an Adult Basic Education Teacher Competency Inventory of ABE teachers in Idaho and the Virgin Islands and rank ordered the competencies.

Knowles (1979) has identified the competencies adult educators should possess and includes these competencies in adult education courses at North Carolina State University. These competencies are revised annually by practitioners in the field of adult education.

A Delphi study by Rossman and Bunning (1978) attempted to assess the knowledge and skills which would be needed by adult educators in the future. One hundred and forty-one university professors of adult education from the United States and Canada completed a series of four

questionnaires. The results of the study yielded 101 skills and knowledge statements, model consensus as to the priority of the statements, and minority opinions from those persons who did not join consensus.

Skill statements rated most highly were:

1. Skill in diagnosing educational needs of the individual.
2. Skill in continuous self improvement.
3. Skill in communicating.
4. Skill in encouraging creativity.
5. Skill as a competent instructor.

Knowledge statements rated most highly included:

1. Knowledge of the ever changing nature of the adult and his needs.
2. Knowledge of himself.
3. Knowledge of the process of change.
4. Knowledge of the principles of adult education.
5. Knowledge of learning theories in practice.

The higher rated skills and knowledge were found to fall into six general categories: the adult educator, the field of adult education, the adult learner, the adult educational environment, programming, and process. The study also elicited opinion as to the type of learning experiences that would be most effective in gaining the higher rated skills and knowledge. Practical "on-the-job" work experience may be the best method for doing this if it is integrated with university based experiences such as classes or seminars. The least desirable learning experiences for future adult educators would be correspondence courses, modular course offerings or the undertaking of a major research project.

Adult Vocational Education

A comparison of the studies regarding adult basic education and studies in adult vocational education indicate that many of the training needs of the adult basic education teacher are the same as the adult vocational teacher.

Penner (1972) attempted to identify those behavioral teaching acts or patterns which characterize the effective adult vocational teacher in eight selected Oklahoma area vocational schools. A 30-item questionnaire was developed by a panel of experts composed of 27 experienced adult educators from across the nation, and the chief administrators of the area vocational schools involved. The refined questionnaire was submitted to a group of adult vocational teachers, adult education coordinators, and adult students in the selected area schools. The items were placed into the seven categories of: (1) enthusiasm and support, (2) learning environment, (3) teaching techniques, (4) personal characteristics and behavior patterns, (5) teaching and/or learning aids, (6) performance of occupationally connected tasks by the teacher, and (7) evaluation methods.

None of the 30 items were rejected as not characterizing the effective adult vocational instructor. The item receiving the highest rating by all of the respondent groups was "exhibits enthusiasm and support for the area in which he is teaching."

McClellan (1975) directed a study in Wisconsin to determine the competencies needed by adult educators in the vocational-technical and adult system. The survey data revealed that very important competencies were: show respect for the adult learners, reinforce adult learner for

achievement, understand the point of view of the adult learner, display a genuine enthusiasm, show empathy through patience and tactfulness, and develop good relationships with adult learners.

The data from the study also showed that it was important to have mutual planning and evaluation for the adult learner. All of the 57 items on the questionnaire were considered at least moderately important based on the rating system used, and were grouped into the following categories: program planning, instruction, relationships with adult learners, coordinating an adult education program, relationship with peers and community, and evaluation.

The training needs of vocational instructors was addressed by the Center for Vocational Education at the Ohio State University (1975) through the development of a program of performanced based teacher education. The results of this process was the identification of common competencies needed by teachers in seven vocational subject areas.

The Center began this project by establishing a research base of essential competencies needed by vocational teachers. Approximately 1,000 vocational teachers, supervisors, and teacher educators identified and verified 384 competencies needed by vocational teachers. The competencies were then categorized into 10 major areas and used to develop 100 modules for use in vocational teacher education programs.

No distinction was made between content area of student clientele; therefore, the competencies included in the Center's project were applicable to secondary and postsecondary adult vocational teachers. The competencies provide the essential elements of vocational instruction but did not include competencies necessary for effectively teaching the adult learner.

Postsecondary vocational-technical teacher training was the focus of a study conducted by the EPD Consortium C (1976) in southeastern Texas. This study was a needs assessment of the postsecondary vocational-technical teachers within the consortium area to determine what college courses should be offered by the teacher education institutions in the area. Courses generating the most interest were those dealing with instructional methods, curriculum development, and evaluation techniques. Courses that they were least interested in dealt with vocational research, history, and principles of vocational education.

Part-Time Instructors

The training needs of part-time vocational instructors were addressed by several studies reviewed. The studies identified the competencies relevant to teaching adults and problem areas encountered by part-time instructors.

Problems of the part-time industrial and technical instructors were studied in Michigan Community Colleges by Schmitt (1971). This study analyzed the problems of the part-time instructor as perceived by the instructors themselves, supervisors, and adult students. The supervisors perceived the following problem areas: methods of selecting and organizing class material, evaluating students, selecting and using teaching aids, and selection and use of related material.

Problems as perceived by a majority of the part-time instructors were:

1. Lack of materials such as course outlines, faculty handbooks, etc.
2. Lack of adequate self evaluation techniques.

3. Adapting instruction to individual differences.
4. Determining the various competencies required of graduates in one's subject area.
5. Keeping abreast of current ideas and trends in one's occupational area.
6. Developing satisfactory tests and examinations.

The primary purpose of a project directed by Baldus (1975) was to plan and conduct workshops designed to upgrade pedogogical skills of part-time instructors in vocational schools. Competencies to be included in the workshops were identified by surveying supervisors and the teachers themselves. The two groups were in agreement on the areas of greatest inservice need which included teaching techniques, planning and organizing instructional materials, and using audio visual devices.

In addition to the initial one-day workshops, a two-month follow-up was conducted to determine their effectiveness. The follow-up indicated that Wisconsin's part-time adult instructors needed an on-going in-depth program to help them with individual teaching problems in the areas of pedagogical training and up-dating educational methods and technology.

Part-time adult vocational instructors in Pennsylvania perceived themselves as being less proficient than desired in most competency areas, according to a study conducted by Hole (1977). Areas identified as major elements of concern by the Pennsylvania part-time vocational instructors were:

1. Providing special assistance to disadvantaged or handicapped students.
2. Providing special instruction or assistance to second language students.

3. Utilizing an advisory committee to determine student and community needs.
4. Implementing and supervising activities of student vocational organizations.
5. Recognizing special characteristics of the adult learner.

In a similiar study by Pucel (1978), part-time adult vocational instructors in Minnesota were asked to identify the skills they felt they needed help in developing through a teacher education program. Results showed that the adult vocational instructors felt they needed substantial assistance in dealing with the human interactions in the classroom and techniques for identifying the individual needs and capacities of students. They also felt they needed help in techniques for addressing these needs.

This study also asked the adult vocational coordinators to identify the skill areas they felt part-time instructors needed help in developing. Their perceptions differed widely from the instructors and tended to agree with the way many experienced educators view the importance of selected teaching skills.

Summary

This review of related literature has attempted to examine studies dealing with what a teacher of adults should know or do. Although there was not discovered a universally accepted list of behaviors or skills needed for all teachers of adults, there appears to be several general statements common to all areas.

1. The adult educator must be a student of human behavior and understand the different motivational and participation patterns

of the adult learner.

2. The adult educator must be a student of the learning process and know how effective learning is facilitated. Skills are needed in the area of diagnosis, program planning, and non-traditional formats.
3. The adult educator should possess a knowledge of the community and contemporary society and know how to work with various community groups.
4. The adult educator in vocational courses must keep abreast of his or her occupational trends and changes.
5. The adult educator must respect the student and his or her background and experiences, and welcome input from them in the learning process.

CHAPTER III

METHODOLOGY

Introduction

The purpose of the research was to determine the training needs of part-time adult trade and industrial (T & I) instructors in Oklahoma area schools. This chapter describes the procedures used to do this, including development of the survey instrument, selection of the survey population, method of data collection, and analysis of data.

Development of the Instrument

The data for this study were obtained by means of a written survey instrument. The items included in the survey instrument were selected and designed to solicit responses that would be consistent with the objectives of the study. As previously stated, these objectives were:

1. to assess the training needs of the part-time adult trade and industrial instructor,
2. to determine what delivery system would be preferred in meeting those needs, and
3. to provide descriptive information about the part-time adult trade and industrial instructors in regard to experience, employment and education.

A training need, as defined by Anderson (1975, p. 254) is a "condition in which there is a discrepancy between an acceptable state of

affairs and an observed state of affairs." Based on this definition, a survey instrument was designed to reveal the nature and extent of existing discrepancies. The "observed state of affairs" was ascertained by asking two basic questions: (1) Who are the part-time adult T & I instructors and (2) How much training have they had? The "acceptable state of affairs" was determined by asking a third basic question: (3) What additional training is perceived as needed or desired by the part-time adult T & I instructor?

Accordingly, the instrument was divided into three sections. In Section I, information was requested in regard to experience, employment and education. Because the focus of the study was on training needs, data on education and experience were quite specific in regard to training received (i.e., from what source, how much). Six items were included in this section.

As stated in the review of literature, no universally accepted list of behaviors or desired teaching skills for part-time adult vocational instructors was found. However, the studies conducted by Penner (1972), McClellan (1975), Hole (1977), Rossman and Bunning (1978), and Pucel (1978) each contained a list of behaviors or skills. A comparison of those (see Appendix A) revealed several major similarities. After duplicate items had been eliminated, the refined list of skills was reviewed by adult education administrators at the local and state level. Final review, refinement and approval were made by the researcher's advisory committee.

The 30 identified teaching skills were then included in Section II of the instrument. Respondents were asked to rate each teaching skill as to the amount of help they perceived the part-time adult T & I

instructor would need in developing each teaching skill. Responses were made on a numerical rating scale from 0, need no help, to 3, need much help.

Section III of the survey instrument was designed to determine what delivery system would be preferred in meeting the training needs of the part-time adult T & I instructors. This section consisted of five items for a total of 41 items in the entire survey instrument. The survey instrument is found in Appendix B.

The instrument was used to survey both population groups (i.e., instructors and coordinators) but the coordinators were asked not to respond to Section I, background information.

Selection of the Population

Two separate and distinct populations were used in this study. The populations were drawn from the 21 area vocational-technical school districts that were in operation during the fall semester, 1979. According to the Oklahoma State Department of Vocational-Technical Education, all 21 school districts offered part-time adult vocational education, taught by 540 instructors. Of this number, 255 of the instructors were teaching courses reimbursed as trade and industrial education (see Appendix C). These part-time adult T & I instructors comprised population number one.

The persons from each of the area school districts who held the title "Adult Coordinator" or who had been assigned the primary responsibility for adult education at one individual school site comprised population number two. Due to multiple sites in two of the area school districts, this population totaled 23 individuals. Listed below are

the 21 Oklahoma area vocational school districts in operation at the time this study was conducted. Those districts that participated in the study are identified by an asterisk (*).

*1. Tri-County Area Vocational-Technical School, Bartlesville.

*2. Caddo-Kiowa Area Vocational-Technical School, Fort Cobb.

*3. Central Oklahoma Area Vocational-Technical School, Drumright and Sapulpa.

4. Indian Capital Area Vocational-Technical School, Muskogee, Stilwell and Sallisaw.

*5. Gordon Cooper Area Vocational-Technical School, Shawnee.

*6. Canadian Valley Area Vocational-Technical School, El Reno and Chickasha.

7. Kiamichi Area Vocational-Technical School, Poteau, Hugo, McAlester and Idabel.

*8. Mid-America Area Vocational-Technical School, Wayne.

*9. Great Plains Area Vocational-Technical School, Lawton.

10. Oklahoma Northwest Area Vocational-Technical School, Alva and Fairview.

*11. Northeast Oklahoma Area Vocational-Technical School, Afton and Pryor.

*12. Western Oklahoma Area Vocational-Technical School, Burns Flat.

*13. Pioneer Area Vocational-Technical School, Ponca City.

*14. Mid-Del Area Vocational-Technical School, Midwest City.

*15. O. T. Autry Area Vocational-Technical School, Enid.

*16. Indian Meridian Area Vocational-Technical School, Stillwater.

*17. Moore-Norman Area Vocational-Technical School, Norman.

*18. Tulsa County Area Vocational-Technical School, Tulsa--Peoria Avenue and Memorial Avenue Sites.

*19. Red River Area Vocational-Technical School, Duncan.

*20. Southern Oklahoma Area Vocational-Technical School, Ardmore.

21. Oklahoma County Area Vocational-Technical School, Okla. City.

Collection of the Data

Contact was made with the adult education coordinators during the annual summer conference for vocational personnel, held during the first week of August, 1979, in Stillwater, Oklahoma. At that time, the researcher made a presentation to the adult education coordinators, giving the objectives of the study, and outlining the data collection procedures. Their support was solicited and received, along with their cooperation in the data collection procedure. At this time the number of part-time T & I instructors at each school was obtained.

In September, 1979, each adult education coordinator was mailed a packet containing the following:

1. a cover letter describing the study (Appendix D),
2. a list of approved areas of trade and industrial education (Appendix C),
3. a survey instrument for themselves and each part-time T & I instructor (Appendix B), and
4. a self-addressed, prepaid return envelope.

A follow-up was made by phone during the first week of October to those coordinators who had not returned their packets. Returns were accepted until November 2, 1979. A total of 137 instructors and 20 coordinators from the 21 area school districts returned completed survey instruments.

Analysis of the Data

After the survey instruments were collected, they were coded and the data keypunched onto computer cards for processing. The Oklahoma

State University Computer Center programmed and processed the data using the Statistical Analysis System (SAS) developed by Barr, Goodnight, Sall and Helwig.

The data concerning background information and teacher education preferences were collected from Sections I and III. Frequencies, percentages, means, and ranges were computed and tabulated to describe the part-time T & I instructors' backgrounds and teacher education preferences. A four-point rating scale was used to assess the perceived needs in regard to the teaching skills included in Section II. The numerical interpretation of the rating scale was: (0.00) need no help, (1.00) need slight help, (2.00) need moderate help, and (3.00) need much help. The frequencies in each response were tabulated and the mean reaponse computed. This was done for both population groups. The 30 items listed as teaching skills were then rank-ordered according to the mean response.

An overall ranking was done for the instructors plus rankings based on educational level and teaching experience. The coordinators' responses were also ranked.

These data are presented and analyzed in Chapter IV and summarized with recommendations and conclusions in Chapter V.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to survey the part-time adult trade and industrial (T & I) instructors and adult education coordinators in Oklahoma area vocational-technical schools to determine their perceptions in regard to the training needs of part-time adult T & I instructors. Specifically, the study sought to achieve the following three objectives:

1. to provide descriptive information about the part-time adult T & I instructor,
2. to assess the training needs of the part-time adult T & I instructor, and
3. to determine what delivery system would be preferred in meeting those needs.

Response data will be presented first, followed by the data from each section of the survey instrument.

Response Data

Oklahoma had 21 area vocational-technical school districts in operation during the fall of 1979, the period during which this study was conducted. According to the Oklahoma State Department of Vocational and

Technical Education, these schools had 255 part-time adult T & I instructors. During this same period, 23 individuals either held the title "Adult Education Coordinator" or had been assigned responsibility for adult education programs.

Instruments were mailed to the adult education coordinators who in turn administered the instruments to their respective part-time adult T & I instructors. This mailing was done during September, 1979. Follow-up was made by phone during October to those coordinators who had not returned their packets. Returns were accepted until November 2, 1979, after which no further attempt was made to collect the instruments. Table I shows the response data.

TABLE I

RETURN RATES OF SURVEY INSTRUMENT

Population	Size of Population	Number Returned	Response Percent
Instructors	255	137	54
Coordinators	23	20	87

This represents a participation from 17 of the 21 area school districts for a participation rate of 81 percent. The difference between the number of districts and number of adult education coordinators is due to multiple campuses in several of the districts.

Analysis of Descriptive Information

Section I of the survey instrument was designed to provide descriptive information about the part-time adult T & I instructor. Coordinators did not respond to this section.

The first item asked "How many hours per week do you spend working at a job other than teaching?" As indicated by Table II, a majority (51.1 percent) were working at least 40 hours per week at a job other than teaching. Those instructors who were working from 21 to 40 hours per week at a job other than teaching made up 12.8 percent of the respondents, and those working from 11 to 20 hours per week constituted 7.5 percent of the respondents. Slightly over one-fourth (25.6 percent) were working 10 hours per week or less at a non-teaching job. Only 3.0 percent of the respondents were retired from the work force (see Table II).

TABLE II

TIME SPENT AT A NON-TEACHING JOB BY PART-TIME ADULT T & I INSTRUCTORS

No. of Hours per Week	n	%
10 hours or less	34	25.6
11 to 20 hours	10	7.5
21 to 40 hours	17	12.8
40 hours or more	68	51.1
Retired from work force	4	3.0
Total	133	100.0

The largest percentage of respondents (59.1 percent) were teaching adult vocational courses from four to six hours per week with almost one-fifth (19.7 percent) teaching three hours or less per week. The next largest group of respondents (13.2 percent) taught 10 or more hours per week, followed by 8.0 percent of the respondents who taught from seven to nine hours per week. Table III presents the data regarding hours of adult vocational teaching per week.

TABLE III

TIME SPENT TEACHING ADULT COURSES BY PART-TIME ADULT T & I INSTRUCTORS

No. of Hours per Week	n	%
3 hours or less	27	19.7
4 to 6 hours	81	59.1
7 to 9 hours	11	8.0
10 hours or more	18	13.2
Total	137	100.0

The Oklahoma State Department of Vocational and Technical Education recommends that all part-time adult instructors have a minimum of a high school diploma or its equivalent. Of the respondents, 18.9 percent had only met this minimum. The remaining 81.1 percent had some college, with 5.8 percent holding the associate degree, 24.8 percent the baccalaureate, and 20.4 percent having earned the masters degree. Twenty-one percent

had attended college but did not earn a degree. Fourteen of the respondents, or 10.2 percent, were currently pursuing a degree. The information on education level is presented in Table IV.

TABLE IV

HIGHEST LEVEL OF EDUCATION ATTAINED BY PART-TIME ADULT T & I INSTRUCTORS

Education Level	n	%
Completed high school	17	12.4
High school equivalent (GED)	9	6.5
Attended college but did not earn a degree	30	21.9
Associate degree	8	5.8
Baccalaureate degree	34	24.8
Masters degree	28	20.4
No response	11	8.1
Total	137	100.0

The most frequently indicated source of vocational education and training for the respondents was on-the-job training. A total of 74.4 percent of the respondents received training on-the-job, either exclusively or in conjunction with another source of training. Military vocational training and secondary vocational schools were each listed by 19.7 percent of the respondents as a source of training. Public post-secondary vocational schools were a source of vocational training for

32.8 percent of the respondents compared to only 9.4 percent who received training from private post-secondary schools. This information is presented in Table V.

TABLE V

SOURCES OF VOCATIONAL EDUCATION AND TRAINING FOR PART-TIME ADULT T & I INSTRUCTORS

Source	n	% of Total Respondents
On-the-job training	102	74.4
Military vocational training	27	19.7
Secondary vocational school	27	19.7
Public post-secondary vocational school	45	32.8
Private post-secondary vocational school	13	9.4

In regard to specific sources of vocational education and training, 49.0 percent of the instructors indicated they had only one source of training. The largest single source of vocational education was on-the-job training, with 35.1 percent of the respondents indicating this as their sole source of vocational training. Military vocational training, secondary vocational schools, and private post-secondary vocational schools each accounted for 2.0 percent of the respondents' sole source of vocational training. Eight percent of the respondents received their vocational training exclusively from a public post-secondary vocational school. The remaining 51 percent of the instructors indicated they

received their vocational education from two or more sources. Table VI includes the information on vocational education and training by individual and combination sources.

Twenty-eight and one-half percent of the respondents had no previous teacher education instruction, while 51.1 percent had taken a college or university course in education. Other sources of teacher education were: workshops at the local school (16.8 percent), industry training (14.6 percent), and military training (16.1 percent). These data are presented in Table VII.

Instructors who had participated in teacher education workshops at their school indicated a mean number of clock hours participation of 21.6 hours. Those respondents who had taken college or university courses in education had a mean of 44 credit hours of such courses.

The final item was designed to determine the experience of the respondents regarding teaching of adults. Of the respondents, 90.4 percent had prior experience teaching adults. The mean number of years experience was 5.4 percent and 4.8 mean number of courses. Table VIII presents the teaching experience of the part-time adult T & I instructors.

Analysis of the Perceptions Regarding Training Needs

Section II contained 30 items identified from the review of literature as being desirable teaching skills for part-time adult T & I instructors. Each item was rated according to the amount of help needed as perceived by each population group, from (0) need no help to (3) need much help. The actual frequencies for each response category are given

TABLE VI

FREQUENCY OF INDIVIDUAL AND/OR MULTIPLE COMBINATION SOURCES OF VOCATIONAL EDUCATION AND TRAINING OF PART-TIME ADULT T & I INSTRUCTORS

Source*	n	%
OJT only	48	35.1
OJT and PVBS	2	1.5
OJT and PBPS	14	10.2
OJT, PBPS, and PVPS	2	1.5
OJT and SVS	6	4.4
OJT, SVS, and PVPS	1	0.7
OJT, SVS, and PBPS	6	4.4
OJT, SVS, PBPS, and PVPS	1	0.7
OJT and MVT	11	8.0
OJT, MVT, and PBPS	4	3.0
OJT, MVT, and SVS	3	2.2
OJT, MVT, SVS	3	2.2
OJT, MVT, SUS, PBPS, and PUPS	1	0.7
MVT only	3	2.2
MVT and PBPS	1	0.7
MVT and SVS	1	0.7
SVS only	3	2.2
SVS and PVPS	1	0.7
SVS, PBPS, and PVPS	1	0.7
PBPS only	11	8.0
PBPS and PVPS	1	0.7
PVPS only	3	2.2
No Response	10	7.3
Total	137	100.0

*Key: OJT = On-the-job training.
MVT = Military vocational training.
SVS = Secondary vocational school.
PBPS = Public post-secondary vocational school.
PVPS = Private post-secondary vocational school.

TABLE VII

SOURCES OF TEACHER EDUCATION INSTRUCTION FOR PART-TIME ADULT T & I INSTRUCTORS

Source	n	%
Have taken no teacher education instruction	39	28.5
Teacher education workshops in your school	23	16.8
College or university courses in education	70	51.1
Industry training in teacher education	20	14.6
Military training in teacher education	22	16.1

*Percentage of total respondents. Total exceeds 100 percent due to multiple responses.

TABLE VIII

TEACHING EXPERIENCE OF PART-TIME ADULT T & I INSTRUCTORS

Category	n	%
No prior adult teaching experience	14	9.6
Prior adult teaching experience	123	90.4

n = 137. Mean number of years taught = 5.4. Mean number of courses taught = 4.8.

in Appendix E. Based on the numerical value of each response, a mean rating was obtained and the items ranked accordingly.

Analysis of Education Level

Table IX presents the 30 survey items, the mean responses and rank order of the instructors when grouped by education level. In Table IX it is shown that the group with graduate degrees ranked items higher, by mean scores, than instructors with less formal education. This same tendency can be noted between the group with college work and the group holding only the high school diploma or equivalent.

While the difference in mean scores is noticeable, the rank-order based on the mean responses is generally similar for most items. Items 23, 24, 25, and 26 were ranked highest by all instructors regardless of education level. It should be noted that these items all deal with special needs students and how to relate instruction to such a group of students.

Items for which all three groups perceived as needing the least amount of help in developing were items 11, 14, 8, and 22. These items generally dealt with the more traditional teaching skill areas.

There was a considerable difference in ranking between and among these three groups on five of the survey items. Attention is called to those items for which a striking disagreement as to amount of help perceived by groups was recorded.

Item number 1, "recognizing the characteristics of the adult learner," was ranked fourth by the instructors with a graduate degree, eighth by the group with a bachelors degree or less, and eighteenth by the group with a high school diploma or equivalent. It would appear

TABLE IX

MEAN RESPONSE AND RANKING OF TEACHING SKILLS ACCORDING TO THE AMOUNT OF HELP NEEDED AS PERCEIVED BY INSTRUCTORS WHEN GROUPED BY LEVEL OF EDUCATION ATTAINED

Teaching Skills as They Appear on Survey Instrument	High School Diploma or Equivalent		College, Baccalaureate or Less		Graduate Degree	
	Mean	Rank	Mean	Rank	Mean	Rank
1. Recognizing the characteristics of the adult learner.	0.94	18.5	1.30	8.5	1.55	4.0
2. Identifying individual student needs.	0.92	21.0	1.31	6.5	1.44	7.0
3. Conduct an occupational analysis to identify what is to be taught in the course.	1.14	12.0	1.21	12.0	1.32	10.0
4. Select and sequence what is to be learned in the course.	0.94	18.5	0.97	21.5	1.28	12.0
5. Develop course objectives	0.83	23.5	1.16	16.0	1.18	18.5
6. Develop and utilize flexible lesson plans.	1.00	15.0	1.20	13.0	1.40	8.0
7. Determine the most appropriate teaching method.	1.19	11.0	1.23	11.0	1.21	14.5
8. Conduct group or panel discussion.	0.71	27.5	0.97	21.5	1.00	26.5
9. Direct students in applying problem solving techniques.	0.94	18.5	0.93	26.0	1.21	14.5
10. Direct student shop/laboratory experiences and the project method of learning.	0.86	22.0	0.88	27.0	1.21	14.5
11. Demonstrate how to do a task, step by step.	0.57	29.0	0.64	30.0	0.89	29.0

TABLE IX (Continued)

Teaching Skills as They Appear on Survey Instrument	High School Diploma or Equivalent		College, Baccalaureate or Less		Graduate Degree	
	Mean	Rank	Mean	Rank	Mean	Rank
12. Present a concept or principle to be learned.	0.80	25.0	0.98	20.0	1.14	23.0
13. Utilize individual instruction.	0.71	27.5	0.96	23.5	1.18	18.5
14. Relate classroom instruction to actual job situations.	0.51	30.0	0.65	29.0	0.96	28.0
15. Prepare and utilize overhead transparencies.	1.30	9.0	1.18	14.5	1.18	18.5
16. Select and utilize audio-visual materials.	1.33	7.0	1.30	8.5	1.15	21.0
17. Locate, order, and evaluate audio-visual materials.	1.50	4.0	1.57	4.0	1.30	11.0
18. Maintain occupational health and safety standards in the shop/laboratory.	0.77	26.0	0.94	25.0	0.85	30.0
19. Develop ways to rate students' shop/laboratory performance.	0.97	16.0	1.08	19.0	1.14	23.0
20. Develop a written test to determine student knowledge of course materials.	1.05	13.0	1.13	18.0	1.14	23.0
21. Evaluate students' performance based on course objectives.	0.94	18.5	0.96	23.5	1.03	25.0
22. Determine grades in an adult vocational course.	0.83	23.5	0.76	28.0	1.00	26.5
23. Modify instruction for the physically handicapped student.	1.56	3.0	1.58	3.0	1.86	2.5

TABLE IX (Continued)

Teaching Skills as They Appear on Survey Instrument	High School Diploma or Equivalent		College, Baccalaureate or Less		Graduate Degree	
	Mean	Rank	Mean	Rank	Mean	Rank
24. Relate instruction to the socially, economically, or culturally disadvantaged student.	1.36	5.0	1.32	5.0	1.50	5.5
25. Manage situations involving special needs students, i.e., epileptic seizures, racial confrontations, alcohol and/or drug problems.	1.86	1.0	1.65	2.0	2.00	1.0
26. Identify and counsel students in the use of community services and social agencies.	1.61	2.0	1.66	1.0	1.86	2.5
27. A knowledge of what motivates adults to participate in vocational training.	1.25	10.0	1.29	10.0	1.36	9.0
28. Recognizing the effects of past educational experiences upon the adult learner.	1.31	8.0	1.18	14.5	1.18	18.5
29. Understanding what constitutes positive and negative reaction to instruction.	1.34	6.0	1.31	6.5	1.50	5.5
30. Understand the mission of area vocational-technical schools.	1.02	14.0	1.14	17.0	1.21	14.5

from this difference in ranking, that instructors with more formal education realized a greater need for recognizing the characteristics of the adult learner. Instructors who lacked formal education also perceived a low amount of help needed in item number 2, "identifying individual student needs."

The reverse phenomenon can be observed for items 16 and 17. Both of these items dealt with using audio-visual materials. Instructors with graduate degrees perceived a lower amount of help needed in this area than the other two groups.

Analysis by Teaching Experience

According to item 6, Section I, 90.4 percent of the instructor group had experience teaching adults prior to the time the survey was conducted. The survey items, mean response, and rank order of each group is presented in Table X. The instructors are grouped by teaching experience in Table X.

Again, similarities can be noted between these two groups. Items 23, 24, 25, and 26 were perceived by both groups as needing the most amount of help in developing. These four items all dealt with special needs students. Both groups perceived a high degree of need for help in how to "locate, order, and evaluate audio-visual material." item number 17. Likewise, both groups ranked item 29, "understanding what constitutes positive and negative reaction to instruction," as needing a high degree of help in developing as a teaching skill.

Items ranked low in terms of perceived help by both groups included number 11, "demonstrate how to do a task, step-by-step," and number 14, "relate classroom instruction to actual job situations."

TABLE X

MEAN RESPONSE AND RANKING OF TEACHING SKILLS ACCORDING TO THE AMOUNT OF HELP NEEDED AS PERCEIVED BY INSTRUCTORS WHEN GROUPED BY TEACHING EXPERIENCE

Teaching Skills as They Appear on Survey Instrument	Adult Teaching Experience		No Adult Teaching Experience	
	Mean	Rank	Mean	Rank
1. Recognizing the characteristics of the adult learner.	1.27	9.0	1.08	13.0
2. Identifying individual student needs.	1.30	8.0	0.67	25.5
3. Conduct an occupational analysis to identify what is to be taught in the course.	1.25	11.0	0.92	15.5
4. Select and sequence what is to be learned in the course.	1.10	19.0	0.42	29.0
5. Develop course objectives	1.14	17.0	0.50	21.5
6. Develop and utilize flexible lesson plans.	1.24	12.0	0.75	22.5
7. Determine the most appropriate teaching method.	1.22	13.0	1.25	10.0
8. Conduct group or panel discussions.	0.92	26.0	0.83	19.0
9. Direct students in applying problem solving techniques.	1.01	22.0	0.92	15.5
10. Direct student shop/laboratory experiences and the project method of learning.	0.97	24.0	0.75	22.5
11. Demonstrate how to do a task, step by step.	0.70	30.0	0.50	27.5
12. Present a concept or principle to be learned.	1.01	21.0	0.67	25.5
13. Utilize individual instruction.	0.96	25.0	0.75	22.5
14. Relate classroom instruction to actual job situations.	0.73	29.0	0.25	30.0
15. Prepare and utilize overhead transparencies.	1.20	15.0	1.25	10.0
16. Select and utilize audio-visual materials.	1.25	10.0	1.41	6.5

TABLE X (Continued)

Teaching Skills as They Appear on Survey Instrument	Adult Teaching Experience		No Adult Teaching Experience	
	Mean	Rank	Mean	Rank
17. Locate, order, and evaluate audio-visual materials.	1.47	4.0	1.66	3.5
18. Maintain occupational health and safety standards in the shop/laboratory.	0.89	27.0	0.83	19.0
19. Develop ways to rate students' shop/laboratory performance.	1.09	20.0	0.92	15.5
20. Develop a written test to determine student knowledge of course materials.	1.14	16.0	0.83	19.0
21. Evaluate students' performance based on course objectives.	1.00	23.0	0.75	22.5
22. Determine grades in adult vocational course.	0.83	28.0	0.92	15.5
23. Modify instruction for the physically handicapped student.	1.59	3.0	2.00	1.0
24. Relate instruction to the socially, economically, or culturally disadvantaged student.	1.35	5.5	1.66	3.5
25. Manage situations involving special needs students, i.e., epileptic seizures, racial confrontations, alcohol and/or drug problems.	1.76	1.0	1.83	2.0
26. Identify and counsel students in the use of community services and social agencies.	1.70	2.0	1.41	6.5
27. A knowledge of what motivates adults to participate in vocational training.	1.31	7.0	1.16	12.0
28. Recognizing the effects of past educational experiences upon the adult learner.	1.21	14.0	1.33	8.0

TABLE X (Continued)

Teaching Skills as They Appear on Survey Instrument	Adult Teaching Experience		No Adult Teaching Experience	
	Mean	Rank	Mean	Rank
29. Understanding what constitutes positive and negative reaction to instruction.	1.35	5.5	1.58	5.0
30. Understand the problems of area vocational-technical schools.	1.12	18.0	1.25	10.0

The instructors who had never taught before tended to rank most items, by mean response, lower than instructors who had teaching experience. Item number 2, "identifying individual student needs," was given a rank of 8.0 by experienced teachers and 25.5 by inexperienced teachers. Likewise, items 4, 5, and 6 were all ranked lower by the inexperienced teachers and items 8, 9, and 22 were all ranked lower by the experienced teachers.

Analysis of Overall Instructor Responses and Coordinator Responses

A total of 137 part-time adult T & I instructors participated in the survey, along with 20 adult education coordinators. Table XI presents the survey items, mean response, and rank order of both groups. An examination of the mean responses in Table XI reveals that the coordinators ranked all items, except item number 24, higher than the instructors.

Both groups perceived item 26, "identify and counsel students in the use of community services and social agencies," as a teaching skill that a considerable about of help is needed in developing. Other items ranked high by both groups were item number 25, directly dealing with special needs students, and item 17, "locate, order, and evaluate audio-visual materials."

Items of low ranking by both groups were items 22, 11, 14, 8, and 18. These teaching skills are along the traditional teacher education lines, and it would appear to the researcher that both instructors and coordinators perceive an adequate amount of preparation in these areas.

TABLE XI

MEAN RESPONSE AND RANKING OF TEACHING SKILLS ACCORDING TO THE AMOUNT OF HELP NEEDED AS PERCEIVED BY INSTRUCTORS AND COORDINATORS

Teaching Skills as They Appear on Survey Instrument	Instructors		Coordinators	
	Mean	Rank	Mean	Rank
1. Recognizing the characteristics of the adult learner.	1.25	9.0	1.70	7.5
2. Identifying individual student needs.	1.23	10.0	1.70	7.5
3. Conduct an occupational analysis to identify what is to be taught in the course.	1.20	14.0	1.60	12.0
4. Select and sequence what is to be learned in the course.	1.03	20.0	1.55	14.0
5. Develop course objectives.	1.07	18.0	1.55	14.0
6. Develop and utilize flexible lesson plans.	1.18	15.0	1.80	5.0
7. Determine the most appropriate teaching method.	1.21	12.5	1.70	7.5
8. Conduct group or panel discussions.	0.91	26.0	1.10	29.5
9. Direct students in applying problem solving techniques.	0.99	21.0	1.45	17.5
10. Direct student shop/laboratory experiences and the project method of learning.	0.95	24.0	1.20	24.0
11. Demonstrate how to do a task, step by step.	0.68	30.0	1.15	26.5
12. Present a concept or principle to be learned.	0.96	23.0	1.15	26.5
13. Utilize individual instruction.	0.94	25.0	1.55	14.0
14. Relate classroom instruction to actual job situations.	0.68	29.0	1.20	24.0
15. Prepare and utilize overhead transparencies.	1.21	12.5	1.65	10.5
16. Select and utilize audio-visual materials.	1.27	8.0	1.95	3.0

TABLE XI (Continued)

Teaching Skills as They Appear on Survey Instrument	Instructors		Coordinators	
	Mean	Rank	Mean	Rank
17. Locate, order, and evaluate audio-visual materials.	1.50	4.0	2.05	2.0
18. Maintain occupational health and safety standards in the shop/ laboratory.	0.88	27.0	1.10	29.5
19. Develop ways to rate students' shop/laboratory performance.	1.06	19.0	1.30	21.5
20. Develop a written test to determine student knowledge of course materials.	1.11	17.0	1.36	20.0
21. Evaluate students' performance based on course objectives.	0.97	22.0	1.20	24.0
22. Determine grades in an adult vocational course.	0.83	28.0	1.10	28.0
23. Modify instruction for the physically handicapped student.	1.63	3.0	1.65	10.5
24. Rate instruction to the socially, economically, or culturally disadvantaged student.	1.37	5.0	1.30	21.5
25. Manage situations involving special needs students, i.e., epileptic seizures, racial confrontations, alcohol and/or drug problems.	1.78	1.0	1.85	4.0
26. Identify and counsel students in the use of community services and social agencies.	1.69	2.0	2.10	1.0
27. A knowledge of what motivates adults to participate in vocational training.	1.29	7.0	1.50	16.0
28. Recognizing the effects of past educational experiences upon the adult learner.	1.22	11.0	1.40	19.0

TABLE XI (Continued)

Teaching Skills as They Appear on Survey Instrument	Instructors		Coordinators	
	Mean	Rank	Mean	Rank
29. Understanding what constitutes positive and negative reaction to instruction.	1.36	6.0	1.70	7.5
30. Understand the mission of area vocational-technical schools.	1.12	16.0	1.45	17.5

TABLE XII

TEACHING SKILL NEEDS AS PERCEIVED BY PART-TIME ADULT T & I INSTRUCTORS

Rank*	Teaching Skills
1	Manage situations involving special needs students, i.e., epileptic seizures, racial confrontations, alcohol, and/or drug problems.
2	Identify and counsel students in the use of community services and social agencies.
3	Modify instruction for the physically handicapped student.
4	Locate, order, and evaluate audio-visual materials.
5	Relate instruction to the socially, economically, or culturally disadvantaged.
6	Understanding what constitutes positive and negative reaction to instruction.
7	A knowledge of what motivates adults to participate in vocational training.
8	Select and utilize audio-visual materials.
9	Recognizing the characteristics of the adult learner.
10	Identifying individual student needs.
11	Recognizing the effects of past education experiences upon the adult learner.
12.5	Prepare and utilize overhead transparencies.
12.5	Determine the most appropriate teaching method.
14	Conduct an occupational analysis to identify what is to be taught in the course.
15	Develop and utilize flexible lesson plans.
16	Understand the mission of area vocational-technical schools.
17	Develop a written test to determine student knowledge of course material.
18	Develop course objectives.
19	Develop ways to rate students' shop/laboratory performance.
20	Select and sequence what is to be learned in the course.
21	Direct students in applying problem solving techniques.
22	Evaluate students' performance based on course objectives.
23	Present a concept or principle to be learned.
24	Direct student shop/laboratory experience and the project method of learning.
25	Utilize individual instruction.
26	Conduct group or panel discussions.
27	Maintain occupational health and safety standards in the shop/laboratory.
28	Determine grades in an adult vocational course.
29	Relate classroom instruction to actual job situations.
30	Demonstrate how to do a task, step by step.

*Based on mean response.

TABLE XIII

TEACHING SKILL NEEDS AS PERCEIVED BY ADULT EDUCATION COORDINATORS

Rank*	Teaching Skills
1	Identify and counsel students in the use of community services and social agencies.
2	Locate, order, and evaluate audio-visual materials.
3	Select and utilize audio-visual materials.
4	Manage situations involving special needs students, i.e., epileptic seizures, racial confrontations, alcohol and/or drug problems.
5	Develop and utilize flexible lesson plans.
7.5	Recognizing the characteristics of the adult learner.
7.5	Identifying individual student needs.
7.5	Determine the most appropriate teaching method.
7.5	Understanding what constitutes positive and negative reaction to instruction.
10.5	Modify instruction for the physically handicapped.
10.5	Prepare and utilize overhead transparencies.
12	Present a concept or principle to be learned.
14	Utilize individual instruction.
14	Select and sequence what is to be learned in the course.
14	Develop course objectives
16	A knowledge of what motivates adults to participate in vocational training.
17.5	Understand the mission of area vocational-technical schools.
17.5	Direct students in applying problem solving techniques.
19	Recognizing the effects of past educational experiences upon the adult learner.
20	Develop a written test to determine student knowledge of course materials.
21.5	Develop ways to rate students' shop/laboratory performance.
21.5	Relate instruction to the socially, economically, or culturally disadvantaged student.
24	Evaluate students' performance based on course objectives.
24	Direct student shop/laboratory experiences and the project method of learning.
24	Relate classroom instruction to actual job situations.
26.5	Demonstrate how to do a task, step by step.
26.5	Present a concept or principle to be learned.
28	Determine grades in an adult vocational course.
29.5	Conduct group of panel discussions.
29.5	Maintain occupational health and safety standards in the shop. laboratory.

*Based on mean response.

The most glaring difference between the rank ordering of the two groups can be noted in item 24, "relate instruction to the socially, economically, or culturally disadvantaged student." Instructors gave this item a rank of 5.0 while the coordinators gave a rank of 21.5. This is the only item where the mean response of the instructors was greater than the coordinators. Item 23 was also ranked higher by the instructors, as was item 28.

Coordinators ranked items 6, 7, and 13 considerably higher than instructors. These three items dealt with methods of instruction and the coordinators' responses tended to agree with the way in which most experienced educators view these teaching skills.

Analysis of Preferred Delivery Systems

Section III of the survey instrument asked questions about the preference regarding a delivery system designed to meet the training needs of part-time adult T & I instructors. Respondents were first asked to indicate if they felt there was a need for programs to help part-time adult vocational instructors develop teaching skills. Table XIV indicates that 73.3 percent of the instructors and 75.0 percent of the coordinators felt there was a need for such a program.

The next question in this section was designed to ascertain the preferred format for a delivery system in meeting the training needs of instructors. Seminar discussions and group classroom activities were the preferences of both coordinators and instructors. Television lectures plus reading and homework was the least preferred method by both groups. Table XV shows the percentage for delivery format preference.

Respondents could indicate more than one delivery format preference, therefore, the total percentage exceeded 100.

TABLE XIV

PERCENTAGES OF PART-TIME ADULT T & I INSTRUCTORS AND ADULT EDUCATION COORDINATORS WHO FELT THERE IS A NEED FOR PROGRAMS TO DEVELOP TEACHING SKILLS

Response	Instructors (n=137)	Coordinators (n=20)
Yes	73.3%	75.0%
No	26.7%	25.0%

TABLE XV

PREFERRED DELIVERY FORMAT FOR TEACHER EDUCATION ACTIVITIES AS REPORTED BY PART-TIME ADULT T & I INSTRUCTORS AND ADULT EDUCATION COORDINATORS

Delivery Format	Instructors (n=137)	Coordinators (n=20)
Group classroom activities	44.5%	55.0%
Seminar discussions	46.7%	45.0%
Television lectures plus homework/ local discussion groups	9.4%	5.0%
Self-study materials	27.0%	15.0%

Respondents were asked to indicate the amount of time they felt the part-time adult T & I instructor would be willing to devote to a teacher education activity. Instructors perceived themselves as willing to participate in over twice as many clock hours of training per year as did the coordinators. Instructors indicated they would be willing to participate for a mean of 22.7 clock hours per year. Coordinators perceived that instructors would only be willing to participate in 8.1 hours per year.

Based on education level, instructors with graduate degrees percieved a less amount of time (16.8) that the instructors would be willing to devote to a teacher education activity than the other two groups (see Table XVI).

It is also noteworthy that inexperienced teachers of adults indicated a willingness to spend 40 percent more time engaged in a teacher education activity than the experienced teacher (36.2 hours per year compared to 21.3 hours per year). This could indicate the need for a more extensive per-service program. However, experienced instructors indicated 2.7 mean years of participation compared to 1.6 years for inexperienced instructors. When one views the hours per year and the number of years together, both experienced and inexperienced teachers would be willing to devote the same amount of total time to a teacher education activity.

Of the instructors surveyed, 19.7 percent indicated they were not aware of needs to learn teaching skills; while 26.3 percent indicated they were having their needs met by their local school staff. A self-study program of some type was meeting the need to learn teaching skills by 21.9 percent of the instructors, and 13.1 percent of them

stated their needs were not being met. Teacher educators from a state university were meeting the needs of 15.3 percent of the instructors at the time of the survey.

TABLE XVI

PREFERRED LENGTH OF PARTICIPATION IN TEACHER EDUCATION ACTIVITIES AS REPORTED BY PART-TIME ADULT T & I INSTRUCTORS AND ADULT EDUCATION COORDINATORS

Respondent Group	n	Mean Number of Clock Hours per Year	Mean Number of Years of Participation
Instructors	79	22.7	2.7
Instructors with high school diploma or equivalent	18	21.7	2.3
Instructors with college, baccalaureate or less	42	25.7	3.2
Instructors with graduate degrees	17	16.8	1.9
Instructors with prior adult education experience	68	21.3	2.7
Instructors with no prior adult education experience	8	36.2	1.6
Coordinators	17	8.1	1.5

The majority of the coordinators (65.0 percent) indicated that most of the needs in this area were being met by the local school staff at the home school. Table XVII presents the percentages for each source of teacher education for both instructors and coordinators.

TABLE XVII

MANNER IN WHICH THE CURRENT NEEDS FOR LEARNING OF TEACHING SKILLS BY PART-TIME ADULT T & I INSTRUCTORS ARE BEING MET AS PERCEIVED BY INSTRUCTORS AND COORDINATORS

	Instructors		Coordinators	
	n	%	n	%
Not aware of any needs	27	19.7	1	5.0
Local school staff	36	26.3	13	65.0
Self-study program	30	21.9	3	15.0
Needs not being met	18	13.1	3	15.0
Teacher educators	29	15.3	6	30.0
Other	9	6.6	4	20.0
No response	15	11.0	0	0.0

Other ways in which the need to learn teaching skills was being met was mentioned on a few of the instruments. The other ways listd were:

1. workshops in hospitals,
2. workshops by manufacturers,
3. combination of self-study and university, and
4. personnel from the State Department of Vocational and Technical Education.

One concern of the study was to identify what would motviate the part-time adult T & I instructors to participate in teacher education activities. Both instructors and coordinators were asked to select, from four alternatives, what they felt would be the primary motivation for

participation in instructional activity by the part-time adult T & I instructor.

The majority of instructors (51.1 percent) indicated the greatest motivation for participation would be personal growth, followed by incentive pay raise (37.2 percent), paid attendance (31.8 percent), and college credit (28.1 percent).

One-half (50.0 percent) of the coordinators felt that paid attendance would be the primary motivation for participation by instructors in teacher education activities. Thirty percent of the coordinators felt that personal growth would be a primary motivation and 30.0 percent felt that an incentive pay raise would be a primary motivation. Only 15.0 percent of the coordinators felt college credit would be a primary motivation for participants. These percentages are included in Table XVII.

TABLE XVIII

PERCEIVED PRIMARY MOTIVATION FOR THE PART-TIME ADULT T & I INSTRUCTOR TO PARTICIPATE IN TEACHER EDUCATION ACTIVITIES

Motivations as Listed on Survey Instrument	Instructors* (n=137)	Coordinators* (n=20)
Personal growth	51.1%	30.0%
Incentive pay raise	37.2%	30.0%
Paid attendance	31.8%	50.0%
College credit	28.1%	15.0%

*Total percentage greater than 100 due to multiple responses.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

Adult vocational education, especially on a part-time basis, has experienced rapid growth in recent years. Much of this growth has been in areas considered as trade or industrial education (National Center for Education Statistics, 1974). Oklahoma area vocational-technical schools have experienced similar growth. As a result, many persons have been thrust into the teaching role who may not otherwise have become teachers. This presents a growing segment of faculty whose training needs must be addressed.

The purpose of this study was to survey the part-time adult trade and industrial education instructors and adult education coordinators in Oklahoma area vocational-technical schools to determine their perceptions in regard to the training needs of part-time adult trade and industrial instructors. To accomplish this purpose, the following objectives were formulated:

1. to assess the training needs of the part-time adult T & I instructor,
2. to determine what delivery system would be preferred in meeting those needs, and

3. to provide descriptive information about the part-time adult T & I instructor.

Instructors and coordinators were asked to respond to a three-part survey instrument designed to meet the objectives of the study. Section I solicited descriptive information about the part-time adult T & I instructor. Section II contained a list of teaching skills developed from a review of teaching skills found in five similar studies (Penner, 1972; McClellan, 1975; Hole, 1977; Rossman and Bunning, 1978; Pucel, 1978) in the review of literature. Section III of the survey instrument was designed to determine what delivery system would be preferred in meeting the training needs of the part-time adult T & I instructor.

This thesis is a summarization of the findings obtained from administering the survey instrument to 137 part-time adult T & I instructors and 20 adult education coordinators. Seventeen of the 21 area school districts in operation in Oklahoma during the fall of 1979 participated in this study.

Data collected by the survey instrument were tabulated and analyzed using frequencies, percentages, and mean scores. The 30 teaching skills contained in Section II of the instrument were rated on the following scale: 0, need no help; 1, need slight help; 2, need moderate help; and 3, need much help. The 30 items were rank-ordered by the mean response. An overall ranking was done for the instructors, plus rank-orderings based on education level and teaching experience. The coordinators' responses were also rank-ordered in like fashion.

The data analysis was organized and presented in three major areas: descriptive information, perceptions regarding training needs, and preferred delivery systems.

Findings

The purpose of this study was to determine the training needs of part-time adult T & I instructors in Oklahoma area vocational-technical schools as perceived by themselves and adult education coordinators. The following findings are based on this study and are organized around the objectives of the study:

Objective 1: To assess the training needs of the part-time adult trade and industrial instructor.

Based on the data obtained from the instructors and coordinators, it was found that the area in which the greatest amount of training is perceived as needed is in the area dealing with the special needs adult T & I student. The area in which the next greatest amount of training is needed is in the use, selection, and evaluation of audio-visual materials. The area in which the respondents perceived as needing the least amount of help in developing was the traditional methods of teaching and classroom management. Specifically, the following findings resulted from the study:

1. Item number 26: "Identify and counsel students in the use of community services and social agencies," received the highest rating, according to the mean response, of any item. This item was ranked number one by the coordinator group and number two by the instructors.
2. The item rated highest by the instructors in terms of amount of help needed was number 25, "Manage situations involving special needs students (i.e., epileptic seizures, racial confrontations, alcohol and/or drug problems)." This item was ranked fourth by the coordinator group.

3. There was a noticeable tendency by the coordinator group to rate most items higher, by mean response, than the instructor group.
4. Item number 10, "Demonstrate how to do a task step-by-step," received the lowest ranking by the instructor group and fourth lowest by the coordinator group.
5. Item number 18, "Maintain occupational health and safety standards in the shop/laboratory," was ranked lowest by the coordinator group and fourth lowest by the instructor group.
6. Item number 22, "Determine grades in an adult vocational course," was ranked third lowest by both respondent groups.

These findings tended to agree with findings of the studies conducted in Pennsylvania (Hole, 1977) and Minnesota (Pucel, 1978). In both of these studies, the area in which the instructors indicated the greatest desire for assistance was in dealing with special needs students.

Objective 2. To determine what delivery system would be preferred in meeting those needs.

Instructors and coordinators agreed there was a need for a program to help the part-time adult T & I instructor develop teaching skills. The delivery format preferred by both groups was group classroom activities or seminar discussion. Additional findings in regard to teacher education acitivity include:

1. Instructors indicated a willingness to spend an average of 22 hours per year engaged in a teacher education activity. Coordinators perceived a participation time of only eight hours per year.
2. Instructors with no prior adult education experience were willing to spend over one-third (36.2 hours) more time in a teacher

education activity as experienced teachers (21.3 hours).

3. The most common way in which current training needs were being met was by the local school staff.
4. Thirteen percent of the instructors and 15 percent of the coordinators indicated that training needs are not currently being met.
5. Instructors indicated that the leading motivation for participation in a teacher education activity would be personal growth.
6. Coordinators perceived the leading motivation for participation as paid attendance.

Objective 3. To provide descriptive information about the part-time adult T & I instructor.

It was found from the study that most part-time adult T & I instructors work 40 hours per week at a job other than teaching, teach six hours or less per week, and have had some college education. The specific findings were:

1. Almost one-half (49.3 percent) held a baccalaureate degree or higher.
2. Only one-fifth (20.6 percent) met the minimum requirement of a high school diploma or equivalent.
3. The largest source of vocational education was on-the-job training.
4. The most common source of formal vocational education was public post-secondary schools.
5. Over one-fourth (28.5 percent) of the instructors had received no teacher education instruction.

6. The most common source of previous teacher education instruction was college or university courses in education.
7. The majority (90.4 percent) of the part-time adult T & * instructors included in this study had previous experience teaching adults, with an average of 5.4 years of experience.

Conclusions

After considering the findings of this study, the following conclusions are drawn:

1. Pre-service and/or in-service training programs should be established for part-time adult trade and industrial instructors. The length of such training programs should be 20 hours per year and presented in group classroom activities or seminar discussions format.
2. Training programs for part-time adult T & I instructors should emphasize methods and procedures for managing situations involving special needs students. This would include how to identify and counsel students in the use of community services and how to modify instruction for the physically handicapped.
3. Other teaching skills to be included in training programs for part-time adult T & I instructors are: obtaining and utilizing audio-visual materials, recognizing the characteristics of the adult learner, teaching methods and classroom management (lesson plans, objectives, student evaluation), and maintaining occupational health and safety standards in the classroom.
4. Although most instructors indicated they would be willing to participate in training programs for personal growth, incentive

pay raises and/or paid attendance would greatly enhance their willingness to participate.

Recommendations

The following recommendations are made regarding future studies concerned with identifying the training needs of part-time adult vocational instructors:

1. This study was limted to part-time adult instructors teaching trade and industrial education courses in Oklahoma area vocational-technical schools. It is recommended that similar studies be conducted for part-time adult instructors in the other vocational service areas (i.e., business and office education, health occupations, distributive education, agriculture, and home economics). Future studies should determine the number of part-time adult instructors who teach full-time day programs.
2. Full-time day instructors who share facilities with part-time adult instructors should be surveyed to ascertain their perceptions regarding the training needs of part-time adult instructors.

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APPENDIXES

APPENDIX A

INITIAL BEHAVIOR OR SKILLS LIST

Perceptions of Adult Vocational Teacher

Education Needs (Penner, 1972)

The effective vocational teacher of adults carefully provides a learning environment characterized by:

1. Accepting and respecting each student's feelings and ideas.

2. Recognizing and accepting learning problems of students caused by variation in socio-economic background.

3. Recognizing and accepting learning problems of students caused by variation in cultural and ethnic (minority group) background.

4. Recognizing and accepting learning problems of students caused by variation in scholastic ability and attainment.

5. Exhibiting enthusiasm and support for the area in which he is teaching.

The effective vocational teacher of adults performs the teaching act by employing the following techniques:

6. Skillful questioning of each individual to determine areas where additional help is needed.

7. Encouraging sharing of ideas among the group through discussion leading.

8. Giving demonstrations of skills and procedures.

9. Providing opportunity for each student to practice newly acquired skills.

10. Securing the services of resource persons and experts in the field.

The effective vocational adult teacher possesses personal characteristics and behavioral patterns including the following:

11. Maintains an open mind concerning the ideas and opinions of students.

12. Avoids sarcastic and derogatory response to members of the group.

13. Readily adjusts and adapts to new and different situations.

14. Expresses himself fluently and in clear, concise terms.

15. Maintains good professional image in terms of grooming.

The effective vocational teacher of adults adds force to his teaching by employing the following teaching and/or learning aids:

16. Employs methods and techniques of effective planning and implementation.

17. Accents learning by the use of audio-visual equipment.

18. Encourages desirable work habits through the use of assignment sheets, job sheets and operation sheets.

19. Helps the student apply new knowledge and skills to past experience.

20. Gears the presentation to the levels of experience of the group.

The effective vocational teacher of adults performs the following tasks concerning the occupation he is teaching:

21. Analyses of the trade or occupation for teaching content.

22. Follows accepted and approved work standards of the industry.

23. Teaches, practices and enforces preventive shop safety procedures.

24. Possesses proficiency in the operation or manipulation of the tools of the trade.

25. Teaches and performs preventive and/or routine equipment maintenance.

The effective vocational teacher of adults conscientiously employs the following objective evaluation methods.

26. Involves the students in a mutual process of formulating learning objectives.

27. Involves students in developing acceptable methods for measuring student progress.

28. Helps students to see the gap between what the student would like to be and what he is.

29. Maintains an accurate chart indicating student progress.

30. Prepares and administers examinations that are fair and accurate in appraising student progress.

Competencies Unique to Educators of Adults

(McClellan, 1975)

1.00 Program Planning

1.01 Develop objectives for program pertaining to adult learners.

1.02 Read current literature in your field and extract usable ideas and content.

1.03 Utilize input from Advisory Committee to identify needs.

1.04 Develop and utilize flexible lesson plans.

1.05 Analyze attitudes, needs and interests of adult learner, and utilize input from adult learners to identify their needs.

1.06 Determine community and business needs.

1.07 Plan a follow-up of former adult learners as a guide for future programs

1.08 Develop a plan for program revision.

1.09 Develop new programs according to community needs.

1.10 Utilize T.V., E.T.M., and individualized packages.

1.11 Develop a step-by-step process as a guide to program development.

2.00 Instruction

2.01 Identify competencies of adult learners.

2.02 Utilize individual experience of adult learners in developing appropriate learning activities.

2.03 Develop activities to accommodate different rates of learning.

2.04 Identify experience level of each adult learner.

2.05 Develop flexible learning activities designed to meet individual adult learners interests and needs.

2.06 Vary class routine.

2.07 Develop activities to accommodate different learning objectives of the adult learner.

2.08 Change pace of instruction.

2.09 Provide for group activities.

2.10 Identify and plan for outside resources.

2.11 Utilize a variety of media.

2.12 Provide an unstructured and relaxed classroom situation.

2.13 Explain and demonstrate at the adult learners level.

2.14 Develop learning experiences for the handicapped and disadvantaged adult learner.

3.00 Relationship with Adult Learner

3.01 Show respect for adult learner.

3.02 Reinforce adult learner for achievement.

3.03 Understand the point of view of adult learner.

3.04 Display a genuine enthusiasm.

3.05 Communicate with adult learner in an open manner.

3.06 Encourage new interests for adult learner.

3.07 Understand the problems an adult learner might have.

3.08 Aid adult learner by using appropriate guidance techniques.

3.09 Respond to spontaneous adult learner interests.

3.10 Provide opportunities for adult learners to share their vocational interests.

3.11 Show empathy through patience and tactfulness.

3.12 Develop good relationships with adult learners.

4.00

4.01 Identify local resources and match with needs.

4.02 Develop comprehensive program to meet the needs of adults.

4.03 Select call-staff for adult learners.

4.04 Develop and maintain good public relations with community.

4.05 Design and conduct in-service program for call-staff.

4.06 Develop budget for programs.

4.07 Develop and maintain good public relations with call-staff.

4.08 Arrange for facilities for adult education.

4.09 Report data as required.

4.10 Maintain records.

4.11 Promote and publicize the program offered in adult education.

4.12 Register adult learners.

4.13 Supervise classes.

4.14 Evaluate programs to determine if needs of adult learners are being met.

4.15 Develop a handbook for personnel.

5.00 Relationship with Peers and Community

5.01 Acknowledge professional help from peers.

5.02 Assist peers when possible.

5.03 Develop good relations with community service personnel.

5.04 Participate in community affairs.

5.05 Participate in school affairs.

6.00 Evaluation

6.01 Identify evaluation procedures to be used by adult learners.

6.02 Plan for adult learner input for self-evaluation.

6.03 Plan for self-evaluation to be used by adult learner.

6.04 Plan for adult learner evaluation of program.

6.05 Self-evaluation of educator's teaching methods and their effectiveness.

6.06 Plan for evaluation by supervisor.

6.07 Develop a strategy for evaluating adult program.

Assessment of Inservice Needs, Part-Time

Adult Vocational Teachers

(Hole, 1977)

1. Providing special instruction or assistance to second language students.
2. Providing special instruction or assistance to disadvantaged or handicapped students.
3. Utilizing an advisory committee to determine student and community needs.
4. Recognizing special characteristics of the adult learner.
5. Implementing and supervising activities of student vocational organizations.
6. Developing a co-op work experience program.
7. Utilizing outside resource persons and services.
8. Developing audio-visual materials.
9. Relating instruction to the culturally different student.
10. Maintaining class interest to keep students in the program.
11. Assisting students in reading skills.
12. Assessing program effectiveness.
13. Assessing teacher effectiveness.
14. Providing learning experiences for students with individual differences.
15. Determining course outcomes.
16. Determining tools to measure student achievement.
17. Providing information on continuing education.
18. Mutual planning of individual programs with each student.
19. Providing successful educational experiences for each student.
20. Revising courses in accordance with current occupational trends.
21. Using audio-visual equipment.

22. Developing group and individual learning activities to facilitate instruction.

23. Selecting instructional materials.

24. Maintaining occupational safety and health standards in the lab or shop.

25. Planning a unit of instruction from the couse of study.

26. Developing a course of study.

27. Analyzing student performance.

28. Maintaining student records.

29. Implementing the learning activities in the classroom.

30. Providing practical shop or laboratory demonstrations.

31. Writing a lesson plan.

32. Assisting students in career orientation and job placement.

33. Guiding students in the use of community agencies and services.

34. Using counseling techniques to help students solve personal problems.

Teacher Education Needs--Part-Time Adult

Vocational Instructors

(Pucel, 1978)

1. Identify positive and negative student verbal and non-verbal reactions to instruction.
2. Identify and select appropriate ways to teach.
3. Present information with television and video-taped equipment.
4. Adjust the learning/classroom environment and materials to better serve individual students with special needs.
5. Direct individualized instruction through the use of learning packets, modules, etc.
6. Conduct a task to content analysis to identify what is to be taught in the course.
7. Select and prepare course objectives.
8. Develop a written test to determine student knowledge of course materials.
9. Identify the learning characteristics of the student populations for which instruction will be developed.
10. Identify students whose performance is impaired by social problems, e.g., inability to relate, lack of transportation, family problems, etc.
11. Understand the effect of past educational successes or failures upon adult learners.
12. Identify and use appropriate ways of counseling to assist students.
13. Select and organize what is to be learned in the course.
14. Divide course into instructional parts.
15. Employ positive means of providing feedback to students.
16. Provide instruction for the slower and the more capable students.
17. Identify resources, both in and outside of the school setting to aid in the development of individual students with special needs.
18. Understand the importance of teacher enthusiasm and support.

19. Maintain an open mind concerning the ideas and opinions of students.

20. Demonstrate a concept or principle to be learned.

21. Present information through an illustrated talk.

22. Summarize a lesson.

23. Employ simulation techniques using likenesses, models, mock-ups of what student will find on the job.

24. Develop ways to rate student's shop/laboratory performance.

25. Identify and use appropriate ways for monitoring student progress.

26. Locate, order and evaluate audio-visual instructional materials.

27. Deal with crisis situations involving students with special needs, e.g., epileptic seizures, racial confrontation, etc.

28. Understand the conditions and forces, cultural, social and economic, which influence adult learning.

29. Identify and clarify individual student needs.

30. Identify and select instructional materials.

31. Sequence course instructional parts.

32. Present information with overhead and opaque projectors.

33. Present information with audio recording machines.

34. Identify students whose performance is impaired by chemical dependency, e.g., drugs and/or alcohol.

35. Apply non-verbal communication, such as gestures, facial expressions, and silence.

36. Respect each student's feelings and ideas.

37. Understand what motivates adults to participate in training programs.

38. Present information with film projectors.

39. Demonstrate how to do a task, step by step.

40. Evaluate student's performance according to entry level performance standards of the occupation.

41. Determine grades in a vocational course.

42. Present information with film strip and slide projectors.

43. Introduce a lesson.

44. Conduct group or panel discussions.

45. Direct students in applying problem-solving techniques.

46. Prepare transparency materials for use with an overhead projector.

47. Identify students whose performance is impaired by physical handicaps, learning disabilities, behavior/emotional problems, etc.

48. Direct students on how and what to study.

49. Direct the student in the use of a project as a way to learn.

50. Relate classroom instruction to the job experience of adult students.

51. Schedule and use tests.

52. Coordinate materials with corresponding day school vocational program.

53. Present information with the chalkboard and flip chart.

54. Establish and maintain filing/recordkeeping system.

55. Present information by bringing in a subject matter expert.

56. Be familiar with student management and discipline principles.

57. Assist students to make immediate on-the-job application of what they have learned.

58. Direct student shop or laboratory experience.

59. Understand the differences between adult vocational and other adult education programs.

60. Identify, locate, and obtain necessary supplies, equipment, and fixtures.

61. Provide an environment favorable to the health and safety of students and staff such as the use of safety glasses, proper ventilation, teaching safety awareness.

62. Plan and direct individual or group field trips.

Knowledge and Skills of the Adult Educator

(Rossman and Bunning, 1978)

Knowledge:

1. of the psychology of the adult: intellectual development, adjustment, personality theory, the effects of aging, the psychology of dying, etc.
2. of the ever-changing nature of the adult and his needs.
3. of himself.
4. of the process of change.
5. of contemporary society: its subgroupings, needs, trends.
6. of the functions of the adult educator.
7. of the principles of adult education.
8. of the broad field of adult education as it relates to the individual, the community, and/or society.
9. of learning theories in practice.
10. of the evaluation of methods, techniques, and devices as to appropriateness.
11. of the community: its organization and power structure as well as methods of development.
12. of organization, group, and/or individual behavior.
13. of the broad spectrum of changing adult characteristics.
14. of the implementation of innovative programs.
15. of educational planning techniques.
16. of educational institutions: their functions, their interrelationships with society, and how they may be changed.
17. of the designing of innovative programs.
18. of community resources.
19. of societal trends as they affect adult education.
20. of the decision-making process.

21. of the implications of updated research.

22. of group dynamics.

23. of current events and their relevancy to adult education.

24. of human resource development theory.

25. of the proper use of various educational methods, techniques, and/or devices.

26. of trends of higher and continuing education.

27. of use of mass media as it relates to adult education.

28. of professionalization: a sense of mission and purpose and how the professional functions.

29. of other ways to define knowledge beside the dominant scientifc one.

30. of philosophy.

Skills:

1. in implementing strategies for adults to self-diagnose learning needs.

2. in evaluating the effectiveness of the educational product.

3. in gaining the cooperation of community agencies and/or groups in education endeavors.

4. in human motivation.

5. in providing for the individual within group learning situations.

6. in helping groups engage in problem solving.

7. in finding and/or creating educational resources.

8. in leadership: group, academic, and/or community.

9. in counseling adults.

10. in utilizing educational resources.

11. in helping others identify life goals.

12. in utilizing research findings to improve instruction.

13. in promoting teamwork as a member of the total educational team.

14. as an educational consultant.

15. in organization maintenance, development and/or renewal.

16. in diagnosing the educational needs of society.

17. in administration or management of adult programs.

18. in being accountable to the public.

19. in the proper utilization of advisory committees,

20. in identifying alternative futures for current users.

21. as a teacher trainer.

22. in balancing individual and societal needs when different.

23. in creating enhancing interpersonal relationships.

24. in fiscal aspects of the educational process.

25. in objectively merging personal perceptions with those of the adult clientele.

26. in the use of educational technology.

27. in communicating (including listening skills).

28. in continuous self-improvement.

29. in systematic inquiry, critical assessment, and problem solving.

30. in diagnosing education needs of the individual.

31. in designing learning experiences based on need.

32. in initiating the self-actualization process in the adult.

33. in encouraging creativity.

34. in conducting learning experiences based on need as a change agent for himself, individuals, organizations, and/or the community.

35. in creating non-traditional learning opportunities as a competent instructor.

APPENDIX B

SURVEY INSTRUMENT

TRAINING NEEDS OF INSTRUCTORS

PART-TIME ADULT TRADE AND INDUSTRIAL EDUCATION

INTRODUCTION: The responses from this questionnaire will be used by adult coordinators, teacher educators, and state department personnel in planning and developing meaningful and relevant in-service or pre-service training programs for the part-time adult instructor. Individual questionnaires will be treated confidentially and will not be used for program or individual evaluation.

SECTION I - Background Information

Please check the following items as they apply to you.

1. How many hours per week do you spend working at a job other than teaching?

___ 10 hours or less
___ 11 to 20 hours
___ 21 to 40 hours
___ 40 hours or more
___ Retired from work force

2. How many hours per week do you teach adult vocational courses?

___ 3 or less
___ 4 to 6
___ 7 to 9
___ 10 or more

3. Which of the following indicates your highest formal education?

___ Completed high school
___ High school equivalent (GED)
___ Attended college but did not earn a degree
___ Associate degree
___ Baccalaureate degree
___ Graduate degree ___ Masters ___ Doctorate
___ Currently pursuing a degree

4. Which of the following indicates your vocational education and training? (Check all that apply)

___ Received on-the-job training
___ Military vocational training
___ Secondary vocational school
___ Post-secondary vocational school ___ Public ___ Private

5. If you have had any teacher education instruction, please indicate the source(s) of such instruction.

___ Have taken no teacher education instruction
___ Teacher education workshop in your school ___ number of clock hours
___ College or university courses in education ___ number of credit hours
___ Industry training in teacher education/instructional techniques
___ Military training in teacher education/instructional techniques

6. Have you had experience teaching adults before this school year?

___ No ___ Yes

If yes, briefly describe your experience in terms of number of courses taught and/or number of years.

SECTION II - Teaching Skills

Directions: Please rate each of the following areas by indicating the amount of help you perceive the part-time adult vocational instructor would need in developing each teaching skill. Circle your response.

		Need No Help.	Need Slight Help.	Need Moderate Help.	Need Much Help.
1.	Recognizing the characteristics of the adult learner.	0	1	2	3
2.	Identifying individual student needs.	0	1	2	3
3.	Conduct an occupational analysis to identify what is to be taught in the course.	0	1	2	3
4.	Select and sequence what is to be learned in the course.	0	1	2	3
5.	Develop course objectives.	0	1	2	3
6.	Develop and utilize flexible lesson plans.	0	1	2	3
7.	Determine the most appropriate teaching method.	0	1	2	3
8.	Conduct group or panel discussions.	0	1	2	3
9.	Direct students in applying problem solving techniques.	0	1	2	3
10.	Direct student shop/laboratory experiences and the project method of learning.	0	1	2	3
11.	Demonstrate how to do a task, step by step.	0	1	2	3
12.	Present a concept or principle to be learned.	0	1	2	3
13.	Utilize individual instruction.	0	1	2	3
14.	Relate classroom instruction to actual job situations.	0	1	2	3
15.	Prepare and utilize overhead transparencies.	0	1	2	3
16.	Select and utilize audio-visual materials.	0	1	2	3
17.	Locate, order, and evaluate audio-visual materials.	0	1	2	3
18.	Maintain occupational health and safety standards in the shop/laboratory.	0	1	2	3
19.	Develop ways to rate students' shop/laboratory performance.	0	1	2	3
20.	Develop a written test to determine student knowledge of course materials.	0	1	2	3

	Need No Help	Need Slight Help	Need Moderate Help	Need Much Help
21. Evaluate students' performance based on course objectives.	0	1	2	3
22. Determine grades in an adult vocational course.	0	1	2	3
23. Modify instruction for the physically handicapped student.	0	1	2	3
24. Relate instruction to the socially, economically, or culturally disadvantaged student.	0	1	2	3
25. Manage situations involving special needs students, i.e. epileptic seizures, racial confrontations, alcohol and/or drug problems.	0	1	2	3
26. Identify and counsel students in the use of community services and social agencies.	0	1	2	3
27. A knowledge of what motivates adults to participate in vocational training.	0	1	2	3
28. Recognizing the effects of past educational experiences upon the adult learner.	0	1	2	3
29. Understanding what constitutes positive and negative reaction to instruction.	0	1	2	3
30. Understand the mission of area vocational-technical schools.	0	1	2	3

SECTION III - Teacher Education Preferences

1. Do you think there is a need for programs to help the part-time adult vocational instructor develop teaching skills?

   ___ Yes ___ No

2. If part-time adult instructors were to participate in a teacher education activity, how do you feel they would most like to learn?

   ___ Group classroom activities
   ___ Seminar discussions
   ___ TV lectures plus reading and homework and/or local discussion groups
   ___ Self-study materials such as tape cassettes, reading materials, etc.

3. If this group of instructors participated in a teacher education activity, how much time do you feel they would be willing to devote to this activity?

___ Total clock hours of participation per year
___ Total number of years of participation

4. How are most of the needs to learn teaching skills currently being met by your group of part-time adult vocational instructors?

___ Not aware of any needs
___ Local school staff at the school in which they teach
___ Self-study program
___ Needs not being met currently
___ Teacher educators from a state university
___ Other (specify) _____

5. What would be the primary motivation for part-time adult vocational instructors to participate in teacher education activities?

___ Personal growth
___ Incentive pay raise
___ Paid attendance
___ College credit

APPENDIX C

PROGRAMS REIMBURSED AS TRADE AND INDUSTRIAL EDUCATION

TRADE & INDUSTRIAL EDUCATION

Air Conditioning & Refrigeration
Aircraft Mechanics
Appliance Repair
Auto Body
Auto Mechanics
Automotive Parts
Brick Masonry
Cabinetmaking
Carpentry
Commercial Art
Commercial Photography
Compact Car Mechanics
Cosmetology
Disel Mechanics
Drafting
Electricity
Electronics
Electro Mechanical
Farm Equipment Repair
Floriculture
Horticulture
Industrial Chemistry
Machine Shop
Plumbing
Printing
Radio & TV Repair
Sheet Metal Mechanic
Small Engine Repair
Tailoring
Upholstery
Welding

Source: Trade & Industrial Education Director, 1979-80.
Oklahoma State Department of Vocational and Technical Education
Stillwater, Oklahoma

APPENDIX D

COVER LETTER

Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER, OKLAHOMA 74074
CLASSROOM BUILDING 406
(405) 624-6275

September 5, 1979

(Name of coordinator)
(School name)
(Address)

Dear (coordinator):

I am conducting a study to aid in determining the training needs of part-time adult trade and industrial education instructors. With your help in conducting this study, it is hoped that meaningful recommendations can be made for the improvement of instruction of adult education programs.

Enclosed is a questionnaire to be completed only by part-time adult trade and industrial education instructors. See attached sheet for a listing of approved areas of trade and industrial education. Please distribute the questionnaires, ask each instructor to complete one, and return them to you.

In addition, I am asking you, as the adult education coordinator, to complete sections II and III of the specially marked questionnaire. Once you have collected the questionnaires, place them in the enclosed stamped, self-addressed envelope and drop them in the mail. Naturally, I would like to have the questionnaires completed and returned as soon as possible.

Thank you very much for your cooperation and help, I have been encouraged to conduct this study by John Friedemann, Larry Hansen and Lloyd Wiggins. They are aware of the procedures used to collect this information and have given their approval.

Sincerely,

Steve Franks
Graduate Assistant

SF:msh

Enclosures

APPENDIX E

RAW DATA FOR EACH TEACHING SKILL

TABLE XIX

INSTRUCTOR RESPONSES

	Need No Help	Need Slight Help	Need Moderate Help	Need Much Help
1. Recognizing the characteristics of the adult learner.	37	41	39	16
2. Identifying individual student needs.	38	42	37	16
3. Conduct an organizational analysis to identify what is to be taught in the course.	38	44	32	17
4. Select and sequence what is to be learned in the course.	53	35	33	12
5. Develop course objectives.	49	39	31	14
6. Develop and utilize flexible lesson plans.	40	41	37	14
7. Determine the most appropriate teaching method.	42	40	33	19
8. Conduct group or panel discussions.	58	36	30	8
9. Direct students in applying problem solving techniques.	52	43	27	12
10. Direct student shop/laboratory experiences and the project method of learning.	55	38	28	10
11. Demonstrate how to do a task, step by step.	78	30	15	10
12. Present a concept of principle to be learned.	50	47	24	11
13. Utilize individual instruction.	54	44	24	11
14. Relate classroom instruction to actual job situations.	74	36	12	10
15. Prepare and utilize overhead transparencies.	46	35	31	22
16. Select and utilize audio-visual materials.	41	36	34	22
17. Locate, order, and evaluate audio-visual materials.	33	33	35	32
18. Maintain occupational health and safety standards in the shop/lab	64	33	22	13

TABLE XIX (Continued)

	Need No Help	Need Slight Help	Need Moderate Help	Need Much Help
19. Develop ways to rate students' shop/laboratory performance	51	37	32	14
20. Develop a written test to determine student knowledge of course materials.	53	32	30	19
21. Evaluate students' performance based on course objectives.	59	33	29	13
22. Determine grades in an adult vocational course.	60	43	20	9
23. Modify instrument for the physically handicapped student.	30	24	41	36
24. Relate instruction to the socially, economically, or culturally disadvantaged student.	41	31	32	29
25. Manage situations involving special needs students, i.e., epileptic seizures, racial confrontations, alcohol and/or drug problems.	25	22	43	43
26. Identify and counsel students in the use of community services and social agencies.	22	31	46	34
27. A knowledge of what motivates adults to participate in vocational training.	40	36	35	22
28. Recognizing the effects of past educational experiences upon the adult learner.	37	45	36	15
29. Understanding what constitutes postive and negative reaction to instruction.	39	33	35	26
30. Understand the mission of area vocational-technical schools.	47	40	28	18

TABLE XX

COORDINATOR RESPONSES

	Need No Help	Need Slight Help	Need Moderate Help	Need Much Help
1. Recognizing the characteristics of the adult learner	2	5	10	3
2. Identifying individual student needs.	1	7	9	3
3. Conduct an occupational analysis to identify what is to be taught in the course.	3	5	9	3
4. Select and sequence what is to be learned in the course.	2	8	7	3
5. Develop course objectives.	4	5	7	4
6. Develop and utilize flexible lesson plans.	0	9	6	3
7. Determine the most appropriate teaching method.	1	8	7	4
8. Conduct group or panel discussions.	4	10	6	0
9. Direct students in applying problem solving techniques.	3	7	8	2
10. Direct student shop/laboratory experiences and the project method of learning.	4	9	6	1
11. Demonstrate how to do a task, step by step.	6	7	5	2
12. Present a concept or principle to be learned.	5	9	4	2
13. Utilize individual instruction.	5	2	10	3
14. Relate classroom instruction to actual job situations.	5	8	5	2
15. Prepare and utilize overhead transparencies.	2	8	5	5
16. Select and utliize audio-visual materials	0	7	7	6
17. Locate, order, and evaluate audio-visual materials.	1	6	4	9
18. Maintain occupational health and safety standards in the shop/lab	6	9	2	3

TABLE XX (Continued)

	Need No Help	Need Slight Help	Need Moderate Help	Need Much Help
19. Develop ways to rate students' shop/laboratory performance	3	11	3	3
20. Develop a written test to determine student knowledge of course materials	3	8	6	2
21. Evaluate students' performance based on course objectives	4	9	6	1
22. Determine grades in an adult vocational course	4	10	4	1
23. Modify instruction for the	4	3	9	4
24. Relate instruction to the socially, economically, or culturally disadvantaged student	5	6	7	2
25. Manage situations involving special needs students, i.e., epileptic seizures, racial confrontation, alcohol and/or drug problems	2	5	7	6
26. Identify and counsel students in the use of community services and social agencies	2	2	8	8
27. A knowledge of what motivates adults to participate in vocational training	4	6	6	4
28. Recognizing the effects of past educational experiences upon the adult learner	5	4	9	2
29. Understanding what constitutes positive and negative reaction to instruction	1	8	7	4
30. Understand the mission of area vocational-technical schools	4	8	3	5

VITA 2

Stephen Byron Franks

Candidate for the Degree of

Doctor of Education

Thesis: PERCEIVED TRAINING NEEDS OF PART-TIME ADULT TRADE AND INDUSTRIAL EDUCATION INSTRUCTORS IN OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOLS

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Winfield, Alabama, August 29, 1950, the son of J. D. and Mary Lee Franks.

Education: Graduated from Marion County High School, Guin, Alabama, in May, 1968; received Bachelor of Science in Education from the University of Alabama in 1973 with a major in Trade and Industrial Education; received the Master of Arts degree from the University of Alabama in 1974 with a major in Vocational and Industrial Education; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1980.

Professional Experience: Taught Industrial Arts at Holt High School, Tuscalossa, Alabama, 1973-74; Coordinator of Industrial Cooperative Training, Sylacauga High School, Sylacauga, Alabama, 1974-76; Assistant Personnel Director, Burgess Mining and Construction Corporation, Birmingham, Alabama, 1976-77; Related Math Instructor, Nunnelley State Technical College, Childersburg, Alabama, 1977-78; Graduate Assistant and Awardee in the Graduate Leadership Development Program, Oklahoma State University, 1978-80; currently employed as Assistant Executive Director of the Mid-America Vocational Curriculum Consortium.

Professional Organizations: Oklahoma Vocational Association, American Vocational Association, American Technical Education Association, Phi Delta Kappa, Phi Kappa Phi.